



Peace and Conflict Theory

Syllabus

Details of the discipline

Level of Higher Education	The Second (master's level)
Field of Knowledge	C - Social Sciences, Journalism, Information and International Relations
Speciality	C5 Sociology
Educational Program	<i>Analytics of social data</i>
Status of Discipline	<i>Elective Course</i>
Form of Learning	<i>Full-time</i>
Year of Education, Semester	<i>1 year, spring semesters</i>
ECTS	<i>4 credits / 120 hours</i> <i>Lectures – 16 hours, Practical – 30 hours, Self-study – 74 hours</i>
Form of Control	<i>Test, Modular control work</i>
Schedule	https://schedule.kpi.ua/
Language	<i>English</i>
Information about course leader / teachers	Lecturer: <i>Andrii Bahinskyi, PhD, associate professor,</i> <i>e-mail: andrei.baginsky@gmail.com</i> Practical Classes: <i>Andrii Bahinskyi, PhD, associate professor,</i> <i>e-mail: andrei.baginsky@gmail.com</i>
Course placement	https://do.ipu.kpi.ua/course/view.php?id=7828

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. Autesserre S. *The Frontlines of Peace: An Insider's Guide to Changing the World*. Oxford : Oxford University Press, 2022. 320 p.
2. Barash D. P., Webel C. P. *Peace and Conflict Studies*. 4th ed. Thousand Oaks : SAGE Publications, 2022. 640 p.
3. Barkawi T. *Soldiers of Empire: Indian and British Armies in World War II*. New ed. Cambridge : Cambridge University Press, 2023. 360 p.
4. Bousquet A. *The Eye of War: Military Perception from the Telescope to the Drone*. New ed. Minneapolis : University of Minnesota Press, 2022. 360 p.
5. Brassett J., Croft S., Vaughan-Williams N. *Security, War and Peace*. London : Routledge, 2022. 400 p.

Additional:

1. Chandler D. *Peacebuilding and the Politics of Nonlinearity*. London : Routledge, 2022. 240 p.
2. Frowe H. *How We Fight: Ethics in War*. Oxford : Oxford University Press, 2023. 320 p.
3. Kalyvas S. N. *The Logic of Violence in Civil War*. Updated ed. Cambridge : Cambridge University Press, 2022. 520 p.
4. Mac Ginty R. *Everyday Peace*. New ed. Oxford : Oxford University Press, 2023. 240 p.
5. Malešević S. *Why Humans Fight: The Social Dynamics of Close-Range Violence*. Cambridge : Cambridge University Press, 2022. 360 p.

6. Pugh M., Cooper N., Turner M. *Whose Peace? Critical Perspectives on the Political Economy of Peacebuilding*. London : Palgrave Macmillan, 2023. 360 p.
7. Ramsbotham O., Woodhouse T., Miall H. *Contemporary Conflict Resolution*. 5th ed. Cambridge : Polity Press, 2023. 520 p.
8. Randazzo E. *Local Peacebuilding and Conflict Transformation*. London : Routledge, 2022. 280 p.
9. Richmond O. P., Mac Ginty R. *The Post-Liberal Peace: State and Society*. London : Routledge, 2022. 260 p.
10. Rutazibwa O. U. *Rethinking Humanitarianism*. London : Routledge, 2023. 260 p.

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.

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. Peacekeeping and peacebuilding in the 21st century

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.
4. The evolution of peacekeeping operations. Qualitative change in peacekeeping operations in the 90's. peace talks.
5. Peacebuilding in the context of conflict transformation.
6. Liberalization of political and economic institutions as a prerequisite for peace.
7. Interventions in the field of the rule of law to achieve liberal peace.

Tasks: "Closing the injury". Croatia's Reintegration Experience.

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

Topic 6. 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 7. 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 8. *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. War as a kind of socio-political conflict.

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.*
5. *The essence and typology of wars.*
6. *Building a modern state and war in the theory of Charles Tilly.*
7. *"New Wars": the essential characteristics of M. Keldor.*
8. *"Hybrid wars" as a modern phenomenon.*

Literature: Base: 1,4; Add .: 2, 8,11.

Topic 4: 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 5: 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 6: 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 7: Social consequences of forced migration. Political, economic and ideological dimensions of the liberal peace.

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.
6. Liberal peace and Ukraine.
7. Westernized model of peacebuilding and local peacemaking: options for interaction.

Literature: Base: 6,7; Add .: 8,27.

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

Topic 8 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 9: 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 10: 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 11: 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 12: 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.*

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

Topic 13: 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.*

Literature: Base: 5; Add .: 30.

Topic 14: Transitional justice mechanisms. Reconciliation as a goal and process of post-conflict settlement.

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.*
- 5. The dilemma of "peace against justice" and other problems of reconciliation.*
- 6. Coexistence in the context of reconciliation.*
- 7. Reconciliation and healing: identifying contradictions.*
- 8. Swift and lasting reconciliation.*

Literature: Base: 5; Add.: 1,2,3, 11.

Topic 15

Modular control work

5. 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.

The student's independent work includes:

preparation for classroom lessons – 64 hours;

preparation for module tests – 4 hours;

preparation for the test – 6 hours.

Total – 74 hours.

Policy and control

6. 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.

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.

Distance learning courses

At the request of the applicant, in conditions that do not contribute to regular attendance at classes, it is allowed to study individual content parts of the educational component in asynchronous mode, in particular, through the mastery of distance learning courses. To be taken into account in the scoring system for mastering such courses, they must correspond in content to 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 volume in hours. Recognition of the results of informal education occurs in the manner specified in the relevant Regulation of Igor Sikorsky Kyiv Polytechnic Institute <https://osvita.kpi.ua/node/179>

University policy

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>.

Norms of Ethical Conduct

The norms of ethical conduct of students and employees are defined in Section 2 of the Code of Honor of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". More information: <https://kpi.ua/code>.

Policy on the use of artificial intelligence

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 Kyiv Polytechnic Institute". More information: <https://osvita.kpi.ua/node/1225>.

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

Assessment and control measures

The student's rating in the academic discipline consists of the points he receives for:

- 1. work in seminar classes;*
- 2. completion of the modular test.*

1. Work in seminar classes is evaluated at a maximum of 5 points.

*The maximum number of points for all practical classes is $rsem = 5 \text{ points} * 14 = 70 \text{ points}$.*

Assessment criteria:

- “excellent” – creative approach to revealing the problem, involving various information and substantiating the feasibility of its use – 5 points;
- “good” – deep disclosure of the problem (at the levels of “essence”- “regularity”), reflecting one’s own position – 4 points;
- “satisfactory” – substantiation of the disclosure of the problem with certain shortcomings (lack of references) – 3 points;
- “unsatisfactory” – the task is not completed, – 0-2 points.

2. Modular test work

Weighted score – 30.

Answers are evaluated as follows:

- “excellent” – a complete answer (at least 90% of the required information) – 27-30 points;
- “good” – a sufficiently complete answer (at least 75% of the required information), or a complete answer with minor inaccuracies – 23-26 points;
- “satisfactory” – an incomplete answer (at least 60% of the required information) and minor errors – 18-22 points;
- “unsatisfactory” – the answer does not meet the requirements for “satisfactory” – 0-17 points.

Incentive points (no more than 10 points for all types of work):

- for research activities (participation in conferences, "Science Days of the Faculty of Sociology and Law", 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 during the credit examination session.

Students who have a rating score of 60 or more points receive a grade corresponding to the rating 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 a credit test or interview.

3. Test.

Weighted score – 100.

The test takes the form of a list of questions that the student must answer. The questions are different in content, correspond to the topics of lectures, seminars, independent work, self-control questions.

Assessment criteria

- 95-100 points - the student demonstrates deep and comprehensive knowledge of the content of the educational material, the ability to analyze issues in an interdisciplinary context, freely operates with scientific concepts and terms, makes well-founded conclusions, and clearly expresses his or her own position on debatable issues.
- 85-94 points - the student demonstrates solid and confident knowledge of the course material, correctly uses most scientific concepts and terms, is able to analyze problems and formulate conclusions, though minor inaccuracies or insufficiently substantiated judgments may occur.

- 75-84 points - the student demonstrates a general understanding of the main topics and issues of the course, but allows for some inaccuracies in definitions, examples, or conclusions. The use of scientific terminology is partial or inconsistent, and the conclusions are not always sufficiently substantiated.
- 65-74 points - the student demonstrates a satisfactory understanding of the basic content of the course, reproduces key concepts at a basic level, but shows limited analytical skills and difficulties in applying knowledge or formulating coherent conclusions.
- 60-64 points - the student demonstrates minimal acceptable knowledge of the course material, has fragmentary understanding of key concepts, makes significant inaccuracies, and provides weak or poorly structured answers.
- 0-59 points - the student demonstrates superficial or fragmentary knowledge, is not oriented in the key concepts of the course, does not demonstrate analytical thinking or the ability to apply the acquired knowledge; answers are illogical, incomplete, or absent.

Conditions for a positive intermediate certification:

To receive a "pass" from the first intermediate certification, the student must have at least 10 points, to receive a "pass" from the second intermediate certification, the student must have at least 20 points.

Conditions for admission to the test:

The condition for a student to be admitted to the test is to receive a preliminary rating score of at least 20 points.

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

<i>Student rating (points)</i>	<i>University scale of assessments of the level of acquired competencies (learning outcomes)</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>

Possible marks in the semester control report:

<i>Not allowed</i>	<i>Failure to meet the admission requirements for semester examination</i>
<i>Removed</i>	<i>Violation of the principles of academic integrity or moral and ethical norms of behavior</i>
<i>Did not appear</i>	<i>A candidate was admitted but did not appear for the test</i>

Review of the rating assessment system during the semester

The review of the rating assessment system may be carried out upon a motivated application by the applicant studying the educational component, the student government body or the student trade union committee, submitted to the head of the providing department. The review procedure is defined in Section 7 of the Regulations on the system of assessment of learning outcomes at Igor Sikorsky Kyiv Polytechnic Institute https://osvita.kpi.ua/sites/default/files/downloads/Pologennia_RSO_2025.pdf

8. Additional information on the discipline (educational component)

Classes within the course "Peace and Conflict Theory" 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.

Informal Education

At the student's request, in circumstances that do not promote regular attendance, the study of certain substantive parts of the educational component in asynchronous mode is allowed, in particular, through the mastery of distance courses. 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 scope in hours. Recognition of the results of informal education takes place in the manner determined in the relevant Regulation of KPI named after Igor Sikorsky <https://osvita.kpi.ua/node/179>.

Distance learning

Synchronous distance learning is possible using video conferencing platforms and the Sikorsky educational platform for distance learning at the university.

Inclusive learning

Allowed

Module Control Test

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
6. theories.
7. "Liberal peace" as a special model of peacebuilding.
8. The system of international relations and the global order after the Second World War.
9. UN peacekeeping activities after World War II.
10. The state and internal wars: the specifics of the interaction of governments, armed groups
11. and external intervention.
12. Socio-economic determinants of the division of societies.

13. *Dynamics of escalation, stabilization and de-escalation of the conflict.*
14. *The role of "spoilers" in conflict resolution.*
15. *The essence and typology of wars. Differences of wars in the XIX and XX centuries.*
16. *The development of the modern state and the war in the theory of Charles Tilly.*
17. *"New Wars": essential characteristics of M. Keldor.*
18. *The first and second generation of theories of genocide.*
19. *Subjects and actors of genocide.*
20. *Participation in genocide at the individual, group and institutional levels.*
21. *The UN Peace Agenda (1992) as a document of the post-Cold War era.*
22. *Peace from IKEA and limiting UN standardized approaches to peacekeeping.*
23. *Demobilization, demilitarization and reintegration as the basic principles of peacebuilding.*
24. *The concept of "victim of conflict".*
25. *Classification and rights of victims of conflict.*

Final test questions

1. *The theory of social identity about the group dynamics of sacrifice. Conflict ethos in group dynamics of the conflict.*
2. *D. Bar-Tal on eight societal beliefs of conflict ethos.*
3. *Theories of "restorative justice".*
4. *Forced migration as a phenomenon: key concepts. General characteristics of the experience*
5. *internal movement.*
6. *Dimensions of liberal peace in the theories of McGinty and Richmond.*
7. *Critique of liberal peace and alternative theories of peacemaking.*
8. *The essence of the peace process.*
9. *Concepts and parties to negotiations.*
10. *T. Paffenholtz on the forms of participation of additional parties in peace negotiations.*
11. *Peace agreement as a potential outcome of negotiations.*
12. *The concept of mediation. Types of mediation.*
13. *Mediation in various spheres of public life.*
14. *Personality of a mediator: personal and professional competencies. Ethical principles of work*
15. *mediator.*
16. *The international community, state and civil society: features of interaction*
17. *relations in peacebuilding.*
18. *Military and analytical dimensions of strategy.*
19. *Strategic art of struggle against armed groups.*
20. *The responsibility of the State in overcoming the consequences of violence under the Geneva Convention.*
21. *Reconciliation: "top-down" and "bottom-up".*
22. *The essence of transitional justice.*
23. *"Cascade of justice" as a prerequisite for the emergence of transitional justice.*
24. *Modern interpretations of transitional justice.*
25. *Mechanisms of transitional justice.*
26. *Components of transitional justice.*
27. *History and typology of amnesties in post-conflict settlement.*
28. *Hybrid courts as an element of the transition period.*
29. *The Truth Commission in the process of finding the truth about the conflict.*
30. *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,

Approved at the department of sociology meeting (protocol № 14 of 23/06/2025)

Approved by the Methodical Commission of the Faculty of sociology and law (protocol № 4 of 24/06/2025)