



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>05 Social and behavioral sciences</i>
Educational Program	<i>054 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: Lectures – 14 hours, Practical – 28 hours, Self-study – 78 hours</i>
Form of Control	<i>Test</i>
Language	<i>English</i>
Information about course leader / teachers	<i>Lecturer Pavlo Fedorchenko-Kutuyev, doctor of sciences in sociology, professor of sociology +380507750949, p.kutuev@gmail.com Practical / Seminars: Pavlo Fedorchenko-Kutuyev.</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

Thus, the course develops the following generalized competences and learning outcomes from those listed in educational scientific program:

- | | |
|------|--|
| 3K01 | 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. |
| 3K02 | Ability to search, process and analyze information from different sources. |
| ΦK03 | Ability to use modern information technologies, databases and other electronic resources, specialized software in scientific and educational activities. |

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.

2. Content of the academic discipline

Names of sections and topics	Number of hours			
	Total:	including		
		Lectures	Practical Classes	ISW
Topic 1. Introduction to historical sociology of global conflicts	11	1	2	8
Topic 2. General review of major research programs in sociology dealing with historical dynamics of global conflicts.	11	1	2	8
Topic 3. Collecting data for the research within the framework of historical sociology.	14	2	4	8
Topic 4. Conflicts in the ancient world.	12	2	2	8
Topic 5. Conflicts and wars in the Middle Ages.	12	2	2	8
Topic 6. Conflicts of modernity: from ideological revolutions to political revolutions	16	2	4	10
Topic 7. French Revolution and revolutionary wars.	14	2	4	8
Topic 8. The Second Thirty Years War	16	2	4	10
Modular control work	6		2	4
Final Test	8		2	6
Total	120	14	28	78

3. Planned modes of learning activities and methods of learning

The course is taught for one semester to PhD students. The planned types of training include lectures, seminars, and modular test.

During the course, active and collective learning strategies are used, which are implemented by the following methods and techniques:

- 1) problem-based learning methods
- 2) person-oriented techniques based on active forms and methods of learning, especially case studies of conflicts analysis, historical approach, comparisons.
- 3) information and communication technologies that motivate students' work (use of multimedia, creative tasks)

4. Educational materials and resources

Recommended literature:

1. Gierok, Victoria, The Thirty Years' War and the Decline of Urban Germany, December 7, 2023. https://files.ehs.org.uk/wp-content/uploads/2024/03/07151204/Gierok_Thirty_Years_War_Working_final.pdf
2. Lewis, Bethan. Classic novel off GCSE list amid racial slurs fear, 22 December 2024. <https://www.bbc.com/news/articles/cge922jn1z8o>
3. McManus, Matt. How the Losers Won: John Ganz's history of the 90s traces America's cynical turn. August 17, 2024. <https://www.commonwealmagazine.org/how-losers-won>
4. McNeil, William. The Pursuit of Power: Technology, Armed Force, and Society Since A. D. 1000. 1982. https://cheirif.wordpress.com/wp-content/uploads/2015/08/william_h-mcneill_the_pursuit_of_power_technology_armed_force_and_society_since_a-d-1000_1983.pdf
5. 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. Василюк, М. Н. Єнін, О. М. Казьмірова, Т. В. Коломієць, Г. О. Коржов, Д. В. Макаренко, І. В. Мацко-Демиденко, І. В. Пиголенко, О. П. Северинчик, О. Л. Якубін; КПІ ім. Ігоря Сікорського. – Електронні текстові дані (1 файл: 3333 кбайт). – Київ : КПІ ім. Ігоря Сікорського, 2019. – 355 с. <http://www.sociology.kpi.ua/wp-content/uploads/2020/02/Sociology-of-modernityand-modernization.pdf>
6. Thoralf Klein, Global Rumours: The Press, Telegraphy and the Boxer War in China, Summer 1900, Past & Present, 2025.
7. Tilly, Charles. Statemaking as warmaking and organized crime. 1982. <https://deepblue.lib.umich.edu/bitstream/handle/2027.42/51028/256.pdf>
8. Wallerstein, I. (2004). World-Systems Analysis: An Introduction. Duke University Press. https://edisciplinas.usp.br/pluginfile.php/7844228/mod_folder/content/0/World-Systems%20Analysis%20An%20Intr%20-%20Immanuel%20M.%20Wallerstein.pdf
9. Windholz, Annie. REVIEW: On Wars by Michael Mann. <https://anniewindholz.medium.com/on-wars-by-michael-mann-book-review-abb3c45f65fc>

Additional literature:

1. Aristophanes, Lysistrata. <https://en.wikisource.org/wiki/Lysistrata>
2. Caplan R. Studying Conflict And Practicing Peacebuilding // E-International Relations. - Jul 20, 2017. –

[Електронний ресурс]. – Режим доступу: <http://www.e-ir.info/2017/07/20/studying-conflict-and-practicing-peacebuilding/>

3. Clark, Christopher. The Murmur of Engines // London review of books. Vol. 46 No. 23 · 5 December 2024. <https://www.lrb.co.uk/the-paper/v46/n23/christopher-clark/the-murmur-of-engines>
4. Cultural Representations of Warfare in the High Middle Ages: The Morgan Picture Bible. <https://www.medievalists.net/2024/12/warfare-morgan-picture-bible/>
5. 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.
6. 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.
7. 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. – Київ; Одеса: Видавничий дім «Гельветика», 2020. – №3 (47). – С. 6-19.
8. Кутуєв П., Чолій С. Мобілізація на пострадянському просторі: між імперативами модернізації та загрозами демодернізації // Ідеологія і політика. - 2018. - №2. - С. 4-24.
9. 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. – Київ, 2018. – №2 (38). – С. 55-72.
10. Кутуєв О.П. Андре Гундер Франк. Від теорії залежності до теорії світової системи // Вісник НТУУ «КПІ». Політологія. Соціологія. Право. – Київ, 2019. – №2 (42). С. 22-28.
11. Mitchell C. Conflict, Social Change and Conflict Resolution. An Enquiry. The Berghof Handbook Dialogue. – 2005. – №5. – 25 р. [Електронний ресурс]. – Режим доступу: https://www.berghof-foundation.org/fileadmin/redaktion/Publications/Handbook/Dialogue_Chapters/dialogue5_mitchell_lead_1.pdf
12. Perga I. Polish policy of religious revindication in Chelm and Southern Podlasie regions in 1937–1938 / Ю.М. Перга // Сторінки історії. – К.: НТУУ «КПІ», 2017. – №45. – С. 64-70. <https://doi.org/10.20535/2307-5244.45.2017.117192>
13. Plutarch, Parallel Lives. <https://penelope.uchicago.edu/Thayer/E/Roman/Texts/Plutarch/Lives/home.html>
14. Thucydides, History of the Peloponnesian War. <https://standardebooks.org/ebooks/thucydides/history-of-the-peloponnesian-war/richard-crawley>
15. П. Федорченко-Кутуєв, Кеннет Лондра, А.Багінський, О. Северинчик. Відновне правосуддя в Україні: низовий підхід // Вісник НТУУ «КПІ». Політологія. Соціологія. Право. – Київ, 2022. – №1 (53). – С. 14-19.

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

5. Educational content

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.

Methods of mastering an educational discipline (educational component)

5.1. Lecture classes

Name of the subject of the lesson and list of main questions
<p>Topic 1: Introduction to historical sociology of global conflicts.</p> <p>Main questions: The goal and tasks of the course. Structure, agency and contingency. Key figures for thinking in terms of historical sociology, global transformations and conflicts.</p> <p>Questions for independent work: How do structure, agency, and contingency shape global conflicts? What are the contributions of key historical sociologists to understanding global transformations? How can historical sociology help analyze contemporary conflicts?</p>
<p>Topic 2: General review of major research programs in sociology dealing with historical dynamics of global conflicts</p> <p>Main questions: Conflicts and social order. The idea of global order. Rule based order versus war of all against all.</p> <p>Questions for independent work: Explore how conflicts shape social order. Analyze the concept of global order in historical sociology. Compare the notions of rule-based order and the "war of all against all."</p>
<p>Topic 3: Collecting data for the research within the framework of historical sociology.</p> <p>Main questions: Historical sociology and its structural bias. Structure, agency and conflicts.</p> <p>Questions for independent work: Examine the challenges of structural bias in historical sociology. Analyze the interplay of structure and agency in historical conflicts. Explore methods for collecting data in historical sociology research.</p>

Topic 4: Conflicts in the ancient world

Main questions: Agrarian civilizations and state / empire building. Greek polis and its confrontation with empires. From "Peloponnesian war" to "Anabasis". From polis to empire(s): Hellenistic states and the Roman Empire.

Questions for independent work: Analyze the role of agrarian civilizations in the formation of empires. Compare the Greek polis to ancient empires in terms of governance and military organization. Examine the significance of the Peloponnesian War and its impact on the Greek world. How did the transition from polis to Hellenistic states influence the geopolitical landscape?

Topic 5: Conflicts and wars in the Middle Ages.

Main questions: The rise of feudalism and feudal warfare. The organizational nature of feudal warfare. Crusaders as an example of religious conflict between West and East. The rise and the fall of the European knight. The conflict between church and the state: papacy versus secular monarchs/rulers. Hundred Years War and birth pangs of the modern state.

Questions for independent work: Discuss the rise of feudalism and its impact on medieval warfare. Explore the organizational structure of feudal armies. Analyze the Crusades as a religious conflict and their effect on relations between the West and East. What were the causes and consequences of the conflict between the church and secular monarchs? How did the Hundred Years' War contribute to the formation of modern states?

Topic 6: Conflicts of modernity: from ideological revolutions to political revolutions.

Main questions: From "The Prince" to "Leviathan" and "Behemoth". The birth of global colonialism. Gunpowder empires and the new nature of military conflicts. Religious conflicts and wars — between civil wars and pan-European conflicts. Precursor of world wars — Thirty Years War and Peace of Westphalia. The wars of the Age of Enlightenment — Seven Years War. Revolutions against ancient regimes.

Questions for independent work: Evaluate the influence of Machiavelli's "The Prince" on early understanding modern political conflicts. Analyze the impact of colonialism on global conflicts in the early modern period. Discuss the Thirty Years' War as a precursor to global wars. How did the Peace of Westphalia redefine the nature of state sovereignty? Examine the Seven Years' War as an example of Enlightenment-era conflicts.

Topic 7: French Revolution and revolutionary wars.

Main questions: The ascent of Napoleon Bonaparte to power and Napoleonic wars. France versus Great Britain. Republicanism versus monarchism. Capitalism, nation state and colonialism.

Questions for independent work: How did Napoleon Bonaparte's rise to power reshape Europe? Compare the ideological clashes between republicanism and monarchism during the French Revolutionary Wars. Analyze the role of capitalism and the nation-state in the Napoleonic Wars. What was the relationship between colonialism and the conflicts of the revolutionary era?

Topic 8: The Second Thirty Years War.

Main questions: Stage one - World War One. Roaring twenties, lost generation and the rise of fascism/Leninism. World War Two: battlefield and ideological clashes / conflicts. Cold War era. The Leninist extinction and new world (dis)order. The conflict of autocratic regimes with liberal democracies.

Questions for independent work: Examine the causes and consequences of World War I as the first stage of the "Second Thirty Years War." Discuss the ideological conflicts that emerged during the interwar period, including the rise of fascism and Leninism. Analyze World War II as both a battlefield conflict and an ideological clash. How did the Cold War shape the global order of the 20th century? What are the key features of the post-Cold War conflict between autocratic regimes and liberal democracies?

5.2. Seminar (practical) 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	Content	Hours
1	Topic 1: Introduction to historical sociology of global conflicts. Main questions: The goals and tasks of historical sociology of global conflicts. Structure, agency, and contingency as key analytical tools. Key figures and foundational concepts in historical sociology.	2

<p>2</p>	<p>Topic 2: General review of major research programs in sociology dealing with historical dynamics of global conflicts</p> <p>Main questions: Key sociological paradigms: conflict theory, structural-functionalism, and historical materialism. Conflicts and social order: theoretical interpretations. Rule-based order versus "war of all against all."</p>	<p>2</p>
<p>3</p>	<p>Topic 3: Collecting data for the research within the framework of historical sociology.</p> <p>Main questions: Challenges of structural bias in historical sociology. The interplay of structure, agency, and conflict in data analysis. Sources and methods for collecting data on historical conflicts</p>	<p>4</p>
<p>4</p>	<p>Topic 4: Conflicts in the ancient world</p> <p>Main questions: Agrarian civilizations and the rise of empires. The Greek polis and its confrontations with empires. Transition from polis to empires: Hellenistic states and the Roman Empire.</p>	<p>2</p>
<p>5</p>	<p>Topic 5: Conflicts and wars in the Middle Ages.</p> <p>Main questions: Feudalism and the organizational nature of feudal warfare. Crusades as religious conflicts between West and East. The Hundred Years' War and the formation of modern states.</p>	<p>2</p>
<p>6</p>	<p>Topic 6: Conflicts of modernity: from ideological revolutions to political revolutions.</p> <p>Main questions: Key ideological texts: "The Prince," "Leviathan," and "Behemoth." The rise of global colonialism and its conflicts. Religious wars and pan-European conflicts (e.g., the Thirty Years' War).</p>	<p>4</p>
<p>7</p>	<p>Topic 7: French Revolution and revolutionary wars.</p> <p>Main questions: The rise of Napoleon Bonaparte and the Napoleonic Wars. Republicanism versus monarchism as ideological clashes. The role of capitalism, nation-states, and colonialism in revolutionary wars.</p>	<p>4</p>

8	Topic 8: The Second Thirty Years War. Main questions: World War I as the first stage of the “Second Thirty Years War.” Interwar period: ideological clashes and the rise of fascism and Leninism. World War II as a battlefield and ideological conflict. The Cold War and its legacy in the modern global order.	4
9	Modular control work	2
10	Final Test	2

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.

Discipline Policy

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. Incentive points are added to the student's semester rating, which can reach a maximum of 50 points (50 points are allocated for the exam).

Incentive points	
Criterion	Weight score
Conference participation / publishing abstracts	5 points
Publication of a scientific article	10 points

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.

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>.

Inclusive education

It is allowed

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>

**Description of the rating system for evaluating the results of post-graduate studies from the credit module
"Historical Sociology of Global Conflicts".**

The rating of a full-time student consists of the points he receives for:

- 1) Work in seminar classes
- 2) Modular test work
- 3) Incentive points

Calculation of weight points

The RSE for an academic discipline consists of the sum of the student's points for all completed tests during the semester.

Answers in seminar classes.

Weighted score – 5 points for answering most questions. The maximum number of points for all practical classes is $rcem = 5 \text{ points} * 14 = 70 \text{ points}$.

"Excellent" 5 points - 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.

"good" 3-4 points - the student participates in the discussion of individual issues of the seminar lesson plan, demonstrates a good level of knowledge of the material.

"satisfactory" 1-2 point - 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.

Modular test work. Weighted score – 30 points.

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).

The assessment of the answer to the question is carried out according to the following criteria:

"excellent" – 27-30 points - the student formulates precise definitions, provides theoretically sound arguments regarding the question, demonstrates his own reasoned position;

"good" – 22-26 points - the essence of the question is reflected, but there are inaccuracies in the answer;

"satisfactory" – 16-21 points - incomplete answer, there are significant errors;

"unsatisfactory" - less than 15 points - absent or incorrect answer.

Incentive points

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 (MTW) 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.

Test – 100 points.

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

Assessment criteria.

90-100 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.

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

<i>Number of points</i>	<i>Rating</i>
100-95	<i>Excellent (A)</i>
94-85	<i>Very good (B)</i>
84-75	<i>Good (C)</i>
74-65	<i>Satisfactory (D)</i>
64-60	<i>Sufficient (E)</i>
Less than 60	<i>Unsatisfactory (FX)</i>
Admission conditions not met	<i>Fail (F)</i>

Compiled by Pavlo Fedorchenko-Kutuyev, doctor of sciences in sociology, professor of the Department of Sociology,

Approved by the Sociology department (protocol № 12 from 24.05.2024)

Approved by the Methodical Commission of the faculty (protocol № 9 from 26.06.2024)

The list of questions for the Modular test work

1. What are the main goals and tasks of historical sociology in studying global conflicts?
2. Explain the concepts of structure, agency, and contingency and their application in historical sociology.
3. Name key historical sociologists and describe their contributions to understanding global transformations and conflicts.
4. What is the relationship between conflicts and social order in historical sociology?
5. Define the concept of global order and its significance in the context of conflicts.
6. Compare rule-based order with the "war of all against all."
7. What is structural bias in historical sociology, and how does it affect research?
8. How can researchers collect and analyze data on global conflicts within the framework of historical sociology?
9. Discuss the role of agrarian civilizations in state and empire building.
10. Analyze the Greek polis and its confrontation with empires such as Persia.
11. What lessons about conflict can be drawn from the Peloponnesian War and "Anabasis"?
12. How did the transition from the polis to Hellenistic states and the Roman Empire influence the nature of conflicts?
13. Explain the relationship between feudalism and the organizational structure of feudal warfare.
14. How did the Crusades illustrate religious conflicts between the West and East?
15. What factors contributed to the rise and fall of the European knight?
16. Analyze the conflict between the church and the state during the Middle Ages, particularly between the papacy and secular monarchs.
17. What were the causes and consequences of the Hundred Years' War?
18. How did the Thirty Years' War and the Peace of Westphalia shape the modern state system?
19. Discuss the impact of gunpowder empires on the nature of military conflicts.
20. How did the French Revolution and Napoleonic Wars redefine concepts of republicanism, monarchy, and nationalism?
21. What were the causes of World War I and why was it the first global conflict in literary meaning of the term?
22. Why did World War I lead to the Second Thirty Years War?

The list of questions for the final test

1. Identify the major presuppositions of historical sociology and its treatment of global conflicts.
2. List the major scientific research programs shaping the thinking on global conflicts within the framework of historical sociology.
3. Contrast Weberian and Marxist approaches to historical sociology of global conflicts.
4. Identify the advantages and disadvantages of the treatment of global conflicts by the first stage of the research program of modernization.
5. What was the major contribution of the second phase of the research program of modernization to the development of historical sociology of global conflicts?
6. What is the defining nature of feudal warfare and military conflicts?
7. What is the nature of gunpowder empires?
8. What is the main feature of Andre Gunder Frank's approach to explaining global conflicts?
9. What is the essence of the clash between metropolitan and periphery?
10. What was the role of mercenaries in armed conflicts (the case of medieval Italy)?
11. What was the role of mercenaries in armed conflicts (the case of One Hundred Years war)?
12. What were the causes of the conflict between reformation and counter-reformation?
13. What were the underlying conflicts leading to the Thirty Years War?
14. What were the principal interests of major belligerents in the Thirty Years War?
15. How did the Peace of Westphalia redefine the global order and the nature of sovereignty?
16. What were the social and political causes of the French Revolution, and how did they contribute to global conflicts?
17. Analyze the role of nationalism in the Napoleonic Wars and its influence on subsequent global conflicts.
18. What were the ideological differences between republicanism and monarchism during the Napoleonic Wars?
19. Discuss the impact of colonialism on global conflicts during the early modern period.
20. How did the Thirty Years War serve as a precursor to the world wars of the 20th century?
21. What was the significance of the Seven Years' War in shaping global power dynamics?
22. Compare the ideological clashes during the Cold War with earlier historical conflicts.
23. How did the rise of autocratic regimes in the 20th century contribute to global conflicts?
24. Discuss the role of propaganda in escalating and managing international armed conflicts throughout history.