



# Social and political conflict in contemporary scientific discourse: history and theory

## Curriculum (Syllabus)

### Course details

<b>Level of higher education</b>	Second (Master's)
<b>Field of knowledge</b>	05 - Social and behavioural sciences
<b>Specialisation</b>	C - social sciences, journalism, information and international relations
<b>Educational programme</b>	C5 Sociology
<b>Status of discipline</b>	Elective
<b>Form of study</b>	Full-time (day)
<b>Year of study, semester</b>	1st year, spring semester
<b>Scope of the discipline</b>	5 ECTS credits/150 hours: 30 hours of lectures, 30 hours of practical classes, 90 hours of independent work.
<b>Semester assessment/assessment measures</b>	Exam, Modular control work
<b>Class schedule</b>	<a href="https://schedule.kpi.ua/">https://schedule.kpi.ua/</a>
<b>Language of instruction</b>	Ukrainian
<b>Information about course coordinator / lecturers</b>	Lecturer: Candidate of Political Sciences, Associate Professor, Andrii V. Baginskyi, e-mail: andrei.baginsky@gmail.com Seminar instructors: Candidate of Political Sciences, Associate Professor, Andriy V. Baginsky, e-mail: andrei.baginsky@gmail.com
<b>Course location</b>	<a href="https://do.ipu.kpi.ua/course/view.php?id=8363">https://do.ipu.kpi.ua/course/view.php?id=8363</a>

### Curriculum

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

The main objective of the academic discipline: to provide students with knowledge about the factors causing and developing conflicts in the socio-political sphere at various levels of their functioning

The aim of teaching the course is to develop the following skills in students as future professionals:

- apply social science knowledge to conceptualise and develop effective approaches to resolving conflicts that have social and/or political origins and occur at different levels of the social system;
- apply methods of collecting, analysing and processing social information about conflict processes and carry out conflict modelling for the purpose of conflict prediction;

- provide advice to governmental and non-governmental organisations in the field of conflict and restorative justice;
- use modern information technologies and systems in the field of conflict resolution and restorative justice;
- to critical, systematic and multidisciplinary discourse that draws on the achievements of social, behavioural and legal sciences, as well as other relevant fields of knowledge in research and practical activities in conflict resolution.

After completing the course, students should demonstrate the following learning outcomes:

- apply modern concepts (based on historical microsociology) and other relevant research programmes to create effective methods of conflict resolution in the socio-political sphere;
- possess the skills of conceptual/methodological support for the activities of state and non-state organisations in conflict resolution and restorative justice in the socio-political sphere;
- introduce methods of conflict resolution in the socio-political sphere, taking into account their multidimensional nature.

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

Prerequisites: the discipline is based on general knowledge acquired during bachelor's studies, which creates a general worldview and methodological basis for students to perceive the content of the proposed discipline.

Post-requisites: the study of the discipline deepens the theoretical understanding of socio-political conflicts, forms skills for analysing conflict processes in contemporary scientific discourse and can be used in the study of professional disciplines, research work and the preparation of a master's thesis.

## **3. Content of the academic discipline**

1. Socio-political conflicts: history and modernity.
2. Structural and ideological factors of socio-political conflicts.
3. Basic conceptual approaches to explaining/interpreting socio-political conflicts.
4. Types of political regimes and resolution of socio-political conflicts.
5. Analysis of socio-political conflicts in modern societies: from the inter-state to the world-system dimension.
6. International experience and practices in resolving socio-political conflicts.
7. The role of historical heritage in contemporary socio-political conflicts: racial conflicts (using the example of the USA).
8. Historical origins and experience of conflict resolution in Northern Ireland.
9. Ethno-political conflicts in the context of dependence and underdevelopment (using Guatemala as an example).

## **4. Teaching materials and resources**

Basic:

1. Sociology of Modernity and Modernisation [Electronic resource]: textbook for students majoring in 054 "Sociology", specialising in "Conflict Resolution and Mediation" / P. V. Kutuev, A. V. Baginsky, O. I. Vasilets, M. N. Yenin, O. M. Kazmirova, T. V. Kolomiets, G. O. Korzhov, D. V. Makarenko, I. V. Matsko-Demidenko, I. V. Pygolenko, O. P. Severinchik, O. L. Yakubin; Igor Sikorsky KPI. – Electronic text data (1 file: 3333 kB). – Kyiv: Igor Sikorsky Kyiv Polytechnic Institute, 2019. – 355 p.

<http://www.sociology.kpi.ua/wp-content/uploads/2020/02/Sociology-of-modernity-and-modernization.pdf>

2. Marx, K., Engels, F. Manifesto of the Communist Party. <https://www.marxists.org/ukrainian/marx-engels/1848/manifesto/index.htm>
3. Butkaluk, V. Poverty, inequality, migration. Social consequences of market reforms in Ukraine // Spilne. <https://commons.com.ua/uk/bednost-neravenstvo-migraciya-socialnye-posledstviya-rynochnyh-reform-v-ukraine/>
4. Tilly C. War and State Building as Organised Crime // Spilne. <https://commons.com.ua/uk/vojna-i-stroitelstvo-gosudarstva-kak-organizovannaya-prestupnost/>
5. Wallerstein, I. Centrist liberalism as ideology. <https://colta.ru/articles/society/13382-immanuil-vallerstayn-tsentristskiy-liberalizm-kak-ideologiya>

Supplementary:

6. Rozdolsky, R. Friedrich Engels on Ukraine // Spilne. <https://commons.com.ua/ru/fridrih-engels-pro-ukrayinu/>
7. Valerstein I. Violence and the Capitalist World Economy // Journal "І". <http://www.ji.lviv.ua/n39texts/wallerstein3.htm>
8. Wallerstein, I. New Revolts Against the System // Spilne. <https://commons.com.ua/uk/novy-bunti-proti-sistemi/>
9. Wallerstein, I. Structural Crises // Spilne. <https://commons.com.ua/uk/strukturni-krizi/>
10. Volsky O. M. The influence of hegemony transition on the structures of symbolic violence in the capitalist world-system // Bulletin of the National Technical University of Ukraine "POLITOLOGY SOCIOLOGY LAW". — 2021. — No. 2(50). — P. 8-14.
11. Derlugyan G. Social evolution of humanity: Western and Soviet modernisation experiences // Sociology: theory, methods, marketing. — 2018. — #2. — P. 166–184.
12. Derlugyan G. Purely imperialist suicide. <https://pub.wikireading.ru/127853>.
13. Shepelev M. A. Concepts of Hegemony in Contemporary Geopolitical Science // Grani. — 2013. — # 8 (100). — P. 71–77.
14. Baginsky A.V. Contemporary socio-political conflicts in a structural dimension / A.V. Baginsky// Bulletin of the National Technical University of Ukraine "Kyiv Polytechnic Institute". Political Science. Sociology. Law: collection of scientific works. — Kyiv, 2019. — No. 2 (42). — P. 6–10. (professional publication, Index Copernicus)
15. Baginskyi A.V. "Liberal peace" as a concept and practice of conflict resolution / A.V. Baginskyi// Bulletin of the National Technical University of Ukraine "Kyiv Polytechnic Institute". Political Science. Sociology. Law: collection of scientific works. — Kyiv, 2019. — No. 3 (43). — P. 15-20. (professional publication, Index Copernicus)
16. Darder A., Fletcher B. Black Lives Matter Is Part of a Global Struggle Against Oppression // Jacobin. <https://jacobinmag.com/2020/08/black-oppression-racism-dr-king-colonialism>
17. Dianara A. Happy Birthday, Gilets Jaunes // Jacobin. <https://jacobinmag.com/2019/11/gilets-jaunes-yellow-vests-movement-protests-anniversary-france>
18. Social & Political Conflict – Understanding the Sources. <https://mediatorsbeyondborders.org/what-we-do/projects/dpace/conflict-literacy-framework/understanding-sources/>
19. Gladwell M. The Gift of Doubt // New Yorker. <http://www.newyorker.com/magazine/2013/06/24/the-gift-of-doubt>
20. Why Is an Authoritarian Government Bad? <https://www.liberties.eu/en/stories/authoritarian-government/43519>
21. Wesslau F. The Political Adviser's Handbook. [https://fba.se/contentassets/93df04725706423eab79bb5e2bb2040e/fba\\_handbook\\_webb.pdf](https://fba.se/contentassets/93df04725706423eab79bb5e2bb2040e/fba_handbook_webb.pdf)

22. Cobb J. The Matter of Black Lives. A new kind of movement found its moment. What will its future be? // New Yorker. — 2016. — 6 March. <http://www.newyorker.com/magazine/2016/03/14/where-is-black-lives-matter-headed>
23. Stephen B. Social Media Helps Black Lives Matter Fight the Power // Wired. — 2015. — November. <https://www.wired.com/2015/10/how-black-lives-matter-uses-social-media-to-fight-the-power/>
24. Wacquant L. From slavery to mass incarceration // New Left Review. — 2002. — # 13. — P. 42-60. <https://newleftreview.org/issues/ii13/articles/loic-wacquant-from-slavery-to-mass-incarceration.pdf>
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26. Melaugh M. Frequently Asked Questions – The Northern Ireland Conflict, 2006. <https://cain.ulster.ac.uk/faq/faq2.htm>
27. A State Apart: Interactive Chronicle of the Conflict in Northern Ireland <https://www.bbc.co.uk/northernireland/learning/history/stateapart/agreement/constitutional/constitutional1.shtml>
28. Bigdon C., Korf B. The Role of Development Aid in Conflict Transformation: Facilitating Empowerment Processes and Community Building. <https://berghof-foundation.org/download?lv=esdKcxiVyR%252F46Y2fBSQiXTliODI0ZDI4YWewYzZjNTY2M GU5NDM3ZjdlMGJkZjQ3N2UzOWJjOWE2Zjg4M2MxNDZhZTRlYjgyZWZlZjkzYTgUpjKJQp3bL%252B3gE4nS47ERwwkhw%252FjB0eyDgig1Sl9toHE0uaMd7i0Bp7BeMKS2dFSdxqDpKwFdMy6F2E5Z7fvzuFjjthQ6L26pQvApM2%252BQGqIfn0NAmJsWUw9oHettGbxUSvvnzbb%252Bbe%252F0WRQp7KjjbPiBifm9gYPM0K4IpFBMMA%253D%253D>
29. Press Briefing: Press conference by members of the Guatemala Historical Clarification Commission. United Nations. 1 March 1999. <https://www.un.org/press/en/1999/19990301.guate.brf.html>
30. Varshney A. Ethnicity and Ethnic Conflict. [http://ashutoshvarshney.net/wp-content/files\\_mf/varshneyethnicityandethnicconflict.pdf](http://ashutoshvarshney.net/wp-content/files_mf/varshneyethnicityandethnicconflict.pdf)

## Educational content

### 5. Methodology for mastering the academic discipline (educational component)

#### Lectures

**Topic:** Socio-political conflicts: history and modernity

#### Lecture 1

**Key issues:** Conflicts: definition of the concept. Conflicts and their forms. Socio-class conflicts. Economic, political and cultural dimensions of class antagonisms. Contemporary manifestations of class conflicts in a globalised world. The role of the state, civil society institutions and international actors in regulating class conflicts.

#### Lecture 2.

**Key issues:** Conflicts in the political sphere: a) the state versus civil society; b) conflicts between ideologies and parties; c) race and ethnicity as a source of conflict.

**IW:** Explain the sources of social conflict using the example of the "yellow vests" in France. Analyse conflicts in interracial relations using the example of the BLM movement in the USA.

**Topic:** Structural and ideological factors of socio-political conflicts

#### Lecture 3.

**Key questions:** The state as the main agent of social change. The state as a source of conflict. The state as a regulator of conflict. Ideologies and ideological conflicts. Types of ideologies.

**IW:** Analyse the dynamics of the formation of the main ideologies of the modern world system according to I. Wallerstein: conservatism, liberalism and radicalism. Explain why C. Tilly compares the process of state formation to organised crime and war.

**Topic:** Main conceptual approaches to explaining/interpreting socio-political conflicts

#### **Lecture 4.**

**Key questions:** Interpretations of conflict in German socio-political thought: from Marxism to Weberianism. Conflict in modernisation theory: Samuel Huntington's version.

#### **Lecture 5.**

**Key questions:** Economic conflict as a driver of global dynamics: A. G. Frank's explanation. Historical sociology of conflicts: world-system analysis by I. Wallerstein and G. Derlugyan.

**IW:** Explain the place of the problem of conflict in Marxist discourse. Analyse the interpretation of conflict in M. Weber's sociology. Compare approaches to conflict within the framework of modernisation theory and world-system analysis.

**Topic:** Types of political regimes and the resolution of socio-political conflicts.

#### **Lecture 6.**

**Key questions:** Typology of political regimes: liberal democracies, authoritarian/autocratic and Leninist. A. Hirschman's formula (exit, voice and loyalty) and the approaches of different regimes to conflict issues.

**IW:** Analyse how Leninist regimes interpreted conflicts at different stages of their evolution. Explain which of the elements of A. Hirschman's scheme is most common in liberal democracies.

**Topic:** Analysis of socio-political conflicts in modern societies: from the inter-state to the world-system dimension.

#### **Lecture 7.**

**Key questions:** The theoretical movement to return the state to the centre of socio-political analysis: the state as a key player in the political-administrative sphere (the ideas of Teda Skocpol and Charles Tilly).

#### **Lecture 8.**

**Key questions:** The modern world system and states: conflicts and interaction (ideas of I. Wallerstein and G. Derlugyan).

**IW:** Analyse the factors of the 30-year war and its consequences for inter-state relations. Identify the factors that make it possible to analyse events in the world system during 1914–1945 as the Second Thirty Years' War.

**Topic:** International experience and practices in resolving socio-political conflicts

#### **Lecture 9.**

**Key questions:** The UN and its experience in conflict resolution. The experience of the European Union as an institution for conflict resolution.

**IW:** Analyse the UN's approaches to conflict resolution. Identify the main factors that influence the EU's position on conflict resolution.

**Topic:** The role of historical heritage in contemporary socio-political conflicts: racial conflicts (using the example of the USA).

#### **Lecture 10.**

**Key questions:** Socio-economic inequality: implications for the socio-political sphere. Discriminatory practices of racial profiling in the fight against crime in the United States. The impact of inequality on political participation, access to resources and representation of social groups. Police practices based on racial stereotypes: mechanisms, prevalence, criticism. The role of the media in shaping public discourse on racial discrimination. Contemporary reforms of the criminal justice system in the United States and their effectiveness in overcoming racial bias.

### **Lecture 11.**

**Key questions:** Ideological polarisation and the legacy of the slave-owning South/Confederacy in the United States. The US government's Build Back Better programme as an attempt to resolve racial conflicts. **IW:** Analyse the factors that led to the Civil War in the United States. To what extent was the issue of slavery decisive? Analyse the factors and practices of racial profiling by the law enforcement system in the United States. Analyse the principles of the US government's Build Back Better programme.

**Topic:** Historical origins and experience of conflict resolution in Northern Ireland.

### **Lecture 12.**

**Key questions:** Historical origins of the conflict in Northern Ireland. Was the conflict in Northern Ireland religious? Colonial/imperialist legacy as a factor in the conflict.

### **Lecture 13.**

**Key questions:** Political dialogue and compromise as tools for conflict resolution in Northern Ireland. Key stages in the search for compromise during the peace process. Multilateral negotiations of the 1990s: formats, participants, results. The 1998 Belfast Agreement: principles, main provisions and implementation mechanisms.

**Topic:** Ethno-political conflicts in the context of dependence and underdevelopment (the example of Guatemala).

### **Lecture 14.**

**Key questions:** The emergence of authoritarianism in Guatemala in the context of the Cold War. Discrimination against the indigenous population and economic inequality as factors in the conflict in Guatemala.

### **Lecture 15.**

**Key questions:** International institutions in the settlement of the conflict in Guatemala. The role of the United Nations in the settlement of the armed conflict. Participation of regional organisations. The contribution of international human rights organisations to documenting human rights violations and supporting post-conflict justice.

## **Seminar**

**Topic:** Socio-political conflicts: history and modernity

### **Seminar 1.**

**Main issues:** Key types of social interactions: conflict, cooperation and negotiation. Social interactions as the basis for the development of social processes. Conflict as a form of interaction: its definition, structure and functions. Main types of conflicts: interpersonal, group, organisational, political, socio-class. Causes of conflicts in social systems. War as one of the most extreme and radical forms of socio-political conflict: characteristics, stages, actors, consequences.

### **Seminar 2.**

**Main issues:** Types of cooperation in social systems: competition, cooperation, coordination, integration. Mechanisms for forming cooperation and conditions for its effectiveness. Negotiations as a tool for communicative resolution of conflicts: stages of the negotiation process, strategies and tactics. Mediation as a form of alternative conflict resolution: the role of the mediator, ethical principles, procedures. Comparison of negotiations and mediation: possibilities, limitations, areas of application in socio-political conflicts.

**Topic:** Structural and ideal factors of socio-political conflicts

### **Seminar 3.**

**Key issues:** Ideology as "false consciousness": criticism of ideology in the Marxist tradition, the role of ideology in reproducing inequality and social structures. Differences between domination and ideological hegemony: direct coercive power vs. cultural-normative leadership.

#### **Seminar 4.**

**Key issues:** Antonio Gramsci's concept of ideological hegemony: civil society as a field of struggle for hegemony, the role of intellectuals, mechanisms of "consent" and legitimisation of power. The concept of ideology according to Slavoj Žižek: three levels of ideology, ideology as a structure of symbolic reality, "ideology as that which shapes our view of reality," ideological fantasy as a way of keeping the subject within the system of social meanings.

**Topic:** Basic conceptual approaches to explaining/interpreting socio-political conflicts

#### **Seminar 5.**

**Key issues:** The political dimension of conflict: the relationship between power, interests and social groups, politics as a mechanism for regulating contradictions. Conflict as a failure of politics in Aristotle's interpretation: politics as the art of reconciling interests, causes of political failures leading to the escalation of conflicts.

#### **Seminar 6.**

**Key issues:** War as a continuation of politics according to Carl von Clausewitz: the logic of rational strategies, the role of the state, the army and the population. The concept of trinitarian war: the interaction of the government, the military and the people as the three pillars of war. Total war: mobilisation of all resources of society, disappearance of the boundary between the front and the rear. Low-intensity conflict: its characteristics, political and social consequences, asymmetry and the role of non-state actors.

**Topic:** Types of political regimes and the resolution of socio-political conflicts.

#### **Seminar 7.**

**Key questions:** "War of all against all" as a starting premise of political realism: Thomas Hobbes' views on human nature, the state of nature and the logic of violent interactions; the significance of this concept for contemporary realist theories of international relations. Authoritarianism and war: do the concentration of power, the absence of checks and balances, the political incentives of leaders, and the use of war for internal legitimisation make autocracies more prone to aggression?

#### **Seminar 8.**

**Key questions:** Democracy and war: democratic control over the armed forces, the role of public opinion, institutional constraints, and debates about the "peacefulness" of democracies. The right of the strong or the strength of the law: the dilemma between political expediency and international legal norms, the relationship between force and legitimacy in conflict resolution. Do democracies wage war against each other: discussion of the theory of "democratic peace," empirical evidence, exceptions, and criticism.

**Topic:** Analysis of socio-political conflicts in modern societies: from the inter-state to the world-system dimension.

#### **Seminar 9.**

**Key questions:** Conflicts at the micro, meso and macro levels: definition of each level, typical participants and examples of conflict situations in social groups, organisations and interstate relations. The specifics of conflicts, cooperation and negotiations in the era of late modernity and capitalism: the impact of globalisation, economic integration and social transformations on the nature of interactions; the peculiarities of cooperation in a market and competitive environment; the role of negotiations in resolving conflicts between actors of different scales (from local communities to international institutions). Analysis of examples of contemporary socio-political conflicts and strategies for their resolution.

**Topic:** International experience and practices in resolving socio-political conflicts.

#### **Seminar 10.**

**Key issues:** The law of war in pre-war constitutional documents: analysis of key provisions and restrictions on the use of military force before World War II. The right of states to defend themselves after World War II: international agreements, the UN Charter and the concept of sovereign defence. The concept of "just war": historical approaches, philosophical and moral arguments, contemporary debates on the legitimacy

of military action. Examples of the application of the principles of just war in international conflicts in the second half of the 20th and 21st centuries.

**Topic:** The role of historical heritage in contemporary socio-political conflicts: racial conflicts (using the example of the United States).

#### **Seminar 11.**

**Key questions:** The politics of memory and its role in the emergence or resolution of socio-political conflicts. Strategies for dealing with collective memory to prevent conflicts: reconciliation, recognition of historical traumas, integration of different narratives.

#### **Seminar 12.**

**Key issues:** Forgetting wars and conflicts in memory politics as a mechanism for easing tensions and creating social stability. Comparative analysis of examples from different countries regarding memory politics and its impact on peace processes.

**Topic:** Historical origins and experience of conflict resolution in Northern Ireland.

#### **Seminar 13.**

**Key issues:** Specifics of the emergence and escalation of conflicts on religious and national grounds. Features of the settlement of such conflicts in Western Europe and the Middle East. The role of political, social and religious institutions in peace-building processes. Mechanisms of reconciliation, negotiation and mediation to avoid violent conflicts. Comparative analysis of successful and problematic cases of resolving religious and national conflicts.

**Topic:** Ethno-political conflicts in the context of dependence and underdevelopment (using Guatemala as an example).

#### **Seminar 14.**

**Key issues:** Specifics of the emergence and escalation of conflicts in countries with high levels of social polarisation and economic inequality. The impact of socio-economic factors on social tensions. The role of public policy, international institutions and civil society in conflict prevention. Mechanisms for conflict resolution through socio-economic development: investment, support programmes for vulnerable groups, reform of the social security system. Comparative analysis of successful and problematic cases of conflict resolution through development.

#### **Seminar 15.**

Modular control work

### **6. Independent work of the student/postgraduate**

Independent work by the applicant includes:

preparation for classroom sessions – 56 hours;

preparation for the Modular control work – 4 hours;

preparation for the exam – 30 hours.

Total – 90 hours.

## **Policy and control**

### **7. Academic discipline policy (educational component)**

#### **Class attendance**

Attendance at lectures and seminars is compulsory.

#### **Procedure for appealing the results of assessment measures**

Applicants have the opportunity to raise any issue related to the assessment procedure and expect it to be considered in accordance with pre-defined procedures.

To appeal against assessment measures, the applicant must submit a statement indicating the reason for the appeal and providing evidence of the lecturer's bias. The lecturer must discuss this statement with the applicant in person during a consultation. If there is no agreement on the result of the assessment, a commission of lecturers from the department is formed to evaluate the assessment procedure and the applicant's claims. The commission may decide to repeat the assessment or reject the application. The commission's decision is final and cannot be appealed.

## **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: <https://kpi.ua/code>.

### **Informal education**

At the request of the applicant, in conditions that do not facilitate regular attendance of classes, it is permissible to study individual substantive parts of the discipline in asynchronous mode, in particular through distance learning courses and other forms of informal learning. In order for the credits for such courses to be taken into account in the rating system, they must correspond in content to certain topics of the syllabus, and their completion must be agreed with the teacher of the discipline. To confirm completion of informal learning, the student must provide a relevant document (certificate) indicating the name of the courses and their duration in hours. 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>

### **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 KPI". For more details, see: <https://osvita.kpi.ua/node/1225>.

## **8. Types of control and the learning outcomes assessment rating system (LOAS)**

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

- 1) answers in seminars;
- 2) modular control work
- 3) exams

#### **1. Answers in seminars.**

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

For each question answered, the student receives:

- "excellent", complete answer (at least 90% of the required information) if the student demonstrates a deep knowledge of the material, presents it logically and consistently, gives reasoned conclusions, freely operates with specific data, and answers the questions easily and convincingly – 5 points;
- "good", a sufficiently complete answer (at least 75% of the required information), or a complete answer with minor inaccuracies, answering most of the questions asked – 4 points;
- "Satisfactory", incomplete answer (at least 60% of the required information) and significant errors, answers questions poorly or does not answer at all – 3 points;
- "unsatisfactory", no work in the seminar – 0-2 points.

## **2. Modular control work.**

Weighting – 25 points.

Assessment criteria:

- "excellent", the topic is fully covered (at least 90% of the required information), the work is written independently, meets the established requirements and is submitted on time – 23-25 points;
- "good", the topic is not fully covered (at least 75% of the required information), there are minor deviations from the established requirements, submitted on time – 19-22 points;
- "satisfactory", the topic is poorly covered and/or there are significant deviations from the established requirements and/or the work is submitted with a significant delay – 15-18 points;
- "unsatisfactory", the work does not meet the requirements – 0-14 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 competitions in academic disciplines and national 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 RS 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 system of assessment of learning outcomes at Igor Sikorsky KPI

[https://osvita.kpi.ua/sites/default/files/downloads/Pologennia\\_RSO\\_2025.pdf](https://osvita.kpi.ua/sites/default/files/downloads/Pologennia_RSO_2025.pdf)

## **9. Additional information on the discipline (educational component)**

### **QUESTIONS FOR THE MODULAR CONTROL WORK**

1. Resolving conflict from a position of strength (according to Thucydides, "The History of the Peloponnesian War")
2. The influence of human nature on the understanding of conflict (according to Aristotle's Politics (books 1, 4, 5) and Thomas Hobbes' Leviathan
3. Contradictions in society and their resolution in religious and philosophical texts of different cultures (the Bible, the Koran, the Arthashastra, the Dhammapada, "The Art of War by Sun Tzu")
4. Theoretical understanding of international security in Hugo Grotius' treatise "On the Law of War and Peace"
5. Carl von Clausewitz's theory of war
6. Features of the concept of peace in Immanuel Kant's idealistic approach.
7. The Marxist approach to understanding the nature of social contradictions.
8. Conflict as an independent subject of research by Georg Simmel.
9. Compare Karl Marx's and Georg Simmel's understanding of conflicts.
10. The functions of social conflict according to Lewis Coser.
11. Conflict in the sociology of Émile Durkheim.
12. The functional approach to conflict analysis (based on Robert Merton's work "Overt and Latent Functions").
13. Ralf Dahrendorf on social conflict.
14. Game theory in the study of conflicts (based on Thomas Schelling's work "The Strategy of Conflict").
15. Charles Tilly's historical approach to the study of the causes of war.

## EXAM QUESTIONS

1. Different "models of man/Homo" in the social sciences and their connection to ideas about conflict  
Homo Politicus and ideas about conflict. Homo Economicus and ideas about conflict.
2. Homo Sociologicus and ideas about conflict.
3. What three types of social interactions are important in the study of war and peace? Heraclitus'  
conflict-oriented view of the world. Conflict resolution from a position of power (according to  
Thucydides, "The History of the Peloponnesian War"). The influence of human nature on the  
understanding of conflict (according to Aristotle, "Politics" (books 1, 4, 5) and Thomas Hobbes,  
"Leviathan")
4. Contradictions in society and their resolution in religious and philosophical texts of different  
cultures (the Bible, the Koran, the Arthashastra)
5. Theoretical understanding of international security in Hugo Grotius' treatise On the Law of War and  
Peace
6. Carl von Clausewitz's theory of war. Is war a "failure of politics"?
7. Features of the concept of peace in Immanuel Kant's idealistic approach.
8. Methodological individualism and ideas about conflicts.
9. The Marxist approach to understanding the nature of social contradictions. Class vs status approach  
to conflicts.
10. The conflict paradigm in social sciences: approaches, theories and practices. Conflict as an  
independent subject of research by Georg Simmel. Compare Karl Marx's and Georg Simmel's  
understanding of conflicts. Max Weber and status theory of conflict.
11. The functions of social conflict according to Lewis Coser.
12. Conflict in the sociology of Émile Durkheim. Conflicts as disturbances in the social system. Did  
Talcott Parsons have a theory of conflict? Neil Smelser on the stages of conflict development.
13. Non-violence as a strategy. Does it work?
14. Psychoanalytic understanding of social conflicts. Psychoanalytic techniques for peace. How does it  
work?
15. Role theories of conflict. Ralf Dahrendorf on social conflict. How to regulate it?
16. Is there a difference between negotiation, mediation and arbitration? What is dialogue for  
reconciliation? Under what conditions is it possible, and when is it not? Give arguments based on  
the works you have read.
17. Conflict regulation or conflict resolution? Identity conflicts: why do they arise? Communication in  
conflict situations (according to John Burton)
18. Applied peace research. Decision-making in conditions of conflict and crisis. Johan Galtung and  
research on "structural violence" and conditions for peace. Institutionalisation of decisions on  
conflict resolution (according to Eleanor Ostrom). Game theory in the study of conflicts (based on  
Thomas Schelling's work "The Strategy of Conflict"). Charles Tilly's historical approach to studying  
the causes of wars.

### **Distance learning**

Synchronous distance learning is possible using video conferencing platforms and the university's distance learning educational platform.

### **Inclusive learning**

Permitted

### **The working programme of the academic discipline (syllabus):**

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Associate Professor of the Department of Sociology

**Approved by:** the Department of Sociology (Minutes No. 14 of 23 June 2025).

**Approved by:** Methodological Commission of the Faculty of Social Sciences (Minutes No. 4 of 24 June 2025).