



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Politiche e delle Relazioni Internazionali		
ACADEMIC YEAR	2016/2017		
BACHELOR'S DEGREE (BSC)	ADMINISTRATION AND ORGANISATION SCIENCE AND LABOUR CONSULTANCY		
INTEGRATED COURSE	GENERAL SOCIOLOGY AND SOCIAL STATISTICS - INTEGRATED COURSE		
CODE	17941		
MODULES	Yes		
NUMBER OF MODULES	2		
SCIENTIFIC SECTOR(S)	SECS-S/05, SPS/07		
HEAD PROFESSOR(S)	MENDOLA DARIA	Professore Ordinario	Univ. di PALERMO
OTHER PROFESSOR(S)	TUMMINELLI SANTA GIUSEPPINA	Ricercatore a tempo determinato	Univ. di PALERMO
	MENDOLA DARIA	Professore Ordinario	Univ. di PALERMO
CREDITS	15		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	1		
TERM (SEMESTER)	2° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	<p>MENDOLA DARIA</p> <p>Tuesday 10:00 11:00 Ricevimento Online su piattaforma Teams (codice di accesso 5u94trz). Occorre *sempre* prenotarsi tramite portale unipa</p> <p>Thursday 09:30 10:30 Dipartimento SPPEFF (campus di viale delle scienze, Palermo), edificio 15, piano 6, stanza P6 010. Occorre *sempre* prenotare almeno 2 gg prima tramite piattaforma.</p> <p>TUMMINELLI SANTA GIUSEPPINA</p> <p>Monday 8:30 10:30 Dipartimento di Scienze Politiche e delle Relazioni Internazionali, via Maqueda, 324 (Pa), II piano. E' possibile anche richiedere un incontro su Teams nel caso di esigenze particolari.</p>		

PREREQUISITES	<p>Social statistics module: notions of Mathematics at high school level (first order equations, cartesian coordinate system, Equation of a straight line, properties of power and square root function; the notion of logarithm). Students are expected to review these topics from their high school books before the start of the Statistics lectures.</p> <p>Sociology module: the same notions required for the entry test are sufficient to profitably attend the course.</p>
LEARNING OUTCOMES	<p>KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none">- Knowledge and understanding of the system of modernity and of the genesis of the theory and sociological research;- Knowledge and understanding of the main sociological theories and of the thought of the main authors;- Ability to identify and use data to formulate responses to well-defined concrete and abstract problems;- Ability to read and discuss statistical indexes, tables and graphical representations and solve small problems based on results of simple statistical analyses. <p>APPLYING KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none">- Ability to distinguish epistemological approaches, both theoretical and applied; ability to use the basic concepts of each theory in the contextual analysis.- The acquirement of the statistical logic and approach for/to the analysis of collective social phenomena is a necessary condition for passing the exam (short-term goal). It is also the basis for future upgrades of the technical skills and the numeracy of the students for their entry in the labour market (medium/long term goal) and for further independent learning activities in advanced courses. <p>MAKING JUDGEMENTS</p> <ul style="list-style-type: none">- Ability to independently evaluate and compare theoretical perspectives, projects, interventions and select proper quantitative analysis tools in well-defined concrete contexts;- Capacity to inform judgments and autonomous interventions on both cases and policies in relation to specific social and ethical issues;- Capacity to inform judgment and reflection on society and on the role of sociology and social sciences.- Capacity to properly select, among different data analysis tools, those most appropriate to the nature of the discussed phenomena. <p>COMMUNICATION</p> <ul style="list-style-type: none">- Ability to communicate effectively in written and/or oral subject content;- Ability to communicate information, ideas, problems and solutions, in a clear, concise and effective way, to both specialists and non-specialists. In order to gain these abilities, students have to acquire the essential elements of statistical and sociological languages. In the classroom, the interaction will be stimulated by launching debate and discussion on topics from time to time proposed. Students will also be guided in acquiring the ability to interpret the data and communicate its information content through graphical or tabular representation and indexes. <p>LIFELONG LEARNING SKILLS</p> <p>Students will be encouraged to empower their learning process by meta-cognitive inputs; that will allow them to pursue higher level studies with a high degree of autonomy.</p>
ASSESSMENT METHODS	<p>Social statistics module: final written test (eventually completed by an oral exam).</p> <p>The written exam of Social statistics spans over the whole syllabus and it includes both theoretical and practical (exercises) questions. Students are required to use the acquired statistical methods and techniques to describe small datasets, tables and graphs; to solve small computational tasks and to make decisions based on their own data analysis.</p> <p>The aim of the written test is to assess: a) knowledge and understanding, b) appropriateness of the specific language used, c) ability to communicate logical processes, to justify operated choices and to argue conclusions; d) making judgements.</p> <p>The written test takes 110 minutes and allow to gain up to the maximum evaluation (30 cum laude). The oral exam of Social statistics takes place only in two cases: a) the evaluation is barely sufficient (quite near but less than 18); or b) it is explicitly requested by the student, who wish to improve the grade gained through the written exam.</p>

	<p>Module of Sociology: final oral exam. The oral assessment is a viva in which knowledge and skills in the field of study are going to be tested. Questions shall assess: a) knowledge and understanding, b) cognitive and practical skills, c) ability to communicate using the appropriate technical language, d) making judgements.</p> <p>Final grade is on a scale going from 18 to 30 points, and arise from a weighted mean (CFU) of final grades in the two modules.</p> <p>Assessment scale: 30 - 30 cum laude</p> <p>a) advanced knowledge of the fields of work or study, involving a critical understanding of theories principles and methods of both the disciplines; b) advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; c) fully adequate use of specialized languages; d) take responsibility for managing and innovate the study field.</p> <p>26-29</p> <p>a) comprehensive, specialised knowledge within the fields of work or study and an awareness of the boundaries of that knowledge; b) a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; c) comprehensive use of specialized language; d) exercise management and supervision in contexts of work or study activities.</p> <p>22 - 25</p> <p>a) knowledge of facts, principles, processes and general concepts, in a field of work or study. b) basic skills required to accomplish tasks and *solve problems by selecting and applying basic methods, tools, materials and information; c) basic capacity to use specialized language; d) basic capacity to take responsibility for completion of tasks in work or study.</p> <p>18-21</p> <p>a) basic general knowledge; b) basic skills required to carry out simple tasks; c) basic capacity to communicate relevant information; d) basic capacity to take responsibility for completion of tasks in work or study.</p> <p>0-17</p> <p>a) Insufficient general knowledge; b) Insufficient skills required to carry out simple tasks; c) Insufficient capacity to communicate relevant information; d) Insufficient capacity to take responsibility for completion of tasks in work or study.</p>
TEACHING METHODS	<p>The course is based on lectures and, only for the module of Social statistics, is completed by tutorials and computer lab sessions. During lectures and tutorials, students are constantly invited to answer simple theoretical and practical questions and stimulated to solve, by themselves, simple tasks and research related to the topics of the course.</p>

MODULE SOCIAL STATISTICS

Prof.ssa DARIA MENDOLA

SUGGESTED BIBLIOGRAPHY

Borra S., Di Ciaccio A. (2014), Statistica: Metodologie per le scienze economiche e sociali- Terza edizione. McGraw-Hill (capitoli da 1 a 8 e capitolo 16 per le parti riportate in programma)

Agresti A., Finlay B., Statistica per le scienze sociali, Pearson-Paravia, Edizione italiana del 2009 (solo capitoli 8 e 10).

Fraire M, Rizzi A. (2001) Esercizi di statistica. Carocci editore.

Materiale didattico ulteriore accessibile on line agli iscritti al corso tramite portale.unipa.it, sezione materiale didattico del corso.

AMBIT	50044-statistico-economico
INDIVIDUAL STUDY (Hrs)	162
COURSE ACTIVITY (Hrs)	63

EDUCATIONAL OBJECTIVES OF THE MODULE

Statistics shows its utility in several occasions during job activities and every day life. Statistics is useful to face choice problems (e.g. buying, investing); to make oneself a personal informed opinion, relying on evidence instead of limited personal experience; to participate in social and political life; to control action of public power; to analyse and monitor management processes; to evaluate the feasibility and efficacy of policies; and to many other purposes.

This introductory course in Statistics was built to provide students with the basic statistical toolbox, in order to make them understand and manage statistical data commonly occurring during the job activities related to this degree professional outcomes.

The whole course adopts a pragmatic approach: lectures and tutorials are constantly integrated and the emphasis is on the usefulness and interpretation of measures and indexes rather than on their mathematical formalization. Lectures and tutorials both aim at developing awareness toward statistical data and to guide students toward their appropriate use and representation. The course aims at highlighting potentialities of elementary (descriptive) statistics to understand collective phenomena. Students are stimulated to find appropriate statistical instruments to solve simple decisional problems and evaluation tasks via quantitative analysis of qualitative and quantitative data.

SYLLABUS

Hrs	Frontal teaching
2	Introduction: syllabus, aims and grading of the course. Definitions of population and sample. The Stevens' classification of the variables. Continuous and discrete variables. Frequency distributions.
2	Frequencies: absolute, relative, cumulative, percentual. The arithmetic mean and the mode on frequency distributions.
2	Mean and mode on grouped frequency distributions. Merits and demerits of arithmetic mean.
2	Computation of the median in frequency and grouped frequency distributions (median class). Merits and demerits of median. Quantiles (quintiles, deciles, percentiles).
2	Geometric mean: computation and interpretation. When is it useful?
2	Graphical representations: pie charts; bar charts; histograms (equal/different width classes). Plot of time series and spatial data.
2	Introduction to the notion of variability for quantitative and qualitative variables. Range and standard deviation.
2	Use and interpretation of the standard deviation. Variance and coefficient of variation.
2	Interquartile range. Measuring variability of qualitative variables: the heterogeneity index of Gini. A plot for variability and asymmetry: box-plot.
4	Statistical ratios: Composition, derivation, co-existence, duration ratios. Fixed base relatives, chain relatives (simple index numbers); Variation rate; Mean variation; average growth rate. Employment, unemployment and activity rates.
2	Introduction to bivariate analysis. Cross-classifications, two way tables.
2	Two way tables: Marginal and conditional distributions; row, column and cell percentages.
2	Logical dependence and independence. Statistical dependence and independence. Interdependence. Analysing conditional distributions on two way tables.
2	Introduction to the notion of probability. Events and probability space. Classical and frequentist probability. Probability postulates; Conditional probabilities and independence.
2	Association for categorical variables: chi-squared; Cramer index (V), Yule's index (Q). Concordance and discordance between ordinal categorical variables
2	Bivariate analysis - Association for ordinal variables: Spearman rank correlation coefficient; Goodman and Kruskal's gamma ordinal correlation.
4	Bivariate analysis on two way tables: proportions comparison; odds; odds ratio. Property and interpretation of odds ratios. Relative risk.

4	Bivariate analysis for quantitative variables: scatter diagram, covariance; correlation coefficient, properties of the correlation coefficient
3	Ordinary least squares regression. Estimation and interpretation of the parameters of the regression line: geometrical and statistical meaning. Plot the regression line. Goodness of fit index.
5	Statistical indexes and indicators. The rationale of composite indicators. An introduction on how to build and read composite indicators. Some examples of composite indexes of socio-economic development (human development index, perception of corruption index; multiple deprivation index).
2	Multivariate analysis. Causality and association. Confounding, intervening, and suppressing variables. Spurious association. Causal chains.

Hrs	Practice
2	Tutorial on tendency and variability measures.
3	Excel lab (tutorial): managing data matrix; building and analysing frequency distributions and two way tables; choosing and making the appropriate graph.
3	Tutorial on regression line and linear correlation. Linear regression using Excel.
2	Mock exam.
3	Tutorial: Solutions of mock exam.

<p style="text-align: center;">MODULE GENERAL SOCIOLOGY</p> <p style="text-align: center;"><i>Prof.ssa SANTA GIUSEPPINA TUMMINELLI</i></p>	
SUGGESTED BIBLIOGRAPHY	
ARNALDO BAGNASCO, MARZIO BARBAGLI, ALESSANDRO CAVALLI (2013), Elementi di sociologia, Il Mulino, Bologna.	
AMBIT	50050-socio-psicologico
INDIVIDUAL STUDY (Hrs)	108
COURSE ACTIVITY (Hrs)	42
EDUCATIONAL OBJECTIVES OF THE MODULE	
The course's goal is to provide theoretical approaches for the recognition and interpretation of the social dynamics, by the presentation of the classics of sociological thought.	

SYLLABUS

Hrs	Frontal teaching
4	What is sociology?
4	The formation of the society
4	The social structure
3	Culture, Language and Communication
4	Social control, deviance and crime
3	Religion
4	Stratification, and social classes and mobility
4	Gender and age. Race, ethnic groups and nations
2	Family and marriage. Education and instruction
4	Economy and Society
4	Work, collective consumption
2	Politics and administration. Population and organization of the territory