



Socio-political conflict in modern scientific discourse: history and theory

Working program of the academic discipline (Syllabus)

Details of the academic discipline

Level of higher education	<i>Second (master's)</i>
Branch of knowledge	<i>05 - social and behavioral sciences</i>
Specialty	<i>054 Sociology</i>
Educational program	<i>Certificate program "Settlement of conflicts in the socio-political sphere"</i>
Discipline status	<i>Selective</i>
Form of education	<i>full-time/part-time</i>
Year of training, semester	<i>fall semester</i>
Scope of the discipline	<i>4 credits</i>
Semester control/ control measures	<i>test</i>
Lessons schedule	<i>2-3 hours of classroom classes per week</i>
Language of teaching	<i>Ukrainian</i>
Information about the course leader / teachers	Lecturer: <i>Doctor of Sociology , Professor, Fedorchenko-Kutuev Pavlo Volodymyrovych, p.kutuev @gmail.com, 050 775 09 49, Viber +380507750949, Telegram +380507750949</i> Practical / Seminar: <i>Doctor of Sociology , Professor, Fedorchenko-Kutuev Pavlo Volodymyrovych, p.kutuev @gmail.com, 050 775 09 49, Viber +380507750949, Telegram +380507750949</i>
Placement of the course	

Program of educational discipline

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

The main goal of the educational discipline: to form students' knowledge about the factors of the emergence and course of conflicts in the socio-political sphere at different levels of their functioning

The purpose of teaching the academic discipline is the formation of the abilities of students as future professionals:

- K1. The ability to apply modern concepts (based on historical macrosociology) and other relevant research programs to create effective methods of conflict resolution in the socio-political sphere.*
- K2. The ability to use modern methods for research and settlement of conflicts in the socio-political sphere.*
- K6. The ability to possess the skills of conceptual / and methodological support for the activities of state and non-state organizations for conflict resolution and peacebuilding .*

According to the requirements of the certificate program, after mastering the academic discipline, students must demonstrate the following learning outcomes:

RN1. To be able to apply modern concepts (based on historical macrosociology) and other relevant research programs to create effective methods of conflict resolution in the socio-political sphere.

RN2. Use modern methods for research and settlement of conflicts in the socio-political sphere.

RN6. Possess the skills of conceptual / and methodological support for the activities of state and non-state organizations for conflict resolution and peacebuilding .

Content of the academic discipline

1. Socio-political conflicts: history and modernity.
2. Structural and ideational factors of socio-political conflicts .
3. Basic conceptual approaches to the explanation/interpretation of socio-political conflicts .
4. Types of political regimes and settlement of socio-political conflicts.
5. Analysis of socio-political conflicts in modern societies: from the interstate to the world-system dimension .
6. International experience and practices of social and political conflict resolution .
7. The role of historical heritage in modern socio- political conflicts: racial conflicts (on the example of the USA).
8. Historical origins and experience of conflict resolution in Northern Ireland.
9. Ethnopolitical conflicts in the context of dependence and underdevelopment (for example, Guatemala).

Distribution of hours

Names of sections and topics	Number of hours			
	Total:	including:		
		Lect ures	Semi nary	SRS
1	2	3	4	5
Topic 1. Socio-political conflicts: history and modernity	14	2	4	8
Topic 2. Structural and ideational factors of socio-political conflicts.	13	2	4	7
Topic 3. Basic conceptual approaches to the explanation/interpretation of socio-political conflicts	13	2	4	7
Topic 4. Types of political regimes and settlement of socio-political conflicts.	13	2	4	7
Topic 5. Analysis of socio-political conflicts in modern societies: from the interstate to the world-system dimension.	13	2	4	7
Topic 6. International experience and practices of social and political conflict resolution.	13	2	4	7
Topic 7. The role of historical heritage in modern socio-political conflicts: racial conflicts (on the example of the USA).	13	2	4	7
Topic 8. Historical origins and experience of conflict settlement in Northern Ireland.	12	2	2	8
Topic 9. Ethnopolitical conflicts in the context of dependence and underdevelopment (on the example of Guatemala).	12	2	2	8
Control measures MCR	2		2	

Test	2		2	
In total	120	18	36	66

Educational materials and resources

All basic and additional materials necessary for studying the academic discipline are sent to students by e-mail or distributed through the messenger chosen by the students .

Basic:

1. *Sociology of modernity and modernization [Electronic resource]: textbook for students . specialty 054 "Sociology", specialization "Conflict settlement and mediation" / P. V. Kutuev , A. V. Baginskyi , O. I. Vasylets , M. N. Yenin, O. M. Kazmirova , T. V. Kolomiets, G. O. Korzhov , D. V. Makarenko, I. V. Matsko-Demydenko , I. V. Pygolenko , O. P. Severynchyk, O. L. Yakubin ; KPI named after Igor Sikorsky. – Electronic text data (1 file: 3333 kbytes). – Kyiv: KPI named after Igor Sikorsky, 2019. – 355 p. <http://www.sociology.kpi.ua/wp-content/uploads/2020/02/Sociology-of-modernity-and-modernization.pdf>*
2. *Marx K., Engels F. Manifesto of the Communist Party. <https://www.marxists.org/ukrainian/marx-engels/1848/manifesto/index.htm>*
3. *Butkalyuk V. Poverty , inequality , migration . Social consequences market reforms in Ukraine // Shared. <https://commons.com.ua/uk/bednost-neravenstvo-migraciya-socialnye-posledstviya-rynochnyh-reform-v-ukrajine/>*
4. *Tilly C. State making and war making as organized crime <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=1D4F80CA8D917A375E2C6B6E5C67A9EE?doi=10.1.1.372.1729&rep=rep1&type=pdf>*
5. *Wallerstein I. The Curve of American Power https://www.google.com/search?q=The+Curve+of+American+Power&rlz=1C1PRFI_enUA972UA974&oq=The+Curve+of+American+Power&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIGCAEQRRg80gEKMTg1MTFqMGoxNagCALACAA&sourceid=chrome&ie=UTF-8*

Auxiliary:

6. *Rozdolsky R. Friedrich Engels about Ukraine // Shared. <https://commons.com.ua/ru/fridrih-engels-pro-ukrayinu/>*
7. *Wallerstein I. Violence and the capitalist world economy // Journal "Y". <http://www.ji.lviv.ua/n39texts/wallerstein3.htm>*
8. *Wallerstein I. New riots against the system // Shared. <https://commons.com.ua/uk/novy-bunti-proti-sistemi/>*
9. *Wallerstein I. Structural crises // Shared. <https://commons.com.ua/uk/strukturni-krizi/>*
10. *Volskyi O. M. The influence of the transit of hegemony on the structures of symbolic violence in the capitalist world-system // Bulletin of the National Technical University of Ukraine "POLITOLOGY SOCIOLOGY LAW". — 2021. — No. 2(50). — P. 8-14.*
11. *Derlugyan H. Social evolution of humanity: Western and Soviet modernization experiences // Sociology : theory, methods, marketing. — 2018. — #2. — P. 166–184.*
12. *Shepelev M. A. Concepts of hegemony in modern geopolitical science // Grani. — 2013. — # 8 (100). — P. 71–77.*
13. *Baginsky A.V. Modern socio-political conflicts in the structural dimension / A.V. Baginsky // Bulletin of the National Technical University of Ukraine "Kyiv Polytechnic Institute". Politology. Sociology. Law: Coll. of science works - Kyiv, 2019. - No. 2 (42). - P.6-10. (special edition, Index Copernicus)*

14. Baginsky A.V. "Liberal peace" as a concept and practice of conflict resolution / A.V. Baginsky // Bulletin of the National Technical University of Ukraine "Kyiv Polytechnic Institute". Politology. Sociology. Law: Coll. of science works - Kyiv, 2019. - No. 3 (43). - P.15-20. (special edition, Index Copernicus)
15. Darder A., Fletcher B. Black Lives Matter Is Part of a Global Struggle Against Oppression // Jacobin . <https://jacobinmag.com/2020/08/black-oppression-racism-dr-king-colonialism>
16. Diana A. Happy Birthday , Gilets Jaunes // Jacobin . <https://jacobinmag.com/2019/11/gilets-jaunes-yellow-vests-movement-protests-anniversary-france>
17. Social & Political Conflict – Understanding the Sources . <https://mediatorsbeyondborders.org/what-we-do/projects/dpace/conflict-literacy-framework/understanding-sources/>
18. Gladwell M. The Gift of Doubt // New Yorker . <http://www.newyorker.com/magazine/2013/06/24/the-gift-of-doubt>
19. Why Is an Authoritarian Government Bad ? <https://www.liberties.eu/en/stories/authoritarian-government/43519>
20. Wesslau F. The Political Adviser's Handbook . https://fba.se/contentassets/93df04725706423eab79bb5e2bb2040e/fba_handbook_webb.pdf
21. Cobb J. The Matter of Black Lives . A new kind of movement found its moment _ What will its future be ? // New Yorker . — 2016. — March 6. <http://www.newyorker.com/magazine/2016/03/14/where-is-black-lives-matter-headed>
22. Stephen B. Social Media Helps Black Lives Matter Fight the Power // Wired . — 2015. — November . <https://www.wired.com/2015/10/how-black-lives-matter-uses-social-media-to-fight-the-power/>
23. Wacquant L. From slavery that Mass incarceration // New Left Review . — 2002. — # 13. — P. 42-60. <https://newleftreview.org/issues/ii13/articles/loic-wacquant-from-slavery-to-mass-incarceration.pdf>
24. Coakley J. Ethnic Conflict and the Two-State Solution : The Irish Experience of Partition . <https://web.archive.org/web/20120229043534/http://www.passia.org/seminars/2004/John-Coakley-Ireland-Seminar.htm>
25. Melaugh M. Frequently Asked Questions - The Northern Ireland Conflict , 2006. <https://cain.ulster.ac.uk/faq/faq2.htm>
26. A State Apart : Interactive Chronicle of the Conflict in Northern Ireland <https://www.bbc.co.uk/northernireland/learning/history/stateapart/agreement/constitutional/constitutional1.shtml>
27. Bigdon C., Korf B. The Role of Development Aid in Conflict Transformation : Facilitating Empowerment Processes and Community Building . <https://berghof-foundation.org/download?lv=esdKcxiVyR%252F46Y2fBSQiXTliODI0ZDI4YWEwYzZjNTY2MGU5NDM3ZjdIMGJKzjQ3N2UzOWJjOWE2Zjg4M2MxNDZhZTRlYjgyZWZlZjkzYTQUpjKJQp3bL%252B3qE4nS47ERwwkhw%252FjB0eyDqjg1Sl9toHE0uaMd7i0Bp7BeMKS2dFSdxqDpKwFdMy6F2E5Z7fvzuFjjthQ6L26pQvAPm2%252BQGalfn0NAmJsWUw9oHettGbxUSvvnzbB%252F0WRQp7KjibPiBfm9qYPM0K4lpFBMMA%253D%253D>
28. Press Briefing : Press conference by members of the Guatemala Historical Clarification Commission ". United Nations . 1 March 1999. <https://www.un.org/press/en/1999/19990301.quate.brf.html>
29. Varshney A. Ethnicity and Ethnic Conflict . http://ashutoshvarshney.net/wp-content/files_mf/varshneyethnicityandethnicconflict.pdf

Educational content

Lecture classes

N with /p	Name of the subject of the lesson and list of main questions	Number of hours

1	<p>Topic: Socio-political conflicts: history and modernity</p> <p>Main questions: Conflicts: definition of the concept. Conflicts and their forms. Socio-class conflicts. Conflicts in the political sphere: a) the state against civil society; b) conflicts of ideologies and parties c) race and ethnicity as a source of conflicts.</p> <p>SRS: Explain the sources of social conflict using the example of the "yellow vests" in France. To analyze conflicts in interracial relations using the example of the BLM movement in the USA.</p> <p>Literature: 2,3,16,17,18</p>	2
2	<p>Topic: Structural and ideational factors of socio-political conflicts</p> <p>Main issues: The state as the main agent of social change. The state as a source of conflicts. The state as a regulator of conflicts. Ideologies and ideological conflicts. Types of ideologies.</p> <p>SRS: Analyze the dynamics of formation of the main ideologies of the modern world system according to I. Wallerstein: conservatism, liberalism and radicalism. Explain why C. Tilly compares the process of state formation with organized crime and warfare.</p> <p>Literature: 4,5,6</p>	2
3	<p>Topic: Basic conceptual approaches to the explanation/interpretation of socio-political conflicts</p> <p>Main questions: Interpretation of the conflict in German socio-political thought: from Marxism to Weberianism. Conflict in the theory of modernization: S. Huntington's version . Economic conflict as a driver of global dynamics: A. H. Frank's explanation. Historical sociology of conflicts: world-system analysis by I. Wallerstein and H. Derlugian .</p> <p>SRS: Explain what place the problem of conflict occupied in the discourse of Marxism? Analyze the treatment of conflict in M. Weber's sociology. Compare approaches to conflict within the framework of modernization theory and world-system analysis.</p> <p>Literature: 1,7,8,9</p>	2
4	<p>Topic: Types of political regimes and settlement of socio-political conflicts.</p> <p>Main questions: Typology of political regimes: liberal democracies, authoritarian / autocratic and Leninist. A. Hirschman's formula (exit , voice and loyalty) and approaches of different regimes to conflict problems.</p> <p>SRS: Analyze how Leninist regimes interpreted conflicts at different stages of their evolution. Explain which of the elements of A. Hirshman's scheme is the most common in liberal democracies.</p> <p>Literature: 1,19,20</p>	2
5	<p>Topic: Analysis of socio-political conflicts in modern societies: from the interstate to the world-system dimension.</p> <p>Main questions: The theoretical movement of returning the state to the center of socio-political analysis: the state as a principal actor in the political and administrative sphere (ideas of Teda Skochpol and Charles Tilly). Modern world-system and states: conflicts and interaction (ideas of I. Wallerstein and H. Derlughyan).</p> <p>SRS: Analyze the factors of the 30-year war and its consequences for interstate relations. Identify the factors that enable the analysis of events in the world system during 1914-1945 as the Second Thirty Years' War.</p> <p>Literature: 10, 11, 13</p>	2
6	<p>Topic: International experience and practices of social and political conflict resolution</p> <p>Main issues: the UN and its experience in conflict resolution. Experience of the European Union as an institution for conflict resolution.</p>	2

	<p>SRS: Analyze the UN approaches to conflict resolution. Identify the main factors that influence the EU posture on conflict resolution .</p> <p>Literature: 14,15,21</p>	
7	<p>Topic: The role of historical heritage in modern socio-political conflicts: racial conflicts (on the example of the USA).</p> <p>Main questions: Socio-economic inequality: consequences for the socio-political sphere. Discriminatory practices of racial profiling in the field of crime control in the USA. Ideological Polarization and the Legacy of the Slave South / Confederacy in the USA. Programs Build Back Better the US government as an attempt to resolve racial conflicts.</p> <p>SRS: Analyze the causes of the American Civil War. To what extent was the issue of slave ownership decisive? Analyze racial factors and practices profiling by the law enforcement system in the USA. Analyze the basics of the government's Build program Back Better in the USA.</p> <p>Literature: 22,23,24</p>	2
8	<p>Topic: Historical origins and experience of conflict resolution in Northern Ireland.</p> <p>Main questions: Historical origins of the conflict in Northern Ireland. Was the conflict in Northern Ireland religious? Colonial / imperialist legacy as a factor of conflict. Political dialogue and compromise as tools for conflict resolution in Northern Ireland.</p> <p>References: 25, 26, 27</p>	2
9	<p>Topic: Ethno-political conflicts in the context of dependence and underdevelopment (for example, Guatemala).</p> <p>Main questions: The formation of authoritarianism in Guatemala in the context of the Cold War. Indigenous Discrimination and Economic Inequality as Factors in Conflict in Guatemala. International institutions in conflict resolution in Guatemala.</p> <p>Literature: 28,29</p>	2
	Together	18

Seminar classes

N with /p	Name of the subject of the lesson and list of main questions	Number of hours
1	<p>Topic: Socio-political conflicts: history and modernity</p> <p>Key issues: Key types of social interactions: conflict, cooperation, and negotiation. Types of conflicts. War as one of the types of conflict. Types of cooperation. Negotiations and mediation.</p> <p>Literature: 2,3,16,17,18</p>	4
2	<p>Topic: Structural and ideational factors of socio-political conflicts</p> <p>Main issues: Ideology as "false consciousness". Differences between dominance and ideological hegemony. Ideology within the context of the modern world system.</p> <p>Literature: 4,5,6</p>	4
3	<p>Topic: Main conceptual approaches to the explanation/interpretation of socio-political conflicts</p> <p>Main issues: Political dimension of the conflict.. War as a continuation of politics (Von Clausewitz). The experience of the English Civil War and Thomas Hobbes on conflicts and war.</p> <p>Literature: 1,7,8,9</p>	4
4	<p>Topic: Types of political regimes and settlement of socio-political conflicts.</p>	4

	Main questions: "War of all against all" as a basic premise of political realism. Authoritarianism and war. Democracy and war. Do democracies go to war with each other? Literature: 1,19,20	
5	Topic: Analysis of socio-political conflicts in modern societies: from the interstate to the world-system dimension. Main issues: Conflicts at the micro- , meso- and macro-levels . The specifics of conflicts of cooperation and negotiations during the late modern era or capitalism. Literature: 10, 11, 13	4
6	Topic: Global wars: from thirty years war to world wars. Main issues: Causes of conflicts throughout the history: religion, absolutism, economic contradictions. Literature: 14,15,21	4
7	Topic: The role of historical heritage in modern socio-political conflicts: racial conflicts (on the example of the USA). Main issues: Politics of memory and conflicts. Strategies for handling collective memory to avoid conflicts. Forgetting wars and conflicts in the politics of memory as a mechanism for conflict resolution. Literature: 22,23,24	4
8	Topic: Historical origins and experience of conflict resolution in Northern Ireland. Main issues: The specifics of conflict resolution on religious and national grounds: the Irish case with Western European experience. References: 25, 26, 27	2
9	Topic: Ethno-political conflicts in the context of dependence and underdevelopment (on the example of Guatemala). Main issues: The specifics of conflict resolution in countries with a high level of social polarization and inequality. Can development help resolve conflict? Literature: 28,29	2
	Together	36

2. Methods of mastering an educational discipline (educational component)

Educational classes are held in the form of lectures and seminars. In the lectures, the teacher presents various theoretical approaches to conflict resolution, and also presents regional and ethnic conflicts as a clash of social interests, outlines the types of armed conflicts, reveals the peculiarities of the phenomenon of ethnicity and nation, describes the characteristics of genocide, offers tools for the safe reintegration of occupied territories, can reproduce the material in the form presentations Lectures take place in the form of a dialogue, when the teacher asks counter-questions of the audience about the educational material, may ask them to give an immediate answer to the current question.

The main form of work in a seminar class is a speech, which combines the student's communicative abilities with the demonstration and consolidation of knowledge. The teacher evaluates the depth, breadth, and accuracy of definitions during the student's speech, as well as the ability to promptly respond to the audience's questions. During the seminar class, the activity of the applicants in formulating questions, participating in the discussion, and formulating alternative hypotheses is evaluated. Separate seminar classes involve the preparation of presentations by winners, which strengthens representative skills and deepens awareness of the topic.

The modular control work is aimed at identifying the level of students' knowledge. However, the problematic method used during this type of control also allows to assess the analytical abilities of students of higher education.

Study results, control measures and deadlines are announced to students at the first lesson.

3. Independent work of student

The student's independent work is designed for the preparation of questions given in lectures, the analysis of individual primary sources. The teacher also offers to study modern scientific articles and journalistic materials related to various theoretical approaches to conflict resolution.

Policy and control

4. Policy of academic discipline (educational component)

Attending classes

Attending lectures and seminars is mandatory.

The procedure for contesting the results of assessment control measures

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

In order to appeal the control measures, the applicant must submit an application, in which the reason for the appeal must be indicated, and the facts of the teacher's bias must be given. The teacher must discuss this application with the applicant in person at a consultation. In the event of a lack of understanding regarding the result of the control measure, a commission is formed from the teachers of the department, which evaluates the procedure of conducting the control measure and the claims of the winner. The commission may decide to conduct the control measure again or reject the application. The commission's decision is final and cannot be appealed.

Academic integrity

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

Norms of ethical behavior

Standards of ethical behavior of students and employees are defined in Chapter 2 of the Code of Honor of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". More details: <https://kpi.ua/code>.

5. Types of control and rating system for evaluating learning outcomes (RSE)

The student's rating in the discipline consists of the points he receives for the following types works:

- 1) answers in seminar classes;
- 2) active work in seminar classes;
- 3) express control in the course of lectures;
- 4) writing a modular control paper (MCW).

I. Work during the semester

1. Speeches at seminar classes

The maximum number of points that the applicant can receive in all seminar classes during the semester, is equal to 35 points.

When answering each question, the student receives:

"excellent" - 5 points - complete answer (at least 90% of the required information) if the answer seeker demonstrates deep knowledge of the material, explains it logically and consistently, gives well-founded conclusions, freely operates with specific data, easily and convincingly answers the questions;

"good" - 4 points - sufficiently complete answer (at least 75% of the required information) or complete answer with minor inaccuracies, answers most of the questions asked

teacher and students;

"satisfactory" - 3 points - incomplete answer (at least 60% of the required information)

"unsatisfactory" - 0 points - significant errors, the performance is not consistent, on set the question is not answered at all, there is no work at the seminar.

2. Activity of work at seminar classes

The maximum number of points that the applicant can receive in all seminar classes during the semester, is equal to 20 points.

"excellent" - 3 points - the winner takes an active part in the discussion of all issues of the plan seminar class;

"good" - 2 points - the winner participates in the discussion of individual issues of the plan seminar class.

"satisfactory" - 1 point - the winner participates in the discussion of one issue of the plan seminar class.

"unsatisfactory" - 0 points - the applicant does not participate in the discussion of the topic seminar class.

3. Express control at lectures

Express control papers are evaluated at 5 points each. Considering that during semester there are 4 express controls, the maximum number of points for express controls - 20 points.

"excellent" - 5 points - complete answer (at least 90% of the required information);

"good" - 4 points - sufficiently complete answer (at least 75% of the required information) or complete answer with minor inaccuracies;

"satisfactory" - 3 points - incomplete answer (at least 60% of the required information) and minor errors;

"unsatisfactory" - 0 points - no answer, or the student is absent at the time of writing work

4. Modular control work (MCW)

MCW is estimated at a maximum of 25 points.

Each MCW provides a written answer to 1 question, during one academic hour in seminar classes.

Evaluation of answers to questions is carried out according to the following criteria:

"excellent" - 10-9 points - precise definitions are given, some theoretical ones are given substantiated arguments regarding the question, giving the names of the researchers who studied the data

the problem;

"good" - 7-8 points - the essence of the question is reflected, but there are inaccuracies in it answers;

"satisfactory" - 6 points - incomplete answer, there are significant errors;

"unsatisfactory" - 0 points - missing or incorrect answer.

6. Incentive points

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

– for scientific research activity (participation in conferences, "FSL Science Days", competitions of student works, publications);

- participation in faculty olympiads in the discipline and all-Ukrainian olympiads.

II. The procedure for conducting attestations and semester control

At the first certification, the applicant receives "credited" if his current rating is for time attestation is 20 or more points.

At the second certification, the applicant receives "credited" if his current rating is for time attestation is 40 or more points.

If this indicator does not meet the requirements, "not certified" is issued.

The amount of rating points received by the applicant during the first semester, provided

MCW enrollment is transferred to the final assessment according to the transfer table. If the sum of the points is less than 60, but the MCW is credited, the student completes the credit control work. In this case, the sum of points for the completion of the MCW and the final control work is transferred to of the final assessment according to the transfer table. The student who received more in the semester 60 points and has a positive score for MCW, receives a credit score "automatically".

A student who got more than 60 points in the semester, but wants to improve his result, can take part in the credit control work. In this case, the final result consists of the points obtained on the final test and points for the MCW.

The weighted score of the assessment test is 80 points.

The task of the credit control work consists of four questions, which must be answered answer the student. The questions are different in content, correspond to the topics of lectures, seminars,

independent work, questions on self-control (list of questions in appendix 3).

The answer to each question is estimated at 20 points.

Question evaluation system:

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

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

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

"unsatisfactory" - 0 points - unsatisfactory answer.

Current control: express survey, survey on the subject of the lesson, MCW.

Calendar control: absent.

Semester control: assessment

Conditions for admission to semester control: semester rating of more than 40 points.

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

Scores	Rating
100-95	Perfectly
94-85	Very good
84-75	Fine
74-65	Satisfactorily
64-60	Enough
Less than 60	Unsatisfactorily
Admission conditions not met	Not allowed

Additional information on the discipline (educational component)

QUESTIONS FOR MODULAR CONTROL WORK

1. Resolving the conflict from the position of strength (according to Thucydides "History of the Peloponnesian War")
2. Thomas Hobbes' "Leviathan" and his understanding of conflicts as a result of the state of nature and the breakdowns of the social order
3. Karl von Clausewitz's theory of war
4. Marxist idea of class warfare and marxist approach to understanding of the nature of social contradictions.
5. Conflict as an independent subject of Georg Simmel's research .

6. *Compare the understanding of conflicts by Karl Marx and Georg Simmel .*
7. *Functions of social conflict according to Lewis Coser .*
8. *Conflict in the sociology of Emile Durkheim.*
9. *Conflicts within the theory of social action and social system: The case of Talcott Parsons*
10. *A functional approach in conflict analysis (based on Robert Merton's "Explicit and Latent Functions").*
11. *Ralph Dahrendorf on social conflict.*
12. *Tilly's historical approach Tilly in the study of the causes of wars.*

QUESTIONS FOR ASSESSMENT

1. *The influence of human nature on the understanding of conflict by Thomas Hobbes ("Leviathan" and "Behemoth").*
2. *Karl von Clausewitz's theory of war. War and politics.*
3. *Methodological individualism and understanding of conflicts.*
4. *Marxist approach to understanding the nature of social contradictions . Class vs status approach to conflicts.*
5. *Conflict as an independent subject of Georg Simmel's research . Compare the understanding of conflicts by Karl Marx and Georg Simmel .*
6. *Max Weber's theory of conflict.*
7. *Functions of social conflict according to Lewis Coser .*
8. *Conflict in the sociology of Emile Durkheim.*
9. *Conflicts vs homeostasis in the social system. Did Talcott Parsons have a theory of conflict?*
10. *Ralph Dahrendorf on social conflict.*
11. *Identity conflicts: nations and nationalisms.*

The working program of the academic discipline (syllabus):

Developed:

Doctor of Sociological Sciences, Professor of the Department of Sociology Fedorchenko-Kutuev Pavlo Volodymyrovych

Approved by the Department of Sociology (protocol No. 10 dated April 8, 2023).

Agreed by the Methodical Council of KPI named after Igor Sikorskyi (protocol No. 8 dated June 2, 2023).