



## Teaching Guide

| Identifying Data           |  |               |                               |           | 2020/21 |
|----------------------------|--|---------------|-------------------------------|-----------|---------|
| <b>Subject (*)</b>         | Social History of Work   |               | <b>Code</b>                   | 660G01039 |         |
| <b>Study programme</b>     | Grao en Relacións Laborais e Recursos Humanos (Coruña)   |               |                               |           |         |
| Descriptors                |  |               |                               |           |         |
| Cycle                      | Period   | Year          | Type                          | Credits   |         |
| Graduate                   | 1st four-month period  | Third         | Optional                      | 6         |         |
| <b>Language</b>            | SpanishGalician  |               |                               |           |         |
| <b>Teaching method</b>     | Non-attendance   |               |                               |           |         |
| <b>Prerequisites</b>       |  |               |                               |           |         |
| <b>Department</b>          |  |               |                               |           |         |
| <b>Coordinador</b>         | Fernández Colín, M <sup>a</sup> Luísa  | <b>E-mail</b> | m.luisa.fernandez1@col.udc.es |           |         |
| <b>Lecturers</b>           | Fernández Colín, M <sup>a</sup> Luísa  | <b>E-mail</b> | m.luisa.fernandez1@col.udc.es |           |         |
| <b>Web</b>                 |  |               |                               |           |         |
| <b>General description</b> | History of the changing world of work, with particular reference to contemporary Spain to better understand the dynamics and current labor policies. |               |                               |           |         |



**Contingency plan**

**1. Modifications to the contents**

No changes will be made

**2. Methodologies**

Teaching methodologies that are maintained

Initial presentation

Readings

Obradoiro

Oral presentation

Practices through tics

Teaching methodologies that are modified

Mixed test

**3. Mechanisms for personalized attention to students**

E-mail: Monday to Friday, for use to make inquiries, request virtual meetings to resolve doubts and follow up on supervised jobs.

- Moodle: Daily. To hang presentations and assignments.

- Teams: 1 weekly session for the advancement of the theoretical contents and thereafter, 1 session for the practices in the time slot assigned to the subject in the Erlac timetable. They will also have 1 hour of tutoring to answer questions by mail or teams.

This dynamic allows a normalized follow-up and adjusted the learning needs of lighting to develop the work of the subject

**4. Modifications in the evaluation**

Mixed tests (up to 40%) at the end of each topic in the assigned class time. They will consist of multiple choice questions to choose a correct one between 3 and talas questions. Students who do not have all the mixed tests carried out may take a general final test on the date indicated as the final exam (40%)

Tutored jobs (30%)

In relation to supervised jobs, the following will be assessed:

- The methodological adaptation of the work proposals.

- The depth of the content.

- The domain of the applications used in the elaboration of the socio-educational proposals.

- The treatment of a language of the disciplinary context.

- The use of complementary and current documentary sources.

- The presentation and clarity of the presentation.

Practices and class work up to 30%. With a specific delivery date and some of them to expose in the virtual class time

Evaluation observations:

**1. SITUATIONS:**

A) Full-time students:

Attendance / participation in class activities at least 80%:

To pass, a 5 must be obtained between class work, course work and mixed tests

B) Students with recognition of part-time dedication and academic waiver of exemption

of assistance, second establishes the "NORM THAT REGULATES THE DEDICATION REGIME

TO THE STUDY OF DEGREE STUDENTS AT UDC (Arts. 2.3; 3. b and 4.5) (5/29/212):

Attendance / participation in class activities at least 80%:

la) Preparation and presentation of small group work (30%).

1. Attend and participate regularly in class activities.

2. Deliver and present the supervised works on the date indicated. (30%)



3- mixed tests by topics or final mixed test in the January call (up to 40%)

4. The July opportunity will be subject to the same criteria as the January one,

5. Modifications to the bibliography or webgraphy

no modifications



| Study programme competences / results |  |
|---------------------------------------|--|
| Code                                  | Study programme competences / results  |
| A1                                    | Marco normativo regulador das relacións laborais.  |
| A2                                    | Marco normativo regulador da Seguridade Social e da protección social complementaria.  |
| A3                                    | Saúde laboral e prevención de riscos laborais.   |
| A12                                   | Historia das relacións laborais.   |
| A13                                   | Transmitir e comunicarse por escrito e oralmente usando a terminoloxía e as técnicas adecuadas.  |
| B2                                    | Capacidade de análise e síntese.   |
| B8                                    | Razoamento crítico.  |
| B9                                    | Traballo en equipos.   |
| 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.  |
| C8                                    | Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.  |

| Learning outcomes  |     |                                       |    |
|--|-----|---------------------------------------|----|
| Learning outcomes  |     | Study programme competences / results |    |
| Regulatory policy framework das Laborais Relacións   | A1  |                                       |    |
| Social policy and regulatory framework gives Seguridade and gives additional social protection   | A2  |                                       |    |
| Occupational health and risk prevention  | A3  |                                       |    |
| History of labour relations  | A12 |                                       |    |
| Transmit and communicate orally and in writing using the terminology and the proper techniques   | A13 |                                       |    |
| Capacity for analysis and synthesis  |     | B2                                    |    |
| critical Thinking  |     | B8                                    |    |
| Working in teams   |     | B9                                    |    |
| Develop for the exercise of citizenship open, educated, critical, committed, democratic and caring, able to analyze reality, diagnose problems, formulate and implement solutions based on knowledge and oriented to the common good |     |                                       | C4 |
| Critically assess the knowledge, technology and information available to solve the problems they face with   |     |                                       | C6 |
| Appreciate the importance of research, innovation and technological development in economic and cultural progress of societ  |     |                                       | C8 |

| Contents  |  |
|---|--|
| Topic   | Sub-topic  |
| Theme 1: a social labour history                                  | A concept and method<br>Consideración Social work through History  |
| Theme 2: The work in pre-industrial societies                     | The work in the ancient world<br>The organization of work in medieval society: slavery and guilds<br>The work in modern society: capitalism early trade, the manufactures and the "domestic system"; |
| Theme 3: The organization of labor from the industrial revolution | The industrial revolution and its social consequences<br>Concept of social class<br>Features of class society<br>The social changes of Contemporary Spain  |



|  |  |
|--|--|
| Theme 4: The beginnings of the labor movement in Spain | An incipient industrialization<br>The first conflict<br>The repercussions of the International<br>The rise of the socialist group<br>The last years of the nineteenth century  |
| Theme 5: The work in the twentieth century Spain       | The twentieth century: the Spain of contrasts<br>The tragic week and Bolshevik triennium<br>The occupational outlook during the dictatorship of Primo de Rivera<br>Changes work of the Second Republic<br>The Civil War and the world of work                            |
| Theme 6: Working relationships during Franquismo       | The Labor Regulations, Social Welfare and Mutualismo labor during the autarkic<br>The union system<br>The economic liberalization: the stabilization plan and reform of the legal and political status: The law of contracts of employment and the basic Social Security |
| Theme 7: The labor movement in Galicia                 | The early nineteenth century<br>The consolidation of the twentieth century<br>The creation of the first nationalistic unions   |
| Theme 8: The work at the present time                  | The democratic transition in Spain: The new system of labor relations and social security<br>Social transformations, new technologies and the new organization of work<br>Crisis and economic globalization: the new challenges<br>The labor reforms in Spain and Europe |

| Planning                        |                                    |                                      |                               |             |
|---------------------------------|------------------------------------|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests           | Competencies / Results             | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Workbook                        | A1 A2 A3 A12 A13 B2 B8 B9 C4 C8    | 0                                    | 10                            | 10          |
| Workshop                        | A12 A13 B2 B8 B9 C4 C6 C8          | 0                                    | 20                            | 20          |
| Oral presentation               | A12 A13 B2 B8 B9 C4 C6 C8          | 0                                    | 16                            | 16          |
| ICT practicals                  | A1 A2 A12 A13 B2 B8 B9 C4 C6 C8    | 0                                    | 40                            | 40          |
| Introductory activities         | A12 A13 B2 B8 B9 C4 C6 C8          | 0                                    | 2                             | 2           |
| Mixed objective/subjective test | A1 A2 A3 A12 A13 B2 B8 B9 C4 C6 C8 | 0                                    | 25                            | 25          |
| Guest lecture / keynote speech  | A1 A2 A12 A13 B2 B8 C4 C6 C8       | 0                                    | 25                            | 25          |
| Personalized attention          |                                    | 12                                   | 0                             | 12          |

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

| Methodologies |  |
|---------------|--|
| Methodologies | Description  |
| Workbook      | It will be discussed in small groups with students, the content of recommended readings for easy assimilation                                |
| Workshop      | Students presented and discussed in team selected for study in depth topics. then they perform a presentación and exhibited in the classroom |



|                                 |  |
|---------------------------------|--|
| Oral presentation               | Presentation in class group work or individual chosen, using a presentation  |
| ICT practicals                  | In the computer lab work conducted search of information sources, data interpretation, etc   |
| Introductory activities         | Exposure to the students of the course syllabus, proposed work, evaluation criteria. Students begin to choose as the subject of his first traballo                             |
| Mixed objective/subjective test | Proba que integra preguntas tipo de probas de ensaio e preguntas tipo de probas obxectiva, recolle preguntas de resposta breve e de resposta múltiple.                         |
| Guest lecture / keynote speech  | Oral presentation supplemented with the use of audiovisuais media and the introduction of some questions to the students, in order to impart knowledge and facilitate learning |

### Personalized attention

| Methodologies   | Description  |
|---|--|
| Workshop<br>Guest lecture / keynote speech<br>Oral presentation<br>ICT practicals<br>Introductory activities<br>Mixed objective/subjective test | To facilitate the understanding of the students in the class discussed the interpretation and meaning of texts and information material.<br><br>Discuss in small groups, the readings will be held recomendadas. Ademais track personalized learning with resolving questions and recommendations of the teacher in person or via the web. |

### Assessment

| Methodologies                   | Competencies / Results             | Description  | Qualification |
|---------------------------------|------------------------------------|--|---------------|
| Workbook                        | A1 A2 A3 A12 A13 B2 B8 B9 C4 C8    | Discuss in small groups with students, the content of the readings recommended to facilitate their assimilatio   | 5             |
| Workshop                        | A12 A13 B2 B8 B9 C4 C6 C8          | Students, either individually or in groups (maximum 3 students) choose a theme (after wake with the teacher) for his in-depth study.<br>Its presentation in the classroom is mandatory | 20            |
| Oral presentation               | A12 A13 B2 B8 B9 C4 C6 C8          | The work must be exposed in the classroom using presentations and should intervene every dogrupo members   | 10            |
| ICT practicals                  | A1 A2 A12 A13 B2 B8 B9 C4 C6 C8    | Exercises class, presentations, information search, data interpretation, etc.  | 25            |
| Mixed objective/subjective test | A1 A2 A3 A12 A13 B2 B8 B9 C4 C6 C8 | preguntas de resposta múltiple e resposta breve  | 40            |

### Assessment comments



There are two ways to pass the subject:

Option 1: The sum of the degrees in the following sections should be more than 5 points.

- Class work, analysis of texts, documents, graphics, etc., that are made in class (maximum 2 points)
- Course work: in the subject. The theme and structure of it was previously agreed with the teacher and are required to classroom presentation. (Maximum 2 points)
- Test: examination on the subject knowledge along with the commentary of historical documents. (Maximum 6 points)

Option 2: For students with academic waiver. The scores awarded in the following sections should exceed 5 points

- The examination of the subject. It will consist of two questions to choose between three proposals, one of which can be handy. (A maximum of 8 points)
- Course work: in the subject. The theme and the same structure will be agreed in advance with the teacher. (Up to 1 point and 1 point for presentation in class)

## Sources of information

|                      |   |
|----------------------|---|
| <b>Basic</b>         | <ul style="list-style-type: none"> <li>- González Muñiz, M.A. (1975). Aproximación a la Historia Social del Trabajo. Madrid, Jucar</li> <li>- Tuñón de Lara, M. (1972). Historia de España, Tomo XXIII, textos y documentos. Barcelona: Labor</li> <li>- Aizpiru, M. y Rivera, A. (1994). Manual de Historia Social del Trabajo. Madrid: Siglo XXI</li> <li>- Jaccard, P. (1971). Historia Social del Trabajo de la antigüedad hasta nuestros días. Barcelona: Plaza y Janés</li> <li>- Arenas Posadas, C. (2003). Historia Económica del Trabajo. Madrid: Tecnos</li> <li>- De Juana, J. y Prada, J. (eds) (2005). Historia Contemporánea de Galicia. Barcelona: Ariel</li> <li>- Barreiro Fernández, X.R. (1981). Historia de Galicia (Edad Contemporánea). Vigo: Galaxia</li> <li>- Hobsbawm, E. (2001). Historia del siglo XX, 1914-1991. Barcelona: Crítica</li> <li>- Villares R. y Bahamonde, A. (2001). El mundo contemporáneo. Siglos XIX y XX. Madrid: Taurus</li> <li>- Galán García, A., Gómez Urdañez, G. e Moreno Fernández, J.R. (2003). Materiales para la historia de las Relaciones Laborales. Madrid: Tecnos</li> <li>- Espina, A., Fina LL. y Sáez, F. (1985). Estudios de Economía del trabajo en España. Salarios y política de rentas. Madrid: M.T.S.S</li> <li>- Carreras A. y Tafunell, X. (2010). Historia Económica de la España Contemporánea 1789-2009. Barcelona: Crítica</li> <li>- Sarasúa, C. (2006). Trabajo y trabajadores en la España del siglo XIX. Barcelona: Ariel</li> <li>- Vilar Rodríguez, M (2010). La cobertura social al margen del Estado: asociacionismo obrero y sociedades mutuas en Galicia 1839-1935. La Rioja: Dialnet</li> <li>- Castillo, S. (Coord.) (1996). El trabajo a través de la historia. Madrid: Asociación Historia Social</li> </ul> |
| <b>Complementary</b> | <ul style="list-style-type: none"> <li>- Termes, J. (1972). Anarquismo y sindicalismo en España. Barcelona, Ariel</li> <li>- Ashford, D.E. (1989). De la aparición de los Estados del Bienestar. Madrid, Ministerio de Trabajo y Seguridad Social</li> <li>- Sánchez Jiménez, J. (1992). Las claves del movimiento obrero 1830-1930. Barcelona, Planeta</li> <li>- Carro Igelmo, A.J. (1982). Historia social del Trabajo. Barcelona, Bosch</li> <li>- Arenas, C.; Florencio, A. y Martínez, J.L. (1998). Mercado y Organización del Trabajo en España. Sevilla, Atril</li> <li>- V.V.A.A. (1990). O movemento obreiro en Galicia. Vigo, Xerais</li> <li>- Pardo Bazán, E. (1975). La Tribuna. Madrid, Cátedra</li> <li>- López Morán, B. y Barreiro Fernández, X.R (2013). La Asociación General Patronal de A Coruña y la Conflictividad Obrera en la Segunda República (1931-1936). A Coruña: Librería Arenas</li> <li>- Giner, S. (2002). Historia del Pensamiento Social. Barcelona: Ariel</li> </ul>  |

## Recommendations

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

Contemporary Social and Political History /660G01009

### 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.