

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

<b>Code</b>	33475
<b>Name</b>	History of social education in Spain
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2019 - 2020

**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	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1306 - Degree in Social Education	315 - History of social education	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
VALERO GOMEZ, SERGIO	120 - Comparative Education and History of Education

**SUMMARY**

The aim of this subject is to give a basic knowledge about the main questions in History of Social Education. Among these aspects, we can mention the historical and educational basis and the most important ideas, in the case of Spain, about assistance, poverty and education of several social groups located in the edge of the society. The objective is to make students to internalize concepts and processes thanks to which they could think critically about and identify historical antecedents of the ways of work in Social Education nowadays.

**PREVIOUS KNOWLEDGE**



### **Relationship to other subjects of the same degree**

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

### **Other requirements**

## **OUTCOMES**

### **LEARNING OUTCOMES**

**English version is not available**

## **DESCRIPTION OF CONTENTS**

### **1. Basis for History of Social Education**

- 1.1. Ranges of research
- 1.2. Sources
- 1.3. Methodology

### **2. First ways of social and educational attention and protection**

- 2.1. Solutions during the Middle Ages
- 2.2. Urban reforms

### **3. Social and reforming action during the early modern period**

- 3.1. Poverty and orphans education in 16th and 17th centuries
- 3.2. Measures for controlling, confining and educating the poor

### **4. Assistance and education during the Enlightenment**

- 4.1. Repression, control, work, assistance and education in the 18th century.
- 4.2. Secularization of assistance from the Liberalism

### **5. Education and social assistance during the 20th century**

- 5.1. From the beginning of the intervention of the estate to the creation of welfare services.
- 5.2. Protection of children: abandonment, delinquency and work



## 6. Hygienism and education

6.1. Measures, activities and practices

6.2. School camps

## 7. Configuration of environmental education

7.1. Nature, leisure time and educational initiatives

7.2. Informal educational initiatives for adults

## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Classroom practices	15,00	100
<b>TOTAL</b>	<b>60,00</b>	

## TEACHING METHODOLOGY

According to objectives and contents, several methods of work will be used:

- Teacher explanation
- Reading essays and articles
- Analyzing texts and cases, and resolving problems
- Individual and groups tasks
- Debates

The teacher will explain the main contents of every unit. The explanation will be completed with practical activities: texts, cases, experiences, pedagogical routes, etc. The students will be separated in two groups in order to do the practical activities and every of them will dedicate a weekly hour.

Students will be able to do any kind of voluntary task, in groups or alone, according to the teacher's instructions.

## EVALUATION



Evaluation will be composed with:

- Practical activities. An active participation will be specially valued and they will suppose the 40% of the final marks. These activities will have different approaches: writing, speaking, individual and in groups, and they will be evaluated the writing and speaking expression and the reading and listening comprehension.
- All the contents will be evaluated with an exam (60% of the final marks). It will be necessary a mark above 4 points in the exam to add the practical activities qualification.

**Correction criteria.** The exam will be evaluated according to these points:

- Theoretical foundation
- Writing expression
- Methodological rigor
- Correct used of concepts
- Capacity of synthesis
- Personal writing, including critical elements and founded arguments

According to the objectives of the subject, students avoid doing literally copies from texts (books, reviews, documents, etc.). All the documentation they use, printed or electronic, will have to be referred properly. To be evaluated, students will give to the teacher a hardcopy and a softcopy of their tasks. Every clarification about evaluation will be done in person.

### **Option for students who don't attend classes**

The students who don't attend classes will do the exam with their classmates, but they will deal with the teacher a specific way to evaluate practical activities. Therefore, they will have to agree on it before 4<sup>th</sup> October.

## **REFERENCES**



### Basic

- Referencia b1: SANTOLARIA, Félix: Marginación y educación. Historia de la educación social en la España Moderna y contemporánea, Barcelona, Ariel, 2000.
- Referencia b2: RUIZ RODRIGO, C.; PALACIO LIS, I., Pauperismo y educación siglos XVIII y XIX. Apuntes para una Historia de la Educación Social en España, Valencia, Universitat de València, 1995.
- Referencia b3: CRUZ, J. I., Las Colonias Escolares Valencianas (1906-1936), Institut Valencià de la Joventut, Valencia, 1991.

### Additional

- Referencia c1: BARTOLOMÉ MARTÍNEZ, B. (Dir.), Historia de la acción educadora de la Iglesia en España, Madrid, Biblioteca de autores cristianos, 1995.
- Referencia c2: BORRÁS LLOP, J. M<sup>a</sup> (Dir.), Historia de la infancia en la España contemporánea (1834-1936), Madrid, Ministerio de Trabajo y Asuntos Sociales-Fundación Sánchez Ruipérez, 1996.
- Referencia c3: CRUZ, J. I., Escultismo, educación y tiempo libre. Historia del asociacionismo scout en Valencia, Valencia, Fundació San Jordi, 2008.
- Referencia c4: CRUZ, J. I., Colonias escolares y Guerra Civil. Un ejemplo de evacuación infantil en A pesar de todo dibujan, Madrid, Biblioteca Nacional, 2006, pp. 41- 51.
- Referencia c5: GONZÁLEZ FERNÁNDEZ, M., Los Tribunales para niños. Creación y desarrollo, en Historia de la Educación. Revista Interuniversitaria, nº 18, 1999, pp. 111-125
- Referencia c6: MORENO MARTÍNEZ, P. L., Educación, salud y protección a la infancia. Las colonias escolares de Cartagena (1907-1936), Cartagena, Áglaya, 2000.
- Referencia c7: MORENO MARTÍNEZ, P. L., De la caridad y la filantropía a la protección del Estad: las colonias escolares de vacaciones en España (1887-1936) en Historia de la Educación. Revista Interuniversitaria, nº 28, 2009, pp. 135-159.
- Referencia c8: OTERO URTAZA, E. (Ed.), Las Misiones Pedagógicas 1931-1936, Madrid, Sociedad Estatal de Conmemoraciones Culturales-Residencia de Estudiantes, 2006.
- Referencia c9: PALACIO LIS, I. y RUIZ RODRIGO C., MAZA ZORRILLA E., Pobreza y asistencia s

### ADDENDUM COVID-19

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

**English version is not available**