

**COURSE DATA****Data Subject**

<b>Code</b>	33457
<b>Name</b>	Social administration and welfare systems
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2023 - 2024

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1306 - Degree in Social Education	Faculty of Philosophy and Educational Sciences	3	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1306 - Degree in Social Education	34 - Social administration and welfare systems	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
CEBRIAN PAZOS, MARIA CARMEN	350 - Social Work and Social Services

**SUMMARY**

The subject Social Administration and Welfare Systems is compulsory and is taught in the second semester of the third year of the Degree in Social Education. In the curriculum of the degree it has a weight of 6 ECTS credits.

The basic lines of the program introduce the student to the history, the foundations, the instruments and the Modalities of State intervention to guarantee what is usually known as social welfare of citizens. With this knowledge, the formation of an enlightened, critical and participatory citizenship is encouraged, which collaborates in the maintenance of a just and democratic society. Everyone's active participation does not only of the State, in the achievement of social welfare and in the reduction of inequalities, is the complement of state theory in the practical aspect of social political action.



This subject offers the theoretical context in which the student must situate the concepts and strategies of intervention that he has received from other subjects of a more descriptive or applied nature. In this theory space the social problems of our time are analyzed and the political participation of students is motivated as a citizenry that embraces the defence of human rights thanks to an ethics of responsibility that includes the duties of active citizenship.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

None

## OUTCOMES

### 1306 - Degree in Social Education

- Have skills for information management.
- Be able to work in multi- and inter-disciplinary teams.
- Be able to integrate and communicate with experts in other areas and in different contexts.
- Know and analyse educational policies, their legislative development and their impact on socio-educational reforms.
- Identify and make reasoned judgments about socio-educational problems in order to improve professional practice in non-formal contexts.

## LEARNING OUTCOMES

- To learn the fundamentals and components of social policy as an academic discipline
- Knows and understands the historical process of social reform and the origins, development and crisis of the Welfare State
- Analyzes the differences between types and models of social policy, their base values and their results
- Knows and understands the social services system as a protection system against people's risks and contingencies
- Distinguishes and recognizes the articulation of the market, family, civil society and the State in welfare regimes, and their implications for the design and results of social policies



## DESCRIPTION OF CONTENTS

### 1. Bases and components of social policy

With this topic, the student is introduced to the concept and foundations of social policy. It is about defining terms and differentiating meanings with the aim of a greater understanding of social policy as a social phenomenon and as actions aimed at specific objectives. Special work is carried out on the origins and development of the modern state, from assistance to the poor to the welfare state, which is linked to the great currents of thought and social change. The history, characters, facts, foundations, instruments and modalities of state intervention in what is usually known as the social welfare of citizens.

### 2. Welfare models. The Spanish welfare regime

The expansion of welfare states has attracted the interest of social scientists. From different perspectives, it has been developed models and approaches from different disciplines. The authors elaborate theoretical constructs that serve to classify and identify the social reality of the different welfare regimes and that serve to make comparisons and studies. The student will know the different typologies and models that have given rise to classifications that group very different countries, but with common characteristics, in the same model. The student begins in the history, facts, actors and the most fundamental elements that have given rise to the historical construction of the State in Spain. Its evolution from the nineteenth century to the present time.

### 3. The social services system in Spain

With this topic, the student begins the process of Spanish modernization, the development of the social policy and social services throughout the twentieth century. The current state of social protection in our country and the development of the social services system, with special knowledge of the legislation in the Valencian Community.

### 4. Future of social protection: Current questioning of welfare states

The intense debate on the reform of social protection of welfare states has aimed to rethink and revise the nature of welfare states or providence states. The questions that have occurred since the eighties have led to a revision of the values and objectives of this historical model of State. Controversies and remarks occur from the very moment it appeared. The so-called crisis of the welfare State is permanent and its questioning has different social, academic or historical perspectives that have a decisive influence. This topic takes a first approach to the debate and questions about the future of this state model.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Classroom practices	15,00	100
Development of group work	35,00	0
Study and independent work	35,00	0
Resolution of case studies	20,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

The teaching/learning methodology of the subject is organized around the following group of activities:

- Participatory master class.
- Debates and participatory discussions in the classroom.
- Exhibition activities: theoretical exhibitions, seminars, presentations of works.
- Practical activities.
- Collaborative work/teamwork of students.

**EVALUATION**

Presentiality at classes is an essential requirement to be evaluated, with a minimum attendance of 80% covered. The weight on the final grade of the attendance will be 10%. This aspect of evaluation is not recoverable.

The assessment of knowledge learning will be carried out through:

a) Continuous evaluation of the work of the students in the classroom through the participation of the students both in classes, individual and / or group classroom work, as well as in tutorials or complementary activities.

This section will be evaluated through group or individual tasks, not recoverable, carried out within the face-to-face sessions; The weight on the final grade is 25%. In order to evaluate these tasks, the student must have attended at least 80% of the sessions. If this criterion is not met, they will not be evaluated.

b) The performance of a test type exam



This will be done in the file set in the exam calendar of the degree. The weight on the final grade will be 65%.

## REFERENCES

### Basic

- Referència b1: García Cotarelo, Ramón (1987). Origen y desarrollo del Estado de Bienestar. Rev. Sistema, Madrid García Pelayo, Manuel (1985). Las transformaciones del Estado contemporáneo. Alianza Editorial, Madrid Montagut, Teresa. (2000). Política Social. Una introducción. Ariel. Barcelona Moreno, Luís (2000). Ciudadanos precarios. La última red de protección social. Ariel. Barcelona Ochando, Carlos (1999). El Estado del bienestar. Objetivos, modelos y teorías explicativas. Ariel, Barcelona Sartori, G. (2003) ¿Qué es la democracia? Taurus. Madrid
- Referència b2: Flaquer, Lluís. (2003). Familia y Estado de bienestar en la Europa del sur. Rev. Arbor CLXXIV, 685, gener González, J.J. y Requena, M. (eds.). (2005): Tres décadas de Cambio Social en España. Alianza Editorial, Madrid Moreno, Luís (2012). La Europa asocial. Crisis y estado del bienestar. Ediciones Península. Barcelona Zaragoza
- Referència b3: Aguilar, M. (2009). Servicios Sociales: las tribulaciones de un sector emergente en: Moreno, L. (ed.) Reformas de las políticas del bienestar en España. Siglo XXI. Madrid Arriola, M<sup>a</sup>J. y Setién, M<sup>a</sup> L. (1997). Política social y Servicios Sociales en: Alemán, C. y Garcés, J. (coord.), Política Social. McGraw-Hill. Madrid Casado, D. y Guillén, E. (2005). Manual de servicios sociales. Editorial CCS. Madrid Felipe, M<sup>a</sup> J. (2007). El sistema de protección social en la Comunidad Valenciana: Algunos indicadores sociales en: Arxius de Ciències Socials nº 17. Diciembre 2007

### Additional

- Referència c1: Adelantado, José (coord.) (2000). Cambios en el Estado del Bienestar. Icaria Editorial. Barcelona. Galbraith, J. K. (2004). La economía del fraude inocente. La verdad de nuestro tiempo. Crítica. Barcelona
- Referència c2: Judd, T. i Snyder, T. (2012). Pensar el Siglo XX. Taurus. Madrid Stiglitz, J.E. (2014). El precio de la desigualdad. Santillana Ediciones. Madrid Valcárcel, Amelia (2011). Ética para un mundo global. Ediciones Planeta, Madrid
- Referència c3: Gomá, R. y Subirats, J. (1998). Políticas públicas en España. Ariel. Barcelona