



Teaching Guide

| Identifying Data | | | | | 2023/24 |
|--------------------------|--|--------|-----------------------|-----------|---------|
| Subject (*) | Austerity and precarity in the age of globalization | | Code | 615525002 | |
| Study programme | Mestrado Universitario en Políticas Sociais e Intervención Sociocomunitaria | | | | |
| Descriptors | | | | | |
| Cycle | Period | Year | Type | Credits | |
| Official Master's Degree | 2nd four-month period | First | Obligatory | 6 | |
| Language | SpanishGalician | | | | |
| Teaching method | Face-to-face | | | | |
| Prerequisites | | | | | |
| Department | Socioloxía e Ciencias da Comunicación | | | | |
| Coordinador | Rodríguez Barcón, Alberto | E-mail | alberto.barcon@udc.es | | |
| Lecturers | Rodríguez Barcón, Alberto | E-mail | alberto.barcon@udc.es | | |
| Web | | | | | |
| General description | <p>Within the framework of the Graduate Program in Social Policy, this course represents a critical reflection on the evolution of capitalism. This entails gaining knowledge about the crises of the system and the proposed solutions and models to overcome them.</p> <p>The course will thoroughly examine the consequences of the economic model imposed after the crisis of the late seventies, as well as the social consequences derived from the neoliberal policies implemented since then. Special attention will be given to the impact of the global crisis of 2008 and its two main derivatives. Firstly, the new role of the neoliberal city and the phenomena of gentrification and touristification as new expressions of spatial inequality will be analyzed. Secondly, the impact of precariousness and austerity on the labor market within the context of new global dynamics will be explored. The course will conclude by examining Latin American and European experiences of resistance and the construction of alternatives to the model of precarity and austerity that characterizes the current stage of neoliberal capitalism.</p> | | | | |

Study programme competences / results

| Code | Study programme competences / results |
|------|--|
| 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. |
| 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. |
| B6 | CB6 - Posuír e comprender coñecementos que proporcionen unha base ou oportunidade para ser orixinais no desenvolvemento e/ou a aplicación de ideas, a miúdo nun contexto de investigación. |
| 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. |



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| 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. |
| B11 | CB11 - Participar en proxectos de investigación e colaboracións científicas no ámbito da exclusión social, en contextos interdisciplinares e de transferencia de coñecementos. |
| B12 | CB12 - Manter responsabilidade e compromiso co desenvolvemento profesional continuo de forma autónoma. |
| B13 | CX1 - Comprender e integrar coñecementos complexos para traducilos en propostas de investigación e programas de intervención en contextos sociais problemáticos. |
| B15 | CX3 - Diseñar, 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. |
| B19 | CX7 - Dar respostas innovadoras e orixinais ante situacións problemáticas emerxentes relacionadas coa exclusión social. |
| 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. |
| 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. |
| C8 | CT8 - Valuing the importance of research, innovation and technological development for the socioeconomic and cultural progress of society. |

Learning outcomes

| Learning outcomes | Study programme competences / results | | |
|---|---------------------------------------|------|--|
| | AC2 | BC1 | |
| Understanding the concept of globalization and its dimensions | AC3 | BC2 | |
| | AC4 | BC4 | |
| | AC5 | BC5 | |
| | AC8 | BC6 | |
| | | BC8 | |
| | | BC12 | |
| | | BC13 | |
| | | BC15 | |
| | | BC19 | |
| | | BC20 | |
| | BC21 | | |



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|--|---------------------------------|--|--|
| Analyzing the effects of austerity on Welfare States: political economy and national responses. | AC2 AC3 AC5 AC8 | BC11 BC17 BC18 | CC1 CC2 CC3 CC5 CC6 CC7 |
| Understanding the effects of globalization on employment, wages, and inequality. | AC2 AC3 AC4 AC5 AC8 | BC1 BC2 BC4 BC5 BC6 BC16 | CC1 CC2 CC3 CC5 CC6 CC7 |
| Analysis and policy proposals for the reduction of inequalities. | AC2 AC3 AC4 AC5 AC8 | BC1 BC2 BC4 BC5 BC6 BC8 BC11 BC12 BC13 BC15 BC19 BC20 BC21 | CC1 CC2 CC3 CC5 CC6 CC7 |
| Understanding the role of the contemporary city in the new realities of austerity and precarity. | AC5 AC6 AC7 | BC3 BC7 | CC7 CC8 |

| Contents | |
|--|--|
| Topic | Sub-topic |
| TOPIC 1 Introduction to Austerity and Precariousness in the Era of Globalization | 1.1. Definition of Austerity and Precariousness 1.2. Historical and Political Context of Austerity and Precariousness in the Era of Globalization 1.3. The Keynesian Era (1950-1973) 1.4. The Neoliberal Turn (1973-2008) 1.5. Austerity policies and their economic and social effects: A comparative analysis of Greece and Portugal |
| TOPIC 2 The era of globalization: Five readings from sociology | 2.1. Thesis of trade exchange 2.2. Modernizing thesis 2.3. Technological thesis 2.4. Thesis of capitalism 2.5. Thesis of the global risk society |
| TOPIC 3 The city as a key actor in the era of precarity | 3.1. The neoliberal city: definition and characteristics 3.2. New urban expressions: gentrification and touristification |
| TOPIC 4 The precarization of work in the era of globalization: forms and effects | 4.1. Definition of labor precarity 4.2. Factors contributing to labor precarity in the era of globalization 4.3. Effects of labor precarity on workers and society 4.4. Labor precarity and inequality in the era of globalization |



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| TOPIC 5 Resistance and alternatives to austerity and precarity | 5.1. Austerity and precarity in Latin America: experiences and perspectives 5.2. Austerity and precarity in Europe: experiences and perspectives |
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| Planning | | | | |
|--------------------------------|---|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student's personal work hours | Total hours |
| Supervised projects | A2 A3 A4 A5 A6 B2 B3 B4 B7 B11 B12 B13 B15 B16 B17 B18 B19 B20 C2 C7 | 0 | 18 | 18 |
| Oral presentation | C1 C5 C6 C7 | 4 | 3 | 7 |
| Workshop | A2 A3 A5 B2 B3 B7 B8 C5 C6 C8 | 8 | 8 | 16 |
| Workbook | A2 B1 B6 B8 B17 B18 B21 | 3 | 6 | 9 |
| Guest lecture / keynote speech | A2 A4 A5 A7 A8 B5 B6 B15 B19 B20 B21 C3 C5 C8 | 45 | 45 | 90 |
| Personalized attention | | 10 | 0 | 10 |

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

| Methodologies | |
|--------------------------------|---|
| Methodologies | Description |
| Supervised projects | A supervised research project will be carried out, preferably in groups, on one of the topics covered throughout the course, which will be appropriately detailed by the professor. |
| Oral presentation | The final papers will be orally presented and discussed in the classroom. |
| Workshop | Throughout the course, students will be required to engage in various practical activities. |
| Workbook | The professor may provide a selection of readings for subsequent class discussions or to support the theoretical aspects covered throughout the course. |
| Guest lecture / keynote speech | The professor will present the various course contents during lectures, aiming to encourage participation and debate with/among the students, if possible. In the classes, the principle of democratic debate will be upheld, where all different opinions on the topics discussed, from both the faculty and the students, will be listened to and respected. |

| Personalized attention | |
|--|---|
| Methodologies | Description |
| Supervised projects Oral presentation Workshop | Personalized tutorials will be conducted to support the development of the directed work, oral presentations, or to address any doubts regarding the course content. These tutorials can take place in the professor's office or through thematic means, as agreed upon. For students with recognition of part-time dedication and academic exemption from attendance, a specific schedule of tutorials compatible with their commitment will be established at the beginning of the course. |

| Assessment | | | |
|---------------|------------------------|-------------|---------------|
| Methodologies | Competencies / Results | Description | Qualification |
| | | | |



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|---------------------|---|--|----|
| Supervised projects | A2 A3 A4 A5 A6 B2 B3 B4 B7 B11 B12 B13 B15 B16 B17 B18 B19 B20 C2 C7 | The assessment will involve the development of a research project, preferably in a group, focusing on one of the topics covered throughout the course. The specific details regarding the project will be provided by the professor. | 60 |
| Oral presentation | C1 C5 C6 C7 | The final projects will be orally presented in the classroom. | 10 |
| Workshop | A2 A3 A5 B2 B3 B7 B8 C5 C6 C8 | The course will involve the completion of various exercises or practical assignments to be done at home or in the classroom, based on the professor's instructions in relation to the theoretical content covered. | 30 |

Assessment comments

The total number of practical assignments will depend on the progression of the theoretical content. The evaluation for students taking the online modality will be as follows:- Supervised project: 100% of the final grade. In the event that plagiarism is detected, the student will be given a "suspension" grade (numerical grade of 0) for the assessment corresponding to the academic term, regardless of whether the offense occurs in the first or second instance. To this end, their grade in the first instance report will be adjusted, if necessary.

Sources of information



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|---------------|--|
| Basic | <p>ARMINGEON, K. y GUTHMANN, K. (2014). Democracy in Crisis? The Declining Support for National Democracy in European Countries, 2007-2011. <i>European Journal of Political Research</i> doi: 10.1111/1475-6765.12046</p> <p>ARMINGEON, K. , KAI GUTHMANN, K Y WEISSTANNER, D. (2015). How the Euro divides the union: the effect of economic adjustment on support for democracy in Europe. <i>Socio-Economic Review</i>, 2016, Vol. 14, No. 1, 1-26 doi: 10.1093/ser/mwv028</p> <p>BECKFIELD, J. (2006). European Integration and Income Inequality. <i>American Sociological Review</i>, Vol. 71:964-985.</p> <p>CABRERA, M. Y GONZÁLEZ, J.I. (2000). La disyuntiva no es pagar o sisar la deuda, es pagarla a un sobreprecio o a un precio justo. <i>Revista de economía institucional</i>, 3.</p> <p>DOBBELS, M. (2014). Runaway Train Never Going Back? The Implications of the New Economic Governance for Democracy in the EU?. <i>Journal of Contemporary European Research</i>. 10 (2), pp. 203-220.</p> <p>FUMAGALLI, A. y LUCARELLI, S. (2015). Finance, Austerity and Commonfare. <i>Theory, Culture & Society</i>, Vol. 32(7-8) 51-65.</p> <p>GROOTA, S., MOHLMANNA, J.L , GARRETSENB, J.H. y. DE GROOTA, H.(2011). The crisis sensitivity of European countries and regions: stylized facts and spatial heterogeneity. <i>Cambridge Journal of Regions, Economy and Society</i> 2011, 4, 437-456. doi:10.1093/cjres/rsr024</p> <p>GUILLÉN, A.M., GONZÁLEZ-BEGEGA, S. y LUQUE BALBONA. D. (2016): Austeridad y ajustes sociales en el Sur de Europa. La fragmentación del modelo de bienestar Mediterráneo. <i>Revista Española de Sociología (RES)</i> 2016, Vol. 25 (2), 261-272.</p> <p>HAZAKIS, K.J. (2015) The Political Economy of Economic Adjustment Programs in the Eurozone: A Detailed Policy Analysis <i>Politics & Policy</i>, Volume 43, No. 6: 822-854</p> <p>KNIGHT, D.M.& STEWART, CH (2016) <i>Ethnographies of Austerity: Temporality, Crisis and Affect in Southern Europe</i>, <i>History and Anthropology</i>, 27:1, 1-18, DOI:10.1080/02757206.2015.1114480</p> <p>MACARTNEY, H. (2014) The paradox of integration? European democracy and the debt crisis, <i>Cambridge Review of International Affairs</i>, 27:3, 401-423, DOI:10.1080/09557571.2013.819836</p> <p>MARQUÉS PERALES, I. (2016). El capital en el siglo xxi. Thomas Piketty. Madrid: Fondo de Cultura Económica, 2014. RES n.º 25 (2) (2016) pp. 297-299.</p> <p>MERCILLE, J. y MURPHY, E. (2016). Conceptualising European Privatisation Processes after the Great Recession. <i>Antipode</i> Vol. 48 No. 3 2016, pp. 685-704 doi: 10.1111/anti.12212</p> <p>PETERS, J. (2012) Neoliberal convergence in North America and Western Europe: Fiscal austerity, privatization, and public sector reform. <i>Review of International Political Economy</i>, 19:2, 208-235, DOI: 10.1080/09692290.2011.552783</p> <p>PETROPOULOS, N.P. y TSNOBANOLOU, G.O. (2014) The debt crisis in the Eurozone. <i>Social Impacts</i>. Newcastle:Cambridge Scholars Publishing</p> <p>ROBBINS, G. y LAPSLEY, I (2014) The success story of the Eurozone crisis? Ireland's austerity measures. <i>Public Money & Management</i>, 34:2, 91-98, DOI:10.1080/09540962.2014.887515</p> <p>RODRÍGUEZ CABRERO, G. (2016). La fragmentación del régimen de bienestar Mediterráneo. <i>Revista Española de Sociología (RES)</i>, Vol. 25 (2), 273-276.</p> <p>SALIDO CORTÉS, O. (2016). El impacto de género de la crisis en los países del Sur de Europa. <i>Revista Española de Sociología (RES)</i> 2016, Vol. 25 (2), 277-279.</p> <p>SANCHÍS, M. (2014).El fracaso de las élites. Lecciones y escarmientos de la gran crisis., Barcelona: Ed. Pasado & presente.</p> <p>STREECK, W.(2014): <i>Buying time: the delayed crisis of democratic capitalism</i>. London: Verso.</p> <p>TAYLOR-GOUBY, P., DEAN, H., MUNRO, M. y PARKER, G. (1999). Risk and the welfare state. <i>British Journal of Sociology</i> Vol. 50 No. 2 pp. 177-194.</p> <p>WALTER, S. (2016). Crisis Politics in Europe: Why Austerity Is Easier to Implement in Some Countries Than in Others. <i>Comparative Political Studies</i> , Vol. 49(7) 841-873 DOI: 10.1177/0010414015617967</p> <p>WENDT, C. y THOMPSON, T. (2004) European Integration and Health Care. <i>Social Austerity Versus Structural Reform In European Health Systems: A Four-Country Comparison Of Health Reforms</i>. <i>International Journal of Health Services</i>, Volume 34, Number 3, Pages 415-433</p> <p>WOOLFSON, Ch. y SOMMERS, J. (2016) Austerity and the Demise of Social Europe: The Baltic Model versus the European Social Model. <i>Globalizations</i>, 13:1, 78-93, DOI: 10.1080/14747731.2015.1052623</p> |
| Complementary | |

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

In classes, the principle of democratic debate will be upheld, listening to and respecting different opinions on the topics discussed, both from the faculty and the students.- In line with the various regulations of university teaching, efforts will be made to incorporate a gender perspective in this course (using non-sexist language, using literature written by authors of both genders, and encouraging participation in class, among other approaches).- Work will be done to identify and modify sexist prejudices and attitudes, as well as to impact the environment to promote values of respect and equality.- Situations of gender discrimination should be identified, and actions and measures will be proposed to address them.

(*)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.