

## Alternative Dispute Resolution

Code: 100437  
ECTS Credits: 6

**2025/2026**

Degree	Type	Year
Criminology	OT	4

### Contact

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### Teaching groups languages

You can view this information at the [end](#) of this document.

### Prerequisites

You should have finished at least 120 ECTS (European Credit Transfer and Accumulation System), which represents about four semesters of your university degree.

The course will be taught from the perspective of the Sustainable Development Goals.

Theory and seminar sessions will be held in Spanish.

### Objectives and Contextualisation

Conflicts are part of our reality and should not be seen as isolated events, but as part of daily reality. Rarely conflicts are seen as an opportunity or as inevitable enrichment of our human experience, but in fact conflicts are a fundamental tool in lifelong learning.

#### Main goals

- To identify conflicts, to differentiate them from other social phenomena and to recognize them as key elements in social events
- To learn to analyse a conflict, detecting correctly all the elements and applying one or more theoretical models for understanding and transforming conflicts
- To understand and apply the various alternatives for conflict resolution
- To use knowledge about conflict resolution both in prevention and in addressing crimes and criminal behaviour
- Explore the potential of virtual reality in conflict management.
- Incorporate the gender perspective in the analysis and management of conflicts.

### Competences

- Ability to analyse and summarise.
- Applying a crime prevention program at a community level.
- Applying an intervention proposal about a person serving a sentence.
- Assessing the victim's needs in order to carry out an intervention proposal.

- Carrying out the criminological intervention on the basis of the values of pacification, social integration and prevention of further conflicts.
- Designing a crime prevention program.
- Drawing up an academic text.
- Identifying existing social resources to intervene in the conflict and criminality.
- Students must demonstrate a comprehension of the best crime prevention and intervention models for each specific problem.
- Using the evaluation techniques of criminogenic risk and needs of a person in order to decide an intervention proposal.
- Verbally transmitting ideas to an audience.
- Working autonomously.
- Working in teams and networking.

## Learning Outcomes

1. Ability to analyse and summarise.
2. Acting in a professional way in the criminological field for pacifying, social integration and delinquency-prevention purposes.
3. Applying a prevention program for crime control agents.
4. Applying an effective evaluative model in order to detect the criminological intervention needs in prison population.
5. Appropriately applying social resources to criminality.
6. Appropriately managing a security or prevention team.
7. Demonstrating they know the means and scientific procedures of crime prevention.
8. Drawing up a delinquency prevention program.
9. Drawing up an academic text.
10. Effectively and individually implementing a criminological intervention.
11. Effectively developing a delinquency prevention program in the community area.
12. Intervening in the criminological field for pacifying, conciliatory and crime-prevention purposes.
13. Mastering the individual evaluation techniques of a criminal act.
14. Producing a social prevention program of delinquency.
15. Properly using the criminological prevention and intervention programs.
16. Verbally transmitting ideas to an audience.
17. Working autonomously.
18. Working in teams and networking.

## Content

PART I. Foundations for a psychosocial understanding of conflict

1. Conflictology as an alternative view of social phenomena in the 21st century. Conflict is a universal, natural and timeless phenomenon. Basic principles. Conflict and peace.
2. Theories of conflict. The realist theory of conflict. The social identity theory. The social construction of conflict.

PART II. How is conflict managed?

3. Conflict management with a gender and intersectional perspective. Conflict management with a gender and intersectional perspective.
4. Communication in conflict. Ways of dealing with conflict. Marshall Rosenberg's principles of non-violent communication.
5. Conflict management techniques. Conflict analysis. Arbitration. Negotiation. Conciliation. Mediation. Reconciliation. Trial.

PART III. Areas of intervention

6. Violence at school: Bullying Intervention model from conflictology
7. An example of psychosocial conflict in the criminological field with the contributions of conflictology. Case

## s t u d y

8. Lectures done about conflict intervention techniques led by a professional in the field of mediation and a professional from the police force.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	19.5	0.78	2, 11, 13, 12, 8, 14
Seminars	19.5	0.78	2, 5, 11, 13, 8, 14, 16, 18, 15
Type: Autonomous			
Student's external work (personal work)	111	4.44	4, 7, 13, 12, 14, 1, 17, 18, 15

The methodology of the course will combine lectures with seminars. The aim of the theory sessions is to provoke reflection and encourage critical thinking, engaging students in tasks that go beyond simple memorisation, working mainly with challenge-based learning. Seminars are a way of approaching an active learning model, an essential complement to the information obtained in the theoretical classes. Classroom exercises (reading seminars, presentation of conflict analysis in the field of criminology) will be combined with the study and analysis of real cases.

In the theory sessions we will have the collaboration of professionals from the Subdirecció general de Reparació i Execució Penal a la Comunitat and with police professionals who are experts in citizen mediation.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Osgood's contributions to conflict resolution	10%	0	0	2, 5, 4, 3, 7, 6, 10, 12, 17, 15
Class attendance (according to compulsory attendance system) and quick tests	5%	0	0	2, 5, 11, 13, 12, 14, 16, 15
Gender perspective and conflict transformation	10%	0	0	2, 5, 4, 3, 7, 11, 12, 9, 1, 16, 18
Group work. Conflict resolution techniques	30%	0	0	2, 5, 7, 11, 12, 9, 1, 16, 18, 15
multiple-choice exam	30%	0	0	2, 3, 11, 13, 12, 8, 16, 17, 15

Psychosocial analysis of a contemporary conflict	15%	0	0	2, 7, 11, 12, 9, 14, 1, 15
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## 1. System of compulsory attendance to classes

- a) Attendance is mandatory. Professors will register absences for each session, which can be justified or unjustified. Absences can only be justified for reasons of illness, other important inconveniences and for academic reasons previously authorized by the teaching staff.
- b) If a student does not attend at least 80% of teaching, he or she cannot be evaluated.
- c) Justified absences cannot be counted negatively. The professor must enable the student to recover the work done in class in the case of excused absence. This kind of justified absences must be documented. Justified absences are those resulting from situations which prevent students from attending educational activities, such as unexpected illness or similar situations. Teachers may consider also justified absences the situations in which students have to attend (and document) other training activities of the degree.

## 2. Requirements to pass the course

A minimum mark of 5 will be required for each of the course's learning outcomes in order to pass the course.

The weight in the final grade of each of the activities is marked in the learning outcomes scheme.

Students will be assessed if they have completed a set of activities, the weight of which is equivalent to at least 2/3 of the total qualification for the course. If the value of the activities carried out does not reach this threshold, the teacher of the course may consider the student as not assessable.

Students will have to submit three pieces of individual evidence of learning from the course, a final multiple-choice exam, and a group assignment:

EV1 Osgood's contributions to conflict resolution, consisting of reading a text and answering questions about the applicability of his contributions to a real conflict.

EV2 Gender perspective and conflict transformation, consisting of reading a text and answering questions about the applicability of its contributions to a real conflict.

EV3 Psychosocial analysis of a contemporary conflict, consisting of choosing a contemporary conflict and conducting a psychosocial analysis of it and proposals for intervention to the rest of the class.

EV4 Group work. Students must choose a real conflict and use one of the conflict transformation techniques studied in class. The work has different phases: a presentation in class of the conflict proposal and its transformation (theory, role-play, etc.), evaluation or design of the evaluation of the intervention, and presentation of a written report of the experience and its relationship to the theory.

EV5. Final exam in the form of a multiple-choice test.

EV6. Quick test after each topic covered in the course.

## 3. Resit

If a student fails any of the activities, he or she will have a possibility of a new evaluation by doing a new activity at the end of the classes.

## 4. Consequences of fraud

A student who copies or attempts to copy in an exam will receive a 0 in the subject and will lose the right to re-evaluation. A student who submits an assignment that shows signs of plagiarism or who cannot justify the arguments in their assignment will receive a 0 and a warning. If the behaviour is repeated, the student will fail the course (0) and lose the right to retake it.

Except in cases of force majeure, delays in the submission of learning evidence will not be accepted. Students will receive a mark of 0 for any practical work that is not submitted.

#### 5. Late presentations

They are not accepted, except in cases of force majeure. The student will get a zero in the undelivered practice.

#### 6. Punctuality

Classes start on time. Except in duly justified cases, admission to class is not allowed once it has started. It is also not permitted to leave class before the scheduled end time.

#### 7. Single assessment system

To pass the single assessment, students must submit evidence of learning in audiovisual format and take an exam:

1. A practical exercise on non-violent communication incorporating a gender perspective, which accounts for 30% of the final mark and consists of recording a role-play in which a conflict is presented and the student applies non-violent communication with the aim of transforming the situation.

2. An open question on the day of the final exam about the study of a social conflict relevant to criminology, with the design of an intervention based on the principles of conflictology that incorporates a gender perspective, which accounts for 35% of the grade and consists of:

A complete analysis of the conflict based on the model and/or theory of your choice

The use of a gender-sensitive intervention model to improve the conditions of the chosen conflict

The establishment of a prognosis for the conflict, based on the analysis carried out.

3. The multiple-choice exam with the rest of the students. At the time of the written exam, you will hand in the above-mentioned work.

The material for the single assessment consists of the presentations given in the theory classes and seminars, as well as the compulsory (and recommended) reading list in the course guide.

## Bibliography

### Mandatory readings

Alzate, R; González, A. & Sánchez de Miguel, M.(2007) C.E. Osgood (1916-1991) Aportaciones de un psicólogo en la era nuclear. *Psicología Política*, 34, 2007, 57-77

Boulding, Elise (2001) Building a Culture of Peace: Some Priorities. *NWSA Journal*, (13) 2. 55-59

Comins, Irene. (2007) La ética del cuidado: contribuciones a una transformación pacífica de los conflictos. *Feminismo/s*, 9, 93-105

Gracia-Alarcón, E. & Bermeo-Sevilla, M. R. (2016, 26 Setembre-1 octubre). *Mediación con enfoque de género. [Conference presentation]*. XII Congreso Mundial de Mediación. Bogotá, Colombia.  
<https://www.congresodemediacion.com/mundial2016/pdf/garciaalarconbermeosevilla.pdf>

MarKus, M. & Paulero, R. (2021). Perspectiva de género y mediación. *Revista de mediación*, 14(2), 1-8.

Rosenberg, M. (2006). *Comunicación no violenta. Un lenguaje de vida*. GranAldea Editores

## Complementary readings

Calvo-Soler, R. (2014). *Mapeo de conflictos. Técnica para la exploración de los conflictos*. Gedisa Editorial.

Cubells, J. (2004). Una lectura del conflicto psicosocial en el ámbito jurídico desde la perspectiva construccionista. *Persona y Sociedad*, 28(1), 191-210.

Cornelius, H. & Faire, S. (1989). *Tú ganas yo gano. Cómo resolver conflictos creativamente y disfrutar con las soluciones*. Gaia ediciones.

Coser, L.A. (1967). *Les fonctions du conflit social*. Puf Edicions.

Fisher, R., Ury, W., Patton, W. (1998). *Obtenga el sí: El arte de negociar sin ceder*. Gestión 2000.

Freund, J. (1995). *Sociología del conflicto*. EME.

Galtung, J. (1998). *Tras la violencia, 3R: reconstrucción, reconciliación, resolución. Afrontando los efectos visibles e invisibles de la guerra y la violencia*. Ed. Bakeaz & Gernika Gogoratz.

Lederach, J.P. (2000). *El abecé de la paz y los conflictos. Educación para la paz*. Catarata.

Mínguez, X. (2013). Una perspectiva psicosocial del conflicto profundo desde la complejidad. *Revista Iberoamericana para la Investigación y el Desarrollo Educativo*, 10, 1-18.

Munduate, L. & Martínez, J.M. (1998). *Conflict y negociación*. Psicología Pirámide. Muldoon.

Redorta, J. (2004). *Cómo analizar los conflictos. La tipología de conflictos como herramienta de mediación*. Paidós.

Rosenberg, M. (2006) *Comunicación no violenta. un lenguaje de vida*. GranAldea Editores.

Suárez, M. (2002). *Mediación. Conducción dedisputas, comunicación y técnicas*. Paidós.

Touzard, H. (1981). *La mediación y la solución de los conflictos. Estudio psicológico*. Herder.

Ury, W. (1998). *Cómo negociar con personas que adoptan posiciones inflexibles*. Gestión 2000.

Vinyamata, E. (2001). *Conflictología. Teoría y práctica en resolución de conflictos*. Ariel Practicum.

Vinyamata, E. (1999). *Manual de prevención y resolución de conflictos. Conciliación, mediación, negociación*. Ariel.

## Software

This subject does not use specific software.

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(SEM30) Seminaris (30 estudiants per grup)	11	Spanish	first semester	morning-mixed

