VNIVERSITAT DE VALÈNCIA

Course Guide
33475 History of social education in Spain

COURSE DATA

Data Subject	
Code	33475
Name	History of social education in Spain
Cycle	Grade
ECTS Credits	6.0
Academic year	2024 - 2025

Study (s)

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Faculty of Philosophy and Educational Sciences	3	First term

Subject-matter

Degree	Subject-matter	Character
1306 - Degree in Social Education	315 - History of social education	Obligatory

Coordination

Name	Department
CONCHELL DIRANZO, RAQUEL	120 - Comparative Education and History of Education
VILLAR HERRERO, MÓNICA	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

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1306 - Degree in Social Education

- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Have capacity for analysis and synthesis.
- Have critical and self-critical capacity.
- Show commitment to professional identity, development and ethics.
- Understand the theoretical references that constitute the human being as an active player in education.
- Know and understand the current educational and training systems in the international context.
- Know and interpret the historical processes of education and training systems, institutions and organisations.
- Know and analyse educational policies, their legislative development and their impact on socio-educational reforms.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

The students will be able to understand the History of Social Education, know the three plots that define the identity space of Social Education (adult education, non-formal education and specialized education), work the academization or disembarkation in the universities of Social Education and its configuration as an academic discipline. Collegiation and the history of deontologization. Know and address social assistance and proposals for education and re-education in the Late Middle Ages and in the first centuries of modernity (16th and 17th centuries). Reflect on care and re-education in the 18th and 19th centuries and delve into Education and care in the 20th century.

DESCRIPTION OF CONTENTS

1. Foundation of the History of Social Education in Spain: From the trade to the profession.

1.1. Areas of work and research
1.2. Documentary sources
1.3. Study and research methodologies.

2. Assistance, protection, reforms, reeducation and social education in the Late Middle Ages and first modernity (16th and 17th centuries)

2.1 The social response of poverty in the Late Middle Ages
2.2. Prostitution in the Late Middle Ages in Valencia.
2.3. The perception of poverty in the 16th and 17th centuries.
2.4. Authors of the time (XVI and XVII) and their proposals on the care of the poor (J. L. Vives, Domingo de Soto, Juan de Medina y Cristóbal Pérez de Herrera).
2.5. The hostel as a key piece of the reform of the poor.
2.6. The reeducation of women and the education of boys and girls in the 16th and 17th centuries.

3. Assistance and reeducation of the 18th and 19th centuries

3.1. Poverty in the 18th century.
3.2. The social program of the Enlightened.
3.3. The marginalisation and poverty of women in the 18th century.
3.4. The phenomenon of abandonment of boys and girls in the 18th century.
3.5. The institutions of social action of the eighteenth century (the houses of mercy, the hospices, houses and colleges of orphans and houses of correction).
3.6. The phenomenon of the charity-care system of the nineteenth century in Spain and the helplessness of delinquent children.

4. Education and assistance in the XX century

4.1. Care for children in the first third of the twentieth century.
4.2. Most relevant aspects on the changes in Social Action in the Second Spanish Republic.
4.3. Education and assistance during the Franco regime.
4.4. The configuration of social services as a public and organised system of social protection

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Classroom practices	15,00	100
Attendance at events and external activities	2,00	0
Development of group work	25,00	0
Development of individual work	10,00	0
Study and independent work	25,00	0
Readings supplementary material	8,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	10,00	0
TOTAL	**150,00**	

TEACHING METHODOLOGY

The didactic methodology is based on the development of the contents through a close link between theory and practice, combining both group and collaborative work and individual work. In addition to seminars, tutorials and complementary activities.

In the practical part, for those enrolled in three subjects or more from the 1st semester of 3rd, the development of an integrating project will be considered. From this subject the historical section will be studied and evaluated.

For people who have not enrolled the other subjects of 1st semester, a specific work plan will be designed.

EVALUATION

The evaluation will include:

Practical activities. Participation will be especially valued and will represent 50% of the grade. These activities may be: written, oral, individual and collective.

The contents worked will be evaluated by means of an **exam** that will suppose 50% of the final grade.

It will be necessary to obtain a minimum grade of 5 toadd the grade obtained to the practical activities

REFERENCES

Basic

- Referència b1: López, R., Conchell, R. y Villar, M. (2022). Hoy es el mañana de la Educación Social. Octaedro.
  Referència b2: Ruiz, C., Palacios, I., López, R., Senent, J. M., Martínez, M. J., Bascuñan, J. y Catalá, R. (2003). Historia de la Educación Social. Universitat de València.
  Referència b3: Tiana A., Somoza, J. M. y Badanelli A. M. (2014). Historia de la Educación Social. UNED.
  Referència b4: Ruiz, C., Palacios, I., López, R., Senent, J. M., Martínez, M. J., Bascuñan, J. y Catalá, R. (2003). Historia de la Educación Social. Universitat de València.
  Referència b5: Vivesiana (2018). Associació dAmics de Lluís Vives. Universitat de València.
  Referència b6: Santolaria, F. (1997) Marginación y educación. Historia de la educación social en la España moderna y contemporánea. Ariel Educación.
  Referència b7: Tiana A. y Sanz F. (2003). Génesis y situación de la Educación Social en Europa. UNED

Additional

- Referència c1: Asociación Estatal de Educación Social y Consejo General de Colegios de Educadoras y Educadores Sociales. (2007). Documentos profesionalizadores. ASEDES. https://www.eduso.net/categoria_recursos/profesion/documentos-profesionalizadores/.
  Referència c2: Instituto de la UNESCO para el Aprendizaje a lo Largo de Toda la Vida (2020). 4º informe mundial sobre el aprendizaje y la educación de adultos. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000374755.
  Referència c3: Ministerio de Educación y Ciencia. (1986). El Libro Blanco. Educación de Adultos. Centro de Publicaciones del Ministerio de Educación y Ciencia. https://sede.educacion.gob.es/publiventa/libro-blanco-educacion-de-adultos/educacion/906
  Referència c4: Otero, E., Navarro, R. y Basanta, S. (2013). Las colonias escolares de vacaciones y la Institución Libre de Enseñanza. Historia y actualidad. Revista de Investigación en Educación, 11(2), 140-157.
  Referència c5: Real Decreto 1480/1991 de 30 de agosto, por el que se establece el título universitario oficial de Diplomado en Educación Social y las directrices generales propias de los planes de estudios conducentes a la obtención de aquél. Boletín Oficial del Estado, núm 244, de 11 de

octubre de 1991, pp. 33003 a 33018. https://www.boe.es/eli/es/rd/1991/08/30/1440.
Referència c6: Rangel, N. (2008). Moras, jóvenes y prostitutas: acerca de la prostitución valenciana a finales de la Edad Media. Miscelánea Medieval Murciana, 32, 119-130.