



Teaching Guide

Teaching Guide				
Identifying Data				2024/25
Subject (*)	Sociology		Code	611G02003
Study programme	Grao en Administración e Dirección de Empresas			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	First	Basic training	6
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Socioloxía e Ciencias da Comunicación			
Coordinador		E-mail		
Lecturers	Martinez Barreiro, Ana Maria Angeles Rodríguez Barcón, Alberto	E-mail	ana.mbarreiro@udc.es alberto.barcon@udc.es	
Web				
General description	The aim for students is to acquire the knowledge and perspective of economic activity as a subsystem integrated into the global system of society, understood as a general body or as a whole, with its corresponding integral parts, including those corresponding to economic actions, with their specific and common purposes. In this global or overall vision, it is about making known that the students understand the connections, implications, reciprocity and reflexivity of the economic activity within the general activity of society. That the students have as clear as possible the role of economic activity in the scenario of society.			

Study programme competences / results

Code	Study programme competences / results
A3	Evaluate and foreseeing, from relevant data, the development of a company.
A4	Elaborate advisory reports on specific situations of companies and markets
A5	Write projects about specific functional areas (e.g. management, marketing, financial) of the company
A6	Identify the relevant sources of economic information and to interpret the content.
A7	Understand economic institutions as a result and application of theoretical or formal representations which explain the evolution of the economy.
A8	Derive, based on from basic information, relevant data unrecognizable by non-professionals.
A9	Use frequently the information and communication technology (ICT) throughout their professional activity.
A10	Read and communicate in a professional environment at a basic level in more than one language, particularly in English
A12	Communicate fluently in their environment and work by teams
B1	CB1-The students must demonstrate knowledge and understanding in a field of study that part of the basis of general secondary education, although it is supported by advanced textbooks, and also includes some aspects that imply knowledge of the forefront of their field of study
B2	CB2 - The students can apply their knowledge to their work or vocation in a professional way and have competences typically demonstrated by means of the elaboration and defense of arguments and solving problems within their area of work
B3	CB3- The students have the ability to gather and interpret relevant data (usually within their field of study) to issue evaluations that include reflection on relevant social, scientific or ethical
B4	CB4-Communicate information, ideas, problems and solutions to an audience both skilled and unskilled
B5	CB5-Develop skills needed to undertake further studies learning with a high degree of autonomy
B9	CG4-Learn to identify and anticipate opportunities, allocate resources, organize information, select and motivate people, make decisions under conditions of - uncertainty, achieve the proposed objectives and evaluate results
B10	CG5-Respect the fundamental and equal rights for men and women, promoting respect of human rights and the principles of equal opportunities, non-discrimination and universal accessibility for people with disabilities.
C1	Express correctly, both orally and in writing, in the official languages of the autonomous region
C3	Use basic tools of information and communications technology (ICT) necessary for the exercise of their profession and for learning throughout their lives.



C4	To be trained for the exercise of citizenship open, educated, critical, committed, democratic, capable of analyzing reality and diagnose problems, formulate and implement knowledge-based solutions oriented to the common good
C5	Understand the importance of entrepreneurial culture and know the means and resources available to entrepreneurs
C6	Assess critically the knowledge, technology and information available to solve the problems and take valuable decisions
C7	Assume as professionals and citizens the importance of learning throughout life.
C8	Assess the importance of research, innovation and technological development in the economic and cultural progress of society.

Learning outcomes			
Learning outcomes		Study programme competences / results	
The aim for students is to acquire the knowledge and perspective of economic activity as a subsystem integrated into the global system of society, understood as a general body or as a whole, with its corresponding integral parts, including those corresponding to economic actions, with their specific and common purposes. In this global or overall vision, it is about making known that the students understand the connections, implications, reciprocity and reflexivity of the economic activity within the general activity of society. That the students have as clear as possible the role of economic activity in the scenario of society.		A3	B1 C1
		A4	B2 C3
		A5	B3 C4
		A6	B4 C5
		A7	B5 C6
		A8	B9 C7
		A9	B10 C8
		A10	
		A12	

Contents	
Topic	Sub-topic
Topic 1. The sociological approach to economic activity Main theories of economic sociology.	Sociology and economics: encounters and divergences.
Topic 2. Sociology and Market: the market as a social institution. Markets and market systems	The ambivalence and the limits of the market Sociology and Market: the market as a social institution. Markets and market systems The ambivalence and the limits of the market.
Topic 3. the method and techniques of research in Sociology	The need for an interdisciplinary approach Main quantitative and qualitative techniques. Analysis of attitudes and economic motivations
Topic 4. Back to globalization: new economy and old debates	Productive decentralization and changes in labor relations International Migrations Financial capital from a sociological perspective
Topic 5. Sociology of Labor Markets	Fundamental concepts: Activity, employment and unemployment The transformations of work: Labor Society or Unemployment Society? The dualization and segmentation of labor markets Women and employment Youth and employment
Topic 6. Contemporary socio-economic issues	Society and environment New forms of exclusion and social inequality The BRIC'S: Emerging Capitalisms and Sociology New movements of citizen participation and economic crisis.
Topic 7. Sociology of consumption Sociology of consumption.	The formation of the need: Consumption, preferences and lifestyles Forms of consumption and advertising.
Topic 8. Relations between State and Market: the Welfare State Models, evolution and perspectives.	Crisis and reformulation of the Welfare State



Topic 9. Sociology of the Company The capitalist company.	Evolution and perspectives Fordism, post-Fordism and a networked company. Sociology and human resources management
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Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student's personal work hours	Total hours
Objective test	A5 A7 A12 B1 B2 B3 B4 C1	2.5	17.5	20
Workshop	A5 A6 A8 A10 B3 B10 C8	25	50	75
Guest lecture / keynote speech	A3 B2 B4 B5 B10 C3 C4	17	34	51
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	Written test to evaluate learning, whose distinctive feature is the ability to determine whether the answers given are correct or not. It is a measurement instrument, rigorously developed, that allows to evaluate knowledge, abilities, skills, performance, aptitudes, attitudes, intelligence, etc. It is applicable for both diagnostic, formative and summative evaluation.
Workshop	Oriented training to the application of apprenticeships in which different methodologies can be combined (exhibitions, simulations, debates, problem solving, guided practices, etc.) through which the student develops eminently practical tasks on a specific topic, with the support and supervision of the teaching staff.
Guest lecture / keynote speech	Oral presentation complemented with the use of audiovisual media and the introduction of some questions addressed to students, in order to transmit knowledge and facilitate learning. The master class is also known as lecture, expository method or master class. This last modality is usually reserved to a special type of lesson given by a teacher on special occasions, with a content that supposes an original elaboration and based on the almost exclusive use of the word as a way of transmitting the information to the audience.

Personalized attention	
Methodologies	Description
Workshop	<p>The personalized attention in office tutorials will allow the teacher to guide the student on objectives and methodology.</p> <p>The hours of personalized attention may be devoted to the explanation, comment and / or correction of the workshop practices.</p> <p>In addition to the schedule of face-to-face tutoring in the hours that are determined at the beginning of the course by each teacher, the student will be able to access virtual tutorials through the Moodle tool, as well as through the teacher's email.</p> <p>Two subgroups of 15 students will be formed. A tutorial will be established with a duration of 6 hours divided into three sessions of 2 hours each to answer questions about the tutored work or about exam preparation. Advance notice will be given of where they will be held.</p>

Assessment



Methodologies	Competencies / Results	Description	Qualification
Objective test	A5 A7 A12 B1 B2 B3 B4 C1	It will be required the realization of a final exam type objective test according to the contents of the program. It is important to remember that even if the student passes this test, it is not a sufficient requirement to pass the subject, since it is necessary to have done the practical part that is explained below.	50
Workshop	A5 A6 A8 A10 B3 B10 C8	The practices will be carried out on the topics proposed in the program	50

Assessment comments

To pass the course it will be necessary:

1.- Pass the final exam on the proposed topics.

2.- Deliver all the proposed practices on time. Each practice not delivered will be scored with a zero, calculated as such in the calculation of the average. In the event of a duly justified failure, the teacher will communicate the proposed solution to the student in a timely manner.

3.-Participation in class and public presentation of the practices and other proposed exercises will be valued.

In the event that the student passes the practical part and does not pass the objective test, he will be examined on the second opportunity of the call for the objective test, keeping the mark of the practical part accordingly. In case there is a student for the advanced call, the evaluation criteria of the second opportunity will be maintained.

Anyone who does not pass the practical part will have to take an important test the second time in order to pass the course.

On the other hand, A) Qualification of not presented: Corresponds to the student, when he only participates in evaluation activities that have a weighting lower than 20% on the final qualification, regardless of the qualification achieved. A) Students with recognition of part-time dedication and academic exemption from attendance exemption, even if they are exempt from attendance, will be evaluated with the same criteria as full-time students.

Qualification of suspense in a call in which it is committed at fault and in respect of the subject in which it is committed: or/a estudiante will be qualified with "suspense" (numerical note 0) na convocatoria correspondent do academic year, both the first opportunity and the second opportunity. For this purpose, the qualification shall be modified in the form of an opportunity first ;il will be necessary

Sources of information

Basic	IGLESIAS DE USSEL, Julio y TRINIDAD REQUENA, Anatonio (coord.) (2010). Leer la sociedad. Capít: 3, 7, 9 y 10. Tecnos ENGUITA M. (1998). Economía y sociología. Para un análisis sociológico de la realidad económica. CEIESPING-ANDERSEN, G. (2000). Fundamentos sociales de las amenazas postindustriales. Ariel GIDDENS, Anthony (2010). Sociología Gorra. 2,4,5,7,13, 14,20. Alianza LUZ, KELLER Y CALHOUN (2000). Sociología Gorra. 3, 7, 9,15, 16, 17, 20. LINDBLON CH. (2002) El sistema de mercado. Alianza Ensayo MARUANI M; ROGERAT CH .; TORNS T. (2000). Las nuevas fronteras de la desigualdad: hombres y mujeres en el mercado de trabajo. Primera y segunda parte .. Icaria CASTILLO, JJ (Ed). (2005) El trabajo recobrado. Madrid, Miño y Dávila STEINR PHILIPPE, (2015) La sociología económica, Madrid; Síntesis TARDIVO, GUILIANO, (2019) Sociologia del consumo, Madrid, Paraninfo TARDIVO, GUILIANO, (2019) Sociologia del consumo, Madrid, Paraninfo
Complementary	

Recommendations

Subjects that it is recommended to have taken before

Sociology/611G02003

Subjects that are recommended to be taken simultaneously

Introduction to Marketing/611G02015

Subjects that continue the syllabus

Market Research/611G02024

Other comments



Continuous and regular attendance at class and daily study of the subject are recommended. Reading the Teaching Guide for this subject is essential to know the general guidelines of the subject and the practical activities that must be carried out. Likewise, frequent use of the subject's Moodle is recommended where students will be informed of the teacher's proposals (notices, practices, exercises, news, etc.) and will find the mandatory materials for the subject. Additionally, as a general rule, the following issues must be taken into account: 1.- The delivery of the documentary work carried out in this matter will be done on paper in compliance with the following points: - Plastics will not be used. - Double-sided printing will be made. - Recycled paper will be used. - Printing drafts will be avoided. 2.- Sustainable use of resources must be made and negative impacts on the environment must be prevented. 3.- The importance of ethical principles related to sustainability values ?? in personal and professional behaviors must be taken into account. 4.- In accordance with the different regulations applicable to university teaching, the gender perspective must be incorporated into this subject (non-sexist language will be used, bibliography by authors of both sexes will be used, student intervention in class will be encouraged. ...) 5.- Will work to identify and modify prejudices and sexist attitudes, and will influence the environment to modify and promote values ?? of respect and equality. 6. Situations of gender discrimination must be detected and actions and measures must be proposed to correct them. 7. It will facilitate the full integration of students who, for physical, sensory, psychological or sociocultural reasons, experience difficulties in having adequate, equal and profitable access to university life.

(*)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.