



The latest qualitative methods of conflict analysis and mediation

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>Conflict resolution and mediation</i>
Discipline status	<i>Selective</i>
Form of education	<i>full-time/part-time</i>
Year of training, semester	<i>1st year, spring semester</i>
Scope of the discipline	<i>4 Cred. ECTS/120 hours</i>
Semester control/ control measures	<i>Credit, MKR/DKR</i>
Lessons schedule	
Language of teaching	<i>Ukrainian</i>
Information about the course leader / teachers	Lecturer: <i>candidate of political sciences, senior lecturer of the Department of Sociology Yakubin Oleksiy Leonidovych, jacubin@gmail.com</i> Practical / Seminar: <i>candidate of political sciences, senior lecturer of the Department of Sociology Yakubin Oleksiy Leonidovych, jacubin@gmail.com</i>
Placement of the course	

Program of educational discipline

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

The goal of the course: the course is aimed at forming in students not only comprehensive knowledge about the theoretical foundations, principles, features of qualitative methodology in modern social sciences, but also practical skills of analyzing collected qualitative data of various types, as well as the formation of skills and abilities to transition from unstructured data to scientific - significant generalizations, arguments of various levels up to the construction of a theory. It is assumed that students will not only study in depth the specifics of qualitative research, but also learn to see all the complexity of this methodology from the point of view of its heuristic possibilities. The course program forms scientific research and technological skills, defines the system of concepts and categories of modern research methodology regarding the public sphere and social communications, introduces the strategies of data collection, processing and interpretation (primarily textual and visual), presentation of reports, writing analytical notes, formation of professional competencies of students as researchers.

Course objectives: to develop the ability to pose research questions, choose a research strategy, choose a subject, a research object; to form skills for working with qualitative data: to form students' practical skills in formulating a research design, creating a research toolkit, analyzing qualitative visual/textual data and presenting research results, contributing to the formation of a professional discussion.

After mastering the academic 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, peacemaking and mediation, as well as the results of sociological research to solve contemporary social problems and conflicts; use methods of conflict resolution 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. Pre-requisites and post-requisites of the discipline (place in the structural and logical scheme of training according to the relevant educational program)

The discipline "Newest 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 and belongs to the cycle of fundamental disciplines of the social and humanitarian profile. Topics within the course "Newest 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 conflicts", "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. Content of the academic discipline

Topic 1. Qualitative methodology in social sciences: introduction

Topic 2. Designing qualitative research.

Topic 3. Basic methods of text and discourse analysis.

Topic 4. Data interpretation with a grounded theory.

Topic 5. Ethnographic approach in qualitative research.

Topic 6. Description in qualitative research.

Topic 7. Institutional analysis.

Topic 8. Presentation of qualitative research results.

4. Educational materials and resources

Basic literature:

1. Yadov V. A. *Strategy of sociological research: description, explanation, understanding of social reality* / V. A. Yadov, in collaboration with V. V. Semenova. Moscow: Dobrosvet, 2003.
2. Yadov V. A. *Strategies and methods of qualitative data analysis* // *Sociology: 4M*. 1991. N 1. <http://ecsocman.edu.ru:8100/db/msg/1584>
3. Vorob'eva A.V. *Text or reality: Poststructuralism in the sociology of knowledge* // *Sociological Journal*. 1999. No. 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. Shteinberg I., Shanin T., Kovalev E., Levinson A. *Quality methods. Field studies*. M., 2009.

Supporting literature:

6. Tycher S., Meyer M., Vodak R., Veter E. *Text and discourse analysis methods* / Trans. with English - X.: Humanitarian Center Publishing House, 2009. - 356 p.

7. Semenova V.V. *Qualitative methods: an introduction to humanistic sociology (Textbook for university students)*. M., 1998.
8. Jorgensen, Marianne W., Phillips, Louise J. *Discourse Analysis. Theory and method / trans. with English — 2nd ed., ed. — Kh.: "Humanitarian Center" publishing house, 2008*
9. Schmid V. *Narratology*. Moscow: Languages of Slavic Culture, 2003
10. Abels H. *Interaction, identification, presentation. Introduction to interpretive sociology*. St. Petersburg: Aleteia, 1999.
11. Batygin H.S. *Lectures on the methodology of sociological research*. M.: Aspect Press. 1995.
12. Weimer D. L., Vining E. R. *Policy analysis: concepts, practice / Trans. from English I. Dzyuba, A. Oliynyka; of science ed. O. Kilievich. - K.: Osnovy, 1998. - 654 p.*
13. Hempel K. G. *The logic of explanation*. Moscow: Intellectual Book House, Russian Phenomenological Society, 1998. — 240 p.
14. Deborah Stone *The Paradox of Politics: The Art of Making Policy Decisions*. Kyiv: Alternatives, 2001.
15. Klyushkina O.B. *Building a theory based on quality data//Sociological studies*. No. 10. 2000. with. 92 - 101.
16. A. Tarskii. *The concept of truth in the languages of deductive sciences // Philosophy and logic of the Lviv-Warsaw school*. M.: ROSPEN, 1999.
17. Mill J.St. *The system of syllogistic and inductive logic: An exposition of the principles of proof in connection with the methods of scientific research*. Trans. with English Edition 5, ex. and add., M: 2011. 832 p.
18. Kozlova N.N. *Methodology of analysis of human documents // Sociological studies*. No. 1, 2004. p. 14-27.
19. Zenkin S. *Criticism of the narrative mind. Notes on the theory // "UFO" 2003, No. 59 Electronic resource <http://magazines.russ.ru/nlo/2003/59/zen.html>*
20. Trubina E.H. *Narratology: basics, problems, perspectives: materials for a special course. - Yekaterinburg: Izd-vo Ur. University, 2002*
21. Yarskaya-Smirnova E.R. *Narrative analysis in sociology.// Sociological journal, 1997, N 3*.
22. Boryshpolets K. P. *Methods of political research*. M.: Aspect Press, 2005. - 224 p.
23. Strauss A., Korbin J. *Fundamentals of qualitative research: grounded theory, procedures and techniques / Trans. with English and the afterword by T.S. Vasyleva*. M.: Editorial URSS, 2001. - 256 p.
24. Newman L. *Analysis of qualitative data // Sociological studies*. 1998. No. 12. <http://www.ecsocman.edu.ru/socis/msg/214021.html>
25. Zherebtsov M. V. *The method "Grounded theory" as a method of qualitative data analysis // Vestnik of the Moscow University. Series 18. Sociology and politics, 2004, No. 1. — P. 89-104.*
26. Girtz, K. *Interpretation of cultures: selected works*. K.: Duh i Litera, 2001. - 542 p.
27. Kvale S. *Research interview*. M.: Smysl, 2003. P. 186-226.

Information resources:

1. <http://www.socio-journal.kpi.kiev.ua/> - Bulletin of the KPI named after Igor Sikorsky. Sociology. Politology. Right.
2. <http://i-soc.com.ua/journal/content.php> – Sociology: theory, methods, marketing.
3. <http://www.nbuv.gov.ua> – National Library of Ukraine named after V.I. 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 of Igor Sikorsky KPI

Educational content

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

Lecture classes

Full-time

No. z/p	<i>The name of the topic of the lecture and a list of main questions</i>
1	<p><i>Topic: Qualitative methodology in social sciences: introduction</i></p> <p><i>Main issues: Concepts of qualitative and quantitative research. The problem of demarcation and the ideal of science. Origins and history of qualitative research methods. Positivism, constructivism, interpretivism, comparison. Causality and evidence in qualitative research. Object language and metalanguage. Meaning and significance. Strategies of qualitative research. How to choose a strategy.</i></p> <p><i>SRS: Design logic of discourse analysis, institutional analysis, "embedded" research, oral history, strategy of grounded theory. Two ways of reasoning in the process of data collection and analysis: deduction and induction.</i></p>
2	<p><i>Topic: Designing qualitative research.</i></p> <p><i>Main questions: The 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. Concepts of "text", "action", "institute".</i></p> <p><i>SRS: 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 and discourse analysis.</i></p> <p><i>Main questions: Traditional methods of text analysis. Qualitative content analysis. Types of text sources. Reliability of textual sources, contextualization of the source. SYMLOG. Discourse analysis of mass media texts. Narrative semiotics (structural semantics). Narrative analysis. Functional pragmatics.</i></p> <p><i>SRS: Oral history. Theory of differences. Objective hermeneutics.</i></p>
4	<p><i>Topic: Interpretation of data with grounded theory.</i></p> <p><i>Main issues: Grounded theory in general. Basic principles of grounded theory (Grounded Theory). Interpretation of data according to the principles of grounded theory according to Glaser and Strauss, Strauss and Corbin. "Categorization". Coding. Possibilities of quantification of qualitative data.</i></p> <p><i>SRS: Problems of generalization with a small number of cases.</i></p>
5	<p><i>Topic: Ethnographic approach in qualitative research.</i></p> <p><i>Basic questions: Basic principles and skills of the ethnographic approach. Types and genres of ethnographic approach. Periodization of ethnographic tradition. Postmodern ethnography. Observation and "embedded research". Types of observation. Tools for ensuring reliability of results (concept of triangulation), types of triangulation.</i></p> <p><i>SRS: The concept of "surveillance matrix".</i></p>
6	<p><i>Topic: Description in qualitative research.</i></p> <p><i>Main questions: Rich description. Analytical "rich description" according to K. Hirts.</i></p> <p><i>SRS: Levels of interpretation according to Hirtz.</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. The heuristic potential of neo-institutionalism in the study of reformation processes.</i></p> <p><i>SRS: 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 various stages of institutional development. Models of institutional change.</i></p> <p><i>SRS: Types and strategies of institutional building.</i></p>
9	<p><i>Topic. Presentation of qualitative research results.</i></p> <p><i>Research presentation: basic rules. Presentation preparation. Preparation of an analytical note.</i></p> <p><i>SRS: The main conclusions of the course.</i></p>

Correspondence form

No. z/p	<i>The name of the topic of the lecture and a list of main questions</i>
1	<p><i>Topic: Qualitative methodology in social sciences: introduction</i></p> <p><i>Main issues: Concepts of qualitative and quantitative research. The problem of demarcation and the ideal of science. Origins and history of qualitative research methods. Positivism, constructivism, interpretivism, comparison. Causality and evidence in qualitative research. Object language and metalanguage. Meaning and significance. Strategies of qualitative research. How to choose a strategy.</i></p> <p><i>SRS: Design logic of discourse analysis, institutional analysis, "embedded" research, oral history, strategy of grounded theory. Two ways of reasoning in the process of data collection and analysis: deduction and induction.</i></p>
2	<p><i>Topic: Designing qualitative research.</i></p> <p><i>Main questions: The 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. Concepts of "text", "action", "institute".</i></p> <p><i>SRS: 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 and discourse analysis.</i></p> <p><i>Main questions: Traditional methods of text analysis. Qualitative content analysis. Types of text sources. Reliability of textual sources, contextualization of the source. SYMLOG. Discourse analysis of mass media texts. Narrative semiotics (structural semantics). Narrative analysis. Functional pragmatics.</i></p> <p><i>SRS: Oral history. Theory of differences. Objective hermeneutics.</i></p>
4	<p><i>Topic: Interpretation of data with grounded theory.</i></p> <p><i>Main issues: Grounded theory in general. Basic principles of grounded theory (Grounded Theory). Interpretation of data according to the principles of grounded theory according to Glaser and Strauss, Strauss and Corbin. "Categorization". Coding. Possibilities of quantification of qualitative data.</i></p> <p><i>SRS: Problems of generalization with a small number of cases.</i></p>

Seminar classes**Full-time**

No. z/p	The name of the topic of the lecture and a list of main questions
1-2	<p><i>Topic: Qualitative research.</i></p> <p><i>Main questions: Determine the peculiarities of the object of research — the public sphere and social communications. Scientific validity. Formation of basic concepts. Basic errors of conceptualization. Discussion of recommended sources. Workshop on conceptualization of concepts, arguments, definitions.</i></p>
3-4	<p><i>Fundamentals of qualitative research of the public sphere and social communications: description, assessment, 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, and formulates the goal and task of the research.</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: Work with various types of texts: from official documents to electronic mass media messages; from print to video/audio. Public consultation on student group research.</i></p>
7-8	<p><i>Comparison techniques. Purpose: Study of cases, events, promotions. Explanation of social dynamics. Discussion of recommended sources.</i></p> <p><i>Practical part: Analysis of a specific case and event, their comparison. Public consultation on student group research.</i></p>
9-10	<p><i>Grounded theory and its techniques. Purpose: Discussion of recommended sources.</i></p> <p><i>Practical part: Coding of transcripts according to the principle of grounded theory and their narrative analysis is carried out. Public consultation on student group research.</i></p>
11-12	<p><i>Techniques of "rich description" and "included research". Purpose: Discussion of recommended sources.</i></p> <p><i>Practical part: Review and discussion of the narrative of the film "Kitchen Tales" (Norway-Sweden, 2003).</i></p>
13-14	<p><i>Institutional analysis of post-Soviet practices. Discussion of recommended sources.</i></p> <p><i>The practical part. Conducting a quick study on the topic of post-Soviet institutional practices or meeting with a competent person on domestic institutional practices, conducting a blitz survey with them.</i></p>
15-16	<p><i>Practical part: Preparation of pilot analytical notes by students. Providing students with analytical reports based on research results. Presentation of research results. Competition among researchers.</i></p>
17	MKR/DKR
18	Test

Seminar classes**Correspondence form**

No. z/p	The name of the topic of the lecture and a list of main questions
1	<p><i>Topic: Qualitative research.</i></p> <p><i>Main questions: Determine the peculiarities of the object of research — the public sphere and social communications. Scientific validity. Formation of basic concepts. Basic errors of</i></p>

	<i>conceptualization. Discussion of recommended sources. Workshop on conceptualization of concepts, arguments, definitions.</i>
2	<i>Fundamentals of qualitative research of the public sphere and social communications: description, assessment, procedures, program. Purpose: Discussion of recommended sources. 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, and formulates the goal and task of the research.</i>

6. Independent work of a student/graduate student

For the full-time form, there are no topics for independent study.

Correspondence form

1	<i>Topic: Ethnographic approach in qualitative research. Basic questions: Basic principles and skills of the ethnographic approach. Types and genres of ethnographic approach. Periodization of ethnographic tradition. Postmodern ethnography. Observation and "embedded research". Types of observation. Tools for ensuring reliability of results (concept of triangulation), types of triangulation. The concept of "surveillance matrix".</i>
2	<i>Topic: Description in qualitative research. Main questions: Rich description. Analytical "rich description" according to K. Hirts. Levels of interpretation according to Hirtz.</i>
3	<i>Topic. Institutional analysis. Lesson 1. The role of neo-institutionalism in qualitative research. Interdisciplinary status of institutional theories. The heuristic potential of neo-institutionalism in the study of reformation processes. The essence and types of institutional analysis.</i>
4	<i>Topic. Institutional analysis. Lesson 2. Rules for conducting institutional analysis at various stages of institutional development. Models of institutional change. Types and strategies of institutional construction.</i>
5	<i>Topic. Presentation of qualitative research results. Research presentation: basic rules. Presentation preparation. Preparation of an analytical note. The main conclusions of the course.</i>

Policy and control

7. Policy of academic discipline (educational component)

Educational classes in the discipline "Newest qualitative methods of conflict analysis and mediation" are held in the form of lectures and seminars. During the lectures, the teacher formulates the provisions of the methods, formulates key concepts from the topics, and gives examples. Lectures take place in the form of a dialogue, when the teacher asks counter-questions of the audience regarding the educational 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 seminar classes on models and principles of theorizing in the context of socio-political conditions of the development of sociological science, able to work with primary source texts on qualitative methods of conflict analysis and mediation.

Semester certification in the discipline involves an oral assessment.

The main form of work in a seminar class is a performance, 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, students' activity in formulating questions, participation in discussion, formulation of alternative hypotheses, ability to refer to theoretical positions and critically evaluate existing theories and practices are evaluated.

The study of the discipline is carried out according to the existing method of organizing the educational process in higher educational institutions, which provides for the specific weight of independent work of students. Seminar classes deepen theoretical knowledge on the relevant topics of the academic discipline, consolidate practical skills of discussions, defense of one's scientific position, work with literature.

Attendance and performance of tasks

It is important to attend lectures, which will cover systematized educational material, presentations of the texts of documents in an amount sufficient for the student to master the discipline. It will be difficult for a student to properly prepare for a practical lesson, to complete a practical task, if he misses lectures. Therefore, for students who want to demonstrate excellent learning results, active work in lectures is simply necessary. However, it is not necessary to make up missed lectures.

Active participation of the student in practical classes is mandatory and will be required. The student's rating will largely be formed based on the results of his work in practical (seminar) classes. At the same time, a student who misses seminar classes may receive a low rating, which will not allow such a student to be admitted to the credit. In this case, topics from missed seminar classes must be studied, and practical tasks must be completed by the student. Control of the student's knowledge (understanding) of the missed topics (tasks) will take place during communication with the teacher according to the consultation schedule available on the website of the Department of Sociology, or during a break in the study session ("in pairs"). A student who completes the relevant tasks (answers the questions) will receive points corresponding to the rating depending on the quality of the answers (task completion).

Students who missed practical classes can prevent the reduction of the final rating by timely (during the semester) studying the relevant topics and completing the tasks provided for the missed classes. It is not necessary to wait until the assessment and examination session is approaching for appropriate communication with the teacher. It should be done as soon as the student is ready to demonstrate his knowledge and skills on the missed subjects of classes.

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

The use of laptops and smartphones is allowed in lectures and practical classes, but only for purposes determined by the subject of the class and the corresponding thematic task. You should not use these (and other similar) means for entertainment or communication during the class. Answering the teacher's questions while reading from the screen of a smartphone, laptop or from a textbook is also not worth it. This characterizes the student's level of training not in the best way.

During the practical session, the student can use the written notes prepared by him on the topic of the session (or those provided by the task), but it is not necessary to express a position by reading from a sheet of paper. This also characterizes the student's level of preparation not in the best light.

Forms of work

The content of the main questions of the course is covered at the lectures. Lectures are conducted in the mode of interactive interaction. Questions from students to the teacher during the lecture are welcome. The teacher can ask questions to individual students or to the audience as a whole. Dialogue between students and the teacher during lectures is allowed and welcomed.

Seminar classes are aimed at developing students' ability to work with scientific literature, prepare speeches based on previous analytical work, formulate and defend their position, take an active part in the discussion. Case studies, the "Socratic method" will be used in the classes.

University policy

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 "Ihor Sikorsky Kyiv Polytechnic Institute". More details: <https://kpi.ua/code>.

(other necessary information regarding academic integrity)

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 "Ihor Sikorskyi Kyiv Polytechnic Institute". More details: <https://kpi.ua/code>.

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

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

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

Semester control: assessment, MKR/DKR

Evaluation and control measures

1. The rating of a student in an academic discipline consists of the points he receives for:

– execution of modular control work for full-time form and homework control work for correspondence form of education;

- work at seminar classes (18 seminar classes).

2. Scoring criteria.

No	Assessment control measure	%	Weight score	How many	In total
1	Work at seminar classes	72	4	18	72
2	Modular control work (MKR) / Home control work (DKR)	28	28	1	28

<i>In total</i>	<i>100</i>
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Mandatory condition for admission to credit		Criterion
1	Current rating	RD \geq 30
2	Modular control work (MKR) / Home control work (DKR)	RD \geq 10

The possibility of obtaining an "automatic" assessment for credit: yes.

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 obtain at least 30 points.

4. The sum of the 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 completes a credit test. In this case, the sum of the points for the completion of the MKR and the credit control work is transferred to the final grade according to the table.

5. Table of transfer of rating points to grades.

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

<i>Scores</i>	<i>Rating</i>
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

Working program of the academic discipline (syllabus):

Folded *Oleksiy Leonidovych Yakubin, senior lecturer of the Department of Sociology, Candidate of Political Sciences*

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).