

<b>Main information about the course</b>	
<b>University</b>	Università degli Studi di Bari "Aldo Moro"
<b>Department</b>	Lettere Lingue e arti. Italianistica e culture comparate
<b>Academic Year</b>	2020-2021
<b>Title of the course</b>	Sociologia dei processi economici e del lavoro
<b>Course</b>	Lingue e culture per il turismo e la mediazione internazionale (L-12)
<b>Formative credits</b>	<b>6</b>
<b>English denomination</b>	Sociology of economic processes and labour
<b>Attendance obligation</b>	Attendance is not compulsory but strongly recommended. For the attendance obligations, refer to art. 4 of Didactic regulations, available on the Degree Course website.
<b>Language</b>	Italian

Responsible teacher	Name and surname	E-mail address	
	Francesca Bitetto	<a href="mailto:francesca.bitetto@uniba.it">francesca.bitetto@uniba.it</a>	
Details of the formative credits	Disciplinary area	SSD	Formative credits
	Will be entered by the secretariat	SPS/09	6

Delivery mode	
Delivery period	Second semester
Year of the course	III year
Delivery mode	Frontal teaching (for all) and seminars

Organization of teaching	
Total hours	150 hours
Hours of course	48 hours
Individual study hours/readership	102

Calendar	
Start of teaching activities	february 22nd

End of teaching activities	2021 may 28yth
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Syllabus	
<b>Prerequisites<sup>1</sup></b>	Ability to read and understand sociological or narrative texts

<b>PROGRAM</b>	
<b>REFERENCE TEXT</b>	Carlo Trigilia Sociologia economica I, il Mulino 2002 Richard Sennet, Insieme. Rituali piaceri politiche della collaborazione Feltrinelli 2012 Francesca Bitetto L'identità consumata, Franco Angeli 2008
<b>Teaching methods</b>	Frontal teaching will not exclude the active participation of students with interventions or questions and will be accompanied by laboratory teaching, with students' participation in seminars and class discussion on the chosen topics. Participation in a seminar on Meridian Thought by Franco Cassano, a debate by the Italian assessment association on the country's relaunch policies, a seminar by the Italian Sociology Association entitled: "Inside the economic, beyond the economic, put back to theme subjectivity", listening to: "Polany sociality as an antidote to economcism", Interview with Mirella Giannini.
<b>Assessment methods (indicate at least the type, written, oral, other)</b>	Oral examination
<b>Expected learning outcomes</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the main sociological theories in the program, the role of institutions, forms of collaboration, the relationship between the philosophy of money, consumption and identity</li> <li>• Knowledge and understanding applied to possible contexts of life and work, in mediation, in the economic, production and consumption fields</li> <li>• Autonomy of judgment Evaluation of the problems that the study of economic sociology allows to know applied to different historical or work contexts</li> <li>• Communication skills Communicate adequately even in different contexts, with reference to different cultures of work, organization, consumption, style and life experience.</li> <li>• Ability to learn Ability to independently manage learning tools.</li> <li>• Transversal learning outcomes: organizational skills and working autonomy, judgment skills, ability to team work.</li> </ul>
<b>Teaching content</b>	The course will provide the basic skills of economic sociology through the study of the main authors. We will start from the definition of the main differences between economics and economic

<p><b>Evaluation criteria</b></p>	<p>sociology, the concepts of institutions, development, utilitarian and non-utilitarian action. Max Weber: Protestant ethics and the spirit of capitalism. The birth of the economy, redistribution, exchange, self-regulated markets, liberalism. Smith: Essay on the wealth of nations. Mercantilism, protectionism, profit as an end in itself, the role of cities. Malthus: Essay on the principle of population, the iron law of wages. Marx: the role of the economy, classes, alienation, ideology. The marginalist revolution, neoclassical economics. Simmel: the philosophy of money, money as a means and as an end. The conditions of modern capitalism. Sombart consumption, fashion.</p> <p>Durkheim: the division of social labor, solidarity, suicide, anomia. Veblen: the theory of the leisure class. Schumpeter: innovation and development in capitalism; Polanyi: the great transformation. Shumpeter: the decline of liberal capitalism.</p> <p>Richard Sennett's text will allow us to deepen the theme of fundamental collaboration in economics but also in everyday. The author leads us into the knowledge of the collaborative mentality and its training without hiding the fragile balance that contrasts competitiveness and collaboration. Altruism, symmetrical exchange, differentiating exchange, zero-sum exchange. Inequality conditions the possibilities and forms of cooperation. Resentment is an active force in work or social relationships.</p> <p>Trust: how to strengthen collaboration. Daily diplomacy, management of conflicts, the mask of sociability. The community: the practice of civil commitment. The community as a vocation.</p> <p>L'identità consumata: philosophy of money and consumption, consumption body and identity. Advertising corporations and weak subjects. Forms of emancipation: the active participation.</p> <p>Knowledge and understanding of the main topics of the course</p> <ul style="list-style-type: none"> <li>- Knowledge and understanding applied to the specific context analyzed in the texts through the study of sociological theories. The postmodern modes of consumption, production and relationship</li> <li>- Autonomy of judgment: ability to evaluate problems explored in the course and their repercussions on the economy and the role of institutions.</li> </ul>
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	<ul style="list-style-type: none"><li>- Communication skills: ability to communicate with different languages in relation to different public contexts and situations (written, spoken language, slides).</li><li>- Ability to learn: manage independently learning tools, analytical skills.</li></ul> <p>The language used in the oral test will testify to the degree of mastery of the concepts and the response to the teacher's requests will prove the degree of communicative and judgment autonomy.</p>
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<b>Other</b>	Reception: it is advisable to contact the teacher by mail to arrange an interview
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