



Topical issues of Asian communities

Syllabus

Details of the discipline	
Level of Higher Education	<i>First (bachelor's level)</i>
Specialty	
Specialties for which the discipline is adapted	<i>For all specialties</i>
Educational Program	<i>For all</i>
Status of Discipline	<i>Elective Course</i>
Form of Learning	<i>Full-time/Distance Learning</i>
Year of Education, Semester	<i>2nd year, fall or spring semester</i>
ECTS	<i>2 ECTS credits - 60 hours classroom classes: lectures - 18 hours, practical - 18 hours independent work - 24 hours</i>
Form of Control	<i>Test</i>
Schedule	<i>Lectures: 1st week. Practical classes: 2nd week.</i>
Language	<i>English</i>
Information about course leader / teachers	<i>Lecturer: Professor, Doctor of Sociological Sciences Pavlo Fedorchenko-Kutuev, e-mail: p.kutuev@gmail.com Practical Classes: lecturer, Olga Vasilets, +38063 872261938, +38 098 42 946 73 ovasylec@gmail.com Senior Lecturer, Oksana Kazmirova +38 0637985337 oksana.kazmirova@ukr.net</i>
Course placement	<i>https://classroom.google.com/u/1/c/MTUxNjkzMDM5MDQ4 (for distance learning)</i>

Program of the discipline

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

The successful employment of students in the world of global relations, conflict development, and systemic and non-systemic risks that are difficult to predict and even more difficult to control largely depends on their fundamental competencies in seeing the variability of societies, the ability to establish successful communication with representatives of different countries, communities, and associations, and the ability to critically perceive and study multisource information on successful and unsuccessful examples of dynamic development. The study of the Asian region, in particular, given that Japan, China, and the "Four Asian Tigers" (Singapore, South Korea, Hong Kong, and Taiwan) belong to it, provides opportunities to study the diverse experience of these countries. Also relevant and valuable for the Ukrainian experience is the interactive cooperation of teachers and students in analyzing the relationship between the rise of the East Asian region and the functioning and ability to modernize a state that promotes the development of its citizens and their well-being.

The purpose of the discipline "Actual Problems of Asian Communities" is to develop a number of competencies that will help students to solve the problems they face as professionals and citizens in the

social practice of everyday life. Students will improve their abilities to search, process and analyze information from various sources, to think abstractly, analyze and synthesize. They will be able to make informed decisions by learning about the experience of other countries and communities. Communicate information, ideas, the nature of problems and the nature of optimal solutions with proper argumentation.

The objective of the discipline is to develop students' ability to resist the ideologization of academic discourse, to be critical of the creation of universal metanarratives, to use the experience of the formation of modernity in Asian communities to study and use the possibilities of optimizing Ukrainian social practices. Assess the accuracy of information and reliability of sources, effectively process and use information for research and practice

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

Knowledge:

- the importance of creating one's own economic autonomy in the modern global space as a basis for cooperation between various actors of social interaction in the country and in the international arena, with a commitment to protecting national interests;
- the importance of the development-promoting state in creating a balance between the interests of international structures and institutions, domestic workers and entrepreneurs, and various communities and identities;
- on the cyclical nature of centripetal and centrifugal trends in the formation of Asian communities, as well as the change of their rise by the decline and emergence of a new hegemony in modern conditions.

Skills:

- identify and distinguish between the processes of modernization and westernization;
- study the prospects for the development of the modern world system;
- Identify possible factors and factors for the stable development of the country based on a critical analysis of various sources of information;
- analyze the experience of the Asian region as the one that demonstrates the most convincing development dynamics;
- to study the importance and capabilities of the developmental state, based on the experience of successful countries in the Asian region.

Experience:

- analyzing the empirical content of the historical sociology of Orientalism;
- creation of conceptual models for the use of successful cases of management practices in the Asian region for Ukraine.

As a result of mastering the discipline, students will be able to analyze and draw conclusions about the socio-cultural and historical origins of the economic rise of the countries of the Asian region, as well as the importance of such experience for improving the managerial and civic competence of our compatriots.

Students will also gain practical experience through interactive lectures and workshops, cognitive modeling on strategies and tactics for the development of individual communities, conflict resolution in intercultural communication, and the contradictory nature of the combination of global and regional trends and contexts.

2. Prerequisites and post-requisites of the discipline (place in the structural and logical scheme of study in the relevant educational program)

The discipline "Actual Problems of Asian Communities" is an element of general education and is formed from elective courses. The discipline "Actual Problems of Asian Communities" is related to other academic disciplines. The fundamental for mastering the course materials is the information that students have been able to process while studying other disciplines of the socio-humanitarian cycle.

To study the discipline, it is desirable for the student to have the skills of using a text editor on a computer, skills of working with electronic information databases.

3. Content of the discipline

Titles of sections and topics	Number of hours			
	Total	including		
		Lectures	Practical (seminar)	Independent work
1	2	3	4	5
Chapter 1. Historical sociology and macroeconomics as a special way of distinguishing countries and civilizations in historical time and cultural space.				
Topic 1.1 Dynamic development of Asian countries and the systemic nature of the conditions for the formation of successful examples of economic growth.	6	2	2	2
Topic 1.2. European and Asian hegemony in the modern world system. Material and organizational basis for the formation of democratic institutions. Historical features of Asian countries.	6	2	2	2
Topic 1.3. The Rise of East Asia: The Lucky Chance of the Asian Tigers or the Consequence of the Politics of Nation-States.	8	2	2	4
Total for section 1	20	6	6	8
Chapter 2. The Development Assistance State Research Program and Neoliberalism: The Relevance of Comparative Studies				
Topic 2.1. The role of the state as a strategic investor and corporate player. Building a balance of interests and managing competition between different social actors and within these associations (bureaucracy, oligarchs, precariat, etc.). TNCs and national interests.	10	2	2	6
Topic 2.2. Peculiarities of the use of critical types of state intervention to accelerate economic development in Japan, South Korea, Singapore and modern China. Comparison of successful and unsuccessful examples of the activities of Asian countries.	10	2	2	6
Topic 2.3. Clash of civilizations and interstate conflicts: economic and cultural dimensions. Value conflict and problems of economic transformation.	10	4	4	2
Topic 2.4. The uniqueness of the West: natural evolution or historical accident.	10	4	4	2
Total for section 2	40	12	12	16
Total hours	60	18	18	24

4. Training materials and resources

To successfully study the discipline, it is enough to work through the educational material presented in lectures, as well as familiarize yourself with the

4.1 Background literature

1. Kutuyev P.V. Transformations of Modernity: Institutions, Ideas, Ideologies: a monograph / P.V. Kutuyev - Kherson: Publishing house "Helvetica", 2016. - 516 p.: [Electronic resource] - Access mode: <http://www.sociology.kpi.ua/en/literature>.
2. Kutuev P.V. Intellectual origins of modern neoliberalism and sociological discourse on development / P.V. Kutuev, D.L. Gerchanovsky // Bulletin of the National Technical University of Ukraine "Kyiv Polytechnic Institute". Political science. Sociology. Law. - 2013. - No. 1. - P. 65-71. [Access mode: : <http://www.sociology.kpi.ua/en/literature>
3. Kutuev P. Community of the ritual of modernization: from logos to cult [Electronic resource]: <http://www.sociology.kpi.ua/en/literature>
4. Rahman G. Externalization. The Rise of Asia and the Decline of America from Obama to Trump and Beyond / Translated from English by Victoria Vakareva - Dnipro: "Balance Business Books, 2018. 416 p.
5. Studwell J. Why Asia succeeded. Translated from English by O. Tsekhanovska. - Kyiv: Nash Format Publishing House, 2017. - 448 p.

4.2 Supporting literature:

1. Bulbenyuk, S. S. Geopolitical and geo-economic ambitions and China's soft power: notes on the discourse on the peculiarities of promotion and establishment // China Studies. [Electronic resource] - Access mode: <https://doi.org/10.51198/chinesest2022.02.039>;
2. Huntington S. Political Order in Changing Societies. Translated from English by Taras Tsybmal Nash Format, 2019. - 448 p.
3. Derlugian G. Crisis of the old, opportunities of the new. [Electronic resource]. - Access mode: http://www.sociology.kpi.ua/en/literaturehttp://www.intelros.ru/pdf/Razvitie_i_ekonomika/2015_12/5.pdf.
4. Derlugyan G. How this world works [Electronic resource]. - Access mode: <http://www.sociology.kpi.ua/en/literaturehttp://www.sociology.kpi.ua/en/literature>.
5. Tilley C. War and State Building as Organized Crime <http://commons.com.ua/en/vojna-i-stroitelstvo-gosudarstva-kak-organizovannaya-prestupnos> [Electronic resource]. - Accessed on: <http://www.sociology.kpi.ua/en/literature>.
6. Elverskog Johan A Mongol-Mughal lens on religion and empire in Eurasian history: An introduction Published online by Cambridge University Press: April 08, 2022, pp. 715-720 [Electronic resource]: <https://www.cambridge.org/core/journals/modern-asian-studies/open-access>.
7. Michael K. Miller Economic Development, Violent Leader Removal, and Democratization <http://politics.as.nyu.edu/docs/IO/17561/Miller.pdf> [Electronic resource]: <http://www.sociology.kpi.ua/en/literature>.
8. Christopher Walker, Marc Plattner, & Larry Diamond. Authoritarianism Goes Global Undemocratic states are kicking their influence-peddling machines into high gear. <http://www.the-american-interest.com/2016/03/28/authoritarianism-goes-global/> [Electronic resource]. - Access mode: <http://www.sociology.kpi.ua/en/literature>.

Educational content

5. Methods of mastering the discipline (educational component)

5.1 Full-time education

Lecture classes

No. s/n	Title of the lecture topic and a list of key questions (assignments for the independent work)
1	<p>Topic 1.1 Dynamic development of Asian countries and the systemic nature of the conditions for the formation of successful examples of economic growth</p> <p>A careful look at the unfolding of historical processes convincingly supports the conclusion that it is the dynamics of interests that is a factor and a driver of social action. At the same time, the consequence of the interaction of economic and political interests, whose conflictual partnership always unfolds in certain socio-cultural contexts, manifests itself through changes in the positions of actors in social practices. It is necessary to formulate a research program on the relationship between interests and positions. Under what conditions will organic solidarity prevail over discord both within one country and in the geopolitical space of the current waves of globalization.</p>
2	<p>Topic 1.2 European and Asian hegemonies in the modern world system. Material and organizational basis for the formation of democratic institutions. Historical features of Asian countries.</p> <p>The dominant role of Europe in the dynamics of change in the "long Middle Ages" (F. Braudel) was not least due to the military use of technical achievements and the desire to find new resources. Military technology played an important role in the expansion of European countries, and pricing policy "broke down the Chinese walls" (K. Marx). According to R. Inglehart and K. Weltzel, democratization and the transition to the dominance of development values as opposed to traditional values of self-preservation are the result of modernization and the changes in the cultural space that accompany it. Modernization as a way of achieving modernity can be ideally understood as a purposeful radical transformation of society that takes place both at the micro level-for example, by changing patterns of social action and its orientations, forming a new</p>

	<p>identity-and the institutional structure of society. In clan societies, the transformation of institutions has its own peculiarities. Modern experience shows that it is possible to use military hegemony based on the economic capacity of a country in the absence of signs of an "open society." However, such processes have a number of historical limitations, while the phenomenon of self-preservation and security as a fundamental value does not lose its significance even with the actualization of post-material values of self-expression and self-development.</p>
3	<p>Topic 1.3. The Rise of East Asia: A Lucky Chance for the Asian Tigers or a Consequence of Nation-State Politics.</p> <p>Nation-states have a relatively short historical span of existence. 200-300 years after the dominance of empires as supranational structures, and the first wave of globalization, national elites are concerned and government agencies are resisting, as their emergence is linked to the formation of nation-states as one of the components of the formation of modernity. The protection of national interests, the use of TNCs, or their subjugation is what distinguishes a developmental state from a peripheral country with a comprador elite and raw material exports.</p>
<p>Chapter 2. The Development Assistance State Research Program and Neoliberalism: The Relevance of Comparative Studies</p>	
4	<p>Topic 2.1. The role of the state as a strategic investor and corporate player. Building a balance of interests and managing competition between different social actors and within these associations (bureaucracy, oligarchs, precariat, etc.). TNCs and national interests.</p> <p>Justified intervention in the basic sectors of national production, the activities of system-forming enterprises and the formation of institutions that attract investments based on the tracking of national interests. Pragmatism in the participation of national capital in international projects and protectionism towards domestic producers. Restructuring of exports and control over government subsidies and orders.</p>
5	<p>Topic 2.2. Peculiarities of the use of critical types of state intervention to accelerate economic development in Japan, South Korea, Taiwan and modern China. Comparison of successful and unsuccessful examples of the activities of Asian countries.</p> <p>Historical preconditions for the emergence of modernization efforts and the peculiarities of the region's interaction with European travelers, traders, soldiers, and investors. Focusing on the advice of international financial organizations in the absence of a solidarity position among national elites (the example of India) leads to strategically unjustified decisions. Institutional conditions for structural adjustment. The legacy of colonizers as a challenge and an opportunity (Hong Kong and Singapore).</p> <p>Tasks for the SRS:</p> <ol style="list-style-type: none"> 1. The concept of empire - eastern and western interpretations. Historical features. Ambition or oppression. 2. Geopolitical space, dynamics of change. 3. The Cyclicalities of Economic Development and Organizational and Political Changes: The Case of Asian Communities. 4. The state as a coordinator, as an obstacle, and as a factor of innovative involvement in the new waves of globalization. 5. Eurocentrism as a way of theoretical conceptualization and as a practice of political relations. 6. The conflict of forced modernization. Political slogans and practical historical experience. 7. Imperial and comprador elites, ethical and pragmatic dimensions of traits in meritocratic selection. 8. Delegation through authority as a way to form a paternalistic neo-traditionalist system. Asian specificity.
6, 7	<p>Topic 2.3. Clash of civilizations and interstate conflicts: economic and cultural dimensions. Value conflict and problems of economic transformation.</p>

	Value conflict and the problems of economic transformation Commitment to development, in accordance with one's own vision of historical time, fundamentalism as validity are the historical origins of the principles of management culture in Asian communities. Peculiarities in the perception of the phenomenon of individuality as a holistic separate phenomenon by society and the individual. Subjectivity of the country, structure, person.
8, 9	<p>Topic 2.4. The uniqueness of the West: natural evolution or historical accident</p> <p>Peculiarities of the relationship between the efficiency of the use of ideological, financial, industrial, scientific, agricultural, cultural and political capital in the Asian region</p> <p>Traditional cultural values and the interests of the country are a necessary filter system for the critical implementation of global experience. Confucian precepts and the Bushido Code in modern conditions - discipline and corporate solidarity. How national and regional contexts of economic, ideological, and cultural expression of different social actors can influence the implementation of institutionalization projects based on Western models. The uniqueness of the West: natural evolution is a historical case.</p>

Seminar (practical) classes

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

to form in students:

- Acquisition of competencies and skills in critical and systematic consideration of the factors of the emergence of modern states of the West and the East; ability to resist the dogmatism of binary oppositions;
- Knowledge of the forms of manifestation and consequences of how national and regional contexts of economic, ideological, and cultural expression of different social actors can influence the implementation of institutionalization projects based on Western models;
- Ability to conduct comparative studies of successful and unsuccessful cases of development of social practices in different countries, using the experience, in particular, of communities in the Asian region, to optimize the functioning of systems and subsystems of Ukrainian society;
- The ability to study examples of state intervention as a constructive player in the social space of opportunities (Japan, China, "Asian tigers"), as well as unsuccessful attempts at financial and political regulation.

No. s/n	Name of the class topic and a list of key questions (list of didactic support, questions for current control and assignments for independent work)
1	<p>Topic 1.1. Dynamic development of Asian countries and the systemic nature of the conditions for the formation of successful examples of economic growth.</p> <p>What are the dimensions and signs of a real improvement in the lives of the people, ordinary and specific citizens?</p> <ol style="list-style-type: none"> 1. The concept, functions and goals of the new global project, and the place of different Asian countries in it. 2. Gross domestic product and domestic national income - which has a greater impact on the welfare of the average person and how do these concepts describe the capacity of public administration? 3. Opportunities for critical use of the experience of successful Asian examples of economic growth (China, Japan, Singapore, Hong Kong) for the sustainable development of Ukraine. <p>Tasks for current control : World system dynamics: Asia's return to prominence</p> <p>Tasks for the SRS:</p> <p>How important is political stability for the region, since in the absence of it, achievements in all other areas, such as social and economic development, are fragile. How does order emerge in changing societies? What are the dangers of political mobilization if it precedes the institutional development of public life?</p>

2	<p>Topic 1.2. European and Asian hegemony in the modern world system. Material and organizational basis for the formation of democratic institutions. Historical features of Asian countries.</p> <ol style="list-style-type: none"> 1. Historical features of the formation of Asian communities. 2. Geographical and geopolitical conditions for the development of the country's national economic complex. Insufficient assessment of the country's economic development solely by production growth indicators. <p>Tasks for current control: How the Western countries viewed the countries of the East before World War I and after it, after World War II. <i>Ideological bias of the "Washington Consensus" era</i></p> <p>Assignments for the CDS: Material and organizational basis for the formation of democratic institutions</p>
3	<p>Topic 1.3 The Rise of East Asia: A Lucky Chance for the Asian Tigers or a Consequence of Nation-State Politics.</p> <p>The state as a catalyst for development: a historical perspective. The experience of East Asia's rise, the role of managerial elites and bureaucracy. The role and place of the state in promoting development.</p> <p>Task for current control: to reveal the relationship between economic ethatism and political authoritarianism</p> <p>Tasks for the SRS: From the repressive state to the developmental state - disciplining opportunities for the accumulation of power and capital (T. Parsons and S. Huntington) for entrepreneurs, bureaucracy, and elite.</p>
4	<p>Topic 2.1. The role of the state as a strategic investor and corporate player. Building a balance of interests and managing competition between different social actors and within these associations (bureaucracy, oligarchs, precariat, etc.). TNCs and national interests.</p> <ol style="list-style-type: none"> 1. Problems of social responsibility, issues of justice and inequality. 2. Historical perception of the state as a body that enables the implementation of large-scale projects. The peculiarity of growing rice, the main agricultural crop of the East. 3. Virtues of warriors, managers and peasants <p>Tasks for current control : The history of clans and the formation of modern corporations.</p> <p>Tasks for the NRC: Public Policy in Southeast and Northeast Asia</p>
5	<p>Topic 2.2 Peculiarities of using critical types of state intervention to accelerate economic development in Japan, South Korea, Taiwan and modern China. Comparison of successful and unsuccessful examples of the activities of Asian countries</p> <p>Why is it important to build your own strategy: for the country's stable development while borrowing from international business experience.</p> <ol style="list-style-type: none"> 1. How to maintain order in a changing country. 2. Multidimensionality and multipolarity of the modern globalized world. 3. The place and role of the individual in history in the vision of Europeans and Asians <p>Tasks for current control: political decline as an object of study. Historical relationships with economic growth.</p> <p>The task for the SRS is to explore the circumstances under which a resentment can be transformed into a political will to change. Cultural and historical contexts of value system formation.</p>
6,7	<p>Topic 2.3. Clash of civilizations and interstate conflicts: economic and cultural dimensions. Value conflict and problems of economic transformation.</p> <ol style="list-style-type: none"> 1. Political modernization and patriarchal values. 2. The importance of social and behavioral sciences as a tool for critical study of the changing world: individuals and communities in it. 3. Security values and development values. 4. What is the difference between communities and societies? Orientation to prescription

	<p>and achievement, or what motivates a modern Japanese? China? India?</p> <p>Tasks for current monitoring : Issues of restructuring and improving the functioning of political institutions in the countries of the Asian region.</p> <p>Tasks for the CDS: Ideology for internal use and presentation and guidance for competing partners in the international community.</p>
8, 9	<p>Topic 2.4. The Uniqueness of the West: Natural Evolution or Historical Case.</p> <p>European hegemony and the military use of technological achievements.</p> <ol style="list-style-type: none"> 1. Who are the "Orientalists" and how do they view Asian communities? 2. Capitalism with Eastern characteristics. The case of China 3. Dynamic autocracies: a threat to democracy or a path to it? <p>Examples of Singapore and South Korea</p> <p>Tasks for current control :</p> <p>A.G. Franko's Empirical Arguments and the Polemic with Eurocentrism</p> <p>Tasks for the SRS : Peculiarities of the relationship between the efficiency of the use of ideological, financial, industrial, scientific, agricultural, cultural and political capital in the Asian region</p>

6. Independent work of the student

In order to deepen students' knowledge of the discipline and gain experience in working independently with scientific literature, students are encouraged to study scientific literature on problematic issues of political science. Students are required to know the main problems and definitions of seminar topics, and to be fluent in the categorical apparatus of the discipline.

In addition, students must independently review the tasks assigned for independent work and, based on this information, freely answer the questions posed.

Policy and control

7. Policy of the academic discipline (educational component)

The discipline is studied in accordance with the existing methodology for organizing the educational process in higher education institutions, which provides for a significant share of independent work of students. Seminar classes deepen theoretical knowledge on relevant topics of the discipline, consolidate practical skills in discussions, defending one's scientific position, working with literature and other sources of information, and critically reviewing the latter.

Attendance and task completion

It is important to attend lectures that will cover systematized educational material and presentations of texts of documents sufficient for the student to master the discipline. It will be difficult for a student to properly prepare for a practical class and complete a practical assignment if he or she misses lectures. Therefore, for students who want to demonstrate excellent learning outcomes, active work in lecture classes is a must. However, there is no need to make up missed lectures.

Active participation of the student in practical classes is mandatory and will be required. The student's grade will be largely based on the results of his or her work in practical (seminar) classes. There is no specific number of missed practical classes, which will require the student to independently study the relevant topics (perform tasks) and communicate with the teacher on this issue. At the same time, a student who misses practical classes may receive a low rating that will not allow such a student to take the test. In this case, the topics from the missed seminars must be studied and the practical tasks must be completed by the student. The student's knowledge (understanding) of the missed topics (completion of tasks) will be checked 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 class ("in class"). A student who completes the relevant tasks (answers the questions) will receive the appropriate points to the rating depending on the quality of the answers (completion of the task).

Students who have missed practical classes can prevent a reduction in their final grade by studying the relevant topics in a timely manner (during the semester) and completing the assignments provided for the missed classes. You do not need to wait until the end of the examination session to communicate with the teacher. It should be done as soon as the student is ready to demonstrate his or her knowledge and skills on the missed topics.

Topics and assignments for practical classes are provided for in the discipline's work program, which is available from the student's personal account in the Campus system or on the website of the Department of Sociology. Google Classroom is also used in the context of distance learning.

Laptops and smartphones may be used during lectures and practical classes, but only for the purposes specified by the topic of the class and the relevant thematic assignment. You should not use these (and other similar) devices for entertainment or communication during class. Answering the teacher's questions, expressing your opinions, and arguing your research position is possible with the help of references to relevant information sources. These can be

prepared written notes on the issues of the class topic (or provided for in the assignment), and/or relevant references available for inspection.

Forms of work

The lectures cover the content of the main issues of the course. Lectures are conducted in the mode of interactive interaction. The topics of the lectures are covered in the work program of the discipline. Questions from students to the lecturer during the lecture are welcome. The teacher may ask questions to individual students or to the audience as a whole. Dialogue between students and the lecturer during the lecture is allowed and encouraged.

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, and actively participate in discussions. The classes will use case studies and the Socratic method.

University policy

Academic integrity

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

(other necessary information regarding academic integrity)

Standards 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 details: <https://kpi.ua/code>.

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

Ongoing control: questioning on the topic of the lesson, completion of assignments

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

Semester control: credit

Evaluation and control measures

1. A student's rating in an academic discipline consists of the points he or she receives for:

- Participation in lecture discussions;
- completion of a module test;
- Work in seminar classes (9 seminar classes).

2. Criteria for awarding points.

2.1. Participation in lecture discussions (up to 16 points);

2.2. The module test is assessed out of 30 points. The test task of this paper consists of three questions from the list provided in Appendix A. Each question is worth 10 points:

- "excellent" - a complete answer (at least 90% of the required information) - 27-30 points;

- "good" - a sufficiently complete answer (at least 75% of the required information), or a complete answer with minor inaccuracies - 22-26 points;
- "satisfactory" - an incomplete answer (at least 60% of the required information) and minor errors - 16-21 points;
- "unsatisfactory" - the answer does not meet the requirements for "satisfactory" - 0 points.

2.3. Work in seminars is evaluated out of 6 points according to the following criteria:

- "excellent" - creative approach to solving the problem - 6 points;
- "good" - in-depth disclosure of the problem, reflecting one's own position - 4-5 points;
- "satisfactory" - reasonable disclosure of the problem with certain shortcomings - 3 points;
- "unsatisfactory" - the task is not completed - 0 points.

2.4. Incentive points

A total of no more than 10 points for these types of works:

- for research activities (participation in conferences, student work competitions, publications);
- participation in faculty competitions in the discipline and national competitions.

$$R=9*6+30+2*8=100$$

3. The condition for the positive passage of the first calendar control is to obtain at least 15 points. The condition for the positive passage 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 the points is less than 60, the student performs a test. In this case, the sum of the points for the ICR and the test is transferred to the final grade according to the table.

5. A student who has received at least 60 points in a semester may take part in the test. In this case, the points received on the test are final.

6. Table of conversion of rating points to grades.

Points.	Assessment.
100...95	Excellent
94...85	Very good
84...75	Okay.
74...65	Satisfactory
64...60	Enough
Less than 60	Not satisfactory

9. Additional information on the discipline (educational component)

Recommendations for students

While attending a lecture, a student should take notes on the main concepts, features, classifications, definitions, and algorithms that the teacher will discuss. If a student listens attentively, takes notes on the relevant material, then reads the text, applies it to solving a problem or preparing for a practical lesson, if the student then presents his or her own well-founded position (opinion), critically evaluates the positions (opinions) of other students, and asks questions of the teacher and students, the amount of material learned and the depth of understanding will increase significantly.

When preparing for a practical lesson, a student must study the lecture material on a particular topic, and it is advisable to familiarize yourself with additional resources on the Internet. If you have any questions or find any unclear provisions, you should discuss them with the instructor. In a seminar class, even a well-prepared student should not remain a passive observer, but should actively participate in the discussion. If the student has not read the course material, he or she should listen more attentively to the speakers and use the information to try to compensate for the shortcomings of the preparation for the class. You should not refuse to answer the teacher's question. Even if the student does not know the answer, it is advisable to try to answer and express your opinion based on your own knowledge, experience, logic of the question, etc. You should not be afraid to make a mistake - one of the important tasks of studying the humanities is to develop the ability to think logically and express your own thoughts accordingly. However, it is worth remembering that ignorance of the discipline material is a significant drawback of the student's work and will negatively affect his or her overall rating. A responsible attitude to the preparation for each seminar class allows you not only to learn the material correctly, but also to save efforts when passing the semester control.

It is important for the successful training of students to develop the ability to work with various sources of information, to form a competent approach to their own information security, while opening themselves to the world and the world to them. The critical, comprehensive, and systematic nature of analytics will allow the student not only to better absorb information, but also to find the necessary, relevant answers more quickly in the future when, for example, a certain practical question arises related to a specific communication situation or choice, the development of individual strategies, etc.

Extracurricular activities

Students can participate in an informal group for anyone who cares about intercultural interactions in the modern globalized world. Prospects for academic mobility and cooperation with foreign stakeholders.

Distance learning

Synchronous and asynchronous distance learning is possible using video conferencing platforms and the university's educational platform for distance learning.

Inclusive education

Allowed

Work program of the discipline (syllabus):

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Approved by the Department of Sociology (Protocol № 5 of 26.12.2023)

Approved by the Methodological Council of the University (Protocol №. 5 of 29.02.2024)

QUESTIONS FOR THE MODULE TEST

1. Explain the methodological value of the macrosociological approach to the study of the historical dynamics of Asian communities.
2. Reveal the importance of natural geo-economic clusters and their modern reformatting for socio-economic practices in the Asian region.
2. Indicate the value of Singapore's role model for Ukrainian public policy makers. Is it possible to achieve separate efficiency in the management of state assets?
3. Is a market economy possible in a non-capitalist country?

4. Explain the connection between changes in the global geopolitical situation and their economic, geographical, and cultural aspects, as well as the relevance of building effective relations between Ukraine and successful countries in the Asian region.
5. What is the peculiarity of integration processes in the East Asian region?
6. What is the impact of the global financial and economic crisis on the formation of modern institutional architecture in East Asia?
7. What do you think is the research potential of the world-systems approach and what are its limitations?
8. Describe the possibilities for Ukraine to use the experience of Asian countries: what are the factors of such opportunities?
9. How do you see the "reset" of the global space of our time? Point out the dangers of autarky.
10. Deng Xiaoping's Four Modernizations. What can the "transit" countries learn?
11. Historical value and limitations of the formation approach. The Asian way of production.
12. Mutual influences of economic and political transformations of the countries of the modern "collective West" and the countries of the Asian region.
13. How do the ideological and economic systems of social life interact with each other, what changes are taking place in the modern world, and what responses does China offer to its challenges?
14. Are the market and digital economy (digital distribution) different dimensions (or stages of development) of the same phenomenon, or different phenomena altogether?
15. Justify the importance of strategic support for successful tactics of economic actors by state institutions: historical and contemporary examples - Asian region.
16. Historical contexts of taking into account economic cycles in state intervention in reforming agricultural production.
17. Describe administrative management systems as a component of legitimacy.
18. Describe European and Asian conceptions of legitimacy.
19. How did the introduction of Confucianism as a state ideology and a unified writing system affect Chinese civilization?
20. Analyze the changing forms of realization of the interests of power elites - the experience of Western and Asian communities.
21. Socialism with Japanese characteristics or peculiarities of the development of Japanese capitalism?
22. The Afro-Asian corridor and the "Great Silk Road" as the economic basis for political contradictions in the region (India, China).
23. Is the developmental state a historical and political construct or a tool for systemic transformations of social practices?