

| Degree programme | Type | Course |
|------------------|------|--------|
| Sociology        | OB   | 2      |

## Contact lecturer

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## Teaching staff

José Oscar Rebollo Izquierdo

Daniel Tarrago Sanfeliu

## Group languages

You can consult this information at the [end](#) of the document.

## Prerequisites

none

## Objectives

The course Project Management I is taught in the second semester of the second year as a response to the need to introduce a professionalising dimension into the Sociology degree. Together with Project Management II, it addresses the objective of providing students with the knowledge and skills required for the professional practice of sociology in the fields of social intervention, project management and public policy.

The course is based on the premise that many sociology students work, or may work, in different areas of public administration and the third sector of social action, designing, managing, implementing and evaluating social intervention projects.

Based on this premise, Project Management I pursues three main objectives: (1) to understand the actors, main issues, and social and institutional contexts in which social intervention projects are developed; (2) to incorporate a strategic vision of social project management based on a relational perspective, including participatory and community-based approaches; and (3) to explore certain theoretical and methodological aspects in greater depth through case-study methodology.

## Learning outcomes

1. Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.

2. Searching for documentary sources starting from concepts.
3. Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
4. Respecting the diversity and plurality of ideas, people and situations.
5. Generating innovative and competitive proposals in research and professional activity.
6. Differentiating the underlying inequalities of specific policies or conflicts.
7. Demonstrating to what extent their influence is important to the design or evaluation of a social intervention project.
8. Relating the concepts, methods and techniques used to analyse culture with general theoretical and methodological debates.
9. Relating these concepts, methods and techniques with general theoretical and methodological debates.

## Contents

Module 1. INSTITUTIONAL AND THEMATIC FRAMEWORK OF SOCIAL INTERVENTION: presentation of the institutional framework of social intervention, particularly the main actors involved, the different types of social projects they develop, and the themes they want to address.

1. Institutional, associative, and entrepreneurial actors that promote or intervene in the management of projects: Public administrations (especially at the local level); Third sector and associations; Companies and consulting firms

2. Current issues and social challenges that call for intervention and innovation: Housing; unwanted loneliness; urban regeneration and neighborhood policy; social inclusion - cohesion; others...

3. The projects and strategies that are being implemented to address them. Opportunities and limits of these strategies and projects. New perspectives of intervention: innovation, intersectionality, participation.

Module 2. CONCEPTUAL, STRATEGIC, AND ORGANIZATIONAL FRAMEWORKS OF SOCIAL INTERVENTION: presentation of the conceptual and strategic frameworks of social intervention and project management, of the organizational conditions necessary for their implementation, and of professional competencies.

1. Building our professional position: Coexistence and connivance between technique and politics. Ethics and ideology of social intervention. The political-methodological bases of a project.

2. What is a social or public problem and how is it defined?

3. What is a social intervention project and how it is constructed: Intentionality, conceptual frameworks, and theories of change.

4. The implementation of social projects. Organizational contexts and social determinants of intervention. Technocratic and relational paradigms of intervention.

5. Public problem-solving skills. Working in teams, working in organizations, working with organizations.

## Learning activities and methodology

| Title                                                                                                                                             | Hours | ECTS | Learning outcomes |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------|------|-------------------|
| Master classes: Expositive sessions of the subject content. They are developed with all the group promoting active participation of the students. | 38    | 1.52 |                   |
| Team work: information search and analysis, drafting of the activities to be delivered. Preparation of the oral presentation                      | 29    | 1.16 |                   |
| In-class exercises: Collective working spaces in-class to identify and apply all the the procedure leading to project and policy management       | 15    | 0.6  |                   |
| Lectures reading: comprehensive reading                                                                                                           | 29    | 1.16 |                   |
| Planned collective tutorials                                                                                                                      | 10    | 0.4  |                   |
| Individual preparation of the written test: drafting of schemas, conceptual maps and resumes. Study of the knowledge generated by the subject     | 9     | 0.36 |                   |

This is an eminently practical course. The teaching methodology and training activities of the course are structured around three types of strategies: (1) experimentation: case studies and classroom-based practical exercises; (2) conceptualisation: presentations and debates on theoretical and methodological content; and (3) autonomous group and individual work.

Beyond the teaching dynamics, this proposal incorporates the following...

Assessable activities:

- Participation and individual assignments (25%)
- Mid-term test Module 1: a one-hour test carried out during class time (25%)
- Group submission based on the cases worked on in class (35%)
- Mid-term test Module 2: a one-hour test carried out during class time (15%)

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

### Continuous assessment activities

| Title | Weight | Hours | ECTS | Learning outcomes |
|-------|--------|-------|------|-------------------|
|-------|--------|-------|------|-------------------|

|                                                                                                      |     |    |      |                           |
|------------------------------------------------------------------------------------------------------|-----|----|------|---------------------------|
| Individual written test to evaluate the acquisition of concepts and basic instruments of the subject | 25% | 15 | 0.6  | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| Attendance at practices, individual deliveries and oral presentations                                | 35% | 2  | 0.08 | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| Collective deliveries related to each of the contents of the program                                 | 40% | 3  | 0.12 | 3, 5, 6, 7, 8, 9          |

#### Assessable activities:

- Participation and individual assignments (25%)
- Mid-term test Module 1: a one-hour test carried out during class time (25%)
- Group submission based on the cases worked on in class (35%)
- Mid-term test Module 2: a one-hour test carried out during class time (15%)

#### Continuous assessment

In accordance with the criteria of the Faculty of Political Science and Sociology, and in line with the teaching strategy, this course does not provide for a single-assessment system.

#### Conditions for passing the course:

- At the end of the course, each assessment activity must obtain a minimum mark of 5: the final grade will be calculated according to the marks obtained and the weighting criteria.
- At the end of the course, even if one of the assessment activities receives a mark below 5, the course may still be passed if the final mark obtained, once the weighting criteria have been applied to all activities, is equivalent to a Merit grade.

#### Resit

Assignments and mid-term tests may be retaken through individual activities, tests or examinations covering the course content. Through resit activities, students may not obtain a final grade higher than a Pass.

#### Not submitted

In the assessment record, only those students who have not completed assessment activities corresponding to more than 50% of the total assessable activities will receive a "not submitted" grade.

#### Use of Artificial Intelligence (AI) technologies

The use of Artificial Intelligence (AI) technologies in any activity or phase of the course must be expressly authorised by the teaching team. When AI is used with the express authorisation of the teaching team, this use must be explained in a specific section of the assignment.

#### Irregularities in assessment activities

Any irregularity in an assessment activity, including academic fraud, plagiarism or improper and unauthorised use of AI, which may lead to a significant variation in the grade, will result in that activity being graded with a 0.

The accumulation of irregularities in more than one assessment activity will result in a final grade of 0 for the course. Disciplinary proceedings may be initiated against any student who commits any of these irregularities.

The teaching staff reserve the right to conduct oral interviews or an alternative test in order to verify the effective acquisition of knowledge and skills and, therefore, the validity of the assessment activities completed by the students.

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links:

Cercador d'Informació de Diaris Oficials: [http://www.diba.cat/cido/NCIDO\\_2\\_3\\_1b.asp](http://www.diba.cat/cido/NCIDO_2_3_1b.asp)

Municat:<http://www.gencat.cat/municat/>

## Software

None

### Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

| Type of teaching | Group | Language | Semester        | Shift         |
|------------------|-------|----------|-----------------|---------------|
| (TE) Theory      | 1     | Catalan  | second semester | morning-mixed |
| (SEM) Seminars   | 1     | Catalan  | second semester | morning-mixed |
| (TE) Theory      | 51    | Catalan  | second semester | afternoon     |
| (SEM) Seminars   | 51    | Catalan  | second semester | afternoon     |