



Teaching Guide				
Identifying Data				2017/18
Subject (*)	Sociology	Code	611G02003	
Study programme	Grao en Administración e Dirección de Empresas			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	First	FB	6
Language	SpanishEnglish			
Teaching method	Face-to-face			
Prerequisites				
Department	Socioloxía e Ciencias da Comunicación			
Coordinador	Martinez Barreiro, Ana Maria Angeles	E-mail	ana.mbarreiro@udc.es	
Lecturers	Martinez Barreiro, Ana Maria Angeles Santiago Gómez, Elvira Taboadela Alvarez, Obdulia	E-mail	ana.mbarreiro@udc.es elvira.santiago@udc.es obdulia.taboadela@udc.es	
Web				
General description	It is a question of which the students acquire the knowledge and the perspective of the economic activity as an integrated subsystem within the global system of the society, understood like a general body or together, with its corresponding integral parts, among them the corresponding ones to the Economic actions, with their specific and common purposes. In this global vision or as a whole, it is a matter of making known that students understand the connections, implications, reciprocity and reflexivity of economic activity within the general activity of society. That the students have as clear as possible the role of economic activity in the joint scenario of society.			

Study programme competences	
Code	Study programme competences
A3	Evaluate and foreseeing, from relevant data, the development of a company.
A4	Elaborate advisory reports on specific situations of companies and markets
A5	Write projects about specific functional areas (e.g. management, marketing, financial) of the company
A6	Identify the relevant sources of economic information and to interpret the content.
A7	Understand economic institutions as a result and application of theoretical or formal representations which explain the evolution of the economy.
A8	Derive, based on from basic information, relevant data unrecognizable by non-professionals.
A9	Use frequently the information and communication technology (ICT) throughout their professional activity.
A10	Read and communicate in a professional environment at a basic level in more than one language, particularly in English
A12	Communicate fluently in their environment and work by teams
B1	CB1-The students must demonstrate knowledge and understanding in a field of study that part of the basis of general secondary education, although it is supported by advanced textbooks, and also includes some aspects that imply knowledge of the forefront of their field of study
B2	CB2 - The students can apply their knowledge to their work or vocation in a professional way and have competences typically demonstrated by means of the elaboration and defense of arguments and solving problems within their area of work
B3	CB3- The students have the ability to gather and interpret relevant data (usually within their field of study) to issue evaluations that include reflection on relevant social, scientific or ethical
B4	CB4-Communicate information, ideas, problems and solutions to an audience both skilled and unskilled
B5	CB5-Develop skills needed to undertake further studies learning with a high degree of autonomy
B9	CG4-Learn to identify and anticipate opportunities, allocate resources, organize information, select and motivate people, make decisions under conditions of - uncertainty, achieve the proposed objectives and evaluate results
B10	CG5-Respect the fundamental and equal rights for men and women, promoting respect of human rights and the principles of equal opportunities, non-discrimination and universal accessibility for people with disabilities.
C1	Express correctly, both orally and in writing, in the official languages of the autonomous region



C4	To be trained for the exercise of citizenship open, educated, critical, committed, democratic, capable of analyzing reality and diagnose problems, formulate and implement knowledge-based solutions oriented to the common good
C5	Understand the importance of entrepreneurial culture and know the means and resources available to entrepreneurs
C6	Assess critically the knowledge, technology and information available to solve the problems and take valuable decisions
C7	Assume as professionals and citizens the importance of learning throughout life.
C8	Assess the importance of research, innovation and technological development in the economic and cultural progress of society.

Learning outcomes			
Learning outcomes	Study programme competences		
Sociological Imagination	A3	B1	C1
To understand the discipline of sociology and the sociological perspective, and the contribution to our understanding of social reality, such that the student will be able to:	A4	B2	C4
Describe how sociology differs from and is similar to other social sciences and give examples of these differences and similarities.	A5	B3	C5
Apply the sociological imagination and sociological concepts and principles to her/his own life.	A6	B4	C6
	A7	B5	C7
	A8	B9	C8
	A9	B10	
Concepts	A10		
To understand the basic concepts in sociology and their fundamental theoretical interrelations, such that students will be able to define, give examples, show interrelationships, and demonstrate the relevance of the following:	A12		
Culture			
Social change			
Socialization			
Stratification			
Social structure			
Institutions			
Theory			
To understand the role of theory in sociology, such that the student will be able to:			
Define theory and describe and illustrate its role in building sociological knowledge.			
Compare and contrast basic theoretical orientations in reference to social phenomena.			
Understand and show how theories reflect the historical and social contexts of the times and cultures in which they were developed.			
Methods			
To understand the role of evidence and qualitative and quantitative methods in sociology, such that the students will be able to:			
Identify basic methodological approaches and describe the general role of methods in building sociological knowledge.			
Compare and contrast the basic methodological approaches for gathering data.			
Design a research study in an area of choice and explain why various choices were made.			
Critically assess a published research.			
Understand ethical codes that govern the conduct of sociologists and how sociological knowledge may be applied to people and lives.			

Contents	
Topic	Sub-topic



1) An invitation to sociology	The goal of this theme is to introduce you to some basic concepts in sociological analysis, to some fundamental arguments about the constitution of society and the individuals who comprise it.
2) Sociological thinking	The aim of this theme is to introduce you to sociology's founders and describe the way they theorized about modern society. It also provides a more up-to date overview of the development of sociological theorizing through the analysis of some key introductory ideas: roles, institutions, social stratification.
3) Research methods	This lesson looks at the stages normally involved in research work and particularly at the various research methods commonly employ in the sociological work.
4) Economics and Sociology	This track is intended as a general introduction to economic sociology. It is focused on the role that social relations, confidence and social institutions play in the economy.
5) Sociology of markets	Sociologist primarily view markets as institutions, while economists focus on the issue of price formation, mainly by constructing models. This track analyses two main types of markets, labour and financial markets, from a sociological point of view and gives the students an overview of the main approaches that analyse them as social institutions.
6.) Sociology of consumption	Lesson deliverd only in the spanish program
7 )Market and Welfare State	Lesson deliverd only in the spanish program
8) Globalisationand the NewEconomy	Lesson deliverd only in the spanish program
9)Contemporary social problems	Lesson deliverd only in the spanish program

## Planning

Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Guest lecture / keynote speech	A3 A5 A6 A7 A8 A9 A10 B1 B3 B5 B10 C4 C5 C6 C7	17	34	51
Objective test	A5 A10 A12 B1 B2 B3 B4 C1	2.5	17.5	20
Workshop	A4 B9 C8	25	50	75
Personalized attention		4	0	4

(\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

## Methodologies

Methodologies	Description
Guest lecture / keynote speech	Oral presentation (using audiovisual material and student interaction) designed to transmit knowledge and encourage learning. Presentations of this type are variously referred to as 'expository method', 'guest lectures' or 'keynote speeches'. (The term 'keynote' refers only to a type of speech delivered on special occasions, for which the lecture sets the tone or establishes the underlying theme; it is characterised by its distinctive content, structure and purpose, and relies almost exclusively on the spoken word to communicate its ideas.)
Objective test	Mixed test consisting of essay-type and objective test questions. Essay section consists of open (extended answer) questions; objective test may contain multiple-choice, ordering and sequencing, short answer, binary, completion and/or multiple-matching questions.
Workshop	Applied learning situation incorporating a range of supervised learning and testing techniques (presentation, simulation, debate, problem solving, guided practice, etc.) with a strongly practical focus.

## Personalized attention

Methodologies	Description
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Workshop	<p>Class sessions will be a mix of lecture and discussion or other in-class activities. This mixed-method approach is designed to constantly engage with course material, focus on learning outcomes, and recognize the various ways in which people learn. Lectures will be concise and relevant, helping to outline new content or grasp difficult concepts.</p> <p>Other tools designed to facilitate learning include class discussion, active learning exercises, video and other multimedia, and written reactions. Such opportunities allow you to work with fellow students and grapple with the material presented in lectures and readings on a deeper level, often applying concepts to your own life experiences.</p>
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Assessment			
Methodologies	Competencies	Description	Qualification
Workshop	A4 B9 C8	<p>Each theme comprises one or more practical sessions consisting of an in-class writing exercise. They will generally be either answering and discussing questions related to the selected readings or answering a series of questions about the film or video watched at the class session.</p> <p>Each assignment is worth a possible total of 10 points. A missed practice is worth 0 points.</p> <p>Final practice grade is the average of the six assignments.</p> <p>Practices will account for 40% of the course grade.</p>	40
Objective test	A5 A10 A12 B1 B2 B3 B4 C1	The final exam will be comprised of a combination of multiple-choice and short-answer questions drawn from readings, videos and lectures.	60

#### Assessment comments



The grade course is the weighed up sum of the final exam and workshop parts.

To pass the course it is necessary: 1 -. Approve the final exam on the proposed themes. You must obtain a minimum of 5 out of 10 on the exam to pass the course. This exam accounts for 60% of the grade, but (regardless of the grade earned) is not enough to pass the course. In addition, mandatory, you must: 2 -. Deliver all practical proposals promptly. Each practice will be assessed from 1 to 10. The final note of the practices will be the arithmetic mean of all of them. Each practice undelivered rated at zero, computing as such in calculating the average. If properly excused absence, the teacher will contact the student.3.-class participation and exposure in public practice will be considered and taken into account.

In case the student would woul make the practical part and did not pass the objective, the student will go to the second opportunity (the objective test), thus keeping the score of the workshop.

If any student would call for early evaluation criteria, the criteria to evaluate the second opportunity will be maintained.

## COMPUTING GRADES

Point totals

Grades

10 +

?Matricula de Honor? (exceptional)

8,8 - 10

?Excelente?

6,8 - 8,75

?Notable?

5 - 6,75

?Aprobado?



## Sources of information

<p><b>Basic</b></p>	<ul style="list-style-type: none"> <li>- IGLESIAS DE USSEL, Julio y TRINIDAD REQUENA, Antonio (coord.) (2010). Leer la sociedad. Capit: 3, 7, 9 y 10. Tecnos</li> <li>- ENGUIITA M. (1998). Economía y sociología. Para un análisis sociológico de la realidad económica. CIS</li> <li>- ESPING-ANDERSEN, G. (2000). Fundamentos sociales de las economías postindustriales. Ariel</li> <li>- GIDDENS, Anthony (2010). Sociología. Cap. 2,4,5,7,13, 14,20. Alianza</li> <li>- LIGHT, KELLER Y CALHOUN (2000). Sociología. Cap. 3, 7, 9,15, 16, 17, 20. McGraw-Hill</li> <li>- LINDBLON CH. (2002). El sistema de mercado. Alianza Ensayo</li> <li>- MACIONIS (). Sociología. Prentice-Hall</li> <li>- MARUANI M; ROGERAT CH.; TORNS T. (2000). Las nuevas fronteras de la desigualdad: hombres y mujeres en el mercado de trabajo. Primera y segunda parte.. Icaria</li> <li>- MINGIONE E. (1994). Las Sociedades Fragmentadas. Una Sociología De La Vida Más Allá Del Paradigma Del Mercado. Cap. 1, 2,3 y 4. Ministerio de Trabajo y Seguridad Social</li> <li>- PHILLIPS, Bernard (). Sociología. McGraw-Hill</li> <li>- QUIVY R.; CAMPENHOUDT L., (2002). Manual de investigación en ciencias sociales. Pags. 241-268. Limusa Noriega Editores</li> <li>- RECIO, A. (1997). Trabajo, personas, mercados. Manual de economía laboral. Icaria</li> <li>- ROCHER, Guy (1996). Introducción a la Sociología. Pags. 659-670. HERDER</li> <li>- WATSON, T. (1995). Trabajo y sociedad. Manual introductorio a la sociología del trabajo, industrial y de la empresa. Hacer</li> </ul> <p>Ao longo do curso as profesoras poderán incluír bibliografía por temas</p>
<p><b>Complementary</b></p>	<ul style="list-style-type: none"> <li>- DOERINGER, P. Y PIORE, M. (1985). Mercados internos de trabajo y análisis laboral. Madrid, Ministerio de Trabajo y Seguridad Social</li> <li>- GORDON, D.M. Y OTROS (1986). Trabajo segmentado, trabajadores divididos. . Madrid, Ministerio de Trabajo y Seguridad Social.</li> <li>- KRUGMAN, P. (1994). Vendiendo Prosperidad: Sensatez e insensatez económica en una era de expectativas limitadas. Barcelona, Ariel</li> <li>- MARX, K. (1984 (1867-75)). El Capital. Vol.1. Madrid, Ed. SXXI</li> <li>- RITZER, G. (1996). La Mcdonalización de la sociedad. Barcelona, Ariel</li> <li>- SENNET, R. (1998). La corrosión del carácter. Las consecuencias personales del trabajo en el nuevo capitalismo. Barcelona, Anagrama</li> <li>- TOHARIA, L. (Ed) (1983). . El mercado de trabajo: teorías y aplicaciones. Madrid, Alianza</li> <li>- VELASCO, R (1996). Los economistas en su laberinto. Madrid, Santillana</li> <li>- CASTILLO, J.J. (Ed). (2005). El trabajo recobrado. Madrid, Miño y Dávila</li> </ul>

## Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Economic Policy/611G02016

Economic Analysis of Organisations/611G02023

Market Research/611G02024

Consumer Behaviour: Products and Brands/611G02037

Business Social and Environmental Policies/611G02038

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.