

Socio-Political Bases of Education

Code: 101657
ECTS Credits: 15

Degree	Type	Year	Semester
2500260 Social Education	FB	2	A
2500261 Education Studies	FB	2	A

Contact

Name: Rafael Merino Pareja
Email: Rafael.Merino@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

Helena Troiano Gomà
Mireia Foradada Villar
Geo Saura Casanova
Jonatan Sánchez Rico
Ricard Benito Perez

Prerequisites

It is particularly recommended to have passed the subject "Education and Educational Contexts" in first grade.

Objectives and Contextualisation

The subject gives a sound overview of the concepts, the approaches and the sociopolitical reality of education, in formal settings as well as non-formal settings. Furthermore this final aim, the subject gives a ground for contents to be taught in higher courses. The main goal of the subject is to understand and to analyse a territory, in multilevel approach (local, regional, national...), as well a concret reality, in a global socioeducational framework.

Other focused aims are:

- To know the theoretical background of Sociology of Education and Educational Policy
- To enlarge the knowledge about the educational reality, in a sintetical way coming from a sociopolitical glance.
- To develop the critical thinking about the current issues in education
- To understand the origin and the consequences of social, legal and political boundaries shaping the pedagogical activity

Skills

Social Education

- Develop processes to obtain, record, analyse and make decisions for educational action.
- Develop strategies for autonomous learning.
- Generate innovative and competitive proposals in research and professional activity.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Work in teams and with teams (in the same field or interdisciplinary).

Education Studies

- Analyse and understand the theoretical, historical, cultural, political, environmental and legal references and situations involved in education and training proposals.
- Develop strategies for autonomous learning.
- Identify educational approaches and problems, inquire about them: obtain, record, process and interpret relevant information to issue supported judgments that enhance education and training.
- Manage information related to the professional environment for decision-making and reporting.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Assessing the value of correction, adaptation and acceptability in oral and written productions.
2. Be coordinated and organised when producing work.
3. Coordinate with other people to study a territory.
4. Describe, analyse and present ideas and proposals in the field of education policy and sociology of education, based on scientific pedagogical literature existing today.
5. Drawing up a map of an area's socio-educational institutions.
6. Writing reports about the socio-educational context in an area based on the data obtained from this area.

Content

The subject has three modules: Sociology (module A), Education Policy (module B), Socioeducational analysis of one territory (module C)

A) Sociology

A.1) Socialization: agencies and processes

Social roles acquisition, deviance, resocialisation and total institutions

School as a secondary socialisation

A.2) Social structure in advanced societies and Catalonia

From industrial to informational capitalism

Social stratification and schooling

Evolution of poverty, marginalisation and social exclusion

A.3) Welfare state and social policies

Market, state, third sector and new forms of governance

Ideology frameworks and social and educational policies

A.4) Social inequalities and territory

Urgan segregation and social and educational impact

Social indicators at local level

B) Education Policy

B.1) Theoretical concepts of education policy

State, policy, politics and educational system

Education policy: goals and key concepts

Educational reforms and decision-making

B.2) Education policy in the Catalan and Spanish contexts

Education policies: Spanish context

Education policies: Catalan context

B.3) Education policy and International Organisms

Education policy and globalization

Education policies: International Organisms and their contributions

B.4) Education policies and their influence on a territory

Education policies in the local context

Local Government Education Policy in Catalonia and other Autonomous Communities

C) Socioeducational analysis of one territory

C.1) Statistics analysis at local level

C.2) Fields and users typologies in socioeducational intervention

C.3) Socioeducational network at local level

Methodology

Students are the protagonists in the teaching-learning process and on this basis a variety of methodologies will be used in this course:

Lectures with a large group: Talks by lecturers about basic agenda items. During these sessions the entire group will be together in the class. It allows the explanation of the main contents through an open and active students' participation.

Seminars sections A and B: Workspaces in small groups (one third part of the entire group) supervised by lecturers. In order to go deeper into the contents previously addressed within the entire group; documents analysis and case resolution activities are developed in these smaller groups.

Seminars section C: Workspaces in small groups (one third part of the entire group) supervised by lecturers. In these seminars, students are offered tools and methodologies to develop their collaborative projects.

Activities

Title	Hours	ECTS	Learning outcomes
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Type: Directed			
1. Lectures enlarged grup module A	30	1.2	4
2. Seminars module A	15	0.6	4
3. Lectures enlarged group module B	30	1.2	4
4. Seminars module B	15	0.6	4
5. Lectures enlarged group module C	7	0.28	5, 1
6. Seminars module C	15	0.6	3, 2, 5, 1
Type: Supervised			
Supervision and guidelines for assignments	75	3	3, 2, 4, 5, 1
Type: Autonomous			
Individual assignments and working groups	188	7.52	3, 2, 4, 5, 1

Evaluation

El bloc A i el bloc B tenen com a activitats avaluatives un control del temari i un recull de pràctiques de seminari, que cada professor/a especificarà al programa que entrega a principi de curs. Per presentar-se al control del bloc A i del bloc B, cal haver presentat les pràctiques de seminari de cada bloc respectiu. El control de cada bloc ha de tenir un 5 per poder fer mitjana amb la nota de les pràctiques de seminari. El conjunt de les pràctiques de seminari ha de tenir un mínim de 5 per poder fer mitjana. Es farà la mitjana del bloc A i del Bloc B per calcular el 80% de la nota final de l'assignatura. Hi haurà una prova de recuperació per als alumnes que hagin suspès un o els dos controls, i hi haurà la possibilitat de recuperar la nota corresponent a les pràctiques de seminari.

The module A and the module B have two assessment tasks: an examination and a portfolio of seminar assignments, according to the teacher explanations at the beginning of the course. To be allowed to do the examinations, it is necessary to give all seminar assignments in each module. The minimum mark of the examination is 5(out of 10) to calculate the average with the seminar assignments marks. The global seminar assignments must have a minimum of 5 (out of 10). The average of module A and module B marks counts the 80% of the subject. In case of failing one exam, a re-sit exam will be made available. The seminar assignments could be done in second chance.

The examination of module A will be on 16th January (social education) and 25th January (pedagogy), the examination of module B will be on 12th June (social education) and 14th Juny (pedagogy). The re-sit exam will be on 3ts July (social education) and 5th July (pedagogy).

The assessment task of module C is a report about one local setting. The report will have two parts, one in each term. The first part could be improved, not the second one.

To pass the subject, it is necessary to have a minimum of 5 in the average of module A and module B, and a minimum of 5 in the module C.

The marks for each paper or exam will be available within 20 days after their submission. In module C the availability will be within 30 days.

Attendance to lectures is compulsory. Students must attend a minimum of 80% of sessions, otherwise they will be deemed as "non evaluable". In accordance with UAB regulations, plagiarism or copying of any seminar

exercices will be penalised, the exercise will be not valid and must be repeated. The examination will be only possible in the re-sit date. An extended definition of plagiarism is available in:
http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
1. Exam module A contents	30%	0	0	4, 1
2. Seminar exercises module A	10%	0	0	2, 4, 1
3. Exam module B contents	30%	0	0	4, 1
4. Seminar exercises module B	10%	0	0	2, 4, 1
5. Report module C	20%	0	0	3, 2, 5, 6, 1

Bibliography

Global references:

Bobbio, B. (1995): Derecha e izquierda. Ed. Suma de Letras S.L. Barcelona.

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Fernandez Palomares, Francisco (coord) Sociologia de la Educacion, Pearson. Madrid, 2003.

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Merino, Rafael; De la Fuente, Gloria, Sociología para la intervención social y educativa, Editorial Complutense y UAB, 2007.

Taberner, José, Sociología y Educación. Tecnos, Barcelona, 1999

Miguélez, Fausto et al., Desigualtat i canvi. L'estructura social contemporània. Edicions Proa/UAB, 1997

Ferrer, F. (dir.) (2009): L'estat de l'educació a catalunya 2008. Fundació Jaume Bofill. Ed. Mediterrània. Col Polítiques.

Tomasevski, K.(2004): El asalto a la educación. Intermón/Oxfam. Barcelona.

Weber, M. El político y el científico. Alianzaeditorial. Barcelona

References for block A

Harris, J. (2003). El mito de la educación. DeBolsillo, Barcelona. pp. 172-185

Castells, M. i Subirats, M. (2008). Mujeres y hombres: ¿un amor imposible?. Alianza Editorial, Madrid. pp. 68-78.

Bonal, X. i Albaigés, B. (2009). "La segregación escolar en Cataluña", a Cuadernos de Pedagogía, 387, pp. 89-94.

Martínez García, José S. (2013). Estructura social y desigualdad en España. Madrid: Los Libros de la Catarata. pp. 43-58.

Zeitling, I. (1981). "La sociología de Erving Goffman", a Papers, 15. pp. 106-116.

Subirats, J. i Alegre, M.A. (2006). "Convivencia social y convivencia escolar", a Cuadernos de Pedagogía, 359. pp. 12-16.

Mandatory readings for block B:

Andersen, G. K. J. E. (1993). Los tres mundos del Estado del bienestar.

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·Arendt, H., Birulés, F., & Carbó, R. S. (1997). ¿ Qué es la política?.

Casanova, Geo Saura. Think tanks y educación. Neoliberalismo de FAES en la LOMCE. Archivos Analíticos de Políticas Educativas. Education Policy Analysis Archives 23.1 (2015): 101.

Pateman, Carole (1988) *The sexual contract*, California: Stanford University Press

<https://jcguanche.files.wordpress.com/2014/01/131498859-carole-pateman-el-contrato-sexual-1995.pdf> (Versió en Castellà).

Sibai, S. A. (2018). *La cárcel del feminismo: Hacia un pensamiento islámico decolonial* (Vol. 13). Ediciones AKAL.

References module C

Diputació de Barcelona, (2012). Plans locals d'inclusió i cohesió social. Guia metodològica revisada. Col·lecció Documents de Treball, Sèrie Benestar Social, 13. <https://www1.diba.cat/uliep/pdf/53464.pdf>