

| Degree                   | Type | Year |
|--------------------------|------|------|
| 2500258 Labour Relations | FB   | 1    |

## Contact

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## Teachers

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

No prerequisite is required.

Teaching will take into account the perspective of the Sustainable Development Goals.

## Objectives and Contextualisation

This is a first-year, basic training course taught in the second semester.

This subject has to be contextualized within the development of sociological theories born around the process of industrialization and that have work and employment as main axis.

With this subject the student must acquire the basic knowledge (concepts and main interpretations) of the sociological analysis of the social relations in the company and the work environment.

The course has some specific objectives:

- Know the meaning of work and employment, social relations and their actors in the company from the sociological perspective.
- Understand and interpret the major transformations and trends regarding the processes that affect work and employment, as well as social and employment relations at company level.
- Know how to identify, analyze and propose solutions to specific problems in the area of study.

- Know the interrelations between work, social structure and functioning of societies, between social processes and work dynamics.
- Know how to identify and use the main sources of information about work and employment relations.

## Competences

- Applying the information and communication technologies to the different areas of action.
- Contextualising the social events from a (geographical, historical, economic, ecological, sociopolitical or cultural) global point of view.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Drawing up and formalising reports and documents.
- Identifying, analysing and solving complex problems and situations from an (economic, historical, legal, psychological, and sociological) interdisciplinary perspective.
- Organising and managing the available time.
- Respecting the diversity and plurality of ideas, people and situations.
- Students must demonstrate they comprehend the relation between social processes and industrial relations dynamics.
- Working effectively in teams.

## Learning Outcomes

1. Applying the information and communication technologies to the different areas of action.
2. Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
3. Drawing up and formalising reports and documents.
4. Explaining the labour divisions and labour cultures from a global point of view.
5. Explaining the relation between social structure and labour.
6. Identifying and analysing the groups, relations and social actors.
7. Organising and managing the available time.
8. Respecting the diversity and plurality of ideas, people and situations.
9. Solving the problems related to labour and employment inequalities.
10. Working effectively in teams.

## Content

### BLOCK I. INTRODUCTION TO THE SOCIOLOGY OF WORK AND EMPLOYMENT RELATIONS

#### Topic 1. Object of study of sociology

The social relations and their foundations. Basic sociological concepts for the study of work and employment relations: status, power, social norm, socialization, instrumental action; individual and group; social structure

#### Topic 2. Main sociological interpretations about work and social relations in the company

Labor and social relations from the perspectives of Marx, Durkheim and Weber.

### BLOCK II. WORK, EMPLOYMENT AND LABOUR MARKET

#### Topic 3. The meaning of work

The social construction of the meaning of work. The conversion of labor into merchandise and the labor market. Productive and reproductive labor; work and employment.

Topic 4. Productive labor in industrial capitalist society

Technical and social division of labor within the modern factory. The main dimensions of the social division of labor. Class structure in the industrial society. Mass production and consumption. The construction of the welfare state: main models and functions. De-commodification of labor. Fordist employment norm and social citizenship rights. Labor market and employment relations.

Topic 5. Work and employment today

The transformations in work, employment and occupational structure: from stability to flexibility and labor fragmentation. Current trends in labor markets and the division of labor: the reclassification of labor and its effects on the welfare state. Towards a new alternative definition of the meaning of work and employment: productive and reproductive labor.

BLOCK III. INTRODUCTION TO EMPLOYMENT RELATIONS

Topic 6. Meaning, origin, actors and processes of employment relations

Meaning of employment relations. Procedures for regulating employment conditions and historical evolution. Main theoretical interpretations in the study of employment relations. Unions, union representation of workers. Entrepreneurs and business organizations. The state actor in employment relations. Collective bargaining and agreements: meaning and relevant characteristics. Labor conflict: the institutionalization of conflict and recent trends.

**Activities and Methodology**

| Title  | Hours | ECTS | Learning Outcomes         |
|--|-------|------|---------------------------|
| Type: Directed   |       |      |                           |
| Masters classes, students oral presentations, discussions in class, tasks in group   | 44    | 1.76 | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| Type: Supervised   |       |      |                           |
| Tutorials, preparation of tasks and oral presentation, readings                      | 24    | 0.96 | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| Type: Autonomous   |       |      |                           |
| Studying, material organization, searching information, preparation of written tests | 82    | 3.28 | 1, 2, 3, 4, 5, 6, 7, 8, 9 |

\*Teaching methodology and evaluation may undergo some modification depending on the restrictions to attendance that the health authorities impose.

The main aspect in the learning process is the student's work, who learns whilst working, and the mission of the teaching staff is to help him / her in this task (1) by providing him with information and showing him the sources where he / she can get it (2) directing their steps so that the learning process can be carried out effectively. In accordance with these ideas, and in line with the objectives of the subject, the development of the course is based on the following activities:

a) Master classes: where the student reaches the conceptual bases of the subject attending the master classes and completing them with the personal study of the topics explained.

Lectures are the activities in which less student interaction is required: they are conceived as a fundamentally unidirectional method of transmitting knowledge from the teacher to the student.

b) Seminars and Presentations: where the student (by groups) presents a reading and delivers a written report. On the seminar days, the students who do not present must make an evaluation of the presentation, following guidelines that will be explained in class.

In the seminars, the students (in groups of 5 or 6) will have to do an oral presentation in class and submit a brief report of one of the proposed readings. The presentation, in which all the components of the group have to participate, will last between 10 and 12 minutes. With audiovisual support, 5 to 8 transparencies will be displayed, including a concept map, some conclusions and a final question.

The composition of groups and the reading allocated to these must be communicated before February 20. As of that date the teacher will redistribute the readings so that presentations of all the readings are made and there is the minimum of repetitions possible. All the groups will have to pass through a tutorial, which will be done in the classroom, on a date that the teacher will determine. In this tutorial the components of the group must deliver in writing, and explain, a conceptual map of the presentation they have been assigned.

Each group that presents will have to deliver two elements:

1a) A copy on paper of the materials and transparencies used in the presentation, which will be delivered on the day of the presentation.

2a) A brief report that will answer the key questions related to the reading that have been discussed in the seminar. This report will be submitted one week after the presentation.

All the other students must attend each one of the seminars. And, in group, at the end of each seminar session a written answer will be given to the key questions of the text that have been discussed in the seminar.

Seminar readings:

1. Ritzer, George (1996). "Una introducción a la McDonalización" in *La McDonalización de la sociedad. Un análisis de la racionalización de la vida cotidiana*. Barcelona: Ariel, pp. 15-33.
2. Barranco, Oriol (2007). "Condiciones de trabajo de las proletarias y los proletarios de la gran distribución comercial" in Vivas, E. & Montagut, X. *Supermercados no, gracias*. Barcelona: Icaria, pp.71-83.
3. Cano, Ernest (2008). "La extensión de la precariedad laboral como norma social". *Sociedad y Utopía. Revista de Ciencias Sociales*, n.29, pp. 117-138
4. Carrasquer, Pilar; Torns, Teresa; Tejero, Elisabet; & Romero, Alfonso (1998). "El trabajo reproductivo". *Papers. Revista de sociología*, n. 55, pp. 95-114.
5. Parella, Sonia (2004). La interacción entre clase social, género y etnia. *Mientras Tanto*, n. 93, pp.83-100
6. Fernández García, Tomás & Andrés, Sergio (2015). Crisis y Estado de bienestar: las políticas sociales en la encrucijada. *Tendencias y Retos*, 20(1), pp. 119-132.
7. Hyman, Richard (1981). "¿Qué son las relaciones industriales?" in *Relaciones industriales: una introducción marxista*. Madrid: H.Blume, pp. 19-42.

c) Practical exercises that will be developed throughout the course

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Assessment

## Continuous Assessment Activities

| Title                                | Weighting | Hours | ECTS | Learning Outcomes             |
|--------------------------------------|-----------|-------|------|-------------------------------|
| Critical report of a text (in group) | 10%       | 0     | 0    | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| Individual tests                     | 60%       | 0     | 0    | 1, 2, 3, 4, 5, 6, 7, 8, 9     |
| Participation in seminars            | 5%        | 0     | 0    | 2, 6, 8, 9                    |
| Practical exercises                  | 15%       | 0     | 0    | 2, 5, 8, 9, 10                |
| Presentation of a text (in group)    | 10%       | 0     | 0    | 1, 2, 3, 4, 5, 6, 7, 8, 9     |

The evaluation is composed of a group evaluation and an individual evaluation

### GROUP EVALUATION

The work carried out in groups and the achievement of competences are evaluated [CE1.1, CT6, CT7, CT11.]

To perform this assessment, you have:

- Seminars with presentations. The mark obtained represents 25% of the final mark. This part of the note is subdivided as follows: 10% oral presentation; 10% report accompanying the oral presentation; and 5% attendance and participation in the seminars. Students who pledge to participate in the seminars and give up for unjustified reasons will be scored a zero in this part of the note.

These seminar sessions will take place in the final weeks of the course.

- Practical exercises throughout the course. They will mostly take place in class but they might need previous preparation and autonomous work from the students. They represent 15% of the final mark.

### INDIVIDUAL EVALUATION

The conceptual and theoretical knowledge of the subject attained as well as their capacity for analysis of critical reasoning, is evaluated individually.

The individual assessment is carried out through three individual written tests carried out during the course, one for each subject block of the subject. The sum of the three tests will be worth 60% of the mark of the course, worth each one of them 1/3 of this 60%. It will, however, be necessary to obtain a rating of at least 4 out of 10 in each of the three tests to make the average of all, while the average of these must give a minimum of 4 to average with the 40% of the group note.

Students will be assessable as long as they have completed a set of activities whose weight is equivalent to a minimum of 2/3 of the total grade for the subject. If the value of the activities carried out does not reach this threshold, the subject teacher may consider the student as non-evaluable.

### REVALUATION

Three situations imply the right to carry out the revaluation or recovery test of the "individual evaluation": (a) those students who have failed one or several of the individual tests of the course can recover each of the necessary parts in a final exam; (b) people whose average of all individual tests is less than 4; (c) people who have a mark in one or several individual tests with a score of between 4 and 4'9 and the overall average of the course has a score that does not reach 5. The note of the re-evaluation test will replace the note of the failed tests. In this re-evaluation, however, you can get a maximum score of 6 out of 10.

### UNIQUE ASSESSMENT

The single evaluation can be requested in the time, form and justification established by the regulations of the university and the faculty.

The single assessment will consist of a three-part test:

- An exam regarding all the contents of the subject, including all the readings of the seminars. 60% of the qualification. A minimum rating of 4 out of 10 will be required to validate the other parts of the test.
- A written assignment, delivered on the same day of the exam, which will refer to the contents and relationship between the different readings of the seminars. 25% of the qualification.
- An oral presentation, in video format, delivered on the same day of the exam, referring to a practical exercise. 15% of the grade.

The same recovery system and the same non-evaluable criteria valid for the continuous evaluation will be applied in case of unique assessment.

## Bibliography

The references are divided in support readings, recommended readings and supplementary readings.

Bloc I

Required Readings:

- Montoussé, M.; Renouard, G. (2001): *Cien fichas para aprender sociología*. Bellaterra: UAB [Part IV 'La socialización', pp. 78-97].
- Köhler, H-D.; Martín Artiles, A. (2021, 3ª ed.): *Manual de la sociología del trabajo y de las relaciones laborales*. Madrid: Delta [cap. 6 'Los clásicos de la sociología de las relaciones laborales', pp. 98-123].

Recommended readings:

- Santos Ortega, A.; Poveda Rosa, M. (2001): *Trabajo empleo y cambio social*. València: Tirant lo Blanch ['La centralidad del trabajo en la sociología clásica', pp. 40-49].
- Watson, T. (1994): *Trabajo y sociedad. Manual introductorio a la sociología del trabajo, industrial y de la empresa*. Barcelona: Hacer ['La sociología y el análisis sociológico', pp. 1-27].

BLOC II

Required Readings:

- Köhler, H-D.; Martín Artiles, A. (2021): op. cit. [caps. 1 i 2 'Trabajo y empleo' i 'La empresa', pp. 3-54; cap. 14.2 'Función de integración social. Origen del concepto de Estado del bienestar', pp. 518-535].
- Santos Ortega, A.; Poveda Rosa, M. (2001): op. cit. ['Hacia una definición compleja de actividad laboral: tendencias y cambios recientes en el trabajo', pp. 49-64].

Recommended readings:

- Carrasquer, P. (2003): *Juventud, trabajo y género. Viejos y nuevos retos para una ciudadanía en igualdad*. Revista de Estudios de Juventud, edición especial [pp. 193-215].
- Beechey, V. (1994): 'Género y trabajo. Replanteamiento de la definición de trabajo', a Borderías, C., Carrasco, C. i Alemany, C. (eds.). *Las mujeres y el trabajo. Rupturas conceptuales*. Barcelona: Icaria.
- Prieto, C. (2000): *Trabajo y orden social: de la nada a la sociedad de empleo (y su crisis)*. Política y sociedad, n: 34 [pp. 19-32].
- Maruani, M.; Rogerat, Ch., Torns, T. (dirs.) (2000) *Las nuevas fronteras de la desigualdad. Hombres y mujeres en el mercado de trabajo*. Barcelona: Icaria.

- Miguélez, F.; Prieto, C. (2001): '*Crisis del empleo y cohesión social*'. Cuadernos de relaciones laborales, n. 19 [pp. 223-240].
- García Calavia, M.A. (2008): Sociología de les relacions laborals. València: PUV [Cap. 6. 'Sindicalisme i representació d'interessos' pp.121-142]
- Santamaría López, E., & Serrano Pascual, A. (2016). *Precarización e individualización del trabajo: claves para entender y transformar la realidad laboral*. Editorial UOC.

### Bloc III

#### Required Readings:

- Jódar, P. (2000): '*Relaciones laborales*', a F.G. Benavides, C. Ruiz-Frutos i A.M. García. A (eds.). *Salud laboral. Conceptos y técnicas para la prevención de riesgos laborales*, Barcelona: Masson [pp. 97-115].

#### Recommended readings:

- Alós-Moner, R.; Martín Artiles, A. (2002): *Teorías del conflicto i negociació laboral. Una perspectiva sociològica*. Barcelona: UOC [pp. 37-62].
- Alós-Moner, R. (2015) 'El sindicalismo ante un cambio de ciclo', *Pasos a la izquierda*, núm. 2 [<https://pasosalaizquierda.com/el-sindicalismo-ante-un-cambio-de-ciclo/>]
- Köhler, H-D.; Martín Artiles, A. (2007): op. cit. [cap. 3 'Las relaciones laborales', pp. 55-61; cap. 12 'Actores sociales: organizaciones sindicales y asociaciones empresariales', pp. 425-486; cap. 13.3 'Función coordinadora del Estado en la negociación colectiva', pp. 510-530; cap. 14 'Conflicto y negociación colectiva', pp. 531-563].
- García Calavia, M.A. (2008): Sociología de les relacions laborals. València: PUV [Cap. 3 Els bons temps de les relacions laborals: la conformació d'una disciplina' pp.61-86; cap. 5. 'Treballadors i sindicats' pp.101-120].
- Lazar, S. (2019). *Cómo se construye un sindicalista: Vida cotidiana, militancia y afectos en el mundo sindical*. Buenos Aires: Siglo XXI
- Moore, S. (2011): *New Trade Union Activism. Class Consciousness or Social Identity?* Palgrave Mc Millan

#### Supplementary readings:

- Finkel, L. (1994): *La organización social del trabajo*. Madrid: Pirámide.
- Miguélez, F.; Prieto, C. (dir. i coord., 1999): *Las relaciones de empleo en España*. Madrid: Siglo XXI.
- Meda, D. (1998). *El trabajo. Un valor en peligro de extinción*. Barcelona: Gedisa.
- Santos Ortega, A.; Poveda Rosa, M. (2001): *Trabajo empleo y cambio social*. València: Tirant lo Blanch.
- Serrano, A. et al. (2001). 'La experiencia subjetiva del trabajo en una sociedad en transformación.', a Agulló, E. (coord.): *Trabajo, individuo y sociedad*. Madrid: Pirámide.
- Watson, T. (1994): *Trabajo y sociedad. Manual introductorio a la sociología del trabajo, industrial y de la empresa*. Barcelona: Hacer.

### Software

None

### Language list

| Name | Group | Language | Semester | Turn |
|------|-------|----------|----------|------|
|------|-------|----------|----------|------|

|                            |    |         |                 |               |
|----------------------------|----|---------|-----------------|---------------|
| (PAUL) Classroom practices | 1  | Spanish | second semester | morning-mixed |
| (PAUL) Classroom practices | 2  | Catalan | second semester | morning-mixed |
| (PAUL) Classroom practices | 51 | Catalan | second semester | afternoon     |
| (TE) Theory                | 1  | Spanish | second semester | morning-mixed |
| (TE) Theory                | 2  | Catalan | second semester | morning-mixed |
| (TE) Theory                | 51 | Catalan | second semester | afternoon     |

PROVISIONAL