



"El saber de mis hijos
hará mi grandeza"

UNIVERSITY OF SONORA

CENTRAL REGION UNIT
SCHOOL OF ECONOMIC AND ADMINISTRATIVE SCIENCES
DEPARTMENT OF ECONOMY
DEGREE IN BUSINESS AND INTERNATIONAL COMMERCE

Identification Data

Subject: Characteristics of Modern Society	Formative Pillar: Common
Teaching-learning process: Workshop	Pre-requirement: None
Hours per course: Three hours/week/month	Post-requirement:
Nature of subject: Mandatory	Credit Value: 3

Introduction

The Current Society Characteristics workshop is one of the educational spaces that make up the Common Formation Pillar within the new educational model of the University of Sonora. Essentially, its purpose is to build character when promoting and stimulating the development of knowledge, skills, attitudes, and habits which will be applied in the long run throughout their studies and professional development. This space has the intention to promote in the students activities that will help them to be professional aware of their social, political, economic, and cultural environment within the regional, national, and international scenario.

All of the social, cultural, political, and economic activities are extended throughout the globe in such a manner that the events and decisions that take place in any remote place in the world, they can be of immediate significance for people and human groups found in different places.

The subject is designed so that, parting from the identification of characteristics and concrete real-world problems, these will be analyzed by the students using the conceptual tools that come from the disciplines which provide knowledge for the interdisciplinary treatment.

Likewise, first of all, the course covers a general panorama in regards to the current characteristics of modern society and later some particular manifestations of the economic, political, social, cultural, and environmental reality. In this sense, the subjects covered within the units that make up the present program are of an individual nature that could be changed according to the evolution of the context.

With the purpose of being able to comply with the objectives in this program and develop teaching processes during the teaching and learning processes in an interrelated manner with the formative experiences of the other related educational spaces from the Common Formational Pillar, the preparation of teaching-learning guides in which activities, methods, subjects, and means that could be commonly used is considered essential.

General Objective

The aim is that the student acquires information in regard to his environment, focused on the attention and reflection of the vertiginous change tendencies that have had an impact on all environments of life. The purpose is that all students develop a reflective and critical vision in regard to current society and acquires conscience of his social responsibility as a citizen and future professional.

UNIT I. The current social context

Specific Objective:

Reflect in regard to the characteristics of the current society and its manifestations

Content:

- 1.1. Economic aspects: globalization
- 1.2. Society of knowledge
- 1.3. Human Rights
- 1.4. World interdependence
- 1.5. Development of information and communication technologies
- 1.6. Future uncertainty
- 1.7. New State
- 1.8. Multiculturalism vs. homogenization
- 1.9. World distribution of income.
- 1.10. Family

UNIT II. Population and employment

Specific Objective:

The student will be aware of the main concepts and processes of the dynamics of population and employees.

Content:

- 2.1 Characteristics of the world and national population
 - 2.1.1 Gender
 - 2.1.2 Old and young populations
 - 2.1.3 Overpopulation
 - 2.1.4 Poverty
 - 2.1.5 Educational level
- 2.2 Employment characteristics
 - 2.2.1 Restructuring of the economic activity.
 - 2.2.2 Employment and education
 - 2.2.3 Employment, income and instruction level.
 - 2.2.4 Certification of professions.
 - 2.2.5 Unemployment and sub-employment

UNIT III. Features of democracy

Specific Objectives:

The student will understand the elements that characterize the democracy in current society.

Content:

- 3.1. State and democracy
- 3.2. Elections and political parties
- 3.3. Non-Governmental Agencies
- 3.4. Social actors

UNIT IV. Culture and Communication

Specific Objective:

The student will know and reflect on the most important features of the current societies regarding their cultural aspects, in whose definition the communication media has played a major role. Likewise, the student will identify the main characteristics that distinguish regional identities in a global environment.

Content:

- 4.1. The impact of technological innovation in communication
- 4.2. New ways of knowledge: the domain of technological information
- 4.3. Cultural globalization and regional identities
- 4.4. Modernity and tradition
- 4.5. Beliefs and values

UNIT V. Environment and society Specific Objective:

The student will identify the effects of human activity in regards to the environment.

Contents:

- 5.1 Feeding and natural resources
- 5.2 Health and environment
- 5.3 Urbanization and landscape
- 5.4 Economic activity and biodiversity
- 5.5 Sustainable development

Teaching-learning strategies

The work strategy will have the objective to promote in the student the commitment of identifying and analyzing in a critical manner the characteristics of his social environment, supported from all the different areas of knowledge. Likewise, the student will learn to work in teams, to discuss and express his ideas. The course dynamics will be the following: the workshop will start with a framework session where the Professor place the educational space within the institutional context, in general, and within the study plan, specifically, in function of its importance in the integral formation of the students, as well as in his insertion in the curriculum in relation to the subsequent educational spaces. For each unit, there will be an introduction where the objective to be reached and the learning obtained will be clear. The role of the Professor is to coordinate the activities of the students who make up the work groups in order to discuss the information of the basic texts (previously read) and the one obtained from previous investigations (documentaries, interviews to experts, etc.), corresponding to the session. The unit themes shall conclude with a session in which different opinions of the students are presented, exchanging knowledge, receiving feedback on behalf of the professor, and integrating a group document in form of a "Letter to the Director" for its publication.

As a final product of this educational space will require the presentation of a written project prepared by the whole group, which consists of the main arguments presented by the "Letters to the Director", as a product of the learning activities designed for the systematic search of information from distinct sources (bibliographies-documentaries, audiovisual, etc.), their analysis, preparation and conclusion, and their presentation in an institutional event.

Bibliography

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Un mundo desbocado. Los efectos de la globalización en nuestras vidas. Taurus, España, 2000.

Beck, Ulrich

¿Qué es la globalización? Paidós, España 199

--- La sociedad del riesgo. Hacia una nueva modernidad, Paidós, España,

Luhmann, Niklas

Sociología del riesgo

Universidad Iberoamericana/Universidad de Guadalajara, México, 1992

Giddens, Anthony

La tercera vía

Taurus, Madrid, 2000.

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Alianza Universidad Textos, Madrid, 1995.

Held, David

La democracia y el orden global

Editorial Paidós, Barcelona, 1997.

Huntington, Samuel

El choque de civilizaciones

Editorial Paidós, Barcelona, 1997.

Castells, Manuel

La era de la información

Siglo XXI Editores, México, 1999.

Rivero Rodríguez, Ángel

“Andanzas ciudadanas en la globalización” en Istor No. 11 (Año II) Invierno 2002

Pells, Richard

“¿Existe el Mc Mundo?” en Istor No. 11 (Año II) Invierno 2002

Resnick, Mitchel

“Aprender en la era digital” en Política Digital-Nexos, No. 5, agosto-septiembre de 2002

Klein, Naomi

“Vallas y ventanas” en Masiosare (La Jornada) No. 267, 2 de febrero de 2003

Alba, Francisco

La población de México: evolución y dilemas

México, El Colegio de México, 1989.

Population Reference Bureau, Inc.

Manual sobre la población, Estados Unidos, 2001

Newspapers, magazines, and web pages determined by the research dynamics carried out by the student.

Summaries translated of the following documents:

-ONU. Reporte de la cumbre mundial sobre desarrollo sustentable. Johannesburgo. 2002.

<http://www.johannesburgsummit.org>

-ONU. Agenda 21. <http://www.un.org/esa/sustdev/agenda21text.htm>

-OCDE. Análisis del desempeño ambiental. México. 1998 Saldívar, Américo (Coord.)

De la economía ambiental al desarrollo sustentable

PUMA. UNAM. México. 1998.

Evaluation Criteria

The evaluation consists of the conceptual components in a complete manner as well as their application to the analysis of reality. Thus, the following items will be evaluated:

1. The formal products (written documents generated in each unit and the final integration work):
 - The work includes the elements required
 - Utilization of grammatical rules (punctuation, spelling)
 - Organization of the ideas and their fundamentals
 - Proper reference is made to the sources used
2. Group work:
 - Organization of the members in the work groups
 - Work planning
 - Distribution of the activities and tasks
 - On-time delivery of the products requested
 - Participation in class sessions

Professor Profile:

- 1) Professional formation and/or degree in related area, teaching experience in these subjects.
- 2) Accredited the formational process of the Professor that the Institution indicates.
- 3) Manage an interdisciplinary approach.
- 4) Two years teaching experience.