



Teaching Guide

| Identifying Data | | | | | 2021/22 |
|----------------------------|---|---------------|--|----------------|---------|
| Subject (*) | Poverty and inequality: debates, measurement and identification of groups at risk of exclusion | Code | 615525005 | | |
| Study programme | 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 | |
| Language | SpanishGalicianEnglish | | | | |
| Teaching method | Face-to-face | | | | |
| Prerequisites | | | | | |
| Department | Economía | | | | |
| Coordinador | Novo Corti, María Isabel | E-mail | isabel.novo.corti@udc.es | | |
| Lecturers | Novo Corti, Maria Isabel Picatoste Novo, José María | E-mail | isabel.novo.corti@udc.es j.pnovo@udc.es | | |
| Web | | | | | |
| General description | 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. | | | | |
| Contingency plan | <p>1. Modifications to the contents: No changes will be made.</p> <p>2. Methodologies: No changes will be made. Master sessions will be held virtually, preferably through the TEAMS platform, and will be replaced by videoconferencing, recorded sessions on TEAMS, Zoom, Youtube or any other platform accessible to students. The objective test and the mixed test will be performed virtually, preferably through the Moodle platform.</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. Requirements to pass the subject: Obtain a minimum overall score of 50% of the total activities assessed. Attendance and participation in activities that require it (specifically service learning, collaborative learning)</p> <p>5. Modifications to the bibliography or webography: No changes will be made. All students have access to the digital sources at the library or the Moodle Platform.</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 corrir 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. |
| A23 | CEE3 - Identificar as dinámicas interxeracionais, biolóxicas e socioeconómicas que xeran situacións de exclusión. |
| 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 | | |
| The objectives of the course consist of the acquisition by the students of 1. Identifying the social processes that can cause situations of inequality, poverty, vulnerability, or risk of social exclusion and identifying groups at risk of poverty. | | BC1 BC2 BC3 | CC1 CC4 |
| Generic competencies to develop a critical and creative look when analyzing the problem of poverty: Critical, in the sense of questioning the organizing principles of knowledge and Creative, when considering the social and political implications that the discourses carry, recognizing situations of inequality in developed countries, explain their nature and the influence of the economic environment. | | BC7 BC8 BC9 BC10 BC11 BC14 BC15 BC20 BC21 | CC1 CC4 CC5 CC6 |
| Specific knowledge skills allow identifying key factors in poverty and exclusion and the main groups in this situation, and how it affects gender inequality, increasing your social outlook. | AC1 AC3 AC4 AC5 AC6 AC7 AC8 AC17 | BC2 BC4 BC7 | CC1 CC2 CC3 CC4 |
| Competencies related to the analysis of social policies on poverty and exclusion, the comparison between them, the discussion, and the preparation of reports in different media. | AC2 AC3 AC5 | BC5 BC13 BC16 BC17 | |
| Competencies related to using and analyzing databases and online resources to calculate indicators: Use of research methods and techniques applied to inequality, poverty, and exclusion. | AC3 AC6 AC23 | BC10 BC11 BC18 | CC7 |

| Contents | |
|--|--|
| Topic | Sub-topic |
| SECTION 1. Introduction | 1.1. Economics and society. Globalization and interdependence. 1.2. Main concerns of economics |
| SECTION 2: Concepts of poverty, exclusion, and inequality. | 2.1. Poverty, exclusion, and inequality. 2.2. Theoretical Vision. 2.3. Differential aspects of the concepts of poverty, exclusion and inequality. |
| SECTION 3. Analysis of poverty, exclusion, and inequality. | 3.1. Analysis of poverty, exclusion, and inequality. 3.2. Indicators and measures. |
| SECTION 4. Applied Research | 4.1. Introduction. 4.2. Measurements and indicators. |
| SECTION 5. Society, economics, and sustainable development. An applied approach. | 5.1. Identification of groups at risk of exclusion. General features. 5.2. The state nowadays. 5.3. In deep studies of real situations of poverty, inequality, or exclusion. |

| Planning | | | | |
|-----------------------|------------------------|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student's personal work hours | Total hours |
| | | | | |



| | | | | |
|--------------------------------|--|----|----|----|
| Workshop | A6 B8 B11 B14 B17 B21 C1 C3 C4 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 C1 C2 C7 | 0 | 10 | 10 |
| ICT practicals | A4 A5 A8 B2 B3 B7 B13 B14 B18 C2 C3 C4 C7 | 0 | 7 | 7 |
| Aprendizaxe servizo | A4 A5 A6 A7 A17 A23 B9 B10 B17 B20 C1 C3 C4 C5 C6 C7 | 8 | 8 | 16 |
| Collaborative learning | B5 B9 C5 C7 | 4 | 8 | 12 |
| Supervised projects | A17 B1 B2 B3 B4 B7 B8 B10 B11 B14 B15 B18 B20 B21 | 4 | 12 | 16 |
| Objective test | A4 A5 A8 B2 B3 B8 B10 B20 B21 C3 | 0 | 2 | 2 |
| 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 | Guests/participants will be organized 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 subject's content. These workshops may be in person or online |
| 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. |
| Aprendizaxe servizo | An educational proposal that combines learning processes and community service in a single well-articulated project where participants learn by working on the real needs of the environment to improve it. In the context of Sustainable Development and the Agenda 2030, students will participate with different entities of the city in order to learn about different socioeconomic problems and unite social commitment with learning knowledge, skills, attitudes, and values. |
| Collaborative learning | The teaching-learning methodology allows the division of the class into small groups, promoting joint work to solve academic tasks in a non-competitive way. The teaching person will guide the process of solving tasks either in person or relying on ICT. |
| Supervised projects | Autonomous and in-depth study of some of the socio-economic problems detected, based on research work and the consequent foundation in bibliographic sources, under the tutelage of the teacher. |
| Objective test | 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. It will be solved throughout the course. This is a part of the continuous evaluation. It can be done in person or online through the Moodle platform or other digital means available. |



Personalized attention

| Methodologies | Description |
|--|---|
| ICT practicals Workshop Aprendizaxe servizo Supervised projects 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 face-to-face or online through the mechanisms provided by the university. |

Assessment

| Methodologies | Competencies / Results | Description | Qualification |
|---------------------|--|---|---------------|
| Objective test | A4 A5 A8 B2 B3 B8 B10 B20 B21 C3 | Students will be assessed for their knowledge acquired throughout the course. The test may consist of theoretical or practical questions. It may be solved personally or online through the Moodle platform or other established digital media. It is a part of continuous evaluation. | 40 |
| Aprendizaxe servizo | A4 A5 A6 A7 A17 A23 B9 B10 B17 B20 C1 C3 C4 C5 C6 C7 | The result of the Learning-Service work is evaluated through the audiovisual material presented by the group as a synthesis of the project. Students can participate face-to-face or online through the Moodle platform or other established digital media. It is a part of continuous evaluation. | 30 |
| Supervised projects | A17 B1 B2 B3 B4 B7 B8 B10 B11 B14 B15 B18 B20 B21 | Students will carry out one or more assignments to evaluate the knowledge and competencies of the entire subject. They can be individually or in groups. These projects can be undertaken presentially or online through the Moodle platform or other established digital media. It is a part of continuous evaluation. | 30 |

Assessment comments



The following observations are made:

A) EVALUATION REGULATIONS:

1. Evaluation conditions: It is prohibited to access the exam room with any device that allows communication with the outside and/or storage of information, except in the case of online exams or so indicated by the teaching team.
2. Student identification: The student must prove her personality in accordance with current regulations.

B) TYPES OF RATING:

1. Qualification of not presented: Corresponds to the student, when she only participates in evaluation activities weighted less than 20% on the final qualification, regardless of the achieved qualification.
2. Students with recognition of part-time dedication and academic waiver of attendance exemption: Students with recognition of part-time dedication, even if they are exempt from attendance, will be evaluated with the same criteria as full-time students.

C) EVALUATION OPPORTUNITIES:

1. First opportunity: the evaluation criteria previously indicated in this section will be applied.
2. Second Opportunity: The evaluation criteria are the same for all evaluation opportunities. In the evaluation of the second chance (article 18, section 5, of the Norms of Evaluation, Review and Claims of Qualifications of Bachelor and Master Studies) students will have the opportunity to take a final test, consisting of a quiz. Mixed, equivalent to 100% of the evaluation, in which the students must demonstrate that they have achieved the competences of the subject.
3. In Advance call: the conditions of evaluation of the advanced opportunity (art. 19 of the Norms of Evaluation, Review and Claims of the Qualifications of the Studies of Degree and Master) will be specific for this opportunity. This will be evaluated through a mixed test that will represent 100% of the final grade.

D) OTHER EVALUATION OBSERVATIONS:

To pass the subject it will be necessary to achieve a grade of 5 out of 10.

If the grade of 5 out of 10 is achieved in the continuous assessment (CE) carried out during the course, it will not be necessary to take the final exams.

Students who do not pass the continuous assessment may take the final exam, consisting of a mixed test (100% of the total assessment), in which they must demonstrate that they have acquired the knowledge and skills necessary to accredit the skills related to the subject.

OTHER RECOMMENDATIONS:

1. The delivery of the documentary works carried out in this subject:
 - a. It will be requested in virtual format and / or computer support
 - b. It will be done through Moodle, in digital format without the need to print them
2. The importance of ethical principles related to sustainability values ??in personal and professional behavior must be taken into account.
3. Work will be done to identify and modify prejudices and sexist attitudes and the environment will be influenced to modify them and promote values ??of respect and equality.
4. It will facilitate the full integration of students who, for physical, sensory, psychological or sociocultural reasons, experience difficulties to an adequate, equal and profitable access to university life.
5. The principal of democratic debate will be supported in the class sessions: listening to and respecting all of the diverse opinions concerning the topics addressed, whether they are raised by teachers or students.



| | |
|--------------|--|
| Basic | <ul style="list-style-type: none">- Collier, P., & Dollar, D. (2002). Globalization, growth, and poverty: Building an inclusive world economy. Oxford University Press- Fundación FOESSA (Varios). Informes sobre exclusión y desarrollo social en España. Fundación FOESSA- 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.- Sen, A. (1992). Sobre conceptos y medidas de pobreza. Comercio exterior, 42(4), 310-322- Subirats, Joan (2004). Pobreza y exclusión social, un análisis de la realidad española y europea. Colección de Estudios Sociales, 16, Fundación La Caixa- Villar, A. (2017). Lectures on Inequality, Poverty and Welfare. Springer- Naciones Unidas (Varios). Página Web.- Unión Europea (Varios). Página Web.- Banco Mundial (Varios). Página Web.- OIT (Varios). Página Web. <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>Atkinson, R., & Davoudi, S. (2000). The concept of social exclusion in the european union: Context, development and possibilities. Journal of Common Market Studies, 38(3) doi:10.1111/1468-5965.00229</p> <p>Ayala, L. (2006). La monitorización de la desigualdad y la exclusión social: hacia un sistema integrado de indicadores, en Vidal Fernández, F. (dir.), V Informe FUHEM de políticas sociales: La exclusión social y el estado del bienestar en España, Madrid: FUHEM, 43-59. Disponible en: http://www.fuhem.es/media/ecosocial/file/Cohesi%C3%B3n%20Social/Desigualdad,%20pobreza%20y%20exclusi%C3%B3n/AYALA%20CA%20CA%2091%2093N,%20Luis,%20La%20monitorizaci%C3%B3n%20de%20la%20desigualdad.pdf</p> <p>Cortina A., Pereira G. (2009). Pobreza y libertad: erradicar la pobreza desde el enfoque de las capacidades de Amartya Sen. Madrid: Tecnos. Fundación FOESSA (2014). Una mirada de género a la exclusión social. Fundación FOESSA. Disponible en: http://www.foessa2014.es/informe/uploaded/documentos_trabajo/15102014151359_2687.pdf</p> <p>Fundación FOESSA (2015). Análisis y Perspectivas 2016: Expulsión Social y Recuperación Económica. Fundación FOESSA. Disponible en: http://www.foessa.es/publicaciones_compra.aspx?Id=5279&Idioma=1&Diocesis=42</p> <p>Instituto Nacional de Estadística (2006). La pobreza y su medición. Presentación de diversos métodos de obtención de medidas de pobreza. Instituto Nacional de Estadística. Disponible en: file:///F:/Docencia/Pobreza%20y%20exclusi%C3%B3n%20social/Gu%C3%ADa%20Carlos%20III/INE_pobreza.pdf</p> <p>Piketty, T., & Saez, E. (2014). Inequality in the long run. Science, 344(6186), 838-843. doi:10.1126/science.1251936</p> <p>Picatoste, José Picatoste, Ignacio López Arranz, M^a 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:97884</p> <p>Stiglitz J. E., Sen A. y Fitoussi J. P. (2009). El informe de la comisión sobre la medición de las actividades económicas y el progreso social. Institut national de la statistique et des études économiques. Disponible en: http://www.ambafrance-es.org/Informe-de-la-Comision-Stiglitz</p> <p>Subirats, Joan. (dir.) (2004) Pobreza y exclusión social, un análisis de la realidad española y europea, Colección de Estudios Sociales, 16, Fundación La Caixa. Disponible en: http://www.didacqueralt.com/pobreza-sp.pdf</p> |
|--------------|--|



| | |
|----------------------|---|
| Complementary | <ul style="list-style-type: none"> - 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., & Davoudi, S (2000). he concept of social exclusion in the european union: Context, development and possibilities. Journal of Common Market Studies, 38(3) - Martínez Virto, L., & Sánchez Salmerón, V. (2019). Regional inclusion policies in Spain: new approaches and keys to their effectiveness. Investigaciones Regionales ? Journal of Regional Research, 44 (2019/2), 17-28 - Novo-Corti, I; Baña Castro, M (2011). Muller Rural Galega, tecendo redes para un novo milenio. Gesbiblo - Rycroft, Robert S. (2018). The economics of inequality, discrimination, poverty and mobility (2nd edition). Routlege - Taylor & Francis - Collier, P. (2018). El club de la miseria : qué falla en los países más pobres del mundo. Turner Ed. - Goerlich, F.J. & Villar, A. (2009). Desigualdad y bienestar social, de la teoría a la práctica. Fudación BBVA <p>Recoméndase facer un seguimento contínuo 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.
5. The principal of democratic debate will be supported in the class sessions: listening to and respecting all of the diverse opinions concerning the topics addressed, whether they are raised by teachers or students.

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.