

## SYLLABUS

### 1. Information regarding the programme

1.1 Higher education institution	<b>Babeş-Bolyai University</b>
1.2 Faculty	<b>Faculty of Political, Administrative and Communication Sciences</b>
1.3 Department	<b>Journalism</b>
1.4 Field of study	<b>Communication Sciences</b>
1.5 Study cycle	<b>Licență/Bachelor</b>
1.6 Study programme / Qualification	<b>Journalism</b>

### 2. Information regarding the discipline

2.1 Name of the discipline	<b>Introducere în științele sociale/ Introduction in social sciences</b>						
2.2 Course coordinator	<b>Dr Adela Fofiu-Sanpetreanu</b>						
2.3 Seminar coordinator	<b>Dr Adela Fofiu-Sanpetreanu</b>						
2.4. Year of study	<b>3</b>	2.5 Semester	<b>2</b>	2.6. Type of evaluation	<b>Coloquium</b>	2.7 Type of discipline	<b>DF</b>

### 3. Total estimated time (hours/semester of didactic activities)

3.1 Hours per week	3	Of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total hours in the curriculum	36	Of which: 3.5 course	24	3.6 seminar/laboratory	12
Time allotment:					hours
Learning using manual, course support, bibliography, course notes					0.5/week
Additional documentation (in libraries, on electronic platforms, field documentation)					0.5/week
Preparation for seminars/labs, homework, papers, portfolios and essays					2/week
Tutorship					
Evaluations					
Other activities: .....					
3.7 Total individual study hours					36
3.8 Total hours per semester					72
3.9 Number of ECTS credits					5

### 4. Prerequisites (if necessary)

4.1. curriculum	•
4.2. competencies	•

### 5. Conditions (if necessary)

5.1. for the course	•
5.2. for the seminar /lab activities	•

## 6. Specific competencies acquired

<p><b>Professional competencies</b></p>	<p>C5 Identifying and using specific elements of journalists' ethics and social responsibility.</p> <p>C5.2 Formulating judgments concerning the journalist's professional responsibility, developing ways of solving problems arising in the communication with information sources.</p> <p>C5.3 Managing communication, mediation, negotiation and public debate situations through means of public information, with respect to the public's right to be informed correctly.</p> <p>C5.4 Applying evaluation models of media campaigns using SMART and SWOT method criteria.</p> <p>C5.5 Development of press material (identifying a topic or documentation on a delegated topic, choosing the approach angle, choosing the adequate journalistic genre and creating the material itself).</p> <p>C6 Production of journalistic content (text, video, audio and photo) for all types of media.</p> <p>C6.2 Formulating editorial objectives which are consistent with the profile of the target audience.</p> <p>C6.3 Harnessing theoretical and methodological knowledge for the production of a thematic section for any media product (respecting the characteristics of the transmission channel).</p> <p>C6.5 Presenting the developed program or publication.</p>
<p><b>Transversal competencies</b></p>	<p>CT1 Addressing realistically – with theoretical and practical arguments – of common professional situations, in order to efficiently and deontologically solve them.</p> <p>CT2 Applying efficient work techniques in multidisciplinary teams, with fulfillment of certain tasks on hierarchical levels</p> <p>CT3 Self-assessing the need for training for insertion and adaptation to labor market demands</p>

## 7. Objectives of the discipline (outcome of the acquired competencies)

<p>7.1 General objective of the discipline</p>	<ul style="list-style-type: none"> <li>• Introduction in social sciences is aimed at developing and promoting civic competence: students will develop the ability to make informed and reasoned decisions for the public good.</li> <li>• The course offers systematic study of disciplines such as sociology, social psychology and anthropology. Students will better define and understand societal problems and situations, through the use of the scientific method and the concepts and theories provided.</li> </ul>
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7.2 Specific objectives of the discipline

The course will:

- Introduce fundamental concepts and theories in social sciences: individual, group, society; culture, norms, values, institutions; power, dominance, authority; globalization and the global village.
- Elaborate on fundamental social issues in relation with the development of press material.
- Cultivate critical awareness of events and phenomena in local and trans-local contexts.

The students will be able to:

- Explore new ideas by using the frames and vocabulary of social sciences in group and class discussions.
- Share experiences, understanding, new ideas and special abilities within the new approaches offered by social sciences.
  - *Knowledge*
- Demonstrate knowledge and understanding of concepts, theories, ideas in social sciences.
- Demonstrate knowledge and understanding of current social issues with particular reference to the Romanian context in a local and trans-local perspective.
- Understand how society arises from the interaction of human behavior and social institutions.
  - *Skills*
- Apply the theories and concepts of social sciences to situations and problems in their professional life.
- Apply the theories and concepts of social sciences in order to improve personal self understanding.
- Evaluate the theories and concepts of social sciences against their experiences, values and beliefs.
- Use logical arguments with the use of the scientific method, theories and concepts in social sciences.
  - *Values and attitudes*
- Demonstrate awareness of social issues such as discrimination, stereotyping, political power, multiculturalism, authority.
- Demonstrate how diverse opinions can affect society, groups and/or individuals.

## 8. Content

Course outline	Teaching methods	Remarks
<b>Part I: Individual and society</b>		
The individual as a social being. Socialization.	Exercise. Lecture. Class discussion.	
Social groups. Development, dynamics, roles.	Lecture. Class discussion.	
Identity. Diversity. Difference.	Lecture. Class discussion.	
<b>Part II: Culture and society</b>		
Definition and elements of culture.	Lecture. Class discussion.	
Social norms and values.	Lecture. Class discussion.	
Social institutions.	Lecture. Class discussion.	
<b>Part III: Status and power</b>		
Inequality and social status.	Lecture. Class discussion. Film screening.	Does appearance change how people are treated? (2013)
Authority and dominance.	Lecture. Class discussion. Film screening.	How far will you go for Fantastic Delites? Delite- omatic (2013)
Power relations. Political action.	Lecture. Class discussion.	
<b>Part IV: Globalization and the global village</b>		
Local and global.	Lecture. Class discussion. Film screening.	Handprint (2013)
Globalization. Definition. Effects.	Lecture. Class discussion.	
Conclusions. Social issues and journalism.	Lecture. Class discussion.	
<b>Bibliography</b> <i>C. Wright Mills, 1959, The Sociological Imagination, Oxford University Press</i> William Kornblum and Carolyn D. Smith, 2008, Sociology in a Changing World, Wadsworth Cengage Learning <ul style="list-style-type: none"> <li>▲ Chapter 5 Socialization</li> <li>▲ Chapter 6 Interaction in Groups</li> <li>▲ Chapter 15 The family</li> <li>▲ Chapter 16 Religion</li> <li>▲ Chapter 17 Education</li> </ul> Les Back, Andy Bennett, Laura Desfor Edles, Margaret Gibson, David Inglis, Ronald Jacobs, Ian Woodward, 2012, Cultural Sociology. An Introduction, Wiley-Blackwell <ul style="list-style-type: none"> <li>▲ Chapter 4 Class, Culture and Social Difference</li> <li>▲ Chapter 9 Globalization</li> </ul> George Ritzer, 2012, The Wiley-Blackwell Companion to Sociology, Wiley-Blackwell <ul style="list-style-type: none"> <li>▲ Chapter 15 Feeling class</li> <li>▲ Chapter 28 Remy Cross and David A. Snow – Social Movements</li> <li>▲ Chapter 29 Paul Dean and George Ritzer – Globalization</li> <li>▲ Chapter 31 Meyer Kestnbaum – Organized Coercion and Political Authority. Armed Conflict in a World of States</li> </ul> John Delamater, 2006, Handbook of Social Psychology, Springer <ul style="list-style-type: none"> <li>▲ Chapter 9 Timothy J. Owens – Self and Identity</li> <li>▲ Chapter 12 Gregory R. Maio, James M. Olson, Mark M. Bernard, Michelle A. Luke - Ideologies, Values, Attitudes, and Behavior</li> </ul>		
<b>Seminar outline</b>	<b>Teaching methods</b>	<b>Remarks</b>

1. Socialization processes.	Class exercises. Class discussion.	
2. Small group dynamics. Discrimination, stereotyping, prejudice.	Film screening. Class discussion.	Screening: A Class Divided (1985)
3. Traditional communities and modern societies.	Group presentations. Film screening.	Homework: Search for a media product that presents/discusses traditional communities and present it in class. Screening: From the Heart of the World (1992)
4. Authority, dominance, power.	Film screening. Class discussion.	Screening: The Stanford prison experiment
5. Political action and social movements.	Group presentations	Homework: Search for a media product that presents/discusses a social movement and present it in class.
6. Globalization and culture.	Film screening. Class discussion	Baraka (1992)

**Bibliography**

Diana Kendall, 2007, Sociology in Our Times. The Essentials, Wadsworth Cengage Learning  
 Chapter 2 Culture  
 Chapter 3 Socialization  
 Chapter 16 Collective Behavior, Social Movements, and Social Change  
 Kathleen A. Tiemann; Ralph B. McNeal Jr; Betsy Lucal; Morten G. Ender, 2008, The Intersections Collection: Pearson Custom Sociology, Pearson Custom Publishing  
 George Ritzer - The McDonaldization of Society  
 Kingsley Davis - Final Note on A Case of Extreme Isolation  
 Arjun Appadurai, 1996, Modernity at Large. Cultural Dimensions of Globalization, University of Minnesota Press  
 Chapter 2 Disjuncture and Difference in the Global Cultural Economy

**9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program**

- Courses with similar content are taught in the most important universities in Romania.
- The content of this course meets the professional standards, the ethic codes or the visions upon journalism belonging to various professional associations across Europe and the US (Association of European Journalists, the British Association of Journalists, the Society of Professional Journalists).

## 10. Evaluation

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Share in the grade (%)
10.4 General evaluation	<ul style="list-style-type: none"> <li>⤴ Interaction with instructor and students</li> <li>⤴ Team work</li> <li>⤴ Engagement with class material across subject areas</li> <li>⤴ Preparedness for class</li> <li>⤴ Making comments and answering questions on class material</li> <li>⤴ Portfolio (Option 1. Radio show "Society today". 1 episode/week, for minimum 3, maximum 7 weeks. 1; Option 2. Blog World Wide Weber. 1 post/week, for minimum 3, maximum 7 weeks), for a total of 10 media products</li> </ul>	Colloquium	100.00%

### 10.6 Minimum performance standards

- For the minimum grade 5, students are able to
- organize and classify information through concepts
  - understand the meaning of basic concepts
  - identify and describe facts, events and processes

Date

...20.02.2015.....

Signature of course coordinator

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Signature of seminar coordinator

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Date of approval

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Signature of the head of department

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