



## Teaching Guide

Identifying Data				2024/25
<b>Subject (*)</b>	Sociology	<b>Code</b>	611G01003	
<b>Study programme</b>	Grao en Economía			
Descriptors				
<b>Cycle</b>	<b>Period</b>	<b>Year</b>	<b>Type</b>	<b>Credits</b>
Graduate	1st four-month period	First	Basic training	6
<b>Language</b>	SpanishEnglish			
<b>Teaching method</b>	Face-to-face			
<b>Prerequisites</b>				
<b>Department</b>	Socioloxía e Ciencias da Comunicación			
<b>Coordinador</b>	Rodríguez Teijeiro, Ariadna	<b>E-mail</b>	ariadna.rodriguez@udc.es	
<b>Lecturers</b>	Rodríguez Barcón, Alberto Rodríguez Teijeiro, Ariadna	<b>E-mail</b>	alberto.barcon@udc.es ariadna.rodriguez@udc.es	
<b>Web</b>				
<b>General description</b>	Economic Sociology focuses on the study of economic phenomena through the theoretical references, models and explanatory variables of Sociology. Specifically, the course will focus on the study of the nature of social relations of an economic nature, as well as the institutions responsible for the production, distribution, and consumption of goods and services. In this context, the aim is, on the one hand, to understand the epistemological and theoretical foundations of this social science and, on the other, to promote the acquisition of scientific criteria, critical capacity and practical experience, in order to train students in understanding and specialized analysis of matter.			

## Study programme competences / results

Code	Study programme competences / results
A11	CE11Leer e comunicarse no ámbito profesional en máis dun idioma, en especial en inglés.
A13	CE13-Comunicarse con fluidez no seu contorno e traballar en equipo.
B1	CB1 - Que os estudantes demostran posuir e comprender coñecementos nun área de estudo que parte da base da educación secundaria xeral, e que soe encontrar nun nivel que, aínda que se apoia en libros de texto avanzados, inclúe tamén algúns aspectos que implican coñecementos procedentes da vangarda do seu campo de estudo.
B2	CB2 - Que os estudantes saiban aplicar os seus coñecementos ó seu traballo ou vocación dun xeito profesional e posúan as competencias que se demostran por medio da elaboración e defensa de argumentos e a resolución de problemas dentro da su entorna de traballo.
B3	CB3 - Que os estudantes teñan a capacidade de reunir e interpretar datos relevantes (normalmente dentro da su área de estudo) para emitir xuízos que inclúan unha reflexión sobre temas relevantes de índole social, científica ou ética
B4	CB4 - Que os estudantes poidan transmitir información, ideas, problemas e solucións a un público tanto especializado como non especializado
B5	CB5 - Que os estudantes desenvolvesen aquelas habilidades de aprendizaxe necesarias para emprender estudos posteriores cun alto grao de autonomía
B6	CG1- Que os estudantes formados se convertan en profesionais capaces de analizar, reflexionar e intervir sobre os diferentes elementos que constitúen un sistema económico
B7	CG2 - Que os estudantes coñezan o funcionamento e as consecuencias dos sistemas económicos, as distintas alternativas de asignación de recursos, acumulación de riqueza e distribución da renda e estean en condicións de contribuír ao seu bo funcionamento e mellora
B8	CG3 -Que os estudantes sexan capaces de identificar e anticipar os problemas económicos relevantes, identificar alternativas de resolución, seleccionar as máis axeitadas e avaliar os resultados aos que conduce.
B9	CG4 -Que os estudantes respecten os dereitos fundamentais e de igualdade de oportunidades, non discriminación e accesibilidade universal das persoas con minusvalidez.
C1	CT1-Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
C6	CT4-Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C7	CT5-Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.



C8	CT6-Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.
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Learning outcomes			
Learning outcomes	Study programme competences / results		
Cooperate in discussions and teamwork.	A11 A13	B4	C1 C6 C7 C8
Knowledge of the main concepts or notions of sociology and economic sociology		B1 B2 B3 B5 B6 B7 B8 B9	C1 C6 C7 C8
Understand the decisions of the main socio-economic agents and their macroscopic consequences (in the economy and society)		B1 B2 B3 B5 B6 B7 B8 B9	

Contents	
Topic	Sub-topic
THEMATIC UNIT 1: The sociological analysis of reality.	1.1. Approach to sociological discipline. 1.2. Basic theoretical foundations of Sociology. 1.3. Social categories and sociological perspective.
THEMATIC UNIT 2: Tools for analyzing social reality.	2.1. Need for an interdisciplinary approach. 2.2. The method in Sociology. 2.3. Fundamentals and utilities of quantitative and qualitative techniques of social research.
THEMATIC UNIT 3: A sociological analysis of the company.	3.1. The analysis of the company as a social system. 3.2. Formal organization (functional and hierarchical) and informal organization. 3.3. The humanization of work: theories of motivation and job satisfaction.
THEMATIC UNIT 4: The sociological analysis of economic action.	4.1. Border disciplines and specialties. 4.2. Non-monetary economy and informal economy. 4.3. Investigation of economic reality.
THEMATIC UNIT 5: The Market as a social institution.	5.1. Institutionalism in economics. 5.2. Market models and regulation. 5.3. The social capital.

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



Objective test	A11 B1 B4 B5	2	8	10
Supervised projects	A13 B2 B1 B3 B4 B6 B7 B8 B9 C1 C6 C8	16	16	32
Workshop	A11 A13 B1 B3 B4 B5 B6 B7 B8 C1 C6 C8	25	25	50
Guest lecture / keynote speech	B2 B5 B7	27	27	54
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
Objective test	Exam with development questions on the theoretical contents of the subject.
Supervised projects	Completion of individual and collective work in which the knowledge acquired in the subject is applied
Workshop	Elaboration of practical activities related to the theoretical contents of the subject.
Guest lecture / keynote speech	Explanation of the theoretical contents of the subject to transmit knowledge and facilitate learning. Student participation will be encouraged through questions and/or discussions.

Personalized attention	
Methodologies	Description
Supervised projects Workshop	<p>Continuous monitoring of students will be carried out through tutorials and personalized attention as a complement to the activities that will be carried out in the classroom.</p> <p>Students are recommended to use the tutorials to consult and supervise the activities and work they must do in order to achieve the best use and learning of the subject.</p> <p>The small group tutorials will be carried out through Teams in 4 sessions of one hour each in the weeks prior to the delivery of assignments and practices.</p>

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Objective test	A11 B1 B4 B5	Exam with development questions on the theoretical contents of the subject.	40
Supervised projects	A13 B2 B1 B3 B4 B6 B7 B8 B9 C1 C6 C8	Completion of individual and collective work in which the knowledge acquired in the subject is applied	60

Assessment comments



## A) EVALUATION REGULATIONS:

1. Evaluation conditions: It is forbidden to access the exam room with any device that allows communication with the outside and / or storage of information.
2. Identification of the student: The student must bring and show his/her ID card or passport the day of the exam in accordance with current regulations.

## B) TYPES OF GRADINGS:

1. "Non presentado" grading (students that did not show up): Corresponds to the student, when he only participates in evaluation activities that have a weighting of less than 20% on the final grading, regardless of the grading achieved.
2. Students with recognition of part-time dedication and academic exemption of waiver attendance: Except for the dates approved in the "Junta de Facultad" for the "mixed tests", for the remaining tests a specific timetable compatible with their dedication will be agreed at the beginning of the course.

## C) GRADING OPPORTUNITIES:

1. First opportunity: in the official call corresponding to the 1<sup>a</sup> opportunity will evaluate to the students enrolled in function of the following criteria: 1) realization, delivery and oral exhibition of the works and practical activities (60% of the qualification); and b) objective test with development questions on the theoretical content of the subject (40% of the grade). The students have to reach the approved so much in the practical part as in the theoretical part of the matter to do the average between both.
2. Second opportunity: in the official call corresponding to the 2<sup>a</sup> opportunity, the students will be evaluated by means of an objective test with development questions related to the theoretical part of the subject. In this case, the exam mark will represent 100% of the final grade.
3. Advance call: in the event that a student requests the advance call, it will be evaluated by means of an objective test with development questions related to the theoretical part of the subject. The weighting of this test in this call will be 100%.

## D) OTHER EVALUATION OBSERVATIONS:

### Plagiarism implications:

Fail qualification in the call in which the offense is committed and respect for the matter in which it was committed: the student will be graded with "fail" (numerical grade 0) in the corresponding call of the academic year, whether the foul occurs on the first opportunity as on the second. For this, their qualification will be modified in the first opportunity record, if necessary.

### Gender Guidelines:

- As stated in the different applicable regulations for university teaching, I will incorporate the gender perspective in this matter (non-sexist language will be used, bibliography of authors of both sexes will be used, the intervention of male and female students will be promoted in class ...)
- 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.
- Situations of discrimination based on gender must be detected and actions and measures to correct them will be proposed.



<p><b>Basic</b></p>	<p>- Boudon, R. (2004). La sociología que realmente importa. Papers: Revista de Sociología, (72), pp. 215-226.</p> <p>- Goldthorpe, J.H. (2017). La sociología como ciencia de la población. Alianza Editorial</p> <p>- Fernández Enguita, M. (1998). Economía y sociología: para un análisis sociológico de la realidad económica. Madrid: Siglo XXI</p> <p>- Schelling, T.C. (1989). Micromotivos y macroconducta. México: Fondo de Cultura Económica</p> <p>Berger, P. L., Luckmann, T. (1968). La construcción social de la realidad. Buenos Aires: Amorrortu. Cristóbal Carle, G. (2023). Lecciones para un CEO. Respuestas a los errores en la gestión empresarial. ESIC Editorial. Duverger, M. (1962). Métodos de las ciencias sociales. Barcelona: Ed. Ariel. Esping-Andersen, G. (2000). Fundamentos sociales de las economías postindustriales. Barcelona: Ariel. Garmendia, J. A. (Ed.) (1987). Sociología industrial y de la empresa. Madrid: Ed. Apilar. Giner, S. (1979). Sociología. Barcelona: Ed. Península. Goldthorpe, J.H. (2010). De la sociología: números, narrativas e integración de la investigación y la teoría. Madrid: CIS. Guiddens, A. (2001). Sociología. Madrid: Ed. Alianza. Köhler, H. D. y Artilles, A. M. (2007). Manual de la Sociología del trabajo y de las relaciones laborales. Madrid: Delta Publicaciones. Macionis, J. y Plummer, K. (2010). Sociología. Madrid: Prentice Hall. Penalonga, A. (2011). Homo economicus: una explicación del mundo a través de la economía. Madrid: Grupo Planeta. Portes, A. (2014). Sociología económica, una investigación sistemática (Vol. 9). CIS-Centro de Investigaciones Sociológicas. Rocher, G. (1980). Introducción a la Sociología General. Barcelona: Ed. Herder. Solow, R. M. (1992). El mercado de trabajo como institución social. Madrid: Alianza Editorial. Watson, T. (1995). Trabajo y sociedad. Manual introductorio a la sociología del trabajo, industrial y de la empresa. Barcelona: Hacer Editorial.</p>
<p><b>Complementary</b></p>	<p>Finkel, L. (1994). La organización social del trabajo. Madrid: Pirámide. García Madaria, J. M. (1985). Teoría de la organización y sociedad contemporánea. Barcelona: Ariel Ciencia Política. Mingione, E. (1994). Las Sociedades Fragmentadas. Una Sociología de la vida más allá del paradigma del Mercado. Madrid: Ministerio de Trabajo y Seguridad Social. Rifkin, J. (1996). El fin del trabajo. Nuevas tecnologías contra puestos de trabajo: El nacimiento de una nueva era. Barcelona: Ed. Paidós.</p> <p>-(2011). La tercera revolución industrial. Cómo el poder lateral está transformando la energía, la economía y el mundo. Barcelona: Ed. Paidós. Sayer, A. y Walker, R. (1992). La nueva economía social. Reelaboración de la división del trabajo. Madrid: Ministerio de Trabajo y Seguridad Social. Sennet, R. (1998). La corrosión del carácter. Las consecuencias personales del trabajo en el nuevo capitalismo. Barcelona: Anagrama.</p>

## Recommendations

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

### Subjects that are recommended to be taken simultaneously

Principles of Microeconomics/611G01001

Economic History/611G01002

Statistics I/611G01006

Business Economics: Management and Organisation/611G01008

### Subjects that continue the syllabus

Statistics II/611G01014

Statistical Methods and Introduction to Econometrics/611G01019

Economic Analysis of Organisations/611G01032

Marketing/611G01035

Market Research/611G01040

### Other comments

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 sexist prejudices and attitudes and the environment will be influenced to modify them and promote values of respect and equality. 4. 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 will be facilitated.



(\*)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.