

General Information	
Academic subject	Sociology of social change
Degree course	Educational Sciences
Curriculum	
ECTS credits	6
Compulsory attendance	No
Language	Italiano

Subject teacher	Name Surname	Mail address	SSD
	Caterina Balenzano	Caterina.balenzano@uniba.it	SPS/07

ECTS credits details		SSD	CREDITS
Basic teaching activities	Sociology	SPS/07	6

Class schedule	
Period	Semestre I october 2018 / Semestre II march 2019
Year	2019 - 2020
Type of class	Frontal classes and interactive lessons

Time management	
Hours measured	60 min.
In-class study hours	40
Out-of-class study hours	150

Academic calendar	
Class begins	
Class ends	

Syllabus	
Prerequisite requirements	Essential knowledges of general sociology
Expected learning outcomes (according to Dublin Descriptors)	<p><i>Knowledge and understanding</i></p> <ul style="list-style-type: none"> - Appropriate knowledge of the main theoretical and methodological tools for sociological analysis; - Appropriate knowledge and ability to understand in a critical way the main phenomena analysed by the discipline; - Appropriate understanding of the several currents of sociological thought and the main contemporary social phenomena <p><i>Applying knowledge and understanding</i></p> <ul style="list-style-type: none"> - Ability to understand the contemporary dynamics of social change in light of theories and topics dealt with the discipline; - Ability to read and understand in a critical way the phenomena of social change which characterise the contemporary society, interpreting them in a draconian perspective; - Ability to identify facilitators and barriers of social change in the contemporary reality; <p><i>Making informed judgements and choices</i></p> <ul style="list-style-type: none"> - Ability to examine in a critical and personal way the

	<p>contemporary social phenomena and their dynamics of change, reading them also in a cross-cultural perspective;</p> <ul style="list-style-type: none"> - Make and express appropriate subjective judgments regarding sociological topics, justifying them in consideration with individual experiences and empirical evidences <p><i>Communicating knowledge and understanding</i></p> <ul style="list-style-type: none"> - Ability to communicate the learned contents using the specialist lexicon of the discipline; - Ability to discuss in a clear way with the group class and the teacher and express specific arguments in a coherent way; - Ability to present project works regarding some specific themes carried out by the students organized within team <p><i>Capacities to continue learning</i></p> <ul style="list-style-type: none"> - Ability to learn and contextualize theories and scientific approaches studied during the course in order to examine the specific features of social change in the different social contexts (education, family, work ...) - Ability to identify and apply the correct methods of research to analyse the different forms of social change - Ability to planning socio-educational interventions aimed to contrast some critical aspects of the contemporaneity society (e.g. multi-risk families, drop-out, work-family conflict ...)
Contents	<p>Contents and Tasks of sociology; globalization and social change; economy and work; social interactions and everyday life; families and intimate relationships; gender and sexuality; migrations, races and ethnicity; mass media; education; criminality and deviance.</p>
Course program	
Bibliography	<p>Guiddens & Sutton (2013). Fondamenti di Sociologia Some papers shared by the teacher during the lessons</p> <p>From the interdisciplinary review <i>Minori e Giustizia</i>, the papers of the issue <i>Le politiche a sostegno dell'infanzia e dell'adolescenza e gli attori non convenzionali del welfare minorile</i></p> <ul style="list-style-type: none"> • Naldini, M. (2018). Modelli, politiche e misure economiche a sostegno dell'infanzia e dell'adolescenza, <i>Minorigiustizia</i>, 3, 23- 35. • Santero, A. (2018). La scuola come attore del welfare, <i>Minorigiustizia</i>, 3, 71- 79. • Fazzi, L. (2018). Lavorare con la comunità negli interventi di prevenzione e tutela per i minori e le loro famiglie, <i>Minorigiustizia</i>, 3, 127- 135. <p>From the Review <i>Sociologia e Politiche Sociali</i>, in the special issue <i>Discorsi e pratiche di Innovazione Sociale: tra pluralità e chiarezza</i> (eds.) Giulia Ganugi e Giorgio Koukoufikis</p> <p>Balenzano, C., Moro, G. (2018). Politiche Sociali per la promozione del benessere familiare: compiti di cura e misure</p>

	innovative nell'area del work-family balance, Sociologia e Politiche Sociali, 21, 2, 95-114.
Notes	
Teaching methods	Frontal lessons, slideshows, individual exercises, groups research, co-constructed projects
Assessment methods	Written or oral semi-structured tests will use to examine the degree of reaching of learning goals. Both the tests include close ended questions, definitions and thematic questions. All the types of questions will used by the teacher to examine students' ability to: problematize sociological constructs; use theories and methods of sociological research in order to interpret the phenomena of contemporary social change; express clearly and coherently the personal standpoint regarding the examined topics and argue it using pertinent theoretical models, empirical data and personal experiences; contextualize the dynamics of social change and identify the role of facilitators and barriers of change.
Further information	Students attending lessons can deepen some topics dealt with the teacher, through the reading of some reviews and research papers identified and shared during the course.