

**Cultural Development in the Community**

Code: 101665  
ECTS Credits: 6

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

**Contact**

Name: Joanna Genevieve E. Empain  
Email: joannagenevieve.empain@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

**Other comments on languages**

The vehicular language is Catalan, but the readings and the works can be in Catalan, Spanish or English.

**Teachers**

Carme Serret Vidal

**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.

**Competences**

- Social Education
- Accompany people in their processes of growth and emancipation.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.

- 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.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- 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. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
4. Apply participatory techniques: Participatory Action Research (PAR), to community diagnosis.
5. Communicate using language that is not sexist or discriminatory.
6. Critically analyse the principles, values and procedures that govern the exercise of the profession.
7. Design and develop participatory processes in social and community education.
8. Develop professional functions tailored to different social and community situations in ways that encourage the empowerment of the participants.
9. Evaluate policies and programs derived from the same concerning education for development.
10. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
11. Incorporating into their analyses the contextual references needed, linked to specific problems and proposals about education for development.
12. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
13. Propose projects and actions that incorporate the gender perspective.
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 Social Participation from the perspective of social players: social movements and associations.
17. 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.
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. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
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 "Community Cultural Development". Popular culture, culture of classes. Culture and identity.

Current theories and practices of community development.

Community Cultural Development and gender

Community Cultural Development and values. Humanism.

### 1.2. Art, activism and social change

Artistic, social and community practices. counterculture.

Critical and feminist pedagogies.

Art and resilience.

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.

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 Community Cultural 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 cultural 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.

Our teaching approach and assessment procedures may be altered if public health authorities impose new restrictions on public gatherings for COVID-19.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

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

## Assessment

Block 1.- The theoretical and methodological foundations of DCC. Conceptual deepening and case studies. The knowledge test and the case study will take place at the end of the first block. (50%)

Block 2.- Practical dimension: performative education and DCC projects. Analysis and development of socio-community education projects and reflection of the individual and grup process. The delivery of the grup project and individual work will be delivered at the end of the second block. (50%)

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

To pass the course the student must have achieved at least 4 pt in the section, for the average. The students have the opportunity to recover what they have not passed in the recovery week stipulated by the UAB calendar.

Class attendance is mandatory: the student must attend at least 80% of classes, 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.

One of the necessary criteria to pass this subject will be to show, throughout the course, that the student has developed some personal and social skills essentials to be a social educator: active participation in classes, responsibility and rigor in autonomous work, not judging, arguing, appropriate use of electronic devices (mobile, computer, etc.), critical thinking and behaviors that favor a friendly and positive environment, democratic and where differences are respected. The subject teacher will observe, document the sessions and write down evidence in relation to these personal and social skills of the students; and will be evaluated throughout the course.

It is also necessary that the student shows a good general communicative competence, both orally and in writing, and a good command of the language or languages that appear in the teaching guide. The assessment will also focus on skills for cooperative and teamwork and will be gender sensitive.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Group activity (Section 1. Project analysis CDD)	20 %	0	0	6, 2, 1, 3, 5, 19, 10, 11, 15, 17, 16, 21, 20
Individual work (Section 2. Practical dimension: performative education and CCD projects)	20 %	0	0	6, 2, 3, 5, 19, 18, 12, 13
Test (Section 1. Theoretical and historical frameworks of CDD)	30 %	0	0	6, 2, 5, 19, 18, 13, 15, 16
Work in group (Section 2. Practical dimension: performative education and CDD projects)	30 %	0	0	2, 4, 9, 5, 18, 8, 7, 10, 14, 12, 13, 15, 16, 21, 20

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## **Software**

Specific software is not used in this assignment.