



Teaching Guide

| Identifying Data | | | | | 2021/22 |
|----------------------------|---|---------------|---------------------|---------|---------|
| 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 | 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 | http://www.erlac.es/ | | | | |
| 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. | | | | |



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| Contingency plan | <p>MODIFICATIONS IN THE CONTENTS</p> <p>No changes will be made</p> <p>METHODOLOGIES</p> <p>No changes will be made to methodologies. In case of transferring all the sessions to virtual, the Moodle and Teams tools will be used.</p> <p>MECHANISMS OF PERSONALIZED ATTENTION TO STUDENTS</p> <p>It will be carried out for critical readings, comments and supervised work and theoretical content, guiding each student on the work they have to do, how to do it and the sources of information to use.</p> <p>The student will request via email the time to do the tutoring, which will be done using the Teams tool.</p> <p>Email: daily. To make inquiries, request virtual tutorials and resolve doubts. The tutoring hours will preferably be used to resolve all those queries and carry out virtual meetings with the students.</p> <p>Moodle: daily. The different tools available such as tasks, forums and chat will be used, among others.</p> <p>Teams: a weekly group session will be held for the advancement of the theoretical and practical contents at the time assigned for the subject according to the School calendar. At the request of the students, connections will be made to clarify doubts, both practical and theoretical, preferably in the hours that, according to the calendar, tutorials are scheduled. This dynamic allows a standardized and adjusted monitoring of the students' learning needs to develop the contents of the subject.</p> <p>MODIFICATIONS IN THE EVALUATION</p> <p>No changes will be made.</p> <p>MODIFICATIONS TO THE BIBLIOGRAPHY OR WEBGRAPHY</p> <p>No changes will be made.</p> <p>3. Mechanisms for personalized attention to students</p> <p>4. Modifications in the evaluation</p> <p>*Evaluation observations:</p> <p>5. Modifications to the bibliography or webgraphy</p> |
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| 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. |



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| 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 -The Rise of Consumer Society in Spain: the prefordista Fordist model to model |
| UNIT 2. CONSUMER SOVEREIGNTY AND CULTURAL CONSUMPTION Motivations | - Consumer Sovereignty - 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 - 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 - The consumer movement in Spain - Critical Consumption - Collaborative Consumption - Fair Trade |
| UNIT 6. CURRENT CONSUMER BEHAVIOR | - Consumer Behavior real - Sustainability and Social Responsibility Organizations |

| Planning | | | | |
|--------------------------------|------------------------------------|----------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies | Ordinary class hours | Student?s personal work hours | Total hours |
| Workshop | A18 A35 B2 B8 B14 B15 B17 C1 C4 | 15 | 39 | 54 |
| Guest lecture / keynote speech | B2 B14 B17 C1 C6 | 15 | 15 | 30 |
| Supervised projects | B2 B8 B14 C1 C4 | 15 | 47 | 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 |
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| | |
|--------------------------------|--|
| Workshop | Critical readings, comments, discussions, exhibitions and practical exercises that students must do in the time programmed by the teacher and upload in the space provided in moodle, following their instructions. |
| 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. |
| Supervised projects | Supervised learning process aimed at helping students to work independently in a range of contexts (academic and professional). Focused primarily on learning ?how to do things? and on encouraging students to become responsible for their own learning. |

Personalized attention

| Methodologies | Description |
|--|---|
| Workshop Guest lecture / keynote speech | Farase para as lecturas, orientando a cada alumno sobre o traballo que ten que facer, como facelo e fontes de información a utilizar. Estableceranse horarios de tutorías para dúbidas ou consultas sobre a materia. |

Assessment

| Methodologies | Competencies | Description | Qualification |
|--------------------------------|------------------------------------|---|---------------|
| Supervised projects | B2 B8 B14 C1 C4 | The students will carry out a work with the knowledge acquired in the theoretical-practical sessions following the model / template of the TFG used in ERLAC. Said work will be done individually and sent to the Moodle platform within the term established by the teacher. In order to add the score obtained in the work to the rest of the scores, at least 50% of the corresponding score must be obtained (2 points). If the student does not reach 50% of the mark corresponding to this methodology (2 points), he will have to carry out a similar work for the second opportunity | 40 |
| Workshop | A18 A35 B2 B8 B14 B15 B17 C1 C4 | Assessment of critical readings, comments, guided discussions, expositions, work and active and positive participation that students must do in the established time (individually or in groups) and upload to moodle in the space provided, following the teacher's instructions. . Each of the exercises will have an assessment according to the criteria established by the teacher, which will be communicated to the students. If the student does not reach 50% of the grade corresponding to this methodology (2.5 points), he will have to carry out for the second opportunity in July, those practices that the teacher indicates. | 50 |
| Guest lecture / keynote speech | B2 B14 B17 C1 C6 | Objective assessment of the active and positive participation of the students in the lecture sessions through different tools proposed by the teacher. It will be necessary to obtain 50% (0.5 points) of the corresponding mark in this methodology to be added to the rest. | 10 |

Assessment comments



FIRST CHANCE

It will be essential to obtain 50% of the grade corresponding to each of the sections to be evaluated so that the different methodologies are added in order to obtain the final grade. If the minimum required in any of the methodologies is not achieved, the student will not pass the subject.

SECOND OPPORTUNITY

If the student passes any of the methodologies on the first opportunity, the grade for that methodology / s will be kept and he will only have to perform the one / s that he has not passed, on the second opportunity.

Students who cannot follow the course normally, due to having the teaching dispensation recognized, must contact the teacher within the first 20 calendar days from the official start of classes to adapt the delivery periods of the different evidence, by sending an email to maria.romani@udc.es.

Those students who do not get in touch within the established deadline, will follow the course like the rest of the students.

Curricular adaptations for students with disabilities or with specific educational needs will be ruled by the Center's Teaching Commission, following a report from the PAT.

Sources of information

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| Basic | <ul style="list-style-type: none">- (). .- Klein, Naomi (2011). Comprar, vender y consumir. Nuevas aportaciones a la historia del consumo en España. Valencia: Universidad de Valencia- Solé Moro, María Luisa (2003). Los consumidores del siglo XXI. Madrid: Esic- Cortina, Adela (2002). Por una ética del consumo (la ciudadanía del consumidor en un mundoglobal). Madrid: Taurus <p> </p> |
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|----------------------|---|
| Complementary | <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 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 fraude inocente. Crítica. Barcelona. García del Castillo (2009). Medios de comunicación. Publicidad y adiciones. Edf. 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) Rebelarse veinte : el negocio de la contracultura. Taurus . Madrid. 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). Comportamiento del consumidor. Prentice Hall. Madrid. SETEM (2009). El comercio justo en España 2008. Canales de importación y distribución. Icaria. Barcelona. Veblen, Thorstein (2004). Teoría de la clase ociosa. FCE. México.</p> |
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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.