



## Teaching Guide

| Identifying Data    |   |              |                     |           | 2018/19 |
|---------------------|---|--------------|---------------------|-----------|---------|
| Subject (*)         | Sociology of Consumption  |              | Code                | 660G01044 |         |
| Study programme     | Grao en Relacións Laborais e Recursos Humanos (Coruña)  |              |                     |           |         |
| Descriptors         |   |              |                     |           |         |
| Cycle               | Period  | Year         | Type                | Credits   |         |
| Graduate            | 2nd four-month period   | Third Fourth | Optional            | 6         |         |
| Language            | SpanishGalician   |              |                     |           |         |
| Teaching method     | Face-to-face  |              |                     |           |         |
| Prerequisites       |   |              |                     |           |         |
| Department          |   |              |                     |           |         |
| Coordinador         | Romani de Gabriel, María  | E-mail       | maria.romani@udc.es |           |         |
| Lecturers           | Romani de Gabriel, María  | E-mail       | maria.romani@udc.es |           |         |
| Web                 |   |              |                     |           |         |
| General description | Provide the theoretical basis of current knowledge on consumer trends, their influence on the individual by the media and the defense of consumer rights. |              |                     |           |         |

## Study programme competences

| Code | Study programme competences  |
|------|--|
| A18  | Interpretar datos e indicadores socioeconómicos.   |
| A35  | Análise crítico das decisións emanadas dos axentes que participan nas relacións laborais.  |
| B2   | Capacidade de análise e síntese.   |
| B8   | Razoamento crítico.  |
| B14  | Aprendizaxe autónomo.  |
| B15  | Creatividade.  |
| B17  | Sensibilidade cara a temas medioambientais.  |
| C1   | Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.   |
| 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.  |

## Learning outcomes

| Learning outcomes | Study programme competences |     |    |
|-------------------|-----------------------------|-----|----|
|                   |                             |     | C1 |
|                   |                             |     | C4 |
|                   |                             |     | C6 |
|                   |                             | B2  |    |
|                   |                             | B8  |    |
|                   |                             | B14 |    |
|                   |                             | B15 |    |
|                   |                             | B17 |    |
|                   | A18                         |     |    |
|                   | A35                         |     |    |

## Contents

| Topic | Sub-topic |
|-------|-----------|
|       |           |



|  |   |
|--|---|
| UNIT 1.BEGINNINGS AND DEVELOPMENT OF CONSUMER SOCIETY                                      | -From capitalism to capitalism Consumer Production<br>-The Rise of Consumer Society in Spain: the prefordista Fordist model to model        |
| UNIT 2. CONSUMER SOVEREIGNTY AND CULTURAL CONSUMPTION Motivations                          | - Consumer Sovereignty<br>- Cultural Consumer Motivations - Needs and Desires   |
| UNIT 3.PATTERNS OF CONSUMPTION AND CONSUMER BEHAVIOR PRODUCTION OF GOODS PRODUCTION BRANDS | - Consumer Brands and Consumer low cost<br>- The influence on the Work of New Models of Consumption   |
| UNIT 4. PUBLICITY, MEDIA AND CONSUMPTION   | - Growing Media Concentration - Commodification Media - Features Information  |
| UNIT 5. MOVEMENTS OF CONSUMERS AND CONSUMPTION CRITICAL                                    | - Consumer Movements In The World<br>- The consumer movement in Spain<br>- Critical Consumption<br>- Collaborative Consumption - Fair Trade |
| UNIT 6. CURRENT CONSUMER BEHAVIOR  | - Consumer Behavior real<br>- Sustainability and Social Responsibility Organizations  |

| Planning                       |                                    |                      |                               |             |
|--------------------------------|------------------------------------|----------------------|-------------------------------|-------------|
| Methodologies / tests          | Competencies                       | Ordinary class hours | Student?s personal work hours | Total hours |
| Workbook                       | A18 A35 B2 B8 B14<br>B15 B17 C1 C4 | 30                   | 24                            | 54          |
| Guest lecture / keynote speech | B2 B14 B17 C1 C6                   | 30                   | 0                             | 30          |
| Objective test                 | B2 C1 C6                           | 2                    | 60                            | 62          |
| 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  |
| Workbook                       | Critical readings, comments and practical exercises that students must perform, as directed by the teacher in class.<br>If you have not attended class the day on which the relevant practice takes place, it may deliver Moodle in 24 hours (if the nature of the practice allows), keeping in mind that you will have less score if It was delivered in class.<br>No works was collected after 24 hs |
| Guest lecture / keynote speech | Oral presentation by the teacher, complemented by use of audiovisual media and the introduction of some questions to the students, in order to impart knowledge and objective learning.  |
| Objective test                 | Oral or written exam with questions, practical exercises or text comentary.  |

| Personalized attention |   |
|------------------------|---|
| Methodologies          | Description   |
| Workbook               | Farase para as lecturas, orientando a cada alumno sobre o traballo que ten que facer, como facelo e fontes de información a utilizar.<br>Estableceranse horarios de tutorías para dúbidas ou consultas sobre a materia. |

| Assessment    |              |             |               |
|---------------|--------------|-------------|---------------|
| Methodologies | Competencies | Description | Qualification |



|                |                                    |   |    |
|----------------|------------------------------------|---|----|
| Workbook       | A18 A35 B2 B8 B14<br>B15 B17 C1 C4 | Critical readings, comments and practical exercises that students must perform and put into Moodle, as directed by the teacher in class.<br>If you have not attended class the day on which the relevant practice takes place, it may deliver Moodle in 24 hours (if the nature of the practice allows), keeping in mind that you will have less score if It was delivered in class.<br>No works was collected after 24 hs.Please take into account that some practical exercises can only be done in a classroom environment (discussions, focus groups, presentations, teacher questions, etc.) | 50 |
| Objective test | B2 C1 C6                           | Oral or written examination with questions, practical exercises or comments text  | 50 |

#### Assessment comments

The student must choose one of these two forms of evaluation: 1- Perform at least 25% of the share "READINGS" (50%) and submitted to the "objective test" (50%). In this case the marks obtained in the two methodologies, BOTH IN JUNE AS OPPORTUNITY IN JULY would join. If the sum of the two methodologies do not reach the approved opportunity in June, the qualification obtained in the share of "READINGS" maintain and add to the score on the "objective evidence" of opportunity July That is, the student who chooses this evaluation system couldn't take the "objective test" over 100%. The final qualification obtained in case of not to present To THE OBJECTIVE TEST, will be the corresponding to READINGS so much in the opportunity of January and of July2- Take only the "objective test" (100%) in June and/or in July. IMPORTANT NOTE: students who due to individual situations may not benefit from any of these evaluation systems, PLEASE CONTACT THE TEACHER WITHIN 15 DAYS OF THE START OF TEACHING of the subject to try to adapt the evaluation system.mail: maria.romani@udc.es

#### Sources of information

|       |         |
|-------|---------|
| Basic | - (). . |
|-------|---------|



|                      |  |
|----------------------|--|
| <b>Complementary</b> | <p>- ( ) .</p> <p>Alonso, Luis Enrique y Conde, Fernando (1994). Historia del consumo en España: una aproximación a sus orígenes y primer desarrollo. Debate. Madrid. Alonso, Luis Enrique (2006). La era del consumo. Siglo XXI. Madrid. Alonso Rivas, J y otros. (2000).Comportamiento del consumidor. Decisiones y estrategia de marketing. Esic. Madrid. Arroyo Menéndez, Millán (2001). El consumo en España. Acento. Madrid. Bauman, Zygmunt (2000). Trabajo, consumismo y nuevos pobres. Gedisa. Barcelona. Castillo Castillo, J. (1987). Sociedad de consumo a la española. Eudema. Madrid. Catos Eduard (1998) El porqué del comercio justo. Hacia unas relaciones Norte-Sur más equitativas. Icaria. Barcelona. Clark, Eric (1989). La publicidad y su poder. Las técnicas de provocación del consumo. Planeta. Barcelona. Cortina, Adela (2002). Por una ética del consumo ( la ciudadanía del consumidor en un mundoglobal). Taurus. Madrid. Faure, Ignasi, ed. (2002). Consumidores activos. Experiencias cooperativas para el siglo XXI. Icaria. Barcelona. Fundación entorno (2010).Marketing de productos y servicios sostenibles. Donde la innovación crea valor. Madrid. Gaggi, M. y Narguzzi, E. (2006). El fin de la clase media y el nacimiento de la sociedad de bajo coste. Lengua de trapo. Madrid. Galbraith. J. K. (1987). La sociedad opulenta. Ariel. Barcelona. Galbraith. J. K. ( 2004). La economía del fraudeinocente. Crítica. Barcelona. García del Castillo (2009). Medios de comunicación. Publicidad y adiciones. Edaf. Madrid. García Ruíz,Pablo (2009). Repensar el consumo. Eiunsa. Madrid. Gilin, Todd ( 2005). Enfermos de la información. Paidós. Barcelona. Gimeno Ullastres, J.A., Coord. (2000). El consumo en España: un panorama general. Fundación Argentaria-Visor Dis. Madrid. Heath, J y Potter, A. (2005) Rebelarsevende : el negocio de la contracultura. Taurus . Madrid. Klein, Naomi (2011). No logo: El poder de las marcas. Paidos. Barcelona. Muñoz Navarro, Daniel(2011). Comprar, vender y consumir. Nuevas aportaciones a la historia del consumo en España. Universidad de Valencia. Valencia. Oliver, Xavier (2009). Atrapados por el consumo. Acción Empresarial. Osuna Acedo, Sara (2008). Publicidad y consumo en la adolescencia. Icaria. Barcelona. Patel, Raj.(2008). Obesos y famélicos. El impacto de la globalización en el sistema alimentario mundial. Los libros de ince. Barcelona. Ramonet, Ignacio (1998). La tiranía de la comunicación. Debate. Madrid. Ritzer, George. (2000). El encanto de un mundo desencantado. Revolución en los medios de consumo. Ariel. Barcelona. Reig, Ramón (1998). Medios de comunicación y poder en España. Prensa, radio, televisión y mundo editorial. Paidós. Barcelona. Rifkin, Jeremy (2010) El fin del trabajo. Paidós. Barcelona Rifkin, Jeremy (2000) La era del acceso. La revolución de la nueva economía. Paidós. Barcelona. Salomon, Michael R (2008). Comportamianto del consumidor. Prentice Hall. Madrid. SETEM (2009). El comercio justo en España 2008. Canales de importación y distribución. Icaria. Barcelona. Solé Toro, María Luisa ( 2003). Los consumidores del siglo XXI. Esic. Veblen, Thosstein (2004). Teoría de la clase ociosa. FCE. México.</p> |
|----------------------|--|

**Recommendations**

**Subjects that it is recommended to have taken before**

**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.**