

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
Lesya Ukrainka Volyn National University
International Relations Faculty
International Relations Department

SYLLABUS

of an elective academic component

«MEDIATION IN INTERCULTURAL AND INTERETHNIC CONFLICTS»

Bachelor training

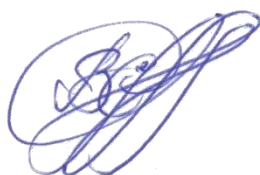
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The syllabus of the elective academic component «Mediation in Intercultural and Interethnic Conflicts», Education Level – Bachelor.

Developer: Assistant of the International Relations Department **Borys ROHOVYI**

Approved

by the Guarantor of Education and Professional Programme:



Associate Professor **Yevheniia VOZNIUK**

The syllabus of the elective academic component was approved at the meeting of the International Relations Department
Protocol № 7 of January 30, 2026.

The Head of the Department:



Associate professor **Yevheniia VOZNIUK**

I. THE DESCRIPTION OF THE ELECTIVE ACADEMIC COMPONENT

Indicator Name	Field of Knowledge, Educational and Professional Programme, Education Level	Characteristics of the Academic Component
Full-Time Form of Education	C «Social Sciences, Journalism, Information and International Relations», C3 «International Relations», «International Communication and Mediation», bachelor	Elective
Number of Hours / Credits 150 / 5		Year of Study – 2
		Semester – 3
Individual Student's Work: no		Lectures – 10 hours
		Seminars – 20 hours
		Independent Work – 110 hours
		Consultations – 10 hours
	Form of Control: Credit	
Language of Study:		English

II. INFORMATION ABOUT THE INSTRUCTOR

Name: Borys ROHOVYI

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Days classes: <https://ps.vnu.edu.ua/cgi-bin/timetable.cgi>.

III. DESCRIPTION OF THE ELECTIVE ACADEMIC COMPONENT

1. *Course Abstract.*

The syllabus of the elective educational component *Mediation in Intercultural and Interethnic Conflicts* has been developed taking into account the possibility of forming an individual educational trajectory for second-year students (bachelor's level).

2. *Goal* – to develop students' systematic knowledge of the principles, mechanisms, and specific features of mediation in intercultural and interethnic conflicts; to ensure the acquisition of practical skills in conducting negotiation processes and resolving conflicts through mediation; and to foster the ability to analyse the causes, dynamics, and consequences of conflicts.

3. *Soft Skills:* application of analytical and critical thinking for the in-depth study of international processes; development of communication and intercultural skills, the ability to conduct professional discussions, moderate academic debates, and ensure an effective learning environment; enhancement and consolidation of academic knowledge in the field of international relations and mediation of intercultural conflicts.

4. *Structure of the Elective Academic Component*

Names of Content Modules and Topics	Total	Lect.	Semin.	Consult.	Self-study	Form of Control / Points*
Topic 1. Theoretical Foundations of Intercultural and Interethnic Conflicts	22	2	4	2	14	DC / 20
Topic 2. Mediation as a Conflict Resolution Tool	30	2	4	2	22	DC / 20
Topic 3. The Cultural Factor in the Mediation Process	30	2	4	2	22	DC / 20
Topic 4. The Role of the Mediator in Conflicts	30	2	4	2	22	DC / RMG / 10
Topic 5. Practical Cases and International Experience	38	2	4	2	30	DC / RZ/K / 30
Total	150	10	20	10	110	100

*Control methods: *DS* – discussion, *DB* – debate, *T* – tests, *TR* – training, *PM/CM* – problems/cases management, *IST/ISW* – individual task/individual work of the student, *SGW* – work in small groups, *MTP/TP* – module test paper/test paper, *Ab* – abstract, *analytical note*, *analytical essay*, *analysis of the work*, *P* – presentation.

IV. TASKS FOR INDEPENDENT WORK

Independent work includes studying the material covered in practical classes. Students can work with the materials covered in practical classes on the distance learning platform <https://teams.cloud.microsoft/>. The effectiveness of independent work is assessed during thematic testing and reflected in the overall assessment of the elective academic component.

	Tasks	Hours
Theoretical Foundations of Mediation	<ul style="list-style-type: none"> - an analytical essay: «Sources of intercultural and interethnic conflicts in the modern world» (1500 words); - identify 3 contemporary cases and explain their causes (religious, ethnic, linguistic, historical); - prepare a short comparison table of conflict types; - study key definitions of mediation (UN, EU, academic approaches). Summarize main models of mediation (facilitative, evaluative, transformative). 	14
Cultural Dimension of Conflicts	<ul style="list-style-type: none"> - prepare a short report: Cultural stereotypes as conflict triggers. Give examples from international practice. 	16
Mediation Tools & Techniques	<ul style="list-style-type: none"> - analyze techniques: active listening, reframing, trust-building. Create a table: mediator tools vs. expected outcomes. Write practical examples of use in intercultural conflicts; - study negotiation models used in ethnic conflicts. Prepare a step-by-step mediation scenario. Identify risks of escalation 	18
International Organizations as Mediators	<ul style="list-style-type: none"> - choose one organization. Analyze a real mediation case. Identify methods used and results achieved. 	14
Case studies of Interethnic Conflicts	<ul style="list-style-type: none"> - choose one conflict (e.g., Balkans, Northern Ireland) and analyze: causes, actors, mediation attempts, outcomes 	18

Psychological Aspects of Mediation	<ul style="list-style-type: none"> - analyze the role of historical memory in conflict persistence. Write a reflection paper: mediator's role in emotional de-escalation; - study reconciliation models. Develop a plan for trust restoration in divided communities. 	10
Media & Communication in Interethnic Conflicts	<ul style="list-style-type: none"> - analyze how media escalates or reduces conflict. Study examples of hate speech and counter-narratives; - develop communication guidelines for mediators. Propose a strategy for neutral messaging. 	10
Practical Mediation Skills Development	<ul style="list-style-type: none"> - develop a mediation script for an intercultural conflict scenario. Define roles: mediator, parties, observers. 	10
Final project	<ul style="list-style-type: none"> - choose one topic and prepare research paper (3000–4000 words) with case analysis and practical recommendations: Mediation in ethnic conflicts in post-conflict societies Cultural diplomacy as a tool of conflict prevention Community mediation in multicultural regions The role of women in intercultural mediation Traditional vs. modern mediation approaches. 	10
Total		110

V. ASSESSMENT POLICY

The assessment takes place in accordance with the Regulations on the current and final assessment of knowledge of higher education applicants of the Lesya Ukrainka Volyn National University dated 06.26.2025. Academic Integrity Policy. (<https://hell.your-objectstorage.com/vnustorage/s3fs-public/inline-files/2025-pro-potochne-i-pidsumk.otsinyuvannya.pdf>). Under valid reasons (participation in scientific events, sick leave), studies may be conducted according to an individual plan agreed with the instructor.

Academic integrity policy

The process of studying the elective educational component «Mediation in Intercultural and Interethnic Conflicts» is carried out under the conditions of compliance by students and instructors with the Code of Academic Integrity of the Lesya Ukrainka Volyn National University <https://ra.vnu.edu.ua/wp-content/uploads/2023/06/Kodeks-akademichnoyi-dobrochesnosti.pdf>.

Seminar classes missed by a student for valid reasons (medical certificate, formal application) are retaken orally by answering questions related to the seminar topic or by preparing a written summary (outline) of the topic including answers to specific questions. Based on the results of the retake, a grade is assigned according to the grading scale for student performance in seminars. The retake of a pass/fail exam (credit) is conducted according to the examination schedule and in accordance with the Regulations on Ongoing and Summative Assessment of Higher Education Students at Lesya Ukrainka Volyn National University.

Learning outcomes obtained through formal, non-formal, and/or informal

education (professional courses/training, online education, internships) may be recognized and credited to students. The recognition process is governed by the Regulations on the Recognition of Learning Outcomes Obtained through Formal, Non-formal, and/or Informal Education at Lesya Ukrainka Volyn National University (<https://tinyurl.com/52c87nzk>). In accordance with the established procedure, learning outcomes may be recognized if their subject matter, scope, and content correspond to either an entire credit module or to specific topics specified in this syllabus. To initiate the process, the student must submit a formal application addressed to the Dean within the established deadlines, attaching all necessary supporting documents for review.

VI. FINAL CONTROL

The form of final control is a credit, which is set based on the results of the types of work that are provided for in the syllabus of the academic component. Tasks from these types of current control are evaluated in the range from 0 to 100 points. The student can additionally pass the topics he/she missed during the semester (for valid reasons) in consultation with the instructor, thus improving his/her result by exactly the amount of points provided for the missed topics. In the event that a student received less than 60 points, he/she makes a credit during the liquidation of academic debt. In this case, the points scored during the current assessment are cancelled. The maximum number of points during the liquidation of academic debt from credit is 100.

Questions:

1. Define intercultural and interethnic conflict and explain their main causes in contemporary international relations.
2. Analyse the role of mediation as a peaceful mechanism for resolving intercultural and interethnic conflicts.
3. Explain how cultural values, identities, and historical memory influence the mediation process.
4. Discuss the key functions, skills, and ethical responsibilities of a mediator in intercultural and interethnic conflicts.
5. Evaluate the importance of communication strategies and trust-building in mediation between culturally diverse parties.
6. Analyse the challenges and limitations of mediation in deeply rooted interethnic conflicts.
7. Examine the role of international organisations and third parties in mediating intercultural and interethnic conflicts.
8. Assess real-world cases of intercultural or interethnic conflict mediation and identify lessons learned for future practice.

Theoretical Foundations

9. What is mediation and how does it differ from negotiation, arbitration, and litigation?
10. What are the key principles of mediation in intercultural and interethnic contexts?
11. How do culture and identity influence the dynamics of conflict?
12. What is the role of a mediator in intercultural and interethnic conflicts?
13. What are the main stages of the mediation process?
14. What are the ethical standards and responsibilities of a mediator?
15. How does neutrality differ from impartiality in mediation?
16. What is intercultural competence and why is it important for mediators?
17. What types of intercultural conflicts are most common in multicultural societies?

18. What is the difference between interethnic and intercultural conflict?

Conceptual and Analytical Issues

19. How do stereotypes and prejudices contribute to the escalation of interethnic conflicts?
20. What is the role of identity in the formation and persistence of conflict?
21. How can language barriers affect mediation outcomes?
22. What is the concept of cultural sensitivity in mediation practice?
23. How does power imbalance manifest in intercultural conflicts?
24. What are the structural causes of interethnic conflicts?
25. How do historical memory and collective trauma influence conflict dynamics?
26. What is ethnocentrism and how does it influence mediation processes?
27. How do values and belief systems shape conflict perceptions?
28. What is the significance of trust building in intercultural mediation?

Communication and Interaction

29. What role does non-verbal communication play in intercultural mediation?
30. How can a mediator manage misunderstandings caused by cultural differences?
31. What techniques help establish effective dialogue between conflicting parties?
32. How does active listening contribute to successful mediation?
33. What communication barriers are typical in interethnic conflicts?
34. How can mediators encourage empathy between parties from different cultural backgrounds?
35. What strategies can reduce emotional tension during mediation sessions?
36. How does framing affect the perception of conflict issues?
37. What is the importance of inclusive language in intercultural mediation?

38. How can mediators adapt their communication style to different cultures?

Practical Skills and Techniques

39. What are the main tools and techniques used by mediators in intercultural conflicts?

40. How can mediators identify underlying interests behind stated positions?

41. What methods help prevent escalation during mediation?

42. How can a mediator manage aggressive or resistant participants?

43. What strategies help reach mutually acceptable solutions in interethnic disputes?

44. How does shuttle mediation work in intercultural contexts?

45. What role do cultural mediators or interpreters play in the process?

46. How can mediators address sensitive topics such as religion, language, or traditions?

47. What are the risks of cultural bias in mediation practice?

48. How can mediators ensure fairness and respect for all parties?

Case Studies and Applied Analysis

49. How has mediation been used to resolve ethnic conflicts in international practice?

50. What role do international organizations play in mediating interethnic conflicts?

51. How can community leaders support mediation in multicultural societies?

52. What challenges arise when mediating conflicts between majority and minority groups?

53. How can mediation help prevent radicalization and social polarization?

54. What are the indicators of successful intercultural mediation?

55. How can mediation contribute to long-term reconciliation between ethnic groups?

56. What are the limitations of mediation in deeply rooted identity conflicts?

57. How can lessons from past intercultural mediation cases improve future practices?

VII. GRADING SCALE

Scores	Linguistic Grade
90-100	Passed
82-89	
75-81	
67-74	
60-66	
1-59	Fail (needed to retake)

VIII. REFERENCES

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10. Zhomartkyzy M. The role of mediation in international conflict resolution *Law and Safety*. 90(3). pp. 169-178. DOI:10.32631/pb.2023.3.14. URL: <https://pb.univd.edu.ua/index.php/PB/article/view/770>.