Peace and Conflict Theory

Syllabus

Details of the discipline

Level of Higher Education	The Second (master's level)
Field of Knowledge	05 - social and behavioral sciences
Speciality	054 Sociology
Educational Program	Certificate program "Conflict resolution in the socio-political sphere"
Status of Discipline	Elective Course
Form of Learning	Distant Learning
Year of Education, Semester	1 year, spring semester
ECTS	4 credits
Form of Control	Test
Schedule	Lecture per two week and Practical Classes per week
Language	English
Information about course leader / teachers	Lecturer: Andrii Bahinskyi, PhD, associate professor, e-mail: andrei.baginsky@gmail.com Practical Classes: Andrii Bahinskyi, PhD, associate professor, e-mail: andrei.baginsky@gmail.com
Course placement	

Curriculum of the discipline

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

The main purpose of the discipline: the formation of students' understanding of the essence of modern theories of conflict and peace, ways of conflict resolution, based on the latest sociological research.

By mastering the content of the discipline, students will have the opportunity to analyze modern theories of conflict and peace, ways of resolving conflict, based on the latest sociological research. The teacher will provide a comprehensive overview of the many types of contemporary conflicts and characterize the social causes of their occurrence. The classes will reveal the features of the latest forms of peacekeeping. The teacher will demonstrate the role of mediation and negotiation in the settlement and transformation of the conflict. Theoretical approaches to conflict management and peacebuilding measures will be considered.

Students will be able to analyze the causes, dynamics and consequences of the conflict through the construction of a map of the conflict in seminars. Students are expected to be able to apply the provisions of modern theories of conflict and peace to the analysis of the Russia-Ukrainian War. For the intermediate attestation in the discipline, the student's ability to critically analyze the conditions of the conflict and ways to maintain peace on the basis of the latest concepts that will be set out in the course. To pursue further professional activities, students acquire skills of formulating negotiating positions during conflict resolution, gain knowledge of the basics of mediation and the principles of dialogue.

For maximum assessment, students are required to critically master the theories of peace and conflict, knowledge of the relationships between peacekeeping, peacebuilding and democratization, and the ability to freely cite examples of peacekeeping in contemporary socio-political conflicts in different countries, using theories of peace and conflict.

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

The discipline is selective and strengthens the competencies provided by normative disciplines. Basic knowledge in sociology and political science is necessary.

3. **The content of the discipline**

List of topics

Topic 1. "Conflict" and "peace" as concepts in modern social theories
Topic 2. International and national dimensions of armed conflicts
Topic 3. Social causes and dynamics of conflicts and peace
Topic 4. War and Genocide in the context of socio-political conflict
Topic 5. Victims of conflict in the focus of modern theories of peacekeeping
Topic 6. Peacekeeping and peacebuilding in 21st century
Topic 7. Local peacemaking as a resource for conflict resolution
Topic 8. Conflict management strategies
Topic 9. Post-conflict settlement as overcoming the consequences violence

4. **Training materials and resources**

   Basic
1. *An Agenda for Peace Preventive diplomacy, peacemaking and peace-keeping / Report of the Secretary-General pursuant to the statement adopted by the Summit Meeting of the Security Council on 31 January 1992*
URL: *https://www.un.org/ruleoflaw/files/A_47_277.pdf*
2. *Barash, D.P. and C. Webel (2009) Peace and Conflict Studies. Sage.*
URL: http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.384.7062&rep=rep1&type=pdf
3. *Galtung, J. Violence, Peace, and Peace Research // Journal of Peace Research, Vol. 6, No. 3 (1969), pp. 167-191*
URL: http://www2.kobe-u.ac.jp/~alexroni/IPD%202015%20readings/IPD%202015_7/Galtung_Violence,%20Peace,%20and%20Peace%20Research.pdf
4. *Glasl F. The Process of Conflict Escalation and Roles of Third Parties.*
URL:http://www.transcend-nordic.org/doc/17%20Galtungs%20Corner/Theories%20of%20Peace%20-%20A%20Synthetic%20Approach%20to%20Peace%20Thinking-1967.pdf
5. *Webel, C. and J. Johansen (2011) Peace and Conflict Studies: A Reader. Routledge.*
URL: https://pestuge.iliauni.edu.ge/wp-content/uploads/2017/12/David-P.-Barash-Charles-P.-Webel-Peace-and-Conflict-Studies.pdf

Additional:

1. Aiken, N. Identity, Reconciliation and Transitional Justice: Overcoming Intractability in Divided Societies, Transitional Justice Routledge, Oxon: 2013. – 280 p.
2. Aiken, N. Learning to Live Together: Transitional Justice and Intergroup Reconciliation in Northern Ireland // The International Journal of Transitional Justice, Vol. 4, 2010, 166–188. 24.
3. Bar-Tal, Daniel, Chernyak-Hai, Lily Schori, Noa and Gundar, Ayelet. A sense of self perceived collective victimhood in intractable conflicts // International Review of Red Cross. – Volume 91. – Number 874. – June 2009. – P. 229-258. 25.
4. Brett, Roddy (2017) The Role of Civil Society Actors in Peacemaking: The Case of Guatemala, Journal of Peacebuilding & Development. -12:1. -P. 49-64. 26.
5. Lambourne, W. Transitional Justice and Peacebuilding after Mass Violence // The International Journal of Transitional Justice. – Vol. 3. – 2009. – pp. 28–48.
6. MacGinty, R. and Richmond. O. Myth or Reality: Opposing Views on the Liberal Peace and Post-war Reconstruction // Global Society. – Vol. 21. – No. 4. – 2007, pp. 491-497.
7. Malone, David M. & Wermester, K. Boom and bust? The changing nature of UN peacekeeping // International Peacekeeping. – 7:4. – 2000. – pp. 37–54.
8. Miller, Z. Effects of Invisibility: In Search of the Economic in Transitional Justice // The International Journal of Transitional Justice. – Vol. 2. – 2008. – pp. 266–291. 3
9. Puri, Samir. The strategic art of confronting armed groups // Adelphi Series. – 2015. – 55:459. pp. 7-14. 46
10. Reparations in Columbia: where to? Mapping the Colombian Landscape of Reparations for Victims of the Internal Armed Conflict: Policy paper, February, 2019. – Mode of access: https://reparations.qub.ac.uk/assets/uploads/ColombiaReparationsPolicyReportFORAPPRO VAL-SP-HR-NoCrops.pdf 33. Selby, J. «The myth of liberal peace-building» // Conflict, Security & Development, Vol. 13. – No. 1. – 2013 – pp.57-86.

Educational content

5. Methods of mastering the discipline (educational component)

LECTURE CLASSES

In lectures the lecturer formulates the position theories of modern theories of socio-political conflicts and peacekeeping, demonstrates cases of modern conflicts, can reproduce the material in the form of a presentation. Lectures take place in the form of a dialogue, when the teacher asks counter-questions to the audience about training material, may ask to give an immediate answer to the current question, or material from previous classes. In the course of lectures there are 4 express control on knowledge of key concepts of a training course.

List of lectures:

Topic 1. "Conflict" and "peace" as concepts in modern social theories
List of main issues:
1. The essence of the conflict.
2. Structural causes of conflicts.
3. Armed conflict as a kind of conflict.
4. Peacekeeping, peacemaking and peacebuilding as modern concepts social theories.
Tasks: State Building and Peace Building: Finding Correlation mechanisms.
Literature: Base: 4; Add .: 4, 6

Topic 2. International and national dimensions of armed conflicts
List of main issues:
1. Political realism as a concept of modern world order.
2. UN peacekeeping activities after World War II.
3. The state and internal wars: the specifics of the interaction of armed governments
groups and external intervention.
Tasks: Typology of armed conflicts.
Literature: Base: 1; Dod .: 9, 11.

Topic 3. Social causes and dynamics of conflicts and peace
List of main issues:
1. Socio-economic determinants of the division of societies.
2. Dynamics of escalation, stabilization and de-escalation.
3. Political power as a factor in the dynamics of conflict.
Tasks: Development of a map of analytical conflict, taking into account social
reasons.
Literature: Base: 4; Add .: 2, 8.

Topic 4. War and Genocide as a type of socio-political conflict
List of main issues:
1. Differences of wars in the XIX and XX centuries.
2. Building a modern state and war in the theory of Charles Tilly.
3. "New Wars": essential characteristics.
4. Definition of genocide.
5. The first and second generation of theories of genocide.
6. Ideology, discrimination, racism, dehumanization as factors of genocide.
Tasks: "Hybrid wars" as a modern phenomenon.
Literature: Base: 1, 4; Add .: 8, 11.

Topic 5. Victims of conflict in the focus of modern theories of peacekeeping
List of main issues:
1. The concept of "victim of conflict".
2. The theory of social identity about the group dynamics of sacrifice.
3. D. Bar-Tal on eight societal beliefs of conflict ethos.
Tasks: "Closing the injury"

Topic 6. Peacekeeping and peacebuilding in the 21st century
List of main issues:
1. The evolution of peacekeeping operations. Qualitative change in peacekeeping operations in the 90's.
peace talks.
2. Peacebuilding in the context of conflict transformation.
3. Liberalization of political and economic institutions as a prerequisite for peace.
4. Interventions in the field of the rule of law to achieve liberal peace.
Tasks: Croatia's Reintegration Experience.
Literature: Base: 1, 4; Add .: 5, 28, 29.

Topic 7. Local peacemaking as a resource for conflict resolution
List of main issues:
1. The international community, state and civil society: features of interaction
relations in peacebuilding.
2. Levels of conflict transformation. Characteristics of peacebuilding at the local level.
3. Risks and limitations of local peacekeeping.
Tasks: Local Peacemaking in Ukraine.
Literature: Base: 6; Add .: 7; 23; 32.

Topic 8. Conflict management strategies
List of main issues:
1. Military and analytical dimensions of strategy.
2. Strategic art of struggle against armed groups.
3. Strategies of Ukraine and Russia in the Russian-Ukrainian conflict.
Tasks: Strategy for reintegration of temporarily occupied territories in Ukraine.
Literature: Base: 5; Add .: 10; 11.

Topic 9. Post-conflict settlement as overcoming the consequences violence
List of main issues:
1. Post-conflict reconstruction, peacebuilding and reconciliation: main problems.
2. The responsibility of the state in overcoming the consequences of violence according to Geneva
convention.
3. Characteristics of the transition period from conflict to peace.
Task: To suggest successful and unsuccessful cases of post-conflict
settlement.
Literature: Base: 1; Add .: 2; 3.

SEMINAR CLASSES
The main objectives of the seminars are to consolidate and deepen the knowledge that received in lectures and in the process of independent training of students, assistance and development in students' skills of independent and analytical thinking, the ability to lead a discussion, to defend one's own point of view, to generalize the received information.

Section 1. Conditions of conflict and peace
Topic 1: "Conflict" and "peace" as concepts in modern social theories.
Lesson plan:
1. Definition of "conflict", "peace", "peacekeeping", "peacekeeping",
"Peacebuilding".
2. Typology of conflicts.
3. Characteristics of armed conflict.
4. Peace in positive and negative senses.
Literature: Base: 4; Add .: 4, 6.

Topic 2: International and national dimensions of armed conflict.
Lesson plan:
1. Typology of armed conflicts.
2. External factors in internal conflicts.

3. The system of international relations and the global order after the Second World War.

4. UN peacekeeping activities after World War II.

Literature: Base: 1; Add .: 29, 31.

Topic 3: Social causes and dynamics of conflicts and peace.

Lesson plan:

1. Development of a map of analytical conflict, taking into account its social causes.

2. Subjects and causes of conflict.

3. Dynamics of escalation and deescalation.

4. Political power and contextual factors of the conflict.

Literature: Base: 4; Add .: 2, 8.

Topic 4: War as a kind of socio-political conflict.

Lesson plan:

1. The essence and typology of wars.

2. Building a modern state and war in the theory of Charles Tilly.

3. "New Wars": the essential characteristics of M. Keldor.

4. "Hybrid wars" as a modern phenomenon.

Literature: Bases: 1, 4; Add .: 8, 11.

Topic 5: Genocide as a manifestation of mass violence.

Lesson plan:

1. Definition of genocide.

2. Prosecution and punishment for genocide in the international legal dimension.

3. Ethnopolitical factors of genocide.

4. Overcoming the consequences of genocide in Rwanda and Guatemala.

Literature: Base: 6; Add .: 11, 22.

Topic 6: Peacekeeping and peacebuilding at the present stage.

Lesson plan:

1. The UN Peace Agenda (1992) as a document of the post-Cold War era.

2. Organizational components of modern peacekeeping missions.

3. Qualitative change in peacekeeping operations in the 90's.

4. Demobilization, demilitarization and reintegration as the foundations of peacebuilding.

Didactic tools: Illustrative visual aids: tables and diagrams.

Literature: Bases: 1, 4; Add .: 5, 28, 29.

Topic 7: Victims of conflict in the focus of peace and conflict theories.

Lesson plan:

1. The concept and legal status of victims of conflict.

2. Classification of victims of conflict.

3. The theory of social identity about the group dynamics of sacrifice.

4. Public associations of victims of conflict as a factor influencing the state in peacetime processes.

Literature: Base: 2; Add .: 10.

Topic 8: Social consequences of forced migration.

Lesson plan:

1. Forced migration as a phenomenon: key concepts.

2. General characteristics of the experience of internal movement.

3. Socio-psychological aspects of forced migration.

4. Gender and age features of forced migration.

5. International humanitarian aspect of forced migration.

Literature: Base: 7; Add .: 27.

Topic 9: Political, economic and ideological dimensions of the liberal peace.

Key issues: Liberal peace and Ukraine. Westernized model of peacebuilding and local peacemaking: options for interaction.

Literature: Base: 6; Add .: 8.

Section 2. Peace processes, mediation and post-conflict settlement

Topic 10: Peace processes and negotiations.

Lesson plan:

1. The essence of the peace process.

2. Levels of interaction between the parties and stages of negotiations.

3. Mediation and the role of the "third party" in the peace process.

4. Peace agreement as a potential result of negotiations.

Literature: Base: 2; Add .: 3, 5.

Topic 11: Mediation in peace processes.

Lesson plan:

1. Concepts, types, principles of mediation.

2. Mediation in various spheres of public life

3. Mediator's personality: personal and professional competencies.

4. The use of mediation in socio-political and value conflicts.

Literature: Base: 6; Add .: 2; 6.

Topic 12: Local peacemaking as a resource for conflict resolution.

Lesson plan:

1. The international community, state and civil society: features of interaction relations in peacebuilding.

2. Characteristics of peacebuilding at the local level.

3. Examples of local peacemaking.

4. Risks and limitations of local peacemaking.

Literature: Base: 6; Add .: 2; 3.

Topic 13: Conflict management strategies.

Lesson plan:

1. Military and analytical dimensions of strategy.

2. Strategic art of struggle against armed groups.

3. Hybrid warfare as a tactic and strategy.

4. Strategies of Ukraine and Russia in the Russian-Ukrainian war.

Literature: Base: 5; Add .: 2; 3.

Topic 14: Post-conflict settlement as overcoming the consequences of violence.

Lesson plan:

1. Post-conflict reconstruction, peacebuilding and reconciliation: main problems.

2. Responsibility of the state in overcoming the consequences of violence.

3. Characteristics of the transition period from conflict to peace.

4. Transitional justice as a field of research to overcome the mass
human rights violations.

Didactic tools: Illustrative visual aids: tables and diagrams.

Literature: Base: 1; Add .: 2; 3.

Topic 15: The essence of transitional justice.

Lesson plan:

1. The origins of the ideas of transitional justice.

2. "Cascade of justice" as a prerequisite for the emergence of transitional justice.

3. Components of transitional justice.

4. Modern interpretations of transitional justice.

Didactic tools: Illustrative visual aids: tables and diagrams.

Literature: Base: 5; Add .: 30.

Topic 16: Transitional justice mechanisms.

Lesson plan:

1. Criminal liability for war crimes and crimes against humanity.

2. Causes and typology of amnesties in post-conflict settlement.

3. Hybrid courts as an element of the transition period.

4. Truth Commission in the process of finding the truth about the conflict.

Literature: Base: 5; Add .: 11.

Topic 17: Reconciliation as a goal and process of post-conflict settlement.

Lesson plan:

1. The dilemma of "peace against justice" and other problems of reconciliation.

2. Coexistence in the context of reconciliation.

3. Reconciliation and healing: identifying contradictions.

4. Swift and lasting reconciliation.

Literature: Base: 5; Add .: 1, 2, 3.

Topic 18: Mobilization of the state and civil society in the Russia-Ukrainian War.

Lesson plan:

1. Preconditions of the Russian-Ukrainian conflict.

2. Capacity of civil society in the context of the Russian-Ukrainian conflict.

3. Minsk agreements: history of negotiations.

4. Strategies of Russia Federation and Ukraine during the war.

Literature: Bases: 2, 3; Add .: 9.

6. Independent work of student

The student's independent work is designed to prepare questions for seminars and analysis of individual sources. The lecturer also offers modern scientific articles and journalistic materials related to the latest trends in the field.

Policy and control

7. Course policy (educational component)

Attending classes

Attendance at lectures and seminars is mandatory. Missed tests can be rewritten, but until the intermediate certification, taking into account the time required by the teacher to test the work. Missed express checks are not worked out.

Students have the opportunity to raise any issue related to the procedure of control measures and expect that it will be considered in accordance with predefined procedures.

To appeal the control measures, the student must submit a statement stating the reason for the appeal, the facts of the bias teacher. The teacher should discuss this statement with the student in person at consultations. In the absence of understanding of the outcome of the control measure, a commission of teachers of the department is formed, which evaluates the procedure control measure and student claims. The commission may decide to conduct a control measure again, or reject the application. The decision of the commission is final and not appealed subject to.

Having received basic knowledge about the essence, typologies of conflict and forms peacekeeping activities, students will develop a conflict map that provides analysis its social causes. The results of the analysis are presented by students during one of seminars. It is planned to conduct a simulation exercise for training negotiation skills and the role of the "third party" in resolving conflicts. Home control work is aimed at developing the skills of scientific work of students, independent search for literature, formulation of hypotheses about socio-political conflicts of today. The topic of homework is arbitrary and limited to the subject of the discipline. In the course of classes the teacher can show students videos on conflict resolution.

The main form of work in a seminar is a speech that combines communicative abilities of the student with demonstration and consolidation of knowledge. Teacher evaluates both the depth, width, accuracy of definitions during the student's speech, ability promptly respond to questions from the audience. During the seminar additional the activity of students in formulating questions, participation in discussion is estimated, formulation of alternative hypotheses.

Calendar control

Calendar control (hereinafter - attestation) is a calendar boundary control. The purpose of the certification is to improve the quality of student learning and monitor the implementation of the schedule of the educational process by students. At the first intermediate attestation, a student receives a "credit" if his current rating at the time of attestation is 20 or more points. At the second intermediate attestation, a student receives a "credit" if his current rating at the time of attestation is 40 or more points. If this indicator does not meet the requirements, it is set "not certified". Practice of "non-certification" is carried out in consultation with the teacher by oral answer to the questions of the material not mastered by the student.

To appeal against control measures, the student must submit an application stating the reason for the appeal, the facts of the teacher's bias. The teacher should discuss this statement with the student in person at the consultation. In case of lack of understanding on the result of the control measure, a commission of teachers of the department is formed, which evaluates the procedure of the control measure and the student's claim. The Commission may decide to re-examine or reject the application. The decision of the commission is final and not subject to appeal.

Academic integrity

The policy and principles of academic integrity are defined in Section 3 of the National Technical University of Ukraine "Kyiv Polytechnic Institute named after Igor Sikorsky". Details: https://kpi.ua/code. 3

Norms of ethical behavior

Norms of ethical behavior of students and employees are defined in Section 2 of the National Technical University of Ukraine "Kyiv Polytechnic Institute named after Igor Sikorsky". Details: https://kpi.ua/code.

8. Types of control and rating system for evaluation of learning outcomes (RSO)

The student's rating in the discipline consists of points that he receives for the following types works:
1) answers to seminars;
2) performance of home control work (HCW).
I. Work during the semester
1. Speeches at seminars
When answering each question, the student receives:
"Excellent" - 10 points - a complete answer (at least 90% of the required information) if answers the student demonstrates a deep knowledge of the material, logically and consistently teaches it, gives reasonable conclusions, freely operates with specific data, easily and convincingly answers the questions;
"Good" - 8 points - a fairly complete answer (at least 75% of the required information) or complete answer with minor inaccuracies, answers most of the questions teacher and students;
"Satisfactory" - 6 points - incomplete answer (not less than 60% of the required information)
"Unsatisfactory" - 0 points - significant errors, the performance is not consistent, on the set the question is not answered at all, there is no work at the seminar.

2. Home control work (HCW)
The maximum score is 20 points.
"Excellent" - 40-37 points - the ability to provide a consistent justification of the declared statements, which will combine both empirical evidence and theoretical principles. Clearly structure and expression of the essay structure, main and auxiliary arguments. Demonstration deep understanding of the problem. Effective and accurate use of evidence. Ability to demonstrate critical thinking and approaches (in particular, taking into account counter-evidence and counter-evidence statements). A certain degree of originality of arguments. The volume of studied sources - no less than 10;
"Good" - 36-26 points - a complete answer with minor inaccuracies, the ability to directly analyze the problem, a clear structure and expression of the structure of the essay, major and minor arguments. Identification of the main topics and arguments and the ability to apply the problem approach to the analysis of the proposed issues. Availability of researched sources;
"Satisfactory" - 22-25 points - definition of the topic and several arguments for solving the problem, some provisions of theories of peace and conflicts are given, concepts are used educational material;
"Unsatisfactory" - 0 points - there is no sequence of presentation of the material. The topic does not match the content of work. There are significant scientific and stylistic inaccuracies in the work. The task is not done.

The sum of the rating points obtained by the student during the semester, provided enrollment of HCW, is transferred to the final assessment according to the transfer table.
If the sum of points is less than 60, but the HCW is credited, the student performs a final test. In this case, the sum of points for the performance of HCW and final test is translated to the final grade according to

the translation table. A student who has received more than 60 points during the semester and has a positive grade on the HCW, receives a test assessment "automatically".

Scores	Mark
100-95	Perfectly
94-85	Very good
84-75	Fine
74-65	Satisfactorily
64-60	Enough
Less than 60	Not allowed
Admission conditions are not met	Not allowed

9. Additional information on the discipline (educational component)

Final test questions

1. The essence of the conflict and the causes of conflicts.

2. Typology of conflicts. Armed conflict as a kind of conflict.

3. Peace in negative and positive senses.

4. Subjects of armed conflicts.

5. Peacemaking, peacekeeping and peacebuilding as concepts of modern social theories.

6. "Liberal peace" as a special model of peacebuilding.

7. The system of international relations and the global order after the Second World War.

8. UN peacekeeping activities after World War II.

9. The state and internal wars: the specifics of the interaction of governments, armed groups and external intervention.

10. Socio-economic determinants of the division of societies.

11. Dynamics of escalation, stabilization and de-escalation of the conflict.

12. The role of "spoilers" in conflict resolution.

13. The essence and typology of wars. Differences of wars in the XIX and XX centuries.

14. The development of the modern state and the war in the theory of Charles Tilly.

15. "New Wars": essential characteristics of M. Keldor.

16. The first and second generation of theories of genocide.

17. Subjects and actors of genocide.

18. Participation in genocide at the individual, group and institutional levels.

19. The UN Peace Agenda (1992) as a document of the post-Cold War era.

20. Peace from IKEA and limiting UN standardized approaches to peacekeeping.

21. Demobilization, demilitarization and reintegration as the basic principles of peacebuilding.

22. The concept of "victim of conflict".

23. Classification and rights of victims of conflict.

24. The theory of social identity about the group dynamics of sacrifice. Conflict ethos in group dynamics of the conflict.

25. D. Bar-Tal on eight societal beliefs of conflict ethos.

26. Theories of "restorative justice".

27. Forced migration as a phenomenon: key concepts. General characteristics of the experience internal movement.

28. Dimensions of liberal peace in the theories of McGinty and Richmond.

29. Critique of liberal peace and alternative theories of peacemaking.

30. The essence of the peace process.

31. Concepts and parties to negotiations.

32. T. Paffenholtz on the forms of participation of additional parties in peace negotiations.

33. Peace agreement as a potential outcome of negotiations.

34. The concept of mediation. Types of mediation.

35. Mediation in various spheres of public life.

36. Personality of a mediator: personal and professional competencies. Ethical principles of work mediator.

37. The international community, state and civil society: features of interaction relations in peacebuilding.

38. Military and analytical dimensions of strategy.

39. Strategic art of struggle against armed groups.

40. The responsibility of the State in overcoming the consequences of violence under the Geneva Convention.

41. Reconciliation: "top-down" and "bottom-up".

42. The essence of transitional justice.

43. "Cascade of justice" as a prerequisite for the emergence of transitional justice.

44. Modern interpretations of transitional justice.

45. Mechanisms of transitional justice.

46. Components of transitional justice.

47. History and typology of amnesties in post-conflict settlement.

48. Hybrid courts as an element of the transition period.

49. The Truth Commission in the process of finding the truth about the conflict.

50. Preconditions of the Russia-Ukrainian war.

Work program of the discipline (syllabus):

Compiled by Andrii Bahinskyi, PhD, Associate Professor, Associate Professor of the Department of Sociology,

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Approved by the Methodical Commission of the Faculty of sociology and law (protocol № 9 of 26/06/2024)