

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
WEST UKRAINIAN NATIONAL UNIVERSITY

APPROVED



WORK PROGRAM
of the discipline
«HISTORICAL AND POLITICAL ANALYSIS OF IDEOLOGICAL
TRANSFORMATIONS»
(in English)

Higher education level – third (educational and scientific)
Field of knowledge C "Social sciences, journalism, information
and International Relations"
Speciality C2 "Political Science"
Educational and scientific programme "Political Science"

Department of Political Science and Philosophy named after
Serhiy KONOVAL

Form Form	Course	Semester	Lectures (hours)	Practical (hours)	Independent work students (hours)	Total (hours)	Credit (sem.)
Day	1	2	30	30	90	150	2

Ternopil – WUNU – 2025

The work program is based on the educational and scientific program «Political Science» for the training of higher education seekers at the third educational level in the field of knowledge C Social Sciences, Journalism, Information and International Relations, speciality C2 Political Science, approved by the Academic Council of WUNU (Minutes No. 8 of 26 June 2025).

The working programme was compiled by: Associate Professor, Candidate of Historical Sciences **Myroslava HURYK**

The working program was approved at a meeting of the Serhiy Konoval Department of Political Science and Philosophy, minutes No. 1 of 26 August 2025.

Head of Department



Tetiana CHOLACH

ONP guarantor



Oleg RUDAKEVYCH

**STRUCTURE OF THE WORK PROGRAM FOR THE ACADEMIC
DISCIPLINE**

«Historical and Political Analysis of Ideological Transformations»

Description of the discipline

«Historical and Political Analysis of Ideological Transformations»

<p align="center">Discipline «Historical and Political Analysis of Ideological Transformations»</p>	<p align="center">Field of knowledge, specialisation, educational programme, degree of higher education</p>	<p align="center">Characteristics of the academic discipline</p>
<p>Number of credits – 5</p>	<p>Field of knowledge 05 Social and behavioural sciences</p>	<p>Status of the discipline Elective Language of instruction English</p>
<p>Total number of hours – 150</p>	<p>Speciality 052 "Political Science",</p>	<p>Year of training: <i>Full-time – 1</i></p> <p>Semester: <i>Full-time – 1</i></p>
	<p>Educational programme – educational and scientific programme – "Political Science"</p>	<p>Lectures: <i>Full-time – 30</i></p> <p>Practical classes: <i>Full-time – 30</i></p>
	<p>Higher education degree – Doctor of Philosophy</p>	<p>Independent work: <i>Full-time – 90</i></p>
<p>Weekly hours – 10 of which classroom hours – 4</p>		<p>Type of final assessment – test</p>

2. Aims and Objectives of the Discipline

«Historical and Political Analysis of Ideological Transformations»

2.1. Purpose of studying the discipline

The purpose of the discipline «**Historical and Political Analysis of Ideological Transformations**» is to develop a comprehensive and systematic understanding of the historical evolution of political ideologies, the conditions under which they emerge, and the ways in which they transform in response to social, economic, and political changes. The course aims to introduce PhD students (third level of higher education – educational and research level) to the conceptual foundations of ideology, its role in shaping political thought and institutions, and its influence on political behavior and decision-making. Another important aim of the discipline is to form PhD students' analytical skills in examining ideological processes across different historical periods and political contexts. By studying the origins, development, and transformation of major ideological traditions—such as liberalism, conservatism, socialism, nationalism, and others— PhD students gain the ability to understand how ideological ideas influence political systems, public policies, and international relations.

2.2. Objectives of the discipline

The objectives of the lecture component of the discipline include providing PhD students (third level of higher education – educational and research level) with theoretical and methodological foundations for the study of political ideologies and ideological transformations. Lectures are designed to familiarise students with the main approaches to the analysis of ideology in political science, history, and related social sciences. Particular attention is paid to the historical stages of the formation and development of ideological systems, as well as to the factors that influence ideological change.

Another objective of the lectures is to analyse the transformation of the ideological landscape during the twentieth and twenty-first centuries. This includes examining the impact of major historical events—such as world wars, revolutions, the Cold War, processes of globalization, and technological change—on the evolution of ideological thought. PhD students also explore the interaction between ideology and political institutions, the role of ideology in legitimising power, and the ways in which ideological narratives shape political identities and public debates.

The objectives of the practical classes focus on developing PhD students' analytical, interpretative, and research skills. Through discussions, case studies, and analytical tasks, PhD students learn to critically assess ideological concepts and apply theoretical knowledge to the analysis of real political processes. Practical classes aim to cultivate the ability to evaluate complex socio-political phenomena from an interdisciplinary perspective, integrating insights from political science, history, sociology, and philosophy.

Another important objective is to deepen students' understanding of the evolution of major ideological traditions and the causes and consequences of ideological transformations. PhD students (third level of higher education – educational and research level) are encouraged to identify connections between ideological changes and political practice, including policy formation, political mobilization, and institutional reforms. Finally, the course aims to develop the ability to recognise emerging ideological trends and to assess their potential implications for contemporary political processes and future political developments.

COURSE SYLLABUS

«HISTORICAL AND POLITICAL ANALYSIS OF IDEOLOGICAL TRANSFORMATIONS»

Topic 1. Methodology of historical and political analysis of ideologies

Subject and object of the discipline. Basic methods of analysing ideological transformations: comparative, discourse analysis, historical institutionalism. Conceptual apparatus: ideology, transformation, political culture. Classical and contemporary approaches to the study of ideologies (K. Mannheim, K. Schmitt, F. Fukuyama, C. Taylor)

Topic 2. Liberalism in the context of global challenges

The evolution of liberal ideology: from classical to contemporary liberalism. Neoliberalism and its crisis after 2008. Debates about the future of liberalism: P. Denin, "Why did liberalism fail?" Progressive liberalism vs. libertarianism. Liberal democracy under pressure from populism and authoritarianism.

Topic 3. Conservatism: between tradition and modernisation

Traditional conservatism and its adaptation to the modern world. Neoconservatism in the US and Europe. Christian conservatism and religious revival. New right-wing conservative movements and the alt-right. Conservative reaction to the liberalisation of society

Topic 4. Transformations of socialism and social democracy

The crisis of the Marxist paradigm after the collapse of the USSR. The third way and its exhaustion (E. Giddens, T. Blair). The revival of left-wing rhetoric after the 2008 financial crisis. Democratic socialism of the 21st century (B. Sanders, J. Corbyn) Eco-socialism and new left-wing internationalism.

Topic 5. Populism as an ideological phenomenon

The nature of populism: "thin" vs. "thick" ideology (K. Mudde, J.-W. Müller). Left-wing and right-wing populism: similarities and differences. The causes of the populist wave of the 2010s. Populism and democracy: threat or renewal? Anti-elitist rhetoric and the search for the "true people"

Topic 6. Nationalism in a globalised world

The paradox of nationalism in the era of globalisation. Ethnic vs. civic nationalism. Right-wing nationalism and identitarianism in Europe. Postcolonial nationalism and the decolonisation of consciousness. Digital nationalism and online communities.

Topic 7. Islamism and religious fundamentalism

Typology of Islamist movements: moderate and radical Islamism. Political Islam after the Arab Spring. Christian fundamentalism in the United States. Hindu nationalism in India (Hindutva). Religion as an ideological resource in the modern world

Topic 8. Environmentalism and green ideology

The evolution of ecological ideology: from nature conservation to political programme. The concept of sustainable development and its criticism. Deep ecology, ecofeminism, social ecology. Green parties and their ideological transformations. Climate justice and the environmental activism of Generation Z.

Topic 9. Feminism and gender politics

Waves of feminism: historical evolution. Third and fourth waves: intersectionality and inclusivity. Trans activism and debates on gender identity. Anti-feminist backlash and conservative mobilisation. Post-feminism and the neoliberalisation of feminism

Topic 10. Libertarianism and anarchism

Left-wing and right-wing libertarianism. Anarcho-capitalism and the minimal state (R. Nozick). Classical anarchism and contemporary anarcho-syndicalism. Autonomous movements and horizontal organisation. Digital libertarianism and crypto-anarchism.

Topic 11. Technological utopianism and transhumanism

The ideology of Silicon Valley. Transhumanism: the ideology of overcoming human nature. Effective altruism as a new ethical paradigm. Risks and criticism of technological solutionism. Digital democracy and e-governance

Topic 12. Identity politics

The genealogy of identity politics. Politics of recognition vs. politics of redistribution (N. Fraser). Cancel culture and the limits of what is acceptable. Critical Race Theory and the debate surrounding it Criticism of identity politics from the left and right

Topic 13. Digital ideologies and platform politics

Social networks as a space for ideological construction. Algorithmic radicalisation and echo chambers. Meme culture and political narratives. Disinformation and information wars. Digitisation of political participation.

Topic 14. Authoritarian ideologies of the 21st century

Illiberalism and managed democracy (V. Orbán, rashism). Authoritarian capitalism: the Chinese model. Hybrid regimes and ideological eclecticism. Digital authoritarianism and social credit. Export of authoritarian practices

Topic 15. The future of ideologies: synthesis and prospects

Trends in ideological transformations in the 21st century. Post-ideological society or new ideological divisions? Hybridisation and synthesis of ideologies. Global challenges and ideological responses (climate change, AI, migration). Prospects for democracy in conditions of ideological fragmentation

4. Structure of the course credit
«Historical and political analysis of ideological transformations»

Full-time

Credit topics	Number of hours			Tests Activities
	Lectures	Practical classes	Independent work	
Topic 1. Methodology of historical and political analysis of ideologies.	2	2	6	Tests and practical tasks
Topic 2. Liberalism in the context of global challenges	2	2	6	Tests and practical tasks
Topic 3. Conservatism: between tradition and modernisation	2	2	6	Tests and practical tasks
Topic 4. Transformations of Socialism and Social Democracy	2	2	6	Test and practical tasks
Topic 5. Populism as an ideological phenomenon	2	2	6	Test and practical tasks
Topic 6. Nationalism in a globalised world	2	2	6	Tests and practical tasks
Topic 7. Islamism and religious fundamentalism	2	2	6	Tests and practical tasks
Topic 8. Environmentalism and green ideology	2	2	6	Tests and practical tasks
Topic 9. Feminism and gender politics	2	2	6	Tests and practical tasks
Topic 10. Libertarianism and Anarchism	2	2	6	Tests and practical tasks
Topic 11. Technological Utopianism and Transhumanism	2	2	6	Test and practical tasks
Topic 12. Identity politics	2	2	6	Tests and practical tasks
Topic 13. Digital ideologies and platform politics	2	2	6	Tests and practical tasks
Topic 14. Authoritarian Ideologies of the 21st Century	2	2	6	Test and practical tasks
Topic 15. The future of ideologies: synthesis and prospects	2	2	6	Test and practical tasks
Total	30	30	90	

5. Topics of practical classes

Practical lesson No. 1

Methodology of historical and political analysis of ideologies

Objective: To reveal the subject and object of the discipline "Historical and political analysis of ideological transformations". To explore the main methods of analysing ideological transformations: comparative, discourse analysis, historical institutionalism. Analyse the conceptual apparatus: ideology, transformation, political culture. Characterise classical and contemporary approaches to the study of ideologies (K. Mannheim, K. Schmitt, F. Fukuyama, C. Taylor).

Questions for discussion:

1. Subject and object of the discipline "Historical and political analysis of ideological transformations"
2. The main methods of analysing ideological transformations: comparative, discourse analysis, historical institutionalism.
3. Conceptual apparatus: ideology, transformation, political culture.
4. Classical and contemporary approaches to the study of ideologies (K. Mannheim, C. Schmitt, F. Fukuyama, C. Taylor)

Practical session 2.

Liberalism in the context of global challenges

Objective: To reveal the evolution of liberal ideology: from classical to contemporary liberalism. To determine the meaning of neoliberalism and the reasons for its crisis after 2008. To characterise the essence of the debate about the future of liberalism based on P. Denin's work "Why did liberalism fail?" To explain the difference between progressive liberalism and libertarianism. To consider the state of modern liberal democracy under pressure from populism and authoritarianism.

Questions for discussion:

1. The evolution of liberal ideology: from classical to contemporary liberalism.
2. Neoliberalism and its crisis after 2008.
3. Debate on the future of liberalism: P. Denin, "Why did liberalism fail?"
4. Progressive liberalism vs. libertarianism.
5. Liberal democracy under pressure from populism and authoritarianism.

Practical lesson No. 3

Conservatism: between tradition and modernisation

Objective: To reveal the essence of traditional conservatism and its adaptation to modern times. To analyse the spread of neoconservatism in the US and Europe. To identify the main trends in the formation of Christian conservatism and the content of religious revival. To explore new right-wing conservative movements and the alt-right. To identify and analyse the conservative reaction to the liberalisation of society.

Questions for discussion:

1. Traditional conservatism and its adaptation to modern times.
2. Neoconservatism in the US and Europe.
3. Christian conservatism and religious revival.

4. New right-wing conservative movements and the alternative right (alt-right).
5. Conservative reaction to the liberalisation of society

Practical lesson No. 4.

Transformations of socialism and social democracy

Objective To reveal the essence of the crisis of the Marxist paradigm after the collapse of the USSR. To analyse the third way and its exhaustion (E. Giddens, T. Blair). To characterise the reasons for the revival of left-wing rhetoric after the 2008 financial crisis. To highlight the characteristic features of 21st-century democratic socialism (B. Sanders, J. Corbyn). To explore eco-socialism and the new left internationalism.

Questions for discussion:

1. The crisis of the Marxist paradigm after the collapse of the USSR.
2. The third way and its exhaustion (E. Giddens, T. Blair).
3. The revival of left-wing rhetoric after the 2008 financial crisis.
4. Democratic socialism in the 21st century (B. Sanders, J. Corbyn).
5. Eco-socialism and the new left internationalism.

Practical lesson No. 5

Populism as an ideological phenomenon

Objective To reveal the nature of populism: "thin" vs. "thick" ideology (K. Mudd, J.-W. Müller). To analyse the essence of left-wing and right-wing populism: similarities and differences. To identify the causes of the populist wave of the 2010s. To show the influence of populism on contemporary democracy. To highlight the content of anti-elitist rhetoric and the search for the "true people".

Questions for discussion:

1. The nature of populism: "thin" vs. "thick" ideology (K. Mudd, J.-W. Müller).
2. Left-wing and right-wing populism: similarities and differences.
3. Reasons for the populist wave of the 2010s.
4. Populism and democracy: threat or renewal? Anti-elitist rhetoric and the search for the "true people".

Practical session No. 6.

Nationalism in a globalised world

Objective: To reveal the essence of the paradox of nationalism in the era of globalisation. To compare ethnic and civic nationalism. To analyse right-wing nationalism and identitarianism in Europe. Highlight the main features of postcolonial nationalism and its impact on the decolonisation of consciousness. Characterise the essence of digital nationalism and the formation of online communities.

Questions for discussion:

1. The paradox of nationalism in the era of globalisation.
2. Ethnic vs. civic nationalism.
3. Right-wing nationalism and identitarianism in Europe.

4. Postcolonial nationalism and decolonisation of consciousness.
5. Digital nationalism and online communities.

Practical lesson No. 7

Islamism and religious fundamentalism

Objective: To reveal the typology of Islamist movements: moderate and radical Islamism. Analyse the development of political Islam after the Arab Spring. Show the essence of Christian fundamentalism in the United States. Explore Hindu nationalism in India (Hindutva). Characterise the role of religion as an ideological resource in the modern world

Questions for discussion:

1. Typology of Islamist movements: moderate and radical Islamism.
2. Political Islam after the Arab Spring.
3. Christian fundamentalism in the United States.
4. Hindu nationalism in India (Hindutva).
5. Religion as an ideological resource in the modern world.

Practical lesson No. 8.

Environmentalism and green ideology

Objective: to show the evolution of ecological ideology: from nature conservation to political programme. To reveal the meaning of the concept of sustainable development and critical attitudes towards it. To analyse the essence of deep ecology, ecofeminism, and social ecology. To characterise the political programmes of green parties and their ideological transformations. To explore the concepts of climate justice and environmental activism among the younger generation.

Questions for discussion:

1. The evolution of environmental ideology: from nature conservation to political agenda.
2. The concept of sustainable development and its criticism.
3. Deep ecology, ecofeminism, social ecology.
4. Green parties and their ideological transformations.
5. Climate justice and environmental activism among the younger generation.

Practical class No. 9

Feminism and gender politics

Objective: To reveal the historical evolution of waves of feminism. To understand the essence of intersectionality and inclusiveness of the third and fourth waves of feminism. To analyse trans activism and issues of gender identity. To characterise the concepts of "anti-feminist backlash" and "conservative mobilisation". To explore post-feminism and trends in the neoliberalisation of feminism.

Questions for discussion:

1. Waves of feminism: historical evolution.
2. Third and fourth waves: intersectionality and inclusivity.

3. Trans activism and debates on gender identity.
4. Anti-feminist backlash and conservative mobilisation.
5. Post-feminism and the neoliberalisation of feminism.

Practical session No. 10.
Libertarianism and anarchism

Objective: To reveal the essence of left-wing and right-wing libertarianism. To explore anarcho-capitalism and the minimal state (R. Nozick). To determine the meaning of classical anarchism and modern anarcho-syndicalism. To characterise autonomous movements and horizontal organisation. To analyse digital libertarianism and crypto-anarchism.

Questions for discussion:

1. Left-wing and right-wing libertarianism. Anarcho-capitalism and the minimal state (R. Nozick).
2. Classical anarchism and modern anarcho-syndicalism.
3. Autonomous movements and horizontal organisation.
4. Digital libertarianism and crypto-anarchism.

Practical lesson No. 11
Technological utopianism and transhumanism

Objective: To reveal the essence of Silicon Valley ideology. To explain the main positions of transhumanism as an ideology of overcoming human nature. To characterise effective altruism as a new ethical paradigm. To identify the risks and criticisms of technological solutionism. To analyse digital democracy and e-governance.

Questions for discussion:

1. The ideology of Silicon Valley.
2. Transhumanism: the ideology of overcoming human nature.
3. Effective altruism as a new ethical paradigm.
4. Risks and criticism of technological solutionism.
5. Digital democracy and e-governance

Practical lesson No. 12.
Identity politics

Objective: to reveal the essence and genealogy of identity politics, to clarify the conceptual opposition between politics of recognition and politics of redistribution (N. Fraser), to characterise the phenomenon of cancellation culture and Critical Race Theory, and to develop the ability to critically analyse the arguments of critics of identity politics from both the left and the right.

Questions for discussion:

1. The genealogy of identity politics.
2. The politics of recognition vs. the politics of redistribution (N. Fraser).

3. Cancel culture and the limits of what is acceptable.
4. Critical Race Theory and the debate surrounding it Criticism of identity politics from the left and right

Practical lesson No. 13.

Digital ideologies and platform politics

Objective: To determine the role of social networks as a space for ideological construction. To reveal the essence of algorithmic radicalisation and echo chambers. To characterise meme culture and political narratives. To explore the concepts of "disinformation" and "information warfare". To analyse the main directions of the digitalisation of political participation.

Questions for discussion:

1. Social networks as a space for ideological construction.
2. Algorithmic radicalisation and echo chambers.
3. Meme culture and political narratives.
4. Disinformation and information warfare.
5. Digitisation of political participation.

Practical lesson No. 14

Authoritarian ideologies of the 21st century

Objective: To reveal the essence of illiberalism and controlled democracy (V. Orbán, the Russian regime). To analyse the Chinese model of authoritarian capitalism: To characterise hybrid regimes and their ideological eclecticism. To clarify the concepts of "digital authoritarianism" and social credit. To explore the directions of export of authoritarian practices.

Questions for discussion:

1. Illiberalism and managed democracy (V. Orbán, the Russian regime).
2. Authoritarian capitalism: the Chinese model.
3. Hybrid regimes and ideological eclecticism.
4. Digital authoritarianism and social credit.
5. Export of authoritarian practices

Practical lesson No. 15.

The future of ideologies: synthesis and prospects

Objective: To analyse the main trends in ideological transformations in the 21st century. To reveal the meaning of the concept of a "post-ideological society" and new ideological divisions. To determine the essence of hybridisation and synthesis of ideologies. To show the cause-and-effect relationship between global challenges and ideological responses (climate change, AI, migration). To explore the prospects for democracy in conditions of ideological fragmentation.

Questions for discussion:

1. Trends in ideological transformations in the 21st century.
2. Post-ideological society or new ideological divisions?

3. Hybridisation and synthesis of ideologies.
4. Global challenges and ideological responses (climate change, AI, migration).
5. Prospects for democracy in conditions of ideological fragmentation

5. INDEPENDENT WORK

Independent work is the main means of assimilating educational material by students outside of class time without the participation of a teacher. The scope and content of independent work is determined by the work programme and work plan within the established number of hours for the academic discipline, as well as the teacher's methodological guidelines. Independent work by students is supported by a system of teaching and methodological resources: lecture notes, textbooks, teaching and methodological guides, monographic literature and periodicals.

The educational material provided for in the curriculum for the student to master in the process of independent work is subject to final assessment along with the educational material that was studied during the training sessions. The teacher assesses the quality of the student's independent work in practical classes and individual classes (consultations).

For the successful study and mastery of the discipline "Historical and Political Analysis of Ideological Transformations," higher education students must possess a significant amount of information, part of which they receive and process during independent work.

TASKS FOR INDEPENDENT WORK

Topic 1. Methodology of historical and political analysis of ideologies

1. Compare the approaches of K. Mannheim and M. Friedson to defining the concept of "ideology." What are the key differences between their concepts?
2. Draw up a diagram of the main methods of analysing ideologies (discourse analysis, content analysis, comparative method) with examples of their application.
3. Write an essay (1000–1200 words) on the topic: "Can ideological analysis be objective?"

Topic 2. Liberalism in the context of global challenges

1. Analyse how the COVID-19 pandemic has affected the liberal values of individual freedom and the state's right to restrictive measures. Give specific examples from different countries.
2. Compare classical liberalism (J. Locke, A. Smith) and modern neoliberalism according to the following criteria: the role of the state, individual rights, economic freedom.
3. Write an essay (1000–1200 words): "Is liberalism capable of responding to the challenges of authoritarianism in the 21st century?"

Topic 3. Conservatism: between tradition and modernisation

1. Identify the similarities and differences between traditional conservatism (E. Burke) and modern neoconservatism using specific political parties or movements as examples.
2. Analyse the phenomenon of "popular conservatism" in the United Kingdom (Brexit) or the United States (Trumpism) as a manifestation of the transformation of conservative ideology.
3. Write an essay (1000–1200 words): "Is conservatism resistance to change or management of change?"

Topic 4. Transformations of socialism and social democracy

1. Trace the evolution of social democratic parties in Western Europe from post-war Keynesianism to Tony Blair and Gerhard Schröder's "third way." What ideological concessions were made?
2. Compare Bernie Sanders' "democratic socialism" with Scandinavian-style social democracy: are they the same thing?
3. Write an essay (1000–1200 words): "Does socialism have a future in a post-industrial economy?"

Topic 5. Populism as an ideological phenomenon

1. Based on the concepts of E. Laclau or K. Mude, analyse one specific populist movement or leader (of the student's choice). Identify the key features of populist discourse.
2. Create a comparative table of left-wing and right-wing populism based on the following criteria: image of the people, image of the elite, economic programme, attitude towards minorities.

3. Write an essay (1000–1200 words): "Populism: a threat to democracy or a symptom of it?"

Topic 6. Nationalism in a globalised world

1. Distinguish between the concepts of "civic nationalism" and "ethnic nationalism" using specific examples of contemporary states or movements.
2. Analyse how globalisation simultaneously weakens and strengthens nationalist movements (at least two arguments for each position).
3. Write an essay (1000–1200 words): "Is Ukrainian nationalism a phenomenon that fits into pan-European trends?"

Topic 7. Islamism and religious fundamentalism

1. Distinguish between the concepts of "Islam," "Islamism," and "jihadism." Explain why these concepts are often equated in public discourse and what consequences this leads to.
2. Compare "moderate Islamism" (using the example of the Ennahda party in Tunisia or the PCP in Turkey) and radical Islamism (ISIS, Al-Qaeda) in terms of their goals, methods and attitude towards democracy.
3. Write an essay (1000–1200 words): "Is Islamism compatible with democratic values?"

Topic 8. Environmentalism and green ideology

1. Identify the differences between "light" (reformist) and "dark" (radical) environmentalism. Give examples of organisations or movements that represent each of these trends.
2. Analyse the programme of any "green" party (of your choice) in terms of the combination of environmental, social and economic requirements.
3. Write an essay (1000–1200 words): "Is the 'green' transition an ideological project or a pragmatic necessity?"

Topic 9. Feminism and gender politics

1. Draw up a comparative chart of the three "waves" of feminism and intersectional feminism: key ideas, demands, representatives, criticism.
2. Analyse a specific state gender policy (quotas, parity laws, anti-discrimination legislation) of any country. How effective is it?
3. Write an essay (1000–1200 words): "Are 'culture wars' around gender a manifestation of ideological conflict?"

Topic 10. Libertarianism and anarchism

1. Compare libertarianism (R. Nozick, F. Hayek) and anarchism (M. Bakunin, P. Kropotkin) in terms of their attitudes towards the state, property and freedom.
2. Examine one of the contemporary examples of libertarian or anarchist practice (cryptocurrency, autonomous zones, seasteading) and assess its ideological consistency.
3. Write an essay (1000–1200 words): "Is a society without a state possible: utopia or a real alternative?"

Topic 11. Technological utopianism and transhumanism

1. Identify the key tenets of transhumanism (N. Bostrom, R. Kurzweil) and compare them with traditional ideological values (liberal, conservative, socialist).
2. Analyse the ideological dimension of "effective altruism" or accelerationism as new trends in technological thinking.
3. Write an essay (1000–1200 words): "Is transhumanism an ideology or a scientific programme?"

Topic 12. Identity politics

1. Explain why identity politics is criticised both from the left (for fragmenting class struggle) and from the right (for undermining national unity). Give specific arguments from both sides.
2. Analyse the Black Lives Matter movement or any other identity movement as an ideological phenomenon: goals, methods, internal contradictions.

3. Write an essay (1000–1200 words): "Is identity politics an extension of democracy or its deformation?"

Topic 13. Digital ideologies and platform politics

1. Analyse the concepts of "techno-feudalism" or "platform capitalism" (J. Varoufakis, S. Zuboff): how do large technology companies shape new power relations?

2. Identify the ideological dimension of discussions around social media regulation: what values (freedom of speech, security, democracy) clash in this field?

3. Write an essay (1000–1200 words): "Are algorithms neutral, or do they reproduce ideology?"

Topic 14. Authoritarian ideologies of the 21st century

1. Compare "soft authoritarianism" (Singapore, UAE) and "hard authoritarianism" (North Korea, Belarus) in terms of mechanisms of legitimisation and ideological justification.

2. Analyse Vladimir Surkov's "sovereign democracy" or the Kremlin's "civilisational" discourse as ideological constructs that serve the authoritarian system.

3. Write an essay (1000–1200 words): "Is Russian aggression against Ukraine a clash of ideologies?"

Topic 15. The future of ideologies: synthesis and prospects

1. Based on the course material, propose your own classification of contemporary ideologies according to one or more criteria (attitude towards the state, progress, identity, etc.). Justify your choice of criteria.

2. Analyse F. Fukuyama's thesis about "the end of history" in the light of the ideological conflicts of the 21st century. Has this thesis been refuted?

3. Write a final essay (1200–1500 words): "Which ideology or ideological synthesis best responds to the challenges of the 21st century? Justify your position."

6. Teaching methods

The educational process involves lectures, practical classes, individual classes (consultations), and creative tasks under the guidance of a teacher and independently.

In general, the following methods are used:

1. Analytical and reflective analysis of political science concepts of ideological transformation and their methodological potential for contemporary scientific research.

2. Comparative methodological analysis of theories and models of ideological development in political science in order to identify their explanatory capabilities and limitations.

3. Conceptual modelling of political mechanisms for the formation, dissemination and transformation of ideologies in the context of the global challenges of the 21st century.

4. Work with political science cases of research activity aimed at identifying patterns of ideological dynamics in specific political contexts.

5. Reflective and analytical discussion of individual and collective research positions on current issues of contemporary ideological and party-political transformation.

6. Interpretative analysis of scientific texts and the results of political science research on issues of ideological identity, discourse and political legitimacy.

7. Method of setting and analysing problematic situations in the field of contemporary ideological competition, populism and authoritarian tendencies in democratic systems.

8. Individual analytical work on the formation of one's own research strategy and scientific position on current trends in the development of political ideology.

9. Method of self-analysis and reflection on one's own scientific experience in the context of methodological self-determination of a researcher in the field of political ideology and party systems.

10. Collective scientific discussion on political factors, structural barriers and institutional conditions for the transformation of ideologies in today's globalised world.

7. Criteria, forms of current and final control (credit).

In the process of studying the discipline, the following methods of assessing the academic work of students on a 100-point scale are used:

- practical classes;
- independent work;
- public presentation of the results of independent work
- credit

The final score (on a 100-point scale) is determined as a weighted average, depending on the specific weight of each component:

Type of assessment	Assessment scale	Weighting coefficient	Share in the final assessment
Practical classes	0–100 points	0.5	50
Independent work	0–100 points	0.40	40
Public presentation of independent work results	0–100 points	0.10	10
Total		1.00	100

Practical training assessment criteria*

Points / Criterion	01	35	60	65	75	85–100
1. Completeness of response (oral/written)	No answer or completely off topic (does not address the practical exercise on professional creativity)	Very short, fragmented, does not address the question (only general phrases without the content of the topic/case)	Only partial coverage of the topic, significant omissions (some aspects of professional creativity are not covered)	The topic is generally covered, but important aspects are missing (certain factors/mechanisms/barriers are not taken into account).	The answer is almost complete, covering the main aspects (covering the key components of the analysis of professional creativity).	Complete, comprehensive answer covering all aspects (including factors, mechanisms, barriers, examples from scientific and professional activities).
2. Accuracy and correctness of presentation (oral/written)	Completely incorrect answer (misinterpretation of creativity/models/factors)	Gross errors prevail (confusion of concepts, incorrect conclusions about professional creativity)	Significant inaccuracies and distortions of concepts (partially incorrect interpretation of theories/models of creativity)	Generally correct, but there are some inaccuracies (individual inaccurate statements about the mechanisms/factors of professional creativity)	Almost no errors, there are isolated inaccuracies (minor inaccuracies in the interpretation of theories/models)	Absolutely correct, scientifically accurate (correct interpretation of theories, models and categories of professional creativity)
3. Logicality and consistency of presentation (oral/written)	Presentation is chaotic, incoherent (no structure of situation/case analysis)	Logic is almost absent, fragmentary (statements are not related to the topic of the practical lesson)	Consistency is not very pronounced, it is difficult to follow the logic (analysis of professional creativity)	There is logic, but the presentation is inconsistent (there is structure, but the cause-and-effect line is broken)	Logical presentation, minor violations of consistency (analysis of the situation is generally structured)	Clear structure, logical and consistent answer (clear logic: concept → factors/mechanisms → conclusions → justification)

			is fragmentary)			
4. Depth of understanding	Does not demonstrate understanding (does not understand the essence of professional creativity as a psychological characteristic)	Superficial understanding (reproduces general definitions without explanation)	Limited explanation, without depth (does not show cause-and-effect relationships in the creative process)	Partial explanation of cause-and-effect relationships (explains individual relationships between factors and results of creativity)	Sufficient understanding, explanation with examples (explains mechanisms/factors with examples of professional situations)	Deep understanding, generalisation, systematic explanation (systematically explains the model/mechanisms of professional creativity, makes generalisations)
5. Reasoned response (oral/written)	No arguments (statements without justification regarding professional creativity)	Few arguments, they are unconvincing (no references to theories/models/logic of analysis)	Sufficient arguments, but without confirmation (there is a position, but without examples or explanations)	Arguments are present, but not always convincing (partially based on theoretical positions, but inconsistent)	Reasoned response with examples (supports conclusions with examples from scientific and professional situations)	Strong argumentation with examples, evidence, references (based on theories/models of creativity and correct examples of situation analysis)
6. Application of theory in practice (oral/written justification)	Absent (does not apply theories/models to the case)	No examples, only abstract statements (without analysis of the situation of professional creativity)	Examples are given, but they are irrelevant (examples do not correspond to the topic of the practical lesson)	Relevant examples, but incomplete (there is an example, but without disclosure of mechanisms/factors)	Practical examples are relevant and varied (several examples of applying theory to professional situations)	The theory is applied successfully, vivid and diverse examples are given (complete analysis of the case through the model/theory of professional creativity)
7. Terminological literacy (oral/written)	Terminology is missing or incorrect (incorrect concepts of creativity/models/factors)	Use of terms with significant errors (confuses categories, substitutes concepts)	Use of partially correct terms (some terms are correct, but there is confusion of concepts)	Use of most terms correctly, but with errors (minor errors in categories/definitions)	Correct use of terms, minor inaccuracies (mostly accurate conceptual and categorical apparatus of professional creativity psychology)	Absolute mastery of professional terminology (freely and accurately uses the conceptual and categorical apparatus of professional creativity psychology)
8. Communication skills (oral/written)	No response (no communication/presentation of work results)	Speech/style is unclear (difficult to understand the answer/text)	Speech/style is somewhat unclear, difficult to understand (weak structure, unclear thoughts)	Generally understandable, but not always clear (requires clarification during discussion)	Correct use of terms, minor inaccuracies (able to present case analysis, but with minor linguistic/logical flaws)	Absolute mastery of professional terminology (clearly and convincingly presents analytical conclusions on professional

						creativity)
9. Independent thinking (oral/written)	Lack of own opinions (only formal phrases without a position)	Only reproduction of material (retelling of theory without analysis of the case/situation)	Minimal attempts at personal analysis (isolated judgements without elaboration)	Some personal judgements (partial interpretation of the situation of professional creativity)	Noticeable independence, own generalisations (draws independent conclusions based on the results of analysis)	High level of independence, original ideas (offers non-standard interpretations/solutions for the development of professional creativity)
10. Ability to answer additional questions orally / ability to provide written explanations	Does not respond (cannot explain decisions/conclusions regarding the case)	Meets with considerable difficulty (answers are inconsistent, with errors)	Answer is incomplete, with errors (requires significant clarification)	Generally correct answers, but require clarification; explanations are not always logically structured	Confidently answers questions, argues their position; explanations are clear, but not always detailed	Answers additional questions clearly, logically and with reasoning; provides detailed explanations based on theories, models and analysis of professional situations

* The grade is calculated as the arithmetic mean of the grades received for each practical class (each student must be graded for each practical class). Missed practical classes must be made up during consultation hours, otherwise they will be graded as "0". For students studying according to an individual schedule, ongoing assessment is carried out during consultation hours and through the completion of assignments in the Moodle system.

Criteria for assessing independent work*

Points / Criterion	01–34	35	60	65	75–84	85
1. Completeness of task	The task has not been completed or does not correspond to the topic	Formally completed, without revealing the content	Partially completed with significant omissions	The task has been completed, but not all aspects have been revealed	Almost complete fulfilment with minor omissions	Complete, comprehensive fulfilment of all task requirements
2. Scientific correctness and accuracy	Gross errors, incorrect statements	Errors and inaccuracies prevail	Significant inaccuracies in the use of concepts	Generally correct, but with some inaccuracies	Almost complete scientific correctness	Complete scientific correctness and accuracy of presentation
3. Logic and structure of	No logic or structure	Weak structure, logic is disrupted	Fragmentary logic of presentation	Generally logical, but with violations	Clear structure with minor	Clear, logical and consistent structure

the work					flaws	
4. Depth of analysis	No analysis	Superficial description without analysis	Limited analysis without generalisations	Partial analysis with separate conclusions	Sufficiently in-depth analysis with examples	In-depth, systematic analysis with generalisations
5. Reasoning and justification	No argumentation	Arguments are unconvincing	There are arguments without proper justification	Argumentation is partially substantiated	Argumentation with examples	Strong arguments with scientific support
6. Terminological literacy	Terminology is incorrect or missing	Many errors in terms	Partially correct use of terms	Mostly correct terminology	Correct terminology with minor inaccuracies	Free and accurate command of terminology
7. Independence in performance	Lack of personal judgement	Reproductive work	Minimal signs of independence	Partial independence	Noticeable independence and own conclusions	High level of independence and originality

** The grade is determined as the arithmetic mean of the grades received for independent work for each class. For applicants studying according to an individual schedule, current assessment is carried out during consultations and by completing tasks in the Moodle system.*

Criteria for assessing the final control (test) in the discipline «Historical and political analysis of ideological transformations»

A grade of **"excellent" (90–100 points, A)** is deserved by a doctoral candidate who has a comprehensive and in-depth knowledge of the subject matter, demonstrates a systematic understanding of contemporary political ideologies as a theoretical and practical political phenomenon, is capable of analysing, synthesise and conceptually generalise political science information, freely use the conceptual and categorical apparatus of political science at a high scientific level, have mastered the basic and additional literature recommended by the programme, is able to critically analyse information from various scientific and political sources, applies theoretical provisions to the analysis of current ideological and party-political processes in a reasoned manner, is capable of producing original ideas, scientific generalisations and well-founded conclusions regarding transformations in the ideological space, and presents them freely and logically.

A grade of **"good" (85–89 points, B)** is deserved by a doctoral candidate who has fully mastered the programme material of the discipline, has systematic knowledge of contemporary political ideologies, demonstrates the ability to independently search for and analyse scientific information, has mastered the basic literature recommended by the programme, is able to apply theoretical principles to the analysis of specific ideological and political situations, is able to formulate their own judgements and ideas regarding the development and transformation of ideologies in a globalised world, but does not demonstrate sufficient depth of argumentation or conceptual completeness of conclusions in all answers.

A **"good" grade (75–84 points, C)** is deserved by a doctoral candidate who has generally mastered the curriculum, but has some minor gaps in knowledge, is able to compare, generalise and systematise political science information on ideological dynamics, applies knowledge in the analysis of contemporary political processes and movements, has mastered the basic literature recommended by the programme, is able to formulate their own thoughts on ideological transformations, but they are not always sufficiently deep, methodologically clear or well-argued.

A grade of **"satisfactory" (65–74 points, D)** is deserved by a doctoral candidate who has mastered the basic programme material to the minimum extent necessary for further scientific and professional activity in the field of political science, is familiar with the basic literature recommended by

the programme, makes mistakes in answers or in performing analytical tasks, but, when these are pointed out, is able to partially eliminate them and correct their own judgements regarding ideological processes.

A **"satisfactory"** grade (**60-64 points, E**) is deserved by a doctoral candidate who has a basic level of knowledge of the programme material necessary for continuing education and scientific activity in the field of political science, but whose performance on the exam tasks meets only the minimum requirements, is characterised by limited argumentation, insufficient depth of political analysis, and predominantly reproductive answers.

A grade of **"unsatisfactory"** (**35–59 points, FX**) is given to a doctoral candidate who has demonstrated significant gaps in knowledge of the programme material, has made fundamental errors in their answers to exam questions, and has not demonstrated the analytical, reflective, and conceptual skills in the field of research on contemporary political ideologies required by the discipline programme.

A grade of **"unsatisfactory"** (**01–34 points, F**) is given to a PhD candidate who has only a fragmentary grasp of the course material, is not ready for independent political analysis of scientific information, and is unable to produce their own judgements, ideas or generalisations regarding the problems of ideological transformation and contemporary political thought, which makes further study at the relevant educational and scientific level impossible.

Generalised assessment scale:

According to the University scale	According to national scale	According to the ECTS scale
90–100	Excellent	A (excellent)
85	Good	B (very good)
75–84		C (good)
65–74	Satisfactory	D (satisfactory)
60–64		E (sufficient)
35–59	Unsatisfactory	FX (unsatisfactory with the possibility of retaking)
01		F (unsatisfactory with mandatory retake)

RECOMMENDED SOURCES OF INFORMATION

Main educational literature:

1. Heywood, Andrew. *Political Ideologies: An Introduction*. 7th ed. London: Palgrave Macmillan, 2021. 384 p.
2. Methodological guidelines for independent work of the academic discipline "Historical and political analysis of ideological transformations" (in English). Huryk M. I. Ternopil. WUNU. 2025. 29 pp.
3. Methodological guidelines for studying the academic discipline "Historical and political analysis of ideological transformations"/. Huryk M. I. Ternopil.: WUNU. 2025. 34 pp.
4. Methodological guidelines for working with primary sources of the academic discipline "Historical and political analysis of ideological transformations" (in English). Huryk M. I. Ternopil. WUNU. 2025. 31 pp.

Additional literature

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