



Teaching Guide

Identifying Data					2015/16
Subject (*)	Historia Social do Traballo		Code	660G01039	
Study programme	Grao en Relacións Laborais e Recursos Humanos (Coruña)				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	1st four-month period	Third-Fourth	Optativa	6	
Language	SpanishGalician				
Teaching method	Face-to-face				
Prerequisites					
Department					
Coordinador	Fernández Colín, M ^a Luísa	E-mail	mluisafernandez@udc.es		
Lecturers	Fernández Colín, M ^a Luísa	E-mail	mluisafernandez@udc.es		
Web					
General description	History of the changing world of work, with particular reference to contemporary Spain to better understand the dynamics and current labor policies.				

Study programme competences

Code	Study programme competences
A1	Marco normativo regulador das relacións laborais.
A2	Marco normativo regulador da Seguridade Social e da protección social complementaria.
A12	Historia das relacións laborais.
A13	Transmitir e comunicarse por escrito e oralmente usando a terminoloxía e as técnicas adecuadas.
B2	Capacidade de análise e síntese.
B8	Razoamento crítico.
B9	Traballo en equipos.
C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C8	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

Learning outcomes

Learning outcomes	Study programme competences		
Regulatory policy framework das Laborais Relacións	A1		
Social policy and regulatory framework gives Seguridade and gives additional social protection	A2		
History of labour relations	A12		
Transmit and communicate orally and in writing using the terminology and the proper techniques	A13		
Capacity for analysis and synthesis		B2	
critical Thinking		B8	
Working in teams		B9	
Develop for the exercise of citizenship open, educated, critical, committed, democratic and caring, able to analyze reality, diagnose problems, formulate and implement solutions based on knowledge and oriented to the common good			C4
Critically assess the knowledge, technology and information available to solve the problems they face with			C6
Appreciate the importance of research, innovation and technological development in economic and cultural progress of societ			C8

Contents

Topic	Sub-topic



Theme 1: a social labour history	A concept and method Consideración Social work through History
Theme 2: The work in pre-industrial societies	The work in the ancient world The organization of work in medieval society: slavery and guilds The work in modern society: capitalism early trade, the manufactures and the "domestic system";
Theme 3: The organization of labor from the industrial revolution	The industrial revolution and its social consequences Concept of social class Features of class society The social changes of Contemporary Spain
Theme 4: The beginnings of the labor movement in Spain	An incipient industrialization The first conflict The repercussions of the International The rise of the socialist group The last years of the nineteenth century
Theme 5: The work in the twentieth century Spain	The twentieth century: the Spain of contrasts The tragic week and Bolshevik triennium The occupational outlook during the dictatorship of Primo de Rivera Changes work of the Second Republic The Civil War and the world of work
Theme 6: Working relationships during Franquismo	The Labor Regulations, Social Welfare and Mutualismo labor during the autarkic The union system The economic liberalization: the stabilization plan and reform of the legal and political status: The law of contracts of employment and the basic Social Security
Theme 7: The labor movement in Galicia	The early nineteenth century The consolidation of the twentieth century The creation of the first nationalistic unions
Theme 8: The work at the present time	The democratic transition in Spain: The new system of labor relations and social security Social transformations, new technologies and the new organization of work Crisis and economic globalization: the new challenges The labor reforms in Spain and Europe

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Document analysis	A1 A2 A12 A13 B2 B8 B9 C4	15	10	25
Workbook	A1 A2 A12 A13 B2 B8 B9 C4 C8	10	20	30
Workshop	A12 A13 A14 A18 A19 A32 A33 B2 B4 B8 B9 C1 C3 C4 C6 C8	10	10	20
Oral presentation	A12 A13 B2 B8 B9 C4 C6 C8	15	15	30



ICT practicals	A1 A2 A12 A13 B2 B8 B9 C4 C6 C8	5	10	15
Introductory activities	A5 A12 A13 A14 A19 A32 A33 B2 B4 B8 B9 C1 C3 C4 C6 C8	1	0	1
Long answer / essay questions	A1 A12 A13 B2 B8 C4	5	10	15
Guest lecture / keynote speech	A1 A2 A12 A13 B2 B8 C4 C6 C8	12	0	12
Personalized attention		2	0	2
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Document analysis	To facilitate understanding of the students, it will be discussed in class interpretation, meaning of texts and documentary selected material
Workbook	It will be discussed in small groups with students, the content of recommended readings for easy assimilation
Workshop	Students presented and discussed in team selected for study in depth topics. then they perform a presentación and exhibited in the classroom
Oral presentation	Presentation in class group work or individual chosen, using a presentation
ICT practicals	In the computer lab work conducted search of information sources, data interpretation, etc
Introductory activities	Exposure to the students of the course syllabus, proposed work, evaluation criteria. Students begin to choose as the subject of his first traballo
Long answer / essay questions	Test that seeks to respond in writing to questions from some length assessing the expected response, combined with the ability of reasoning (argue, to relate, etc.), creativity and critical thinking is provided. It is used for diagnostic, formative and summative evaluation. It allows to measure the skills that can not be evaluated by objective evidence such as the ability of criticism, synthesis, comparison, editorial and originality of the student; so it involves a broad and deep study of the contents, without losing sight of the set of ideas and relationships
Guest lecture / keynote speech	Oral presentation supplemented with the use of audiovisuais media and the introduction of some questions to the students, in order to impart knowledge and facilitate learning

Personalized attention	
Methodologies	Description
Document analysis Workbook Workshop Oral presentation Introductory activities	To facilitate the understanding of the students in the class discussed the interpretation and meaning of texts and information material. Discuss in small groups, the readings will be held recomendadas. Ademais track personalized learning with resolving questions and recommendations of the teacher in person or via the web.

Assessment			
Methodologies	Competencies	Description	Qualification
Document analysis	A1 A2 A12 A13 B2 B8 B9 C4	To facilitate the understanding of the students in the class discussed the interpretation and meaning of the texts and other documentary material selected, therefore, assessed the student's attendance	15
Workbook	A1 A2 A12 A13 B2 B8 B9 C4 C8	Discuss in small groups with students, the content of the readings recommended to facilitate their assimilation	15



Workshop	A12 A13 A14 A18 A19 A32 A33 B2 B4 B8 B9 C1 C3 C4 C6 C8	Students, either individually or in groups (maximum 3 students) choose a theme (after wake with the teacher) for his in-depth study	20
Oral presentation	A12 A13 B2 B8 B9 C4 C6 C8	The work must be exposed in the classroom using presentations and should intervene every dogrupo members	20
ICT practicals	A1 A2 A12 A13 B2 B8 B9 C4 C6 C8	Exercises class, presentations, information search, data interpretation, etc.	10
Long answer / essay questions	A1 A12 A13 B2 B8 C4	Test in which seeks to respond in writing to questions from valuing certain range that supplied expected response, combined with the ability of reasoning (argue, to relate, etc.), creativity and critical thinking. It is used for diagnostic evaluation, formative and summative. It allows to measure the skills that can not be assessed with objective evidence as the ability to review, synthesis, comparison, editorial and originality of the student; by involving a broad and deep study of the contents, without losing sight of the set of ideas and their relationships	20

Assessment comments

The student will overcome the course of two ways:

- Option 1: the sum of the marks obtained in the following sections should exceed 5 points.

- Attendance: up to 1 point (only counts if it reaches at least 75%)
- Work in class or periodic checks of knowledge: scoring will be (up to 5 points)
- Course work on the syllabus of the subject, whose oral presentation in class, is mandatory (up to 4 points)

- Option 2: the marks obtained in the following sections should exceed 5 points

- Examination of the Subject. It will consist of two questions to choose between three proposals and one of them may be practical. (maximum 8 points)
- Course work: on the agenda of the subject. The theme and the same structure will be agreed in advance with the teacher. (Up to 1 point and 1 point for presentation in class)

Sources of information

Basic	<ul style="list-style-type: none"> - González Muñiz, M.A. (1975). Aproximación a la Historia Social del Trabajo. Madrid, Jucar - Tuñón de Lara, M. (1972). Historia de España, Tomo XXIII, textos y documentos. Barcelona:Labor - Aizpiru,M. y Rivera,A. (1994). Manual de Historia Social del Trabajo. Madrid:Siglo XXI - Jaccard,P. (1971). Historia Social del Trabajo de la antigüedad hasta nuestros días. Barcelona:Plaza y Janés - Arenas Posadas, C. (2003). Historia Económica del Trabajo . Madrid:Tecnos - De Juana, J. y Prada, J. (eds) (2005). Historia Contemporánea de Galicia. Barcelona:Ariel - Barreiro Fernández, XR. (1981). Historia de Galicia (Edad Contemporánea). Vigo: Galaxia - Hobsbawm, E. (2001). Historia del siglo XX, 1914-1991. Barcelona: Crítica - Villares R. y Bahamonde, A. (2001). El mundo contemporáneo. Siglos XIX y XX. Madrid: Taurus - Galán García,A.,Gómez Urdañez, G. e Moreno Fernández, J.R. (2003). Materiales para la historia de las Relaciones Laborales. Madrid: Tecnos - Espina,A.,Fina LL. y Sáez,F. (1985). Estudios de Economía del trabajo en España. Salarios y política de rentas. Madrid: M.T.S.S - Carreras A. y Tafunell,X. (2010). Historia Económica de la España Contemporánea 1789-2009. Barcelona:Crítica - Sarasúa, C. (2006). Trabajo y trabajadores en la España del siglo XIX. Barcelona:Ariel - Vilar Rodríguez, M (2010). La cobertura social al marqen del Estado: asociacionismo obrero y sociedades mutuas en Galicia 1839-1935. La Rioja: Dialnet
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Complementary	<ul style="list-style-type: none">- Termes, J. (1972). Anarquismo y sindicalismo en España. Barcelona, Ariel- Ashford, D.E. (1989). De la aparición de los Estados del Bienestar. Madrid, Ministerio de Trabajo y Seguridad Social- Carro Igelmo, A.J. (1982). Historia social del Trabajo . Barcelona, Bosch- Sánchez Jiménez, J. (1992). Las claves del movimiento obrero 1830-1930. Barcelona, Planeta- Arenas, C.; Florencio, A. y Martínez, J.L. (1998). Mercado y Organización del Trabajo en España. Sevilla, Atril- V.V.A.A. (1990). O movemento obreiro en Galicia. Vigo, Xerais- Pardo Bazán, E. (1975). La Tribuna. Madrid, Cátedra- López Morán, B. y Barreiro Fernández, X.R (2013). La Asociación General Patronal de A Coruña y la Conflictividad Obrera en la Segunda República (1931-1936). A Coruña: Librería Arenas- Giner, S. (2002). Historia del Pensamiento Social. Barcelona: Ariel
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Recommendations

Subjects that it is recommended to have taken before

Historia Social e Política contemporánea/660G01009

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.