



DEGREE CURRICULUM  
**SOCIOLOGIA I GESTIÓ DE  
CONFLICTES AMBIENTALS**

Coordination: COLL MIR, LLUIS

Academic year 2023-24

## Subject's general information

<b>Subject name</b>	SOCIOLOGIA I GESTIÓ DE CONFLICTES AMBIENTALS			
<b>Code</b>	102454			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	Degree	Course	Character	Modality
	Double degree: Bachelor's degree in Forest Engineering and Bachelor's degree in Nature Conservation	4	COMPULSORY	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRACAMP	PRAULA	TEORIA
	<b>Number of credits</b>	1.5	3.5	1
	<b>Number of groups</b>	1	1	1
<b>Coordination</b>	COLL MIR, LLUIS			
<b>Department</b>	AGRICULTURAL AND FOREST SCIENCES AND ENGINEERING			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Catalan			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
COLL MIR, LLUIS	lluis.coll@udl.cat	2	
DOMINGUEZ TORRES, GLORIA	gloria.dominguez@udl.cat	4	Upon request. gloria.dominguez@udl.cat

## Learning objectives

Upon passing the course, the student must be able to:

- Know and know how to use different techniques of socioeconomic description of a territory
- Understand what a conflict is, as well as understand the fundamentals of conflict resolution and mediation processes
- Recognize the importance of communication skills in mediation and conflict resolution processes in the field of the natural environment.
- Have basic knowledge in conflict resolution methods.
- Identify the personal skills necessary for dealing with and cooperating with other people -
- Be able to self-evaluate their personal skills and design an improvement plan for them

## Subject contents

### Block 1: Socio-economic descriptors and stakeholder mapping.

Basic techniques for collecting socioeconomic data. Selection and interpretation of multicriteria indicators. Identification of stakeholders, relationships and context.

### Block 2: Conflicts and negotiation.

Conceptual framework. Identification and analysis of conflicts in rural areas. Conflict theory. Conflict diagnosis. Development of techniques for conflict resolution and mediation. Assertiveness. Communication in crisis events.

### Block 3: Good practices for including socio-economic agents in planning and management.

Identification of needs, scales of cooperation, participation, co-creation. Techniques and design of consensus-oriented processes.

### Block 4: Identification, self-assessment and development of personal skills to lead processes in which other people participate.

Conceptual framework. Identification of the necessary competencies. Self-assessment and elaboration of a plan to improve the main competencies: self-control, positive vision, stress management, results orientation, planning, flexibility, leadership, active listening, communication, etc.

## Methodology

Activity	Description	face-to-face activity		Autonomous activity of the students		Total time
		Objective	h	Student task	h	
Theory	Classes in the classroom	Explanation of the key theoretical concepts .	14	Understand and synthesize the knowledge acquired in the theoretical classes	21	35

Seminars and classroom practices	Resolution of challenges and oral and written exercises in small groups Discussions and simulations.	Learn to solve problems and solve challenges. Learn to take into account diverse points of view and to reflect critically.	31	Learn to solve problems and solve challenges.	46	77
Field practices			15		23	38
Total			60		90	150/6ECTS

## Development plan

Block 1. Theoretical classes with explanation of key concepts.

Block 2. Theoretical pills with explanation of key concepts and realization of participatory seminars with debates, simulations, problem solving and challenges both individually and in small groups.

Block 3. Theoretical pills with explanation of key concepts and realization of participatory seminars with debates, simulations, problem solving and challenges both individually and in small groups.

Block 4. Theoretical pills with explanation of concepts and realization of participatory seminars with debates, simulations, problem solving and challenges both individually and in small. groups.

The four blocks will be carried out independently. At the end of the four blocks, a practical seminar will be held in a transversal field consisting of exercises to put into practice the concepts and techniques learned throughout the course in a quasi-real context.

## Evaluation

blocks	activity	evaluation	weight (%)
1,2,3,4	Theory	1 test with questions related to the contents of the 4 blocks	15
1,3,4	Exercices to be prepared at home	Submission of the exercices/report	45
1,2,3,4	Practical exercices in the classroom and outdoors	Participation	40

## Bibliography

### TÈCNQUES D'ANÀLISI

Cresswell, J.W (2014) Research design. Qualitative, quantitative and mixed methods approaches. London, SAGE Publication Ltd. 274 pages.

Milles, M.; Hubberman, A.M, Saldaña, J. (2020) Qualitative data analysis, a method southbook. IV edition Thousand oaks, California, SAGE Publication Ltd. 380 pages.

O'LEARY, Z. (2004). The essential guide to doing research. London, SAGE Publication Ltd. 226 pages.

O'LEARY, Z. (2005). Researching Real-World Problems. A Guide to Methods of Inquiry. London SAGE Publications Ltd. 312 pages.

## PARTICIPACIÓ

Cernesson, F. et al. 2005: Learning Together to Manage Together - Improving Participation in Water Management]. Osnabrück: University of Osnabrück, Institute of Environmental Systems Research.  
[https://www.researchgate.net/publication/323768425\\_Learning\\_together\\_to\\_manage\\_together\\_Improving\\_participation\\_in\\_water\\_management](https://www.researchgate.net/publication/323768425_Learning_together_to_manage_together_Improving_participation_in_water_management)

Garcia, M.; Castellà, C.; Frígols, J. ; Stinus, E.; Diputació de Barcelona. Àrea d'Atenció a les Persones. (2018) Eines de participació

ciudadana. Metodologies i tècniques per a l'acompanyament de processos participatius. 75pp

[https://libreria.diba.cat/cat/libro/eines-de-participacio-ciudadana\\_60547](https://libreria.diba.cat/cat/libro/eines-de-participacio-ciudadana_60547)

## COMPETÈNCIES CLAU

Què són les competències clau?

[https://treball.barcelonactiva.cat/porta22/images/cat/209\\_competencies\\_clau\\_Cat\\_tcm9-49247.pdf](https://treball.barcelonactiva.cat/porta22/images/cat/209_competencies_clau_Cat_tcm9-49247.pdf)

Diccionari de competències clau:

<https://treball.barcelonactiva.cat/porta22/cat/altres/diccionari.jsp>

Tests d'autoavaluació de competències clau:

<http://www.imolleida.com/competencies/>

Cámara de comercio de Sevilla. Manual de desarrollo de competencias. 2016 <https://www.eusa.es/wp-content/uploads/2016/11/eusa-manual-de-competencias-2016-interactivo.pdf>

Romero Gil, Mercedes y Alonso Rodríguez Ángel. La orientación laboral y el cine. Junta de Andalucía, Consejería de empleo y desarrollo tecnológico Junta de Andalucía.