



The gender dimension of social conflicts: theories and practices

Curriculum (Syllabus)

Course details

Level of higher education	<i>Second (Master's)</i>
Field of knowledge	<i>05 Social and behavioural sciences</i>
Specialisation	<i>054 Sociology</i>
Educational programme	<i>Social Data Analytics</i>
Status of discipline	<i>Elective</i>
Form of study	<i>Full-time (day)</i>
Year of study, semester	<i>1st year, spring semester</i>
Scope of the discipline	<i>5 ECTS credits/150 hours: 18 hours of lectures, 36 hours of practical classes, 96 hours of independent work</i>
Semester assessment/assessment measures	<i>Exam, Modular control work</i>
Class schedule	<i>https://schedule.kpi.ua/</i>
Language of instruction	<i>Ukrainian</i>
Information about course coordinator / lecturers	<i>Lecturer and practical training: Candidate of Philosophy, Associate Professor Tetiana Volodymyrivna Kolomiyets 096-327-05-56 tana_kol@ukr.net</i>
Course location	<i>https://do.ipu.kpi.ua</i>

Curriculum

1. Description of the academic discipline, its purpose, subject matter and learning outcomes

The problems of conflict as a clash of opposing values, needs and interests and the associated conflictual interaction in society remain relevant throughout the existence of civilisation. Intensifying at turning points in history — periods of war, revolution and crisis, during struggles for power or property, due to the unbridled desire of some to dominate others — conflicts manifest themselves in a wide variety of spheres: economic, political, cultural, social, and at all levels: micro, meso, macro and global. Therefore, the 21st century has presented humanity with an unavoidable dilemma: either to master the science and art of conflict prevention, diagnosis and resolution, or to face the slim chances and prospects of human survival due to the fatal consequences of ignoring this problem.

Gender conflicts occupy a special place among the variety of social conflicts. Gender conflicts – conflicts of gender roles and contradictions between expectations and reality in their implementation – are integral attributes of social development. Completing the course will enable you to identify, diagnose and resolve gender conflicts using one of the most effective tools – mediation.

Among the various tools for conflict resolution, such as reconciliation, arbitration, facilitation and mediation, mediation is one of the most effective and optimal. Mediation is an informal but clearly structured procedure for resolving conflicts with the participation of a neutral intermediary (mediator) who supports the parties in reaching

a mutually beneficial solution. The basic principles of mediation – equality of the parties, impartiality, confidentiality and voluntariness – make it possible to reach a consensus in the conflict resolution process, taking into account the wishes and requirements of the conflicting parties as much as possible (win-win).

The aim of the discipline is to enable students to analyse the historical background and value foundations of mediation, as well as ways of resolving conflicts based on the latest sociological research. The lecturer will provide a comprehensive overview of the various approaches to defining contemporary gender conflicts and will characterise the social causes of their emergence and the peculiarities of their manifestation in various spheres. The classes will reveal the principles and techniques of mediation as the most optimal tool for conflict resolution. The lecturer will demonstrate the role of mediation and negotiation in conflict resolution and transformation.

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

Communication with the lecturer is possible and encouraged within the framework of classes, as well as during consultations with the lecturer, the place and time of which will be communicated to students separately.

While studying the discipline, students will also be able to:

- understand the sources, structure, and types of gender conflicts;
- analyse the peculiarities of the formation of theories of gender socialisation as one of the sources of gender conflicts;
- assimilate the nature of the emergence and basic concepts of mediation;
- navigate the value foundations of mediation;
- master the main stages of mediation as a procedure;
- assess the characteristics and prospects for the development of mediation in Ukraine.
- critically analyse the causes of gender conflicts and ways to resolve them;
- find, process and analyse information from various sources on gender conflicts;
- work with a conflict map and determine the positions and interests of participants;
- conduct mediation procedures and apply knowledge of its stages in professional activities;
- gain practical experience in creating simulation cases and using modern models, stages and techniques of mediation in professional and public activities.

Mastering this discipline contributes to the strengthening of the following competencies and program learning outcomes:

- LC 03 - Ability to communicate with representatives of other professional groups at different levels (with experts from other fields of knowledge/types of economic activity).
- FC 01 - Ability to analyse social phenomena and processes.
- FC 02 - Ability to identify, diagnose and interpret social problems of Ukrainian society and the global community.
- PRN 01 - Analyse social phenomena and processes using empirical data and contemporary concepts and theories of sociology.
- PRN 02 - Diagnose and interpret social problems in Ukrainian society and the global community, their causes and consequences.
- PRN 07 - Resolve ethical dilemmas in accordance with the norms of professional ethics of a sociologist and universal human values.

2. Prerequisites and post-requisites of the discipline (place in the structural-logical scheme of training under the relevant educational programme)

The discipline is studied after mastering socio-political, sociological and legal disciplines studied at the bachelor's level, which creates a general worldview and methodological basis for students to perceive the content of the proposed discipline.

Studying the discipline will allow students to more effectively master communication skills and resolve complex conflict situations in their professional activities.

3. Content of the academic discipline

Topic 1. The nature of gender conflicts: socio-cultural aspect.

Topic 2. Feminism and the problematisation of gender conflicts.

Topic 3. Gender socialisation of the individual: determinants of gender conflicts.

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

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

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

Topic 7. Concepts, principles and procedures of family mediation.

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

Topic 9. Models and techniques of family mediation.

4. Teaching materials and resources

To successfully study the discipline, it is sufficient to work through the educational material presented in lectures and familiarise yourself with:

4.1 Basic literature

1. Bogdan, Zh., Movchan, Ya. Gender Psychology: Teaching and Methodological Guide / Zh. Bogdan, Ya. Movchan. — Kharkiv: National Technical University "Kharkiv Polytechnic Institute", 2021. — 155 p.
Access mode: V. I. Vernadsky National Library of Ukraine - <http://www.nbu.gov.ua/node/6536>
2. Gender-based sexual violence during the international armed conflict in Ukraine: framing the problem / [Collective authors] // Scientific Bulletin of Uzhhorod National University. Series: Law, 2024.
Access mode: <https://visnyk-pravo.uzhnu.edu.ua/article/view/310460>
3. Petrovska T. V. Fundamentals of age and gender psychology: textbook / T. V. Petrovska [et al.]; edited by T. V. Petrovska. — Kyiv: Pozdnychev, 2021. — 190 p.
Access mode: V. I. Vernadsky National Library of Ukraine — <http://www.nbu.gov.ua/node/6536>
4. Nalyvaiko L. R., Martsenyuk L. V. Women's rights and gender equality in Ukraine: problems of theory and practice / L. R. Nalyvaiko, L. V. Martsenyuk // Private and Public Law. — 2022. — No. 1. - P. 61–66. - DOI:10.32845/2663-5666.2022.1.11
5. Shanidze O. D., Kalagin Yu. A. Gender Studies in Modern Ukraine [Electronic resource] / O. D. Shanidze, Yu. A. Kalagin. — Kharkiv: NTU "KhPI", 2022. — pp. 39–41.
Access mode: <https://repository.kpi.kharkov.ua/handle/KhPI-Press/58858>

4.2 Supplementary literature:

1. Ageeva V. Women's Space: Feminist Discourse of Ukrainian Modernism. / V. Ageeva. - Kyiv: Fakt, 2008. - 360 p.
2. Aisler R. The Cup and the Sword: Our History, Our Future / Translated from English by N. Komarova / Riane Aisler / Kyiv: Sfera, 2003. — 355 p.

3. Veremchuk, A. M. Conflicts in Communication and Ways to Resolve Them. Collection of scientific works of the G. S. Kostyuk Institute of Psychology of the National Academy of Pedagogical Sciences of Ukraine. Problems of General and Pedagogical Psychology. 2012. Vol. 24. Part 6. Pp. 67–74.
4. Collection of articles "5 Years of Dialogue and 25 Years of Mediation in Ukraine: From Confrontation to Understanding" [editors: A. Gusev, K. Guseva, G. Pokhmelkina. Edited by I. Tereshchenko] - Kyiv: VAITE, 2019. - 340 p.: ill. - English, Russian, Ukrainian.
5. Kimmel, Michael. Gendered Society / Translated from English by S. Alyoshina. / Michael Kimmel. – Kyiv: Sfera, 2003. – 490 p.
6. Kolomiets T.V. Overcoming gender asymmetry as a mechanism for regulating social conflicts in Ukrainian society // Political Science. Sociology. Law. Bulletin of Igor Sikorsky KPI. P. 74-79. Available at: <http://visnyk-psp.kpi.ua/article/view/195641/195986>
7. Kutuev, P. V. Modernism, Modernisation and Development: Ideas and Practices / P. V. Kutuev – Kyiv: Talkom, 2015 – 467 p.
8. Pavlychko Solomiya. Feminism / Vira Ageeva (compiled and prefaced). — Kyiv: Solomiya Pavlychko Publishing House "Osnovy", 2002. — 322 p.
9. Stone, D., Patton, B., Ginn, S. Difficult Conversations: How to Discuss What Matters Most; translated from English by O. Lipska. – Kharkiv: 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 supplementary materials, we recommend using the information resources of the Department of Sociology, which contain video materials with lectures by leading scientists, their monographs and articles, as well as methodological materials and the archive of the department's professional scientific publication.

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

Educational content

5. Methods of mastering the academic discipline (educational component)

Lectures

Topic 1. The gender dimension of social conflicts: theoretical and historical aspects.

Key issues: The concept of conflict, gender conflicts. The historical and cultural nature of gender differences. Interactionist and institutional approaches in gender theory. The relational and situational nature of gender. Main interpretative frameworks of gender theory: personal approach, interactionist approach, institutional approach. Sex and gender: the two-box theory.

IW: Anthropological, cross-cultural, psychological studies of gender conflicts.

Topic 2. Feminism and the problematisation of gender conflicts.

Key questions: Causes and preconditions for the emergence of feminist ideas. The role of feminism in the development of gender studies. Typology of feminism (liberal, socialist, radical, religious, existential, postmodern). The significance of Simone de Beauvoir's work "The Second Sex" for the development of neo-feminism. Transcendence and immanence as strategies for personal development.

IW: Feminism in historical retrospect.

Topic 3. Gender socialisation of the individual: determinants of gender conflicts.

Key questions: The concepts of gender socialisation and gender identity. Stages of gender socialisation: modelling, reinforcement, self-socialisation. Mechanisms of gender identity formation. Gender identity. Sexuality. Sexual orientation. Gender ideal. Gender stereotypes. Gender roles. Restrictions imposed by masculine and feminine roles. Main factors of gender socialisation of the individual: family, peers, school, media.

IW: Gender social control.

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

Key questions: The concept of "masculinity." Types of masculinity. Main paradigms of masculinity research. "Masculinity crisis" and men's movements. Men's studies: prerequisites for emergence, fundamental directions. I. Con on masculinity in a changing world. David Gilmore, "The Mystery of Masculinity." The concept of andrology.

IW: Ukrainian men and their problems.

Topic 5. Social movements as a method of resolving gender conflicts in Ukraine.

Key questions: The concept and characteristics of social movements. Causes, directions, typology of the women's movement in Ukraine. Women's organisations in Western and Dnieper Ukraine. The role of Milena Rudnytska in the women's movement in Ukraine. Prospects for the development of women's organisations in contemporary Ukrainian society.

IW: Features of the functioning of women's organisations in Western and Dnieper Ukraine.

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

Key questions: The concept of family. Types of families. Family conflicts: concept, typology. Gender role conflicts in the family. Patriarchal and egalitarian families. Causes and ways of resolving conflicts in the family. Intergenerational conflicts in the family. Value conflicts in the family. The problem of reproductive choice. The concept of responsible parenthood. Reproductive choice. The transformation of the modern family.

IW: Child-free as a manifestation of value conflict.

Topic 7. Concepts, principles and procedures of family mediation.

Key questions: The concept of mediation as an alternative tool for conflict resolution. The basic principles of mediation (neutrality/non-judgemental attitude, distribution of responsibility, voluntariness, confidentiality) and their characteristics. The mediation procedure (pre-mediation, stages of mediation, separate meetings, results of mediation). The "win-win" strategy in mediation. Features of the implementation of family mediation.

IW: The role of the pre-mediation stage in the mediation process.

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

Key questions: Mediator's communication skills: active listening. Active listening techniques: non-verbal communication (eye contact, facial expressions, psychological space, gestures, posture, speech tempo, tone and timbre of voice), use of pauses (silence), naming feelings, clarification/specifying, rephrasing, summarising. Analysis of the process of information distortion during mediation: situational exercise "Ivan the Great". Emotional intelligence.

IW: The role of empathy in nonviolent communication.

Topic 9. Models and techniques of family mediation.

Key questions: Mediation in dispute resolution. Voluntary and mandatory mediation. Online mediation. Restorative model. Narrative model. Classical model. Evaluative model. M. Rosenberg's non-violent communication technique in the mediation process (jackal model and giraffe model). Use of the basic principles of the Harvard School of Negotiation in mediation techniques (people, interests, options, criteria).

IW: Describe the concept of "mediability of conflict".

Seminar (practical) classes

Seminar classes are aimed at developing students' ability to work with scientific literature, actively participate in discussions, formulate and defend their position, develop and deliver presentations on key topics.

The main form of work in a seminar class is practical case studies, which combine the theoretical and applied aspects of the course and allow for the diagnosis of master's students' communication skills in combination with the demonstration and consolidation of knowledge. The lecturer assesses both the depth, breadth and accuracy of the concepts and definitions given by the master's student when solving practical conflict cases, as well as their ability to respond quickly to questions from the audience.

The main objectives of the cycle of seminars (practical classes) are:

- to form students' understanding of the nature and types of conflict;
- to develop students' understanding of the concept of family mediation, its essence and principles;
- to help students acquire knowledge about the specifics of applying techniques and methods in family mediation;
- to help students learn about the specifics of behaviour during conflict.

Topic 1. The nature of gender conflicts: socio-cultural aspect.

Seminar 1. Provides an analysis of the essence, characteristics, approaches to defining gender conflicts, their structure, signs, factors and sources of conflicts.

As a result of the seminar, students will be able to identify the main characteristics of gender conflicts and consider the peculiarities of behavioural strategies in conflict situations (avoidance, smoothing over, compromise, confrontation, cooperation).

Topic 1. The nature of gender conflicts: socio-cultural aspect.

Seminar 2. Consideration of conflict situations using F. Glazel's conflict escalation scale.

As a result of the seminar, students, under the guidance of the teacher, will examine conflict cases. They will develop a conflict map. They will determine the level of emotional tension between the conflicting parties and choose a strategy for resolving the conflict.

Topic 2. Feminism and the problematisation of gender conflicts.

Seminar 3. Causes and preconditions for the emergence of feminist ideas. Typology of feminism (liberal, socialist, radical, religious, existential, postmodern).

As a result of the seminar, students will explore the role of feminism in the development of gender conflict research.

Topic 2. Feminism and the problematisation of gender conflicts.

Seminar 4. The significance of Simone de Beauvoir's *The Second Sex* for the development of neo-feminism. Transcendence and immanence as strategies for personal development.

As a result of the seminar, students will formulate their vision of the role and place of Simone de Beauvoir in the development of neo-feminist ideas.

Topic 3. Gender socialisation of the individual: determinants of gender conflicts.

Seminar 5. The concepts of gender socialisation and gender identity. Gender identity.

As a result of the seminar, students will learn the stages of gender socialisation: modelling, reinforcement, self-socialisation and mechanisms of gender identity formation.

Topic 3. Gender socialisation of the individual: determinants of gender conflicts.

Seminar 6. Gender stereotypes. Gender roles. Gender social control. IW: As a result of the seminar, students will analyse the main factors of gender socialisation of the individual: family, peers, school, media.

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

Seminar 7. The concept of "masculinity." Types of masculinity.

As a result of the seminar, students will identify the main paradigms of masculinity research (I. Con, D. Gilmore).

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

Seminar 8. The "crisis of masculinity" and men's movements. Men's studies: preconditions for emergence, fundamental directions.

As a result of the seminar, students will work with case studies on the topic "Ukrainian men and their problems."

Topic 5. Social movements as a method of resolving gender conflicts in Ukraine.

Seminar 9. Concepts and characteristics of social movements.

As a result of the seminar, students will analyse the causes, directions and typology of social women's movements in Ukraine.

Topic 5. Social movements as a method of resolving gender conflicts in Ukraine.

Seminar 10. Prospects for the development of women's organisations in contemporary Ukrainian society.

As a result of the seminar, students will examine practical cases of women's movements in contemporary society.

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

Seminar 11. The concept of family. Family conflicts: concepts, typology.

As a result of the seminar, students will analyse the causes of conflicts in the family and ways to resolve them.

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

Seminar 12. The concept of responsible parenthood. The problem of reproductive choice.

As a result of the seminar, students will consider practical cases of the transformation of the modern family, child-free as a manifestation of a conflict of values.

Topic 7. Concepts, principles and procedures of family mediation.

Seminar 13. The concept of mediation as an alternative tool for conflict resolution. Basic principles of mediation.

As a result of the seminar, students will identify and analyse neutrality/non-judgement, distribution of responsibility, voluntariness and confidentiality as the basic principles of mediation.

Topic 7. The concept, principles and procedure of family mediation.

Seminar 14. Mediation procedure (pre-mediation, stages of mediation, separate meetings, results of mediation). Win-win strategy in mediation.

As a result of the seminar, students consider conflict cases that help to understand the difference between the interests and needs of participants in the mediation process (the "Orange" case, the "Two Sisters" case).

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

Seminar 15. Mediator's communication skills: active listening, non-verbal communication.

As a result of the seminar, students will learn active listening techniques through simulation exercises: using pauses (silence), naming feelings, clarifying/specifying, rephrasing, summarising.

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

Seminar 16. Emotional intelligence.

As a result of the seminar, students will work with case studies to practise emotional intelligence techniques and analyse the process of information distortion during mediation.

Topic 9. Models and techniques of family mediation.

Seminar 17. Dispute resolution mediation (narrative model, classical model, evaluative model). M. Rosenberg's non-violent communication technique in the family mediation process

As a result of the seminar, students will develop skills in using the basic principles of the Harvard School of Negotiation in family mediation techniques (people, interests, options, criteria); understand and, based on simulation exercises, apply the basic models of non-violent communication by M. Rosenberg (the giraffe model).

Seminar 18. Modular control work

Independent work

In order to deepen students' knowledge of the discipline and gain experience in independent work with scientific literature, independent study of scientific literature on problematic issues is proposed. Students are required to know the main problems and definitions of seminar topics and to be fluent in the categorical apparatus of the discipline.

In addition, students must independently review the tasks assigned for independent work and, based on this information, freely answer the questions posed.

Independent work includes:

preparation for classroom sessions – 62 hours;

preparation for the Modular control work – 4 hours;

preparation for the exam – 30 hours.

Total – 96 hours.

Policy and control

Policy of the academic discipline (educational component)

While studying the course material for the discipline "Gender Dimension of Social Conflicts: Theory and Practice," students complete an individual semester assignment by writing a coursework assignment in the format of an academic essay. Significant attention will be paid to simulation exercises on conducting family mediation procedures for specific cases. Independent conduct of the family mediation procedure contributes to the deepening of students' theoretical knowledge on specific topics of the module and promotes the formation of competencies to use knowledge to solve relevant practical tasks. Students compile practical cases independently and submit them to the teacher for review. The mediation procedure takes place during practical classes.

Attendance and completion of assignments

The discipline is innovative for the Ukrainian higher education system. Given the practical absence of comprehensive educational and scientific publications on this subject in the domestic scientific and educational space, it is very important to attend lectures that cover the systematic educational material in sufficient detail for master's students to master the discipline. It will be difficult for students to properly prepare for seminars and complete practical assignments if they miss lectures. Therefore, for students who wish to demonstrate excellent learning outcomes, active participation in lectures is essential and will be assessed during quick tests. At the same time, it is not necessary to make up for missed lectures.

Active participation of students in practical classes is mandatory and will be required. The student's rating will largely be based on the results of their work in practical (seminar) classes. Each missed practical class (regardless of the reason for the absence) lowers the student's final rating in the discipline.

Topics and assignments for practical classes are provided in the course syllabus, available in the Campus and Moodle systems.

Laptops and smartphones may be used during lectures and practical classes, but only for purposes related to the topic of the class and the relevant thematic task. It is not advisable to use these (and other similar) devices for entertainment or communication during class. It is also not advisable to answer the teacher's questions by

reading from the screen of a smartphone, laptop, textbook or other paper medium. This does not reflect well on the student's level of preparation.

Forms of work

Classes in the discipline "Gender Dimension of Social Conflicts: Theory and Practice" are conducted in the form of lectures and practical seminars.

During lectures, the teacher formulates the provisions 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 the form of a dialogue, with the lecturer asking the audience questions about the course material and, if necessary, requesting immediate answers to current questions or questions about material from previous classes.

The main form of work in the seminar is both answering theoretical questions and working with practical case studies.

Informal education

At the request of the applicant, in conditions that do not facilitate regular attendance, it is permissible to study individual content parts of the educational component in asynchronous mode, in particular, through distance learning courses. In order to be taken into account in the assessment system, the credits for such courses must correspond to the syllabus, be agreed with the teacher, and the student must provide a relevant document indicating the name and number of hours of the course to confirm completion. The recognition of informal education results is carried out in accordance with the procedure set out in the relevant Regulations of Igor Sikorsky KPI <https://osvita.kpi.ua/node/179>.

University policy

Academic integrity

The policy and principles of academic integrity are defined in Section 3 of the Code of Honour of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". For more details, see: <https://kpi.ua/code>.

Standards of ethical conduct

The standards of ethical conduct for students and employees are defined in Section 2 of the Code of Honour of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". For more information, please visit: <https://kpi.ua/code>.

Artificial intelligence policy

The policy on the use of artificial intelligence and its principles are regulated by the order "Policy on the use of artificial intelligence for academic activities at Igor Sikorsky Kyiv Polytechnic Institute". For more information, please visit: <https://osvita.kpi.ua/node/1225>.

Types of control and rating system for assessing learning outcomes (RSO)

Ongoing assessment: [quizzes on the topic of the lesson, practical case studies, assignments \(participation in simulation exercises\)](#);

Calendar control: [conducted twice per semester as monitoring of the current status of syllabus requirements](#).

Semester assessment: [exam](#)

Assessment and control measures

A student's rating consists of points they receive for:

1. answers in seminars;

2. modular control work
3. exam

1. Answers in seminars.

Weighting score – 5 points for answering a question. The maximum number of points for all seminars is equal to $r_{\text{sem}} = 5 \text{ points} * 5 = 25 \text{ points}$.

Assessment criteria:

- active participation in the class; providing a complete and reasoned, logically presented report, answers, expressing one's own position on discussion issues or completely correct solutions to problems with appropriate justification, combined with relevant additions to the answers of other students in the discussion process; case studies, participation in simulation exercises – 5 points;
- active participation in the class; providing correct answers or correctly solving problems with minor inaccuracies, violations of the logic of the answer or justification when solving the problem; compiling case studies – 3-4 points;
- providing answers with numerous significant errors or solving problems with gross errors, solving problems without justification – 1-2 points;
- no work in the seminar – 0 points.

2. Modular control work.

Weighting – 25 points.

Assessment criteria:

- innovative and creative approach to revealing the problem, compliance with formal and content requirements for an academic essay – 23-25 points;
- in-depth exploration of the problem, reflection of one's own position, compliance with the formal and content requirements for an academic essay – 20-22 points;
- reasoned exploration of the issue with certain shortcomings, compliance with the formal and content requirements for an academic essay – 15-19 points;
- sufficient exploration of the issue with numerous shortcomings, minor violations of the formal and content requirements for an academic essay – 10-14 points;
- Insufficient disclosure of the problem with numerous shortcomings, significant violation of formal and content requirements for an academic essay – 0-9 points.

3. Exam.

Weighting score – 50.

The exam involves oral answers to questions, a list of which is provided in Appendix 2.

Assessment criteria:

- 40-50 points – the student answers almost all exam questions, demonstrates in-depth knowledge of the material, presents it logically and consistently, gives reasoned conclusions, freely uses specific data, expresses their own position on controversial issues, demonstrates signs of theoretical thinking and sociological imagination;
- 30-39 points – the student answers most of the exam questions, demonstrates a good level of knowledge of the material;
- 20-29 points – the student answers about half of the exam questions, demonstrates rather superficial knowledge;
- 0-19 points – the student answers only some of the exam questions, does not have their own position, and makes significant inaccuracies.

Bonus points (no more than 10 points for all types of work):

- for research activities (participation in conferences, "FSP Science Days", student competitions, publications);

- participation in faculty academic competitions and national academic competitions.

Conditions for a positive interim assessment:

To receive a "pass" on the first interim assessment, a student must have at least 12 points; to receive a "pass" on the second interim assessment, a student must have at least 24 points.

Conditions for admission to the exam:

The condition for a student's admission to the exam is to receive a preliminary rating of at least 24 points.

Table of correspondence between rating points and grades on the university scale:

<i>Rating of the applicant (points)</i>	<i>University scale of grades for acquired competencies (learning outcomes)</i>
100-95	Excellent
94	Very good
84	Good
74-65	Satisfactory
64-60	Sufficient
Less than 60	Unsatisfactory

Possible marks in the semester control report:

Not admitted	Failure to meet the conditions for admission to semester control
Removed	Violation of the principles of academic integrity or moral and ethical standards of conduct
Did not appear	The applicant was admitted but did not appear for the exam

Review of the rating system of assessment during the semester

The RSO may be reviewed upon a reasoned request from the applicant studying the OK, the student self-government body or the student trade union committee, submitted to the head of the supporting department. The review procedure is defined in Section 7 of the Regulations on the Assessment System of Learning Outcomes at Igor Sikorsky KPI https://osvita.kpi.ua/sites/default/files/downloads/Pologennia_RSO_2025.pdf

Additional information on the discipline (educational component)

Recommendations for students

When attending lectures, it is important for students to take notes on the main concepts, characteristics, classifications, definitions, and procedures discussed by the lecturer. If students listen carefully, record the relevant material, and then read this text, they will be able to apply it when solving problems or preparing for practical classes. If, after that, students present their well-reasoned position (opinion), critically evaluate the positions (opinions) of other students, and ask questions to the lecturer and students, the amount of learning material they have mastered and the depth of their understanding will increase significantly.

When preparing for a practical class, students must study the lecture material on a specific topic and, preferably, familiarise themselves with additional resources on the Internet. If questions arise or unclear points are identified, they must be discussed with the teacher. Even a well-prepared student should not remain a passive observer during a seminar, but should actively participate in the discussion of the issue. If a student has not familiarised themselves with the course material, they should listen more carefully to the speakers and try to compensate for their lack of preparation for the class with the information they receive. When answering

questions, do not be afraid to make mistakes – one of the important tasks of studying the humanities is to develop the ability to think logically and express your own thoughts accordingly. However, it is worth remembering that ignorance of the subject material is a significant shortcoming in a student's work and will negatively affect their overall rating. A responsible attitude towards preparation for each seminar allows you not only to correctly master the educational material, but also to optimise 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 learning

Permitted

The working programme of the academic discipline (syllabus):

Compiled by Tetyana Volodymyrivna Kolomiets, PhD in Philosophy, Associate Professor of the Department of Sociology

Approved by: the Department of Sociology (Minutes No. 12 of 24 May 2024).

Approved by: the Methodological Commission of the Faculty of Social Sciences (Minutes No. 9 of 26 June 2024).

Topics for Modular control work:

1. Advantages and disadvantages of family mediation in conflict resolution.
2. The 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, and needs as key components of the mediation process.
10. Structure and stages of the family mediation process.
11. Working with interests: types, techniques.
12. Nonviolent communication by M. Rosenberg: panacea or utopia.
13. Mediator competencies (personal experience).
14. Conflict mapping.
15. Emotional intelligence and its role in family mediation.
16. Active listening in the mediation process.
17. Non-verbal communication: its importance in family mediation.

Questions for exam preparation

1. Definition of gender conflict.
2. The socio-cultural aspect of gender conflicts.
3. Interaction and institutional approaches to gender analysis.
4. The two-box theory: content and criticism.
5. Main types of feminism and their differences.
6. The influence of feminist ideas on the development of gender studies.
7. The significance of Simone de Beauvoir's work "The Second Sex" for the development of neo-feminism.
8. Gender socialisation and its main stages.
9. Factors influencing the formation of gender identity.
10. The role of family, school and the media in the process of gender socialisation.
11. The concept of masculinity and its main types.
12. The "crisis of masculinity": causes and consequences.
13. Main areas of men's studies.
14. The concept of gender ideal and its impact on society.
15. Gender stereotypes and their influence on social roles.
16. Reasons for the emergence of the women's movement in Ukraine.
17. The role of Milena Rudnytska in the development of the women's movement.
18. The concept of family conflict and its main types.
19. Gender role conflicts in the family.
20. The main causes of intergenerational conflicts in the family.
21. Patriarchal and egalitarian families: main differences.
22. Child-free as a manifestation of value conflict.
23. The concept and principles of family mediation.
24. The main stages of mediation and their characteristics.
25. Features of family mediation implementation.
26. Basic communication skills of a mediator.
27. Active listening methods in the mediation process.
28. Basic models of family mediation.
29. The Harvard School of Negotiation and its application in mediation.
30. Mediaability of conflict: essence and criteria.