



Contemporary Sociological Theories

Syllabus

Details of the discipline

Level of Higher Education	First (bachelor's level)
Field of Knowledge	05 - social and behavioral sciences
Speciality	054 Sociology
Educational Program	Conflict Resolution and Mediation
Status of Discipline	Elective Course
Form of Learning	Full-time
Year of Education, Semester	4 year, 8 semesters
ECTS	4 credits 120 hours: lectures 20 hours, seminars 40 hours, independent work 60 hours.
Form of Control	Test, modular control work
Schedule	https://schedule.kpi.ua/
Language	English
Information about course leader / teachers	Lecturer: Professor, doctor of sociological sciences Pavlo Fedorchenko-Kutuev, e-mail: p.kutuev@gmail.com Practical Classes: Professor, doctor of sociological sciences Pavlo Fedorchenko-Kutuev, e-mail: p.kutuev@gmail.com
Course placement	

Outline of the discipline

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

The purpose of teaching the credit module "Contemporary sociological theories" is to develop students' abilities as future professionals:

1. Analyze contemporary sociological theories;
2. Analyze their conceptual and categorical apparatus;
3. Employ concepts of the contemporary sociological in professional activities.

According to the requirements of the educational program, students after mastering the credit module must demonstrate the following learning outcomes:

Knowledge of:

1. The main research programs of the latest sociological theories;
2. Methodological assumption of contemporary sociological theories;
3. Classification of concepts of contemporary sociological theories;

4. *Connection of the latest sociological theories with other levels of theorizing and other social sciences (political science, economic theory);*
5. *Features of application of the newest sociological theories in a society.*

skills:

1. *Use theoretical knowledge to understand the social dynamics caused by radical social changes;*
2. *Evaluate existing research programs in the contemporary sociological theories;*
3. *Identify and analyze the contemporary sociological theories in two main dimensions of modern society and conflicts that arise in the process of formation of capitalism and during the formation of the nation state;*
4. *Select effective methods for predicting the development of specific research programs in the contemporary sociological theories;*
5. *take into account the contemporary sociological theories in their professional activities.*

Experience of :

1. *The analysis of basic concepts and methodology of contemporary sociological theories;*
2. *The analysis of the conceptual and categorical apparatus and the use of the concept of the contemporary sociological theories in professional activities.*

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

This course is based on students' knowledge of the courses "History of Sociology", "Modern Sociological Theories", "Sociology of Modernity and Modernization". The knowledge acquired by students within the course "Contemporary Sociological Theories" can be used not only in the study of specialized disciplines ("Sociological Theories of Conflict and War in the Context of Transformation and Modernization", etc.), but also in practice conducting sociological research and professional activities.

3. The content of the discipline

List of topics

Topic 1. Origins of sociological discourse: a new genealogy.

Topic 2. Sociological theory after the Second World War, philosophy of science and prerequisites for the synthesis of classical thought in contemporary sociological theory.

Topic 3. Richard Munich as an interpreter of T. Parsons and a theorist of modernity.

Topic 4. From neofunctionalism to cultural sociology: the intellectual trajectory of Jeffrey Alexander.

Topic 5. Max Weber's sociology, Weber's renaissance and modern socio-political transformations.

Topic 6. Marxism, critical theory and contemporary interpretations of Marxism.

Topic 7. Historical macrosociology today: theoretical breakthroughs and syntheses.

Topic 8. Sociological theories of nationalism: Benedict Anderson and Ernest Gellner.

Topic 9. Sociological theories of multiple modernities.

4. Training materials and resources

1. Alexander J., Kolomy P. *Neofunctionalism today: restoring the theoretical tradition* / Alexander J., Kolomy P. // *Sociol. research.* - 1992. - № 10. - P.112-119.

2. Anderson B. *Imaginary communities* / Anderson B .. - K .: Krytyka, 2001. - 272 p.

Wallerstein I. *After liberalism* / Wallerstein I. - M .: Editorial URSS, 2003. - P. 109-122.

3. Habermas Y. *Structural transformations in the field of openness: A study of the category of civil society* / Habermas Y .. - Lviv: Chronicle, 2000. - 318 p.
 4. Gellner E. *Nations and nationalism; Nationalism* / Gellner E. - K.: Tucson, 2003. - 300 p.
 5. Derluguian G. *Secret Bourdieu's admirer in the Caucasus: World-systems biography* / Derluguian G. - Moscow: The territory of the future, 2010. - 560 p.
- Additional:*
6. Derluguian G. *How this world works. Outlines on macrosociological topics* / Derlugyan G. - Moscow: Gaidar Institute Publishing House, 2013. - 384 p.
 7. Zarin VA *West and East in the world history of the XIV-XIX centuries.* / Zarin VA - M.: Nauka, 1991.
 8. Inozemtsev VL *Limits of "catching up"* / Inozemtsev VL - M.: Economics, 2000. - P. 5-12.
 9. Inozemtsev VL *Split civilization: Existing preconditions and possible consequences of the post-economic revolution* / Inozemtsev VL - M., 1999. - 703 p.
 10. Kutuev PV *Two versions of T. Parsons' sociology: R. Munch and J. Alexander. Article 2. Neo-functional research program of J. Alexander* / Kutuev PV // *Philosophical and sociological thought.* - 1993. - № 9/10. - P. 48-71.
 11. Kutuev PV *Two versions of T. Parsons' sociology: R. Munch and J. Alexander. Article 1. Interpretation from the Kantian perspective of R. Munich* / Kutuev PV // *Philosophical and sociological thought.* - 1993. - № 7/8. - P. 29-52.
 12. Kutuev PV *Classical sociology and modern social theory* / Kutuev PV // *Philosophical and sociological thought.* - 1995. - № 1/2. - P. 68–87.
 13. Kutuev PV *Concepts of development and modernization: evolution of research programs of sociological discourse* / Kutuev PV - K.: Сталь, 2005. - 500 с.
 14. Kutuev PV *New sociological theories: a textbook* / Kutuev PV - K.: Published by NPU. MPDragomanova, 2012. - 292 p.
 15. Kutuev PV *Sociological theories of modernization in the 50-60s of the twentieth century: Textbook. manual.* - K.: Сталь, 2007. - 131 с.
 16. Hobsbawm E. *The age of empire. 1875–1914* / Hobsbaum E. - Rostov-on-Don: Phoenix, 1990. - 542 p.
 17. Shporlyuk R. *Communism and nationalism. Karl Marx against Friedrich Liszt* / Shporlyuk R. - K.: Fundamentals, 1998. - 480 p.
 18. Alexander J.C. *Analytical Debates: Understanding the Relative Autonomy of Culture* / Alexander J.C. // *Culture and Society: Contemporary Debate.* - Cambridge: Cambridge University Press, 1990. - P.1-27.
 19. Eisenstadt SN, Schluchter W. *Introduction: Paths to Early Modernities* / Eisenstadt SN, Schluchter W. // *Deadalus.* - 1998. - Vol. 127. - № 3. - P. 1–18.

Information resources

Access mode: <http://www.sociology.kpi.ua/literature> - Department of Sociology, Igor Sikorsky KPI Сюди ще сайти інститута соціології НАНУ журналу соціологія теорія методи маркетинг Та нашого вісника

Educational content

5. Methods of mastering the discipline (educational component)

Lectures

Topic 1: Origins of sociological discourse: a new genealogy.

Main questions: Intellectual origins of sociology: Sieyès and Quetelet. The ideological context of the dynamics of sociological theories: the Cold War and the clash of powers. Sociological theories and political and economic practice.

Independent work of student: A New Historiography of the Origin of Sociological Discourse from the Enlightenment to the Present. Contemporary sociological theories and ideologies. The latest sociological theories: the state and public policy.

Topic 2: Sociological theory after the Second World War, philosophy of science and prerequisites for the synthesis of classics in modern sociological theory

Main issues: Methodological principles of logical positivism and sociology. The role of philosophy of science in the discourse of contemporary sociological theories. Principles of methodology of research programs and their application in historical and sociological analysis. Problems of micro- and macro- in theoretical sociology. Centrality of classics and discourse of modern sociology. The concept of interpenetration in classical sociology and modern sociological theories.

Independent work of student: Transformations and continuity of the positivist approach in sociological theorizing. From logical positivism to postpositivism. Classical sociology and modern sociological theories.

Topic 3: Richard Munch as an interpreter of T. Parsons and a theorist of modernity.

Main questions: Theoretical synthesis or eclecticism: "R. Munch's theories of action". I. Kant's philosophy and theoretical sociology: from M. Weber to T. Parsons. Sociological theory of T. Parsons and its Kantian roots. Parsons' idea of continuity: theoretical breakthrough or lack of development? Conceptualization of modernity by R. Munich.

Independent work of student: T. Parsons' Kantian core of sociology and contemporary sociological theories. R. Munich: reconstruction of classical sociology as a theory building. Weberization of Parsonian sociology by R. Munich.

Topic 4: From neofunctionalism to cultural sociology: the intellectual trajectory of J. Alexander.

Main questions: Two versions of neofunctionalism: J. Alexander and R. Munich. The concept of differentiation as the basis of J. Alexander's reconstruction of Parsonian sociology and neo-functional research program. Neofunctionalism in the context of the dichotomy "modern versus postmodern". From T. Parsons to E. Durkheim: cultural sociology of J. Alexander.

Independent work of student: Theoretical logic in the sociology of J. Alexander as a reconstruction of classical theory. The concept of social differentiation: yesterday and today. From Parsonian neofunctionalism to Durkheim's cultural sociology.

Topic 5-6: Weber's sociology, Weber's renaissance and modern socio-political transformations.

Main questions: Weber's sociology of religion and social transformation: post-Leninist societies in a comparative-historical perspective. "Protestant ethics" and historical reality. Richard Munch: "Neo-Parsonian" versus "Weberian". M. Weber's political sociology and political realities of the modern world-system: neopatrimonialism and leadership in global dimensions. Weber's typology of capitalisms and the future of capitalism.

Independent work of student: Religion and Economic Behavior and Development. The global revival of neopatrimonialism in the world of politics. Max Weber's sociology of capitalisms and modern socio-economic realities of modernism and world system.

Topic 7: Marxism, critical theory and modern interpretations of Marxism.

Main questions: Variations of (neo)Marxist discourse in contemporary sociological theories. The public sphere between communicative rationality and public sociology. Marxism as a progressive research program: Burawoy's interpretation.

Independent work of student: Marxism, neo-Marxism and contemporary sociological theories. Marxist contemporary sociological theories between the public sphere and class conflict.

Topic 8: Historical macrosociology today: theoretical breakthroughs and syntheses.

Main questions: Contemporary sociological theories: the dimension of historical macrosociology. Key figures of historical macrosociology: F. Braudel, I. Wallerstein, R. Collins. G. Derluignan as a historical sociologist of post-Leninist and global transformations.

Independent work of student: Intellectual sources of contemporary historical sociological theories. Interpretation of the modern world-system from the standpoint of contemporary theories of historical sociology: capitalism and empire.

Topic 9: Sociological theories of nationalism: B. Anderson and E. Gellner.

Main questions: The modern state as the initiator of nation building. Historical trajectories of nation formation. Marxism and nationalism.

Independent work of student: Nationalism as a cultural and ideological program of modernism. Historical sociology of empires and nations.

Topic 10: Sociological theories of numerous modernities.

Main questions: From the uniqueness of the Western and exemplary modernity to pluralism of multiple modernities. Intellectual origins of the research program of multiple modernities. The uniqueness of the West or a historical chance? Contemporary sociological theory between Eurocentrism and re-Orientation. S. N. Eisenstadt and sociological theorizing about multiple modernities.

Independent work of student: Eurocentric tradition in sociological theorizing. Alternatives to Eurocentrism in contemporary sociological theories: Re-Orientation and multiple modernities.

Seminars

Seminar 1: Origins of sociological discourse: a new genealogy (Part 1)

Main questions: Key intellectual origins of sociology: Sieyès and Quetelet. How historical and ideological contexts influenced early sociological thought. The relation between sociological ideas and political/economic practice.

Independent work of student: Analyze one classical sociologist's influence on modern theory. Prepare a timeline of major intellectual developments in early sociology.

Seminar 2: Origins of sociological discourse: a new genealogy (Part 2)

Main questions: Comparing classical ideas with contemporary interpretations. The evolution of sociological discourse through historical debates. Critical evaluation of early sociological theories.

Independent work of student: Write a short essay on how early sociological ideas persist in modern research. Discuss in class a case where historical context shapes sociological interpretation.

Seminar 3: Sociological theory after the Second World War (Part 1)

Main questions: Logical positivism and its influence on post-WWII sociology. Role of philosophy of science in forming research programs. Continuity and change from classical to modern theory.

Independent work of student: Prepare a discussion on positivism vs. post-positivism in sociology. Identify one post-WWII sociological study that applies positivist principles.

Seminar 4: Sociological theory after the Second World War (Part 2)

Main questions: Issues of micro- and macro-level analysis in theoretical sociology. Centrality of classical sociology in contemporary theory. Methodological challenges in integrating classical and modern approaches.

Independent work of student: Compare micro- and macro-perspectives in two modern sociological theories. Create a conceptual diagram showing the influence of classical theory on contemporary approaches.

Seminar 5: Richard Munch as an interpreter of T. Parsons (Part 1)

Main questions: Eclecticism versus theoretical synthesis: Munch's theories of action. Kantian roots of Parsons' sociology. Parsons' idea of continuity in theory.

Independent work of student: Prepare a brief comparison of Parsons and Munch on the concept of modernity. Highlight examples where Munch's interpretation clarifies or complicates Parsons' ideas.

Seminar 6: Richard Munch as an interpreter of T. Parsons (Part 2)

Main questions: Conceptualization of modernity by R. Munch. Theoretical breakthroughs or limitations in Parsons' and Munch's synthesis. Implications for understanding contemporary society.

Independent work of student: Discuss a contemporary social issue using Munch's framework of modernity. Critically evaluate the strengths and limitations of Parsonsian synthesis.

Seminar 7: From neofunctionalism to cultural sociology: J. Alexander (Part 1)

Main questions: Two versions of neofunctionalism: Alexander vs. Munch. Differentiation as the basis of Alexander's reconstruction of Parsons. Neofunctionalism in the context of modern vs. postmodern.

Independent work of student: Identify examples of social differentiation in contemporary society. Discuss how Alexander's neofunctionalism interprets these examples.

Seminar 8: From neofunctionalism to cultural sociology: J. Alexander (Part 2)

Main questions: From Parsons to Durkheim: cultural sociology of Alexander. Applications of Alexander's ideas in modern sociological research. Limitations of neofunctionalist approach.

Independent work of student: Prepare a case study showing Alexander's approach in analyzing cultural institutions. Debate in class the relevance of neofunctionalism today.

Seminar 9: Weber's sociology, Weber's renaissance, and modern socio-political transformations (Part 1)

Main questions: Weber's sociology of religion and social transformation. Protestant ethic and historical reality. Neo-Parsonian vs. Weberian approaches.

Independent work of student: Compare Weberian and Neo-Parsonian perspectives on social change. Prepare a short presentation on Weber's relevance for modern society.

Seminar 10: Weber's sociology, Weber's renaissance, and modern socio-political transformations (Part 2)

Main questions: Weber's political sociology and neopatrimonialism. Typology of capitalisms and the future of capitalism. Implications for global social systems.

Independent work of student: Analyze a contemporary political system using Weber's typology. Discuss in class potential transformations in modern capitalism.

Seminar 11: Marxism, critical theory, and modern interpretations of Marxism (Part 1)

Main questions: Variations of Marxist and neo-Marxist discourse. Public sphere, communicative rationality, and public sociology.

Independent work of student: Examine a modern sociological theory influenced by Marxism. Discuss class conflict and public sociology in contemporary cases.

Seminar 12: Marxism, critical theory, and modern interpretations of Marxism (Part 2)

Main questions: Marxism as a progressive research program (Burawoy). Critical theory and contemporary social analysis. Applications in global social issues.

Independent work of student: Prepare a short essay on how critical theory informs understanding of modern inequality. Debate in class Burawoy's interpretation of Marxism.

Seminar 13: Historical macrosociology today: theoretical breakthroughs and syntheses (Part 1)

Main questions: Historical microsociology in contemporary theory. Key figures: Braudel, Wallerstein, Collins. Concepts of historical analysis in sociology.

Independent work of student: Choose one historical sociologist and present their contribution to class. Map key theoretical breakthroughs in historical macrosociology.

Seminar 14: Historical macrosociology today: theoretical breakthroughs and syntheses (Part 2)

Main questions: Contemporary interpretation of post-Leninist and global transformations. Capitalism and empire in historical sociology. Application of historical macro-perspective.

Independent work of student: Analyze a modern global event using historical macrosociology concepts. Discuss class in global transformations.

Seminar 15: Sociological theories of nationalism: B. Anderson and E. Gellner (Part 1)

Main questions: The relationship between the modern state and the emergence of nations. Historical trajectories of nation formation. Nationalism in the context of modernization.

Independent work of student: Read selected fragments from Anderson and Gellner. Prepare a short explanation of how nations emerge in modern societies.

Seminar 16: Sociological theories of nationalism: B. Anderson and E. Gellner (Part 2)

Main questions: Marxist interpretations of nationalism. Nationalism as a cultural program. Comparative analysis of Anderson's and Gellner's approaches.

Independent work of student: Compare Anderson's and Gellner's theories of nationalism. Provide examples illustrating nationalism as a cultural and political project.

Seminar 17: Sociological theories of multiple modernities (Part 1)

Main questions: The concept of modernity in sociological theory. Critique of Eurocentric interpretations of modernity. The emergence of the idea of plural modernities.

Independent work of student: Identify key arguments against Eurocentrism in the study of modernity. Prepare short notes on different paths of modernization.

Seminar 18: Sociological theories of multiple modernities (Part 2)

Main questions: The contribution of S. N. Eisenstadt to the theory of multiple modernities. Cultural and institutional diversity of modern societies. Comparative perspectives on modernization. Independent work of student: Analyze Eisenstadt's approach to multiple modernities. Provide examples of cultural and institutional differences in modern societies.

Seminar 19: Sociological theories of multiple modernities (Part 3)

Main questions: Contemporary relevance of the multiple modernities approach. Alternative models of modern development. Globalization and the transformation of modernity. Independent work of student: Identify examples of multiple modernities in contemporary societies. Prepare arguments for a class discussion on alternatives to Eurocentric modernity.

Seminar20:

Modular control work

6. Independent work of student

The independent work includes:

preparation for classroom lessons – 50 hours;

preparation for modular control work – 4 hours;

preparation for the test – 6 hours.

Total – 60 hours.

Policy and control

7. Course policy (educational component)

Class attendance

Attendance of lectures and seminars is mandatory.

Evaluation control measures missed

The missed modular test can be rewritten, but until the time of the intermediate certification, taking into account the time required by the instructor to test the work. Missed express quizzes can't be retaken.

Procedure for appealing the results of tests

Students have the opportunity to raise any issue related to the control procedure and expect it to be addressed according to the university procedures. To appeal against the grade, the student must submit a statement stating the reason for the appeal, the facts of the instructor's bias. The instructor should discuss this statement with the student in person at the consultation. In case if the dispute is not resolved of lack of understanding on the result of the control measure, a commission made up 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 appeal. The decision of the commission is final and not subject to appeal.

Calendar boundary control

Midterm attestation of students (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 / her current rating at the time of attestation is 30 or more points.

At the second intermediate attestation, a student receives a "credit" if his / her current rating at the time of attestation is 60 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 instructor by providing oral answers to questions based on material that student had not exhibited the profound knowledge of previously.

Academic integrity

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

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

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

- *work in seminar classes;*
- *writing modular control work*

*1. Work in seminar classes is estimated at 5 points. The maximum number of points for all practical classes is $r_{sem} = 4 \text{ points} * 20 = 80 \text{ points}$.*

Evaluation criteria:

"excellent" - creative approach to solving the problem, participation in the discussion, compiling cases - 4 points;

"good" - deep disclosure of the problem, reflecting one's own position, compiling cases - 3-3,5 points;

"satisfactory" - justified disclosure of the problem with certain shortcomings - 2,5 points;

"unsatisfactory" - complete passivity in the seminar class - 0 points.

2. MKR

Weighted score - 20 points.

Assessment criteria:

"excellent" - a complete answer (at least 90% of the required information) - 18-20 points;

"good" - a sufficiently complete answer (at least 75% of the required information), or a complete answer with minor inaccuracies - 15-17 points;

"satisfactory" - an incomplete answer (at least 60% of the required information) and minor errors - 12-14 points;

"unsatisfactory" - the answer does not meet the requirements for "satisfactory" - 0 points.

3. Incentive points

A total of no more than 10 points for the following types of work:

- *for scientific and research activities (participation in conferences, student work competitions, publications);*
- *participation in faculty Olympiads in the discipline and all-Ukrainian Olympiads.*

The rating score for the academic discipline is communicated to students at the test during the examination session.

Students who have a rating score of 60 points or more receive a grade corresponding to the rating received without additional tests.

With students who have a rating score of less than 60 points, as well as with those students who wish to increase their rating score, the teacher conducts semester control in the form of test or interview.

Admission conditions for semester control: semester rating of at least 40 points.

4. Credit.

Weighted score – 100.

The test involves the student's answer to two questions. The questions are different in content, correspond to the topics of lectures, seminars, independent work, self-control questions. Each question is evaluated at 50 points.

Assessment criteria:

48-50 points - the student demonstrates a deep knowledge of the content of the educational material, the ability to systematically and interdisciplinary analysis of course problems; freely and correctly uses scientific concepts and terms, formulates logical, reasoned conclusions, reveals his own well-founded position on debatable issues;

43-47 points - the student demonstrates a very good level of assimilation of the educational material, is well-oriented in the main topics of the course, is capable of analysis and generalization; there may be isolated inaccuracies in wording or examples that do not significantly affect the overall level of the answer;

38-42 points - the student demonstrates a fairly complete understanding of the main topics and issues of the course. Uses basic scientific terminology, but the analysis is mainly descriptive; conclusions are formulated, but not always sufficiently substantiated;

33-37 points - the student demonstrates a general understanding of the educational material, but the answers contain noticeable inaccuracies in definitions, examples or logic of the presentation; the use of scientific terminology is limited, the analytical component is weakly expressed;

30-32 points - the student demonstrates fragmentary knowledge of individual course topics, is oriented only in some key concepts; answers are incomplete, superficial, conclusions are not sufficiently substantiated;

0-29 points - the student is not oriented in key concepts and issues of the course; answers are illogical or absent.

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

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

9. Additional information on the discipline (educational component)

Classes within the course "Contemporary Sociological Theories" are conducted in the form of lectures and seminars. During lectures, the lecturer formulates the background assumptions of theories, formulates key concepts, comes up with examples. Lectures take the form of a dialogue, when the instructor asks students questions about the teaching material, may ask to give an immediate answer to the current topic being discussed in the class, or the material of previous classes.

The student's independent work is designed to prepare questions for seminars, analysis of sources. The instructor makes suggestions as to what relevant literature to discuss. The main form of activity during seminars is an oral report that aims at developing the communicative abilities of the student combined with the demonstration and consolidation of the knowledge of the topic. The instructor evaluates both the depth, breadth, accuracy of definitions during the student's speech, the ability to respond to questions from the audience. During the seminar, students' activity in formulating questions, participating in discussions, formulating alternative hypotheses, the ability to refer to theoretical positions and critically evaluate existing theories and practices is additionally assessed.

Learning distance courses

At the student's request, in conditions that do not favor regular attendance of classes, it is allowed to study individual meaningful parts of the educational component in an asynchronous mode, in particular, through learning distance courses. In order to take into account the points for mastering such courses in the evaluation system, they must correspond to the content of the syllabus, be agreed with the teacher, and to confirm the completion of the courses, the student must provide an appropriate document indicating the name and amount in hours. Recognition of the results of non-formal education takes place in accordance with the procedure specified in the relevant Regulations of the Igor Sikorsky Kyiv Polytechnic Institute.

Working program of the discipline (syllabus):

Prepared by Pavlo Fedorchenko-Kutuev, doctor of sociological sciences, professor, chair of the Department of sociology

Approved at the department of sociology meeting (protocol № 12 of 24/05/2024)

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