

**SYLLABUS**  
 Fall semester 2025 – 2026 academic year  
 Educational program "6B03106 Political science"

ID and name of course	Independent work of the student (IWS)	Number of credits			General number of credits	Independent work of the student under the guidance of a teacher (IWST)
		Lectures (L)	Practical classes (PC)	Lab. classes (LC)		
PK 3302 Political Conflict Studies	4	15	15		5	6
<b>ACADEMIC INFORMATION ABOUT THE COURSE</b>						
Learning Format	Cycle, component	Lecture types	Types of practical classes	Form and platform final control		
<i>Offline</i>	Б, BK	Problematic, overview, informational, analytical	discussion, problematic seminar, conference, brainstorming, role play	ИС UNIVER, ПИСЬМЕННЫЙ, оффлайн		
<b>Lecturer - (s)</b>	Abzhapparova Aigul Abdumutalipovna					
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<b>ACADEMIC COURSE PRESENTATION</b>						
Purpose of the course	Expected Learning Outcomes (LO) *			Indicators of LO achievement (ID)		
to form the ability to identify the features of political conflicts and explain the methods of resolving them	1. To diagnose skills in preventing and resolving political conflicts			1.1 Systematizes the level of citizens' trust in the authorities and civil society institutions		
				1.2 Structures the level of effectiveness of conflict resolution methods		
	2. To design political technologies for conflict resolution.			2.1 Concludes draft recommendations for the prevention of political conflicts		
				2.2 Rates forecasts of probable conflicts in Kazakhstan		
	3. To interpret the essence and content of political conflictology.			3.1 Explains the role of conflict in politics		
				3.2 Recognizes the main functions of political conflicts.		
	4. To show the dynamics of political conflict			4.1 Shows the degree of intensity of the political conflict		
				4.2 Interprets the stages of development of political conflict		
	5. To classify the types, forms and factors of political conflicts			5.1 Verifies conflict factors and their manifestations		
				5.2 Verifies sources of information about political conflicts		
<b>Prerequisites</b>	Theory of politics, political systems and regimes					
<b>Postrequisites</b>	Conflicts in international relations and the practice of their resolution					
<b>Learning Resources</b>	<b>Literature:</b> main, additional. 1. Kraczla, M., Wziętek-Staško, A. Management, Conflict Resolution and Strategy: Coping with Stress at Work Management Conflict Resolution and Strategy Coping with Stress at Work Open source preview, 2024, страницы 1–250 2. Arai, T. Functional Coexistence in Socio Political Conflict Enabling Social Change Across Decades Open source preview, 2025, 3. Steven Spittaels Nick Meynen Filip Hilgert Handbook: Mapping Conflict Motives in War Areas (Draft version 5 October 2007) <a href="https://www.ipisresearch.be/maps/handbookweboct07.pdf">https://www.ipisresearch.be/maps/handbookweboct07.pdf</a> 7 4. Gabriel Alier Riak Achot. Dut Bol Ayuel Bill. Peace and Conflict Studies /. - South Sudan, 2022. 5. Handbook of peace and conflict studies / edited by Charles Webel and Johan Galtung. the Taylor & Francis e-Library, 2007 6. The handbook of conflict resolution: theory and practice / Peter T. Coleman, Morton Deutsch, Eric C. Marcus, editors. — Third edition. John Wiley & Sons, Inc.2014 7. Alcaro, R., Bargués, P. Conflict Management and the Future of EU Foreign and Security Policy: Relational Power Europe. Conflict Management and the Future of Eu Foreign and Security Policy Relational Power Europe Open source preview, 2025, страницы 1–140					

### Research infrastructure

1. Conflict resolution strategies use these proven conflict resolution strategies in your conflict management efforts:  
<https://www.pon.harvard.edu/daily/conflict-resolution/conflict-resolution-strategies/>
2. Conflict resolution in a changing world <https://www.nap.edu/read/9897/chapter/2>

### Professional scientific databases

1. "Open University of Kazakhstan" - <https://openu.kz>
2. KazNU Library - <http://elibrary.kaznu.kz/ru>

### Internet resources (at least 3-5)

1. 2Uppsala University Conflict Database <http://ucdp.uu.se/>
2. Stockholm International Peace Research Institute (SIPRI). SIPRI databases:  
<https://www.sipri.org/databases>
3. UN statistics on UN peacekeeping operations:  
<http://www.un.org/ru/peacekeeping/operations/peacekeeping.shtml>
4. Institute economics And world / The Institute for Economics and Peace  
<http://economicsandpeace.org/reports/>
5. <http://elibrary.kaznu.kz/ru>

### Academic course policy

The academic policy of the course is determined by the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University.

Documents are available on the main page of IS Univer .

**Integration of science and education.** The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWST, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments.

**Attendance.** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points.

**Academic honesty.** Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.

Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by the "Rules for the final control" , "Instructions for the final control of the autumn / spring semester of the current academic year" , "Regulations on checking students' text documents for borrowings".

Documents are available on the main page of IS Univer .

**Basic principles of inclusive education.** The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life.

All students, especially those with disabilities, can receive counseling assistance by phone / e- mail [aigul.abzhapparova@kaznu.kz](mailto:aigul.abzhapparova@kaznu.kz) or via video link in MS Teams enter a permanent link to the meeting.

**Integration MOOC (massive open online course).** In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule.

**ATTENTION!** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points.

### INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT

Score-rating letter system of assessment of accounting for educational achievements				Assessment Methods
Grade	Digital equivalent points	points, % content	Assessment according to the traditional system	<p><b>Criteria-based assessment</b> is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.</p> <p><b>Formative assessment</b> is a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.</p> <p><b>Summative assessment</b> - type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course. Conducted 3-4 times per semester when performing IWS. This is the</p>
A	4.0 _	95-100	Great	
A-	3.67	90-94		
B+	3.33	85-89	Fine	

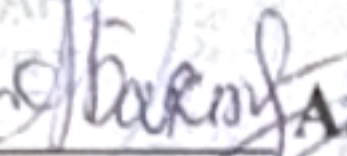
				assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated.	
B	3.0	80-84		<b>Formative and summative assessment</b> The teacher introduces his own types of assessment or uses the proposed option	
B-	2.67	75-79			<b>Points % content</b> The teacher enters his score into points in accordance with the calendar (schedule). <u>The exam does not change and the final score in the course.</u>
C+	2.33	70-74	Satisfactorily	Activity at lectures	5
C	2.0	65-69		Work in practical classes	20
C-	1.67	60-64	Unsatisfactory	Independent work	25
D+	1.33	55-59		Design and creative activity	10
D	1.0	50-54		Final control (exam)	40
FX	0,5	25-49		TOTAL	100
F	0	0-24			

**Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.**

A week	Topic name	Number of hours	Max. ball
<b>Module 1 Theory of Political Conflicts</b>			
1	L 1. Political conflictology as an academic discipline.		
2	L 2. Political conflicts: concept, essence and features		
	PC 2 Conflict as a social phenomenon and its role in politics LC 2. independent preparation for the lecture		
3	L 3. Modern theories of conflicts		
	PC 3. Basic conceptual approaches to the study of political conflicts. LC 3. independent preparation for the lecture		
	IWST P 1. Consultations on the implementation of IWS 1		
4	L 4. Typology and functional features of political conflicts.		
	PC 4. Types of political conflicts. LC 4. independent preparation for the lecture		
	IWS 1. Topic: Compare theories of political conflicts Type of assignment: essay		
5	L 5. Dynamics of political conflicts. Features of the development of a conflict situation		
	PC 5. Political tension. LC 5. independent preparation for the lecture		
<b>Module 2 Dynamics of Political Conflict</b>			
6	L 6. Dynamics of political conflicts. Features of the development of a conflict situation		
	PC 6. Political tension LC 6. independent preparation for the lecture		
	IWST P 2. Consultations on the implementation of IWS 2		
7	L 7. Characteristics of the open stage of political conflict.		
	PC 7. Development of political conflict. Escalation and de-escalation of the conflict. LC 7. independent preparation for the lecture		
	IWS 2. Topic: Indicators of political tension. Presentation		
8	L 8. Characteristics of the open stage of political conflict.		
	PC 8. Development of political conflict. Escalation and de-escalation of the conflict. LC 8. independent preparation for the lecture		
<b>Midterm control 1</b>			<b>100</b>
9	L 9. Forms of completion of political conflict		
	PC 9. Form of manifestation of political conflict LC 9. independent preparation for the lecture		
10	L 10. Violence in political conflict		
	PC 10. Mechanisms for limiting the use of violence in political conflicts LC 10. independent preparation for the lecture		
	IWST 3. Consultation on the implementation of IWS 3		
11	L 11. The essence and principles of technologies for preventing and resolving political conflicts.		
	PC 11. Problems of institutionalization of political conflict as a technology of its regulation LC 11. independent preparation for the lecture		
	IWST 4. Consultation on the implementation of IWS 3		
<b>Module 3 Methods of resolving political conflicts</b>			

12	L12. Problems of institutionalization of political conflict as a technology of its regulation (problem lecture).		
	PC 12. Kazakhstan's experience in preventing destructive political conflicts		
	LC 12. independent preparation for the lecture		
	IWS 3. Prepare a conflict mapping that should reflect the causes of the conflict (your choice). Highlight the stages of development of this conflict. Type of task: cartography		
13	L 13. Consensus and compromise as methods of preventing and resolving political conflicts.		
	PC 13. Constructive technologies for regulating political conflicts		
	LC 13. independent preparation for the lecture		
14	IWST 5. Consultation on the implementation of IWS 4		
	L 14. Negotiations as a technology for managing political conflicts.		
	PC 14. Stages of negotiations and their tactical techniques		
	LC 14. independent preparation for the lecture		
15	IWS 4. Prepare a "conflict tree" that should reflect the dynamics of political conflict. Type of task execution: Conflict "Tree"		
	L 15. The role of mediation in the settlement of political conflicts		
	PC 15. The role of a third party in the settlement of political conflicts		
	LC 15. independent preparation for the lecture		
IWST 6. Консультация к подготовке к экзамену			
Midterm control 2			100
Final control (exam)			100
TOTAL for course			100

Dean  B.B. Meirbayev

Chair of the Academic Committee  
on the Quality of Teaching and Learning  A.B. Alchimbayeva

Head of Department  G.O. Nassimova

Lecturer  A.A. Abzhapparova

**RUBRICATOR OF THE SUMMATIVE ASSESSMENT  
CRITERIA EVALUATION OF LEARNING OUTCOMES**

**IWS 1. Topic: Compare theories of political conflicts Type of assignment: essay (25% of 100% MC)**

Criterion	"Excellent" 20-25%	"Good" 15-20%	"Satisfactory" 10-15%	"Unsatisfactory" 0-10%
<b>Content and depth analysis</b>	The topic is fully explored, encompassing all key theories of political conflict (e.g., Marxist, realist, structuralist, constructivist, etc.). A thorough comparison is presented, highlighting differences and similarities. Critical thinking is demonstrated.	The topic is covered in its entirety. The main theories are considered and a comparison is made, but the analysis may be less in-depth or not cover all aspects. Critical comprehension present, but partially.	The topic is touched upon superficially. Theories are described, but the comparison is formal or partial. Analysis limited, critical thinking not manifested.	The topic is not covered. Theories are described incorrectly or are missing. Comparisons are missing or incorrect. A clear misunderstanding of the topic
<b>Argumentation and justification</b>	The arguments are logical, consistent, and supported by examples (historical and political cases). Convincing. proven provisions.	Arguments are present, but not always convincing or fully developed. Examples there is, but can be template.	The argumentation is weak and often not connected to the main ideas. Examples rare or unconvincing.	Lack of argumentation, unfounded statements, no examples.
<b>Structure and logic presentation</b>	Clear structure: introduction (the goal and problem are formulated), main part (analytical comparison), conclusion (findings). Good logic and transitions between in parts.	The structure is followed, but individual elements (such as conclusions or introduction) may be weak.	There is a formal structure, but the logic is broken, and repetition or deviation from the topic is possible.	The structure is chaotic or absent. Thoughts are disorganized, there are no clear sections.
<b>Usage sources and citations</b>	Academic sources, correct citations, references to authoritative theories and researchers were used.	Sources are present, but may be limited or partially not up to academic standards.	Sources are minimal or irrelevant to the topic. Citation incorrect.	Lack of sources or complete plagiarism.

**IWS 2. Topic: Indicators of political tension. Presentation**

Criterion	"Excellent" 25-30%	"Good" 20-20%	"Satisfactory" 15-20%	"Unsatisfactory" 0 - 15%
<b>Contents and Disclosure topics</b>	The topic is fully covered. Key indicators of political tension are examined (e.g., protests, political violence, sociological data, level of trust in institutions, economic signals, etc.). The causes and consequences are explained, and examples are provided. A clear understanding of the material is evident.	The topic is covered, but some aspects could have been explored in more depth. Indicators are presented, but slightly simplified. Examples are provided, but not always relevant or fully explained.	The topic is partially covered. Only individual indicators are mentioned, without explanation of their significance. Examples are absent or inappropriate.	The topic is not disclosed. Indicators are not presented or are not related to political tensions. Demonstrated weak understanding question.
<b>Structure and logic of the presentation</b>	There's a clear structure: introduction (purpose, relevance), main body (analysis of indicators), conclusion (findings). Logic and sequence are maintained, and the transitions between slides are logical.	The overall structure is clear, but some parts (such as conclusions) are poorly expressed. small logical failures.	The structure is formal or unclear. The transitions between ideas are abrupt. Logic presentation is violated.	There is no structure, the slides are arranged chaotically, and there is no introduction or conclusion.

**IWS 3. Mechanisms for limiting the use of violence in political conflicts (25% of 100% MC)**

Criterion	"Excellent" 20-25%	"Good" 15-20%	"Satisfactory" 10-15%	"Unsatisfactory" 0-10%
<b>Content and depth analysis</b>	The topic is fully explored, with various mechanisms (legal norms, international treaties, mediation, peacekeeping missions, civil society, etc.) examined. Their role and effectiveness are substantiated with examples. In-depth analysis	The basic mechanisms are discussed, but no in-depth analysis is provided. Examples are provided, but they may be incomplete.	The topic is covered superficially, the mechanisms are few, and the connection to practice and theory is weak. Examples are limited or absent.	The topic is not covered, the mechanisms are described incorrectly or are absent, there are no examples or analysis
<b>Argumentation and justification</b>	The arguments are logical, consistent, and supported by examples (historical and political cases). Convincing, proven provisions.	Arguments are present, but not always convincing or fully developed. Examples there is, but can be template.	The argumentation is weak and often not connected to the main ideas. Examples rare or unconvincing.	Lack of argumentation, unfounded statements, no examples.
<b>Structure and logic presentation</b>	Clear structure: introduction (the goal and problem are formulated), main part (analytical comparison), conclusion (findings). Good logic and transitions between in parts.	The structure is followed, but individual elements (such as conclusions or introduction) may be weak.	There is a formal structure, but the logic is broken, and repetition or deviation from the topic is possible.	The structure is chaotic or absent. Thoughts are disorganized, there are no clear sections.
<b>Usage sources and citations</b>	Academic sources, correct citations, references to authoritative theories and researchers were used.	Sources are present, but may be limited or partially not up to academic standards.	Sources are minimal or irrelevant to the topic. Citation incorrect.	Lack of sources or complete plagiarism.

**IWS 4. Prepare a "conflict tree" that should reflect the dynamics of political conflict. Type of task execution: Conflict "Tree" (25% of 100% MC)**

Criterion	"Excellent" 20-25%	"Good" 15-20%	"Satisfactory" 10-15%	"Unsatisfactory" 0-10%
<b>Completeness and accuracy of reflection of the dynamics of the conflict</b>	All key elements of the conflict (roots - causes, trunk - main problems, branches - consequences and implications) are clearly and accurately reflected. Dynamics conflict (development, escalation, change) in detail presented	The main elements are reflected, the dynamics are traced, but some important details are missing or not sufficiently revealed	Key elements are partially presented, conflict dynamics are poorly expressed, inaccuracies or omissions are possible	The elements of the conflict are incomplete, the dynamics are not traceable, the structure does not correspond to the task
<b>Logic and structure of the "tree"</b>	The structure of the "tree" is logical, understandable, the elements are connected to each other sequentially	The structure is generally clear, but there are some minor violations of logic or connections between elements.	The structure is weak, the connections between elements are not always obvious, confusion is possible	The structure is chaotic, there is no logic and connection between the elements of the "tree"
<b>Creativity and depth analysis</b>	A creative approach was demonstrated, the depth of the conflict analysis is evident, interesting details and unconventional solutions were added	The analysis is deep enough, but the creative approach is limited	The analysis is superficial, creativity is absent, the task is completed formally	There is no or very weak analysis, and no creative approach is shown.