



FACULTY OF LABOUR SCIENCES

DEGREE IN LABOUR RELATIONS AND HUMAN RESOURCES

Subject Data

Name:

ECONOMÍA DE LOS MERCADOS DE TRABAJO

English name:

LABOUR MARKETS ECONOMICS

Code:

515109222 (T1)

Type:

Compulsory

Hours:

	Total	Outclass	Outclass
Time distribution	125	40	85

ECTS:

Standard group	Small groups			
	Classroom	Lab	Practices	Computer classroom
6 ECTS			I	

Departments:

Economics

Knowledge areas:

Applied Economics

Year:

4º

Semester

1st

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TEACHING STAFF		
Name:	E-mail:	Telephone
Blanca Miedes Ugarte	miedes@uhu.es	+34 959 219689
Others Data (Tutoring, schedule...)		
Course Coordinator: Blanca Nieves Miedes Ugarte - Email: miedes@uhu.es - Office: 3.11 (3rd Floor, Faculty of Labour Sciences) - Phone: +34 959 21 96 39 - Office Hours: Tuesdays 10:00–14:00, 15:30–17:30 Instructor: María José Asensio Coto - Email: asensio@uhu.es - Office: 3.11 (3rd Floor, Faculty of Labour Sciences) - Phone: +34 959 21 96 39 - Office Hours: Tuesdays 10:00–14:00, 15:30–17:30 Course schedule (classes): Wednesday 10:30 – 14:30		
SPECIFIC INFORMATION ABOUT THE COURSE		
I. Contents description:		
I.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.		
I.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.		

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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:

Competences: -

CE23: Ability to interpret socio-economic data and indicators related to the labour market.

CE27: Critical analysis of decisions made by actors involved in labour relations.

CE28: Ability to interrelate the various disciplines that comprise labour relations.

CE10: Ability to communicate in writing and orally using appropriate terminology and techniques.

4.2 General, Basic or Transversal Skills:

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Knowledge and Skills::

CG2.2: Ability to solve problems with qualitative and quantitative information.

CG2.3: Ability to apply knowledge to practical situations.

CG8: Computer literacy in relation to the field of study: spreadsheets, data processing and storage.

Skills:

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, embodied practices.

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 program, most students are ERASMUS students from different countries, studies, and degrees. The multidisciplinary, eminently practical, and participative methodology of the program is justified in order to take advantage of the diversity of the students' academic and cultural backgrounds.

6. Detailed Contents

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- UNIT 1: GLOBAL LABOUR MARKETS FACING SOCIO-ECOLOGICAL TRANSITIONS. THE WORLD OF THE 2030 AGENDA
 - 1.1. Labour markets in a changing world
 - 1.2. Socio-ecological transitions and planetary boundaries
 - 1.3. The Agenda 2030 and decent work
 - 1.4. Rethinking development and work
 - 1.5. Human labour across socio-metabolic regimes
 - 1.6. Global stylised facts about work
- UNIT 2: EUROPEAN LABOUR MARKETS IN THE CURRENT EUROPEAN CONTEXT
 - 2.1. Making sense of labour market statistics
 - 2.2. Global and regional labour market comparisons
 - 2.3. Europe in the global economy
 - 2.4. European welfare states and labour markets
 - 2.5. Labour markets, inclusion and social protection in Europe
 - 2.6. Gender inequalities in European labour markets
- UNIT 3: THE SPANISH LABOUR MARKET: CURRENT TRENDS AND TENSIONS
 - 3.1. The Spanish labour market in the European context
 - 3.2. Structural characteristics of the Spanish labour market
 - 3.3. Economic crises and labour market resilience
 - 3.4. Labour market reform and job quality
 - 3.5. Sectoral change in Spain
 - 3.6. Social inequalities in the Spanish labour market
- UNIT 4: LABOUR MARKET FUNCTIONING FROM A TERRITORIAL — REGIONAL AND LOCAL — PERSPECTIVE
 - 4.1. Why territory matters in labour market analysis
 - 4.2. Regional labour markets and uneven development
 - 4.3. Local labour markets and everyday life
 - 4.4. Territorial vulnerability and labour market exclusion
 - 4.5. Local development, employment policies and governance
 - 4.6. Territorial transitions and future employment
- UNIT 5: THE FUTURE OF LABOUR MARKETS. NEW PATHS FOR RESEARCH
 - 5.1. Current transformations of work
 - 5.2. Technology, AI and labour disruption
 - 5.3. Precariousness, platform work and the gig economy
 - 5.4. Socio-ecological transition and new employment models
 - 5.5. Gender, care and the future of work
 - 5.6. Cities, territories and distributed futures
 - 5.7. New paths for labour market research

7. Bibliography

7.1 Basic Bibliography:

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- 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.
- INTERNATIONAL LABOUR ORGANIZATION — ILO (latest available edition). *World Employment and Social Outlook: Trends*. International Labour Office, Geneva.
- OECD (latest available edition). *OECD Employment Outlook*. OECD Publishing, Paris.
- EUROPEAN COMMISSION (latest available edition). *Joint Employment Report*. Directorate-General for Employment, Social Affairs and Inclusion, Brussels.
- EUROSTAT (latest available edition). *Key Figures on European Living Conditions*. Publications Office of the European Union, Luxembourg.
- SEPE — Observatorio de las Ocupaciones (latest available edition). *Informe del Mercado de Trabajo Estatal*. Servicio Público de Empleo Estatal, Madrid.
- WORLD ECONOMIC FORUM (2025). *The Future of Jobs Report 2025*. World Economic Forum, Geneva.

7.2 Additional Bibliography:

- ACEMOGLU, D., & JOHNSON, S. (2023). *Power and Progress: Our Thousand-Year Struggle Over Technology and Prosperity*. PublicAffairs.
- BERG, J. (Ed.) (2018). *Digital Labour Platforms and the Future of Work: Towards Decent Work in the Online World*. International Labour Office, Geneva.
- GOLDIN, C. (2021). *Career and Family: Women's Century-Long Journey toward Equity*. Princeton University Press.
- 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.
- RAWORTH, K. (2017). *Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist*. Chelsea Green Publishing.
- ROSLING, H., ROSLING, O., & RÖNNLUND, A. R. (2018). *Factfulness: Ten Reasons We're Wrong About the World — and Why Things Are Better Than You Think*. Sceptre.
- SCHARMER, C. O., & KAUFER, K. (2013). *Leading from the Emerging Future: From Ego-System to Eco-System Economics*. Berrett-Koehler Publishers.
- STAHEL, W. R. (2019). *The Circular Economy: A User's Guide*. Routledge.

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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

Participation in PIONEER Living Labs UHU (Voluntary Activity)

As part of the practical activities of this course, students will have the option to participate voluntarily in the UHU PIONEER Student Living Labs. These labs are experiential learning spaces where students work in an interdisciplinary way on real-world challenges in the local context — social, technological, economic or environmental — linked to the PIONEER European Alliance.

Participation may be recognised as part of the practical component of the course, in accordance with the assessment criteria established by the teaching staff. In any case, even when participation is complementary, students will receive an official certificate from the PIONEER Alliance accrediting the development of transversal competences.

*On written request at the beginning of the course: Final single written exam on the sections of the syllabus to be prepared based on 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 (35% each), course attendance (10%) 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_mofsf.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 based on the presentations and basic materials recommended by the teaching staff (100% of the grade).

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8.2.3 Examinations Convocatory III

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