



## Teaching Guide

Identifying Data					2020/21
<b>Subject (*)</b>	Poverty and inequality: debates, measurement and identification of groups at risk of exclusion	<b>Code</b>	615525005		
<b>Study programme</b>	Mestrado Universitario en Políticas Sociais e Intervención Sociocomunitaria				
Descriptors					
Cycle	Period	Year	Type	Credits	
Official Master's Degree	1st four-month period	First	Obligatory	6	
<b>Language</b>	SpanishGalicianEnglish				
<b>Teaching method</b>	Face-to-face				
<b>Prerequisites</b>					
<b>Department</b>	Economía				
<b>Coordinador</b>	Novo Corti, María Isabel	<b>E-mail</b>	isabel.novo.corti@udc.es		
<b>Lecturers</b>	Novo Corti, Maria Isabel Picatoste Novo, José María	<b>E-mail</b>	isabel.novo.corti@udc.es j.pnovo@udc.es		
<b>Web</b>					
<b>General description</b>	The subject aims that students acquire the knowledge to enable them to do a properly analysis and measurement of poverty, as well as identification of groups at risk of exclusion. Transversally, reference will be made throughout the entire contents of the asignatua, to particularidades of different groups at risk of poverty and/or exclusion. The mastery of the subject will help Identifying possible Risks, THUS helping the professional performance in the field of public policies and of Those actions related to social exclusion.				
<b>Contingency plan</b>	<p>1. Modifications to the contents: No changes will be made.</p> <p>2. Methodologies: No changes will be made.</p> <p>3. Mechanisms for personalized attention to students: All queries of the students will be solved by email, the Moodle platform, Teams or any other way that the University makes available to the university community.</p> <p>4. Modifications in the evaluation: No changes will be made.</p> <p>5. Modifications to the bibliography or webgraphy: No changes will be made.</p>				

## Study programme competences

Code	Study programme competences
A1	CE1 - Determinar as dimensións e categorías axeitadas para o diagnóstico e a análise científica das situacións de exclusión social.
A2	CE2 - Interpretar os feitos e as políticas sociais desde os distintos paradigmas teóricos vixentes na análise da exclusión.
A3	CE3 - Diseñar e desenvolver procesos de observación e documentación para o estudo das políticas e os sistemas de benestar social.
A4	CE4 - Recompilar e interpretar a información suficiente para chegar a diagnósticos fiables sobre os riscos de exclusión e os factores de vulnerabilidade social.
A5	CE5 - Interpretar as situacións e os procesos de marxinação social e económica de colectivos desde unha perspectiva histórica e macroestrutural.
A6	CE6 - Avaliar a capacidade e eficacia das medidas de intervención para corrixir ou previr situacións e procesos de exclusión social.
A7	CE7 - Identificar e valorar a posibilidade de intervención e prevención en procesos de conflitividade social.
A8	CE8 - Identificar procesos e factores de cohesión social, e deseñar medidas para a súa potenciación.



A17	CEG3 - Aplicar a perspectiva de xénero como enfoque epistemolóxico e metodoloxía de investigación e de intervención sobre a realidade social.
B1	CB1 - Demostrar coñecementos avanzados, de carácter multidisciplinar, para a investigación e o exercicio profesional no ámbito da exclusión social.
B2	CB2 - Aplicar e integrar os coñecementos a contornos e problemas emerxentes e indefinidos, na práctica investigadora e profesional.
B3	CB3 - Seleccionar o marco científico adecuado para avaliar as evidencias dispoñibles e postular hipóteses razoadas sobre a avaliación previsible dos feitos sociais estudados.
B4	CB4 - Identificar os dilemas éticos e a responsabilidade social tras os retos formulados na práctica profesional e investigadora.
B5	CB5 - Comunicar con claridade os coñecementos e problemas científicos sobre os que se traballa tanto a un público non experto como de especialistas.
B7	CB7 - Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo.
B8	CB8 - Que os estudantes sexan capaces de integrar coñecementos e enfrontarse á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vinculadas á aplicación dos seus coñecementos e xuízos.
B9	CB9 - Que os estudantes saiban comunicar as súas conclusións e os coñecementos e razóns últimas que as sustentan a públicos especializados e non especializados dun modo claro e sen ambigüidades.
B10	CB10 - Que os estudantes manexen as habilidades de aprendizaxe que lles permitan continuar estudando dun modo que haberá de ser en gran medida autodirixido ou autónomo.
B11	CB11 - Participar en proxectos de investigación e colaboracións científicas no ámbito da exclusión social, en contextos interdisciplinares e de transferencia de coñecementos.
B13	CX1 - Comprender e integrar coñecementos complexos para traducilos en propostas de investigación e programas de intervención en contextos sociais problemáticos.
B14	CX2 - Realizar unha análise crítica da realidade social e do desenvolvemento profesional vinculada aos feitos sociais sobre os que se traballa.
B15	CX3 - Deseñar, aplicar e avaliar proxectos de investigación en ciencias sociais relacionados cos procesos e as situacións de exclusión social.
B16	CX4 - Dirixir e coordinar equipos de investigación e profesionais de carácter multidisciplinar que traballen nos principais ámbitos da exclusión social.
B17	CX5 - Elaborar e defender informes, proxectos e memorias no campo das ciencias sociais.
B18	CX6 - Valorar a adecuación das distintas ferramentas teóricas, metodolóxicas e técnicas ás preguntas e os obxectivos específicos formulados sobre a realidade social e as políticas sociais.
B20	CX8 - Aplicar a perspectiva comparada na comprensión das problemáticas sociais e das respostas e solucións políticas.
B21	CX9 - Aplicar unha perspectiva interdisciplinar na análise e a valoración de problemáticas de exclusión e políticas sociais de inclusión e cohesión.
C1	CT1 - Adequate oral and written expression in the official languages.
C2	CT2 - Mastering oral and written expression in a foreign language.
C3	CT3 - Using ICT in working contexts and lifelong learning.
C4	CT4 - Acting as a respectful citizen according to democratic cultures and human rights and with a gender perspective.
C5	CT5 - Understanding the importance of entrepreneurial culture and the useful means for enterprising people.
C6	CT6 - Acquiring skills for healthy lifestyles, and healthy habits and routines.
C7	CT7 - Developing the ability to work in interdisciplinary and transdisciplinary teams in order to offer proposals that can contribute to a sustainable environmental, economic, political and social development.

## Learning outcomes

Learning outcomes	Study programme competences	
Os obxectivos do curso consisten na adquisición por parte do alumnado de:		
1. Identificar os procesos sociais que poden provocar situacións de desigualdade, pobreza, vulnerabilidade ou risco de exclusión social, así como identificar grupos en risco de pobreza.	BC1 BC2 BC3	CC1 CC4



2. Competencias xenéricas para desenvolver unha mirada crítica e creativa ao analizar a problemática da pobreza: Crítica, no sentido de pór en cuestionamiento os principios organizadores do coñecemento e Creativa, ao considerar as implicacións sociais e políticas que os discursos levan, recoñecendo situacións de desigualdade nos países desenvolvidos, explicar a súa natureza e a influencia do contorno económico.		BC7 BC8 BC10 BC11 BC14 BC15 BC20 BC21	CC1 CC4
3. Competencias específicas en coñecementos que permitan identificar factores clave no fenómeno da pobreza e da exclusión, así como os principais grupos que se atopan nesta situación, como é o caso da pobreza e cómo afecta á desigualdade de xénero, incrementando a súa perspectiva social.	AC1 AC3 AC4 AC5 AC7 AC17	BC2 BC4 BC7	CC1 CC2 CC3 CC4
4. Competencias relacionadas coa análise das políticas sociais existentes, a comparación entre elas, a discusión e a elaboración de informes.	AC2 AC6 AC8	BC5 BC9 BC13 BC16 BC17 BC18	CC5 CC6 CC7
5. Competencias relacionadas co uso e a análise de bases de datos e recursos on-line, así como o cálculo de indicadores: Utilización de métodos e técnicas de investigación aplicadas á desigualdade, pobreza e exclusión.	AC3	BC10 BC11 BC18	CC7

Contents	
Topic	Sub-topic
INTRODUCTION	Economics and society. Globalization and interdependence.
BLOCK I: Concept of poverty, exclusion, and inequality.	I. Poverty, exclusion and inequality. I.1 Theoretical Vision. I.2. Differential aspects of the concepts of poverty, exclusion and inequality.
BLOCK II: Analysis of poverty, exclusion, and inequality.	II. Analysis of poverty, exclusion and inequality. II.1. Indicators and measures.
BLOCK III: Applied Research	III. Identification of groups at risk of exclusion. General features. III.1. Reports elaboration. III.2. Introduction to research.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Workshop	B10 B11	12	12	24
Mixed objective/subjective test	A1 A2 A5 A6 A7 A8 A17 B1 B2 B3 B4 B5 B7 B9 B13 B14 B17 B20 B21 C5 C6 C7	8	0	8
Guest lecture / keynote speech	A1 A2 A3 B1 B2 B4 B11 B13 B14 B15 B16 B18 C2 C4	25	50	75
Workbook	A4 B10 B13 C1 C7	0	14	14



ICT practicals	A4 A5 A8 B2 B3 B7 B13 B14 B18 C2 C3 C4 C7	0	10	10
Objective test	A4 A5 A8 B2 B3 B8 B10 B20 B21 C3	15	0	15
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
Workshop	Throughout the course workshops or conferences guests / participants will be organized, with people directly involved in projects or experiences that provide empirical knowledge about the content of the subject. These workshops may be in person or online.
Mixed objective/subjective test	It may consist of problem-solving, short questions, essay questions or multiple-choice questions. Throughout the course, the students will solve some mixed tests. This is a part of the continuous evaluation. It can be done online through the Moodle platform or in person.
Guest lecture / keynote speech	The scheduled items will actively be working and will integrate teaching and targeted exposure debates and other practical activities. The order of the meetings may undergo some changes depending on the assistance of invited / as case studies to address specific experiences or lecturers.
Workbook	Reading academic or current texts related to the content of the subject will be recommended for students to analyze, interpreting and understanding them based on the knowledge and tools of economic and social analysis, which are studied in the matter.
ICT practicals	Students will try to apply the use of ICT to learn effectively, through practical activities based on written, audiovisual and any kind of documentation related to the subject, through the use of information technologies and the communications. It is about expanding knowledge and obtaining information to facilitate autonomous learning and critical reasoning. The Moodle platform will be an essential vehicle for the application of this methodology.
Objective test	Throughout the course, several tests will be proposed to the students (which can be done in person or through the virtual platform), so that the student can have a continuous follow-up of their progress. This methodology consists of a test for learning assessment. It can combine different types of questions: multiple choice, ranking, short answer, discrimination, completion and/or association questions. It can also be made with just a kind of any of these questions. It may include both theoretical and practical questions or problems. Throughout the course, students must solve some objective tests. This is a part of the continuous evaluation. It can be done online through the Moodle platform or in person.

Personalized attention	
Methodologies	Description
ICT practicals Workshop Workbook	The teaching team will be available to provide personalized attention to students, whenever they require it, for those topics they deem appropriate, concerning the subject's content. Particularly for solving problems, readings, etc. This attention may be online through the mechanisms provided by the university.

Assessment			
Methodologies	Competencies	Description	Qualification



Objective test	A4 A5 A8 B2 B3 B8 B10 B20 B21 C3	Knowledge acquired throughout the course will be valued. The test may consist of theoretical or practical questions. Some objective tests will be carried out throughout the course. All these tests can be done in person or online through the Moodle platform. All these tests are a part of the continuous evaluation.	70
Mixed objective/subjective test	A1 A2 A5 A6 A7 A8 A17 B1 B2 B3 B4 B5 B7 B9 B13 B14 B17 B20 B21 C5 C6 C7	The knowledge and abilities shown by the students in the tests proposed by the teaching team will be valued. Some mixed tests will be done throughout the course. All these tests can be done in person or online through the Moodle platform. All these tests are a part of the continuous evaluation.	30

## Assessment comments

The following observations are made:

1. Not presented grade: corresponds to the student who has only participate in assessment activities that with a weight of less than 20% of the final grade, regardless of the mark achieved.
2. Second opportunity and advance call: the evaluation criteria are the same for all evaluation opportunities. In all of them, the continuous evaluation weighs 100%, and the required tests will be available to the concerned students in the corresponding call.
3. Students with recognition of part-time dedication and academic exemption from attendance: since the evaluation is 100% continuous, these students must solve all the proposed tests, agreeing at the beginning of the course on a specific calendar of dates compatible with their dedication.
4. Regarding final evaluation conditions: it will be the one obtained through continuous evaluation, and all the tests must be completed according to the established deadline.
5. Student identification: The student must prove her personality under current legal norms.

## Sources of information



<p>Basic</p>	<p>- Sen, A. (1992). Sobre conceptos y medidas de pobreza. Comercio exterior, 42(4), 310-322</p> <p>- Instituto Nacional de Estadística - España (2006). La pobreza y su medición. Presentación de diversos métodos de obtención de medidas de pobreza. INE. Instituto Nacional de Estadística.</p> <p>- Atkinson, A. B. (1998). Social exclusion, poverty and unemployment. In J. Hills (Ed.), Exclusion, employment and opportunity (pp. 1-20) . London School of Economics and Political Science: Centre for Analysis of Social Exclusion (CASE)</p> <p>- Subirats, Joan (2004). Pobreza y exclusión social, un análisis de la realidad española y europea. Colección de Estudios Sociales, 16, Fundación La Caixa</p> <p>- Atkinson, R., &amp; Davoudi, S. (2000). The concept of social exclusion in the european union: Context, development and possibilities. Journal of Common Market Studies, 38(3)</p> <p>- Novo-Corti, I; Baña Castro, M (2011). Muller Rural Galega, tecendo redes para un novo milenio. Gesbiblo, A Coruña - Spain</p> <p>- Fundación FOESSA (2019). Informe sobre exclusión y desarrollo social en España. Fundación FOESSA</p> <p>- Rycroft, Robert S. (2018). The economics of inequality, discrimination, poverty and mobility (2nd edition). Routledge - Taylor &amp; Francis</p> <p>- Collier, P. (2008). El club de la miseria : qué falla en los países más pobres del mundo . Turner</p> <p>- Collier, P., &amp; Dollar, D. (2002). Globalization, growth, and poverty: Building an inclusive world economy. Oxford University Press</p> <p>- Goerlich, F.J. &amp; Villar, A. (2009). Desigualdad y bienestar social, de la teoría a la práctica. Fundación BBVA</p> <p>- Villar, A. (2017). Lectures on Inequality, Poverty and Welfare. Springer</p> <p>Atkinson, A. B. (1998). Social exclusion, poverty and unemployment. In J. Hills (Ed.), Exclusion, employment and opportunity (pp. 1-20) London School of Economics and Political Science: Centre for Analysis of Social Exclusion (CASE).Atkinson, R., &amp; Davoudi, S. (2000). The concept of social exclusion in the european union: Context, development and possibilities. Journal of Common Market Studies, 38(3) doi:10.1111/1468-5965.00229Ayala, L. (2006). Lamonitorización de la desigualdad y la exclusión social: hacia un sistemaintegrado de indicadores, en Vidal Fernández, F. (dir.), V Informe FUEM depolíticas sociales: La exclusión social y el estado del bienestar en España,Madrid: FUEM, 43-59. Disponible en: <a href="http://www.fuhem.es/media/ecosocial/file/Cohesi%C3%B3n%20Social/Desigualdad,%20pobreza%20y%20exclusi%C3%B3n/AYALA%20CA%20CA%20CA%20CA%20Luis,%20La%20monitarizaci%C3%B3n%20de%20la%20desigualdad.pdf">http://www.fuhem.es/media/ecosocial/file/Cohesi%C3%B3n%20Social/Desigualdad,%20pobreza%20y%20exclusi%C3%B3n/AYALA%20CA%20CA%20CA%20Luis,%20La%20monitarizaci%C3%B3n%20de%20la%20desigualdad.pdf</a>Cortina A., Pereira G.(2009). Pobreza y libertad: erradicar la pobreza desde el enfoque de lascapacidades de Amartya Sen. Madrid: Tecnos.Fundación FOESSA (2014).Una mirada de género a la exclusión social. Fundación FOESSA. Disponible en: <a href="http://www.foessa2014.es/informe/uploaded/documentos_trabajo/15102014151359_2687.pdf">http://www.foessa2014.es/informe/uploaded/documentos_trabajo/15102014151359_2687.pdf</a>Fundación FOESSA (2015). Análisisy Perspectivas 2016: Expulsión Social y Recuperación Económica. FundaciónFOESSA. Disponible en: <a href="http://www.foessa.es/publicaciones_compra.aspx?Id=5279&amp;Idioma=1&amp;Diocesis=42">http://www.foessa.es/publicaciones_compra.aspx?Id=5279&amp;Idioma=1&amp;Diocesis=42</a>Instituto Nacional de Estadística (2006). La pobreza y su medición. Presentación de diversos métodosde obtención de medidas de pobreza. Instituto Nacional de Estadística.Disponible en: <a href="file:///F:/Docencia/Pobreza%20y%20exclusi%C3%B3n%20social/Gu%C3%ADa%20Carlos%20III/INE_pobreza.pdf">file:///F:/Docencia/Pobreza%20y%20exclusi%C3%B3n%20social/Gu%C3%ADa%20Carlos%20III/INE_pobreza.pdf</a>Piketty, T., &amp; Saez, E. (2014). Inequality in the long run. Science, 344(6186), 838-843. doi:10.1126/science.1251936Picatoste, José Picatoste, Ignacio López Arranz, Mª Asunción (2016). Las políticas públicas de austeridad efectos del Real Decreto-Ley 16/2012, de 20 de abril, en España. Editorial Aranzadi, S.A. ISBN:97884Stiglitz J. E., Sen A. yFitoussi J. P. (2009). El informe de la comisión sobre la medición de lasactividades económicas y el progreso social. Institut national de lastatistique et des études économiques. Disponible en: <a href="http://www.ambafrance-es.org/Informe-de-la-Comision-Stiglitz">http://www.ambafrance-es.org/Informe-de-la-Comision-Stiglitz</a>Subirats, Joan. (dir.)(2004) Pobreza y exclusión social, un análisis de la realidad española yeuropea, Colección de Estudios Sociales, 16, Fundación La Caixa. Disponible en: <a href="http://www.didacqueralt.com/pobreza-sp.pdf">http://www.didacqueralt.com/pobreza-sp.pdf</a></p>
<p>Complementary</p>	<p>Recoméndase hacer un seguimiento continuo da plataforma MOODLE</p>



## Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Information sources and statistical techniques for the analysis of social policies/615525007

Subjects that continue the syllabus

## Other comments

It is recommended to follow regularly the indications and news of the MOODLE platform, since this platform, together with the face-to-face classes; It constitutes an essential communication system between the teaching team and the students. Additionally, the next general observations and recommendations are made: 1. The delivery of the outstanding works for this subject will never be printed, and instead of, they should be delivered: a. by means of virtual/online procedure b. through the Moodle platform 2. The ethic principles and values of personal and professional sustainable behaviour should be assumed. 3. Everyone should try to identify and modify sexist pre-judgements trying to avoid them and boosting equalitarian behaviours. 4. The full inclusion of disabled students should be facilitated and promoted. Regardless of the physical, psychologic, sensorial or socio-cultural reasons, discrimination must be avoided for all the university community and helping to achieve equalitarian university environments. It is convenient to have basic knowledge of sociology, economics, and law. In particular, the role of transnational organizations (World Bank, United Nations, European Union) must be known. Likewise, there is necessary basic mathematics and applied statistics knowledge to the correct interpretation, calculation as well as management of databases and indicators. It is recommended to have a medium-high level of English for adequate access to information sources. Likewise, an adequate level of use of ICTs is required.

(\*)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.