



Національний технічний університет України
«КИЇВСЬКИЙ ПОЛІТЕХНІЧНИЙ ІНСТИТУТ
імені ІГОРЯ СІКОРСЬКОГО»



Department of Sociology

Historical Sociology of Global Conflicts

Working program of the academic discipline (Syllabus)

Details of the academic discipline

Level of Higher Education	<i>Third (PhD)</i>
Field of Knowledge	<i>C - Social Sciences, Journalism, Information and International Relations</i>
Educational Program	<i>C5 Sociology</i>
Educational Program	<i>Sociology</i>
Status of Discipline	<i>Selective Course</i>
Form of Learning	<i>Full-time</i>
Year of Education, Semester	<i>2nd year, 3rd semester</i>
ECTS	<i>4 credits (120 hours): Lectures – 16 hours, Practical – 30 hours, Self-study – 74 hours</i>
Form of Control	<i>Test, Modular control work</i>
Language	<i>English</i>
Information about course leader / teachers	<i>Lecturer Myroslava Kukhta, doctor of sciences in sociology, Practical / Seminars: Myroslava Kukhta, doctor of sciences in sociology</i>
Course placement	<i>https://do.ipu.kpi.ua/course/view.php?id=7421</i>

Curriculum of the discipline

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

One of the founders of European philosophy Heraclitus famously remarked that “the War is mother of all things.” Shakespeare’s Henry V famously proclaimed: “All things are ready, if our mind be so,” that implies that understanding the causes of (global) conflicts is of utmost importance for scholarship and policy making. From the very onset of sociology as an independent discipline its representatives have been concerned with conflicts and their role in shaping and / or destroying social order. Therefore, the course is aimed at exploring the dynamics of

global conflict in the comparative-historical sociological perspective. After all it was Emile Durkheim who claimed that there is no other Sociology but comparative one. The knowledge that the PhD students will obtain from this course can be applied and employed in their practical activities while conducting research or getting engaged into other forms of professional activities.

The major tasks of the course are as follows:

Provide PhD students with the knowledge of major scientific research programs in sociology dealing with global conflict

To train them to use the analytical tool boxes provided by these research programs correctly in analyzing the dynamics of global conflict

To inculcate in PhD students the motivation / need to further develop knowledge and skills in the domain of historical sociology of global conflicts in their future professional activities.

According to the requirements of an educational-scientific program, having mastered the course, the PhD students will have demonstrated the following learning outcomes.

Upon completing the credit module, students will achieve the following learning outcomes:

Knowledge:

- Major sociological research programs dealing with global conflict, their strengths and their weakness
- The interplay of structure and agency in the dynamics of a global conflict
- Techniques of application of general concepts to empirical data on individual cases of global conflict
- Interaction of globalization and local dynamics in global conflicts.
- Case studies of major global conflicts from a sociological perspective.

Skills:

- To be able to prepare a review of academic literature dealing with the historical sociology of global conflicts
- To be able to employ analytical tool boxes supplied by different sociological scientific programs to interpret and explain the causes and dynamics of global conflicts
- To be able to collect empirical data on global conflicts
- To be able to critically compare and evaluate the theoretical prowess as well as policy relevance of different scientific research programs dealing with global conflicts
- To be able to produce a report based on research findings

Experience of:

- Working with theoretical and empirical sources on global conflicts
- Collecting data on global conflicts, their causes and dynamics

- Assessing the relevance of different scientific sociological research programs in terms of their relevance to identify causes of global conflicts
- Working in the team, practicing professional / research related communication
- Presenting research findings

According to the educational and scientific program, mastering a credit module contributes to strengthening the following competencies and program learning outcomes:

GC01	Ability to think in abstract fashion, to analyze and synthesize, including the analysis of the problem, formulation of goals and tasks, choice of the mode and methods of research as well as the evaluation of i quality.
GC02	Ability to search, process and analyze information from different sources.
PC03	Ability to use modern information technologies, databases and other electronic resources, specialized software in scientific and educational activities.

2. Prerequisites and post-requisites of the discipline

Pre-requisites:

- Basic knowledge of sociology and political / military events and processes.
- Understanding of global historical processes / international conflicts.

Post-requisites:

- The knowledge and skills acquired in this course will support the study of advanced sociological, historical, and political science disciplines. They will also be applicable in research and practical activities related to conflict analysis, peace studies, and global conflicts understanding.

3. Content of the academic discipline

Topic 1. The sociology of global conflicts as a field of inquiry
 Topic 2. Research programs and methodology in historical sociology
 Topic 3. State, war and state building
 Topic 4. Micro-sociology of violence and combat
 Topic 5. Nationalism, ideology and organized violence
 Topic 6. Religion, legitimation and conflict
 Topic 7. Colonialism, decolonization and conflicts in the Global South and Asia
 Topic 8. The globalization of organized violence

4. Educational materials and resources

Recommended literature:

1. Collins, Randall. Violence: A Micro-sociological Theory. Princeton: Princeton University Press, 2008. 584 p.

2. Kaldor, Mary. *New and Old Wars: Organised Violence in a Global Era*. 3rd ed. Cambridge: Polity Press, 2012. 268 p.
3. Kalyvas, Stathis N. *The Logic of Violence in Civil War*. Cambridge: Cambridge University Press, 2006. 508 p.
4. Malešević, Siniša. *The Sociology of War and Violence*. Cambridge: Cambridge University Press, 2010. 376 p.
5. Malešević, Siniša. *Why Humans Fight: The Social Dynamics of Close-Range Violence*. Cambridge: Cambridge University Press, 2022. 300 p.
6. Mann, Michael. *The Sources of Social Power*. Vol. 1: *A History of Power from the Beginning to AD 1760*. 2nd ed. Cambridge: Cambridge University Press, 2012. 578 p.
7. Mann, Michael. *On Wars*. New Haven: Yale University Press, 2023. 624 p.
8. Moore, Barrington. *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Boston: Beacon Press, 1966. 559 p.
9. Tilly, Charles. *War Making and State Making as Organized Crime // Bringing the State Back In* / eds. P. Evans, D. Rueschemeyer, T. Skocpol. Cambridge: Cambridge University Press, 1985. P. 169–191. https://warwick.ac.uk/fac/arts/history/students/modules/hi299/topics/statesarmsarmies/0_tilly_85_5xr.pdf
10. Tilly, Charles. *Coercion, Capital, and European States, AD 990–1992*. Oxford: Blackwell, 1992. 271 p.
11. Wallerstein, Immanuel. *World-Systems Analysis: An Introduction*. Durham: Duke University Press, 2004. 128 p.
12. Соціологія модерну та модернізації [Електронний ресурс] : підручник для студ. спеціальності 054 «Соціологія», спеціалізації «Врегулювання конфліктів та медіація» / П. В. Кутуєв, А. В. Багінський, О. І. Василець, М. Н. Єнін, О. М. Казьмірова, Т. В. Коломієць, Г. О. Коржов, Д. В. Макаренко, І. В. Мацко-Демиденко, І. В. Піголенко, О. П. Северинчик, О. Л. Якубін; КПІ ім. Ігоря Сікорського. Київ : КПІ ім. Ігоря Сікорського, 2019. 355 с.

Additional literature:

1. Gierok, Victoria. *The Thirty Years' War and the Decline of Urban Germany*. Oxford Economic and Social History Working Papers, No. 210. University of Oxford, 2023. <https://ora.ox.ac.uk/objects/uuid:18b9be24-3cb5-4472-ac04-1a7f479bd36e>
2. Hui, Victoria Tin-bor. *War and State Formation in Ancient China and Early Modern Europe*. Cambridge: Cambridge University Press, 2005. 294 p.
3. Klein, Thoralf. *Global Rumours: The Press, Telegraphy and the Boxer War in China, Summer 1900* // *Past & Present*. 2026. Vol. 270, No. 1. P. 185–222. DOI: 10.1093/pastj/gtae047
4. Malešević, Siniša. *The Sociology of New Wars? Assessing the Causes and Objectives of Contemporary Violent Conflicts* // *International Political Sociology*. 2008. Vol. 2, No. 2. P. 97–112.
5. Malešević, Siniša. *The Rise of Organised Brutality: A Historical Sociology of Violence*. Cambridge: Cambridge University Press, 2017. 428 p.
6. Malešević, Siniša. *Grounded Nationalisms: A Sociological Analysis*. Cambridge: Cambridge University Press, 2019. 320 p.
7. Mamdani, Mahmood. *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. Princeton: Princeton University Press, 1996. 353 p.
8. McNeill, William H. *The Pursuit of Power: Technology, Armed Force, and Society since A.D. 1000*. Chicago: University of Chicago Press, 1982. 405 p.
9. Wilson, Peter H. *Europe's Tragedy: A History of the Thirty Years War*. London: Allen Lane, 2009. 996 p.
10. Fedorchenko-Kutuev P., Kiryukhin D. *The crisis of democracy: theoretical and practical issues in the times of*

systemic antagonism // Ideology and Politics Journal. 2023. Issue 1 (23). P. 4–9.

11. Fedorchenko-Kutuev P., Pygolenko I., Khomiak A. Ukrainian State Between the Imperatives of Democracy and Post-War Modernization // Ideology and Politics Journal. 2023. Issue 1 (23). P. 148–171.
12. Кутуєв П. В., Єнін М. Н., Зихович Дж., Куровська Г. В. Соціологічна наукова діяльність та стратегії вибору дослідницької теми у фокусі теоретичних рефлексій // Вісник НТУУ «КПІ». Політологія. Соціологія. Право. 2020. № 3 (47). С. 6–19.
13. Кутуєв П., Чолій С. Мобілізація на пострадянському просторі: між імперативами модернізації та загрозами демодернізації // Ідеологія і політика. 2018. № 2. С. 4–24.
14. Кутуєв П. В., Макаренко Д. В., Северинчик О. П. Держава, що сприяє розвитку: чи можлива подорож зі Східної Азії до Східної Європи? // Вісник НТУУ «КПІ». Політологія. Соціологія. Право. 2018. № 2 (38). С. 55–72.
15. Кутуєв О. П. Андре Гундер Франк. Від теорії залежності до теорії світової системи // Вісник НТУУ «КПІ». Політологія. Соціологія. Право. 2019. № 2 (42). С. 22–28.
16. Perga I. Polish policy of religious revindication in Chelm and Southern Podlasie regions in 1937–1938 // Сторінки історії. Київ : НТУУ «КПІ», 2017. № 45. С. 64–70. <https://doi.org/10.20535/2307-5244.45.2017.117192>

Information resources:

1. <http://www.socio-journal.kpi.kiev.ua/> - Bulletin of the KPI named after Igor Sikorsky. Sociology. Politology. Law.
2. <http://www.nbuv.gov.ua> – National Library of Ukraine named after V.I. Vernadskyi.
3. <https://prometheus.org.ua/>. The best online courses in Ukraine and the world
4. McFate, Sean. Billionaire warlords: why the future is medieval. <https://youtu.be/t2A7Tt7wWHI?si=cQF0L7SkXDQPct4z>
5. McFate, Sean. The new rules of war. <https://youtu.be/oXn0RgkrUjo?si=dyhZZUaMZl54nq1s>
6. <https://www.economist.com/weeklyedition/archive>
7. <http://www.sociology.kpi.ua/literature> - Department of Sociology, Igor Sikorsky Kyiv Polytechnic Institute

Educational content

5. Methods of mastering the discipline (educational component)

Lecture classes

Learning sessions in the discipline “Historical sociology of global conflicts” are held in the form of lectures and seminars. During the lectures, the lecturer introduces students to the key concepts of historical sociology, its major research programs and methodological approaches that are used to analyze global conflicts. Lectures are held in a dialogical form using multimedia materials, questions and discussion. During seminars students discuss and analyze theories and facts within the course’s conceptual frame of references.

Lecture 1. The sociology of global conflicts as a field of inquiry.

Main questions. The specificity of a sociological approach to conflict as distinct from event-driven historical description. Structure, agency and contingency as analytical categories rather than descriptive terms. Durkheim's and Simmel's treatment of conflict as a mechanism sustaining and transforming social order. Conflict as a source of group solidarity and collective identity. Michael Mann's IEMP model of the four sources of social power (ideological, economic, military, political) as an integrative framework. The relationship between macro and micro levels of

explanation in conflict analysis. The core conceptual apparatus of the course (social order, legitimacy, institutionalization of violence).

Questions for independent work. How does a sociological explanation of conflict differ from a narrative reconstruction of events? What analytical work do the concepts of structure, agency and contingency perform? In what sense can conflict be integrative for a social group? Apply Mann's IEMP model to a conflict of your choice.

Lecture 2. Research programs and methodology in historical sociology.

Main questions. The Weberian research program (rationalization, legitimate domination, bureaucratization of coercion as an institutional process). The historical materialist program (class structure and class struggle as a source of conflict dynamics). Wallerstein's world-systems program (structural inequality between core, periphery and semi-periphery). Barrington Moore's comparative historical sociology (class coalitions and the social preconditions of different political regimes). Structural bias as a methodological problem, namely the underestimation of agency and contingency. Sociological sources of data on conflict (quantitative conflict databases, archival records, oral history) and their representativeness.

Questions for independent work. Compare the explanatory strategies of the Weberian and historical materialist programs. What does world-systems analysis add to the explanation of conflict? What are the limits of Barrington Moore's comparative method beyond the cases he studied? How does structural bias affect research findings? Assess the representativeness of one quantitative conflict database.

Lecture 3. State, war and state building.

Main questions. Tilly's thesis that war made the state and the state made war as a case of sociological explanation of institutional development. Resource extraction, taxation and bureaucratization as institutionalization processes tied to military competition. A comparative test of the bellicist model in East Asia, examining whether the European mechanism of state building reproduces itself outside the European institutional context. Alternative trajectories of state institutionalization without the dominance of interstate war. Barrington Moore's class coalitions as a complement to the bellicist explanation. Cultural and ideological factors that exceed a purely structural account of state building.

Questions for independent work. Explain the mechanism that links military competition to bureaucratization. Does the bellicist model hold outside Europe, and what does the East Asian evidence show? Which trajectories of state building proceeded without dominant interstate war? How do Moore's class coalitions complement Tilly's explanation?

Lecture 4. Micro-sociology of violence and combat.

Main questions. Randall Collins's micro-sociological program treating combat as an interactional rather than purely resource-driven process. Situational tension and fear as a social psychological constant of direct violent interaction. Interaction rituals and collective emotional energy as a condition for the cohesion of a fighting group. Organizational breakdown as a sociological explanation of defeat, alternative to materialist explanations. Stathis Kalyvas's theory of selective and indiscriminate violence in civil war, in which the type of violence depends on the degree of territorial control held by a political actor rather than simply on the presence of local or supralocal actors. The limits of micro-sociological explanation when detached from macro-structural context.

Questions for independent work. Why does Collins treat combat as an interactional process? What is the role of emotional energy in the cohesion of a fighting group? How does organizational breakdown explain defeat, and how

does this differ from materialist accounts? How does the degree of territorial control shape the type of violence in a civil war?

Lecture 5. Nationalism, ideology and organized violence.

Main questions. Siniša Malešević's concept of militancy as a socially constructed rather than natural disposition toward organized violence. Ideological infrastructure as an institutional precondition for collective mobilization for violence. Propaganda and mobilizing narratives as mechanisms of social construction of the enemy and the in-group. Nationalism as a form of ideological legitimation that transforms a structural conflict of interests into a conflict of identities. Comparative analysis of mobilizing ideological projects across different societies. The interaction of the ideological source of power with the military and political sources in Mann's model. Social conditions for successful and unsuccessful institutionalization of long-term popular mobilization.

Questions for independent work. In what sense is militancy socially constructed? What is ideological infrastructure and why is it required for mobilization? How does nationalism convert a conflict of interests into a conflict of identities? Compare mobilizing ideological projects in two different societies. Why do some long-term mobilizations fail to institutionalize?

Lecture 6. Religion, legitimation and conflict.

Main questions. Weberian sociology of religion and religious legitimation as a type of justification for political domination. The Reformation and the Thirty Years' War as a case of institutional conflict between types of legitimation of authority. Comparative sociology of religious and political conflicts outside the European context. Secularization as a social process transforming the types of legitimation of violence in the early modern period. The Peace of Westphalia as an institutional redefinition of sovereignty and state legitimacy. The analytical distinction between religion as a structural cause of conflict and religion as a symbolic language legitimating already existing interests.

Questions for independent work. What is religious legitimation of domination in the Weberian account? How did the Reformation reshape the types of legitimation of authority? What did the Peace of Westphalia change institutionally? Distinguish, using examples, cases where religion is a structural cause of conflict from cases where it is a legitimating language. How does secularization affect the legitimation of violence?

Lecture 7. Colonialism, decolonization and conflicts in the Global South and Asia.

Main questions. Colonial violence and the discourse of the civilizing mission as a mechanism of symbolic legitimation of conquest. Decolonization as a process of institutional transformation, namely the shift from colonial domination to conflicts within and around newly formed state borders. Structural inequality between core and periphery in the world-systems explanation of postcolonial conflicts. The institutional legacy of colonial governance as a factor of prolonged instability in Africa, Asia and Latin America. Comparative analysis of the social preconditions behind different trajectories of decolonization, from stable state building to prolonged violence. Critique of the Eurocentric construction of conflict theory from the standpoint of Global South experience.

Questions for independent work. How did the discourse of the civilizing mission legitimate conquest? Which institutional legacies of colonial governance prolong instability? Compare two trajectories of decolonization in different regions. How does the core-periphery framework explain postcolonial conflicts? What is the substance of the Global South critique of Eurocentric conflict theory?

Lecture 8. The globalization of organized violence.

Main questions. Mary Kaldor's concept of new wars as a sociological account of the erosion of institutional boundaries between public and private, political and criminal violence under globalization. Social features of new wars (networked financing, identity politics replacing ideology, non-state actors as new subjects of violence). Critical assessment of the analytical novelty of the new wars concept. The post-bipolar order as a parallel coexistence of different types of conflict without a single dominant model. The informational and economic dimension of the globalization of conflict as one contributing factor among others rather than a central one. Synthesis of the course's theoretical frameworks (bellicism, micro-sociology of interaction, the social construction of militancy, world-systems analysis) for the sociological analysis of a contemporary conflict.

Questions for independent work. What are the social features of new wars? Is the new wars concept genuinely novel or continuous with earlier forms of organized violence? Why can the post-bipolar order not be reduced to a single model of conflict? What role do informational and economic factors play? Apply the cumulative theoretical toolkit of the course to one contemporary conflict.

Seminar classes

The main tasks of the cycle of seminar (practical) classes:

The seminar sessions aim to deepen the theoretical knowledge obtained during lectures by analyzing examples of global and Ukrainian historical conflicts. The key objectives include developing the ability to apply the principles of historical sociology to understand the dynamics of global conflicts, analyze the interplay of structure, agency, and contingency in conflict situations, evaluate the role of historical transformations in shaping global conflicts, and compare various approaches to conflict resolution across historical periods and cultural contexts.

Seminar 1. The sociology of global conflicts as a field of inquiry (2 hours).

Content. Discussion of the distinction between sociological and historical approaches to conflict through concrete examples. Application of structure, agency and contingency to a conflict chosen by the student. Analysis of how Durkheim's and Simmel's accounts of the integrative functions of conflict apply to a case of the student's choice, including non-European cases. Group exercise mapping a chosen conflict onto Mann's four sources of social power.

Seminar 2. Research programs and methodology in historical sociology (2 hours).

Content. Comparative application of the Weberian, historical materialist and world-systems programs to a single conflict, identifying which explanatory factors each program foregrounds and which it neglects. Critical discussion of Barrington Moore's comparative method and its applicability beyond the European cases he studied. Evaluation of a sample dataset or archival source on a historical conflict, identifying structural bias and gaps in representativeness.

Seminar 3-4. State, war and state building (4 hours).

Content. Debate on whether Tilly's bellicist thesis holds for state building outside Europe, using East Asian cases as a test. Group work reconstructing the sequence of resource extraction, taxation and bureaucratization in a chosen state building case. Discussion of Barrington Moore's class coalitions as an alternative or complementary explanation to the bellicist model.

Seminar 5-6. Micro-sociology of violence and combat (4 hours).

Content. Case analysis of a specific battle or armed confrontation using Collins's model of organizational breakdown and interaction ritual. Application of Kalyvas's theory of selective and indiscriminate violence to a chosen civil conflict, mapping the relationship between territorial control and the type of violence observed. Discussion of the limits of micro-sociological explanation without macro-structural context.

Seminar 7-8. Nationalism, ideology and organized violence (4 hours).

Content. Analysis of how a specific ideology (nationalist, religious or revolutionary, chosen by the student) constructs militancy within its own society, applying Malešević's framework. Comparative discussion of propaganda and mobilizing narratives across two different conflicts chosen by students. Group presentation on the interaction between ideological, military and political sources of power in a chosen mobilization case. Debate on the social conditions distinguishing successful from failed long-term mobilization.

Seminar 9-10. Religion, legitimation and conflict (4 hours).

Content. Comparative analysis of religious legitimation of political authority in the European Reformation and in a non-European religious political conflict chosen by students. Discussion of the Peace of Westphalia as an institutional redefinition of sovereignty and its long-term consequences. Group exercise distinguishing cases where religion functions as a structural cause of conflict from cases where it functions primarily as a legitimating language. Analysis of secularization as a driver of change in the nature of conflict legitimation.

Seminar 11-12. Colonialism, decolonization and conflicts in the Global South and Asia (4 hours).

Content. Case study comparison of decolonization trajectories in at least two regions (for example, one in Asia and one in Africa or Latin America), applying the core-periphery framework. Discussion of the institutional legacy of colonial governance in a conflict chosen by the student. Group debate on the critique of Eurocentric conflict theory from the standpoint of Global South scholarship. Presentation on how colonial era borders or institutions continue to shape a contemporary conflict.

Seminar 13-14. The globalization of organized violence (4 hours).

Content. Application of Kaldor's new wars framework to a contemporary conflict chosen by the student, identifying financing structures, identity politics and the role of non-state actors. Critical debate on whether the new wars concept represents genuine novelty or continuity with earlier forms of organized violence. Comparative analysis of several parallel post-bipolar conflicts (for example in the Balkans, the Middle East, Eastern Europe and Asia) without treating any single case as the central example. Final integrative exercise applying the course's cumulative theoretical toolkit (bellicism, micro-sociology of interaction, social construction of militancy, world-systems analysis) to one contemporary conflict.

Seminar 15. Modular control work (2 hours).

6. Independent work of a graduate student

In order to deepen the knowledge of graduate students in the discipline, to gain experience in independent work with scientific literature, independent study of scientific literature on problematic issues of historical sociology of

global conflicts is proposed. Postgraduate students are required to know the main problems and definitions of seminar topics, to be fluent in the categorical apparatus of the discipline.

In addition, graduate students should independently consider the tasks intended for independent work, which are specified in lectures and seminars, and on the basis of this information freely answer the questions.

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.

Discipline Policy

7. Policy of Academic Discipline (Educational Component)

Questions, discussions, and dialogue are welcomed during lectures and seminars; an atmosphere and behavior espousing mutual tolerance and respect is imperative. Lecturer and PhD students are guided by the norms of ethical behavior and principles of academic integrity in teaching and learning (Code of Honor of Igor Sikorsky Kyiv Polytechnic Institute). PhD students can contact the lecturer for necessary help or consultation face-to-face or via e-mail and social networks.

Attending classes

The attendance of seminars is mandatory. Lectures can be studied asynchronously, if a PhD student wishes so.

Procedure for appealing the results of assessment control measures

PhD students have the opportunity to raise any issue related to the control measures procedure and expect it to be considered in accordance with predetermined procedures. To appeal the control measures, the student must submit an application, which must indicate the reason for the appeal, the facts of the lecturer's bias. The lecturer must discuss this application with the student personally in consultation. The commission may decide to conduct the control measure again, or reject the appeal. The decision of the commission 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 Honor of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". More information: <https://kpi.ua/code>.

Norms of Ethical Behavior

The norms of ethical behavior 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>.

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

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. modular test work.

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

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

Assessment criteria:

- “excellent” – the student receives when answering most of the questions of the seminar. The answer is considered complete if the student demonstrates deep knowledge of the material, presents it logically and consistently, gives well-founded conclusions, freely operates with specific data, mostly provides complete and reasoned answers, expresses his own position on debatable issues, demonstrates signs of theoretical thinking and sociological imagination – 5 points;
- “good” – the student participates in the discussion of individual issues of the seminar lesson plan, demonstrates a good level of knowledge of the material – 4 points;
- “satisfactory” – the student participates in the discussion of one issue of the seminar lesson plan or demonstrates rather superficial knowledge, does not demonstrate his own position on the issues being discussed – 3 points;
- “unsatisfactory” – the task is not completed, – 0-2 points.

2. Modular test work

Weighted score – 30.

The Modular test work involves an oral or written response to 3 questions, the list of which is given in Supplement 1. With the consent of the teacher, the student can write a creative essay (list of topics in Supplement 1).

Answers are evaluated as followsThe assessment of the answer to the question is carried out according to the following criteria:

- “excellent” – the student formulates precise definitions, provides theoretically sound arguments regarding the question, demonstrates his own reasoned position – 27-30 points;
- “good” – the essence of the question is reflected, but there are inaccuracies in the answer – 23-26 points;
- “satisfactory” – incomplete answer, there are significant errors – 18-22 points;
- “unsatisfactory” – absent or incorrect answer– 0-17 points.

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

- writing abstracts for a conference – 5 points;
- Writing and publishing an article on a problem studied within the framework of the academic discipline in a professional journal of at least category B – 5-10 points;
- active work at lectures: participation in discussions on problematic issues – 1-2 points.

Conditions for a positive intermediate certification:

A positive completion of the first calendar control requires obtaining at least 15 points. A positive completion of the second calendar control requires obtaining at least 30 points.

The total rating points earned by a student during the semester are converted into the final grade according to the table. If the total points are less than 60, the student must complete a final assessment test. In this case, the sum of points from the modular control work (MCW) and the final assessment test is converted into the final grade according to the table.

A student who has earned at least 60 points during the semester may take part in the final test. In this case, the points obtained in the final assessment test are considered final.

3. Test.

Weighted score – 100.

The test involves a sociological analysis of a literary work with an oral report and presentation (Supplement 2).

Assessment criteria

- 95-100 points - the student demonstrates knowledge of the plot line of a literary work and developed sociological imagination. The description of the plot line is saturated with sociological terminology, there are substantiated conclusions, and his own position on debatable issues.
- 75-89 points - the student demonstrates knowledge of the plot line of the work, demonstrates certain signs of theoretical thinking and sociological imagination. The answers and generalizing conclusions allow for certain inaccuracies, sociological concepts learned during the course are poorly used, sociological vocabulary is not always used correctly.
- 60-74 points - the student demonstrates superficial knowledge of the plot line of the work, finds it difficult to use sociological concepts from the academic discipline, does not demonstrate signs of sociological imagination.

A student will receive the highest rating if he actively participates in the seminar classes, mostly provides complete and reasoned answers, presents them logically, expresses his own position on debatable issues, and demonstrates signs of theoretical thinking and sociological imagination.

The teacher evaluates the student's work in each practical lesson, but the specific final number of points for work in practical lessons is set by the teacher during the first and second stages of the interim certification - in the eighth and sixteenth weeks of study, respectively. The student's rating as of the 7th week (based on the results of work in 7 practical lessons) and the 14 th week (based on the results of work in the next 14 practical lessons) of study is reported to the student in class or in his personal account on the electronic campus.

A student may appeal a teacher's grade by submitting a complaint to the teacher no later than the day after the student is informed of the teacher's grade. The complaint will be considered according to the procedures established by the university.

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:

Student rating (points)	University scale of assessments of the level of acquired competencies (learning outcomes)
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100-95	Excellent
94-85	Very good
84-75	Fine
74-65	Satisfactorily
64-60	Enough
Less than 60	Not allowed

Possible marks in the semester control report:

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

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

9. Additional information on the discipline (educational component)

Informal education

At the request of the applicant, in conditions that do not contribute to regular attendance, it is allowed to study individual substantive parts of the discipline in asynchronous mode, in particular through mastering distance courses and other forms of informal learning. To be taken into account in the rating system for evaluating points for such courses, 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 the completion of informal education, the student must provide an appropriate document (certificate) with the name of the courses and their volume in hours. Recognition of the results of informal education is carried out in accordance with the procedure specified in accordance with the Regulations of Igor Sikorsky Kyiv Polytechnic Institute: <https://osvita.kpi.ua/node/179>

Inclusive education

It is allowed

Distance learning

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

Compiled by Myroslava Kukhta, doctor of sciences in sociology

Approved at the department of sociology meeting (protocol № 16 of 23/06/2026)

Approved by the Methodical Commission of the Faculty of sociology and law (protocol № 7 of 30/06/2026)

The list of questions for the Modular test work

1. What distinguishes a sociological analysis of conflict from an event-driven historical account?
2. Explain structure, agency and contingency as analytical categories in the study of conflict.
3. How do Durkheim and Simmel account for the integrative functions of social conflict?
4. In what way can conflict be a source of group solidarity and collective identity?
5. Describe Michael Mann's IEMP model and its use as an integrative analytical framework.
6. How are macro and micro levels of explanation related in the analysis of conflict?
7. Define social order, legitimacy and the institutionalization of violence.
8. Summarize the Weberian research program: rationalization, legitimate domination and the bureaucratization of coercion.
9. How does the historical materialist program explain the dynamics of conflict?
10. Explain Wallerstein's distinction between core, periphery and semi-periphery.
11. What is the logic of Barrington Moore's comparative historical method?
12. What is structural bias and how does it limit explanation in historical sociology?
13. Assess the representativeness of quantitative conflict databases, archival records and oral history.
14. Explain Tilly's thesis that war made the state and the state made war.
15. How are resource extraction, taxation and bureaucratization linked to military competition?
16. Does the bellicist model of state building hold in East Asia? Justify your answer.
17. Describe trajectories of state institutionalization that developed without dominant interstate war.
18. How do Moore's class coalitions complement the bellicist explanation of state formation?
19. Explain Collins's treatment of combat as an interactional rather than resource-driven process.
20. What is the role of interaction rituals and emotional energy in the cohesion of a fighting group?
21. How does organizational breakdown explain defeat, and how does it differ from materialist explanations?
22. Explain Kalyvas's theory of selective and indiscriminate violence and the role of territorial control.

The list of questions for the final test

1. Identify the major presuppositions of a sociological approach to global conflict.
2. Compare the explanatory strengths and weaknesses of the Weberian, historical materialist and world-systems programs.
3. Explain Mann's four sources of social power and their interaction in a case of organized violence.
4. What are the methodological limits of structural explanation in historical sociology?
5. Evaluate the main sources of sociological data on conflict in terms of their representativeness.
6. Assess the applicability of Tilly's bellicist thesis to state building outside Europe.
7. What mechanisms of state building operate in the absence of dominant interstate war?
8. Explain the contribution of micro-sociology to the sociological explanation of violence.
9. How do situational tension and fear shape direct violent interaction?
10. How does the degree of territorial control shape the type of violence in a civil war?
11. What are the limits of micro-sociological explanation detached from macro-structural context?
12. Explain Malešević's concept of the social construction of militancy.
13. What is ideological infrastructure and why is it a precondition for collective mobilization?
14. How do propaganda and mobilizing narratives construct the enemy and the in-group?
15. How does nationalism convert a structural conflict of interests into a conflict of identities?
16. What social conditions distinguish successful from failed long-term popular mobilization?
17. Explain religious legitimation of political domination in Weberian sociology.
18. How did the Reformation and the Thirty Years' War reshape the legitimation of political authority?
19. How did the Peace of Westphalia redefine sovereignty and state legitimacy?
20. Distinguish religion as a structural cause of conflict from religion as a legitimating language.
21. How did the discourse of the civilizing mission legitimate colonial conquest?
22. How does the institutional legacy of colonial governance shape postcolonial conflicts?
23. Explain Kaldor's concept of new wars and critically assess its analytical novelty.
24. Apply the cumulative theoretical toolkit of the course to the sociological analysis of one contemporary conflict.