

Master's Degree

Social Processes: Society,
Culture and Diversity





Master's Degree

Social Processes: Society, Culture and Diversity

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitude.com/us/humanities/master-degree/master-social-processes-society-culture-diversity

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Skills

p. 12

04

Structure and Content

p. 16

05

Methodology

p. 28

06

Certificate

p. 36

01

Introduction

The increasing democratization of media and entertainment has created a context of sociological evolution in full effervescence. The uncertainty that surrounds modern social processes challenges even the most trained sociologists, as movements and processes are so fast-moving that an openly broad and up-to-date perspective is necessary to address them effectively. For this reason, TECH has created this academic program in which the most important modern precepts for a comprehensive analysis of Social Processes are collected. Therefore, the sociologist will delve into and analyze society, its culture and prevailing diversity. In addition, its 100% online format allows total flexibility to distribute the course load as desired, without sacrificing personal or professional responsibilities.





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Specialize in current Social Processes and give your career a boost by adding this Master's Degree to your CV”

In a social context of continuous changes not only at the demographic level, but also at the cultural and identity level, the field of action of sociologists is immense. Communication, education, culture and family play the most important leading roles, and are often the focus of debate on issues as diverse as gender inequality, migratory flows or social exclusion.

This is why researchers and professionals dedicated to the study of societies are driven to carry out increasingly in-depth and detailed studies on these issues. The plurality of voices today, combined with a capacity for dissemination never seen before, means that following the evolution of Social Processes is not a simple matter.

For this very reason, TECH has created the present program, dedicated to Social Processes from a cultural, diverse and community perspective. Its theoretical-practical approach, where the most current and rigorous theory is combined with the most prevalent real-life case studies, makes it a particularly useful study with well-defined practical applications.

Thanks to this reference guide, the sociologist will be able to apply both classical and contemporary perspectives to current processes, as well as to unravel the educational, familial and cultural aspects of modern societies. A unique opportunity to specialize in a field in continuous growth and with a growing demand for experts and sociologists increasingly competent in specific areas of social and cultural analysis.

In order to facilitate the adaptation of this Master's Degree to all possible rhythms and agendas, its format is completely online. This means that all the contents are accessible 24 hours a day from any device with an Internet connection, making it possible to combine study with the student's personal or professional responsibilities.

This **Master's Degree in Social Processes: Society, Culture and Diversity** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ The development of practical cases presented by experts in Sociology and Social Processes
- ♦ The graphic, schematic, and practical contents with which they are created provide practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Delve into the most recent sociological studies on culture, education, family and communication to specialize in modern social challenges that require professionals like you"

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You will have access to real cases and extensive audiovisual material on current Social Processes, with a unique practical perspective on all content”

Download all the content, available in the virtual campus, and be the one who decides when, where and how to take on the entire course load.

It plans projects of inclusion and gender equality from a contemporary perspective, without forgetting the most important classical sociological theory.

Its teaching staff includes a team of professionals from the sector who bring their work experience to this program, in addition to recognized specialists from leading societies and universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the academic year. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.



02 Objectives

Given the increasing difficulty in rigorously analyzing the most important social processes and changes, the objective of this program could not be other than to offer the sociologist and specialist the most effective tools to unravel Society, Culture and Diversity. Therefore, the entire syllabus of the program is focused on the most important knowledge modules in terms of sociological theory, gender perspective, racial and cultural diversity or urban sociology, among many other topics of interest to professionals in the field.



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Reach your most ambitious professional goals thanks to an academic plan designed especially for you, covering the most relevant contemporary Sociology today”



General Objectives

- ♦ Analyze current social processes from both classical and contemporary perspectives
- ♦ Understand the contemporary Sociology of communication, education, family and culture
- ♦ Study the growing relevance of the gender perspective and diversity in today's societies



Thanks to TECH's dedicated methodology you will exceed your highest expectations, bringing a unique and modern vision to your sociological work"



Specific Objectives

Module 1. Classical Sociological Theory

- ♦ Understand and structure the fundamental contents of the subject and extract its main theses
- ♦ Identify the classical debates and fundamental concepts of sociology over time
- ♦ Understand and comment on sociological theory texts

Module 2. Contemporary Sociological Theory

- ♦ Recognize the sociological theories of the twentieth century
- ♦ Know the main authors who have shaped sociological thought over the 20th century and their most outstanding texts
- ♦ Analyze the main concepts of sociological theory and be able to make comparisons between them

Module 3. Social Structure in Contemporary Societies

- ♦ Understand the main concepts related to social inequality and social stratification systems
- ♦ Know the main theoretical and practical perspectives from which the study of different aspects of social stratification, social inequality and economic inequality have been approached
- ♦ Understand the historical processes that have shaped the main historical systems of social stratification and understand their differential features

Module 4. Sociological Analysis from a Gender Perspective

- ♦ Assume an ethical commitment against gender inequality
- ♦ Know the social and cultural factors involved in the construction of gender
- ♦ Recognize the main theoretical currents of feminist thought
- ♦ Know how to analyze gender inequalities, their causes and the indicators for their measurement

Module 5. Sociology of Communication

- ♦ Acquire critical knowledge about the role of the media in society
- ♦ Distinguish the main social, economic, political and cultural changes derived from the development and popularization of digital communication
- ♦ Develop the necessary skills for the study of effects, contents, users and audiences

Module 6. Educational Sociology

- ♦ Analyze organizations, institutions and educational and training systems as social, cultural and historical products
- ♦ Study the context of educational agents, with special attention to students, teachers and families

Module 7. Sociology of the Family

- ♦ Study the transition of families in today's society
- ♦ Analyze changes in the social construction of childhood and elderhood
- ♦ Examine the conflicts and changes in today's family

Module 8. Sociology of Culture

- ♦ Know the theoretical, conceptual and heuristic foundations of the sociology of culture
- ♦ Analyze the characteristics that define the identity of the sociology of culture as a scientific and humanistic discipline inserted in the different intellectual traditions

Module 9. Urban Sociology

- ♦ Understand the historical processes that have affected the city and their repercussions on the current situation
- ♦ Know the data sources and forms of representation (maps) that facilitate research in the field of the city
- ♦ Develop the skills necessary for research on the city

Module 10. Sociology of Diversity

- ♦ Explain the concept of diversity from a sociological perspective
- ♦ Recognize the factors of inequality and social exclusion
- ♦ Value the importance of diversity as social enrichment

03 Skills

In order to stand out in an increasingly competitive and diverse field such as Sociology, it is necessary to possess a unique set of competencies that encompass the most important realities of current Social Processes. For this reason, TECH has placed special emphasis throughout the syllabus not only on the theoretical aspect, but also on the practical benefit of applying all this knowledge in real research and analytical work contexts. This way, the graduate will see their competencies greatly increased in various sociological fields of work, adding quality to their value proposition.



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Incorporate to your usual work tools the most exhaustive research and analysis methodology on Social Processes, with the latest trends in theoretical and practical currents”

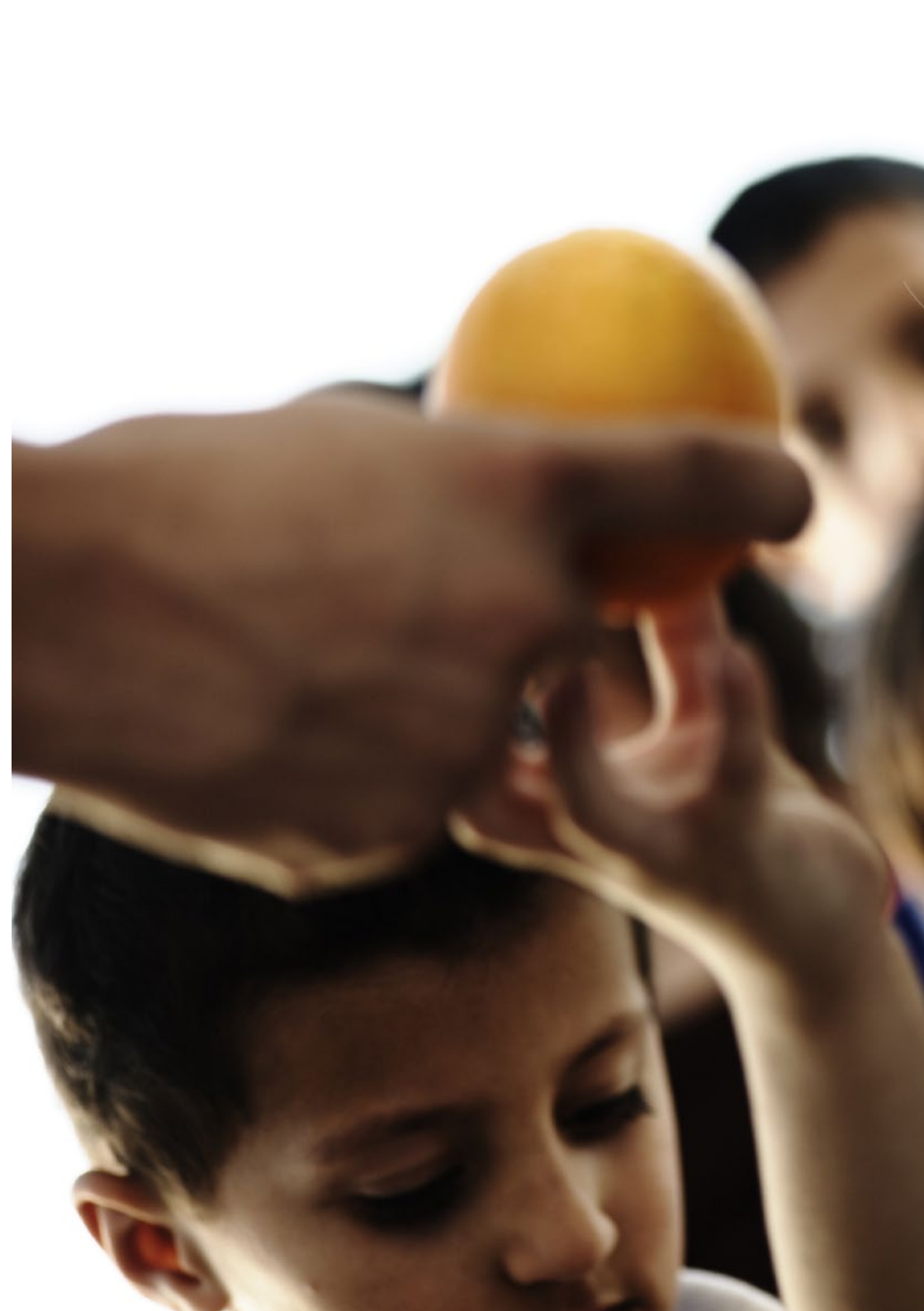


General Skills

- ♦ Study groups and social processes based on current culture, diversity and movements
- ♦ Have a global understanding of the most important factors that concern the evolution of contemporary society
- ♦ Use a broad sociological perspective to analyze Social Processes from various points of view

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Give that distinctive touch you are looking for to your work as a sociologist thanks to the skills you will acquire throughout the Master's Degree”





Specific Skills

- ♦ Relate theoretical currents and authors by their theoretical orientation or by their subject matter
- ♦ Understand the evolution of sociological theory in the complex societies of the 20th century
- ♦ Analyze the fundamental characteristics of advanced industrial societies
- ♦ Determine the social and cultural determinants and consequences of gender violence
- ♦ Analyze the importance and influence of the mass media on modern sociological trends
- ♦ Discern how social and cultural changes influence education
- ♦ Develop work and occupational training strategies
- ♦ Know how to contextualize, compare and explain socio-cultural phenomenon as keys to social structure and process
- ♦ Master existing theories on urban processes
- ♦ Understand the sociological developments of diversity in order to carry out inclusive projects

04

Structure and Content

In order to ensure the greatest efficiency in covering the entire syllabus, TECH employs the Relearning methodology in the creation of all its contents. This means that key concepts and terminology about Social Processes are reiterated throughout the syllabus, resulting in a much more natural and efficient learning process. The student, therefore, will not have to spend many hours of study to overcome all the proposed contents, as they are also reinforced by a large amount of high quality audiovisual and additional material.



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You will be able to benefit from video summaries, in-depth videos, supplementary readings and more teaching resources to make the academic experience much more enjoyable and beneficial”

Module 1. Classical Sociological Theory

- 1.1. Auguste Comte
 - 1.1.1. The Deep Ambitions of Auguste Comte
 - 1.1.2. The Sociology of Auguste Comte
 - 1.1.3. Theory and Practice
 - 1.1.4. Auguste Comte's Legacy
- 1.2. Herbert Spencer
 - 1.2.1. Evolutionism and Social Organicism
 - 1.2.2. The Evolution of Social Institutions
 - 1.2.3. Ethics and Politics
- 1.3. Karl Marx
 - 1.3.1. Dialectics
 - 1.3.2. The Human Potential
 - 1.3.3. The Concept of Alienation
 - 1.3.4. Structures of Capitalist Society
 - 1.3.5. Cultural Aspects of Capitalist Society
- 1.4. Emile Durkheim
 - 1.4.1. Methodology. Social Facts and Rules of Method
 - 1.4.2. The Problem of Social Order
 - 1.4.3. The Division of Labor. The Study of Suicide and the Sociology of Religion
 - 1.4.4. Social Reformism. The Actor in Durkheim's Thought
- 1.5. Max Weber
 - 1.5.1. Methodology
 - 1.5.2. History and Sociology
 - 1.5.3. Causality, Ideal Types and Values
- 1.6. Georg Simmel
 - 1.6.1. Major Concerns
 - 1.6.2. Social Interaction
 - 1.6.3. Social Structures
 - 1.6.4. The Philosophy of Money and the Sociology of Secrecy

- 1.7. George Herbert Mead
 - 1.7.1. The Priority of the Social
 - 1.7.2. The Act and the Significant Symbols
 - 1.7.3. Mental Processes and Thinking
 - 1.7.4. Spirit, Person and Society
- 1.8. Alfred Schütz
 - 1.8.1. Science and the Social World
 - 1.8.2. The World of Life
 - 1.8.3. Spheres of the Social World
 - 1.8.4. Consciousness, Meanings and Motives
- 1.9. Hannah Arendt
 - 1.9.1. Concepts of Power, Violence and Domination
 - 1.9.2. Idea of Totalitarianism
 - 1.9.3. Pluralism
- 1.10. Erving Goffman
 - 1.10.1. Theory of Social Action
 - 1.10.2. Dramaturgical Model
 - 1.10.3. Symbolic Interactionism

Module 2. Contemporary Sociological Theory

- 2.1. Structural Functionalism and Neo-Functionalism
 - 2.1.1. Talcott Parsons
 - 2.1.2. Merton
 - 2.1.3. Conflict Theory
- 2.2. Varieties of the Neo-Marxian Theory
 - 2.2.1. Economic Determinism
 - 2.2.2. Critical Theory
 - 2.2.3. Post-Marxist Theory

- 2.3. Systems Theory
 - 2.3.1. Theory Advantages
 - 2.3.2. General Principles
 - 2.3.3. Applications in the Social World
- 2.4. Symbolic Interactionism
 - 2.4.1. Pragmatism
 - 2.4.2. Behaviorism
 - 2.4.3. Criticism
- 2.5. Theory of Exchange and Rational Choice
 - 2.5.1. Social Psychology of Groups
 - 2.5.2. Rational Choice Theory
 - 2.5.3. Richard Emerson and his Disciples
- 2.6. Contemporary Feminist Theory
 - 2.6.1. Feminism Since 1960-Present
 - 2.6.2. Varieties of Contemporary Feminist Theory
 - 2.6.3. Sociology of Feminist Knowledge
- 2.7. Micro-Macro Integration
 - 2.7.1. Micro-Macro Extremism
 - 2.7.2. Integrated Sociological Paradigm
 - 2.7.3. Subjective Levels of Analysis
- 2.8. Contemporary Theories of Modernity
 - 2.8.1. Classical Theorists of Modernity
 - 2.8.2. Modernity and its Consequences
 - 2.8.3. Modernity and Identity
- 2.9. The Macdonalization of Society
 - 2.9.1. New Media and Consumption Patterns
 - 2.9.2. Globalization
- 2.10. Ethnomethodology
 - 2.10.1. Definitions
 - 2.10.2. Diversification
 - 2.10.3. Conversational Analysis

Module 3. Social Structure in Contemporary Societies

- 3.1. Social Structure, Inequality and Social Stratification
 - 3.1.1. Social Structures
 - 3.1.2. Visions of the Social Structure
 - 3.1.3. Social Inequalities
 - 3.1.4. Sources of Inequality
- 3.2. Sociological View of Inequality
 - 3.2.1. Social Stratification
 - 3.2.2. Class, Status and Power
 - 3.2.3. Theories of Stratification
- 3.3. Stratification in Human Societies
 - 3.3.1. Stratification Systems
 - 3.3.2. Primitive Societies: Slavery, Caste, Estates
 - 3.3.3. Industrial Society: Class
- 3.4. Social Class in Contemporary Societies
 - 3.4.1. Definitions and Outlines
 - 3.4.2. Models of Capitalism
 - 3.4.3. Deindustrialization
- 3.5. Economic Inequalities
 - 3.5.1. Concepts, Measurement and Unit of Analysis
 - 3.5.2. Inequality Indicators
 - 3.5.3. Distributive Role of the States
- 3.6. Poverty, Deprivation and Social Exclusion
 - 3.6.1. Concepts
 - 3.6.2. Poverty in Developed Societies
 - 3.6.3. Relationship Between Inequality and Poverty
- 3.7. Social Mobility
 - 3.7.1. Concept and Types
 - 3.7.2. Theories of Social Mobility
 - 3.7.3. Taxes

- 3.8. Consequences of Social Inequality
 - 3.8.1. Class and Status Effects
 - 3.8.2. Social Class and Unemployment
 - 3.8.3. Class and Migration
- 3.9. Crisis Management
 - 3.9.1. Neoliberalism
 - 3.9.2. Capital/Labor Changes
 - 3.9.3. Changes in Culture
- 3.10. Historical and Contemporary Globalization
 - 3.10.1. Dimensions of Globalization
 - 3.10.2. Capitalism
 - 3.10.3. A World in Transition

Module 4. Sociological Analysis from a Gender Perspective

- 4.1. The Sex-Gender System
 - 4.1.1. Gender as an Analytical Category
 - 4.1.2. Gender as a Basic Organizing Principle of Societies
 - 4.1.3. Associated Concepts (Sexism, Patriarchy, Androcentrism, Production-Reproduction, Work-Employment, etc.)
 - 4.1.4. Intersectionality
- 4.2. Socialization and Gender Roles
 - 4.2.1. Differentiated Socialization of Men and Women
 - 4.2.2. The School. Language as a Vehicle of Differentiation
 - 4.2.3. The Image of Women in the Media
 - 4.2.4. The Study of Masculinities
 - 4.2.5. The Private Sector and Motherhood
 - 4.2.6. Sexuality as a Vehicle of Inequality
- 4.3. Paid and Unpaid Work
 - 4.3.1. Sexual Division of Labor
 - 4.3.2. Women's Labor Participation
 - 4.3.3. Care and its Social Value
 - 4.3.4. Uses of Time
 - 4.3.5. Poverty and Social Exclusion



- 4.4. Gender and Politics
 - 4.4.1. The Participation of Men and Women in Political Life
 - 4.4.2. The Power of Decision-Making and Representation
 - 4.4.3. Equality Policies
 - 4.4.4. Intervention and Evaluation with a Gender Perspective
 - 4.4.5. Gender Mainstreaming
 - 4.4.6. Actions of International Organizations
- 4.5. Gender-Based Violence against Women
 - 4.5.1. Definition and Keys of Violence
 - 4.5.2. Types of Violence
 - 4.5.3. Causes and Consequences on the Victim
 - 4.5.4. Intervention and Legal Framework
- 4.6. State and Citizenship: Women as Political Subjects
 - 4.6.1. Citizenship Rights in Societies
 - 4.6.2. Criticism of the Universality of Citizenship and Democracy Concepts
 - 4.6.3. The Construction of Unequal Citizenship Forms
- 4.7. The Sexual Division of Labor
 - 4.7.1. Concept of Work Revisions
 - 4.7.2. Men and Women in the Different Productive Areas
 - 4.7.3. The Labor Market and Gender Inequalities
 - 4.7.4. Male and Female Workplaces
- 4.8. New Forms of Social Organization of Work
 - 4.8.1. Labor Relations and Human Capital
 - 4.8.2. Inequalities of Class, Gender, and Ethnicity
- 4.9. The Construction of Masculinity
 - 4.9.1. New Masculinities
 - 4.9.2. The Role of Men in Caregiving
 - 4.9.3. The Gender Crisis
- 4.10. Women and Sociology
 - 4.10.1. Main Female Exponents
 - 4.10.2. Bioethics
 - 4.10.3. Other Gender Questions

Module 5. Sociology of Communication

- 5.1. Communication
 - 5.1.1. Communication as a Sociological Process
 - 5.1.2. The Object of Sociological Analysis
 - 5.1.3. Research Areas and Strategies
- 5.2. Mass Communication
 - 5.2.1. Importance of Mass Communication
 - 5.2.2. The Beginnings in the United States and Europe
 - 5.2.3. Current Role of the Mass Media
- 5.3. The Empirical Analysis of Media Effects
 - 5.3.1. From the Magic Bullet to Limited Effects
 - 5.3.2. Review of the Concept of Effect
 - 5.3.3. Agenda-Setting, Framing, Cultivation Theories and the Spiral of Silence
- 5.4. The Renewal of the Critical Paradigm
 - 5.4.1. What is the Critical Paradigm?
 - 5.4.2. Cultural Studies
 - 5.4.3. Political-Economic Theory of the Mass Media
- 5.5. Communication and Political Participation
 - 5.5.1. Background of Political Participation
 - 5.5.2. Media Democracy
 - 5.5.3. Communication for Social Change
- 5.6. The Media
 - 5.6.1. Media and Socialization
 - 5.6.2. Agents of Socialization
 - 5.6.3. Values and Lifestyles
- 5.7. Theory of Effects
 - 5.7.1. The Epidermal Model
 - 5.7.2. The "Limited" Effects Model
 - 5.7.3. Persuasive Communication

- 5.8. Theory of Uses and Gratifications
 - 5.8.1. Relationship Between the Media and the Audience
 - 5.8.2. Social Origins
 - 5.8.3. Needs and Expectations
- 5.9. Cultural Studies and Contemporary Derivations
 - 5.9.1. Stuart Hall, John Fiske, Nick Couldry and General Lines of Cultural Studies
 - 5.9.2. Postmodernism: Fredric Jameson, Jean Baudrillard, Michael Foucault
 - 5.9.3. Globalization: Manuel Castells, Arjun Appadurai
- 5.10. The Information Society
 - 5.10.1. Importance of the Information Society
 - 5.10.2. Palo Alto School
 - 5.10.3. Toronto School: Marshall McLuhan

Module 6. Educational Sociology

- 6.1. The Sociological Study of Education
 - 6.1.1. The Field of Educational Sociology
 - 6.1.2. The Educational System as a Part of the Global Social Organization
 - 6.1.3. The Social Dimension of Education: Psychology and Didactics
- 6.2. Education, Socialization and Subjectivation
 - 6.2.1. Primary and Secondary Socialization
 - 6.2.2. Agents of Socialization
 - 6.2.3. School and Socialization
 - 6.2.4. Sociology of the Curriculum
- 6.3. Social Structure and Social Inequality
 - 6.3.1. Social Class, Gender, Ethnicity, and Cultural Diversity
 - 6.3.2. Discrimination and Social Inclusion
 - 6.3.3. The Comprehensive School: Segregation by Levels of Achievement
 - 6.3.4. Social Background and School Performance
 - 6.3.5. Public and Private School

- 6.4. Social Changes, Gender and Sexuality in Education
 - 6.4.1. Coeducation and Affective-Sex Education
 - 6.4.2. Educational Policies for Equality
 - 6.4.3. Integration of Migrant Students and Equal Opportunities
 - 6.4.4. New Challenges for Multicultural Societies
- 6.5. Education, Society and Family
 - 6.5.1. Importance of the Family
 - 6.5.2. Cultural and Family Factors
 - 6.5.3. Lifestyle
- 6.6. School and Community
 - 6.6.1. Family Involvement in Education
 - 6.6.2. The Associationism of Families
 - 6.6.3. The Social Context
 - 6.6.4. Society as a Basic Educational Agent
 - 6.6.5. The Philosophy of the "Educating Cities" Movement
 - 6.6.6. The Educational City Project
- 6.7. Sociology of Childhood and Adolescence
 - 6.7.1. Sociology of Life Stages and Intergenerational Relationships
 - 6.7.2. Childhood and Adolescence as a Social Construction
 - 6.7.3. The Value of Adolescence According to Culture
- 6.8. The Teaching Staff
 - 6.8.1. Social Changes
 - 6.8.2. Teachers as a Status Group and Educational Agent
 - 6.8.3. Family vs. Teachers
- 6.9. Media in Education
 - 6.9.1. Formal Education
 - 6.9.2. Informal Education
 - 6.9.3. Theories of Media Influence
- 6.10. School Failure
 - 6.10.1. Impact of School Failure
 - 6.10.2. Multicausal Approach
 - 6.10.3. Academic Achievement

Module 7. Sociology of the Family

- 7.1. Family Analysis
 - 7.1.1. Three Approaches to the Western Family
 - 7.1.2. Sociologies of the Family: North American Sociology
 - 7.1.3. From Family Function to Family Strategies
 - 7.1.4. Sociology of the Family, a Meeting Point between History and Ethnology
- 7.2. The History of the Family
 - 7.2.1. The Family and Marriage as Universal Institutions of Human Society
 - 7.2.2. The Great Farming Families and the Domestic Groups of the Old Times
 - 7.2.3. Systems of Filiation, Alliance and Lineage
 - 7.2.4. The Myth of the European Family
 - 7.2.5. From Ancient Times to Modernization
- 7.3. The Contemporary Family
 - 7.3.1. Kinship Network and Nuclear Family in Today's Society
 - 7.3.2. Sexuality, Love and Eroticism in Modern Societies
 - 7.3.3. Romantic Love and Confluent Love
 - 7.3.4. The Family in the Context of Individualization
 - 7.3.5. The Pluralization of the Cohabitation Modes
- 7.4. Family Strategies
 - 7.4.1. Human Capital: Education and Reproduction
 - 7.4.2. Profession and Gender
 - 7.4.3. Negotiation Strategies
 - 7.4.4. The State Family: Social Control of the Birth Rate
 - 7.4.5. Changes in Reproductive Patterns
- 7.5. Living Together
 - 7.5.1. Legal Aspects of Family and Property Law
 - 7.5.2. Domestic Work, a New Frontier for Equality
 - 7.5.3. Work, Unemployment and the Family
 - 7.5.4. Housing and Family

- 7.6. Socialization Processes in the Family
 - 7.6.1. Gender Roles
 - 7.6.2. Professional Expectations
 - 7.6.3. Areas of Socialization
- 7.7. The Family as the Hermetic Key to Human Sociability
 - 7.7.1. Importance of Human Sociability
 - 7.7.2. Connaturalness Between the Person and Family
 - 7.7.3. The Hermetic Key of the Family
- 7.8. Current Types of Families
 - 7.8.1. The Extended and Nuclear Family
 - 7.8.2. Single-Parent Families
 - 7.8.3. Other Types of Families
- 7.9. Family Models
 - 7.9.1. Importance of Family Models
 - 7.9.2. The Concept of Cultural Familiarism
 - 7.9.3. Other International Family Models
- 7.10. Transformation of Intimacy, Sexuality and Love in Modern Societies
 - 7.10.1. Love in Modern Societies
 - 7.10.2. Types of Love: Passionate Love, Romantic Love and Confluent Love
 - 7.10.3. The Family in the Context of Individualization

Module 8. Sociology of Culture

- 8.1. Culture and society
 - 8.1.1. Concept of Culture
 - 8.1.2. Importance of Culture in Society
 - 8.1.3. Frameworks of Cultural Thinking
- 8.2. Humanistic Perspectives
 - 8.2.1. Frankfurt School
 - 8.2.2. Cultural Studies
 - 8.2.3. Pierre Bordieu

- 8.3. Culture in Social Sciences
 - 8.3.1. Origins
 - 8.3.2. Evolution
 - 8.3.3. Expansion
- 8.4. The Concept of Civilization
 - 8.4.1. Social Conception of Civilization
 - 8.4.2. Norbert Elías
 - 8.4.3. The Process of Globalization
- 8.5. Sociology of Art
 - 8.5.1. Conception and Importance of Art
 - 8.5.2. Relationship Art-Society
 - 8.5.3. The Avant-Garde and Contemporary Art
- 8.6. The Cultural Industry
 - 8.6.1. Importance and Background
 - 8.6.2. Cultural Practices in the World
 - 8.6.3. Mass Culture
- 8.7. Ideologies
 - 8.7.1. Speeches
 - 8.7.2. Beliefs
 - 8.7.3. Cultural Component
- 8.8. Sociological Perspectives on Culture
 - 8.8.1. Functionalist Perspective
 - 8.8.2. Conflict Perspective
 - 8.8.3. Interactionist Perspective
- 8.9. Current Cultural Trends
 - 8.9.1. Changes in Culture Scenarios
 - 8.9.2. Culture and Globalization: Conflict and Dialogue
 - 8.9.3. Democratization of Culture

- 8.10. Digital Culture
 - 8.10.1. Mass Culture
 - 8.10.2. Cultural Industries
 - 8.10.3. Culture and Cultural Heritage
- 8.11. Cultural Stratification and Cultural Practices
 - 8.11.1. Definitions
 - 8.11.2. Stratification by Social Classes
 - 8.11.3. Occupational Prestige or Status Scales

Module 9. Urban Sociology

- 9.1. Cities in History
 - 9.1.1. Use of Public Spaces
 - 9.1.2. The Function of the Spaces
 - 9.1.3. Urbanization Processes
- 9.2. Theories of the City
 - 9.2.1. Precursors
 - 9.2.2. Evolution
 - 9.2.3. Contemporary Thinking
- 9.3. The Problems of the City
 - 9.3.1. Housing
 - 9.3.2. Social Segregation
 - 9.3.3. Gentrification Processes
- 9.4. The Lived City
 - 9.4.1. Human Ecology
 - 9.4.2. Formation of Neighborhoods
 - 9.4.3. Lifestyle
- 9.5. Space and Power
 - 9.5.1. The Relationship Between Space and Power
 - 9.5.2. Intervention on the City
 - 9.5.3. Privatization of Urban Space

- 9.6. Relationship Between Society and Urbanism
 - 9.6.1. Urban Planning and Social Dynamism
 - 9.6.2. Social Interaction in the City
 - 9.6.3. Interdisciplinary City Planning
- 9.7. Space and Urban Society
 - 9.7.1. From the Fordist Industrial City to the Post-Industrial City
 - 9.7.2. The Globalized Service City
 - 9.7.3. Hegemonic Urbanism and its Critique
- 9.8. Social Production and Urban Space Planning
 - 9.8.1. Urban Planning Instruments
 - 9.8.2. Strategic Urban Development Plans
 - 9.8.3. Equipment and Goods of Collective Consumption
- 9.9. Urban Social Movements
 - 9.9.1. Social Movements of Modernity
 - 9.9.2. Modalities, Instruments and Evolution
 - 9.9.3. Citizen Participation in the City
- 9.10. Strategies for Social Integration in the City
 - 9.10.1. The Right to the City
 - 9.10.2. The Inclusive City
 - 9.10.3. Outline of the City of the Future

Module 10. Sociology of Diversity

- 10.1. Diversity and Equal Opportunities
 - 10.1.1. Importance of Diversity and Equality
 - 10.1.2. From Segregation to Inclusion
 - 10.1.3. Principles of Social Normalization
- 10.2. Social Cohesion, Exclusion and Inequality
 - 10.2.1. Normative Identities
 - 10.2.2. Gender Identity and Sexuality
 - 10.2.3. Dysfunctions and Social Roles

- 10.3. Citizenship and Democratic Participation
 - 10.3.1. What is Democratic Participation?
 - 10.3.2. Territorial Social Exclusion
 - 10.3.3. Diversity and Public Policies
- 10.4. Networks and Communities in the Face of the Crisis
 - 10.4.1. Concept of Social Resilience
 - 10.4.2. Importance of Communitarianism
 - 10.4.3. Reconfiguration of Communitarianism
- 10.5. Identity in the Shaping of Culture
 - 10.5.1. What is Culture and How Important is It?
 - 10.5.2. Culture as a Motor of Individual Identity
 - 10.5.3. Collective Identities: From Security to Risk
- 10.6. The Evolution of Identity
 - 10.6.1. Identity and its Relationship with Diversity
 - 10.6.1. Identity as a Project
 - 10.6.2. Globalization-Localization Dialectic
- 10.7. Contexts and Sources of Diversity
 - 10.7.1. Social Mediation: Class, Gender and Mental Health
 - 10.7.2. Age, Ethnicity and Disability
 - 10.7.3. Socio-Community Intervention
- 10.8. Social Exclusion Processes
 - 10.8.1. What is Social Exclusion and What is its Impact?
 - 10.8.2. From Formal and Non-Formal Education
 - 10.8.3. Differential Aspects and Images of Diversity
- 10.9. Good Practices in Social Inclusion Policies
 - 10.9.1. Transfer of Information
 - 10.9.2. Dissemination
 - 10.9.3. Encouraging Reflection





- 10.10. Characteristics of Inclusive Projects
 - 10.10.1. Areas, Spaces and Exclusion Factors
 - 10.10.2. Social Purposes
 - 10.10.3. Methodology and Tools
- 10.11. Backbone of Social Inclusion
 - 10.11.1. Innovation in the Strategy
 - 10.11.2. Integrity of Methods
 - 10.11.3. Pluralism and Transversality

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By downloading all the contents from the virtual campus you will be able to access them from your Tablet, smartphone or computer of preference”

05 Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

“*At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world*”



You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.



The student will learn to solve complex situations in real business environments through collaborative activities and real cases.

A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

“*Our program prepares you to face new challenges in uncertain environments and achieve success in your career”*

The case method has been the most widely used learning system among the world's leading Humanities schools for as long as they have existed. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

In 2019, we obtained the best learning results of all online universities in the world.

At TECH you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.



In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically. With this methodology we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



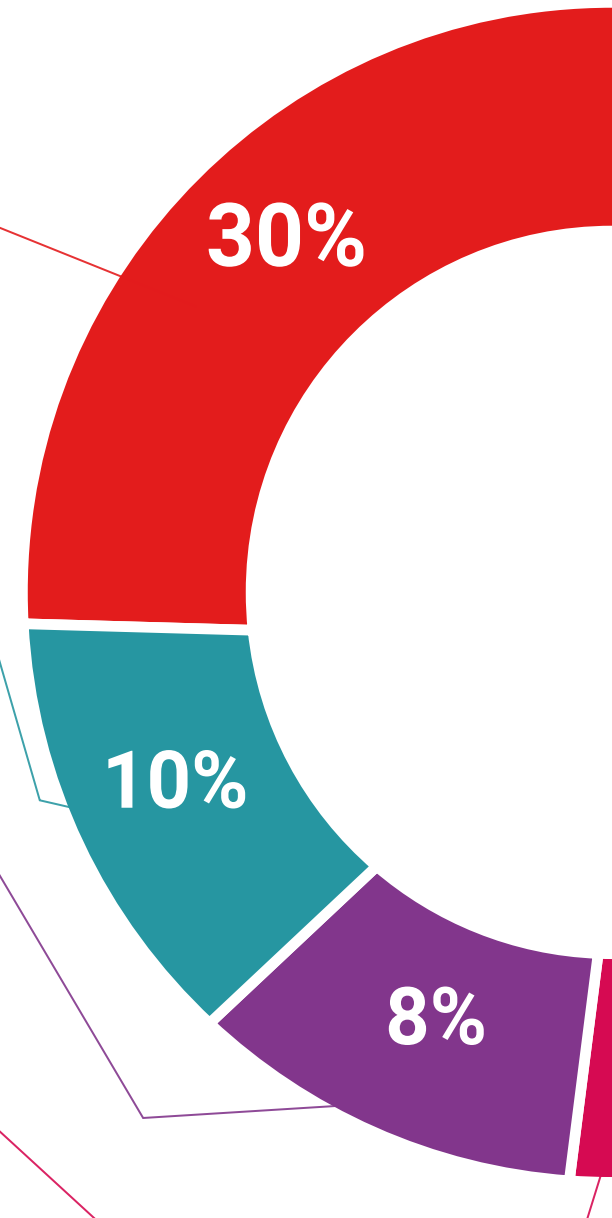
Practising Skills and Abilities

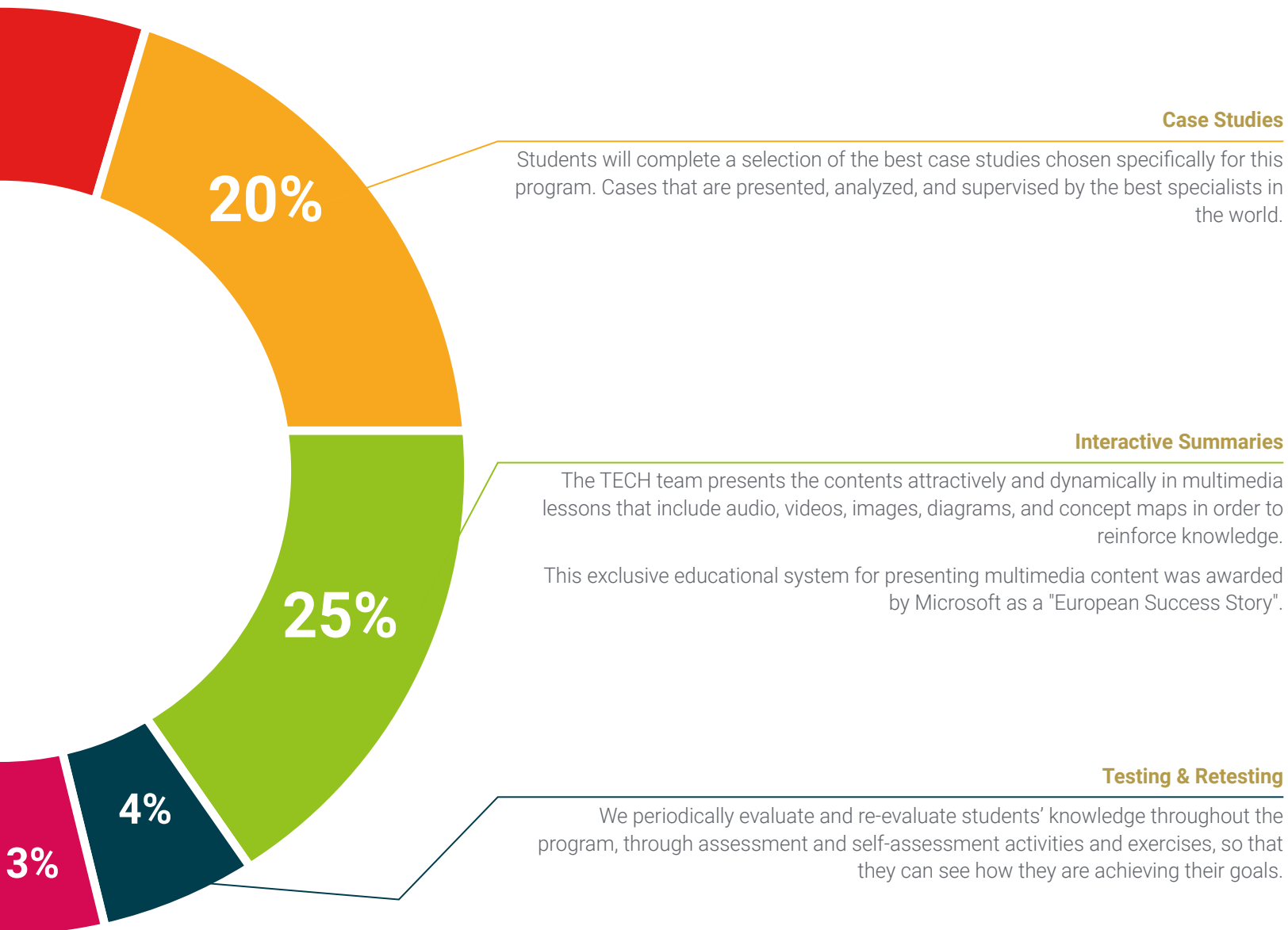
They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.



**Case Studies**

Students will complete a selection of the best case studies chosen specifically for this program. Cases that are presented, analyzed, and supervised by the best specialists in the world.

**Interactive Summaries**

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".

**Testing & Retesting**

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



06 Certificate

This Master's Degree in Social Processes: Society, Culture and Diversity guarantees students, in addition to the most rigorous and up-to-date education, access to a Master's Degree diploma issued by TECH Global University.



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*Successfully complete this program
and receive your university qualification
without having to travel or fill out
laborious paperwork"*

This program will allow you to obtain your **Master's Degree diploma in Social Processes: Society, Culture and Diversity** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Master's Degree in Social Processes: Society, Culture and Diversity**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**



future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
online training
development language
virtual classroom



Master's Degree

Social Processes: Society,
Culture and Diversity

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Master's Degree

Social Processes: Society,
Culture and Diversity