Approval date: 17/06/2025

COURSE GUIDE

Sociology of the Population and Migrations (2141142)

Grado (Bachelor's Degree)	Grado en Sociología	Branch	Social and Legal Sciences
Module	Sociología de la Población, Territorio y Medio Ambiente	Subject	Sociología de la Población y de las Migraciones

Year of study	4º	Semester	1º	ECTS Credits	6	Course type	Compulsory course

PREREQUISITES AND RECOMMENDATIONS

It is recommended for the students to have already taken the mandatory course of Demographic Analysis in the 3rd year, 2nd semester. Demographic analysis, focusing on the sources and methods for its measurement, is a prerequisite for the sociological study of demographic and migratory processes.

BRIEF DESCRIPTION OF COURSE CONTENT (According to the programme's verification report)

- Conceptual and theoretical approaches to the sociology of population and migration.
- Long-term evolution of the population, worldwide and in Spain, and its main determinants, as studied by demography.
- Main theories explaining demographic phenomena and behaviors, based on the interdisciplinary nature of demographic studies.
- Demographic problems associated with overpopulation, urbanization, aging and migration as demographic problems
- Concepts and theories in the study of migration.
- Social, economic and political consequences of immigration in Spain.
- Study of international migratory movements.

SKILLS

GENERAL SKILLS

- CG02 - Ability to organise and plan
- CG03 - Computer skills related to the field of study
- CG04 - Ability to manage information
- CG05 - Know how to solve problems
- CG07 - Ability to communicate results and knowledge
- CG08 - Ability to work in a team

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- CG09 - Skills for interpersonal relationships
- CG10 - Ability to cater for diversity and multiculturalism
- CG11 - Ability to engage in critical reasoning
- CG13 - Commitment to gender equality
- CG14 - Commitment to respect for human rights and non-discrimination
- CG15 - Ability to learn autonomously
- CG20 - Motivation for quality and knowledge
- CG21 - Sensibilidad hacia temas medioambientales
- CG22 - Ability to recognise the global and local character of social phenomena
- CG24 - Ability to recognise the complexity of social phenomena

SUBJECT-SPECIFIC SKILLS

- CE01 - Understand the main concepts and generalisations regarding human society and its processes
- CE02 - Learning of history, theory and its main schools to the present day
- CE05 - Understand the evolution and structure of the relationships between populations, resources and the environment, as well as the study of the techniques and methods of demographic analysis
- CE06 - Knowledge of the basic components of social inequalities and cultural differences
- CE11 - Know the evolution of contemporary societies and their social and political movements
- CE16 - Abilities in developing, using and interpreting social indicators and social measurement instruments
- CE20 - Ability to recognise the complexity of social phenomena
- CE35 - Critical attitude towards social doctrines and practices
- CE36 - Attitudes of professional ethics
- CE37 - Attitude of commitment to social and cultural problems
- CE38 - Ability to recognise diversity and multiculturalism

LEARNING OUTCOMES

- Understand and identify the relationships between demographic analysis, demography and sociology of population.
- Differentiate between purely demographic determinants and other social determinants in the study of demographic processes
- Learn basic information on the evolution of the world, European and Spanish population and its basic components: fertility, mortality and migration.
- Comprehend the main interpretations and explanations that have been proposed for demographic evolutions.
- Recognize the connections between demographic changes and social and economic transformations from a sociological perspective.
- Apply models and theories as a comprehensive framework for the evolution of specific populations.
- Analyze current demographic problems and policies as social constructions, beyond their purely demographic dimensions.
- Develop a reflective and critical capacity on the discipline.

PLANNED LEARNING ACTIVITIES

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THEORY SYLLABUS

- **1. The European demographic transition*.**
  - Evolution of the world population.
  - The demographic transition model.
  - The transition in mortality and fertility.
  - Scope and limitations of the demographic transition theory.
  - Relationships between demographic transition and migrations.
- **2. Health Transition, Fertility, and Family Changes.**
  - Evolution and causes of mortality and age patterns.
  - Epidemiological and health transition.
  - Differential mortality and social inequalities.
  - Theories and intermediate variables of fertility.
  - Differential fertility.
  - Second demographic transition and family changes.
- **3. Theories, Policies, and Demographic Problems.**
  - The relationships between population and resources as a problem.
  - Malthusianism and its critics.
  - The growth of the world population as a problem.
  - Demographic aging in developed countries.
  - Towards a sociological explanation of fertility.
- **4. Sociology of Migrations: Explanatory Theories*.**
  - Types of migration and migration systems.
  - Theories on the causes, persistence, and motivations of migratory flows.
  - The transnational, intersectional, and intergenerational approach.
  - Methodological tools for the study of migration.
- **5. Migration Trends and Policies.**
  - New trends in migration.
  - Migration control and border regimes.
  - Debate and perspectives on the concept of integration.
- **6. Trajectories, Subjectivities, and Resistances.**
  - Gender and migration.
  - Labor market and migration.
  - Education, minors, and child protection.
  - Xenophobia and identity.

* The blocks on population and migrations may be interchangeable.

PRACTICAL SYLLABUS

- Reading and commentary of relevant texts on the subject.
- Preparation of student group presentations.
- Conducting research projects.
- Searching for documentation in different databases.
- Proper use of textual citations of documents and book references, as well as works of synthesis of the main ideas.
- Use of audiovisual material.
- Open education activities offered by the Faculty.
- The use of PoliSocioLAB (Laboratories of the Faculty of Political Science and Sociology) will be encouraged. The lab includes: Quantitative Studies Laboratory (SPSS, R, Visual QSL, Bellview Cati, Phyton...), Laboratory of Qualitative Studies and Multimedia Analysis (NVIVO, QDA miner liter, Gephi...) and the Radio Laboratory. Depending on availability, this use may take place during the regular teaching hours of this subject or outside this timetable in the form of complementary teaching.

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RECOMMENDED READING

ESSENTIAL READING

- Adveev, A., Eremenko, T., Festy, P., Gaymu, J., Le Bouteillec, N. y Springer, S. (2011). Populations et tendances démographiques des pays européens (1980-2010). Population, 66(1), 9-133.
- Castles, S. (2010). Key issues in global migration. Migration Policy Review, Vol.2.
- Castles, S. y Miller (2004): La era de la migración: Movimientos internacionales de población en el mundo moderno. México D.F.: Universidad Autónoma de Zacatecas.
- de Haas, H. (2010) The Internal Dynamics of Migration Processes: A Theoretical Inquiry, Journal of Ethnic and Migration Studies, 36(10), 1587-1617, DOI: 10.1080/1369183X.2010.489361
- Eremenko, T., & González⊠Ferrer, A. (2018). Transnational families and child migration to France and Spain. The role of family type and immigration policies. Population, Space and Place, 24(7), e2163.
- Garreta Bochaca, J. (2003): La integración sociocultural de las minorías étnicas (Gitanos e inmigrantes). Barcelona: Anthropos.
- Harper, Sarah. (2016) How population change will transform our world. Oxford: Oxford University Press.
- Herrera Ponce, M.S. (2007). Individualización social y cambios demográficos: ¿hacia una segunda transición demográfica? Madrid: CIS.
- Livi-Bacci, M. (2002). Historia mínima de la población mundial. Barcelona: Ariel.
- Massey, D. S. et al. (1999): Worlds in Motion: Understanding International Migration at the End of the Millennium. Clarendon Press.
- Muñoz-Comet, J., & Steinmetz, S. (2020). Trapped in precariousness? Risks and opportunities of female immigrants and natives transitioning from part-time jobs in Spain. Work, Employment and Society, 34(5), 749-768.
- Oso, L., López-Sala, A., & Comet, J. M. (2023). Sociología de las migraciones. Editorial Síntesis.
- Ribas, N. (2004): Una invitación a la Sociología de las Migraciones. Barcelona: Bellaterra.
- Sassen, S. (1993): La movilidad del trabajo y del capital. Un estudio sobre la corriente internacional de la inversión y el trabajo. Madrid: Ministerio de Trabajo y Seguridad Social.
- Susino, J. (2005). La población y el proceso de urbanización. En J. Iglesias de Ussel y A. Trinidad Requena (Comps.), Leer la sociedad. Una introducción a la sociología general (pp.545-587). Madrid: Tecnos.
- Trinidad Requena (Comps.), Leer la sociedad. Una introducción a la sociología general (pp.545-587). Madrid: Tecnos.

COMPLEMENTARY READING

- Abellán García, A. y Puga González, Mª D. (2005). Una España que envejece. Papeles de Economía Española, 104.
- Arango, J. (2004). La población mundial. En Romero González, J. (ed.) (2004), Geografía Humana. Procesos, riesgos e incertidumbres en un mundo globalizado, (pp. 55-99). Barcelona: Ariel.
- Bade, K.J. (2003). Europa en movimiento. Las migraciones desde finales del siglo XVIII hasta nuestros días. Barcelona: Crítica.
- Bardet, J.-P. y Dupâquier J. (dirs.) (2001). Historia de las poblaciones de Europa, 3 volúmenes. Madrid: Síntesis.
- Cárdenas Pérez, J. R. (2009). Reflexiones generales de carácter teórico e histórico sobre la transición demográfica. Papeles de Población.

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- Colectivo IOÉ (2002). Inmigración, escuela y mercado de trabajo. Barcelona: Fundación La Caixa.
- Delgado Pérez, M. (2004). La evolución demográfica de España en el contexto internacional, trabajo presentado en ICE Consecuencias de la Evolución Demográfica en la Economía, mayo-junio 2004, nº 15.
- Delgado, M. (2001). Los indicadores demográficos como reflejo del cambio social. En M. Duran et al., Estructura y cambio social. Homenaje a Salustiano del Campo. Madrid: Centro de Investigaciones Sociológicas.
- Domingo, A. (2008). Descenso literario a los infiernos demográficos. Barcelona: Anagrama.
- Garrido Medina, L. (2005). La inmigración en España. En J.J. González y M. Requena, M.(eds), Tres décadas de cambio social en España. Madrid: Alianza Editorial.
- Gómez-Redondo, R. (2001). Mortalidad, salud y desigualdad. En M. Duran et al. Estructura y cambio social. Homenaje a Salustiano del Campo. Madrid: Centro de Investigaciones Sociológicas.
- Gómez-Redondo, R. (2005). La mortalidad en España durante la segunda mitad del siglo XX: Evolución y Cambios. Papeles de Economía Española, 104.
- Martínez Pastor, J. I. (2007). Nupcialidad y cambio social en España. Madrid: Centro de Investigaciones Sociológicas.
- Livi-Bacci, M. (1999). Historia de la población europea. Barcelona: Crítica.
- Livi-Bacci, M. (2012). Breve historia de las migraciones. Madrid: Alianza.
- Meadows, D., Randers, J., Meadows, D., &Pawlowsky, S. (2006). Los límites del crecimiento: 30 años después. Barcelona: Galaxia Gutenberg.
- MiretGamundi, P. y Cabré Pla, A. (2005). Pautas Recientes en la formación familiar en España: Constitución de la pareja y fecundidad. Papeles de Economía, 104.
- Monnier, A. (2006). Démographie contemporaine de l'europe: Évolutions, tendances, défis. Paris: Armand Colin.
- Overbeek, J. (1984). Historia de las Teorías Demográficas. México: Fondo de Cultura Económica.
- Poston, D. L., & Bouvier, L. F. (2010). Population and society: An introduction to demography. New York: Cambridge University Press.
- Puyol, R. (2005). La Población Española en el Marco de la Unión Europea. Papeles de Economía, 104.
- Puyol, Rafael (ed.) (1997). Dinámica de la población en España. Cambios demográficos en el último cuarto del siglo XX. Madrid: Síntesis.
- Reher, David S. (2004). The demographic transition revisited as a global process. Population, Space and Place, 10, 19-51.
- Reher, D. S. (2011). Economic and social implications of the demographic transition. Population and Development Review, 37, 11-33.
- Requena, M. (2005). Bases demográficas de la sociedad española. En J.J. González J.J. y M. Requena (eds), Tres décadas de cambio social en España. Madrid: Alianza Editorial.
- Ribas Mateo, N. (2004). Una invitación a la sociología de las migraciones. Barcelona: Bellaterra.
- Sánchez Barricarte, J. J. (2008). El crecimiento de la población mundial: Implicaciones socioeconómicas, ecológicas y éticas. Valencia: Tirant lo Blanch.
- Susino, J. (2006). Entre el análisis demográfico y la teoría de la población: bases de una experiencia docente. En M. Sánchez Martínez y C. Hita Alonso, La enseñanza universitaria de la sociología, (pp.97-121). Granada: Universidad de Granada.
- Tapinos, G. (1988). Elementos de Demografía. Madrid: Espasa Calpe.
- Van Bavel, J. & Reher, D. S. (2013). The baby boom and its causes: What we know and what we need to know. Population and Development Review, 39(2), 257-288.
- Vinuesa Angulo, J. (2005). Dinámica demográfica, mercado de vivienda y territorio. Papeles de Economía, 104.
- Weeks, J.R. (2020). Population: An introduction to concepts and issues. Boston: Cengage.

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- Wilson, C. (2011). Understanding global demographic convergence since 1950. Population and Development Review, 37(2), 375-388
- Zaidi, B., & Morgan, S. P. (2017). The second demographic transition theory: A review and appraisal. Annual review of sociology, 43(1), 473-492.

RECOMMENDED LEARNING RESOURCES/TOOLS

- http://esomi.es/ The Sociology of International Migration Team (ESOMI) was created in 2004 by Antonio Izquierdo Escribano and develops its main lines of research in the area of international migration.
- http://selene.uab.es/cedime. Immigration Studies Group of the University of Barcelona (CEDIME), of the Department of Sociology of the Autonomous University of Barcelona directed by Professor Carlota Solé.
- http://www3.upco.es/pagnew/iem/. Instituto Universitario de Estudios sobre Migraciones of the Universidad Pontifica de Comillas, directed by Professor Rosa Aparicio. It has a biannual publication: Migraciones.
- http://www.emigratio.com/. Web site aimed at the international scientific community working in the field of migration studies and population mobility. Links to groups and research centers in the field of migration worldwide.
- http://www.uu.nl/uupublish/onderzoek/onderzoekcentra/ercomer/24638main.ht European Research Centre on Migration and Ethnic Relations (ERCOMER) of the University of Utrecht. It has two periodicals: New Community and The Journal of the European Research Centre on Migration and Ethnic Relations.
- http://www.lse.ac.uk/collections/ASEN/. Association for the Study of Ethnicity and Nationalism (ASEN), part of the London School of Economics.
- http://www.imis.uni-osnabrueck.de/. Institute for Migration Research and Intercultural Studies (IMIS), part of the University of Osnabrück, Germany.
- http://www.cmsny.org/. "Centre d'Information et d'Études sur les Migrations Internationels" (CIEMI), publishes the journal Migrations Société. It is located in Paris and is part of the G. B. Scalabrini Federation, to which also belong the CSER of Rome, the "Centro de Estudos Migratórios" (CEM) of Brazil, or the CEMLA of Argentina, among others. The above-mentioned centers, together with others, form the Federation of Centres for Migration Studies (FCMS) of the Center for Migration Studies (CMS) in New York, which publishes the prestigious International Migration Review.
- http://www.ccis-ucsd.org/ Center for Migration Studies from a comparative perspective, under the University of California-San Diego. It is directed by Professor Wayne Cornelius.
- http://lamp.opr.princeton.edu/home-es.htm. The Latin American Migration Project (LAMP) and the Mexican Migration Project are two multidisciplinary research projects organized by researchers from Latin America and the United States. The leadership is based at Princeton University (Douglas Massey) and the University of Guadalajara (Jorge Durand).
- http://cmd.princeton.edu/index.shtml. The Center for Migration and Development at Princeton University. It is directed by Professor Alejandro Portes.
- http://www.unfpa.org/public/ United Nations Population Fund. Among other activities, it publishes an annual State of World Population report.
- www.juntadeandalucia.es/institutodeestadistica/ Instituto de Estadística de Andalucía. Contains not only data but also demographic and other reports, as well as links to other national and international sites.
- https://www.ine.es/ National Institute of Statistics. With databases in INEBase and links to other pages with statistical and demographic information.
- https://www.gapminder.org/ Swedish organization that promotes the use of information and statistics that allows to see the relationship between demographic variables and the

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Millennium Development Goals of the United Nations.
- http://www.ced.uab.es/ The Centre d'Estudis Demogràfics (CED) is a research center on population structures and dynamics, created in 1984 through an agreement between the Generalitat de Catalunya and the Universitat Autònoma de Barcelona. It carries out research and training in demographic issues.
- http://www.demogr.mpg.de/en/ The Max Planck Institute for Demographic Research (MPIDR), based in Rostock, is one of the most important demographic research centers; it is part of the Max Planck Society, the most important research center in Germany. Its focus is on demographic change in the world, aging, fertility, and others.

TEACHING METHODS

- MD01 - Master class/lecture
- MD02 - Discussion and debate sessions
- MD03 - Problem solving and practical case studies
- MD07 - Seminars
- MD09 - Source and document analysis
- MD10 - Group projects
- MD11 - Individual work

ASSESSMENT METHODS (Instruments, criteria and percentages)

ORDINARY EXAMINATION DIET

The evaluation will be based on the completion of individual and assigments, evaluation tests and ongoing monitoring throughout the course. Attendance and participation in classes and practical sessions are necessary for course progression and required for students (except if they have opted for the single final evaluation).
Regarding the evaluation tools:
- 50-60% of the grade: written test about the theoretical and practical contents of the subject, with format to be determined in the didactic guide that will be available in PRADO.
- 30-50% of the grade: evaluable practices carried out during the course, with the schedule and details specified in the didactic guide, which will be available on PRADO.

It is strongly recommended that exchange students plan their stay to include the exam dates (available on the website https://polisocio.ugr.es/), as this is a mandatory part of the evaluation.
Following the recommendations of the CRUE and the Secretariat of Inclusion and Diversity of the UGR, the systems of acquisition and evaluation of competences included in this teaching guide will be applied according to the principle of design for all people, facilitating learning and the demonstration of knowledge according to the needs and functional diversity of the students.
The evaluation system, regime of calls, curricular compensation, incidence examinations, grading and review of grades are regulated by the Regulations on Evaluation and Grading of Students of the University of Granada, approved by the Governing Council of November 9, 2016 and correction of errors of December 19, 2016. For more information, please consult: http://secretariageneral.ugr.es/bougr/pages/bougr112/_doc/examenes/

EXTRAORDINARY EXAMINATION DIET

Students who have not passed the continuous evaluation in the ordinary call must take a written

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test that will cover all the material studied in the theoretical and practical sessions, which will comprise:

- 60-70% of the grade: theoretical contents of the subject.
- 30-40% of the grade: questions or exercises of application of what has been learned in practice.

SINGLE FINAL ASSESSMENT (evaluación única final)

Students who opt for the single final evaluation must take a written test that will cover all the material studied in the theoretical and practical sessions, which will comprise:

- 60-70% of the grade: theoretical contents of the subject.
- 30-40% of the grade: questions or exercises of application of what has been learned in practice.

ADDITIONAL INFORMATION

- In the non face-to-face evaluation tests, mechanisms of proof of authorship by the students will be included. In any case, the appropriate legal and security guarantees will always be preserved, respecting the fundamental rights to privacy and intimacy, observing the principle of proportionality.
- In the development sections of the exams for all calls, mere repetition of the course material content will be assessed negatively. Anti-plagiarism instruments will be used for correction. Assignments submitted after the deadline will be rejected, unless under exceptional circumstances previously discussed with the teacher.
- The evaluation system, types of exam sessions, curricular compensation, make-up exams, grading, and grade review for the subjects taken by students in the official undergraduate programs of this center will be regulated by the Evaluation and Grading Regulations for Students of the University of Granada, approved by the Governing Council on November 9, 2016. This includes the error corrections of December 19, 2016, and May 24, 2017. For more information on the Evaluation and Grading Regulations for Students of the University of Granada, please consult the relevant documentation.
- Design for all. Specific educational support needs (NEAE): Following the recommendations of CRUE and the Secretariat for Inclusion and Diversity of the UGR, the systems for acquiring and evaluating competencies outlined in this syllabus will be applied according to the principle of universal design, facilitating learning and the demonstration of knowledge according to the needs and functional diversity of the students. The University of Granada offers a Support Program for Students with Disabilities and Other Specific Educational Support Needs (NEAE) for those who require it.
- Existing Support Resources at UGR
  - The University of Granada has a Protocol in place to prevent, avoid, and address possible situations of harassment of any kind: https://www.ugr.es/sites/default/files/2017-09/NCG1125.pdf
  - UGR Equality and Conciliation Unit: https://viis.ugr.es/areas/igualdad-conciliacion.
  - UGR Psychopedagogical Office/Academic Guidance Unit: https://ve.ugr.es/secretariados-y-unidades/gabinete-psicopedagogico.
  - UGR Student Assistance Service: https://ve.ugr.es/servicios/asistencia-estudiantil/
- Connection between the Course and Professional Practice.
  The knowledge and skills acquired in this course contribute to the following professional profiles within the degree program:

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    - Profile 1: Social Intervention
    - Profile 2: Applied Social Research
    - Profile 3: Public Policy.
- Career Opportunities Guide for the Degree: https://empleo.ugr.es/salidasprofesionales/grados/grado-en-sociologia/
- Information on Career Guidance and Professional Development from the Faculty of Political Science and Sociology: https://polisocio.ugr.es/estudiantes/orientacion-accion-tutorial/orientacion

It is recommended to view the following podcasts of interest for the practical training of students:

- Podcast I: What to do after and during the Degree? Why is it important to know where you want to go?
- Podcast II: Challenging boundaries. Political Science and Sociology in the private sector.
- Podcast III: Beyond the classrooms: Political Science and Sociology in the service of citizenship.

Information of Interest for Students with Disabilities and/or Specific Educational Support Needs (NEAE): Management of services and supports: https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad

Información de interés para estudiantado con discapacidad y/o Necesidades Específicas de Apoyo Educativo (NEAE): Gestión de servicios y apoyos (https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad).

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05/05/2026 - 08:33
Pág. 9 de 9