

Degree	Type	Year
Sociology	OT	4

## Contact

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## Teaching groups languages

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

## Prerequisites

It is recommended to have taken the course Sociology of Work. In general, it assumes a basic knowledge of the classics of Sociology and sociological currents of the main current.

## Objectives and Contextualisation

The subject aims to show the lines of action that companies now follow today, both in their productive aspects of goods and services, as well as in the mechanisms of work organization and work management. It also intends to link this action with the theoretical perspectives on organization that give the company meaning in the mentioned actions. With this, we want to cover the objective of knowing the theoretical foundations that support the analysis of changes in the business and work world, and in particular present data and experiences to contrast these analyzes with the reality of activities and the strategies of the companies.

More specifically, the purpose of the subject is:

- Show the main concepts of use for sociology in the analysis of organizations and companies.
- Know the different sociological approaches to the analysis of the company.
- Analyze the main changes and current trends regarding the processes of restructuring the company as an organization, as well as the framework that conditions its performance.
- Know the current business trends regarding the organization of work and the management of human resources.
- Acquire knowledge and use the main sources of information regarding the contents of the subject.
- Contextualize business activity
- Apply this knowledge to the critical and rigorous analysis of companies
- Have the basic tools to intervene in the business field (human resources management and labor relations,

especially)

- Have the basic skills that allow for autonomous and cooperative work

## **Competences**

- 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 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. Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
4. Developing self-learning strategies.
5. Distinguishing sociological concepts, as well as the methods and techniques of social investigation commonly used to analyse labour.
6. Distinguishing the underlying relationships of employment, labour and collective bargaining of specific policies or conflicts.
7. Identifying the social interpretations of work according with these approaches.
8. Identifying the underlying social phenomena of labour policies and conflicts.
9. Relating the debates regarding these approaches, that refer to labour, with the historical context in which they emerged.
10. Respecting the diversity and plurality of ideas, people and situations.
11. 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**

### **I. SOCIOLOGICAL ANALYSIS OF THE COMPANIES ORGANIZATIONS.**

- The sociological analysis of organizations. Industrial Sociology and Sociology of the Companies and Organizations.
- The company as an organization and social institution.
- The company as an open system. Main elements of the environment and impact on the company.

- The analysis of social relations in the company: consensus and conflict in labor relations.

## II. THE CURRENT BUSINESS STRATEGIES BEFORE THE REQUIREMENTS OF THE ENVIRONMENT.

- The process of division of labor. The specialization of tasks: from the industrial revolution to the scientific work organization (OCT) -taylorisme- and fordisme.
- The process of bureaucratization
- Crisis of the Taylorist-Fordist model: causes and effects on business activity.
- Recomposition of the productive process: technological innovation and flexibility strategies.
- Forms of flexibility in the production and use of labor: internal flexibility and external flexibility.

## III. THE PRODUCTIVE STRATEGIES. NEW METHODS OF PRODUCTION AND ORGANIZATION OF THE COMPANIES

- Technical search of flexibility and the transformations in work and the organization of the companies.
- New business strategies and new methods of production. Productive decentralization and rediscovery of the small business. Outsourcing and relocation of production. Strategies of networks, industrial districts and division of labor between companies.
- Flexible specialization and toyotisme ("lean production"): business paradigms alternative to Fordism?
- New Public Management

## IV. BUSINESS STRATEGIES AND NEW WORKING AND MANAGEMENT ORGANIZATION FORMS OF LABOR

- New forms of organization of work: extension and enrichment of tasks, functional mobility, group work, etc. Experiences and limits.
- New forms of manpower management. The "organic" model and the revaluation of human resources.
- Quality, technological innovation and involvement at work. Quality circles
- Productive and organizational changes and new qualification needs at work.

## V. THEORETICAL SUPPORT OF CHANGES IN ORGANIZATION AND MANAGEMENT: PERSPECTIVES ON ORGANIZATION AND COMPANY

- The "Scientific Labor Organization" as a support of the "mechanic" Taylorist-Fordist model.
- The school of "Human Relations": criticism or complement to Taylorism ?. The formal and informal aspect of the organization.
- The models of motivation at work.
- The supports of the "organic" model: The socio-technical perspective. The new management and participation in the company.

## VI (CONCLUSIONS).

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Class discussion	9	0.36	9
Individual and Collective Tutorials	12	0.48	4, 5
Presentations Student	7	0.28	3, 7, 9
Presentations Teaching	24	0.96	
Work in group	5	0.2	
Type: Supervised			
Documentation and Bibliography	5	0.2	1, 9
Work in group	15	0.6	4, 11
Type: Autonomous			
Analysis of case study Work in group	25	1	3, 6, 11
Personal study	23	0.92	
Search for information	25	1	4, 11, 8

The objectives of the subject will be reached from the combination of the theoretical sessions with work methodologies that imply the active participation of the students. It is about promoting autonomous learning, teamwork, critical reasoning, as well as the ability to define and solve problems that have to do with organizational and labor dynamics in companies.

The theoretical sessions are combined with the presentation and discussion of the texts provided in the Dossier of readings, as well as the follow-up of the group work and the final presentation of said work.

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
Individual Exam	30%	0	0	1, 2, 3, 5, 6, 8, 7
Participation in Class	15%	0	0	6, 8, 7, 10

Presentation and Discussion Texts	20%	0	0	1, 2, 3, 9
Work in group	35%	0	0	4, 3, 5, 11, 8

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

#### I. The continuous evaluation

Continuous assessment includes individual and group assessment

1) Exercise of seminar readings (35%, individual)

2) Practical work (35%, in groups)

3) Exam (30%, individual)

#### I) Group evaluation

The group assessment aims to capture the ability to work in a team, to apply theoretical concepts to the reality of a company or organization, as well as the ability to synthesize and express themselves orally and in writing. During the course, practical work will be carried out (in groups of 3-4 people), on the field of the company, which will have a 50% impact on the final mark. The work will be presented in the last class sessions and will be handed in in writing on the last day of class.

Late work will not be accepted.

#### II) Continuous and individual assessment

35% of the final mark derives from the continuous individual assessment, based on active participation in classes and the expositions and discussion of the texts in the reading dossier.

30% of the final grade comes from an individual written test (exam). It will be necessary to achieve a minimum of 3.5 out of 10 in this test in order to be able to make an average with the rest of the 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

The group work can be recovered until the recovery date set by the Faculty. Likewise, on this date a new exam will be held for people who have not obtained the minimum grade required in the previous exam.

#### II. Unique assessment

The single assessment includes three types of evidence:

1) Exercise of seminar readings (35%)

2) Practical work (35%)

3) Exam (30%, 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 two or three of the readings of the course's seminars.

Finally, a written report of the work and a video (5 minutes) of their presentation must be submitted. These two tasks will have to follow the same directions marked for the group work of the continuous assessment and which are indicated in the documents that will be found on the virtual campus.

It will be necessary to achieve a minimum of 3.5 out of 10 in the exam in order to be able to make an average with the rest of the grades.

#### Not Presented

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

#### The use of AI

For this subject, the use of Artificial Intelligence (AI) technologies is permitted exclusively for bibliographic or information searches and for text translation if absolutely necessary, although the latter use is not recommended, and reading the texts in their original language is advised. If either of these two uses is made, the student must clearly identify them, specify the tools used, and include a critical reflection on how these have influenced the process and final outcome of the activity. Non-disclosure of AI use in this assessable activity will be considered academic dishonesty and may result in a partial or total penalty in the activity's grade, or more severe sanctions in serious cases.

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

## Bibliography

### References

A dossier of compulsory readings will be available. In the program facilitated to the students details the specific bibliography for each item of the subject, in which are included the following references:

#### TEMA I.

-BONAZZI, G. (1994), Historia del penoamiento organizativo, Vic, Eumo.

-EDWARDS, P.K. (1990): El conflicto en el trabajo. Un análisis materialista de las relaciones laborales en la empresa, Madrid, Ministerio de Trabajo.

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-INFESTAS, A. (2013), Sociología de la Empresa, Pamplona, Amaru.

-LAHIRE, B. Y OTROS (2005): Lo que el trabajo esconde. Materiales para un replanteamiento del análisis sobre el trabajo, Madrid, Ed. Traficantes de sueños.

-LUCAS; A. (coord.) (2013), Sociología en las organizaciones: influencia de las Tecnologías de la Información y la Comunicación, Madrid, Fragua.

-PERROW, CH. (1990), Sociología de las Organizaciones, Madrid, McGraw Hill.

-RODRÍGUEZ, O. (2011), "Historia del managerialismo en España", en González, M. *et.al.* (coords.), *op.cit.*

-ALONSO, L.E. (2008): "Las lógicas de acción. Por un estudio sociohistórico de la vida organizacional", en FERNÁNDEZ RODRIGUEZ, C.J. (2008), Vigilar y organizar. Una introducción a los Critical Management Studies, Madrid, Siglo XXI.

## TEMA II.

- BURAWOY, M. (1989): El consentimiento en la producción. Los cambios en el proceso productivo en el capitalismo monopolista. Madrid: MTSS
- BENEYTO, P.J., TORRE, I. i NOVA, P. (2013), Trabajo y empresa, Valencia, Tirant Lo Blanc
- BRADLEY, H. i altres (2002), Myths at work Cambridge-Oxford, Polity Press & Blackwell
- CARNOY, M. (2001): El trabajo flexible en la era de la información, Madrid, Alianza.
- CORIAT, B. (1983): El taller y el cronómetro, Madrid, Siglo XXI.
- FINKEL, L. (2001), La organización social del Trabajo, Madrid, Pirámide.
- FODEN, D. i JONES, R. (dirs.) (1997): Jobs first: Trade unions and the modernisation of the labour market, Bruxelles, ISE.
- GRUP D'ESTUDIS SOCIOLÒGICS SOBRE LA VIDA QUOTIDIANA I EL TREBALL ("QUIT") (1997), Economía, Trabajo y Empresa, Madrid, Consejo Económico y Social
- HUTCHINSON, S. i BREWSTER, CH. (1995): Flexibilidad en el trabajo. Estrategias y prácticas en Europa, Barcelona, Gestión 2000-AEDIPE.
- KERN, H. i SCHUMANN, M. (1989): El fin de la división del trabajo, Madrid, Ministerio de Trabajo.
- RITZER, G. (1996), La MacDonzalicación de la Sociedad, Barcelona, Laia.
- ROY, D. (1953). Work satisfaction and social reward in quota achievement. *American Sociological Review*, 18, 507-514.
- RUUD, J. i MUFFELS, A. (eds.) (2008), Flexibility and Employment Security in Europe. Labour Markets in Transition, Cheltenham, Edward Elgar,

## TEMA III.

- AAVV (1991): "¿Neofordismo o especialización flexible?", a Sociología del Trabajo (monogràfic, extra).
- AAVV (2016): "¿Una nueva revolución industrial? Economía digital y trabajo, a Gaceta Sindical, monogràfic nº 27.
- ALONSO, L.E. i FERNÁNDEZ, C.J. (2011), "El debate sobre la flexibilidad laboral", en González, M. *et.al.* (coords.), *op.cit.*
- ARNTZ, M., GREGORY, T. i ZIERHAN, U. (2016), The Risk of Automation for Jobs in OECD Countries, A Comparative Analysis, a OECD Social Employment and Migration Working Papers nº 189, París, OECD Publishing.
- CORIAT, B. (1994): Pensar al revés: trabajo y organización en la empresa japonesa
- BOYER, R. y FREYSSINET, M. (2003): Los modelos productivos, Madrid, Fundamentos.
- FREY, C.B. i OSBORNE, A. (2013), The future of employment: How susceptible are jobs to computerisation, Oxford, Oxford University.
- HERNÁNDEZ, J.M. (dir.) (2018), L'impacte laboral de la indústria 4.0 a Catalunya, Barcelona, Departament d'Empresa i Treball, Generalitat de Catalunya.
- LOPE, A. (dir.) i Moles, B. (2019), Perfiles profesionales i necessitats de formació per a l'economia circular a la indústria, Departament d'Empresa i Treball, Generalitat de Catalunya.

-LOPE, A. (1996): Innovación tecnològica y cualificación: la polarización de las cualificaciones en la empresa, Madrid, Consejo Económico y Social.

-MIGUÉLEZ, F. (dir.) (2018), La revolución digital en España. Impacto y Retos sobre el Mercado de Trabajo y el Bienestar, QUIT, <https://ddd.uab.cat/record/190329>

-OHNO, T. (1991): El sistema de producción Toyota, Barcelona, Gestión 2.000.

-PIORE, M. i SABEL, CH. (1990): La segunda ruptura industrial, Madrid, Alianza.

-PRIETO, C. (2013), "Las políticas de empleo en el marco de la metamorfosis de la norma social de empleo", a Clivatge Revista Digital nº 2

-RIFKIN, J. (1996): El fin del trabajo, Barcelona, Paidós.

#### TEMA IV.

-BARRANCO, O. (2007). Condiciones de trabajo de las proletarias y proletarios de la gran distribución comercial. In X. Montagut, E. Vivas (eds.), Supermercados No, gracias (pp. 71-83). Barcelona: Icaria.

-BARRANCO, O. (2011): "El papel del perfil social en el consentimiento y las resistencias laborales". *Sociología del Trabajo*, 71: 26-44.

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Sochaux-Monbeliard. Buenos Aires: Antropofagia. [edición original francesa: (1999). Retour sur la condition ouvriere. Paris: Fayard].

<https://lostrabajadoresenargentina.files.wordpress.com/2013/09/beaud-y-pialoux-2015-repensar-la-condic3b3n->

-BOLTANSKI, L. y CHIAPELLO, E. (2002), El nuevo espíritu del capitalismo, Madrid, Akal.

-CASASASS, D. (coord. 2016), Revertir el guión. Trabajos, derechos y libertad, Barcelona, La Catarata.

-FERNÁNDEZ RODRIGUEZ, C.J. (2008), Vigilar y organizar. Una introducción a los Critical Management Studies, Madrid, Siglo XXI.

-BANYULS, J., CANO, E., PITXER, J.V. i SÀNCHEZ, A. (2005), Economía laboral i polítiques d'ocupació, València, Universitat de València.

-CASTILLO, J.J. (comp.) (1988): Las nuevas formas de organización del trabajo, Madrid, Ministerio de Trabajo.

-CORIAT, B. (1993): El taller y el robot, Madrid, Siglo XXI.

-GRUP D'ESTUDIS SOCIOLOGICS SOBRE LA VIDA QUOTIDIANA I EL TREBALL ("QUIT") (2000): ¿Sirve la formación para el empleo?, Madrid, Consejo Económico y Social.

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-TIRADO, A. i ROMERO, R. (2016), La clase obrera no va al paraíso: Crónica de una desaparición forzada, Madrid, Akal.



-ULRICH, D.; LOSEY, M.R. i LAKE, G. (1998): El futuro de la Dirección de Recursos Humanos, Barcelona, Gestión 2000-AEDIPE.

#### TEMA V.

-AMBLARD, H. i altres (1996): Les nouvelles approches sociologiques des organisations, París, Seuil.

-BONAZZI, G. (1994): Historia del pensament organitzatiu, Vic, Eumo.

-CASTEL, R. (2009), La montée des incertitudes: travail, protections, statut de l'individu, París, Ed. Du seuil.

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-HAKIM, C. (2012), Capital erótico: el poder de fascinación a los demás, Barcelona, Debate.

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## Software

None

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	51	Catalan	second semester	afternoon
(TE) Theory	51	Catalan	second semester	afternoon