



DEGREE CURRICULUM  
**FOREST SOCIOLOGY**

Coordination: COLL MIR, LLUIS

Academic year 2023-24

## Subject's general information

<b>Subject name</b>	FOREST SOCIOLOGY			
<b>Code</b>	103037			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	Degree	Course	Character	Modality
	Master's Degree in Forestry Engineering	1	COMPULSORY	Blended learning
<b>Course number of credits (ECTS)</b>	4			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRACAMP	PRAULA	TEORIA
	<b>Number of credits</b>	1.2	1.8	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.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
COLL MIR, LLUIS	lluis.coll@udl.cat	1	
DOMINGUEZ TORRES, GLORIA	gloria.dominguez@udl.cat	3	

## Learning objectives

To provide tools to identify actors related to the natural environment and develop strategies to facilitate conflict mediation, negotiation and public participation;

To identify the personal skills needed to carry out these activities and be able to draw up a plan to improve them. Special emphasis will be placed on teamwork competence.

## Subject contents

### Block 1: Conflicts and negotiation

Conceptual framework. Conflict identification. Conflict theory. Development of techniques for resolution, mediation of conflicts and negotiation.

### Block 2: Public participation and identification of actors

Conceptual framework. Techniques and tools for the identification of actors, positions, needs and public participation. Design of participation processes.

### Block 3: Identification and plan to improve personal skills to conduct effective participatory and negotiation processes

Conceptual framework. Identification of the necessary competencies. How to make a plan to improve the most relevant ones.

## Methodology

The approach of this course is practical and based in the case study methodology and small challenges resolution. A flipped class approach is also implemented and therefore the students are lead to work in an autonomous way the theoretical concepts (guided) and the classes will be mostly devoted to clarify key concepts, simulations and rol plays, problem resolution or follow up of the study cases.

Through the description and analysis of 3 real cases related to the scope of the master's degree, the problems will be defined and the student will be accompanied in the analysis and will be urged to reach their conclusions. on the actions to be taken, discussing and elaborating a proposal for an action plan.

The general structure of the modules is based on the study of cases and the development of practical exercises autonomously with sharing of the results.

The work in teams will be enhanced and a methodology bases on scrumban will be used.

## Development plan

The attendance required will be the 50%

The face-to-face classes will be organized through intensive monographic sessions in which cases and participatory dynamics will be developed with the students.

The theory will be studied mostly autonomously supported by face-to-face classes that will focus on key points. Students will develop case studies in which face-to-face parts will be combined in preparation, independent work, tutorials and group discussions.

	hours	% in class-room time (%)
Theoretical master class	5	50

Evaluation

	hours	% in class-room time (%)
Theory analysis (autonomous)	5	0
Problems and challenges (Study case)	30	50

#### Assessment tools

Assessment tools	weight (%)	
Tests on theoretical concepts	20	
Assignments	30	
Problem resolution	30	
Oral presentations	10	
Final test	10	

## Bibliography

Bustos, R.; García, J. y Chueca, D. (2018) Guía práctica para facilitar la participación ciudadana. Una selección de herramientas presenciales y digitales para el trabajo colectivo. Departamento de Relaciones Ciudadanas e Institucionales. Gobierno de Navarra [https://gobiernoabierto.navarra.es/sites/default/files/guiatecnicasparticipacion\\_castellano.pdf](https://gobiernoabierto.navarra.es/sites/default/files/guiatecnicasparticipacion_castellano.pdf)

Cernesson, F. et al. 2005: Learning Together to Manage Together - Improving Participation in Water Management]. Osnabrück: University of Osnabrück, Institute of Environmental Systems Research.  
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Honadle, G (1999). How context matters. How linking environmental context policy to matters people and place. Kumarian press. Connecticut. 224 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. (2005). Researching Real-World Problems. A Guide to Methods of Inquiry. London SAGE Publications Ltd. 312 pages.