

Course unit title	Course unit code
Family and gender equality policy	

Lecturer(s)	Department where the course unit is delivered
<b>Coordinator:</b> lect. dr. Lina Šumskaitė <b>Other lecturers:</b> lect. dr. Margarita Gedvilaitė - Kordušienė	Vilnius University, Faculty of Philosophy, Social work department, Universiteto st. 9/1, Vilnius

Cycle	Type of the course unit
First	Optional

Mode of delivery	Semester or period when the course unit is delivered	Language of instruction
Face-to-face	Autumn semester	English

Prerequisites
none

Number of ECTS credits allocated	Student's workload	Contact hours	Individual work
5	135	48	87

Purpose of the course unit: programme competences to be developed		
<p><b>Purpose of the course unit</b> – to introduce students to the theoretical basics of family and gender equality policy and to develop students' competences and practical skills to analyse family and gender equality policy.</p> <p><b>Generic competences:</b></p> <ul style="list-style-type: none"> <li>· Ability to work independently and in a team, capacity for organization, leadership.</li> <li>· Ability to act in accordance with professional social responsibility, citizenship, equal opportunities, human rights and ethical standards.</li> <li>· Ability to solve problems in a creative manner.</li> </ul> <p><b>Subject specific competences:</b></p> <ul style="list-style-type: none"> <li>· Ability to recognize and critically assess the social welfare regimes in Lithuania and foreign countries by analysing and evaluating social processes in society, applying the social science theories, results of researches and good practices.</li> </ul>		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
For the analysis of social policy contents the students will be able to use appropriate sources and literature, to select the required data from the local and international data sources, to compare the results with existing knowledge and theories, to summarize the results and to present them orally.	Problem-based lectures, literature study	Critical reflection of literature during seminars (orally), individual reflections on topic of gender roles in the family and society (in writing).
Based on theories and gained knowledge, students will be able to participate in discussions gender equality and family policy topics, will be able to respond to other opinions and presented information.	Problem-based lectures, group discussion	Preparation and presentation of group work on selected topic. (orally).

<p>Will be able critically to assess the proposed or implemented policies in terms of social human rights, equal opportunities, social justice, equality and other democratic values, to identify the offences related to these values.</p>	<p>Problem-based lectures, literature analysis, individual reflections, group discussion</p>	<p>Individual reflections on topic of gender roles in the family and society (in writing), preparation and presentation of group work on selected topic. (orally).</p>
<p>Will be able to describe the social, economic, political, cultural, demographic and legal context, in which the decisions of social policy are constructed and implemented. Will be able to asses the effects of globalization processes on social policy..</p>	<p>Problem-based lectures, group discussion</p>	<p>Critical reflection of literature during seminars (orally), exam task (in writing).</p>

Course content: breakdown of the topics	Individual work: time and assignments							
	Lectures	Tutorials	Seminars	Laboratory work	Internship/work placement	Contact hours	Individual work	Assignments
1. Social construction of gender. History of women's and men's social movements.	4		2			6	12	Main literature: 1 ( p.3-38) 2 (p. 111-138) Critical reflection of studied literature during seminars (orally). Individual reflections in writing. Group discussion.
2. The principles of gender equality. Legal regulation on gender equality in Lithuania and other countries.	4		2			6	6	Main literature: 3 (p. 629-648) Critical reflection of studied literature during seminars (orally).
3. Gender equality and welfare state regimes	4		2			6	6	Main literature: 5 (p. 317-335) Critical reflection of studied literature during seminars (orally).
4. Social problems from the perspective of gender. Violence and gender. Men in families.	4		2			6	12	Main literature: 6 (p. 33-67) 7 (p. 900-921) Group discussion.
5. The diversity of traditional and non-traditional family models and social change. The trends of national and international research.	4		2			6	10	Main literature: 8 (p. 75-88) 9 (p.1307-1339) Critical reflection of studied literature during seminars (orally). Group discussion.
6. Conceptualizing family. The purpose, objectives and tasks of family policy.	4		2			6	12	Main literature: 10 ( p.202-250) Critical reflection of studied literature. Group discussion.
7. The directions of family policy development in Lithuania and the EU.	2		-			6	12	Main literature: 12(p.119-183)
8. Family policy and migration	2		2				7	Main literature: 11 (p.159-183)
9. The problems of reconciliation of work	4		2			4	10	Main literature: 13 (p.1-10)

and family and possible solutions.								Critical reflection of studied literature.
<b>Total</b>	<b>32</b>		<b>16</b>			<b>48</b>	87	

Assessment strategy	Weight %	Deadline	Assessment criteria
Exam	40	January	Exam is made of 4 open-ended questions: 10 – a sophisticated answer, deep and generalized knowledge, a student abstracts, compares, explains causes, relates, referring to the additional literature (5 questions answered correctly). 9 – deep and generalized knowledge, a student abstracts, compares, explains causes, relates (4-5 questions answered correctly). 8 – relational knowledge and understanding: essential parts are related and integrated into a whole; details correlate with conclusions, the studied literature is well understood (4 questions answered correctly). 7 – multi structural knowledge: focusing on a few important aspects, but not all are properly linked (3-4 questions answered correctly). 6 – multi structural knowledge: focusing on a few important aspects, but they are not properly linked (3 questions answered correctly). 5 – single structural knowledge: answers focus on one aspect or a structural element, answers are based on recitation of facts (2-3 questions answered correctly). 4 – student’s knowledge is not structural: the studied literature is not understood, answers include insignificant information, no meaningful answer is submitted (2 questions answered correctly).
Students’ individual reflections on topic of gender roles in the family and society (in writing)	20	October	1 individual reflection (in writing), 1-2 pages. Evaluation criteria: • Individual experience critical analysis. • Connection of the observations to the material taught in the course.
Answering questions about studied course literature during seminars orally and in writing	20	October- November	Evaluation criteria: • Disclosure of the main idea of the text. • Critical evaluation of the text. • Argumentative questioning.
Students group work – preparation and presentation of the report.	20	November - December	Evaluation criteria: • Depth of analysis of selected topics. • Quality of oral presentation - the structure, the visual clarity of the presented information.

Author	Publishing year	Title	Issue No or volume	Publishing house or Internet site
<b>Required reading</b>				
1. de Beauvoir,	1989	Second sex	translated and	New York : Vintage

S.			edited by H.M. Parshley / Introduction to the Vintage edition by Deirdre Bair	Books,p.3-38
2. Kimmel, M.	2011	The Gendered Society		New York, Oxford: Oxford University Press, p. 111-138
3. Hankivsky, O.	2013	Gender Mainstreaming: A Five- Country Examination	Politics & Policy, Volume 41, No. 5	Wiley Periodicals, p. 629-648
4. Orloff, A. S.	2009	Gendering the Comparative Analysis of Welfare States: An Unfinished Agenda*	Sociological Theory 27:3, September	American Sociological Association, p. 317- 335
6. Lundy Bancroft, Jay G. Silverman, Daniel Ritchie	2012	The batterer as parent : addressing the impact of domestic violence on family dynamics		Los Angeles, Sage, p. 33-67.
7. Beggs Weber, J.	2012	Becoming Teen Fathers. Stories of Teen Pregnancy, Responsibility and Masculinity	Gender and Society, Vol. 26. No. 6	SAGE. Sociologists for Women in Society,p. 900-921
8. Barker, M.	2005	This is my partner and this is my... partner's partners: constructing polyamorous identity in a monogomous world	Journal of Constructivist Psychology, 18:75-88	Routledge: Taylor & Francis, p. 75-88
9. Emmens, E. F.	2009	Intimate Discrimination: The State's Role in the Accidents of Sex and Love	Harvard Law Review, Vol. 122, No. 5	The Harward Law Review Association, p. 1307-1339
10. Giddens, A.	2006	Sociology		Polity Press: Cambridge, p. 202- 250
11. Abrego, Leisy J.	2014	Sacrificing Families. Navigating Laws, Labor, and Love Across Borders.	5 th Edition	Stanford University Press. Stanford, California, p. 159- 183
12. U. Uhlendorff, M. Rupp & M. Euteneuer	2011	Wellbeing of families in future Europe.		Family Platform, European Commision, p. 119- 183
13. Robila, M.	2012	Good practices in Family policy deveopment, implementation and evaluation	1 Volume	United Nations Department of Economic and Social Affairs: New York., p. 1-10
<b>Optional Reading</b>				
1.	2015	Preventing domestic violence. Good practices	European Institute for Gender Equality	Vilnius