



## Teaching Guide

| Teaching Guide      |                                                                                                                                                           |        |                     |           |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------------------|-----------|
| Identifying Data    |                                                                                                                                                           |        |                     | 2019/20   |
| Subject (*)         | Sociology of Consumption                                                                                                                                  |        | Code                | 660G01044 |
| Study programme     | Grao en Relacións Laborais e Recursos Humanos (Coruña)                                                                                                    |        |                     |           |
| Descriptors         |                                                                                                                                                           |        |                     |           |
| Cycle               | Period                                                                                                                                                    | Year   | Type                | Credits   |
| Graduate            | 2nd four-month period                                                                                                                                     | Third  | Optional            | 6         |
| Language            | SpanishGalician                                                                                                                                           |        |                     |           |
| Teaching method     | Face-to-face                                                                                                                                              |        |                     |           |
| Prerequisites       |                                                                                                                                                           |        |                     |           |
| Department          |                                                                                                                                                           |        |                     |           |
| Coordinador         | Romaní de Gabriel, María                                                                                                                                  | E-mail | maria.romani@udc.es |           |
| Lecturers           | Romaní de Gabriel, María                                                                                                                                  | E-mail | maria.romani@udc.es |           |
| Web                 | http://www.erlac.es/                                                                                                                                      |        |                     |           |
| General description | Provide the theoretical basis of current knowledge on consumer trends, their influence on the individual by the media and the defense of consumer rights. |        |                     |           |

## Study programme competences

| Code | Study programme competences                                                                                                                                                                                                                            |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A18  | Interpretar datos e indicadores socioeconómicos.                                                                                                                                                                                                       |
| A35  | Análise crítico das decisións emanadas dos axentes que participan nas relacións laborais.                                                                                                                                                              |
| B2   | Capacidade de análise e síntese.                                                                                                                                                                                                                       |
| B8   | Razoamento crítico.                                                                                                                                                                                                                                    |
| B14  | Aprendizaxe autónomo.                                                                                                                                                                                                                                  |
| B15  | Creatividade.                                                                                                                                                                                                                                          |
| B17  | Sensibilidade cara a temas medioambientais.                                                                                                                                                                                                            |
| C1   | Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.                                                                                                                                               |
| 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.                                                                                                                      |

## Learning outcomes

| Learning outcomes | Study programme competences |     |    |
|-------------------|-----------------------------|-----|----|
|                   |                             |     | C1 |
|                   |                             |     | C4 |
|                   |                             |     | C6 |
|                   |                             | B2  |    |
|                   |                             | B8  |    |
|                   |                             | B14 |    |
|                   |                             | B15 |    |
|                   |                             | B17 |    |
|                   | A18                         |     |    |
|                   | A35                         |     |    |

## Contents

| Topic | Sub-topic |
|-------|-----------|
|-------|-----------|



|                                                                                            |                                                                                                                                             |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| UNIT 1.BEGINNINGS AND DEVELOPMENT OF CONSUMER SOCIETY                                      | -From capitalism to capitalism Consumer Production<br>-The Rise of Consumer Society in Spain: the prefordista Fordist model to model        |
| UNIT 2. CONSUMER SOVEREIGNTY AND CULTURAL CONSUMPTION Motivations                          | - Consumer Sovereignty<br>- Cultural Consumer Motivations - Needs and Desires                                                               |
| UNIT 3.PATTERNS OF CONSUMPTION AND CONSUMER BEHAVIOR PRODUCTION OF GOODS PRODUCTION BRANDS | - Consumer Brands and Consumer low cost<br>- The influence on the Work of New Models of Consumption                                         |
| UNIT 4. PUBLICITY, MEDIA AND CONSUMPTION                                                   | - Growing Media Concentration - Commodification Media - Features Information                                                                |
| UNIT 5. MOVEMENTS OF CONSUMERS AND CONSUMPTION CRITICAL                                    | - Consumer Movements In The World<br>- The consumer movement in Spain<br>- Critical Consumption<br>- Collaborative Consumption - Fair Trade |
| UNIT 6. CURRENT CONSUMER BEHAVIOR                                                          | - Consumer Behavior real<br>- Sustainability and Social Responsibility Organizations                                                        |

| Planning                                                                                                                        |                                    |                      |                               |             |
|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------|-------------------------------|-------------|
| Methodologies / tests                                                                                                           | Competencies                       | Ordinary class hours | Student?s personal work hours | Total hours |
| Workshop                                                                                                                        | A35 A18 B2 B8 B14<br>B15 B17 C4 C1 | 30                   | 24                            | 54          |
| Guest lecture / keynote speech                                                                                                  | B2 B14 B17 C1 C6                   | 30                   | 0                             | 30          |
| Objective test                                                                                                                  | B2 C1 C6                           | 2                    | 60                            | 62          |
| 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                                                                                                                                                                             |
| Workshop                       | Critical readings, comments and practical exercises that students must perform, as directed by the teacher in class.                                                                    |
| Guest lecture / keynote speech | Oral presentation by the teacher, complemented by use of audiovisual media and the introduction of some questions to the students, in order to impart knowledge and objective learning. |
| Objective test                 | Oral or written exam with questions, practical exercises or text comentary.                                                                                                             |

| Personalized attention         |                                                                                                                                                                                                                         |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Methodologies                  | Description                                                                                                                                                                                                             |
| Workshop                       | Farase para as lecturas, orientando a cada alumno sobre o traballo que ten que facer, como facelo e fontes de información a utilizar.<br>Estableceranse horarios de tutorías para dúbidas ou consultas sobre a materia. |
| Guest lecture / keynote speech |                                                                                                                                                                                                                         |

| Assessment    |              |             |               |
|---------------|--------------|-------------|---------------|
| Methodologies | Competencies | Description | Qualification |



|                                |                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |
|--------------------------------|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Workshop                       | A35 A18 B2 B8 B14<br>B15 B17 C4 C1 | Critical readings, comments and practical exercises that students must perform and put into Moodle, as directed by the teacher in class.<br><br>If you have not attended class the day on which the relevant practice takes place, it may deliver Moodle in 24 hours (if the nature of the practice allows), keeping in mind that you will have less score if it was delivered in class.<br><br>No works were collected after 24 hs. Please take into account that some practical exercises can only be done in a classroom environment (discussions, focus groups, presentations, teacher questions, etc.) | 40 |
| Objective test                 | B2 C1 C6                           | Oral or written examination with questions, practical exercises or comments text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 50 |
| Guest lecture / keynote speech | B2 B14 B17 C1 C6                   | Valoración obxectiva da participación activa dos alumnos ás sesións presenciais a través de diferentes ferramentas propostas polo profesor.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 10 |

## Assessment comments

| Sources of information |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Basic                  | <ul style="list-style-type: none"> <li>- ().</li> <li>- Klein, Naomi (2011). Comprar, vender y consumir. Nuevas aportaciones a la historia del consumo en España. Valencia: Universidad de Valencia</li> <li>- Solé Moro, María Luisa (2003). Los consumidores del siglo XXI. Madrid: Esic</li> <li>- Cortina, Adela (2002). Por una ética del consumo ( la ciudadanía del consumidor en un mundoglobal). Madrid: Taurus</li> </ul> |



|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Complementary | <p>- (). .</p> <p>Alonso, Luis Enrique y Conde, Fernando (1994). Historia del consumo en España: una aproximación a sus orígenes y primer desarrollo. Debate. Madrid.</p> <p>Alonso, Luis Enrique (2006). La era del consumo. Siglo XXI. Madrid.</p> <p>Alonso Rivas, J y otros. (2000). Comportamiento del consumidor. Decisiones y estrategia de marketing. Esic. Madrid.</p> <p>Arroyo Menéndez, Millán (2001). El consumo en España. Acento. Madrid.</p> <p>Bauman, Zygmunt (2000). Trabajo, consumismo y nuevos pobres. Gedisa. Barcelona.</p> <p>Castillo Castillo, J. (1987). Sociedad de consumo a la española. Eudema. Madrid.</p> <p>Catos Eduard (1998) El porqué del comercio justo. Hacia unas relaciones Norte-Sur más equitativas. Icaria. Barcelona.</p> <p>Clark, Eric (1989). La publicidad y su poder. Las técnicas de provocación del consumo. Planeta. Barcelona.</p> <p>Faure, Ignasi, ed. (2002). Consumidores activos. Experiencias cooperativas para el siglo XXI. Icaria. Barcelona.</p> <p>Fundación entorno (2010). Marketing de productos y servicios sostenibles. Donde la innovación crea valor. Madrid.</p> <p>Gaggi, M. y Narguzzi, E. (2006). El fin de la clase media y el nacimiento de la sociedad de bajo coste. Lengua de trapo. Madrid.</p> <p>Galbraith. J. K. (1987). La sociedad opulenta. Ariel. Barcelona.</p> <p>Galbraith. J. K. (2004). La economía del fraude inocente. Crítica. Barcelona.</p> <p>García del Castillo (2009). Medios de comunicación. Publicidad y adiciones. EDAF. Madrid.</p> <p>García Ruíz, Pablo (2009). Repensar el consumo. Eriusa. Madrid.</p> <p>Gilin, Todd (2005). Enfermos de la información. Paidós. Barcelona.</p> <p>Gimeno Ullastres, J.A., Coord. (2000). El consumo en España: un panorama general. Fundación Argentaria-Visor Dis. Madrid.</p> <p>Heath, J y Potter, A. (2005) Rebelarse desde : el negocio de la contracultura. Taurus. Madrid.</p> <p>Muñoz Navarro, Daniel (2011). Comprar, vender y consumir. Nuevas aportaciones a la historia del consumo en España. Universidad de Valencia. Valencia.</p> <p>Oliver, Xavier (2009). Atrapados por el consumo. Acción Empresarial. Osuna.</p> <p>Acedo, Sara (2008). Publicidad y consumo en la adolescencia. Icaria. Barcelona.</p> <p>Patel, Raj. (2008). Obesos y famélicos. El impacto de la globalización en el sistema alimentario mundial. Los libros de inces. Barcelona.</p> <p>Ramonet, Ignacio (1998). La tiranía de la comunicación. Debate. Madrid.</p> <p>Ritzer, George. (2000). El encanto de un mundo desencantado. Revolución en los medios de consumo. Ariel. Barcelona.</p> <p>Reig, Ramón (1998). Medios de comunicación y poder en España. Prensa, radio, televisión y mundo editorial. Paidós. Barcelona.</p> <p>Rifkin, Jeremy (2010) El fin del trabajo. Paidós. Barcelona.</p> <p>Rifkin, Jeremy (2000) La era del acceso. La revolución de la nueva economía. Paidós. Barcelona.</p> <p>Salomon, Michael R (2008). Comportamiento del consumidor. Prentice Hall. Madrid.</p> <p>SETEM (2009). El comercio justo en España 2008. Canales de importación y distribución. Icaria. Barcelona.</p> <p>Veblen, Thorstein (2004). Teoría de la clase ociosa. FCE. México.</p> |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 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

(\*)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.