

**Democracy and Social Participation**

Code: 101666  
ECTS Credits: 6

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

**Contact**

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**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

**Prerequisites**

There are no prerequisites for taking the course.

**Objectives and Contextualisation**

The subject aims to contribute to the degree in Social Education, and more specifically to the mention of socio-community education, a vision of democracy and social participation that is useful for socio-educational work in various spheres, territorial and/or institutional contexts.

From a conceptual point of view, we will start from an understanding of democracy that goes beyond its formal and institutional aspects (Democracy is understood as a set of procedures and institutions linked to State power) and includes its social dimension (What is and how is a democratic society built? What is the relationship between democracy and civil society? And between democracy and social inequalities?), linking the analysis of democracy and the spheres of social inclusion (State, market and community). We will reflect on consolidated practices such as citizen participation in the local sphere promoted by public administrations, and emerging concepts such as the "commons", social innovation, the collaborative economy, or the relationship between political action and ICTs.

We will emphasize the analysis of social participation as a socio-educational practice with transformative potential in diverse social contexts. We will deepen our knowledge of strategies and practices that foster citizen participation in the public sphere.

**Competences**

- Social Education
- 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.

- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- 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 different types of communities and the main characteristics that define and shape them.
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. Design and develop participatory processes in social and community education.
6. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
7. Identifying, describing and analysing didactic models, strategies and curricular material on political culture and civic culture.
8. Maintaining an attitude of respect for practices and types of behaviour that address fairness and inclusion.
9. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
10. 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.
11. 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.
12. 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.
13. 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.
14. Working in multidisciplinary teams, developing processes of social/community education.

## Content

### I. CONCEPTUAL BLOCK

- Democracy, politics, and participation: a first approach
- Social structure and participation: democracy and inequality
- Types of participation: civic, community, and citizen participation
- Dimensions of democracy, the democratic trinity
- The dialogic dimension: participation ecosystem. Channels and guarantees
- Associations, myths, and challenges
- Community action
- The community in action
- Social infrastructures
- Digital transformation

### II. METHODOLOGICAL BLOCK

- Sociograms
- Public debate: phases, actors, and results
- Synthesis methodologies. How to run a workshop in a participatory process.
- Community methodologies

- Assemblies by drawing lots and participatory budgets
- Has it done any good? Evaluating participation

### III. CASES AND EXPERIENCES

- Citizens initiatives
- Community development
- Social infrastructure

## Methodology

Presentations by the teaching staff on the content and basic questions on the syllabus. This is carried out with the whole class and allows the main contents to be presented through open and active participation by the students. Specific seminar sessions supervised by the lecturers where, through analysis of documents, resolution of cases, and various activities, the contents and topics worked on are studied in depth.

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			
Presentations (and discussion) of the group projects	15	0.6	1, 4, 5, 7, 8, 10, 12, 14
Work assignments: Presentation and discussion	30	1.2	2, 1, 3, 4, 5, 6, 7, 8, 9, 11, 13, 12
Type: Supervised			
Individual supervision	10	0.4	2, 1, 3, 4, 5, 6, 7, 8, 9, 11, 13, 12
Supervision in small group	20	0.8	2, 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 12, 14
Type: Autonomous			
Personal work	40	1.6	2, 1, 3, 5, 6, 7, 9, 10, 11, 13, 12, 14
Work assignments	35	1.4	2, 1, 4, 7, 8, 11, 13, 12, 14

## Assessment

The evaluation of the subject will be based on the following tests:

a) 50% of the final mark corresponds to a final exam in December on the theoretical contents of the program and the compulsory bibliography (19/12/2022). On the first school day, after the holidays, the marks of the written test will be made public, and students who request it will have an individual tutorial to review their test and ask for explanations about the correction criteria.

b) 35% of the mark corresponds to the completion and presentation of a group project. All group projects will be discussed by the teacher and the class group in a workshop. The papers will be delivered in paper format on 16/01/2023.

c) 15% of the mark corresponds to attendance and class participation. To pass the course, it will be compulsory to take all the tests, to have passed the exam (test A), and to have obtained a minimum of 4.5 (out of 10) in the group project. Both the exam and the group project can be recovered through individual tests to be taken on 30/01/2023 and 06/02/2023.

Class attendance is considered an essential requirement to pass the subject.

WARNING: Plagiarism in individual papers and/or assignments will be considered a reason for failing the course.

IMPORTANT: The proposed teaching methodology and evaluation may undergo some modifications depending on the restrictions imposed by the health authorities.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final presentation of the Workgroups	35%	0	0	2, 1, 4, 5, 7, 8, 11, 13, 12, 14
Examination	50%	0	0	2, 1, 3, 5, 6, 7, 8, 11, 13, 12
Participations in seminars	15%	0	0	2, 1, 3, 5, 6, 7, 8, 9, 10, 11, 13, 12, 14

## Bibliography

### MANDATORY BIBLIOGRAPHY:

Brugué, Q., Pindado, F., Rebollo, O. (2015) *Democràcia local en temps d'incertesa*. Associació Catalana de Municipis:Barcelona.

Pindado,F., Rebollo, O. (2015) "*Informe sobre el Debate público y Calidad Democrática*"; Barcelona, Edición propia IGOP. URL: [https://igop.uab.cat/wp-content/uploads/2015/04/DEBATE\\_PUBLICO\\_2015\\_A4-IGOP.pdf](https://igop.uab.cat/wp-content/uploads/2015/04/DEBATE_PUBLICO_2015_A4-IGOP.pdf)

Dossier de lectures disponible en el campus virtual.

### FURTHER READING:

ZUBERO, IMANOL (2017): El papel de la comunidad en la exclusión social. En Morata, T (2017) *Pedagogía social comunitaria y exclusión social*. Madrid. Ed. Popular

BRUGUÉ TORRUELLA, QUIM (2012): *És la política,idiotes!* Girona. Editorial l'Accent.

ALTMAN, D. (2010): *Democràcia directa, democràcia representativa i apoderament ciutadà*. Barcelona. Generalitat de Catalunya

CORTINA, ADELA (1997): *Ciudadanos del mundo. Hacia una teoría de la ciudadanía*. Barcelona. Editorial Alianza.

MONTERO, M. (2003): *Teoría y práctica de la psicología comunitaria*. Buenos Aires. Paidós.

REBOLLO, O. Y CARMONA, M. (2009): *Guia operativa d'acció comunitària*. Barcelona: Ajuntament de Barcelona. Acció Social i ciutadania.

RENDUELES, CESAR (2020): *Contra la igualdad de oportunidades, Un Pamfleto igualitarista*. Barcelona: Editorial Seix Barral.

SUBIRATS, J. (2011). Otra sociedad ¿Otrapolítica? De "no nos representan" a la democracia de lo común. Barcelona: Icaria Editorail.

VALLES, JOSEP MARIA; MARTÍ, SALVADOR (2015): "Ciencia Política. Un manual. Nueva edición actualizada". Barcelona. España. Colección Ciencias Sociales. Editorial Ariel.

VILLASANTE, TOMAS; MONTAÑÉS, MANUEL; MARTÍ, JOEL (2000): "La investigación social participativa. Construyendo Ciudadanía". Red CIMS (Red de colectivos y movimientos sociales. Madrid: El Viejo Topo.

ZUBERO, I. (2015). Innovación social: una propuesta para pensar las prácticas sociales en clave de transformación social. A J. Subirats, A. García-Bernardos, & (eds), Innovación social y políticas urbanas en España (p. 9-24). Barcelona: Ariel.

## **Software**

No specific software is foreseen for this subject.