



# The latest qualitative methods of conflict analysis and mediation

## Syllabus

### 1. Details of the discipline

Level of Higher Education	The Second (master's level)
Field of Knowledge	05 - social and behavioral sciences
Speciality	054 Sociology
Educational Program	Conflict Resolution and Mediation
Status of Discipline	Elective Course
Form of Learning	Full-time/Distance Learning
Year of Education, Semester	1 year, spring semester
ECTS	4 credits
Form of Control	Test, Modular control work
Schedule	
Language	English
Information about course leader / teachers	PhD, senior lecturer, Yakubin Oleksiy Leonidovych, <a href="mailto:jacubin@gmail.com">jacubin@gmail.com</a> , 067 645 40 43, Viber, Telegram
Course placement	

### 1. Curriculum of the discipline

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

*The purpose of the course: the course is focused on the formation of students not only comprehensive knowledge of the theoretical foundations, principles, features of qualitative methodology in modern social sciences, but also practical skills of analysis of collected qualitative data of various types, as well as the formation of skills -significant generalizations, arguments of different levels up to the construction of the theory. It is assumed that students will not only study in depth the specifics of qualitative research, but also learn to see the complexity of this methodology in terms of its heuristic capabilities. The course program develops research and technological skills, defines a system of concepts and categories of modern research methodology in the public sphere and social communications, introduces strategies for collecting, processing and interpreting data (primarily textual and visual), presenting reports, writing analytical notes , formation of professional competencies of students as researchers.*

*Objectives of the course: to form the ability to pose research questions, choose a research strategy, choose a subject, object of study; to form skills of work with qualitative data: to form in students practical skills of formulation of research design, creation of research tools, analysis of qualitative visual / textual data and presentation of research results, promoting formation of professional discussion.*

*After mastering the discipline, the following learning outcomes must be demonstrated:*

- analyze social phenomena and processes, using empirical data and modern concepts and theories of sociology;
- apply relevant sociological theories of conflict, peacekeeping and mediation, as well as the results of sociological research to address contemporary social problems and conflicts; use conflict resolution methods and mediation procedures in the socio-political sphere;
- apply scientific knowledge, sociological and statistical methods, digital technologies, specialized software to solve complex problems of sociology and related fields of knowledge.

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

*The discipline "Latest qualitative methods of conflict analysis and mediation" is an optional component. At the same time, it is a logical continuation of courses in metrology of social sciences belongs to the cycle of fundamental disciplines of social and humanitarian profile. Topics within the course "Latest qualitative methods of conflict analysis and mediation" are related to other disciplines of the curriculum: "History of Sociology", "Sociology of Modernity and Modernization", "Modern Theories of Peace and Conflict", "Political Science", "Sociological Studies of Social structures, organizations and management ", " Sociology of public opinion and mass media ", " Methodology, methods and technologies of sociological research ", etc.*

## **3. The content of the discipline**

*Topic 1. Qualitative methodology in the social sciences: introduction*

*Topic 2. Design of qualitative research.*

*Topic 3. Basic methods of text analysis and discourse.*

*Topic 4. Interpretation of data by sound theory.*

*Topic 5. Ethnographic approach in qualitative research.*

*Topic 6. Description in qualitative research.*

*Topic 7. Institutional analysis.*

*Topic 8. Presentation of the results of qualitative research.*

## **4. Training materials and resources**

### **Basic literature:**

1. Yadov VA Strategy of sociological research: description, explanation, understanding of social reality / VA Yadov, in collaboration with VV Semenova. Moscow: Dobrosvet, 2003.
2. Yadov VA Strategies and methods of qualitative data analysis // Sociology: 4M. 1991. N 1. <http://ecsocman.edu.ru:8100/db/msg/1584>
3. Vorobieva AV Text or reality: Poststructuralism in the sociology of knowledge // Sociological Journal. 1999. № 3/4. <http://www.nir.ru/socio/scipubl/sj/sj3-4-99vorob.html>
4. Tarsky A. Introduction to the logic and methodology of deductive sciences. M .: Foreign Literature, 1948.
5. Steinberg I., Shanin T., Kovalev E., Levinson A. Qualitative methods. Field research. M., 2009.

### **Supporting literature:**

1. Thatcher S., Meyer M., Vodak R., Veter E. Methods of text analysis and discourse / Per. with English - X .: Humanitarian Center Publishing House, 2009. - 356 p.

2. Semenova VV Qualitative methods: introduction to humanistic sociology (Textbook for university students). M., 1998.
3. Jorgensen, Marianne W., Phillips, Louise J. Discourse analysis. Theory and method / trans. with English - 2nd ed., Corrected. - H. : Publishing House "Humanitarian Center", 2008
4. Schmid W. Narratology. M. : Languages of Slavic culture, 2003
5. Abels H. Interaction, identification, presentation. Introduction to interpretive sociology. SPb. : Aleteyya, 1999.

**Information resources:**

1. <http://www.socio-journal.kpi.kiev.ua/> - Bulletin of the KPI. Igor Sikorsky. Sociology. Politology. Right.
2. <http://i-soc.com.ua/journal/content.php> - Sociology: theory, methods, marketing.
3. <http://www.nbu.gov.ua> - National Library of Ukraine named after VI Vernadsky.
4. <https://prometheus.org.ua/>. The best online courses in Ukraine and the world.
5. <http://www.sociology.kpi.ua/literature> - Department of Sociology, Igor Sikorsky KPI

**Educational content**

**5. Methods of mastering the discipline (educational component)**

**Lectures**

№ з/п	<i>The title of the lecture topic and a list of key issues</i>
1	<p><i>Topic: Qualitative methodology in the social sciences: introduction</i></p> <p><i>Key issues: The concept of qualitative and quantitative research. The problem of demarcation and the ideal of scientificity. Origins and history of qualitative research methods. Positivism, constructivism, interpretiveism, comparison. Causality and prove in qualitative research. Object language and metalanguage. Meaning and significance. Strategies for qualitative research. How to choose a strategy.</i></p> <p><i>VTS: Logic of designing discourse analysis, institutional analysis, "included" research, oral history, strategy of sound theory. Two ways of reasoning in the process of data collection and analysis: deduction and induction.</i></p>
2	<p><i>Topic: Design of qualitative research.</i></p> <p><i>Key questions: Specifics of the qualitative research program. The problem of data generalization. Single and comparative study. Units of analysis. Hypothetical-deductive (hypothetical-nomological) and analytical-inductive models. Sources of information in qualitative research. The concept of "text", "action", "institution".</i></p> <p><i>VTS: Advantages and disadvantages of collection methods. The specifics of qualitative data in general, and individual types of sources. Information storage.</i></p>
3	<p><i>Topic: Basic methods of text analysis and discourse.</i></p> <p><i>Key questions: Traditional methods of text analysis. Qualitative content analysis. Types of text sources. Reliability of text sources, contextualization of the source. SYMLOG. Discourse analysis of media texts. Narrative semiotics (structural semantics). Narrative analysis. Functional pragmatics.</i></p> <p><i>VTS: Oral history. Theory of differences. Objective hermeneutics.</i></p>
4	<p><i>Topic: Interpretation of data by sound theory.</i></p>

	<p><i>Key questions: Sound theory in general. Basic principles of grounded theory (Grounded Theory). Interpretation of data according to the principles of sound theory according to Glaser and Strauss, Strauss and Corbin. "Categorization". Coding. Possibilities of quantification of qualitative data.</i></p> <p><i>VTS: Problems of generalization in a small number of cases.</i></p>
5	<p><i>Topic: Ethnographic approach in qualitative research.</i></p> <p><i>Key questions: Basic principles and skills of ethnographic approach. Types and genres of ethnographic approach. Periodization of ethnographic tradition. Postmodern ethnography. Observation and "included research". Types of observation. Tools for ensuring the reliability of results (the concept of triangulation), types of triangulation.</i></p> <p><i>VTS: The concept of "observation matrix".</i></p>
6	<p><i>Topic: Description in qualitative research.</i></p> <p><i>Key questions: Saturated description. Analytical "saturated description" by K. Hirts.</i></p> <p><i>VTS: Levels of interpretation according to Hirts.</i></p>
7	<p><i>Topic. Institutional analysis.</i></p> <p><i>Lesson 1. The role of neo-institutionalism in qualitative research. Interdisciplinary status of institutional theories. Heuristic potential of neo-institutionalism in the study of reform processes.</i></p> <p><i>VTS: The essence and types of institutional analysis.</i></p>
8	<p><i>Topic. Institutional analysis.</i></p> <p><i>Lesson 2. Rules for conducting institutional analysis at different stages of institutional development. Models of institutional change.</i></p> <p><i>VTS: Types and strategies of institution building.</i></p>
9	<p><i>Topic. Presentation of the results of qualitative research.</i></p> <p><i>Research presentation: basic rules. Preparing a presentation. Preparation of an analytical note.</i></p> <p><i>VTS: The main conclusions of the course.</i></p>

### **Seminars**

№ з/п	<i>The title of the lecture topic and a list of key issues</i>
1-2	<p><i>Topic: Qualitative research.</i></p> <p><i>Main questions: To determine the features of the object of study - the public sphere and social communications. Scientific validity. Formation of basic concepts. The main mistakes of conceptualization. Discussion of recommended sources. Workshop on conceptualization of concepts, arguments, definitions.</i></p>
3-4	<p><i>Fundamentals of qualitative research in the public sphere and social communications: description, evaluation, procedures, program. Purpose: Discussion of recommended sources.</i></p> <p><i>Practical part: Students are divided into groups. Each group formulates the topic of their research project. Formulates the research problem and the main research question. Each group of students makes a short presentation of the design of their project, substantiates the research strategy, the choice of information collection methods, formulates the purpose and objectives of the study.</i></p>
5-6	<p><i>Comparison and application of different techniques of text analysis. Purpose: Discussion of recommended sources.</i></p> <p><i>Practical part: Working with different types of texts: from official documents to electronic media reports; from printed to video / audio. Public consultations on student group research.</i></p>
7-8	<p><i>Comparison techniques. Purpose: Study of cases, events, actions. Explanation of social dynamics. Discussion of recommended sources.</i></p>

	<i>Practical part: Analysis of a specific case and event, their comparison. Public consultations on student group research.</i>
9-10	<i>Substantiated theory and its techniques. Purpose: Discussion of recommended sources. Practical part: Coding of transcripts on the principle of sound theory and their narrative analysis is carried out. Public consultations on student group research.</i>
11-12	<i>Techniques of "saturated description" and "included research". Purpose: Discussion of recommended sources. Practical part: Viewing and discussion of the narrative of the film "Kitchen Fables" (Norway-Sweden, 2003).</i>
13-14	<i>Institutional analysis of post-Soviet practices. Discussion of recommended sources. The practical part. Carrying out a quick study on the topic of post-Soviet institutional practices or a meeting with a competent person on domestic institutional practices, conducting a blitz poll with her.</i>
15-16	<i>Practical part: Preparation of pilot analytical notes by students. Providing students with analytical reports generated by research results. Presentation of research results. Competition among researches.</i>
17	<i>Modular control work (MCR)</i>
18	<i>Test</i>

## 6. Independent work of a student / graduate student

*There are no topics for self-study.*

### Policy and control

## 7. Policy of academic discipline (educational component)

Training sessions on the subject "Latest quality methods of conflict analysis and mediation" are conducted in the form of lectures and seminars. In lectures, the teacher formulates the position of methods, formulates key concepts on topics, gives examples. Lectures take the form of a dialogue, when the teacher asks the audience counter-questions about the teaching material, may ask to give an immediate answer to the current question, or the material of previous classes.

Students will use sociological concepts, theories and methods provided by the teacher in lectures to analyze everyday reality, its conceptual understanding, application to everyday phenomena and problems. Attention will also be paid to group discussions at seminars on models and principles of theorizing in the context of socio-political conditions of sociological science, the ability to work with the texts of primary sources on quality methods of conflict analysis and mediation.

Semester certification in the discipline provides oral credit.

The main form of work in the seminar is a speech that combines the communicative abilities of the student with the demonstration and consolidation of knowledge. The teacher evaluates both the depth, breadth, accuracy of definitions during the student's speech, the ability to respond quickly 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.

The study of the discipline is carried out according to the existing methods of organization of the educational process in higher educational institutions, which provides for the share of independent work of students. Seminars deepen theoretical knowledge on relevant topics of the discipline, consolidate practical skills of discussion, defending their scientific position, work with literature.

### Attendance and performance of tasks

It is important to attend lectures, which will cover the systematized educational material, presentations of texts of documents in a volume sufficient for the student to master the discipline. It will be difficult for a student to properly prepare for a practical lesson, to perform a practical task if he misses lectures.

Therefore, for students who want to demonstrate excellent learning outcomes, active work in lectures is simply necessary. However, it is not necessary to work off the missed lectures.

The active participation of the student in the practical classes is mandatory and will be required. The student's rating will be largely formed based on the results of his work in practical (seminar) classes. However, a student who missed a seminar may receive a low rating that will not allow such a student to be admitted. In this case, the topics from the missed seminars must be studied, and practical tasks must be completed by the student. The control of knowledge (understanding) of the student of the missed subjects (performance of tasks) will take place during communication with the teacher according to the schedule of consultations available on a site of chair of sociology, or during a break in educational employment ("in pairs"). The student who completes the relevant tasks (answer the questions) will receive the appropriate points for the rating depending on the quality of the answers (task completion). Students who missed practical classes may avoid lowering the final rating by timely (during the semester) working on the relevant topics and completing the tasks provided for missed classes. It is not necessary to wait for the approach of the credit-examination session for the appropriate communication with the teacher. It should be done as soon as the student is ready to demonstrate their knowledge and skills on missed topics.

Topics and tasks for practical classes are provided by the working program of the discipline, available from the student's personal account in the system "Campus" or on the website of the Department of Sociology. In the context of distance learning is also used Zoom, Telegram Google Classroom.

The use of laptops and smartphones is allowed in lectures and practical classes, but only for the purposes determined by the topic of the lesson and the relevant thematic task. You should not use these (and other similar) means for entertainment or communication during the lesson. It is also not necessary to answer the teacher's questions while reading from the screen of a smartphone, laptop or textbook. This characterizes the level of preparation of the student is not the best.

The student in the practical lesson can use the written notes prepared by him on the topic of the lesson (or provided by the task), but to express a position by reading from a sheet of paper is not worth it. It also characterizes the level of preparation of the student is not the best.

### **Forms of work**

The lectures cover the main issues of the course. Lectures are conducted in the mode of interactive interaction. Questions from students to the teacher are welcomed during the lecture. The teacher can ask questions to individual students or the general audience. Dialogue between students and the teacher at the lecture is allowed and welcomed.

The seminars are aimed at developing students' ability to work with scientific literature, to prepare speeches on the basis of previous analytical work, to formulate and defend their position, to take an active part in the discussion. The classes will use a case study, the "Socrates method".

### **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 "Kyiv Polytechnic Institute named after Igor Sikorsky". Details: <https://kpi.ua/code>.

(other necessary information regarding academic integrity)

#### **Norms of ethical behavior**

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 "Kyiv Polytechnic Institute named after Igor Sikorsky". Details: <https://kpi.ua/code>.

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

Current control: survey on the topic of the lesson, task performance

Calendar control: conducted twice a semester as a monitoring of the current state of compliance with the requirements of the discipline.

Semester control: credit, MCR

### Evaluation and control measures

1. Рейтинг студента з навчальної дисципліни складається з балів, що він отримує за: The student's rating in the discipline consists of points that he receives for:

- performance of modular control work;
- work at seminars (18 seminars).

2. Scoring criteria.

2.1. Modular tests are evaluated with 28 points. The test task of this work consists of two questions from the list provided in Appendix A. Each of the questions is evaluated in 14 points:

- "excellent" - a complete answer (at least 90% of the required information) - 14-13 points;
- "good" - a fairly complete answer (at least 75% of the required information), or a complete answer with minor inaccuracies - 12-9 points;
- "satisfactory" - incomplete answer (not less than 60% of the required information) and minor errors - 8-4 points;
- "unsatisfactory" - the answer does not meet the requirements for "satisfactory" - 3-0 points.

2.3. The work on seminars is evaluated in 4 points according to the following criteria:

- "excellent" - a creative approach to solving the problem - 4 points;
- "good" - deep disclosure of the problem, reflected own position - 3 points;
- "satisfactory" - reasonable disclosure of the problem with certain shortcomings - 1-2 points;
- "unsatisfactory" - the task is not completed, - 0 points.

3. The condition for passing the first calendar control is to obtain at least 15 points. The condition for positive passing of the second calendar control is to receive at least 30 points.

4. The sum of rating points received by the student during the semester is transferred to the final grade according to the table. If the sum of points is less than 60, the student performs a test. In this case, the sum of points for the implementation of the MCR and test control is transferred to the final grade according to the table.

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

The procedure for conducting the test and the criteria for evaluating its result are determined as follows. Each task contains three questions. Each question is evaluated in 10 points.

Question evaluation system:

- "excellent", a complete answer to the question (at least 90% of the required information), - 10 - 9 points;
- "good", a fairly complete answer (at least 75% of the required information, minor inaccuracies) - 8 - 7 points;
- "satisfactory", incomplete answer (not less than 60% of the required information and some errors) - 6-4 points;
- "unsatisfactory", unsatisfactory answer - 3-0 points.

6. Table of translation of rating points to grades.

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

Scores	Rating
--------	--------

<i>100-95</i>	<i>Perfectly</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>Unsatisfactorily</i>
<i>Admission conditions are not met</i>	<i>Not allowed</i>

**Work program of the discipline (syllabus):**

Compiled by Oleksiy Leonidovych Yakubin, Senior Lecturer, Department of Sociology, PhD

Approved by the Department of Sociology (protocol № \_\_\_\_ from \_\_\_\_\_)

Approved by the Methodical Commission of the Faculty of Sociology and Law (protocol \_\_\_\_ \_\_\_\_ from \_\_\_\_\_)