

**COURSE DATA****DATA SUBJECT****Code:** 44164**Name:** Economy and social change**Cycle:** Master's Degree**ECTS Credits:** 3**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2203 - Master's Degree in Economic Policy and Public Economics	Facultat d'Economia	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2203 - Master's Degree in Economic Policy and Public Economics	Economy, politics and society	ELECTIVES

COORDINATION

SOLER GUILLEN ANGEL

SUMMARY

Since the late 1950s, the world has experienced unprecedented social and economic changes, marked by rapid globalization, significant technological advances, and profound demographic transformations. These changes have not only reshaped economies and societies but have also redefined the interactions between demography, education, and technology.

In the demographic realm, the post-war period witnessed a notable 'baby boom,' which initially spurred robust economic growth due to the increase in the workforce. However, these generations are aging, creating mounting pressure on pension and healthcare systems globally. Additionally, international migrations have intensified, transforming social structures and posing both challenges and opportunities for integration and economic development policies. Understanding the evolution of these patterns since the 1950s is crucial for anticipating future needs and responding with appropriate policies.

Concurrently, education has undergone a revolution aiming to democratize access and enhance educational quality. This expansion was crucial in meeting the demands of an increasingly technical and specialized labor market. Today, the challenge continues to be to adapt educational systems to the changing needs of a globalized and highly technological economy, ensuring that all segments of society can benefit from the opportunities it offers.



In technological terms, the second half of the 20th century saw the digital revolution, which began with the proliferation of personal computers and accelerated with the advent of the Internet for the general population. These advances have completely redefined the job landscape, from the creation of new economic sectors to the transformation of traditional jobs. Information and communication technologies have democratized access to information and revolutionized communications, but they have also posed new challenges in terms of job security and digital divides.

This subject offers a detailed analysis of how these historical developments have shaped current dynamics and how they continue to influence economic and social policies. With this approach to social change in relation to the economy, students gain a deep understanding of the forces that currently shape our economies and societies.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

2203 - Master's Degree in Economic Policy and Public Economics

Desarrollar la capacidad crítica, impulsar la inquietud y el interés investigador; buscar, ordenar, analizar y sintetizar la información económica, seleccionando aquella que resulta pertinente para la toma de decisiones en política económica.

Distinguir los elementos que condicionan las relaciones entre el sector público y el sector privado en una economía, analizando la incidencia que el sector público mantiene sobre la actividad económica, así como sobre el comportamiento de los agentes.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.



DESCRIPTION OF CONTENTS

1. Economy and Social Change: The Demographic Perspective (Dolores Puga, CSIC)

- a. Demography, economy, and society.
- b. Recent global demographic changes.
- c. Global demographic perspectives.

2. Economy and Social Change: The Educational Perspective (Ángel Soler, UV)

- a. Legislation in educational matters
- b. Educational change in spanish society

3. Economy and social change: The technological perspective in the labor market (Ángel Soler, UV)

- a. ICT Equipment in Households.
- b. Challenges and New Ways of Working.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	5,00
Seminar	25,00
Total hours	30,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	15,00
Independent study and work	30,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	45,00

TEACHING METHODOLOGY



- Theoretical classes that will require a high degree of participation.
- Classes focused on the practical application of theoretical knowledge.
- Classroom discussion of theoretical readings applied to practical cases.
- Debate and guided discussion in class.
- Researching, reading, and analyzing scientific literature related to the syllabus

EVALUATION

The final assessment of the course will consist of two grades, one from continuous assessment and another from a test that will be determined by the teaching staff at the appropriate time. The continuous assessment grade will account for 50% of the final grade, originating from various activities selected by the responsible teaching staff. The remaining 50% will come from an activity determined by the teaching staff, which could be the preparation of an essay on a specific topic, a multiple-choice exam, or an essay-based exam.

Attendance and qualified participation in the classroom will be crucial in determining the continuous assessment grade.

REFERENCES

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- Pérez, F. (dir.), B. Broseta, A. Escribá-Esteve, J.M^a Peiró, L. Serrano, A. Todolí, A. Gómez, L. Hernández, I. Narbón, Á. Soler y R. Aragón (2020). Cambios tecnológicos, trabajo y actividad empresarial: El impacto socioeconómico de la economía digital. Madrid: Consejo Económico y Social (CES), XXI Premio de Investigación del CES.
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- Soler, Á. e I. Vicente (2025). «Las políticas educativas». En M. Rohr (coord.). Análisis económico de las políticas sociolaborales. València: Tirant Lo Blanch: capítulo 8.