

## **TEACHING GUIDE FOR: 30021 Society, Conflict Management and Education in Europe**

### **Subject identification**

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**Lecturer: Joan Amer & Marga Vives**

**Credits: 6 ECTS (total 150 hours)**

**Teaching language: ENGLISH**

**Teaching period and schedule: 2<sup>nd</sup> Semester, Wednesday and Thursdays and 12.30h to 14.30h**

### **Contextualization**

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This course has a multi-disciplinary perspective on the social and educational contemporary challenges in Europe, with a special emphasis on the management and mediation of conflicts. It will approach the study object from a comparative perspective and the course will have two large modules: first, one module will be more theoretical, based on the principal debates in the continent regarding the criss-cross between global and multicultural society and the issues of education, family, work and migration. The second module will focus on mediation techniques related to the improvement of the life conditions and coexistence of the diverse multiple populations currently inhabiting in Europe.

### **Requirements**

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This is an introductory course and neither general nor specific requirements are needed related to the comprehension of the contents.

Regarding English language, an intermediate level would be recommended, in order to follow properly the course.

### **Skills**

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#### *Specific*

Abilities to work in an international and intercultural context.

Acquisition of specific knowledges developed in the international context, specially about the European continent.

Acquisition of knowledge about culture and lifestyles of European countries.

Ability to write, to talk and to make written reports in English language.

Capacity of elaborating a systemic view of the role of education in management of social conflicts.

Ability to promote educational and social attitudes of respect.

Capacity to acquire strategies of cooperative and collaborative work.

Capacity to comprehend social, cultural and family contexts in Europe.

Ability to understand and promote the social and educational values related to gender equality and peace culture.

#### *Generic*

Social and ethical compromise.

Critical thinking.

Capacity for research and intervention in the improvement of educational practices.

Capacity to develop a professional pro-active attitude, adapting to social and pedagogic contemporary changes.

## Content

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Module on theoretical and comparative approaches to society, education and conflict in Europe:

- Society and processes of socialization.
- Global Society in Europe: the challenges of the society of information and knowledge.
- Family and society: economic and cultural constrains of the new models of families in Europe.
- Work and society: new trends and perspectives in Europe.
- Migration and society: diagnostic and intercultural paradigms in Europe.

Module on educational techniques for conflict mediation and management in European societies:

- Conflict, coexistence and mediation: conflict management in Europe.
- Conflict management techniques:
  - Strategies of conflict management.
  - Negotiation and conciliation
  - Mediation
- Conflict management in the school environment:
  - School life coexistence
  - Mediation plans for school life
- Conflict management in family, social and work life:
  - Family conflict management
  - Community conflict management
  - Labour conflict management

## Teaching methodology

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Teaching methodology is diverse, combining explanation, debates, team working, online forum discussions. The approach takes into account the fact of dealing with cutting-edge debates and issues, such as those related to conflict, education and society.

In-work class activities

Modality	Name	Type Group	Description
Open theoretical lecture	Explanation of the topics of the course	Large-size group	Topics of the course will be explained and discussed in an open way. Students will have the opportunity to have the contents in advance, as well as support readings, in order to comprehend properly the sessions. Specific support for the correct English comprehension, listening and speaking will be provided
Debate and participation	Discussion of theoretical debates and intervention techniques	Large-size group	Apart from explanations of the topics, large-size group will have time for the debate and discussion of the subjects, based on materials. Support in English skills will be provided in order to help in the participation in the debates
Case study debate	Preparation of specific case studies in small groups	Medium-size group	Case-study mode of work in medium-size group will consist on the preparation and presentation of specific issues, with the support of reference documents, either available at the web of the course or searched by students. English support will be also provided in the medium-size groups.

#### Distance education work activities

Modality	Name	Type Group	Description
Study and individual work	Online participation	Individual	Online participation at the forums of the course (available at <i>Campus Extens</i> ). Apart from lectures, subjects of the course will be complemented with these online discussions
Study and individual work	Preparation of the contents of the sessions at home	Individual	Both large-size and medium groups require specific advanced preparation of the sessions with previous reading of materials.
Study and individual work	Exercise	Individual	Exercise about conflict management
Study and team work	Essay	Small groups	A detailed topic on education, society and conflict management will be chosen by teams of students. Specific topics of each academic year will be explained in the sessions

#### Specific risks and protective measures

Learning activities of this course do not carry specific risks for the safety and health of the students and, therefore, no special measures need to be adopted.

#### Workload estimate

Modality	Name	Hours	ECTS	%
Open theoretical lecture	Explanation of the topics of the course	15	0.6	10
Debate and participation	Discussion of theoretical debates and intervention techniques	15	0.6	10
Case study debate	Presentations of specific case studies in small group	15	0.6	10
Study and individual work	Online participation	20	0.8	13.3
Study and individual work	Preparation of the contents of the sessions at home	35	1.4	23.3
Study and individual work	Exercise	15	0.6	10
Study and team work	Team Essay	20	0.8	13.3
Study and team work	Preparation of case studies	15	0.6	10
<i>Total</i>		<i>150</i>	<i>6</i>	<i>100</i>

#### Student learning assessment

##### *Debate and participation (20%)*

Participation in the sessions, both in the form of questions to the explanations of the lecturer, or in the form of interventions in the debates, are specially considered. Feedback about the English skills will be also provided.

#### *Case study debate (20%)*

Case-study mode of work in medium-size group will consist on the preparation and presentation of specific issues, with the support of reference documents, either available at the web of the course or searched by students. English support will be also provided in the medium-size groups. Feedback and support regarding the English skills will be also provided.

#### *Online participation (20%)*

Lectures and debates of the sessions will continue online at the Moodle platform of the university (*Campus Extens*). Feedback and support regarding the English writing will be also provided.

#### *Exercise (20%)*

Exercise about conflict management. Written report about strategies of mediation. Individual work. Feedback and support regarding the English writing will be also provided.

#### *Team Essay (20%)*

A detailed topic on education, society and conflict management will be chosen by teams of students. The format of essay implies the bibliographic revision of the academic literature on the topic, the proper citation of the sources and an accurate discussion of ideas based on the academic literature. Feedback about the English writing will be also provided.

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### **Lecture classes**

The methodology of the lectures will consist on open sessions with two major parts. The first part will be an explanation of the topic by the lecturer, with a flexible format adapted to questions, needs and feedback by students. The second part will be a debate with a short text, related to that week session, as starting point.

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### **Case study**

Case studies will be prepared to be presented in the medium-size groups. It will require the search and analysis of documentation, in order to deliver a proper presentation in class. Topics of case studies will be related to: migration in Europe, family changes and trends in Europe, labour transformation in Europe, conflict management in multicultural societies, and conflict management in specific scenarios such as schools and communities.

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### **Homework**

Homework will be related to the distance education work activities: online participation, preparation of the session contents at home, preparation of the activity “Exercise”, team working for the “Essay”, and preparation of case studies that will be presented in the medium-size groups.

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### **Exams**

This course has no exams. Evaluated activities are: exercise, essay, case study presentation, class participation and online participation.

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## Preparation of group work and projects

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There are two group work activities: the essay and the case study. The essay will deal with cutting edge debates about education, society and conflict in Europe. The case study will tackle further specific issues within this field such as family change, labour transformation, migration processes and policies, and conflict management strategies regarding community and school life.

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## Resources, bibliography and additional documentation

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### Basic bibliography

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- Bauman, Z. (2013). *Liquid Modernity*. Hoboken: Wiley
- Castells, M. (2010). *The Rise of Network Society: The Information Age*. Hoboken: Wiley.
- Fisher, R. & Ury, W. (2011) *Getting to Yes: negotiating agreement without Giving in*. New York: Penguin (3<sup>rd</sup> edition).
- Forghani-Arani, N. Hartmeyer, H. & O'Loughlin, E. (2013). *Global Education in Europe: Policy, Practical and Theoretical Challenges*. Münster: Waxmann.
- Giddens, A & Sutton, P. (2013). *Sociology*. London: Polity Press.
- Ibáñez, J, & Jover, G. (2013). *Education in Europe: Policies and Politics*. Berlin: Springer.
- Sennett, R. (2011). *The corrosion of character*. London: Norton & Company.
- Smith, P.K. (2003). *Violence in schools: The response in Europe*. London & New York: Routledge Falmer.
- Viana-Orta, M.I. (2013) Aims or purposes of school mediation in Spain. *New Approaches in Educational Research*, 2, (1), 32-38. doi: 10.7821/naer.2.2.32-38.

### Complementary bibliography

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- Aassve, A., Fuochi, G., & Mencarini, L. (2014). Desperate Housework: Relative Resources, Time Availability, Economic Dependency, and Gender Ideology Across Europe. *Journal of Family Issues*, 35,8, 1000-1022
- Kelly, J.B. & Emery, R.E. (2003). "Children's adjustment following divorce: Risk and resiliency perspectives. *Family Relations*, 52, 352-362.
- Lederach, J.P. & Maiese, M. (2009) Conflict transformation: a circular journey with a purpose. *New Routes*, 14 (2), 7-10
- Standing, G.(2009). *Work after Globalization*. Cheltenham: Elgar.
- Urry, J. (2000). *Sociology beyond societies*. London: Routledge.
- Wright, E.O. (2015). *Understanding Class*. London: Verso books.
- Ziegler, R. (2016) Where are the risks? An assessment of recent developments in Mediation Confidentiality. *Alternatives to the High Cost of Litigation.*, 34 (11) 161-173.

### Other resources

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- NCRRE National Centre for Conflict Resolution Education. <http://www.nccre.org>
- Pacific center for violence Prevention: [www.pcvp.org/](http://www.pcvp.org/)
- School Mediation Associates Watertorn: <http://www.schoolmediation.com>
- Program on Negotiation. Harvard Law School: <http://www.pon.harvard.edu/>
- Center of Narrative and Conflict Resolution: <http://cncr.gmu.edu/sara-cobb.html>



## Lecturers' office hours

Office/Location	Week day/s	Office hours	Contact details
<b>Joan Amer</b> B-204	Friday	12.30-13.30 (1 <sup>st</sup> semester) 11.30-12.30 (2 <sup>nd</sup> semester)	Telephone: 971259871 E-mail: <a href="mailto:joan.amer@uib.cat">joan.amer@uib.cat</a>
<b>Marga Vives</b> B-204	(1 <sup>st</sup> semester) Wednesday (2 <sup>nd</sup> semester) Thursday	12h-14h 10h-12h	Telephone: 971 2599727 E-mail: <a href="mailto:marga.vives@uib.cat">marga.vives@uib.cat</a>