UAB
Universitat Autònoma de Barcelona

Democracy and Social Participation

Code: 101666
ECTS Credits: 6

2024/2025

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

Contact

Name: Carlos-Eric Delclos Gomez-Moran

Email: carlos.delclos@uab.cat

Teaching groups languages

You can view this information at the end of this document.

Prerequisites

There are no prerequisites for taking the course.

Objectives and Contextualisation

The subject aims to contribute to the degree in Social 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" as a set of procedures and institutions linked to state power) and includes its social dimension (What is a democratic society and how is it built? What is the relationship between democracy and civil society? What is its relationship with 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, 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 also 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 preliminary 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

Activities and Methodology

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	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13
Type: Supervised			
Individual supervision	10	0.4	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13
Supervision in small group	20	0.8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
Type: Autonomous			
Personal work	40	1.6	1, 2, 3, 5, 6, 7, 9, 10, 11, 12, 13, 14
Work assignments	35	1.4	1, 2, 4, 7, 8, 11, 12, 13, 14

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.

Assessment

Continous Assessment Activities

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

Continuous evaluation will be based on the following items:

a) 50% of the final mark corresponds to a final exam on the theoretical contents of the program and the compulsory bibliography (13/01/2025).

Results will be returned within a period not exceeding 20 business days of the academic calendar. 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 13/01/2025.

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 (individual project, for those opting for the single evaluation) can be recovered on 27/01/2025 through a written exam.

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

Single evaluation will be based on the following:

- A written exam conducted on the same day as the final exam for continuous evaluation. This will determine 60% of the final mark.

- An individual project on any of the areas covered in class, to be presented on the same day as the final exam. This will determine 40% of the final mark.

To pass this subject, students need to demonstrate good overall communicative skills, both orally and in writing, and a solid command of the language or languages specified in the course guide. Therefore, linguistic accuracy, writing skills, and formal presentation will be taken into account in all activities (individual and group). Students must be able to express themselves fluently and accurately, while also demonstrating a high level of comprehension of academic texts. An activity may be returned (not graded) or failed if the teacher considers that it does not meet these requirements.

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

IMPORTANT: The proposed teaching methodologyand evaluation may undergo some modifications depending on the restrictions imposed by the healthauthorities.

Bibliography

MANDATORY BIBLIOGRAPHY:

Tilly, C. et al. (2010) *Democracia / Charles Tilly; traducción: Raimundo Viejo Viñas; prólogo: Ramón Máiz*. Madrid: Akal.
Graeber, D. & Muñoz Mateos, D. (2021) *El Estado contra la democracia / David Graeber; traducción de David Muñoz Mateos*. Primera edición. Madrid: Errata naturae editores.
Mendoza, B. (2023) *Colonialidad, género y democracia*. Madrid: Akal.
Ganuza, E. et al. (2010). *La democracia en acción: Una visión desde las metodologías participativas*. Antígona, procesos participativos.
Pateman, P. (2014). *Participación y teoría democrática*. Argentina: Prometo.

Software

No specific software is foreseen for this subject.

Language list

Name	Group	Language	Semester	Turn
(TE) Theory	4	Catalan/Spanish	first semester	morning-mixed