UAB
Universitat Autònoma de Barcelona

Cultural Community Development	2016/2017

Code: 101665
ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	OT	3	2
2500260 Social Education	OT	4	1

Contact

Name: Maria Montserrat Rifà Valls

Email: Montserrat.Rifa@uab.cat

Use of languages

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: No

Teachers

Joanna Genevieve E. Empain

Sergi Martínez Ortiz

Prerequisites

It is recommended that students have reached the two previous courses of Social Education.

Objectives and Contextualisation

This elective course is part of the Socio-Community Education itinerary in the Social Education degree. Its main objective is to reconceptualise, and produce critical reflections and actions in the field of Community Cultural Development.

The subject arises the historical reconstruction of the bases of Community Cultural Development in the context of the present and international perspectives. This course focuses on the study of cultural policies in relation to social education and reinterprets the links between art, local government and community. However, students as participants will be involved in Community Cultural Development.

Skills

Social Education
- Accompany people in their processes of growth and emancipation.
- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- Design and develop processes for citizen participation and socio-community action.
- Design evaluation plans and processes in accordance with different purposes, techniques and instruments, moments and perspectives of educational evaluation.
- Develop critical thought and reasoning and be able to communicate them effectively, both in your own language and second or third languages.
- Develop strategies for autonomous learning.

- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Promote autonomy among participants and seek a balance between roles as advisor, facilitator and promoter of socio-educational dynamics.
- Respect the diversity and plurality of ideas, people and situations.
- Use information and knowledge from different sources and contexts (reports, articles, etc.) specific to the social sciences.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Analyse and apply critical reasoning to the understanding of representative versus participatory democracy. Understand power, government and governance.
2. Analyse socio-cultural and community development experiences and projects from the perspective of different theoretical paradigms.
3. Apply participatory techniques: Participatory Action Research (PAR), to community diagnosis.
4. Deliver proposed activities on time and in the right way.
5. Design and develop participatory processes in social and community education.
6. Design and regulate learning spaces in contexts of diversity that attend to gender equality, equity and respect for human rights as involved in the values of public education.
7. Develop professional functions tailored to different social and community situations in ways that encourage the empowerment of the participants.
8. Evaluate policies and programs derived from the same concerning education for development.
9. Identifying the features of neutrality and impartiality in real or simulated mediation processes.
10. Incorporating into their analyses the contextual references needed, linked to specific problems and proposals about education for development.
11. Knowing how to relate to (empathise with) the different ideological and life options that make up the communities.
12. Orally and in writing express their ideas and knowledge sufficient theoretical foundation and argumentative.
13. Organising the work in a structured way in terms of the demands.
14. Proposing strategies adapted to different mediation situations and requirements, appropriately developing strategies for mediation between individuals or groups in simulated situations and displaying social skills for understanding families and being understood by them.
15. Reflecting on, evaluating and applying the changes required in educational practice regarding the Concept of participation. Participation as an end and as a means for change.
16. Reflecting on, evaluating and applying the changes required in educational practice with regard to the participation of the public from the perspective of the administration: models and devices.
17. Reflecting on, evaluating and applying the changes required in educational practice with regard to the Social Participation from the perspective of social players: social movements and associations.
18. Understand existing research on socio-cultural and community development.
19. Understand the basic concept and the main methodologies and techniques of socio-cultural and community development.
20. Understand the diversity and plurality of ideas, people and situations that make up a community.
21. Working in multidisciplinary teams, developing processes of social/community education.

Content

Section 1. The theoretical and historical framework of Community cultural development

1.1. Cultural policies: art, local government and community

What is "cultural development". Popular culture, culture of classes. Culture and identity. The theory of social capital.

Current theories and practices of community development. Values. Religions.

Community cultural development and gender

Community cultural development and values. Humanism. The history of Community cultural development

Dewey. Rudolf Steiner. Marxism and adult education

1.2. Art, activism and social change

Athenaeums. The libertarian pedagogy. The Second Republic.

Vygotsky. Freire. Goodman. Ecology and counterculture.

Arts and Community cultural development in the last thirty years.

Block 2. Practical dimension: performative education and Community cultural development projects

2.1. Communities of practice: experiences through art and culture

The practices of contemporary art and work with communities: art, aesthetics and politics; criticism of capitalism and the media; gender, body and difference (performance).

Strategies interpretation, criticism, creation and production in arts, drama, music, film and design.

Contemporary thought, cultural practice and political action: Deleuze, Virno, Lazzarato, Butler, Spivak, Anzaldúa.

Cultural pedagogies, identities, communities.

2.2. Educational projects in art spaces and cultural centers

Participation and Community cultural development: construction of agency and empowerment of communities through art and culture.

Dialogic processes and practices in community cultural development projects.
Narratives, places and communities: museums and cultural centers, neighborhoods, associations, hospitals, prisons, networks ...

Documentation, exhibition and dissemination of Communitycultural development projects

The role of evaluation in the improvement and social transformation

Methodology

Sequence of the course

First, we will develop the first section (lectures and seminars), and the second section will be after (lectures and seminars).

In one way or another, the content of this course are connected with the subject "Fundamentals of Socio-education" and are to take into account for those students who wish to specialize in the socio-community aspects.

The sessions of Section 2 of this subject are based on research and experimentation with materials by students, which requires an investigation based on image documentation and recycling of materials for art and cutural practices. In addition, the methodology adopted for its successful development requires that students bring to the classroom materials for the realization of art and cultural activities. Teachers will recommend the most suitable material for planned activities, which will have a sustainable cost and can be shared among students. We will search for mechanisms to ensure that the student can have it in case he/she do not have the necessary resources.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Directed activity (whole attendance grup and work in small groups or seminars)	45	1.8	1, 3, 8, 19, 20, 18, 5, 6, 9, 10, 14, 12, 11, 21
Type: Supervised			
Tutoring sessions and monitoring	30	1.2	2, 7, 15, 16
Type: Autonomous			
Autonomous work tasks, such as: preparation of written tests or oral, reading texts or individual or group work, etc.	75	3	9, 4, 13, 17

Evaluation

Section 1. The theoretical and methodological foundations of DCC. Deepening conceptual and research 50%

Section 2. Practical dimension: performative education and projects in DCC. Analysis and development of of socio-educational community projects 50%

The descriptions of the work and activities will be provided in the syllabus.

To pass the course must have achieved at least 40% of each block.
It will provide for a system so that students have an opportunity to regain the rating, if it has reached the minimum.

Class attendance is mandatory: the student must attend at least 80% of classes per section, otherwise it will be considered non evaluable. This course assesses the active participation of the student as an important factor and this will affect the ratings of individual and group work.

The return of the different assessment activities will be at most 15 days after delivery. The copying or plagiarism will be cause for suspension of the subject.

You can check the rules on the assessment:
http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Activities derived from the sessions (Section 1. Theoretical and historical frameworks of CCD)	20 %	0	0	1, 3, 8, 19, 20, 4, 15, 12
Individual work (Section 2. Practical dimension: performative education and CCD projects)	20 %	0	0	2, 19, 18, 5, 4, 13
Test (Section 1. Theoretical and historical frameworks of DCC)	30 %	0	0	19, 20, 9, 16, 11
Work in group (Section 2. Practical dimension: performative education and CDD projects)	30 %	0	0	7, 5, 6, 10, 14, 15, 17,

Bibliography

Section 1

Alguns textos orientatius i/o d'aprofundiment:

Boix,C. (2000). Per a fer que la democràcia funcioni. La importància del capital social, edició crítica i traducció de Making democracy work, de Robert Putnam Barcelona: CETC/ Proa

Llibres de Tolstoi, Vigotski i Freire de la co·lecció "Textos Pedagògics", clàssics de l'educació, editorial EUMO, Vic.

Read, H. (1996) Educación por el arte (Education through art) (1943). Barcelona: Paidos

Goodman, P. (1964,1973). Compulsory Mis-education. La desescolarización obligatoria. Barcelona:Fontanella

Williams,R. (2008). Historia y cultura común. Madrid: La catarata.

Solà Gussinyer, P. (2010). Educació i societat. Una sinopsi històrica. Vic- Lleida: Pagès Editors, Eumo editorial, col.lecció Història de Catalunya

Section 2

Anderson, T.; Gussak, D.; Hallmark, K.K. i Paul, A.(Eds.) (2010). Art Education for Social Justice. Reston A.V: NAEA.

Augé, M. (2010). La comunidad ilusoria. Barcelona: Gedisa.

Atkinson, D. (2011). Art, Equality and Learning. Pedagogies against the State. Rotterdam, Boston i Taipei: Sense Publishers.

Blanco, P.; Carrillo, J.; Claramonte, J. i Expósito, M. (Eds.) (2001). Modos de hacer. Arte crítico, esfera pública y acción directa. Salamanca: Ediciones de la Universidad de Salamanca.

Brah, A. (2011). Cartografías de la diáspora. Identidades en cuestión. Madrid: Traficantes de sueños.

Casacuberta, D.; Rubio, N. i Serra, L. (Eds.) (2011). Acción cultural y desarrollo comunitario. Barcelona: Graó.

Greene, M. (2005). Liberar la imaginación. Ensayos sobre educación, arte y cambio social. Barcelona: Graó.

Giroux, H.A. (1997). Cruzando límites. Trabajadores culturales y políticas educativas. Barcelona: Paidós.

Hernández, F. (2007). Espigador@s de la cultura visual: Otra narrativa para la educación de las artes visuales. Barcelona: Octaedro.

Mayo, M. (2000). Cultures, Communities, Identities. Cultural Strategies for Participation and Empowerment. Hampshire: Palgrave.

Mayugo, C.; Përez, X. i Ricart, M. (Coords.) (2004). Joves, creació i comunitat. Barcelona: Fundació Jaume Bofill, Finestra Oberta, 41.

Miller, T. i Yudice, G. (2004). Política cultural. Barcelona: Gedisa.

Pié Balaguer, A. (2009). Educació social i teoria queer. De l'alteritat o les dissidències pedagògiques. Barcelona: UOC.

Vercauteren, D.; Cabré, O.M. i Müller, T. (2010). Micropolíticas de los grupos. Para una ecologia de las prácticas colectivas. Madrid: Traficantes de sueños.

VV.AA. (2007). Pràctiques dialògiques. Interseccions entre Pedagogia crítica i Museologia crítica. Palma de Mallorca: Museu d'Art Modern es Baluard.

VV.AA. (2008). Producción cultural y prácticas instituyentes.Líneas de ruptura en la crítica institucional. Madrid: Traficantes de sueños.