



## Gender conflicts and family mediation

### Working program of the academic discipline (Syllabus)

#### Details of the academic discipline

Level of higher education	<i>Second (master's)</i>
Field of knowledge	<i>05 "Social and behavioral sciences"</i>
Specialty	<i>054 Sociology</i>
Educational program	<i>Conflict resolution and mediation</i>
Discipline status	<i>Elective course</i>
Form of education	<i>full-time/part-time/distance/mixed</i>
Year of training, semester	<i>5th course, spring semesters</i>
Scope of the discipline	<i>4 Cred. ECTS/120 hours</i>
Semester control/ control measures	<i>Test</i>
Lessons schedule	<i>Lectures: 18 Practical classes: 36? MCW</i>
Language of teaching	<i>English</i>
Information about the course leader / teachers	<i>Lecturer and practical : Tetiana Kolomiets, PhD, associate professor, e-mail: tana.kolomiets@gmail.com 096-327-05-56 tana_kol@ukr.net</i>
Placement of the course	<i>Moodle</i>

#### Curriculum of the discipline

##### 1. Description of the educational discipline, its purpose, subject of study and learning outcomes

The problems of conflict as a clash of oppositely directed values, needs and interests and related conflict interaction in society remain relevant throughout the existence of civilization. Aggravating at turning points in history — a period of wars, revolutions and crises, during the struggle for power or property, due to the unrestrained desire of some to dominate others, conflicts manifest themselves in the most diverse spheres: economic, political, cultural, social, and at all levels: micro-, meso-, macro-, global. Therefore, the 21st century presented humanity with an alternative dilemma: either to master the science and art of conflict prevention, diagnosis, and resolution, or to receive illusory chances and prospects for humanity's survival due to the fatal consequences of ignoring this problem.

Among the variety of social conflicts, gender conflicts occupy a special place. Gender conflicts — conflicts of gender roles and contradictions between expectations and reality in their implementation — are integral attributes of social development. Completion of the course will provide an opportunity to identify, diagnose and regulate gender conflicts using one of the most effective tools - mediation.

Among the various conflict resolution tools: conciliation, arbitration, facilitation and mediation, one of the most effective and optimal is mediation. Mediation is an informal but clearly structured conflict resolution procedure with the participation of a neutral intermediary (mediator), who supports the parties in reaching a mutually beneficial solution. The main principles of mediation - equality of the parties, impartiality, confidentiality and voluntariness - make it possible to reach a consensus in the

process of conflict resolution with maximum consideration of the wishes and requirements of the conflicting parties (win-win).

The purpose of the discipline is to enable students to analyze the historical prerequisites and value bases of family mediation, ways of conflict resolution, based on the latest sociological research. The teacher will provide a holistic overview of multifaceted approaches to defining modern gender conflicts and will characterize the social causes of their occurrence and the peculiarities of their manifestation in various spheres. The classes will reveal the principles and technologies of family mediation as the most optimal tool for conflict resolution. The teacher will demonstrate the role of mediation and negotiations in conflict resolution and transformation.

Students will be able to analyze the causes, dynamics and consequences of the conflict by constructing a map of the conflict in practical classes. Students are expected to be able to apply modern principles, models and techniques of family mediation in the process of conflict resolution. To carry out further professional activities, students acquire skills of active listening, non-violent communication, development of emotional intelligence in the process of conflict resolution, gain knowledge about the peculiarities of the family mediation process.

Communication with the teacher is possible and will be encouraged within the framework of educational classes, as well as within the framework of consultations with the teacher, the place and time of which will be notified to students additionally.

After mastering the academic discipline, the following learning outcomes must be demonstrated:

**Knowledge:**

- sources of occurrence, structure and types of gender conflicts;
- peculiarities of the formation of theories of gender socialization as one of the sources of gender conflicts;
- the nature of the occurrence and concept of family mediation;
- value principles of mediation;
- main stages of family mediation as a procedure;
- characteristic features and prospects for the development of family mediation in Ukraine;

**Skills:**

- carry out a critical analysis of the causes of gender conflicts and ways of their resolution;
- find, process and analyze information from various sources regarding the issue of gender conflicts;
- work with the conflict map;
- to find out the positions and interests of the participants in the conflict;
- conduct a family mediation procedure;
- use knowledge of family mediation procedures in professional activities;

Students will also gain practical experience in creating simulation cases, applying modern models, stages, and techniques of family mediation in their professional and public activities .

**2. Pre-requisites and post-requisites of the discipline (place in the structural and logical scheme of training according to the relevant educational program)**

The discipline is studied after mastering socio-political, sociological and legal disciplines.

The discipline is in a certain relationship with such disciplines as "Regional and ethnic conflicts: socio-political context and peacebuilding", "Mediation and facilitation in conflict resolution", which create a general worldview and methodological basis for students' perception of the content of the proposed discipline.

Studying the discipline will allow you to more effectively master communication skills and resolve difficult conflict situations during professional activity.

### 3. Content of the academic discipline

#### List of topics

*Topic 1. Nature of gender conflicts: socio-cultural aspect.*

*Topic 2. Feminism and problematization of gender conflicts.*

*Topic 3. Gender socialization of personality: determinants of gender conflicts.*

*Topic 4. Masculinity as a cause and consequence of gender conflicts.*

*Topic 5. Social movement as a method of solving gender conflicts in Ukraine.*

*Topic 6. Family conflicts: concepts, approaches, typology.*

*Topic 7. Concept, principles and procedure of family mediation.*

*Topic 8. The role and professional competencies of the mediator in the process of family mediation.*

*Topic 9. Models and techniques of family mediation.*

### 4. Educational materials and resources

To successfully study the discipline, it is enough to study the educational material taught in lectures, as well as familiarize yourself with:

#### 4.1 Basic literature

1. From cooperation to reconciliation: a guide for leaders of civil society / Under the general editorship. Smirnova O.K. Authors-compilers: A.A. Arajioni, I.V. Brunova-Kalsetska, A.I. Gusev, I.G. Tereshchenko, Yu.A. Tyshchenko. - Kyiv: "Golden Gate" Publishing House, 2015, 207 pages.
2. Introduction to alternative dispute resolution: training. manual / G. V. Anikina, Yu. V. Bilousov, N. L. Bondarenko-Zelinska [and others]; under the editorship U. Hellmann, N. L. Bondarenko-Zelinska. Khmelnytskyi: Khmelnytskyi University of Management and Law, 2017. 234 p.
3. Conflictology: study guide / G.V. Grebenkov, I.I. Kovaleva, Yu.M. Krasnonosov, V.S. Romadykina, A.O. Smoktiy, O.V. Tymchenko; edited by H.V. Grebenkov; Ministry of Internal Affairs of Ukraine, Donetsk Law Institute of E. O. Didorenko Luhansk State University of Internal Affairs. - Lviv: "Magnolia 2006" Publishing House, 2019. - 228 p.  
[https://opac.kpi.ua/F/UJEY5A5JSEA14IBUCUC19L6GE8MSSVLX9HNC665F5AQSAAEJAU-44654?func=full-set-set&set\\_number=003278&set\\_entry=000002&format=037](https://opac.kpi.ua/F/UJEY5A5JSEA14IBUCUC19L6GE8MSSVLX9HNC665F5AQSAAEJAU-44654?func=full-set-set&set_number=003278&set_entry=000002&format=037)
4. Kutuyev, Pavlo Volodymyrovych. Conflictology: sociological perspective: study guide / P.V. Kutuev - Kyiv: NPU named after M. P. Drahomanova, 2014. - 187 p.  
[https://opac.kpi.ua/F/UJEY5A5JSEA14IBUCUC19L6GE8MSSVLX9HNC665F5AQSAAEJAU-45559?func=full-set-set&set\\_number=003278&set\\_entry=000005&format=040](https://opac.kpi.ua/F/UJEY5A5JSEA14IBUCUC19L6GE8MSSVLX9HNC665F5AQSAAEJAU-45559?func=full-set-set&set_number=003278&set_entry=000005&format=040)
5. Lutsyshyn G.I. Conflictology and negotiation theory: study guide / G.I. Lutsyshyn; Ministry of Education and Science of Ukraine, Lviv Polytechnic National University. - Lviv: Publishing House of Lviv Polytechnic, 2015. - 197 p.  
[https://opac.kpi.ua/F/UJEY5A5JSEA14IBUCUC19L6GE8MSSVLX9HNC665F5AQSAAEJAU-45239?func=full-set-set&set\\_number=003278&set\\_entry=000004&format=037](https://opac.kpi.ua/F/UJEY5A5JSEA14IBUCUC19L6GE8MSSVLX9HNC665F5AQSAAEJAU-45239?func=full-set-set&set_number=003278&set_entry=000004&format=037)

#### 4.2 Supporting literature:

1. . Ageyeva V. Women's space: Feminist discourse of Ukrainian modernism. / Ageyeva V. - K.: Fakt, 2008. - 360 p.
2. Eisler R. Cup and sword: Our history, our future / Trans. from English N. Komarova / Riane Eisler / K.: Sphere, 2003. – 355 p.
3. Veremchuk A. M. Conflicts in communication and ways of their resolution. Collection of scientific works of the H.S. Kostyuk Institute of Psychology of the National Academy of Sciences of Ukraine. Problems of general and pedagogical psychology. 2012. T. 24. Part 6. P. 67–74.
4. A collection of articles "5 years of dialogue and 25 years of mediation in Ukraine: from confrontation to understanding" [editing editors: A. Gusev, K. Guseva, G. Pokhmelkina. In general ed. I. Tereshchenko] - K.: VAITE, 2019. - 340 c.: ill. – English, Russian, Ukrainian.
5. Michael Kimmel. Gendered society / Trans. from English S. Alyoshina./ Michael Kimmel. - K.: Sphere, 2003. - 490p.
6. Kolomiets T.V. Overcoming gender asymmetry as a mechanism for regulating social conflicts in Ukrainian society // Politologiya. Sociology. Right. Bulletin of KPI named after Igor Sikorsky. P. 74-79. Access mode: <http://visnyk-psp.kpi.ua/article/view/195641/195986>
7. Kutuev P.V. Modern, modernization and development: ideas and practices / P.V. Kutuyev - K.: Talkom, 2015 - 467 p.
8. Pavlychko Solomiya. Feminism / Vera Ageeva (edited and foreword). — K.: Publishing House of Solomia Pavlychko "Osnovy", 2002. — 322p.
9. Stone, D., Patton, B., Geen, S. Difficult conversations: How to discuss what matters most; trans. from English O. Lipska. - Kh.: Vivat, 2019. - 272 p.
10. Lisa Schirch & David Camp, The little book of Dialogue for Difficult Subjects: A Practical Hands – On Guide, Intercourse, PA: Good Books, 2007.
11. Best Practices for Government Agencies, Guidelines for Using Collaborative Agreement –Seeking Processes, Report and Recommendations of the SPIDR Environment/Public Disputes Sector, 1997.

As auxiliary materials, it is proposed to use the information resources of the Department of Sociology, which contain video materials with lectures by leading scientists, their monographs and articles, as well as methodical materials and the archive of the department's specialized scientific publication.

1. <http://www.socio-journal.kpi.kiev.ua/> - Bulletin of the KPI named after Igor Sikorsky. Sociology. Politology. Right.
2. <http://i-soc.com.ua/journal/content.php> – Sociology: theory, methods, marketing.
3. <http://www.nbuv.gov.ua> – National Library of Ukraine named after V.I. Vernadsky.
4. <https://prometheus.org.ua/>. The best online courses in Ukraine and the world.
5. <https://nsuworks.nova.edu/pcs/about.html> - Peace and Conflict Studies Journal

## Educational content

### 5. Methods of mastering an educational discipline (educational component)

#### Lecture classes

N o. z/p	The title of the lecture topic and the list of main questions
1	<p><b>Topic 1. Nature of gender conflicts: socio-cultural aspect.</b>  <b>Main questions:</b> Concept of conflict, gender conflicts. Historical and cultural nature of gender differences. Interactional and institutional approaches in gender theory. Relational and situational nature of gender. The main interpretive frameworks of gender theory: personal approach, interactional approach, institutional approach. Sex and gender: the two-drawer theory. <b>TASKS:</b> Anthropological, cross-cultural, psychological studies of gender conflicts.</p>
2	<p><b>Topic 2. Feminism and problematization of gender conflicts.</b>  <b>Main questions:</b> Reasons and prerequisites for the emergence of feminist ideas. The role of feminism in the formation of gender studies. Typology of feminism (liberal, socialist, radical, religious, existential, postmodern). The significance of the work "The Second Sex" by S. de Beauvoir for the development of neofeminism. Transcendence and immanence as strategies of personality development. <b>TASKS:</b> Feminism in historical retrospect.</p>
3	<p><b>Topic 3. Gender socialization of personality: determinants of gender conflicts.</b>  <b>Main questions:</b> Concepts of gender socialization and gender identity. Stages of gender socialization: modeling, consolidation, self-socialization. Mechanisms of gender identity formation. Gender identity. Sexuality. Sexual orientation. Gender ideal. Gender stereotypes. Gender roles. Constraints imposed by masculine and feminine roles. The main factors of gender socialization of an individual: family, peers, school, mass media. <b>TASKS:</b> Gender social control.</p>
4	<p><b>Topic 4. Masculinity as a cause and consequence of gender conflicts.</b>  <b>Main questions:</b> The concept of "masculinity". Types of masculinity. The main paradigms of the study of masculinity, "Crisis of masculinity" and men's movements. Men's studies: prerequisites for the emergence, basic directions. I.Kon about masculinity in a changing world. David Gilmour "The Mystery of Courage". Concept of andrology. <b>TASKS:</b> Ukrainian man and his problems.</p>
5	<p><b>Topic 5. Social movement as a method of solving gender conflicts in Ukraine.</b>  <b>Main issues:</b> Concept and characteristics of social movements. The causes, directions, typology of the women's movement in Ukraine. Women's organizations in Western and Trans-Dnieper Ukraine. The role of Milena Rudnytska in the activities of the women's movement of Ukraine. Prospects for the development of women's organizations in modern Ukrainian society. <b>TASKS:</b> Features of the functioning of women's organizations in Western and Trans-Dnieper Ukraine.</p>
6	<p><b>Topic 6. Family conflicts: concepts, approaches, typology.</b>  <b>Main questions:</b> Concept of family. Types, types of families. Family conflicts: concepts, typology. Gender-role conflicts in the family. Patriarchal and egalitarian families. Causes of occurrence and ways of conflict resolution in the family. Intergenerational conflicts in the family. Value conflicts in the family. The problem of freedom of reproductive choice. The concept of responsible parenthood. Freedom of reproductive choice. Transformation of the modern</p>

	family. TASKS: Child-free as a manifestation of a conflict of values.
7	<b>Topic 7. Concept, principles and procedure of family mediation.</b> <b>Main questions:</b> The concept of mediation as an alternative tool for conflict resolution. The main principles of mediation (Neutrality / Valuelessness, Distribution of responsibility, Voluntariness, Confidentiality) and their characteristics. Mediation procedure (pre-mediation, stages of mediation, separate meetings, results of mediation). A win-win strategy in mediation. Peculiarities of implementation of family mediation. TASKS: The role of the premediation stage in the mediation process.
8	<b>Topic 8. The role and professional competencies of the mediator in the process of family mediation.</b> <b>Main questions:</b> Communication skills of the mediator: active listening. Techniques of active listening: non-verbal communication (look, facial expressions, psychological space, gestures, posture, pace of speech, tone and tone of voice), use of pauses (silence), naming of feelings, clarification / clarification, paraphrasing, summarizing. Analysis of the process of distortion of information during mediation: situational exercise "Ivana the Great". Emotional intelligence. TASKS: The role of empathy in nonviolent communication.
9	<b>Topic 9. Models and techniques of family mediation.</b> <b>Main issues:</b> Mediation of dispute settlement. Voluntary and mandatory mediation. Online mediation. Restorative model. Narrative model. Classic model. Evaluation model. M. Rosenberg's technique of nonviolent communication in the mediation process (jackal model and giraffe model). Using the main principles of the Harvard School of Negotiations in the mediation technique (people, interests, decision options, criteria). TASKS: Describe the concept of "conflict mediability".

### Seminar (practical) classes

Seminar classes are aimed at developing students' ability to work with scientific literature, take an active part in the discussion, formulate and defend their position, develop and present presentations on key topics.

The main form of work at the seminar is practical cases, which combine theoretical and applied aspects of the course and allow to diagnose the communicative competence of master's students in combination with demonstration and consolidation of knowledge. The teacher evaluates both the depth, breadth, and accuracy of the concepts and definitions given by the master during solving practical conflict cases, as well as the ability to promptly respond to the audience's questions .

#### **The main tasks of the cycle of seminar (practical) classes:**

- to form students' concepts of the essence and types of conflict;
- to form students' understanding of the concept of family mediation, its essence and principles;
- assimilation of knowledge by students regarding the peculiarities of the application of techniques and methods in family mediation;
- assimilation of knowledge by students regarding the specifics of behavior during a conflict;

No. z/p	Name of the topic of the seminar session and list of main questions
1	<p><b>Topic 1. Nature of gender conflicts: socio-cultural aspect.</b></p> <p><b>Lesson 1.</b> Provides an analysis of the essence, characteristics, approaches to defining gender conflicts, their structure, signs, factors and sources of conflicts.</p> <p>As a result of the seminar, students have the opportunity to identify the main essential characteristics of gender conflicts and consider the characteristics of behavior strategies in conflict situations (avoidance, smoothing, compromise, confrontation, cooperation).</p>
2	<p><b>Topic 1. Nature of gender conflicts: socio-cultural aspect.</b></p> <p><b>Session 2.</b> Consideration of conflict situations using F. Glazl's conflict escalation scale as an example.</p> <p>As a result of the seminar, students under the guidance of the teacher will consider conflict cases. A map of the conflict is being developed. Determine the level of emotional tension of the conflicting parties, and choose a conflict resolution strategy.</p>
3	<p><b>Topic 2. Feminism and problematization of gender conflicts.</b></p> <p><b>Lesson 1.</b> Reasons and prerequisites for the emergence of feminist ideas. Typology of feminism (liberal, socialist, radical, religious, existential, postmodern).</p> <p>As a result of the seminar, students will explore the role of feminism in the formation of research on gender conflicts.</p>
4	<p><b>Topic 2. Feminism and problematization of gender conflicts.</b></p> <p><b>Lesson 2:</b> The significance of the work "The Second Sex" by S. de Beauvoir for the development of neofeminism. Transcendence and immanence as strategies of personality development.</p> <p>As a result of the seminar, students formulate a vision of the role and place of Simone de Beauvoir in the process of development of neo-feminist ideas.</p>
5	<p><b>Topic 3. Gender socialization of personality: determinants of gender conflicts.</b></p> <p><b>Lesson 1.</b> Concepts of gender socialization and gender identity. Gender identity.</p> <p>As a result of the seminar, students will learn the stages of gender socialization: modeling, consolidation, self-socialization and mechanisms of gender identity formation.</p>
6	<p><b>Topic 3. Gender socialization of personality: determinants of gender conflicts.</b></p> <p><b>Lesson 2.</b> Gender stereotypes. Gender roles. Gender social control. SRS: As a result of the seminar, students analyze the main factors of gender socialization of the individual: family, peers, school, mass media...</p>
7	<p><b>Topic 4. Masculinity as a cause and consequence of gender conflicts.</b></p> <p><b>Lesson 1.</b> The concept of "masculinity". Types of masculinity.</p> <p>As a result of the seminar, students will determine the main paradigms of masculinity</p>

	research (I.Kon, D.Gilmore).
8	<p><b>Topic 4. Masculinity as a cause and consequence of gender conflicts.</b></p> <p><b>Lesson 2.</b> "Crisis of masculinity" and men's movements. Men's studies: prerequisites for the emergence, basic directions.</p> <p>As a result of the seminar, students work with cases on the topic "Ukrainian man and his problems".</p>
9	<p><b>Topic 5. Social movement as a method of solving gender conflicts in Ukraine.</b></p> <p><b>Lesson 1:</b> Concepts and characteristics of social movements.</p> <p>As a result of the seminar students will analyze the causes, directions, typology of social women's movements in Ukraine.</p>
10	<p><b>Topic 5. Social movement as a method of solving gender conflicts in Ukraine.</b></p> <p><b>Lesson 2:</b> Prospects for the development of women's organizations in modern Ukrainian society.</p> <p>As a result of the seminar, students will consider practical cases of the functioning of women's movements in modern society.</p>
11	<p><b>Topic 6. Family conflicts: concepts, approaches, typology.</b></p> <p><b>Lesson 1.</b> Concept of family. Family conflicts: concepts, typology.</p> <p>As a result of the seminar, students will analyze the causes and ways of conflict resolution in the family.</p>
12	<p><b>Topic 6. Family conflicts: concepts, approaches, typology.</b></p> <p><b>Lesson 2.</b> The concept of responsible parenthood. The problem of freedom of reproductive choice.</p> <p>As a result of the seminar, students will consider practical cases of transformation of the modern family, Child-free as a manifestation of conflict of values.</p>
13	<p><b>Topic 7. Concept, principles and procedure of family mediation.</b></p> <p><b>Lesson 1.</b> The concept of mediation as an alternative tool for conflict resolution. Basic principles of mediation.</p> <p>As a result of the seminar, students will define and analyze Neutrality / Valuelessness, Distribution of responsibility, Voluntariness, Confidentiality as the main principles of mediation.</p>
14	<p><b>Topic 7. Concept, principles and procedure of family mediation.</b></p> <p><b>Session 2.</b> Mediation procedure (pre-mediation, stages of mediation, separate meetings, results of mediation). A win-win strategy in mediation.</p> <p>As a result of the seminar, students consider conflict cases that help to understand the difference between the interests and needs of the participants in the mediation process ("Orange" case, "Two Sisters" case).</p>
15	<p><b>Topic 8. The role and professional competencies of the mediator in the process of family mediation.</b></p> <p><b>Lesson 1.</b> Communicative skills of a mediator: active listening, non-verbal communication.</p> <p>As a result of the seminar, with the help of simulation exercises, students will get acquainted with the techniques of active listening: using pauses (silence), naming feelings, clarifying / clarifying, paraphrasing, summarizing.</p>
16	<p><b>Topic 8. The role and professional competences of the mediator in the process of family mediation.</b></p> <p><b>Lesson 2.</b> Emotional intelligence.</p> <p>As a result of the seminar, students work with cases to practice emotional intelligence techniques, analyze the process of information distortion during mediation.</p>



17	<p><b>Topic 9. Models and techniques of family mediation.</b></p> <p><b>Lesson 1.</b> Mediation of dispute settlement (narrative model, classical model, evaluation model).</p> <p>As a result of the seminar, students develop skills in using the basic principles of the Harvard School of Negotiation in the technique of family mediation (people, interests, decision options, criteria).</p>
18	<p><b>Topic 9. Models and techniques of family mediation.</b></p> <p><b>Lesson 2.</b> M. Rosenberg's technique of nonviolent communication in the process of family mediation</p> <p>As a result of the seminar, students understand and apply M. Rosenberg's main models of nonviolent communication (giraffe model) based on simulation exercises.</p>

## 6. Independent work of student

With the aim of deepening students' knowledge of the discipline, gaining experience of independent work with scientific literature, independent processing of scientific literature on problematic issues is offered. Students are required to know the main problems and definitions of seminar topics, to be fluent in the categorical apparatus of the discipline.

In addition, students should independently consider the tasks intended for independent work and, based on this information, freely answer the questions.

### Policy and control

## 7. Policy of academic discipline (educational component)

Working through the study material of the credit module "Gender Conflicts and Family Mediation", students complete an individual semester task by writing an ICR in the format of an academic essay. Considerable attention will be paid to simulation exercises on conducting the family mediation procedure for certain cases. Self-conducting the family mediation procedure contributes to the deepening of theoretical knowledge of students on individual topics of the module and contributes to the formation of competencies to use knowledge to solve relevant practical tasks. Students compose practical cases independently and submit them to the teacher for review. The mediation procedure takes place in practical classes.

### Attendance and performance of tasks

The discipline is innovative for the Ukrainian higher education system. Given the practical absence in the domestic scientific and educational space of complex educational and scientific publications on this issue, it is very important to attend lectures, which will cover systematized educational material, in an amount sufficient for masters to master the discipline. It will be difficult for a student to properly prepare for a seminar class and complete a practical task if he misses lectures. Therefore, for students who wish to demonstrate excellent learning results, active work in lecture classes is simply necessary and will be evaluated during the express control. However, you do not need to make up missed lectures.

Active participation of the student in practical classes is mandatory and will be required. The student's rating will largely be formed based on the results of his work in practical (seminar) classes. Each missed practical session (regardless of the reasons for the absence) lowers the final rating of the

student in the discipline. There is no specific number of missed practical classes, which will require the student to independently study the relevant topics (tasks) and additional communication on this matter with the teacher. At the same time, a student who missed practical classes may receive a low rating, which will not allow such a student to be admitted to the credit. In this case, topics from missed seminar classes must be studied, and practical tasks must be completed by the student. Control of the student's level of understanding of missed topics (tasks) will take place during individual communication with the teacher according to the consultation schedule, or, if possible, during an educational session ("in pairs"). A student who completes the relevant tasks (answers the questions) will receive points corresponding to the rating depending on the quality of the answers (task completion).

Topics and tasks for practical classes are provided by the work program of the discipline, available in the "Campus" system and Moodle.

The use of laptops and smartphones is allowed in lectures and practical classes, but only for purposes determined by the subject of the class and the corresponding thematic task. You should not use these (and other similar) means for entertainment or communication during the class. Answering the teacher's questions while reading from the screen of a smartphone, laptop, textbook or other paper medium is also not worth it. This characterizes the student's level of training not in the best way.

### **Forms of work**

Educational classes in the discipline "Gender conflicts and family mediation" are conducted in the form of lectures and practical seminar classes.

During the lectures, the teacher formulates the position of theories of modern theories of socio-political conflicts and models, types and techniques of family mediation, demonstrates cases of modern conflicts and mediation procedures, if necessary, reproducing the material in the form of a presentation. Lectures take place in the form of a dialogue, when the teacher asks counter-questions of the audience regarding the educational material, may ask to give an immediate answer to the current question, or the material of previous classes.

The main form of work at the seminar is both answers to theoretical questions and work with practical cases.

### **University policy**

#### **Academic integrity**

The policy and principles of academic integrity are defined in Chapter 3 of the Code of Honor of the National Technical University of Ukraine "Ihor Sikorsky Kyiv Polytechnic Institute". More details: <https://kpi.ua/code>.

#### **Norms of ethical behavior**

Standards of ethical behavior of students and employees are defined in Chapter 2 of the Code of Honor of the National Technical University of Ukraine "Ihor Sikorskyi Kyiv Polytechnic Institute". More details: <https://kpi.ua/code>.

## **8. Types of control and rating system for evaluating learning outcomes (RSO)**

Current control: [survey on the subject of the lesson, compilation of practical cases, performance of tasks \(participation in simulation exercises\)](#);

Calendar control: [is conducted twice a semester as a monitoring of the current state of fulfillment of the syllabus requirements](#).

Semester control: [assessment](#)

### **Evaluation and control measures**

The student's rating in the discipline consists of points obtained for:

- 1) answers, solving tasks and supplementing the answers of other students during the discussion process at seminar classes;
- 2) compilation of cases and participation in simulation exercises;
- 3) writing MCW in the format of an academic essay;
- 4) results of express control at lectures;

Work in seminar classes is evaluated in 8 points according to the following criteria:

- "excellent" - creative approach to solving the problem, participation in simulation exercises, drawing up cases - 6-8 points;
- "good" - in-depth disclosure of the problem, reflected own position, compilation of cases - 3-5 points;
- "satisfactory" - justified disclosure of a problem with certain shortcomings - 1-2 points;
- "unsatisfactory" - complete passivity in the seminar class - 0 points.

The teacher evaluates the student's work in each practical lesson, but the specific final number of points for work in practical lessons is assigned by the teacher during the first and second stages of the intermediate certification - in the eighth and sixteenth weeks of study, respectively. The student's rating as of the 8th week (based on the results of work in 6-8 practical classes) and the 16th week (based on the results of work in the next 6-8 practical classes) of training is communicated to the student in class or in the personal office of the electronic campus.

Detailed criteria for evaluating the student's learning outcomes are defined in the regulation on RSO in the discipline.

The student can appeal the teacher's assessment by submitting a corresponding complaint to the teacher no later than the next day after the student has been informed of the teacher's assessment. The complaint will be processed according to the procedures established by the university.

No z/p	Assessment control measure	%	Weight score	How many	In total
1.	Speeches with reports at seminar classes, active work in seminar classes, participation in discussions	75	5	15	75
2.	Express control at lectures	10	5	2	10
3.	Modular control work (MCR)	15	15	1	15
	In total				100

**Conditions for admission to the semester control:** [enrollment of all prescribed RP documents](#)

Table of correspondence of rating points to grades on the university scale:

<b>Scores</b>	<b>Mark</b>
100-95	Excellent
94-85	Very good
84-75	Fine
74-65	Satisfactorily
64-60	Enough
Less than 60	Not allowed
Admission conditions not met	Not allowed

## 9. Additional information on the discipline (educational component)

### Recommendations for students

When working at lectures, it is important for the student to use the technique of noting the main concepts, signs, classifications, definitions, procedures that the teacher will talk about. If the student listens carefully, records the relevant material, then reads this text, applies it when solving a task or preparing for a practical lesson. If, after that, the student presents his justified position (opinion), critically evaluates the positions (opinions) of other students, asks questions to the teacher and students - the amount of educational material he has learned and the depth of his understanding will increase many times.

During the preparation for the practical lesson, the student must study the lecture material of a certain topic, preferably familiarize himself with additional resources on the network. When questions arise, unclear provisions are identified, it is necessary to discuss them with the teacher. At a seminar class, even a well-prepared student should not remain a passive observer, but actively participate in the discussion of the issue. If the student has not familiarized himself with the educational material, he should listen more carefully to the speakers, and thanks to the information received, try to compensate for the shortcomings of preparation for the class. When answering, you should not be afraid to make a mistake - one of the important tasks of studying humanitarian disciplines is to develop the ability to think logically and express your own opinions accordingly. However, it is worth remembering that ignorance of the material of the discipline is a significant drawback of the student's work and will negatively affect his overall rating. A responsible attitude to the preparation for each seminar class makes it possible not only to learn the educational material correctly, but also to optimize the procedure for passing the semester control.

### Distance Learning

Synchronous distance learning is possible using video conferencing platforms and the Sikorsky educational platform for distance learning at the university.

### Inclusive education

It is allowed

### Working program of the academic discipline (syllabus):

**Compiled by** Tetiana Kolomiets, Doctor of Philosophy, Associate Professor of the Department of Sociology

**Adopted** by the Department of Sociology (protocol No. 10 dated April 8, 2023)

**Agreed by** the Methodical Council of the University (protocol No. 8 dated June 2, 2023)

Appendix A

### A rating system for evaluating learning outcomes (for full-time students)

The rating of a student in the discipline "Gender conflicts and family mediation" consists of points obtained for:

- 1) answers, solving tasks and supplementing the answers of other students during the discussion process at seminar classes;
- 2) compilation of cases and participation in simulation exercises;
- 3) writing MCW in the format of an academic essay;
- 4) results of express control at lectures;

**System of rating (weighted) points and evaluation criteria:**

**1. Work in seminar classes (the maximum number of points in 1 seminar class is 5):**

active participation in the lesson; providing a full and reasoned, logically presented report, answer, expressing one's own position on debatable issues or a completely correct solution of tasks with appropriate justification, in combination with appropriate additions to the answers of other students in the discussion process; compilation of cases, participation in simulation exercises;	5
active participation in the lesson; providing correct answers or correctly solving problems with minor inaccuracies, violations of the logic of the answer or justification when solving the problem; compilation of cases	3-4
giving answers with significant numerical errors or solving tasks with gross errors, solving tasks without justification	1-2

**2. Writing MCW in the format of an academic essay (maximum 15 points)**

An innovative and creative approach to problem solving, compliance with formal and substantive requirements for an academic essay.	14-15
Deep disclosure of the problem, reflected own position, compliance with formal and substantive requirements for an academic essay.	12-13
Reasoned disclosure of the problem with certain shortcomings, compliance with formal and substantive requirements for an academic essay.	10-11
Sufficient disclosure of the problem with numerous shortcomings, a minor violation of the formal and substantive requirements for an academic essay.	9
Insufficient disclosure of the problem with numerous shortcomings, a significant violation of the formal and substantive requirements for an academic essay.	0-8

**Incentive points**

A total of no more than 5 points for the following types of work:

- for scientific and research activities (participation in conferences, competitions of student works, publications);
- participation in faculty olympiads in the discipline and all-Ukrainian olympiads

**Calculation of the rating scale (R):**

The sum of the weighted points of control measures during the semester is:

$$RD = 75 + 10 + 15 = 100 \text{ points.}$$

Students who scored 60 or more points during the semester (  $RD \geq 0.6 R$  ) receive a so-called "automatic" credit in accordance with the obtained rating.

**Students who have not submitted all the documents prescribed by the discipline program are not allowed to be counted .**

Students who submitted all the documents, but scored less than 60 points during the semester (  $RD < 0.6 R$  ), correct the deficiencies in the submitted documents and receive a credit based on the results of such work, taking into account the quality of the submitted documents and activity in seminar (practical) classes.

In order for the student to receive the appropriate grades (ECTS and traditional), his rating grade (  $RD$  ) is translated according to the table:

<b>Scores</b>	<b>Mark</b>
100-95	Excellent
94-85	Very good
84-75	Fine
74-65	Satisfactorily
64-60	Enough
Less than 60	Not allowed
Admission conditions not met	Not allowed

Appendix B

**Topics of modular control works:**

1. Advantages and disadvantages of family mediation in conflict resolution.
2. Cross-cultural nature of gender conflicts.
3. Gender inequality versus gender difference.
4. Is a conflict-free society possible?
5. Comparative characteristics of mediation and other conflict resolution tools.
6. Gender stereotypes as a source of gender conflicts.

7. Asymmetric parenthood as a feature of traditional societies.
8. The concept of child-free as a manifestation of value conflicts.
9. Positions, interests, needs as the main components of the mediation process
10. The structure and stages of the family mediation process.
11. Work with interests: types, techniques.
12. M. Rosenberg's nonviolent communication: panacea or utopia.
13. Competencies of the mediator (own experience).
14. Cartography of the conflict.
15. Emotional intelligence and its role in family mediation.
16. Active listening in the mediation process.
17. Nonverbal communication: Importance for family mediation.