FACULTY OF LABOUR SCIENCES

Universidad de Huelva

DEGREE IN LABOUR RELATIONS AND HUMAN RESOURCES

Subject Data

Name:

ECONOMÍA DE LOS MERCADOS DE TRABAJO

English name:

LABOUR MARKETS ECONOMICS

Code:	Type:
515109222 (T1)	**Compulsory**

Hours:

	Total	Outclass	Outclass
Time distribution	125	40	85

ECTS:

Standard group	Small groups			
	Classroom	Lab	Practices	Computer classroom
6 ECTS				

Departments:	Knowledge areas:
Economics	Applied Economics

Year:	Semester
4°	1st

TEACHING STAFF

Name:	E-mail:	Telephone
Blanca Miedes Ugarte	miedes@uhu.es	+34 959 219689

Others Data (Tutoring, schedule…)

Prof.: Blanca Miedes Ugarte
Department: Economics
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E-mail: Miedes@uhu.es
Office hours:
    First Semester: Tuesday 10:00-14:00; 15:30-17:30

Course schedule (classes): Wednesday 10:00 – 14:00

SPECIFIC INFORMATION ABOUT THE COURSE

1. Contents description:

1.1 In English:

This module focuses on a critical multidisciplinary analysis of labour markets structure and their functioning in the short, middle, and long term socioecological context, at World, European, Spanish, regional and local level. Student debates about the future of labour markets will be thoroughly encouraged.

1.2 In Spanish:

Este módulo se centra en un análisis crítico multidisciplinar de la estructura de los mercados laborales y su funcionamiento en el contexto socioecológico a corto, medio y largo plazo, a nivel mundial, europeo, español, regional y local. Se fomentarán a fondo los debates de los estudiantes sobre el futuro de los mercados laborales.

2. Background:

2.1 Situation within the Degree:

This is a module in the first semester of the fourth and final year of the degree in Labour Relations and Human Resources at the Faculty of Labour Sciences

2.2 Recommendations

Students wishing to follow this course should be interested in a multidisciplinary (ie, social, economic, ecological, political, cultural and human dimensions) approach to examining key problems in current labour markets at every spatial scale. There are no mathematical or statistical prerequisites, but students will be asked to analyse various basic ecological, social and economic indicators.

3. Objectives (as result of teaching):

The objectives of this course are to
- increase students' critical capacity for outlining the connections between the functioning of labour markets and the well-being of workers, families and society in the current socioecological context at diverse spatial scales.
- introduce main concepts and principles (people, prosperity and planet, peace and partnership) of UN Agenda 2030 and the 17 SDGs focusing on its relation to labour markets performance.
- provide students training in the localization, handling and use of the main statistical and documentary sources in the analysis of labour markets.

By the end of the module students should be able to:
- demonstrate a sound understanding of the connections between the functioning of labour markets, social wellbeing and ecological sustainability and its political implications in the framework of the UN Agenda 2030.
- identify the main multi-scale labour market structuration processes.
- locate, understand and analyse the main international, national and regional labour statistics.
- calculate the main statistical labour indicators.

4. Skills to be acquired

4.1 Specific Skills:

Specific: -
CE10. Ability to transmit and communicate in writing and orally using appropriate terminology and techniques -
CE23. Ability to interpret multidimensional data and indicators relating to the labour market -
CE28. Ability to interrelate the different disciplines that make up labour relations -
CE27. Critical analysis of the decisions emanating from the agents involved in labour relations -

4.2 General, Basic or Transversal Skills:

Generic:
CG2.3. Ability to apply knowledge to practice in their various fields of action.
Transversal:
CT2. Development of a critical attitude in relation to the capacity for analysis and synthesis
CT3. Development of an attitude of enquiry that allows for the permanent revision and advancement of knowledge.

5. Training Activities and Teaching Methods

5.1 Training Activities:

- Lectures/exhibitions
- Homework (reading and analysis of documents, search and consultation of specific bibliography).
- Workshops: Case studies, data analysis and infographics, Seminars and debates, participation in discussion forums, chats, videoconferencing, pechakuchas.

5.2 Teaching Methods::

This module follows a participative generative methodology, whereby students are expected to take an active part in class discussions and generative activities following input from lectures, the viewing of documentary programmes, background reading of articles and books, and essay writing.

The course consists of several active learning projects as weekly workshops. These workshops will take the following format: the teacher gives a short overview of the day's topic and then gives students a challenge to meet by the end of the session, such as answering a question or solving a problem; students break into small groups to do research offline and/or online, chart out ideas and discuss ways to meet the challenge; at the end of class, each group shares what they've learned with their peers.

5.3 Development and Justification:

As this is a course in the foreign language teaching programme, the majority of students are ERASMUS students from different countries, studies and degrees. The multidisciplinary, eminently practical and participative methodology of the programme is justified in order to take advantage of the diversity of the students' academic and cultural backgrounds.

6. Detailed Contents

- UNIT 1: GLOBAL LABOUR MARKETS FACING A SOCIOECOLOGICAL TRANSITIONS. THE WORLD OF THE AGENDA 2030.
- UNIT 2: EUROPEAN LABOUR MARKETS IN CURRENT EUROPEAN CONTEXT.
- UNIT 3: THE SPANISH LABOUR MARKET: CURRENT TRENDS AND TENSIONS.
- UNIT 4: LABOUR MARKETS FUCTIONING FROM A TERRITORIAL (REGIONAL- LOCAL) PERSPECTIVE.
- UNIT 5: THE FUTURE OF LABOUR MARKETS. NEW PATHS FOR RESEARCH.

7. Bibliography

7.1 Basic Bibliography:

Handbook:

BEBLAVÝ, M MASELLI, I. VESELKOVÁ, M. (Eds.) (2014): *Let's get to Work! The Future of Labour in Europe* (Vol 1.), Centre for European Policy Studies, Brussels. Available on-line.

2023 actualizations of labour market reports of international organizations:

- EUROSTAT : http://europa.eu.int/comm/eurostat/
- OECD - Organisation for Economic Cooperation and Development: http://www.oecd.org
- International Labour Office: www.ilo.org/public/english/employment/strat/kilm/indicats.htm
- European Commission V D.G (Employment and Social Affaires):
http://europa.eu.int/comm/employment_social/index_es.html

7.2 Additional Bibliography:

- BOWEN, Alex. 2012. *'Green' Growth, 'Green' Jobs and Labor Markets*. Policy Research Working Paper; No. 5990. World Bank, Washington, DC. © World Bank. https://openknowledge.worldbank.org/handle/10986/3277 License: CC BY 3.0 IGO
- HAWKEN, P. (Ed.). (2017). *Drawdown: The most comprehensive plan ever proposed to reverse global warming*. Penguin.
- KLOMP, K., & OOSTERWAAL, S. (2021). *Thrive: fundamentals for a new economy*. Business Contact.
- MOOI-RECI, I., & MUÑOZ-COMET, J. (2016). The Great Recession and the Immigrant–Native Gap in Job Loss in the Spanish Labour Market. *European Sociological Review*, *32*(6), 730-751.
- PAWLYN, M., & ICHIOKA, S. (2022). *Flourish: design paradigms for our planetary emergency* .Triarchy Press
. STAHEL, W. R. (2019). *The circular economy: A user's guide*. Routledge.
- RAWORTH, K. (2017). *Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist*. Chelsea Green Publishing.
- ROSLING, H. et al. (2018). *Factfulness. Ten reasons we're wrong about the world -and why things are better than you think.*, Sceptre, London.
- SCHARMER, C. O., & KAUFER, K. (2013). *Leading from the emerging future: From ego-system to eco-system economies*. Berrett-Koehler Publishers.

8. Systems and Assessment Criteria

8.1 System for Assessment:

- Create individually a piece of artwork (Painting, Sculpture, Printmaking, Photography, Drawing, Textile Art, Ceramics, Performance Art, Digital Art, or any other form of tangible art expression) with its corresponding explanatory memorandum of its meaning and significance (1500 words) to be included in a collective installation made by the whole course on the "future of work in the face of socio-ecological challenges".
- One Collaborative Team-Group assessment to be presented to the rest of the class (Pechakucha style presentation). Suggested sub-topics:
    - Climate Change and its Socioeconomic and laboral Impacts,
    - Ecosystem Degradation and Biodiversity Loss
    - Resource Scarcity and the Circular Economy
    - Social Inequalities and Environmental Justice
    - Energy Transition and Green Jobs
    - Technological Innovation and Work Transformation
    - Collaborative Economy and New Business Models
    - Public Policies and Sustainable Development Strategies
    - Skills and Competencies for the Future of Work

    *On written request at the beginning of the course: Final single written exam on the sections of the syllabus to be prepared on the basis of the presentations and basic materials recommended by the teacher.

8.2 Assessment Criteria and Marks:

8.2.1 Examinations Convocatory I

During the semester students will be required to submit:
- One individual assessment (piece of artwork and explanatory memorandum 1500 words)
- One Collaborative Team-Group assessment to be presented to the rest of the class (pechakucha).

Types of activities and deadlines will be discussed with the students the first week of the course.

The final grade will be a weighted average of the student's individual and group task scores (30% each), course attendance (20%) and class/workshop participation (20%).

Final results will be given in terms of a numerical scale between 0 and 10 (including tenths), with the corresponding qualitative ratings below:
- ≤4.9: Fail (D)
- 5.0 - 6.9: Pass (C)
- 7.0 - 8.9: Pass with Merit (B)
- 9.0 - 10: Distinction (A)

The total number of distinctions cannot exceed 5% of the students enrolled in the subject in the academic year (unless the number of students enrolled is lower to 20, in which case one distinction can be awarded)

The grading system is subject to the Bachelor's Degree Exam Regulations of the University of Huelva (Normativa de Evaluación para las Titulaciones de Grado de la Universidad de Huelva). Please refer to:
<http://www.uhu.es/sec.general/Normativa/Texto_Normativa/evaluaci%C3%B3n_grados_%20y_mofs.pdf>.
In particular, please note that make-up exams and other special circumstances will be subject to article 19 of these regulations.

8.2.2 Examinations Convocatory II

Written exam on the sections of the syllabus to be prepared on the basis of the presentations and basic materials recommended by the teaching staff (100% of the grade).

8.2.3 Examinations Convocatory III

Written exam on the sections of the syllabus to be prepared on the basis of the presentations and basic materials recommended by the teaching staff (100% of the grade).

8.2.4 Extraordinary Convocatory

Written exam on the sections of the syllabus to be prepared on the basis of the presentations and basic materials recommended by the teaching staff (100% of the grade).

8.3 Single Final Evaluation:

On written request at the beginning of the course the student can chose to have a single final evaluation based on a Written exam on the sections of the syllabus to be prepared on the basis of the presentations and basic materials recommended by the teaching staff (100% of the grade).