

## ENGLISH FRIENDLY COURSES (EFC) 2023-2024 CAMPUS OF BIZKAIA

<https://www.ehu.eus/es/web/gizarte-komunikazio-zientzien-fakultatea/all-the-information>

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In addition to the general offer of courses taught in English, some Centers offer for incoming students English Friendly Courses (EFC): subjects taught in Spanish or Basque, in which the syllabus summary; lecturer tutoring, examinations and/or papers are available in English.

### English Friendly Courses taught in SPANISH:

FACULTY OF SOCIAL AND COMMUNICATION SCIENCES (323)					
COURSE	SEMESTER <sup>1</sup>	CREDITS	SCHEDULE <sup>2</sup>	LINK TO SYLLABUS	
<b>Common courses</b>					
27086 Análisis del Entorno Económico	1st	6	M		
<b>Bachelor's Degree in Sociology</b>					
25010 Sociología de la Vida Cotidiana	1st	6	M		
25016 Cultura, Ocio y Consumo	1st	6	A		
25034 Cambio e Innovación Social	1st	6			
25022 Sociología Urbana	2nd	6	M		
25031 Ciencia, Tecnología y Gestión del Conocimiento	2nd	6	M		
<b>Bachelor's Degree in Audiovisual Communication</b>					
27138 Comunicación Interpersonal y en Grupo	1st	6	A		

<sup>1</sup> SEMESTER: Annual: September 2023 to May 2024

1<sup>st</sup>: September 2023 to January 2024

2<sup>nd</sup> : January 2024 to May 2024

<sup>2</sup> SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30

## English Friendly Courses taught in BASQUE:

### FACULTY OF SOCIAL AND COMMUNICATION SCIENCES (323)

COURSE	SEMESTER <sup>3</sup>	CREDITS	SCHEDULE <sup>4</sup>	LINK TO SYLLABUS
Bachelor's Degree in Sociology 25027 Herri parte hartzeko prozesuak eta metodoak	2nd	6	M	

<sup>3</sup> SEMESTER: Annual: September 2023 to May 2024

1<sup>st</sup>: September 2023 to January 2024

2<sup>nd</sup> : January 2024 to May 2024

<sup>4</sup> SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30

## COURSE GUIDE

2023/24

**Faculty** 323 - Faculty of Social and Communication Sciences

**Cycle** .

**Degree** GSOCIO31 - Bachelor's Degree in Sociology

**Year** Second year

## COURSE

25010 - Sociology of Everyday Life

**Credits, ECTS:** 6

## COURSE DESCRIPTION

The subject course Sociology of Everyday Life is an obligatory part of the second year of the bachelor's degree programme in Sociology. It is related to the subject courses in the first year of the bachelor's degree programme in Sociology "Foundations of Sociological Analysis" and "Social Institutions and Processes" because they represent the foundations of sociological analysis which, in this specific case, are applied to the analysis of everyday life. It is also related to the obligatory subject courses on the bachelor's degree programme in Sociology "Sociological Theory II" and "Sociological Theory III" because these work on the macro and micro theoretical aspects that shape contemporary social realities.

To do this subject course students must first have studied identifying, defining and analysing the social factors that explain processes of continuity and change in social realities. The purpose of this subject course with a view to professional practice is to critically observe and analyse the impact on most immediate, local sphere of life of the social, economic, legal, cultural and political processes previously studied from a macrosocial perspective in other subject courses.

## COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

### BASIC AND GENERAL COMPETENCE

G002 - Prepare and present a sociological research report.

G003 - Identify and define the basic components of the most relevant social problems.

G004 - Design, manage and evaluate public policy and social intervention projects, as well as their results.

G005 - Identify and analyze the basic processes and needs that occur in public organizational structures and private.

G006 - Prepare and develop management strategies in public and private organizations.

G007 - Design and evaluate educational and training policies and programs in public and private institutions with a special interest in

the promotion of a culture of peace and democratic values.

G008 - Synthetically analyze the information regarding social problems and needs, with special attention to the gender, class and ethnic inequalities.

G009 - Develop a critical attitude about data and social practices.

G010 - Use intellectual and ethical rigor in sociological arguments and analyzes with a view to their professional future.

### TRANSVERSAL COMPETENCES

CT1 - Autonomy and self-regulation.

CT7 - Critical thinking.

### SPECIFIC COMPETENCES

C2CC01 - Analyze the main schools of sociological theory and assess their explanatory power.

C2CC04 - Analyze and interpret the structural processes that define contemporary society.

C2CC06 - Sociologically analyze and interpret the experiential worlds that make up the daily experience of individuals and the meaning they attribute to them.

### LEARNING OUTCOMES

1. Relate the structural social, political, economic and cultural changes with the phenomena of people's daily lives.
2. Describe, interpret and relate the fundamental elements and dimensions that make up people's daily lives.
3. Relate the structural and common sense of social reality.
4. Relate science, technology and people's daily experience.

## CONTENIDOS TEÓRICO-PRÁCTICOS

- . Knowledge of ordinary knowledge
- . How everyday life is structured in space and time
- . Interpersonal relations
- . Everyday life and technology
- . Everyday politics: the politicisation of everyday life



## BIBLIOGRAFÍA

### Basic bibliography

AUGE, Marc (1993) Los no lugares. Espacios del anonimato. Barcelona: Gedisa.  
DE CERTEAU, Michel (1999) La invención de lo cotidiano. México: Universidad Iberoamericana

### Detailed bibliography

ADAM, Barbara (1999) Timewach. The social analysis of time. Cambridge. Polity Press.  
ARPAL, Jesús (1997) "Regularidades temporales y vida cotidiana" in Dpto. de Justicia, Economía, Trabajo y Seguridad Social (ed.) Empleo y tiempo de trabajo: El reto de fin de siglo. Gasteiz: Eusko Jaurlaritza.  
BECK, ULRICH; BECK&#8212;GERHEIM, ELISABET (2001) El normal caos del amor. Barcelona: Paidós.  
DEBORD, Guy (2005) La sociedad del espectáculo , Valencia: Pre-Textos.  
GOFFMAN, Erving. (1993) La presentación de la persona en la vida cotidiana. Buenos Aires: Amorrortu.  
LEFEVBRE, Henri (2013) La producción del espacio. Madrid: Capitan Swing.  
SCHUTZ, Alfred eta LUCKMANN, Thomas (1973) Las estructuras del mundo de la vida, Buenos Aires: Amorrortu.

### Journals

Arbor. Ciencia, pensamiento y cultura. <http://arbor.revistas.csic.es/index.php/arbor>  
Inguruak. Soziologia eta Zientzia Politikoaren Euskal Aldizkari. <http://dialnet.unirioja.es/servlet/revista?codigo=709>  
Papeles del CEIC. <http://papeles.identidadcolectiva.es/index.php/CEIC>  
Política y Sociedad. <http://revistas.ucm.es/index.php/POSO>  
Revista Internacional de Sociología. <http://revintsociologia.revistas.csic.es/index.php/revintsociologia>  
Revista Española de Investigaciones Sociológicas. <http://www.reis.cis.es/REIS/html/index.html>  
Gender and Society. <http://gas.sagepub.com/>  
Time and Society. <http://tas.sagepub.com/>

### Web sites of interest

Sociología Ordinaria. Aprendiendo de lo banal, lo frívolo y lo superficial: <http://sociologiaordinaria.com/>  
"Links de sociología": <http://www.eweb.unex.es/eweb/sociolog/BAIGORRI/links/links.htm>

## OBSEVATIONS

## COURSE GUIDE

2023/24

**Faculty** 323 - Faculty of Social and Communication Sciences

**Cycle** .

**Degree** GSOCIO31 - Bachelor's Degree in Sociology

**Year** Third year

## COURSE

25016 - Culture, Leisure & Consumerism

**Credits, ECTS:** 6

## COURSE DESCRIPTION

The course "Culture, Leisure and Consumerism" is an optional subject in the module "Structural Processes in Current Societies", which brings students closer to the analysis of current social issues from a sociological perspective.

This subject presents the theoretical frameworks and methodological strategies necessary to analyse these topical issues from a sociological point of view. It also introduces the discipline's main debates and lines of research.

## COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

1. Define the objects of study of the sociologies of culture, leisure and consumption, as well as their process of appearance and development as specialized subdisciplines.
2. Specify the theoretical frameworks and methodological strategies of the sociological analysis of these three fields, with particular attention to their interaction, by means of presenting their different perspectives and lines of research.
3. Analyze the social dimensions of cultural, leisure and consumption practices from a sociological perspective. Define the connection of these three variables with relevant social identities.
4. Interpret the process of building our consumer society and mass culture, together with multiculturalism in late postmodern societies.
5. Analyze and understand the diversity of current phenomena, pointing out what the most relevant trends in consumption, cultural and leisure practices are.
6. Comprehend the role of social institutions -as well as other social agents- in the processes of cultural, recreational and consumer production and management. Also, understand how this has become institutionalized through the processes of socialization.
7. Connect the concepts of culture, leisure and consumerism with the globalization process and its aftermath.
8. Relate the sociological perspective on these issues with those of other disciplines such as anthropology, history, psychology and cultural studies.

### Learning Outcomes:

1. Introduce the various theoretical frameworks and methodologies.
2. Understand current trends taking place in societies.
3. Systematically compare the relationships between culture, leisure and consumerism.

## Theoretical and Practical Contents

### TOPICAL ISSUES /THEORETICAL-PRACTICAL CONTENTS

1. Introduction: General framework. Culture and Society. Preceding, structural backgrounds: mass capitalism. Weber, bureaucratization and the development of the rationalization process. Rationalization as the basis for understanding culture, leisure and consumption in our societies.
2. Towards a sociology of culture, leisure and consumption. Different ways of approaching the sociological analysis of culture. Background and functions of leisure; analysis of its social, cultural and economic effects on advanced societies. The social character of consumption and the society of over-consumption.
3. The process of Taylorization: production, work and leisure. Culture, leisure and consumerism in mass capitalism. The industry of culture vs. industrial culture.
4. Global capitalism and the precariousness of life. Culture, leisure and consumerism in globalized capitalism. Turbo-capitalism. The precariat, a new social class. The McDonaldization of Society. The structures of consumption. Consumerism as a legitimization of globalization.
5. Towards a more integrated perspective in the analysis of culture, leisure and consumerism. Internet and the

mediatization of digitized culture. The impact of digitalization on cultural, leisure and consumer practices.

## TEACHING METHODS

## METHODOLOGY

This course combines a set of methodologies to develop abovementioned theoretical and practical skills, including:

- M1: Theoretical presentations of the instructor.
- M2: Viewing of selected reports, group analysis, exhibition and discussion.
- M3: Practical group work on a given topic of students' choice. Presentation to the class and discussion.
- M4: Written test
- M5: Tutorial sessions as a key teaching-learning tool

## **TYPES OF TEACHING**

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
<b>Hours of face-to-face teaching</b>	46	7	7						
<b>Horas de Actividad No Presencial del Alumno/a</b>	69	10,5	10,5						

**Legend:** M: Lecture-based S: Seminar GA: Applied classroom-based groups  
GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups  
TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

## Evaluation methods

- Continuous evaluation
- End-of-course evaluation

## Evaluation tools and percentages of final mark

- Written test, open questions 40%
- Exercises, cases or problem sets 30%
- Individual assignments 20%
- Oral presentation of assigned tasks, Reading 5%
- **PARTICIPACIÓN ACTIVA Y ASISTENCIA 5%**

## ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Following university policies, a **CONTINUOUS EVALUATION** system based on a set of tests and evaluation activities will be used preferably to assess the progress of each student throughout the training period. The evaluation system shall include:

1: Carrying out a written test to evaluate the degree of understanding of the basic concepts and the main explanatory paradigms dealt with in the subject (25%).

2. Viewing of reports and graphic documents, reading and commenting on texts, carrying out exercises, analysis, presentation and individual or group discussion on topics of interest related to the subject (35%).

3: Teamwork assignment: students will have to develop a theoretical-practical work of diagnosis or research on a topic of their choice, once this is agreed with the instructor. Submission (35%) and presentation to the class (5%). Different orientation and support sessions will be held for the elaboration of the teamwork throughout the course. Submission of written works will not be accepted if the contents of theses have not been previously discussed and agreed (topic, justification, objectives, hypothesis, methodology and initial bibliography) with the instructor, and presented to the whole class. As a result of the presentation and discussion with the class, students are expected to incorporate the corresponding suggestions for improvement in the final version of the document.

Students under the End-of-course EVALUATION system will have to make a WRITTEN TEST (50%) and an INDIVIDUAL WORK of diagnosis / research. The same specification as those described for the group works will be applied; submission of papers will not be accepted without previous agreement with the lecturer on basic aspects to be covered.

In accordance with art. 8.3 of the Regulatory Regulations for Student Assessment of the UPV-EHU, students who opt out the continuous evaluation system will send a letter to the instructor within 9 weeks after the beginning of the semester. Likewise, they will contact her to discuss the topic and contents of their final research paper.

Also, in accordance with art.12.2 of the same regulations, students may waive the assessment call up to one month before the end date of the teaching period. This shall be communicated to the instructor.

### **EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT**

The evaluation of the subject in the extraordinary call will be carried out through the end-of-course evaluation system. That is to say, a written theoretical test (50%) will be carried out and an individual work/paper will be presented (50%) under the same conditions as in the ordinary call.

Students who have participated in the continuous evaluation will be allowed to keep their marks.

### **MANDATORY MATERIALS**

Required materials will be available through the eGela platform.

### **BIBLIOGRAPHY**

#### **Basic bibliography**

Adorno, T. y M. Horkheimer. 1974. "La industria cultural", en Industria cultural y sociedad de masas. Caracas: Monte Avila.

Alonso, L. E. 2005. La era del consumo. Madrid: Siglo XXI de España.

Baudrillard, J. 2007 [1970]. La sociedad de consumo. Sus mitos, sus estructuras. Madrid: Siglo XXI.

Bauman, Z. 2011 [1998]. Trabajo, consumismo y nuevos pobres. Barcelona: Gedisa.

Bocock, R. 1995. El consumo. Madrid: Talasa Ediciones.

Debord, G. 1999. La sociedad del espectáculo. Valencia: Pre-textos.

Illouz, E. 2007. Intimidades congeladas. Las emociones en el capitalismo. Madrid: Katz.

Lipovetsky, G. 2007. La felicidad paradójica. Ensayo sobre la sociedad del hiperconsumo. Barcelona: Anagrama.

Standing, Guy. 2013. El precariado. Una nueva clase social. Barcelona: Pasado & Presente.

Weber, M. 1988. El político y el científico. Madrid: Alianza.

Ritzer, G. 1996 [1993]. La mcdonalización de la sociedad. Un análisis de la racionalización de la vida cotidiana. Barcelona: Ariel.

#### **Detailed bibliography**

Álvarez Sousa, A. 1994. El ocio turístico en las sociedades industriales avanzadas. Barcelona: Bosch.

Álvarez Sousa, A. 2011. Teoría sociológica y turismo. A Coruña: Netbiblo.

Ariño, A. 1997. Sociología de la cultura. La constitución simbólica de la sociedad. Barcelona: Ariel.

Bégout, B. 2007. Zerópolis. Barcelona: Anagrama.

Coriat, B. 1993 [1979]. El taller y el cronómetro. Ensayo sobre el taylorismo, el fordismo y la producción en masa. Madrid: S. XXI.

Escobar de la Serna, L. 1991. La cultura del ocio. Madrid: Eudema.

Gil Juárez, A. y Feliu, J. (coords.). 2004. Psicología económica y del comportamiento del consumidor. Barcelona: Editorial UOC.

Giménez Ullastres, J.A. (coord.). 2000. El consumo en España: un panorama general. Madrid: Fundación Argentaria.

Lafant, M-F. 1978). Sociología del ocio. Barcelona: Península.

Latiesa Roríquez, M., García Ferrando, M., y Álvarez Sousa, A. (coords.) 2009. Sociología del Ocio y del Turismo: Tipos, Planificación y Desarrollo, Granada: EUG, Universidad de Granada.

Luttwak, E. 2000 [1998]. Turbocapitalismo. Barcelona: Crítica.

Marcuse, H. 1981. El hombre unidimensional. Barcelona: Ariel.

Martínez Quintana, V. 2019. Perspectiva sociológica turística en las sociedades del ocio. Madrid: Sanz y Torres, UNED.

Tomlinson, J. 2001. Globalización y cultura. México, D. F.: Oxford University Press.

Veblen, T. 1971. Teoría de la clase ociosa. México: Ed. Fondo de Cultura Económica.

Williams, R. 1994. Sociología de la cultura. Barcelona: Paidós.

### **Journals**

Política y Sociedad

Revista Española de Sociología.  
Papers. Revista de Sociología.  
Revista Internacional de Sociología.  
INGURUAK &#8211; Revista oficial de la Asociación Vasca de Sociología y Ciencia Política (AVSP)

**Web sites of interest**

<https://www.euskadi.eus/gobierno-vasco/estudios-sociologicos/>  
<https://consumo.gob.es/>  
<https://www.cis.es/cis/opencms/ES/index.html>  
<http://www.injuve.es/observatorio/ocio-y-tiempo-libre/jovenes-ocio-y-consumo>

**OBSERVATIONS**

Bibliographical references in English will be available to English-speaking students.

## COURSE GUIDE 2023/24

**Faculty** 323 - Faculty of Social and Communication Sciences

**Cycle** .

**Degree** GSOCIO31 - Bachelor's Degree in Sociology

**Year** Third year

### COURSE

25022 - Urban Sociology

**Credits, ECTS:** 6

### COURSE DESCRIPTION

Urban Sociology is a compulsory subject in the third year.

Urban Sociology is a subject with an important theoretical and practical load. At the present time, the enormous population growth of cities and the transformations that occur within them, generate a significant production both in sociological literature and in applied research. In this way, the subject of Urban Sociology approaches the current reality of cities from both theory and practice.

### COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

#### COMPETENCIES:

- Analyse the theoretical frameworks and theoretical-methodological strategies that from the sociological tradition have focused on the study of cities and the urban, to the point of configuring a specialised field of analysis (G005; G009; CB1).
- Analyse and interpret the problems inherent to cities and the urban environment, taking into account social, cultural and spatial factors (G003; G005; G008; CB5).
- Analyse and relate the existing implications between the urbanisation process and other relevant social processes; between the evolution of urban forms and the transformations of contemporary societies (G004; G008, G009).
- Develop, use and interpret indicators and instruments of social measurement (G003; G008; G010; CB3).
- Analyse and produce quantitative and qualitative data (G001; G008; CB3).
- Design applied research with the choice of relevant techniques in each case (G001;G002;G007;G010;CB2;CB4).
- Analyse and design policies aimed at tackling urban problems (G004; G010).

#### LEARNING OUTCOMES:

- Know how to describe the main existing theoretical models in the urban framework.
- Ability to analyse the main elements of urban reality.
- Know how to carry out applied research.

### Theoretical and Practical Contents

#### THEORETICAL PROGRAMME

- 1.The origins and development of the city
- 2.The origins and development of the city
- 3.The thought city: paradigms and theories
- 4.The lived city: social and economic perspectives
- 5.The built city: urban planning and policies

#### PRACTICAL PROGRAMME

- Socio-urban diagnosis of an urban unit
- Practice in participatory process
- Virtual urban observatories
- Audiovisual practice
- Field practices (to be specified throughout the course)
- Reading and analysis of texts
- Lecture by an external expert

### TEACHING METHODS

#### DIFFERENT METHODOLOGIES:

- Lectures
- Classroom practice (group and individual)
- Audiovisuals
- Virtual websites
- Exercises outside the classroom (individual)
- Computer exercises (individual)
- Specific consultations in tutorials.
- Field practicals
- Problem-based learning

## **TYPES OF TEACHING**

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	53		7						
Horas de Actividad No Presencial del Alumno/a	79,5		10,5						

**Legend:** M: Lecture-based      S: Seminar      GA: Applied classroom-based groups  
 GL: Applied laboratory-based groups      GO: Applied computer-based groups      GCL: Applied clinical-based groups  
 TA: Workshop      TI: Industrial workshop      GCA: Applied fieldwork groups

## **Evaluation methods**

- Continuous evaluation
- End-of-course evaluation

## **Evaluation tools and percentages of final mark**

- Written test, open questions 40%
- Exercises, cases or problem sets 20%
- Teamwork assignments (problem solving, Project design) 30%
- Oral presentation of assigned tasks, Reading; 10%

## **ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT**

The proposed assessment of this subject will be of the CONTINUOUS EVALUATION type and will consist of:

- 1) Continuous assessment for 60% of the final grade. For the continuous assessment there will be an integrated theoretical-practical programme of individual and group tasks, alternating face-to-face and non-face-to-face assignments.
- 2) Final individual test for 40% of the final grade. There will be a written test that accredits the individual achievement of the competences contemplated. The final exam is compulsory and therefore, it is essential to pass it in order to pass the whole course.

To EXCEED THE ORDINARY CONVOCATION BY CONTINUOUS EVALUATION it is sufficient not to take the final exam. This will result in the grade of "no-show".

The grade of the continuous assessment only counts for the ordinary exam, that is to say, positive partial evaluations are not saved for the extraordinary exam.

## **FINAL EVALUATION**

The final assessment in the ordinary exam will be carried out by means of a written test for 100% of the grade on the date set by the academic calendar of the Faculty.

## **EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT**

FINAL evaluation by means of a written test for 100% of the grade on the date set by the academic calendar of the Faculty.

In order to WAIVE THE EXTRAORDINARY CALL, it is sufficient not to take the final exam. This will result in the grade of "no-show".

## **MANDATORY MATERIALS**

- Notes, texts, audiovisuals and other materials provided during the course.

## **BIBLIOGRAPHY**

### **Basic bibliography**

ULLÁN DE LA ROSA, F.J. (2014). Sociología urbana: de Marx y Engels a las escuelas posmodernas. Madrid: CIS.

URRUTIA, V. (1999). Para comprender qué es la ciudad. Teorías sociales. Estella: Verbo dinino.

JACOBS, J. (1973). Muerte y vida de las grandes ciudades. Barcelona: Península.

MUMFORD,L. (2012) La ciudad en la historia. Pepitas de calabaza, Logroño

### **Detailed bibliography**

- HARVEY,D. (1977) Urbanismo y desigualdad social. Siglo XXI, Madrid

- IGLESIAS, M. varios (eds.)(2011) Políticas urbanas en España. Icaria, Barcelona
- SASSEN, S. (2001) La ciudad global. Eudeba, Buenos Aires

### **Journals**

- Ciudad y Territorio-Estudios Territoriales, Ministerio de Fomento
- Urban, Dpt. de Urbanística y O. del Territorio. Univ. Politécnica de Madrid
- Ciudades, Instituto Universitario de Urbanística de la Univ. de Valladolid

### **Web sites of interest**

- [www.unhabitat.org](http://www.unhabitat.org)
- [www.eustat.eus](http://www.eustat.eus)
- [www.etxebide.euskadi.eu](http://www.etxebide.euskadi.eu)

The rest are indicated in detail in the extended syllabus handed out in class.

### **OBSERVATIONS**

## COURSE GUIDE 2023/24

**Faculty** 323 - Faculty of Social and Communication Sciences

**Cycle** .

**Degree** GSOCIO31 - Bachelor's Degree in Sociology

**Year** Fourth year

### COURSE

25034 - Social Change & Innovation

**Credits, ECTS:** 6

### COURSE DESCRIPTION

Social Change and Innovation revolves around innovative processes or experiences driving change (social, political, economic, cultural, technological, etc.) in contemporary societies. In this sense, the main aim of the course is to provide students with the theoretical, analytical and methodological tools necessary for the analysis and design of change and social innovation. In addition to approaching the main theories in these fields of knowledge, interesting experiences or case studies will be analyzed due to their creativity, magnitude or scope.

These are the specific goals of the course:

1. Understand, interpret and analyze change and social innovation, acquiring the necessary theoretical and analytical tools.
2. Relate the main theories of change and innovation with specific social dynamics and problems.
3. Develop an open, critical and receptive attitude towards the problems derived from social change.
4. Work on the ability to argue.

Change and Social Innovation is a subject offered by the Department of Sociology and Social Work. This is a compulsory subject in the 4th year of the Sociology degree. While technological, scientific, economic and social innovation can be considered factors of social change, it is clearly linked to these other fourth-year subjects: Sociology of Education (first semester, compulsory), Social Dimensions of the Economy (second semester, compulsory); Science, Technology and Knowledge Management (second semester, elective).

### COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

G001 - Plan and carry out sociological research applying the most appropriate techniques to the proposed goals.

G002 - Prepare and present a sociological research report.

G003 - Identify and define the basic components of the most relevant social problems.

G004 - Design, manage and evaluate public policy and social intervention projects, as well as their results.

G005 - Identify and analyze the basic processes and needs that occur in public and private organizational structures.

G006 - Prepare and develop management strategies in public and private organizations

G007 - Design and evaluate educational and training programs in public and private institutions with special interest in promoting a culture of peace and democratic values.

G008 - Synthetically analyze the information regarding social problems and needs, with special focus on gender, class and ethnic inequalities.

G009 - Develop a critical attitude towards data and social practices.

G010 - Use intellectual and ethical rigor in sociological arguments and analyzes with a view to their professional future.

### TRANSVERSAL COMPETENCES

CT2 - Social commitment

CT4 - Ethics and Professional Responsibility

CT7 - Critical thinking.

CT8 - Group work.

### SPECIFIC COMPETENCES

C4CC01 - Design, elaborate and present a research project to show the skills and knowledge acquired by the student throughout the degree.

C4CC02 - Analyze and assess the role of innovation in the socioeconomic and cultural progress of society.

### LEARNING OUTCOMES

1. Know the most relevant theoretical perspectives and currents of social change.
2. Identify the main areas of social innovation.
3. Characterize social change and innovation and apply their respective typologies.
4. Apply specific research and intervention techniques in the fields of change and innovation.
5. Evaluate social innovation experiences and projects.
6. Order and argue the main ideas of the subject; acquire argumentative skills.
7. Demonstrate at all times a receptive and open attitude to the problems associated with change and social innovation.
8. Critically assess the theories, techniques and experiences of change and social innovation.

## Theoretical and Practical Contents

1. Collapse of modernity: systemic approach.
2. Objects, inertia and innovations.
3. Design as a practice for change and innovation. Design thinking, ontological design, transitional designs and speculative designs.

## TEACHING METHODS

The subject will propose different perspectives, tools and practicals to analyze and promote change and social innovation. To that end, readings and explanations will be combined with exercises of a practical and experimental nature. Throughout the semester, students will work on a group innovation project, in different phases and formats. Basically, the sequences to be developed by the students are the following:

1. Readings. They will have to read and work on six texts individually, which will be worked on, discussed and applied on the agreed day in the classroom.
2. Innovation project. Each group will be assigned to carry out an innovation project with an entity and must work with the experience of that entity and present their results at least three times:
  - 2.1. Diagnosis phase, they will carry out a small investigation of the entity and, with the proposed tools, they will present their social innovation work in the classroom.
  - 2.2. Design phase, together with the assigned entity, they will design an intervention process with the students of the subject.
  - 2.3. Deployment phase, based on the experience of the project and the subject, they will reflect on change and social innovation in groups of three.
3. Classroom dynamics and participation.

## **TYPES OF TEACHING**

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
<b>Hours of face-to-face teaching</b>	53		7						
<b>Horas de Actividad No Presencial del Alumno/a</b>	79,5		10,5						

**Legend:** M: Lecture-based S: Seminar GA: Applied classroom-based groups  
GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups  
TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

## Evaluation methods

### - End-of-course evaluation

## Evaluation tools and percentages of final mark

- Exercises, cases or problem sets 40%
- Teamwork assignments (problem solving, Project design) 40%
- Oral presentation of assigned tasks, Reading, 20%

## ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Continuous assessment is designed so that students can continuously develop the activities proposed in the classroom. For this, the students have 60 teaching hours and around another 90 hours of non-teaching work, both in groups (especially in innovation projects) and individually (especially readings).

## Final assessment:

Students may submit a written waiver of continuous assessment to the faculty responsible for the subject November 11. In that case, the assessment will be based on the written test. To that end, students may use the bibliography of this program.

In this course priority will be given to continuous assessment. In accordance to Article 8.3 of the Student Assessment Regulations, any student must submit a written waiver of continuous assessment to the lecturer responsible for the subject within nine weeks from the start of the course.

According to the regulations, students who do not attend class have the right to take a final exam that will account for 100% of the assessment. The final test includes questions referring to the syllabus as well as the practical part worked on in class (development of a case study). Students subject to final assessment will need to obtain a minimum score of 5 points out of 10.

## OPTING OUT

In relation to Article 12.2 of the Student Assessment Regulations for Official Bachelor's degrees that regulates the waiver

of the assessment session: In the case of continuous assessment, if the weight of the final test is greater than 40% of the subject grade, not taking the final test will suffice for the final grade of the subject not to be submitted. Otherwise, if the weight of the final test is equal to or less than 40% of the grade for the subject, students may waive the examination session within a period that, at least, will be up to one month before the end date of the teaching period of the corresponding subject. The waiver must be submitted in writing to the teaching staff responsible for the subject.

In the case of final assessment, failure to appear for the test on the official date will automatically lead to the student being graded as "not presented".

## **EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT**

Extraordinary assessment session: the students have the right to take a final test that will count 100% of the grade, maintaining the criteria of the ordinary session., other types of practical exercises may be requested in addition to the written test.

## **MANDATORY MATERIALS**

Text and documentation available in e.gela

## **BIBLIOGRAPHY**

### **Basic bibliography**

Becker, Howard (2009). "El poder de la inercia". Apuntes de investigación de CECYP, 15, 99-111.  
Domínguez Rubio, Fernando y Fogué, Uriel (2017). "Desplegando las capacidades políticas del diseño". Revista Diseña, 11, 96-109.  
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Manzini, Ezio. (2016) Cuando todos diseñan. Una introducción al diseño para la innovación social. Madrid: Experimenta Editorial.  
Winner, Langdon. (1999). «Do Artifacts Have Politics?». MacKenzie, D. et al, The social shaping of technology. Buckingham, UK: Open University Press.

### **Detailed bibliography**

Alonso, Luis Enrique eta Fernández Rodríguez, Carlos Jesús (2011). "La innovación social y el nuevo discurso del management: limitaciones y alternativas". ARBOR Ciencia, Pensamiento y Cultura, 187(752), 1133-1145.  
Becker, Howard (2009). "El poder de la inercia". Apuntes de investigación de CECYP, 15, 99-111.  
Callon, Michel. (1995). "Algunos Elementos para una Sociología de la Traducción: la Domesticación de las Vieiras y los Pescadores de la Bahía de Saint Brieuc", en J. M. Iranzo et al. (comp.) Sociología de la Ciencia y la Tecnología, Madrid: CSIC. (259- 272)  
Castro Martínez, Elena y Fernández de Lucio, Ignacio (2013). El significado de innovar. Madrid: CSIC-Catarata.  
Corsín, Alberto (2018). Reclamar las infraestructuras. Madrid. MediaLab Prado. Eskuragarri hemen: [https://zenodo.org/record/1197422/files/AlbertoCorsin\\_infraestructurasD.pdf?download=1](https://zenodo.org/record/1197422/files/AlbertoCorsin_infraestructurasD.pdf?download=1) [Azken kontsulta 16/10/2020]  
Escobar, Arturo. 2017. Autonomía y diseño: la realización de lo comunal. Buenos Aires: Tinta Limón.  
Fernández Esquinias, Manuel (2012). "Hacia un programa de investigación en sociología de la innovación". ARBOR Ciencia, Pensamiento y Cultura, 188(753), 5-16.  
Latour, Bruno (1995) "Dadme un laboratorio y moveré el mundo", en J. M. Iranzo et al. (comp.) Sociología de la Ciencia y la Tecnología, Madrid: CSIC. (237-257)  
Latour, Bruno (1998). "La tecnología es la sociedad hecha para que dure". Miquel Domènech eta Francisco Javier Tirado, Sociología simétrica. Barcelona: Gedisa. (109-141).  
Harari, Yuval N. (2016). Sapiens: de animales a dioses: breve historia de la humanidad. Barcelona: Debate.  
Rowan, Jaron (2016). "Diseño y materialismo: Hacia materias salvajes." Inmaterial. Diseño, Arte y Sociedad, 1(1), 3-15.  
Sánchez-Criado, Tomás. (2016). "Pensar infraestructuralmente". Inmaterial. Diseño, Arte y Sociedad, 1(1), 86-95.

## **Journals**

1. American Journal of Sociology
2. American Sociological Review
3. Population and Development Review
4. Social Problems
5. Theory and Society
6. European Sociological Review
7. Sociological Perspectives
8. Comparative Studies in Society and History
9. Social Indicators Research
10. International Journal of Comparative Sociology
11. Journal of Historical Sociology

12. Archives Européennes de Sociologie
13. Contributions to Indian Sociology
14. Chinese Sociology and Anthropology

**Web sites of interest**

**OBSERVATIONS**

## COURSE GUIDE 2023/24

**Faculty** 323 - Faculty of Social and Communication Sciences

**Cycle** .

**Degree** GSOCIO31 - Bachelor's Degree in Sociology

**Year** Third year

### COURSE

25027 - Processes and Methods for Public Participation

**Credits, ECTS:** 6

### COURSE DESCRIPTION

Processes and Methods for People Participation (PMPP) is an elective course that can be taken in the third or fourth year of the Sociology and Political Science degrees. The course lasts from February to May and is worth 6 credits.

This elective subject is designed for students who wish to acquire a basic knowledge of participatory processes and to improve their skills in facilitating community processes. The objectives are the following:

1. To carry out a group reflection on popular participation and political power.
2. To know the approaches and methodologies that have been developed in the social sciences to facilitate popular participation and empowerment.

### COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

The main aim of the course is to provide the students with basic concepts and skills for leading community participatory processes. The academic competences of this subject are:

1. Acquiring basic knowledge about participatory action-research as the main philosophical and methodological approach for guiding community processes.
2. Developing the ability to lead group collaborative dynamics.
3. Improving the self-knowledge and relationship skills needed for monitoring group processes.

The key skills competences of this subject are as follows:

- &#8226; Giving clear oral presentations of the results of group practices, as well as of theoretical debates that have taken place in working groups.
- &#8226; Acquiring the ability to work independently, with teacher guidance.
- &#8226; Adopting a positive attitude towards listening to classmates and learning the subject, as well as seeking to play an active role in the learning process.
- &#8226; Developing the knowledge and ability to lead group workshops in English, both in the written and oral form.

### Theoretical and Practical Contents

- 1) Practical experiences supporting people participation:
  - a) On the initiative of popular or grassroots movements.
  - b) On the initiative of public institutions.
- 2) Group dynamics and techniques for supporting people participation:
  - a) Meetings, assemblies and workshops: the contributions of dynamization.
  - b) Facilitating groups processes.
  - c) Methodologies and techniques for participation.
- 3) Participatory action-research: building knowledge and action collectively (processes and product dimensions):
  - a) Social agents, demands and initial negotiation.
  - b) Opening cycle, self-diagnosis: community networks and social discourses.
  - c) Closing cycle: knowledge devolution and proposals for collective action.
  - d) Implementation of proposals and evaluation of the action-research process.
- 4) Methodologies and knowledge for emancipation:
  - a) Knowledge as a tool of power: epistemological ruptures and democratization of knowledge.
  - b) Social Sciences and proposals for emancipation: Popular Education, Systematization of experiences, Reflect-Action, Theatre of the oppressed, &#8230;
- 5) Human agency, people participation and political power.
  - a) Democracy and the dialectic of power relationships. Modern State, Capitalist Market and Community Networks in the historical context of the main oppressive systems: Colonialism, patriarchy and capitalism.
  - b) Social struggles and resistances: popular initiative and grass-roots movements.

## TEACHING METHODS

In the classroom, presentations of experiences by the teacher will alternate with the reading and discussion of short texts, and the realization of different group dynamics. In the same way, the students will carry out group exercises both individually and in pairs.

## **TYPES OF TEACHING**

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	46	7	7						
Horas de Actividad No Presencial del Alumno/a	69	10.5	10.5						

**Legend:** M: Lecture-based S: Seminar GA: Applied classroom-based groups  
GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups  
TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

## Evaluation methods

### - End-of-course evaluation

## Evaluation tools and percentages of final mark

- Written test, open questions 40%
- Exercises, cases or problem sets 30%
- Teamwork assignments (problem solving, Project design) 30%

## ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

## **EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT**

## MANDATORY MATERIALS

## BIBLIOGRAPHY

## Basic bibliography

- Bianchi, Iolanda (2022) "Empowering policies for grassroots welfare initiatives: Blending social innovation and commons theory". *European Urban and Regional Studies* 00(0) 1-14.
- Bradbury Huang, Hilary (2010) "What is good action research? Why the resurgent interest?". *Action Research*, Volume 8(1): 93-109.
- Bussu, Sonia and Koen P.R. Bartels. (2014) "Facilitative Leadership and the Challenge of Renewing Local Democracy in Italy". *International Journal of Urban and Regional Research*. Volume 38.6, 2256-73.
- D'az-Arévalo, Juan Mario (2022). "In search of the ontology of participation in Participatory Action Research: Orlando Fals-Borda's Participatory Turn, 1977-1980". *Action Research*, Vol. 20(4) 343-362.
- Wittmayer, Julia M.; Schäpke, Niko. (2014) "Action, research and participation: roles of researchers in sustainability transitions". *Sustainability Science*. DOI: 10.1007/s11625-014-0258-4

## Detailed bibliography

- Fals-Borda, Orlando; Anisur Rahman, Muhammad. (1991) *Breaking the Monopoly with Participatory Action Research*. Apex Press.
- Florence Nyemba; Minna Mayer. (2018) "Exploring the roots of participatory action research: An interview with Dr Marja-Liisa Swantz" *Action Research*, Vol. 16(3) 319-338.
- Soliz, F.; Maldonado, A. (2012) *Guía de metodologías comunitarias participativas*. Repositorioa Universidad Andina Simón Bolívar. <http://repositorio.uasb.edu.ec/bitstream/10644/3997/1/Soliz%20F-CON008-Guia5.pdf>
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"ejercicio activo de la ciudadanía" paper presented at Activist Research Conference, Barcelona. [https://www.colectivoioe.org/index.php/publicaciones\\_articulos/show/id/95](https://www.colectivoioe.org/index.php/publicaciones_articulos/show/id/95)

- Martínez, Zesar; and Casado, Beatriz (2013). Acerca de opresiones, luchas y resistencias: movimientos sociales y procesos emancipadores. Cuadernos de Trabajo 60, Hegoa, Bilbao.  
[https://www.researchgate.net/publication/338897140\\_Acerca\\_de\\_opresiones\\_luchas\\_y\\_resistencias\\_movimientos\\_sociales\\_y\\_procesos\\_emancipadores](https://www.researchgate.net/publication/338897140_Acerca_de_opresiones_luchas_y_resistencias_movimientos_sociales_y_procesos_emancipadores)

### **Journals**

<https://ceaal.org/v3/biblioteca-la-piragua/>  
<https://jprm.scholasticahq.com/>  
<https://journals.sagepub.com/home/arj>

### **Web sites of interest**

<https://ceaal.org/v3/>  
<http://www.redcimas.org/biblioteca/metodologia/>  
<http://www.colectivoioe.org/>  
[http://www.uam.es/personal\\_pdi/stmaria/jmurillo/recursos/inv-accion.htm](http://www.uam.es/personal_pdi/stmaria/jmurillo/recursos/inv-accion.htm)  
<http://www.aral.com.au/>  
<http://www.participedia.net/en/about>

### **OBSERVATIONS**

<b>COURSE GUIDE</b>	2023/24
<b>Faculty</b>	323 - Faculty of Social and Communication Sciences
<b>Degree</b>	GSOCIO31 - Bachelor's Degree in Sociology
<b>COURSE</b>	
25031 - Science, Technology & Society	<b>Credits, ECTS:</b> 6
<b>COURSE DESCRIPTION</b>	
<p>The subject analyses science as a social institution and deals with the dismantling of the mythology of science built up during modernity. In the context of the globalised world and information societies, the course explores the new meanings acquired by the relationship between science and technology, as well as the social significance of the two concepts. Overall, it addresses the social processes related to science and technology and the importance of knowledge production and management in contemporary societies.</p>	
<b>COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT</b>	
<p>The main goal of the subject is for students to learn the theoretical and methodological foundations of the sociological studies of science, technology and society. It thus aims for students to understand the social dimensions of change processes in society and organisations, taking also into account, knowledge production and management. In short, it seeks for students to acquire practical skills in handling and analysing information and data in the fields of both Science and Technology Studies and knowledge production and management.</p>	
<b>GENERAL COMPETENCIES</b>	
<p>At the end of the course, students will be expected to:</p>	
<p>G001 - Plan and carry out sociological research applying the most appropriate techniques according to the established objectives.</p>	
<p>G002 - Write and present a sociological research report.</p>	
<p>G003 - Identify and define the basic components of the most relevant social problems</p>	
<b>CORE SKILLS:</b>	
<p>CB1 - Students demonstrate having and understanding the knowledge in this area of study. That includes aspects that involve knowing about the cutting-edge theories in the field of Science and Technology Studies.</p>	
<p>CB2 - Students know how to apply the acquired knowledge to their work or vocation in a professional manner. That is, they possess the skills that are usually demonstrated by preparing and defending arguments and problem resolution in this field of study.</p>	
<p>CB3 - Students have the ability to gather and interpret relevant data in this field in order to make judgements that include grounded thoughts and reflections on relevant social, scientific or ethical issues.</p>	
<p>CB4 - Students are able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>	
<p>CB5 - Students have developed the necessary learning skills to carry out further studies with a high degree of autonomy.</p>	
<b>CROSS-CUTTING SKILLS</b>	
<p>C4CC01 - Students will be able to design, prepare and defend for assessment a research project demonstrating the skills and knowledge acquired throughout the degree course.</p>	
<p>C4CC09 - Students will develop teamwork skills and abilities.</p>	
<p>G008 - Students will be able to analyse synthetically information concerning to social problems and needs, with special focus on gender, class and ethnic inequalities and bias.</p>	
<p>G009 - Students will develop a critical attitude towards data and social practices.</p>	
<p>G010 - Students will deploy intellectual and ethical rigour based on sociological arguments and analysis to be applied in their future career.</p>	
<b>SPECIFIC SKILLS:</b>	
<p>C4CC02 ; Analyse and critically acknowledge the role of technological innovation in the socio-economic and cultural change of society.</p>	
<p>Specifically, from a macro-sociological perspective, the aim is for students to be able to address the processes of social innovation in the different dimensions of the social structure (Economy, Science and Technology, Education). Thus, they will be able to understand and explain the role of scientific, technological, economic and social innovation as elements of social change.</p>	
<p>On the other hand, from a more micro-sociological perspective, the aim is for students to be able to analyse the relationship between science, technology and people's everyday experience. This way, the aim is for students to be able to interpret and explain a world mediated by technologies that ultimately give shape to the contemporary experience.</p>	
<b>LEARNING OUTCOMES</b>	
<p>1. Acquire and put into practice a basic set of concepts and methodologies for the sociological approach to science and technology studies and knowledge management (cross-linked with competences 1-2-9 of the module).</p>	
<p>2. Analyse and use the main concepts and methodologies of the national/regional science and innovation systems</p>	

perspective (cross-linked with competences 1-2-9 of the module).

3. Analyse and put into practice conceptual and methodological instruments for the social study of the processes of design and implementation of new organisational systems related to knowledge management (cross-linked with competences 1-2-9 of the module).
4. Know how to present the main concepts and methodologies for the social study of science and technology.
5. Know how to use the main concepts and methodologies from the perspective of Science Technology and Society studies.

### Theoretical and Practical Contents

#### MAIN TOPICS AND CONTENTS

1. Sociologies of knowledge, science and technology.
2. The production of scientific knowledge. Relations between science, technology and society.
3. Contemporary approaches to the production of knowledge.
4. Science and technology policies.
5. Technology, knowledge management and innovation systems.
6. Contemporary controversies around technological innovations.

### TEACHING METHODS

In this subject, the individual work of students, teamwork and the capacity for collective analysis will be especially encouraged. More specifically, through different teaching methods (lectures, seminars, classroom practice and workshops), the following activities will be carried out:

- Lectures aimed to introduce the students to the theoretical foundations of the aforementioned main topics of the teaching programme.
- Sessions focused on carrying out practical tasks both individually and in groups: analyses of texts, readings, press news, audio-visuals and seminars including classroom presentations.
- Specific workshops on contemporary issues, controversies and social processes revolving around technology and science. For example: automation and digitisation of processes, artificial intelligence, biotechnology, etc.

### TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	46	7	7						
Horas de Actividad No Presencial del Alumno/a	69	10,5	10,5						

**Legend:** M: Lecture-based      S: Seminar      GA: Applied classroom-based groups  
GL: Applied laboratory-based groups      GO: Applied computer-based groups      GCL: Applied clinical-based groups  
TA: Workshop      TI: Industrial workshop      GCA: Applied fieldwork groups

### Evaluation methods

- End-of-course evaluation

### Evaluation tools and percentages of final mark

- Written test, open questions 50%
- Exercises, cases or problem sets 50%

### ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Assessment in this subject will be CONTINUOUS and will include: a) a written exam to be taken based on a.1) producing and oral presentation (in class) of in-depth individual case-based research, which represents the 30% of the final grade. And a.2) a dissertation on the theoretical and practical content of different subjects worked in class. The grade obtained in this dissertation will account for 20% of the student's final grade. b) The performance and presentation in class of different individual and group tasks throughout the academic year. The grades for these assignments and the continuous assessment of work done by the student in class will represent 50% of the final grade.

To apply this mode of assessment, 80% minimum attendance at class is required.

As per the rules in force, students may submit a written waiver of continuous assessment to the lecturer responsible for the subject not less than a month before end of the teaching time (Assessment Regulations, Art. 12.2).

### FINAL ASSESSMENT

Regulations for the evaluation of students in degrees of UPV/EHU (BOPV nº50-13/03/2017) Article 8.3 of the Student Assessment Regulations for official degrees at the UPV/EHU (BOPV [Official Gazette of the Basque Country, No. 50-13/03/2017], "student shall be entitled to be assessed by the final assessment system, regardless of whether or not they in

the continuous assessment system. To that end, students shall submit a written waiver of continuous assessment to the lecturer responsible for the subject within 9 weeks of the beginning of the four-month term [...] That final assessment will be a written final exam"

The final assessment under the ordinary session will consist of a written theoretical-practical exam making up 100% of the grade. This exam will include both theoretical questions and practical activities, and the knowledge acquired and the skills developed by the student will be jointly assessed.

If it is necessary to adapt the assessment to a distance and online environment, students who have applied for the final assessment must:

A) Carry out an integrated practical program of tasks that would cover the skills / learning outcomes of the subject and that will be delivered on the date of the ordinary session set by the academic calendar of the Faculty.

B) Carry out a theoretical-practical written test in synchronous mode, but online, using the platforms and software that the University of Basque Country makes available for distance learning.

## **EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT**

For students who have followed the combined assessment modality, the grades obtained in the different tasks and assignments will be retained, provided these have exceeded the established minimum. For students who have not participated in the continuous assessment system under the ordinary session, the final assessment in an extraordinary session will be a written theoretical-practical exam making up 100% of the grade. This exam will include both theoretical questions and practical activities, and the knowledge acquired and the skills developed by the student will be jointly assessed.

If it is necessary to adapt the assessment to a distance and online environment, the students in extraordinary call must:

A) Carry out an integrated practical program of tasks that would cover the skills / learning outcomes of the subject and that will be delivered on the date of the ordinary session set by the academic calendar of the Faculty.

B) Carry out a theoretical-practical written test in synchronous mode, but online, using the platforms and software that the University of Basque Country makes available for distance learning.

## **MANDATORY MATERIALS**

A selection of compulsory texts and materials will be provided. These materials will be used for the theoretical study of the subject, as well as for carrying out practical tasks. The detailed programming of the subject, as well as the necessary supplementary materials will be available for students on the eGela platform.

## **BIBLIOGRAPHY**

### **Basic bibliography**

Barnes, D., Edge, D. (1992) *Science in Context: Readings in the Sociology of Science*. Open Uni. Press.  
González García, M.; López Cerezo, J.A. y Luján López, J.L. (1996): *Ciencia, tecnología y sociedad: una introducción al estudio social de la ciencia y la tecnología*. Madrid: Tecnos  
Haraway, D. (1995): *Ciencia, cyborgs y mujeres*. España: Ediciones Cátedra.  
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### **Detailed bibliography**

Braidotti, Rosi (2019): *Posthuman knowledge* (Vol. 2): Polity Press Cambridge.  
Frost, S. (2016): *Biocultural Creatures. Toward a New Theory of the Human*: Duke University Press.  
Gibbons, M. (1994) *The new production of knowledge: the dynamics of science and research in contemporary societies*. London: Sage  
González de la Fe, T. y López Peláez, A. (Eds.) (2011), *Innovación, conocimiento científico y cambio social. Ensayos de sociología ibérica de la ciencia y la tecnología*, Madrid: Centro de Investigaciones Sociológicas  
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MacKenzie, Donald; Wajcman Judy (editors) (1998) *The Social Shaping of Technology*: Second Edition. Open University Press: Buckingham, UK.  
Sanz-Menéndez, L. and Cruz-Castro, L. (2005) "Explaining the science and technology policy of regional governments", *Regional Studies* 7, pp. 939-954  
Sanz, Luis (1997): *Estado, Ciencia y tecnología en España (1939-1997)*. Madrid: Alianza Editorial  
Tsing, H. ; Swanson, E. Gan, y Bubandt, N. (Eds.). (2017). *Arts of living on a damaged planet*. Minneapolis: University of Minnesota Press.

### **Journals**

ArtefaCToS. Revista de estudios sobre la ciencia y la tecnología (ESP)  
Athenea Digital. Revista de Pensamiento e Investigación Social (ESP)  
Research Policy (UK)

Revista Iberoamericana de Ciencia, Tecnología y Sociedad (ESP)  
Social Studies of Science (UK)  
Techniques & Culture (FR)  
Technovation (UK)  
Tecnoscienza (IT)  
Teknokultura (ESP)  
Theory, Culture and Society (UK)

**Web sites of interest**

European Association for the Study of Science and Technology  
European Commission  
Society for Social Studies of Science  
The Conversation  
The Italian Society of Science and Technology Studies

**OBSEVATIONS**

## COURSE GUIDE 2023/24

**Faculty** 323 - Faculty of Social and Communication Sciences

**Cycle** .

**Degree** GBCOPE31 - Doble Grado en Comunicación Audiovisual y en Periodismo

**Year** First year

### COURSE

27086 - Analysis of the Economic Environment

**Credits, ECTS:** 6

### COURSE DESCRIPTION

As it has been pointed out in the different reports of the three Communication degrees available in this faculty, this subject is common to all of them in the first year. It is an introductory course that will help the students to acquire basic skills necessary for their future experience in the professional area of communication.

In the subject of Analysis of the Economic Environment, economic basic concepts and skills are acquired in order to understand the complex current economic reality. The subject will mainly: (i) analyze the agents, institutions and functioning of different economic systems, with special attention to the market economic system; (ii) identify and justify the intervention of the public sector in the economy; and (iii) study the main macroeconomic issues and imbalances (the causes and policies to cope with them).

As a result, students will study the main tools, methodologies, variables and indicators to analyze and interpret current economic activity. The subject aims to train the student to be able to develop their professional work in the area of communication. In fact, economic issues appear in the media every day. So students will be able to gather, understand and analyze economic information.

The subject of Analysis of the Economic Environment is offered in the first semester and given its introductory character, there is no need of having prior knowledge in this field.

### COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

#### SUBJECT-SPECIFIC SKILLS:

1. To compare the underlying values, objectives, agents and institutions of different economic systems, with special attention to the market economy system.
2. To identify and justify the intervention of the public sector in the economy and to be able to interpret the related indicators.
3. To identify the main macroeconomic issues and imbalances: to explore their origin (the causes) and to propose economic policies to cope with them.
4. To interpret the data and the socio-economic indicators related to the economic environment.

In this subject the following skills of the degree will be developed:

#### GENERAL AND BASIC SKILLS OF THE DEGREE:

General:

G001 - To acquire knowledge and understand the significance of theory, concepts and methodologies in the interdisciplinary context of audio-visual communication.

G002 - Apply theories and methodological tools to practice in different communicative processes and contexts.

Basics:

CB1- Students have demonstrated knowledge and understanding in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.

CB2 To be able to apply knowledge in the future work and professional life and to prepare reports, to put forward an argument and solve problems in the area of interest.

CB3 To collect information and to know how to interpret relevant data (usually within the area of study) to make judgements that include reflection on relevant issues of a social, scientific or ethical nature.

CB4 To be able to transmit information, ideas, problems and solutions to both a specialized and non-specialized audience

CB5 To develop learning skills necessary to undertake further studies with a high degree of autonomy.

**SPECIFIC COMPETENCES OF THE COURSE/MODULE:**

CEC1 - Reflect, understand and identify the main theories, ideas and concepts of historical, economic and linguistic thought, applied to the knowledge of communicative phenomena.

CEC2 - Apply concepts, techniques and methodological procedures to the identification of documentary sources, case analysis and information and communication problems.

CEC3 - Develop skills and abilities for active participation, collaboration and co-responsibility in teamwork.

**CROSS CURRICULAR SKILLS:**

CT2 Social commitment

CT7 Critical thinking

CT8 Teamwork

**LEARNING OUTCOMES:**

1. To understand and interpret the economic facts that are described in the mass media.
2. To find out and to learn to use the main indicators and sources of economic information.
3. To synthesize in a clear and coherent way the information collected.
4. To interpret the economic situation of a country in terms of growth, employment and stability according to the indicators selected and available information.
5. To interpret the mechanisms that lie under the free market and to think about them.
6. To justify the public sector intervention in economy.
7. To consider and think about the new emerging trends in economy: globalization, gender economy, ecology, sustainability and human development.

**CONTENIDOS TEÓRICO-PRÁCTICOS**

Lesson 1: Introduction: basic concepts in the economic analysis

1.1 Basic issues and concepts

1.2 Economic systems

Lesson 2: Microeconomic analysis: market economies

2.1 Operation of the markets: the demand and supply curves

2.2 Market failures: State intervention in the economy

Lesson 3: Economic environment and main indicators and variables

3.1. Analysis of the supply: the GDP

3.2. Analysis of the demand

3.3. Analysis of the income distribution

3.4. Analysis of the financial state

Lesson 4: Stabilization policies

4.1. Central Bank and monetary policy

4.2. Fiscal policy

Lesson 5: Employment and labour market

5.1. Basic concepts and types of unemployment

5.2. Measuring unemployment: basic concepts and indicators.

5.3. Factors determining unemployment changes

5.4. Employment policies

Lesson 6: Other macroeconomic imbalances

## 6.1. The Inflation problem

## 6.2.The International Economy: balance of payments and exchange rates

## TEACHING METHODS

The subject is organised based on a mixed methodological proposal according to the following scheme:

1. Lectures in which the teacher will explain the contents of the subject. However, as far as possible, exercises, comments and discussions related to the topic will be carried out during the master class. Weekly hours: 3,5 hours.
2. Applied classes coordinated with the theoretical / conceptual part of the subject dedicated to carrying out a series of activities: teamwork assignment, case exercises, problems solving or oral presentations. Weekly hours: 1 hour (if applicable, alternate by subgroups according to the academic calendar). The attendance to the practical sessions will be mandatory.
3. Tutorials: Students may attend the tutorials at their best convenience, a total of six hours a week (schedule can be consulted in GAUR application).
4. EGELA teaching platform. Basic support for the teaching in which students will have available all the necessary materials, information, deliverable tasks as well as communications of interest from the teacher.

## **TYPES OF TEACHING**

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
<b>Hours of face-to-face teaching</b>	53		7						
<b>Horas de Actividad No Presencial del Alumno/a</b>	79,5		10,5						

**Legend:** M: Lecture-based S: Seminar GA: Applied classroom-based groups  
GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups  
TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

## Evaluation methods

- Continuous evaluation
- End-of-course evaluation

## **Evaluation tools and percentages of final mark**

- Written test, open questions 70%
- Teamwork assignments (problem solving, Project design) 30%

## ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The subject follows the continuous evaluation system, which consists of the following:

- i) A written exam which will account for 70% of the final mark. The written test will deal with the contents seen in class and will take place within the terms and conditions established by the Faculty.
- ii) A group written work to be developed during the course which will account for 30% of the final mark.

**IMPORTANT:** In order to add the mark obtained in the group written work to the mark obtained in the final written exam, it is mandatory to meet two conditions:

1. To attend the applied classes.
2. To obtain at least 2.5 out of 7 in the final written exam.

Renunciation of the continuous evaluation and the final evaluation system (End-of-course evaluation): The student could also be evaluated through the final evaluation system which consists in a written exam (about the contents seen in class) and will cover the 100% of the final mark. For doing this, the student must present a justification (in a written format) to the teacher in the first 9 weeks of the fourth-month period indicated in the academic calendar of the center.

## Renunciation of the ordinary call:

- In the continuous evaluation case, students must resign at least up to one month before the end date of the teaching period of the subject, sending a written justification to the teacher. The final grade will be NOT PRESENTED.
- In the final evaluation case (End-of-course evaluation), the non-presentation to the exam set in the official exams calendar will suppose the automatic renunciation to the corresponding call and the final grade will be NOT PRESENTED.

## **EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT**

It will consist of a unique final written exam that will represent the 100% of the mark of the subject and will take place on the official published date by the Faculty. This exam may include both theoretical aspects and the resolution of practical questions.

Those students that have done the continuous evaluation in the ordinary call can keep the grade obtained in the teamwork

(30%), if they want, so that they will have to do just the written exam that will represent the remaining 70% of the final mark. However, in order to sum these two marks (30% + 70%), it will be necessary to obtain at least 2.5 out of 7 in the final written exam. In the rest of situations, the exam will account for 100% of the final mark.

Renunciation of the extraordinary call: The non-presentation to the exam set in the official exams calendar will suppose the automatic renunciation to the corresponding call and the final grade will be NOT PRESENTED.

## MANDATORY MATERIALS

Materials and content available on the EGELA platform.

## BIBLIOGRAFÍA

### Basic bibliography

Mankiw, N. G. (2023): Principles of economics. 10th edition Cengage Learning.

Krugman, P.; Wells, R. & Graddy, K. (2020): Essentials of Economics. Fifth edition. Worth Publishers.

### Detailed bibliography

Conde, Francisco J.; González, Sara (2001): Indicadores económicos. Ediciones Pirámide. Madrid.

Core-econ.org. The economy 2.0. <https://www.core-econ.org/project/the-economy-2.0/>

Cuadrado, J.R., Mancha, T., Nonell, R., Villena, J.E., Casares, J., Peinado, M.L., González, M., Marín, J.M. Escribano, G., San Martín, E. (2023). Política económica: objetivos e instrumentos (7<sup>a</sup>). McGraw-Hill.

Griffiths, A. & Wall, S. (2007): Applied Economics, Financial Times Prentice Hall. Harlow.

Mankiw NG. (2022): Macroeconomics, 11th Edition. Worth Publishers.

Hernandez-Sampieri, R. y Mendoza, C. (2018): Metodología de la investigación. Ed. McGraw-Hill.

Samuelson, P. & Nordhaus, W. (2009): Economics. McGraw-Hill Education. New York.

## Journals

Ekonomiaz

Información Comercial Española

Papeles de Economía Española

Revista de Economía Mundial

## Web sites of interest

<http://www.ine.es>  
<http://www.eustat.es>  
<https://ec.europa.eu/eurostat>  
<https://www.ilo.org>  
<http://www.bde.es>  
<http://www.euskadi.eus/gobierno-vasco/departamento-hacienda-finanzas/inicio/>  
<https://www.ecb.europa.eu/home/html/index.en.html>  
<http://www.mineco.gob.es/portal/site/mineco/economia>  
<https://www.oecd.org/>  
<https://www.worldbank.org>  
<https://sdgs.un.org/goals>  
<https://www.econinbox.com/>  
<https://mru.org/resources/university/interactive-practice>  
<https://www.euskadi.eus/astekonomia/web01-a2ogaeko/es/>

## OBSERVATIONS

In accordance with the academic assessment regulation (Article 11.3), upon the verification of having copied in an evaluation test, the student/s involved will have a failure grade. If this occurs during the development of the test, this can be interrupted immediately.

<https://www.ehu.eus/es/web/estudiosdegrado-gradukoikasketak/ebaluaziorako-arautegia>

In addition, it is necessary to remember taking into account the academic ethics protocol of UPV/EHU:

1. The following practices are considered fraudulent or dishonest at UPV/EHU: Plagiarizing works, that is, copying others works without citing the reference or source used, and present them as their own elaboration, in the texts or works submitted to academic evaluation (Point 2.a.).

2. During the development of an evaluation test at UPV / EHU, the use of books, notes, telephone or other devices is prohibited. (Point 3, p.5).

<https://www.ehu.eus/es/web/estudiosdegrado-gradukoikasketak/akademia-araudiak>