

COURSE GUIDE

2023/24

Faculty 323 - Faculty of Social and Communication Sciences

Cycle .

Degree GSOCIO31 - Bachelor's Degree in Sociology

Year Fourth year

COURSE

25034 - Social Change & Innovation

Credits, ECTS: 6

COURSE DESCRIPTION

The Social Change and Innovation subject revolves around innovative processes or experiences that drive change (social, political, economic, cultural, technological, etc.) in contemporary societies. In this sense, the main objective of the course is to provide students with the theoretical, analytical and methodological tools necessary for the analysis and design of change and social innovation. In addition to approaching the main theories in these fields of knowledge, interesting experiences or case studies will be analyzed due to their creativity, magnitude or scope.

These are the specific objectives of the course:

1. Understand, interpret and analyze change and social innovation, acquiring the necessary theoretical and analytical tools for this.
2. Relate the main theories of change and innovation with specific social dynamics and problems.
3. Develop an open, critical and receptive attitude towards the problems derived from social change.
4. Work on the ability to argue.

Change and Social Innovation is a subject offered by the Department of Sociology and Social Work. This is a compulsory subject in the 4th year of the degree in Sociology. While technological, scientific, economic and social innovation can be considered factors of social change, it is clearly linked to these other fourth-year subjects: Sociology of Education (first semester, compulsory), Social Dimensions of the Economy (second semester, compulsory); Science, Technology and Knowledge Management (second semester, elective).

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

GENERAL COMPETENCES

- G001 - Plan and carry out sociological research applying the most appropriate techniques to the proposed objectives.
- G002 - Prepare and present a sociological research report.
- G003 - Identify and define the basic components of the most relevant social problems.
- G004 - Design, manage and evaluate public policy and social intervention projects, as well as their results.
- G005 - Identify and analyze the basic processes and needs that occur in public and private organizational structures.
- G006 - Prepare and develop management strategies in public and private organizations
- G007 - Design and evaluate educational and training programs in public and private institutions with special interest in promoting a culture of peace and democratic values.
- G008 - Synthetically analyze the information regarding social problems and needs, with special attention to gender, class and ethnic inequalities.
- G009 - Develop a critical attitude about data and social practices.
- G010 - Use intellectual and ethical rigor in sociological arguments and analyzes with a view to their professional future.

TRANSVERSAL COMPETENCES

- CT2 - Social commitment
- CT4 - Ethics and Professional Responsibility
- CT7 - Critical thinking.
- CT8 - Group work.

SPECIFIC COMPETENCES

- C4CC01 - Design, elaborate and expose to be evaluated a research project that shows the skills and knowledge acquired throughout the degree by the student.
- C4CC02 - Analyze and assess the role of innovation in the socioeconomic and cultural progress of society.

LEARNING OUTCOMES

1. Know the most relevant theoretical perspectives and currents of social change.
2. Identify the main areas of social innovation
3. Characterize social change and innovation and apply their respective typologies
4. Apply specific research and intervention techniques in the fields of change and innovation.
5. Evaluate social innovation experiences and projects
6. Order and argue the main ideas of the subject; acquire argumentative skills
7. Demonstrate at all times a receptive and open attitude to the problems associated with change and social innovation
8. Critically assess the theories, techniques and experiences of change and social innovation

CONTENIDOS TEÓRICO-PRÁCTICOS

1. Collapse of modernity: systemic approach.
2. Objects, inertia and innovations.
3. Design as a practice for change and innovation. Design thinking, ontological design, transitional designs and speculative designs.

TEACHING METHODS

The subject will propose different perspectives, tools and practices to analyze and promote change and social innovation. For this, readings and explanations will be combined with exercises of a practical and experimental nature. Throughout the semester, students will have to develop a group innovation project, in different phases and formats. Basically, the sequences to be developed by the students are the following:

1. Readings. They will have to read and work on six texts individually, which will be worked on, discussed and applied on the agreed day in the classroom.
2. Innovation project. Each group will be assigned to carry out an innovation project with an entity and must work with the experience of that entity and present their results at least three times:
 - 2.1. diagnosis phase, they will carry out a small investigation of the entity and, with the proposed tools, they will present what their work of social innovation in the classroom consists of
 - 2.2. design phase, together with the assigned entity, they will design an intervention process with the students of the subject
 - 2.3. deployment phase, based on the experience of the project and the subject, they will reflect on change and social innovation in groups of three
3. Classroom dynamics and participation

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	53		7						
Horas de Actividad No Presencial del Alumno/a	79,5		10,5						

Legend: M: Lecture-based S: Seminar GA: Applied classroom-based groups
 GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups
 TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

Evaluation methods

- End-of-course evaluation

Evaluation tools and percentages of final mark

- Exercises, cases or problem sets 40%
- Teamwork assignments (problem solving, Project design) 40%
- Oral presentation of assigned tasks, Reading 20%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Continuous assessment is designed so that students can continuously develop the activities proposed in the classroom. For this, the students have 60 teaching hours and around another 90 hours of non-teaching work, both in groups (especially in innovation projects) and individually (especially readings).

Final evaluation:

Students who renounce continuous assessment may do so by notifying the faculty before November 11. In this case, the evaluation will be based on the written test. To do this, students can use the bibliography of this program.

In this course priority will be given to continuous assessment. In relation to Article 8.3 of the Student Assessment Regulations, the student who renounces continuous assessment must submit a written resignation to the teacher responsible for the subject within a period of nine weeks from the start of the course. The subject.

In accordance with the provisions of the regulations, students who do not attend class have the right to take a final exam that will account for 100% of the evaluation. The final test includes questions referring to the syllabus as well as the practical part worked on in class (development of a case study). In the case of students subject to final evaluation, it will be necessary to obtain a minimum score of 5 points out of 10.

RESIGNATION

In relation to article 12.2 of the Regulations for the Evaluation of students in official Bachelor's degrees that regulates the waiver of the call: In the case of continuous evaluation, if the weight of the final test is greater than 40% of the qualification of the subject, it will suffice to not take said final test for the final grade of the subject to be not submitted or not submitted. Otherwise, if the weight of the final test is equal to or less than 40% of the grade for the subject, the students may waive

the call within a period that, at least, will be up to one month before the end date. of the teaching period of the corresponding subject. This resignation must be submitted in writing to the teaching staff responsible for the subject.

In the case of final evaluation, failure to appear for the test on the official date will automatically lead to the resignation of the call.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Extraordinary call: the students have the right to take a final test that will count 100% of the grade, maintaining the criteria of the ordinary call. In addition to the written test, other types of practical exercises could be requested.

MANDATORY MATERIALS

Text and documentation available in e.gela

BIBLIOGRAFÍA

Basic bibliography

- Becker, Howard (2009). "El poder de la inercia". Apuntes de investigación de CECYP, 15, 99-111.
- Domínguez Rubio, Fernando y Fogué, Uriel (2017). "Desplegando las capacidades políticas del diseño". Revista Diseña, 11, 96-109.
- Escobar, Arturo. 2017. "Bases de diseño ontológico". Autonomía y diseño: la realización de lo comunal. Buenos Aires: Tinta Limón. 201-241.
- Latour, Bruno. (2019). Dónde aterrizar: cómo orientarse en política. Barcelona: Taurus.
- Manzini, Ezio. (2016) Cuando todos diseñan. Una introducción al diseño para la innovación social. Madrid: Experimenta Editorial.
- Winner, Langdon. (1999). «Do Artifacts Have Politics?». MacKenzie, D. et al, The social shaping of technology. Buckingham, UK: Open University Press.

Detailed bibliography

- Alonso, Luis Enrique eta Fernández Rodríguez, Carlos Jesús (2011). "La innovación social y el nuevo discurso del management: limitaciones y alternativas". ARBOR Ciencia, Pensamiento y Cultura, 187(752), 1133-1145.
- Becker, Howard (2009). "El poder de la inercia". Apuntes de investigación de CECYP, 15, 99-111.
- Callon, Michel. (1995). "Algunos Elementos para una Sociología de la Traducción: la Domesticación de las Vieiras y los Pescadores de la Bahía de Saint Brieuç", en J. M. Iranzo et al. (comp.) Sociología de la Ciencia y la Tecnología, Madrid: CSIC. (259- 272)
- Castro Martínez, Elena y Fernández de Lucio, Ignacio (2013). El significado de innovar. Madrid: CSIC-Catarata.
- Corsín, Alberto (2018). Reclamar las infraestructuras. Madrid. MediaLab Prado. Eskuragarri hemen: https://zenodo.org/record/1197422/files/AlbertoCorsin_infraestructurasD.pdf?download=1 [Azken kontsulta 16/10/2020]
- Escobar, Arturo. 2017. Autonomía y diseño: la realización de lo comunal. Buenos Aires: Tinta Limón.
- Fernández Esquinas, Manuel (2012). "Hacia un programa de investigación en sociología de la innovación". ARBOR Ciencia, Pensamiento y Cultura, 188(753), 5-16.
- Latour, Bruno (1995) "Dadme un laboratorio y moveré el mundo", en J. M. Iranzo et al. (comp.) Sociología de la Ciencia y la Tecnología, Madrid: CSIC. (237-257)
- Latour, Bruno (1998). "La tecnología es la sociedad hecha para que dure". Miquel Domènech eta Francisco Javier Tirado, Sociología simétrica. Barcelona: Gedisa. (109-141).
- Harari, Yuval N. (2016). Sapiens: de animales a dioses; breve historia de la humanidad. Barcelona: Debate.
- Rowan, Jaron (2016). "Diseño y materialismo: Hacia materias salvajes." Inmaterial. Diseño, Arte y Sociedad, 1(1), 3-15.
- Sánchez-Criado, Tomás. (2016). "Pensar infraestructuralmente". Inmaterial. Diseño, Arte y Sociedad, 1(1), 86-95.

Journals

1. American Journal of Sociology
2. American Sociological Review
3. Population and Development Review
4. Social Problems
5. Theory and Society
6. European Sociological Review
7. Sociological Perspectives
8. Comparative Studies in Society and History
9. Social Indicators Research
10. International Journal of Comparative Sociology
11. Journal of Historical Sociology
12. Archives Europeennes de Sociologie
13. Contributions to Indian Sociology
14. Chinese Sociology and Anthropology

Web sites of interest

OBSERVATIONS