

Degree	Type	Year
2500262 Sociology	OB	3

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Teachers

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Teaching groups languages

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Prerequisites

None specific

Objectives and Contextualisation

The subject aims to promote knowledge and critical reflection around work, understood in a broad sense, within the framework of contemporary developed societies. Work is understood as a social relationship that defines situations and processes of inequality. It is therefore of interest to highlight the different socio-organizational dimensions that frame work and work activity, the groups and social actors that participate and their strategies. Finally, the mastery of basic statistical and documentary tools and sources on the subject is also a central objective of the subject. These objectives, linked to the specific content of the subject, are complemented with the aim of promoting the autonomous and cooperative learning capacity of the students.

Competences

- Analysing the problems arising from the implementation of public policies and conflict situations by recognising the complexity of the social phenomena and political decisions affecting democracy, human rights, social justice and sustainable development.
- Applying the concepts and approaches of the sociological theory, specially the explanations of social inequalities between classes, between genders and between ethnic groups, to the implementation of public policies and to the resolution of conflict situations.

- Assessing the contributions of sociological approaches to the study of culture, education, interaction between society and environment, social policy, and work.
- Demonstrating a comprehension of the analysis of social phenomena presented in English, as well as observing their strengths and weaknesses.
- Demonstrating a comprehension of the approaches of the sociological theory in its different aspects, interpretations and historical context.
- Describing social phenomena in a theoretically relevant way, bearing in mind the complexity of the involved factors, its causes and its effects.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Developing self-learning strategies.
- Respecting the diversity and plurality of ideas, people and situations.
- Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.

Learning Outcomes

1. Comparing the meanings of several theoretical approaches about labour, employment and industrial relations.
2. Defining the sociological concepts that interpret labour, employment and industrial relations.
3. Demonstrating a comprehension of the analysis of social phenomena presented in English, as well as observing their strengths and weaknesses.
4. Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
5. Developing self-learning strategies.
6. Distinguishing sociological concepts about labour, employment and industrial relations adopted by the actors involved in these policies and conflicts.
7. Distinguishing sociological concepts, as well as the methods and techniques of social investigation commonly used to analyse labour.
8. Distinguishing the explanations of labour inequalities between classes, between genders and between ethnic groups that these actors take for granted.
9. Expressing the debates regarding these approaches, that refer to labour.
10. Identifying the social interpretations of work according with these approaches.
11. Identifying the underlying social phenomena of labour policies and conflicts.
12. Relating the concepts, methods and techniques used to analyse labour with general theoretical and methodological debates.
13. Relating the explanations of labour inequalities with general theoretical and methodological debates.
14. Relating them with the debates about capitalism, power and inequality.
15. Respecting the diversity and plurality of ideas, people and situations.
16. Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.

Content

First part: INTRODUCTION to the conceptual framework

Perspectives and approaches. An interdisciplinary dialogue. Sociology of Work. Industrial and Business Sociology. Sociology of Industrial Relations. Economic Sociology.

The object of the Sociology of Work. The plurality of meanings of work. The social construction of work: work in different cultures. The centrality of work in the Western modernity. Work and employment: historical models. The reconceptualization of work today.

Conceptual framework: Definition of work, occupation and profession. Definitions and statistical measures of employment (EPA, INEM and other sources).

Second part: DIVISIONS OF LABOR

Technical division of work. Rationalization of work in capitalism. Technical division: thesis of control versus thesis of productivity. The division of work in the classics: Marx (alienation), Durkheim (anomie) and Weber (rationalization). The principles of Taylorism and Fordism. The fordist socio-productive model or the reformed capitalism. Social, trade union and labor implications of Taylorism-Fordism: employment standards, social citizenship rights and social cohesion.

Sexual division of labor. Productive work and reproductive work. Gender and inequality in the labor market. Production and reproduction as interdependent areas. Models of reproduction in advanced capitalism.

International Division of labor. Center and periphery asymmetries. Globalization and effects on employment and labor relations.

Technological innovations and employment

Third part: SOCIOLOGY OF EMPLOYMENT AND LABOR MARKET

Crisis of work-employment and transformations of the Fordist socio-productive model. The transformations of employment. The precariousness of employment. Reforms in the collective bargaining system.

The object of Sociology of employment. A dialogue between sociology and economics. The dialogue between economics and sociology in relation to the labor market. Definition of the labor market in classical and neoclassical economic theory. The limits of neoclassical theory. Institutional and Marxist theories of the labor market. The theoretical bases of segmentation.

Industrial relations. definition The social actors: trade unions, employers and the State. Conflict in labor relations. Collective bargaining as a generator of rules. Labor relations in the Spanish State.

Crisis of work-employment and transformations of the Keynesian-Fordist model of accumulation. The transformations of employment. The precariousness of employment. Reforms in the collective bargaining system.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
DIRECTED AND INTERACTIVE ACTIVITIES	86	3.44	1, 2, 3, 6, 7, 8, 9, 10, 11, 14, 16
Lectures discussing	6	0.24	1, 2, 3, 12, 14
Practicum	10	0.4	1, 2, 3, 6, 7, 8, 9, 10, 12, 14, 16
Type: Supervised			
Individual supervision	2	0.08	1, 10, 11, 14, 16
Paper discussion	16	0.64	1, 2, 3, 6, 8, 9, 10, 11, 14, 16
Writing	16	0.64	1, 2, 3, 6, 7, 8, 9, 10, 11, 12, 14, 16

The subject includes three types of activities:

- a) Directed activities.
- b) Supervised activities.
- c) Independent activities.

The teaching methodology is suitable for this typology. It combines lectures with supervised and autonomous individual and group work by the students.

-Directed activities are classroom activities, and may consist of lectures, seminars and practicals on the readings or problem analysis and discussions of program topics.

-Supervised activities are activities carried out by the students outside the classroom in accordance with a work plan designed and subsequently tutored and evaluated by the teaching staff.

-Independent activities are all those activities that students do on their own, in accordance with the requirements of the course in order to successfully pass the subject. It includes the preparation of the activities scheduled in the course, as well as the preparation of the assessment tests.

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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
assignment "cinema and work"	25%	3	0.12	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16
Exam	50%	3	0.12	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
reading seminars	25%	8	0.32	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16

The subject has two assessment methods. Continuous evaluation is recommended. And the exception for motivated cases is the single assessment.

I. The continuous evaluation

The continuous evaluation includes three types of evidence:

- 1) Reading seminars (25%, in groups)
- 2) Work "cinema and work" (25%, in group)
- 3) Exam (50%, individual)

a) The Group evaluation

The group assessment aims to capture the ability to work in a team, to understand and apply theoretical concepts, as well as the ability to synthesize and express themselves orally and in writing. The teams will be of 3 to 5 people, as indicated by the teacher at the beginning of the course.

The group assessment includes the following two types of scorable tasks:

The first is the work developed in the reading seminars (25% mark). One or two readings will be discussed in each seminar session. Each work group will have to present orally, in about 10 minutes, the thesis and key arguments of the reading that has been assigned (20% mark). Attendance and participation in seminars will be compulsory.

The second task is the completion of a project (25% grade) consisting of viewing a film, linking its content with the topics discussed throughout the course and delivering a written report with the conclusions to which has arrived. In addition, one or two sessions of the course (attendance will be compulsory) will be dedicated to sharing the work and having a collective discussion. Films will be assigned and agreed upon with the teacher.

Attendance and participation in seminars and the discussions of films will count for 5% of the grade.

Late work will not be accepted.

B) Individual assessment

The individual assessment will consist of an exam (50% mark). This assesses the conceptual and theoretical knowledge of the subject achieved by the student, as well as their capacity for analysis and critical reasoning. A minimum grade of 4 must be obtained to be able to average with the rest of the course grades.

Those students who have not submitted any element of the assessment, whether in their individual or group modality, will be considered not presented

RE-ASSESSMENT.

People who got a grade lower than 5 in the exam have the right to their re-evaluation, which will be on the date officially set by the faculty. The activities of seminars and group work will not be subject to re-evaluation.

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II. Unique assessment

The single assessment includes three types of evidence:

- 1) Exercise of seminar readings (25%)
- 2) Video "cinema and work" (25%)
- 3) Exam (50%, individual)

The person who makes the single evaluation, on the day of the official examination of the faculty, will have to face the three evidences mentioned. First, you will have to take the individual exam of the subject. Second, after the exam, you will have to do a written exercise on the readings. This will consist of answering in writing, in person and individually to the questions raised about one or two of the readings of the course's seminars. Finally, you will have to deliver a video of about 5 minutes in which the content of a film (previously assigned) is connected with the topics covered throughout the course and deliver a written report with the conclusions to which has arrived. It is the student's responsibility to contact the teacher to agree on the film on which to make the video.

A minimum grade of 4 must be obtained to be able to average with the rest of the course grades.

Please keep in mind the basic academic rules on how to cite and avoid plagiarism (<https://www.uab.cat/doc/GuiaCitesiPlagiEstudiants>)

Bibliography

NOTE: the list of references of reading seminars will be available on the virtual campus

Textbook

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Software

None

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	1	Catalan	second semester	morning-mixed
(SEM) Seminars	51	Catalan	second semester	afternoon
(TE) Theory	1	Catalan	second semester	morning-mixed
(TE) Theory	51	Catalan	second semester	afternoon

PROVISIONAL