


Updated On	2023/09/17																																
Curricular Year / Period	2023/24 / S1																																
Course	Social Service																																
Curricular Unit	General sociology																																
Language(s) of Instruction	Português																																
ECTS/tempo de trabalho (horas)	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">ECTS</th> <th rowspan="2">Total</th> <th colspan="9">Horas de contacto semestral</th> </tr> <tr> <th>T</th> <th>TP</th> <th>PL</th> <th>S</th> <th>TC</th> <th>E</th> <th>O</th> <th>OT</th> <th>EC</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>150</td> <td>0</td> <td>68</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>7</td> <td>0</td> </tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;">T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>	ECTS	Total	Horas de contacto semestral									T	TP	PL	S	TC	E	O	OT	EC	6	150	0	68	0	0	0	0	0	0	7	0
ECTS	Total			Horas de contacto semestral																													
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6	150	0	68	0	0	0	0	0	0	7	0																						
Teacher in charge (GDPR consent) <small>[complete name, email]</small>	Fernando Manuel De Matos Oliveira / f.oliveira@ippportalegre.pt																																
Prerequisites <small>[Curricular Units that must precede and specific entry competences]</small>																																	
Learning outcomes <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<p>The objectives of the Curricular Unit are based on the acquisition of competences that allow the student:</p> <ul style="list-style-type: none"> - Be able to deepen theoretical and methodological knowledge from a sociological matrix of construction of scientific knowledge, emphasizing in particular the importance of this social science in the production of knowledge about contemporary societies; - Understand the complexity of social reality, its processes, its institutions and social systems, social change, mobilizing diverse theoretical perspectives of analysis, from classical authors to contemporary authors, and using relevant data; - Develop the skills necessary to the critical performance of the social worker profession, relying on up-to-date scientific knowledge to support and substantiate their professional practice. 																																
Sustainable Development Goals																																	
Syllabus	<p>Part I - Knowledge of Social Reality, Sociology and Social Intervention</p> <ol style="list-style-type: none"> 1. Preliminary epistemological and theoretical questions <ol style="list-style-type: none"> 1.1. Unit of the social and plurality of social sciences 1.2. Specificities of the sociological perspective 1.3. Obstacles to knowledge of social reality 1.4. Implications of barriers to knowledge in social intervention 2. Dialectic individual / society, knowledge and social intervention <ol style="list-style-type: none"> 2.1. The sociological explanation between individualism and determinism 2.2. Holistic and Interactionist Perspectives 2.3. Implications of different perspectives on social intervention 3. Basics of Sociological Analysis <ol style="list-style-type: none"> 3.1. Socialization and instances of socialization 3.2. Social Groups 3.3. Role and status 3.4. Social order and social control 3.5. Social institutions <p>Part II - Structures, processes, identities and social inequalities</p> <ol style="list-style-type: none"> 4. Social stratification, social classes and social mobility <ol style="list-style-type: none"> 4.1. Concept and criteria of social stratification 																																

	<p>4.2. Social stratification from the perspective of social classes (M. Weber and K. Marx)</p> <p>4.3. Social mobility in modern societies and in Portugal</p> <p>5. School and society</p> <p>5.1. Social functions of the School</p> <p>5.2. Growth, democratization and crisis of education systems</p> <p>5.3. Problems of failure and drop out</p> <p>6. Gender, sexuality and gender inequalities</p> <p>6.1. Gender and sexuality</p> <p>6.2. Gender and social inequalities</p> <p>7. Health and society</p> <p>7.1. Sociological perspective and social construction of health and disease</p> <p>7.2. Health and social inequalities</p> <p>8. Poverty and social exclusion</p> <p>8.1. Sociological Perspective of Poverty</p> <p>8.2. Recent developments in poverty indicators</p> <p>8.3. Social exclusion</p>
<p>Teaching methodologies (including assessment)</p> <p>[Specify the types of assessment and the weights and evaluation criteria]</p>	<p>1 - Teaching methodologies</p> <p>The methodology of work during the classes is structured on the basis of a dual dynamic: on the one hand, exposition of the programmatic contents by the teacher, supported in texts and materials of support; on the other hand, small activities of analysis of texts by students, in small groups, and consequent discussion and debate in plenary.</p> <p>Through the moodle platform, students will be offered a set of supporting texts called synthesis scripts, which will present the sequence of contents as well as the guidelines for approaching them, in order to facilitate their autonomous work and their learning.</p> <p>The tutorial classes are reserved for deepening the reflection around some more sensitive contents, clarifying doubts about the supporting texts and in moments prior to the evaluation of the learning.</p> <p>2 - Period assessment</p> <p>The classification in this Curricular Unit includes two elements of evaluation: the accomplishment of an individual written test and without consultation (with a weighting of 60% for the final classification); a group of activities in small groups, with presentation and debate in plenary, at the time of the sessions defined for this purpose (with a 40% weighting for the final classification).</p> <p>Each activity (including presentation) is graded from 0 to 20 values. The classification of the set of activities is the arithmetic mean of the classifications obtained in the different activities. The accomplishment of the activities (including the presentations) in small group is mandatory face-to-face. The absence of the student, in at least one of the moments of accomplishment of the activity (including the moment of presentation), requires the individual accomplishment of the activity.</p> <p>Considering that the activities carried out in the classes have an uneven degree of difficulty - some have a higher degree of difficulty than others - a weighting of 2 for activities with a higher degree of difficulty and a weighting of 1 for the remaining activities.</p> <p>3 - Examination assessment</p>
<p>Bibliography</p>	<p>1 - Main Bibliography</p> <p>ALTHUSSER, L. (1981). Ideologia e Aparelhos Ideológicos de Estado, in M. F. MÓNICA (org.), Escola e Classes Sociais. Lisboa: Presença / GIS.</p> <p>ALVES PINTO, C. (1995). Sociologia da Escola. Lisboa: McGraw Hill.</p> <p>BERGER, P. (1994) Perspectivas Sociológicas. Petrópolis: Vozes.</p> <p>BOUDON, R. (1979). Effets pervers et ordre social. Paris: Presses Universitaires de France.</p> <p>BOUDON, R. (1990). O lugar da desordem. Lisboa: Gradiva.</p> <p>DURKHEIM, E. (1984). Sociologia, Educação e Moral. Porto: Rés.</p> <p>GIDDENS, A. (2001) Modernidade e Identidade Pessoal. Oeiras: Celta Editora.</p> <p>GIDDENS, A. (2004) Sociologia. Lisboa: Fundação Calouste Gulbenkian</p> <p>GODET, M. (1988). Défis et crise mondiale des systèmes éducatifs. Paris: Les Futuribles.</p> <p>GRÁCIO, S. (1986). Política educativa como tecnologia social. As reformas do Ensino Técnico de 1948 e 1983. Lisboa: Livros Horizonte</p> <p>HORTON, P. B. & HUNT, C. L. (1980). Sociologia. Brasil: McGraw Hill.</p> <p>MENDRAS, H. (1975). Princípios de Sociologia. Brasil/Rio de Janeiro: Zahar editores.</p>

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SANTOS SIVA, A., A Ruptura com o senso comum nas ciências sociais, in A. SANTOS SILVA & J. MADUREIRA PINTO (orgs.), Metodologia das ciências sociais. Porto: Edições Afrontamento, 1989.

WEBER, M., Acção social e relação social, in M. M. FORACCHI e J. S. MARTINS, Sociologia e Sociedade. S. Paulo: Livros Técnicos e Científicos Ed., 1977.
 WORSLEY, P. (1983). Introdução à sociologia. Lisboa: Publicações D. Quixote, 5ª. Edição.

2 - Complementary Bibliography

Sociology Magazines

Revista Fórum Sociológico, <http://forumsociologico.fcsh.unl.pt>
 Sociologia Problemas e Práticas, <http://sociologiapp.iscte.pt>
 Revue Française de Sociologie, <http://www.rfs-revue.com>
 Revista Crítica de Ciências Sociais, <http://www.ces.uc.pt/publicacoes/rccs/rccsactual.php>
 Análise Social, <http://www.ics.ul.pt/publicacoes/analisesocial>
 Sociologia, Revista da Faculdade de Letras do Porto, <http://ler.letras.up.pt/site/default.aspx?qry=id04id111&sum=sim>
 European Sociological Review, <http://esr.oxfordjournals.org/>
 Sociological Quarterly, <http://eu.wiley.com/WileyCDA/WileyTitle/productCd-TSQ.html>
 Sociological Review, <http://eu.wiley.com/WileyCDA/WileyTitle/productCd-SORE.html>
 Youth & Society, <http://yas.sagepub.com/>
 American Sociological Review, <http://asr.sagepub.com/>
 Cahiers Internationaux de Sociologie, <http://www.cairn.info/revue-cahiers-internationaux-de-sociologie.htm>
 British Journal of Sociology, <http://www2.lse.ac.uk/BJS/home.aspx>

Observatories

Observatório da Juventude, <http://www.opj.ics.ul.pt>
 Observatório das Desigualdades, <http://observatorio-das-desigualdades.cies.iscte.pt>
 Observatório das Actividades culturais, <http://www.oac.pt>
 Observatório da Imigração, <http://www.oi.acidi.gov.pt>

Special Situations

[Students with special status]

1 - Period assessment - Students with special status

2 - Examination assessment - Students with special status