



Teaching Guide

Teaching Guide				
Identifying Data				2024/25
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	Núñez Martínez, Mateo	E-mail	m.nunez1@udc.es	
	Rodríguez Barcón, Alberto		alberto.barcon@udc.es	
Web				
General description	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. 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.			

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 - Deseñar 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.



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 - 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.
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		
Understanding the concept of globalization and its dimensions	AC2	BC1	
	AC3	BC2	
	AC4	BC4	
	AC5	BC5	
	AC8	BC6	
		BC8	
		BC12	
		BC13	
		BC15	
		BC19	
		BC20	
		BC21	



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

Contents	
Topic	Sub-topic
TOPIC 1 Introduction to Austerity	1.1. Historical and Political Context of Austerity 1.2. The Keynesian Era (1950-1973) 1.3. The Neoliberal Turn (1973-2008) 1.4. 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 expressions of urban capitalism: gentrification and touristification
TOPIC 4 The precarization of work in the era of globalization: forms and effects	4.1. Factors contributing to labor precarity 4.2. Effects of labor precarity 4.3. Models of labor precarity and inequality
TOPIC 5 Resistance and alternatives to austerity and precarity	5.1. Resistances and alternatives from the Global South: experiences and perspectives 5.2. Resistances and alternatives from the Global North: experiences and perspectives



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
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



Basic	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 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 BECKFIELD, J. (2006). European Integration and Income Inequality. <i>American Sociological Review</i>, Vol. 71:964-985. 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. DOBELS, 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. FUMAGALLI, A. y LUCARELLI, S. (2015). Finance, Austerity and Commonfare. <i>Theory, Culture & Society</i>, Vol. 32(7-8) 51-65. GROOTA, S., MOHLMANNA, J.L , GARRETSEN, 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 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. 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 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 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 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. 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 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 PETROPOULOS, N.P. y TSNOBANOGLU, G.O. (2014) The debt crisis in the Eurozone. <i>Social Impacts</i>. Newcastle:Cambridge Scholars Publishing 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 RODRÍGUEZ CABRERO, G. (2016). La fragmentación del régimen de bienestar Mediterráneo. <i>Revista Española de Sociología (RES)</i>, Vol. 25 (2), 273-276. 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. SANCHÍS, M. (2014).El fracaso de las élites. Lecciones y escarmientos de la gran crisis., Barcelona: Ed. Pasado & presente. STREECK, W.(2014): <i>Buying time: the delayed crisis of democratic capitalism</i>. London: Verso. TAYLOR-GOODY, 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. 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 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 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
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.- All aspects related to ?academic exemption?, ?dedication to study?, ?permanence? and ?academic fraud? will be governed in accordance with the current academic regulations of the UDC.- 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.

(*)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.