

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

**O. M. BEKETOV NATIONAL UNIVERSITY
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METHODOLOGICAL RECOMMENDATIONS

for practical classes
on an academic discipline

«THE CITY AS A SOCIAL SYSTEM»

(for students first (bachelor`s) level of higher education of full-time and part-time studies all forms of education)

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INTRODUCTION

Practical classes are an integral part of the educational process, an important factor aimed at the successful acquisition of a set of skills and abilities necessary for the formation and self-improvement of future professionals. The essence of practical classes is a two-way process of rational interaction between the teacher's controlling activity and students' independent cognitive activity, which is aimed at creating appropriate psychological and pedagogical conditions for effective self-organisation of the educational process. Practical classes, along with lectures, are the main means of learning by students. The content of practical classes for a particular credit module is determined by the credit module work programme, methodological materials, tasks and instructions of the academic staff.

Practical classes are one of the main forms of work for university students in the course «City as a Social System». The most important and complex issues of the module «City as a Social System» are presented in practical classes. When preparing for a practical lesson, you should first of all study the lecture notes on the relevant topic, learn the categorical and conceptual apparatus and understand the logic of the educational material. Then it is advisable to study the recommended literature on the relevant topic. New teaching technologies based on the use of computers, multimedia, audiovisual materials, etc. can significantly enhance the process of learning. However, the most effective learning method has always been working with a book. To better understand the content of a book, you need to read it rationally. A preview (including reading the title page, abstract, preface, and table of contents) will help you decide whether you want to read it. The next stage of working with the book is to skim the paragraphs that interest you at a fast pace. The purpose of skimming is to determine what is valuable in each section of the book, what the information is relevant to and what to do with it, how to apply it, or add to it. An introduction, afterword, preface, comments, and a list of references will help you better understand the book's content. A separate stage of studying a book is writing down the content of what you have read. There are several forms of note-taking: outline, extracts, theses, annotation, summary, and synopsis.

It is also important to try to formulate your own opinion on a particular theoretical and practical issue. Before studying the course, you should carefully read the working documents for the discipline: the course syllabus, thematic lecture plan, and teaching materials. The basic document is the course syllabus. It contains a list of topics and questions that determine the scope of the student's knowledge of the discipline. The syllabus includes recommended readings, both basic and supplementary. The thematic plan includes topics and the time allocated for their study, taking into account lectures, practical classes and independent work of

students, as well as their sequence and alternation. In the process of studying the discipline «City as a Social System», in addition to traditional (lectures), the following interactive educational technologies are used: students' work in Moodle on the course «City as a Social System»; students' participation in international scientific and theoretical conferences on urban development.

In the course of a practical lesson, students work independently or in small groups (with prior explanation from the teacher) to solve proposed tasks of varying levels of complexity, practical situations or business games. At the end of the lesson, in order to determine the degree of mastery of the material, the teacher checks the work performed by the students and summarises the results, giving appropriate grades depending on the results of the work performed. All of this together will bring the learning process as close as possible to the practice of its implementation in developed countries.

The aim of the course «City as a Social System» is to develop students' knowledge of the city as an integral organism. The problem of analysing urban development in the traditional sense is a study covering two city-forming subsystems: the *technical* subsystem (all artificial material objects that create the city's infrastructure) and the *ecological* subsystem (the natural environment included in the city system). The study of the third city-forming subsystem – *demographic*, i. e. people with their needs, relationships, abilities, activities, etc., what we call urban society – remains outside the scope of the educational process. Thus, the study of urban society for university students is not only relevant, but also organic, because the demographic subsystem cannot exist without the technical and environmental subsystems, and the course «City as a Social System» fills this gap to some extent.

On the basis of this course, a student research group, the Modern City Student Research Community, was created, which involves students' participation in international scientific and academic conferences on urban development.

Studying the course «City as a Social System» expands students' research competence, provides training of specialists at the level of world qualification requirements, increases students' competitiveness, and allows them to effectively use the educational and innovative potential of university students to solve city problems.

1 Programme of study

The city as a social system Content module 1 Genesis of the city

The city as an object of scientific analysis. The idea, concept, image, and the city as a whole, transforming as a result of historical development, the specifics of national culture and people's mentality, turns out to be an active formative force that cultivates social and geographical space. The main theories of the emergence of cities. The theory of oriental despotism. The city-fortress of primitive despots. The «city-state» of the ancient world. The bourgeois theory. The problem of the definition of «city». The concept of «city» can be viewed in two ways: from the point of view of language (linguistics) and from the point of view of culture.

Content module 2 Urban society

Modern social and philosophical theory of the city. Max Weber's work «The City»: a city's characteristic is a regular exchange between the local and newcomers, the generation of income and the satisfaction of the needs of the inhabitants, i.e., the existence of commodity-money relations and a market. In relation to it, other features play a secondary role: fortress walls, the location of princely power, its own court, associations of burghers and craft guilds. F. Tönnies: an urban settlement community is not a community, but rather an association of people – a Gesellschaft. The Chicago School (E. Burgess, R. Park, L. Wirth) in 1920–1930: urban society. «The right to the city. Urban lifestyle. The culture of the city.

Content module 3 The city in the modern world

The modern city: ideas and practices of the world. The concept of «urbanisation» and its features. The concept of the «new city». Global cities and the reasons for their emergence. Image and brand of a global city as a tool for its transnationalisation. Creative city. Creativity as a key factor in the development of all economic entities. Humanisation of cities. Ideologies of urban decision-making. Deliberative democracy as a public dialogue (discourse) between state institutions and citizens, government and civil society institutions. The city of the future. The new normal as a methodology of modern urban sociologists through The Stack megastructure – Stack, platform capitalism and the Matrix, consisting of three key elements

components: market economy, urbanisation and digitalisation.

2 PLAN OF PRACTICAL EXERCISES

The practical session includes:

- conducting preliminary control of students' knowledge, skills and abilities;
- completion of practical tasks;
- formulation of a general problem by the teacher and its discussion with the participation of students;
- solving control tasks;
- checking and evaluating them;
- test control;
- homework.

For each of the topics included in the discipline «City as a Social System», a practical lesson is conducted to consolidate the theoretical knowledge gained in lectures as a result of independent study of the necessary material.

Theme 1 The city as an object of scientific analysis

Plan

1. Subsystems of the city. Urbanism in the structure of scientific knowledge and the system of sciences.
2. Legitimation of the city in the field of culture.
3. Idea, concept, image of the city.
4. Traditional approaches to defining the concept and essence of a city.

Keywords and concepts: urbanism; system; ecological subsystem; technical subsystem; demographic subsystem; need; ability; urban settlement; territory; space; urbanisation.

Creative tasks:

1. Prepare a report on the city's subsystems from a global perspective. Pay attention to the arguments of M. Weber, prove or disprove the thesis that the city as a social system is currently in a state of crisis.
2. Prepare a report on the positive and negative feelings that wake up the city.

Topics of reports and abstracts:

1. The emergence of cities from primitive communal to slave-owning systems (Mesopotamia, India, China).
2. Capital cities (Babylon, Nineveh, Memphis, etc.)
3. Genesis and development of cities at the turn of the XIX–XX centuries.

Problematic questions:

1. The city as a carrier of all types of human activity.
2. The main areas of urban research.

3. The city as a social system.
 4. City subsystems.
 5. The city from the economic and geographical point of view.
 6. Great cities that disappeared in world history.
 7. The category of «city» in urbanism.
 8. City as an object of geography.
 9. The emergence of cities and principalities.
 10. Development of philosophical ideas about cities,
- List of recommended sources** [1–4; 6; 15].

Topic 2 The main theories of the emergence of cities

Plan

1. The theory of oriental despotism. The city-fortress of primitive despots.
2. «City-state» of the ancient world.
3. Burg's theory.
4. Economic theory of the emergence of cities.

Key concepts and categories: administrative centre, capital; hub of communication routes; fortress city; primitive despotism; ziggurat; polis; acropolis; agora; forum; «communal revolution»; Magdeburg Law; urbanism.

Creative tasks:

1. Prepare a report on the positive and negative feelings that the city evokes.
2. Prepare a report on the development of the city in the ancient world.
3. Which problems can be attributed to «urban» ones?

Topics of reports and abstracts:

1. What is the meaning of the expression: «The air of the city makes me free?».
2. The city of my dreams.
3. An ideal city in the Renaissance.

Problematic questions:

1. The essence of the theory of Oriental despotism.
2. The main characteristics of the theory of «Ancient city-state».
3. Burger's theory as a stronghold, a defensive structure.
4. Theories of the city of the New Age, its features.
5. The function of integration and communication is the essence of the socio-cultural theory of the city.
6. A free city.
7. Reasons for the emergence of medieval cities.
8. Models of cities and urban systems.
9. The main historical stages of urban development.
10. Cities of the World in Modern Times.

List of recommended sources [4; 6; 12–15; 20].

Topic 3 The problem of the definition of «city»

Plan

1. The concept of «city» in terms of language (linguistics).
2. The concept of «city» in terms of culture.
3. Definitions of the city: territorial – demographic, political-administrative, economic, sociostructural and sociocultural.

Key concepts and categories: dytinets; krom; posad; sloboda; zarichchia; division; definition of a city; territorial and demographic features of city ; political and administrative features of a city; economic features of a city; sociostructural features of a city; sociocultural features of a city.

Creative tasks:

1. Identify the features of urban lifestyles in protocities.
2. The essence of the ideal city according to Plato.
3. The circumstances of the emergence of cities.

Topics of reports and abstracts:

1. F. Brodel’s classification of cities in the history of the West.
2. Mythology and symbolism of the city.
3. Symbolism of urban architecture.

Problematic questions:

1. The concept of «city» in terms of linguistics.
2. The concept of «city» in terms of culture.
3. Grounds for the definition of a city.
4. The city as a complex semiotic mechanism.
5. The city as a generator of culture.
6. Social structure of the city.
7. Generational theory and the modern city.
8. How is the category «city» represented in dictionaries?
9. The essence of sociostructural features of the city.
10. The essence of socio-cultural features of the city.

List of recommended sources [6; 13; 19; 20; 26].

Theme 4 Contemporary social and philosophical theory of the city

Plan

1. Max Weber, The City.
2. F. Tönnies: urban settlement community.
3. Sociology of the city of the Chicago School (E. Burgess, R. Park, L. Wirth).

Key terms and concepts: socio-cultural paradigm of the city; division of labour; lifestyle; sociality; social ecology; ghetto.

Creative tasks:

1. Give an analysis of the city based on H. Simmel's work «Great Cities and Spiritual Life».
2. How did Louis Wirth characterise urbanisation in his book Urbanism as a Way of Life?
3. Urban lifestyle versus traditional rural lifestyle.

Topics of reports and abstracts:

1. Socio-cultural paradigm of urban life research: methodology and concept of M. Weber.
2. E. Durkheim: social division of labour and urban development.
3. F. Tönnies: the city as a «public» sociality.

Problematic questions:

1. L. Wirth on the concept of urban lifestyle.
2. F. Tönnies and his concept of Gemeinschaft and Gesellschaft. Chicago School of Social Ecology.
3. Robert Park – the concept of the marginal personality.
4. Social and ecological theory of the Park.
5. Fragmentation of urban life according to L. Wirth.
6. Research on urban problems in the works of the Chicago School of sociology.
7. E. Burgess on the urban community as a complex mosaic of diverse social groups.
8. Empirical sociological research on the city by the Chicago School of Sociology.
9. Features of the City in M. Weber's The City.

List of recommended sources [5-11; 15; 18–23].

Topic 5 Urban society

Plan

1. Types of social space in the city.
2. The multidimensionality of the urban community: territorial and settlement, economic, historical, urban planning, psychological, semiotic, sociological aspects.
3. «3. The Right to the City.
4. Urban lifestyle.

Key concepts and categories: community by settlement; geo-landscape aspect of the territory; socio-ecological aspect of the territory; demographic aspect of the territory; psychomental aspect of the territory; law of urban gravity; urban-economic balance; city budget; city architectonics; symbolic space of the city; management of social processes of the city; image of the city; city archetype; semiotics of the city; dialogue of the city; text of the city.

Creative tasks:

1. Problems of the philosophical and methodological approach to thinking about the city.
2. The sociological aspect as an integral aspect that takes into account all sides and the circumstances of urban life.

Topics of reports and abstracts:

1. Functional specificity of the city.
2. Determinants of the choice of place of residence.
3. The city as an area of interaction between anthropogenic and natural elements of the human environment.

Problematic questions:

1. Specify the subjects of city communication.
2. Explain the relationship between the concepts of «way of life», «standard of living», «quality of life», «lifestyle».
3. What name is associated with the emergence of the scientific study of «city images»? Describe the main features of this scientific concept.
4. What are the main differences between «cities as machines» and «urban organisms», «market cities» and «jungle cities»?
5. Specify the options for your relationship to the city.
6. Explain the functions of the city image.
7. State the main features of an «organism city».
8. The essence of the «city as a machine».
9. Give examples of a «bazaar city».
10. How do you understand the image of the «jungle city».

List of recommended sources [8–12; 15; 20; 22].

Topic 6 City culture

Plan

1. «Culture of Cities» by L. Mumford.
2. «The Image of the City by C. Lynch, The Life and Death of Great American Cities by J. Jacobs.
3. The idea of urban diversity, intensity and vitality.

Key terms and concepts: culture; civilisation; money; rationality; writing; urban multiculturalism; urban subcultures.

Creative tasks:

1. The city as a socio-cultural organism of civilisation.
2. Factors determining the development of civilisation.
3. L. Mumford in his book «Culture of Cities» about the essence of the city.
4. Cultural industries of the city.

Topics of reports and abstracts:

1. Invisible City by L. Mumford.
2. J. Jacobs, The Life and Death of Great American Cities.
3. Urban fashion.

Problematic questions:

1. What is the specificity of the city's socio-cultural environment?
2. The city and the crisis of identity.
3. Culture of the modern metropolis: main features
4. Characteristics of multiculturalism in the modern city.
5. How culture shapes our city: a global UNESCO report.
6. The essence of the city as a cultural space.
7. The image of the city as a socio-cultural process.
8. The city as a phenomenon of socio-cultural development.
9. Archetypal ideas underlying the concept of «city».
10. The urban-rural dichotomy as a universal cultural category.

List of recommended sources [6–10; 16; 18; 21; 25].

Topic 7 The modern city: ideas and practices of the world

Plan

1. The concept of modern «urbanisation» and its features.
2. Global cities and the reasons for their emergence. Image and brand of a global city as a tool for its transnationalisation.

Key terms and concepts: modern urbanisation; glocalisation; global city; city image; city brand. competitiveness of global cities.

Creative tasks:

1. The phenomenon of the world city.
2. Are skyscrapers a harbinger of crisis?
3. Global Cities Index.

Topics of reports and abstracts:

1. Urbanisation in China.
2. Saskia Sassen on global cities.
3. The global city: theory and reality.

Problematic questions:

1. The essence of modern urbanisation.
2. Characteristics of the city in the era of globalisation.
3. The features of the world's largest agglomerations.
4. Strategies for the development of cities and megacities
5. Global cities: development prospects.
6. The phenomenon of competitiveness of global cities.
7. Global financial centres.
8. A global city in the global economy.
9. Diplomacy of cities.
10. The Role of Geopolitical and Information Resources in the Development of a global city.

List of recommended sources [11; 12; 15; 19; 21; 24].

Topic 8 Creative city**Plan**

1. «Expansion of culture», the formation of a new value and communication environment.
2. Suburbanisation, urban lifestyle.
3. Creativity as a key factor in the development of all economic entities.
4. Humanisation of cities. Social damper. Harmonious city. Successful urban places: evaluation criteria.
5. Creative cities: the Three T's theory: talent, technology, and tolerance. Factors of success of cities. Integral index of creativity.

Key terms and concepts: urban paradigm; suburbanisation; rururbanisation; culture, creativity; tolerance; humanisation of cities; harmonious city;

Creative tasks:

1. What is the «McDonaldisation» of the culture of the modern city? Analyse this phenomenon based on George Ritzer's book The McDonaldisation of Society.
2. What is the relationship between the concepts of culture and civilisation? Read the doctrine of local civilisations by A. Toynbee and O. Spengler.

Topics of reports and abstracts:

1. Creative cities beyond the Florida panhandle.
2. The main features of the concept of urban humanization.

Problematic questions:

1. Urbanisation in its modern sense.
2. A city within a system of cities.
3. Features of the megalopolization process.

4. Urbanisation as an extensive and intensive process.
 5. Urbanisation as a factor in the formation of associations of cities – agglomerations.
 6. Science cities.
 7. Technopolises of modern Ukraine.
 8. The essence of suburbanisation.
 9. How do you understand the expression «McDonaldization of society»?
 10. The relationship between «culture» and «civilisation».
- List of recommended sources** [5–7; 10; 16; 20–23].

Topic 9 Ideologies of urban decision-making

Plan

1. Deliberative democracy as a public dialogue (discourse) between state institutions and citizens.
2. High modernism.
3. Left-wing urbanism.
4. Hipster urbanism.
5. New urbanism.

Key terms and concepts: deliberative democracy; participatory democracy; ideology; high modernism; left-wing urbanism; hipster urbanism; new urbanism; tactical urbanism.

Creative tasks:

1. City image as a management resource.
2. Trends in the development of political leadership in cities.

Topics of reports and abstracts:

1. Social diagnostics and ways to overcome deviant behaviour in in a modern city.
2. Social anomie and its impact on the behaviour of young people in the modern city.
3. Social marginality in the modern city.

Problematic questions:

1. What is «marginalisation» in a modern city?
2. Describe the main marginalised groups in the city of modern Ukraine. What influenced their emergence? What are the likely trends in their development?
3. A manifesto for a new urbanism.
4. The essence of participatory democracy in city management.
5. High modernism according to R. Moses.
6. Left-wing urbanism: its essence and features.

7. Hipster urbanism: main characteristics.
8. The essence of tactical urbanism in the modern city.
9. Ian Gale's Cities for People.
10. 10.Principles of the new urbanism.

List of recommended sources [1–5; 18–20; 22–26].

Topic 10 The city of the future

Plan

1. The New Normal as a Methodology of Modern Urban Sociologists.
2. Platform capitalism, its key components: market economy, urbanisation and digitalisation.
3. The new normal and digital power: FAANG platforms connect citizens and allow them to interact in new ways, facilitating communication.
4. Health-based urban development will become the new normal.
5. A «mega-community» is being formed within the city structure.

Keywords and concepts: smart city; digitalisation; digital power; platform capitalism; Habitat; communication; urban ecology.

Creative tasks:

1. A safe city in an extreme world.
2. Cities as agents of innovation.
3. Kjell Nordström on the future of cities.

Topics of reports and abstracts

1. Smart city.
2. City image as a management resource.
3. Neom – Saudi Arabia's smart and tourism project of a cross-border city.

Problematic questions:

1. A new urban development programme.
2. Name two priority areas of UN-HABITAT.
3. Ray Oldenburg: The third place of the modern city.
4. How are modern technologies changing the city?
5. Ebenezer Howard: «Garden Cities of the Future».
6. Eco-city: main characteristics.
7. Three levels of a smart city.
8. Smart city.
9. Smart cities of Ukraine.
10. Virtual city: modern communication.

List of recommended sources [2–5; 22–26].

3 CONTENT OF INDIVIDUAL WORK OF STUDENTS FROM THE STUDY OF THE MATERIAL 1 MEDIA «GENESIS OF THE CITY»

Mastering the educational material of the first module «Genesis of the City» involves studying the main theories of the origin of the city and urban society with special attention to interpretive and anthropological aspects, urban culture and the inspiration of urban society.

The purpose of individual work is to develop a critical socio-philosophical view, the ability to apply socio-philosophical and urban theories to the analysis of urban society and to develop the competitiveness of future specialists.

For the independent study of the course «City as a Social System», it is very important to use innovative teaching technologies, namely, computer programs, multimedia, audiovisual materials, etc., which allow to significantly intensify the process of mastering information, contribute to a deeper understanding of the material studied, so the result of studying the first content module is the preparation of a presentation on the genesis of your hometown and its defence.

Content of the individual assignment on the topic «theory of the origin of cities»

The first step in studying the topic and preparing a presentation is to get acquainted with the theoretical material and determine the theory of origin of your hometown, as well as analyse the impact of this theory on the formation of urban society.

A brief summary of the class material on the theory of the origin of cities.

Theories of the origin of cities

Specific historical material provides a great variety of circumstances of the emergence of cities. «The City as a Social System as a theoretical discipline seeks to generalise, i.e. to build a comprehensive explanatory scheme of the emergence of the city. In the course of numerous discussions, a number of theories have emerged. Their general sociological methodology is to identify social functions that are given city-forming significance:

1. The natural centre of territorial integration of people (economic, tribal, religious, national) is the **ethno-territorial theory**.
2. Political and administrative centre of government – **the theory of Eastern despotism, the theory of the city-state**.
3. A stronghold, a defensive structure – **Burg's theory**.
4. Spatial form of division of labour – **economic theory**.
5. The function of integration and communication – **sociocultural theory**.

In the course of teaching the course, each of these theories is considered and discussed with students.

Ethno-territorial theory. Any community has its own habitat, which is formed historically, initially on the basis of kinship and economic relations. As socio-cultural ties become more complex, a central (sacred, metropolitan) place of increased concentration of certain social norms and traditions emerges. Even nomadic peoples have such places. For example, Mecca was originally a place for annual meetings of nomadic tribesmen to exchange information, and then it began to acquire the character of a trade and religious centre. The central place is not necessarily located in the geometric centre of the community, especially as the contours of the habitat change. There are works by geographers that show that the territory of a central place has special geographical properties. Geo-landscape features of the territory are important for the emergence of cities, for example, Kyiv is located on seven hills. Territorial centres perform functions:

- 1) territorial integration (administrative centre, capital);
- 2) a hub of communication routes («crossroads»).

Cities emerge in their place. The habitat of a community can change, and the centre of the territory shifts. Territorial centres represent an overlap, an interference of natural and cultural parameters of the habitat.

The cities of antiquity and the early Middle Ages performed, first and foremost, the function of political and administrative management. This function was realised in various historical and geographical forms; the most famous are the ancient Eastern despotism and the ancient polis.

The theory of Eastern despotism. The city-fortress of primitive despotism is the oldest type of city known to us. This city is nothing more than a military residence of a despotic tribal leader – his home, as well as an instrument of protection and domination. The process of urbanisation followed the general rule: as many despots as cities. But the oldest eastern defended settlements can be called a city rather conditionally. They were a wide walled space within which there was a despot's residence surrounded by a new wall. Throughout the protected space, there are scattered groups of palaces of nobles and houses with estates, arable land, and date orchards. Their size is truly colossal, although it can be assumed that the first chroniclers, legends and later travellers exaggerated somewhat. According to Herodotus, for example, Babylon had a circumference of 480 stadia, or 88 kilometres; according to the prophet Jonah, Nineveh was three days away, and according to Aristotle, when Babylon was taken, part of its population learned about it only three days later. However, these cities were, in fact, entire simple states surrounded by walls, and were a kind of combination of city and village. The most impressive «fence» of antiquity is the Great Wall of China. All the cultural

achievements of these centres were primarily subordinated to the strengthening of despotic rule. The social structure of such «cities» was quite homogeneous, or rather, social differences (except for those in power) were insignificant. Governance was carried out mainly by force. As life and governance became more complex, writing and the rudiments of legislation appeared.

The theory of the city-state. The second main type of urban system in terms of time of origin is undoubtedly the «city-state» of the ancient world (in Greek *πολίς*, in Latin «*civitas*», in German *Stadtstaat*, in English *citystate*). It was primarily a military-administrative, political and legal centre. The dominance of the administrative function left its mark on the life and spiritual atmosphere of the city-state. The social structure, way of life, lifestyle, and even the appearance of ancient «*polises*» had very little in common with the centres of Eastern despotisms. The municipal and public form of government and self-government, which first emerged in the city-states of the Greeks and Romans, had a great influence on the development of Western civilisation. Historians believe that the urban social structure of Europe was a direct continuation of the Roman continent, and consider «Roman law» to be the fundamental basis of Western culture.

Burg's theory. From its point of view, the genetic function of the city is defensive. Briefly and schematically, its logic is as follows. In the early Middle Ages, there was no social security in the Germanic-Roman world: tribal movements, military attacks, robberies, and plunder were chronic phenomena. Under such conditions, feudal owners built fortified castles to protect their lands and buildings, and farmers and craftsmen looking for external security willingly settled in the vicinity of them. Thus, more and more crowded settlements gradually appeared around the castle, and the largest of them, in turn, were often fortified, that is, surrounded by walls, moats, palisades. These settlements eventually turned into a military community with certain rights and responsibilities. All the settlements that were part of this union were obliged to take care of the fortifications of the settlement, and in case of war, to defend them with arms. For this, they enjoyed the right to hide behind the walls of the Burg, together with their families and all movable property, in case of danger. This right was called «*Burgrecht*», and the one who exercised it was called a Burger (a burges). This right gradually evolved towards bourgeois law.

Until the tenth century, cities were mainly owned by a secular lord (count or prince), and then power over cities gradually passed (especially in Germany and Italy) to the church, which governed them with the help of a number of officials: *praefectus urbis*, *advocatus*, *monetae*, *magister*. The struggle of cities for free self-government is gradually intensifying. It increasingly acquires an ideological and ideological, anti-clerical character, and in the course of the «communal

revolution» cities simultaneously gain independence, undermine the foundations of the feudal system and form the legal basis of capitalism.

Burg's theory is based on the understanding of the city first as a defensive and then as a political and legal phenomenon: the same defensive function, but not by force, but by legal means. Its modern proponents believe that urban law, as an element of urban mentality, was one of the conditions for the formation of Western civilisation (J. Le Goff, F. Brodel).

Economic theory. According to this theory, the fundamental basis for the emergence and the main path of development of urbanisation and capitalism is the differentiation of labour. This is perhaps the most common point of view. The main factor in the differentiation of labour is the development of technology and the change in production methods on this basis, with the subsequent change in all other aspects of life. It is necessary to pay attention to the production (as opposed to agricultural) function of the city. Handicraft and then industrial production leads to a transition from extensive to intensive farming, which in turn leads to the emergence of an additional product and market (replacing the seasonal exchange that has always existed in rural areas). The economic attribute of the city is production, not trade.

Sociocultural theory. The gradual change and complexity of the social structure (diffusion of tribal structures, collapse of the patriarchal family and emergence of the nuclear family, pluralisation of communal forms of management, emergence of production collectives and political communities, etc.), as well as the accumulation of cultural patterns and behavioural models, make it necessary to develop new forms and mechanisms of socio-cultural integration. The structure and means of communication are also changing. These socio-cultural changes appear in a new (as opposed to traditional) space of interaction – the urban space. The city was a subject-territorial form of integration of new social structures and a new type of communication space, characterised by: 1) socio-cultural heterogeneity, 2) the intention to diversity and innovation, 3) the emergence of a personal dimension of space.

The second block of materials to be reflected in the presentation is the peculiarities of urban development in Ukraine, socialist urban planning and urban planning experiments, industrial cities, and the post-socialist city: transformation. Currently, the functional typology of small towns is the most common in the scientific literature. In this case, the classification of small towns is based on the performance of a particular function that the town was supposed to perform in the process of modernisation of the Soviet state.

Within this typology, researchers distinguish the following types of small towns: Satellite cities (satellite towns), which serve as peripheries of large industrial centres; *rural district centres*, which perform mainly administrative functions;

monotowns (single-industry towns), which were formed on the basis of one production enterprise; *research centres*; *cities as recreational centres* (museum cities, cities of festivals and competitions); *cities as memorial centres*, which include historical reserves and religious centres.

In the post-Soviet period, small towns have been negatively affected by urban and demographic processes associated with the socio-economic disadvantage of a number of Ukrainian regions.

It should be noted that the crisis trends in most Ukrainian small towns have transformed their typology. Currently, the typology based on the socio-economic situation in the city is quite common in the scientific literature. In this regard, the scientific discourse includes such predicates as «problematic», «depressed», «crisis», «backward», «optimising» and «stable» cities (tab. 1).

Table 1 – Typology of cities based on the socio-economic situation in the city

Typology of cities	Characteristics
Problems	Cities characterised by low levels of industrial production, low volumes of housing and infrastructure construction. This type includes cities that are unable to solve their problems on their own
Depressive	Depressed cities are those that are in a deep socio-economic crisis, which is manifested in a decline in production, unemployment, and low living standards. In order to overcome the depression, such a city, according to scientists, needs significant investment in the processes of revitalisation and diversification of production
Crisis	Crisis-type cities include a number of cities in which the depression has become protracted and is accompanied by further deterioration of the socio-economic situation, as well as cities with violation of environmental conditions for living or located in the zone of armed conflicts
Backward	The main indicators of a backward city are low production and income levels, underdeveloped social and industrial infrastructure etc.
Optimising	Optimising cities include cities that have overcome crisis difficulties in the course of modernisation and are striving to «optimise» economic, demographic and environmental indicators of urban life. The criterion for identifying stable cities is the sustainability of socio-economic indicators
Stable	The criterion for identifying stable cities is the sustainability of socio-economic indicators: high average wages; low mortality rates and the highest level of demographic balance (mainly due to migration inflows); low unemployment; high retail turnover per capita; high production of material goods (industrial output) etc.

For the study of the current state of small towns in Ukraine, this typology is quite conceptual, as it allows students to better understand the main socio-economic problems of their cities.

Tasks. Based on the analysis of the theoretical material provided, conduct a study of the genesis of your hometown, analyse the multidimensionality of urban society, prepare a report as a discussant on the theories of the emergence of Ukrainian cities and participate in the debate.

Description of the presentation structure:

Prepare a presentation and include it in your presentation:

- 1) a brief genesis of the city;
- 2) territorial and settlement, architectural and urban planning, social, economic, political, semiotic and psychological characteristics;
- 3) evaluate the city as a cultural space.

Required competences. Coordination of student's skills in collecting, systematising, processing information, presenting it in the form of a collection of materials that briefly reflect the main issues of the topic under study in electronic form. In other words, the creation of presentation materials expands the methods and means of processing and presenting educational information, develops students' skills in systematic, holistic analysis of the city, and determining its competitive advantages.

Required skills: to study the materials of the topic, highlighting the main and secondary; to establish a logical connection between the elements of the topic; to present the characteristics of the elements in a short form; to select reference signals to emphasise the main information and reflect them in the structure of the work; to format the work, submit it by the deadline and make a presentation in a competitive environment.

Evaluation criteria: relevance of the topic; clear structure of the information; presence of a logical connection between the information presented; aesthetic design, its compliance with the requirements, competitive level of presentation (tab. 2). Every year, at least ten authors of the best presentations take part in regional, national and international conferences, which significantly improves the competitiveness of students – it also increases the final grade in the discipline.

Table 2 – Evaluation criteria

Excellent	Good	Satisfactory	Unsatisfactory
<p>Excellent level evidence, clarity, quality of presentation of information. Degree completeness of disclosure of the material and the solutions presented fully meet the objectives of the presentation. Appropriate sources and methods were used. High level of presentation skills, good command of oral presentation techniques, verbal and non-verbal communication methods</p>	<p>Good level mastery of the material. Intermediate level evidence, visibility, quality representation of information. Degree completeness of disclosure material and brought The solution is basically answer the task of the presentation. Used. sources and methods mainly answer delivered Tasks. Good level of presentation, mastery of oral presentation techniques and partial mastery of methods of communication with the audience</p>	<p>Satisfactory level of proficiency material. low level evidence, visibility, quality representation of information. Degree of completeness of disclosure of the material and the following the solution is weak answer the task of the presentation. Used. sources and methods partially answer to the task at hand. Average level of presentation, insufficient knowledge of oral presentation techniques and methods of communication with the audience</p>	<p>Unsatisfactory level of proficiency material. Unsatisfactory Level of evidence, visibility, quality representation information. degree completeness of disclosure of the material and are given solutions do not meet the objectives of the presentation. The sources and methods used are not answer delivered task. Low level of presentation, insufficient knowledge of oral presentation techniques and methods of communication with the audience</p>

4 CONTENT OF INDIVIDUAL WORK OF STUDENTS ON STUDYING THE MATERIAL 3 OF THE MODULE «THE CITY IN THE MODERN WORLD»

Project on social organisation of the city for the development of social activity and communication skills of students in order to form their competitiveness on the topic «Modern City: Ideas and Practices of the World».

Project goal: to develop students' skills in empirical work in the city and analyse a particular city in terms of the presence or absence of a comfortable urban environment, to develop skills in creating projects of a multidimensional urban environment as a complex living space, taking into account its social targeting. The competitiveness of a future specialist is developed through the development of a critical sociological view and the ability to apply sociological theories to the analysis of urban society, the development of social activity, responsibility, and the creative potential of a specialist, as well as the creation of an effective competitive project and its presentation. Preparations for the project are focused on the social organisation of the city, analysing the types of social relations and models of social life inherent in cities and their different cultural contexts. The analysis of urban communities allows us to focus on the social life of citizens, territorial associations (networks of interactions), studying the socio-cultural processes of urban communities, the public and private in their living space, focusing on the study of urban everyday life. The project involves submitting a proposal for the development of their hometown, using the theories discussed in the course «City as a Social System».

Project objectives

Using the theories discussed in the course «City as a Social System», create a model of a multidimensional urban environment as a complex living space with bio-ecological, economic, socio-structural (social and group) and socio-cultural (normative, value and meaning) dimensions. Use the guidelines provided in the project.

Adhere to the social targeting of the project, i.e. use the theory of generations. Urban projects should be tied to specific generations of the city, rather than focusing on the average citizen.

When carrying out the project, take the following information into account:

a) the specifics of a particular situation, presented in the form of a list of pressing life problems considered from different social perspectives (status groups, economic and political interests, scientific calculations);

b) the specifics of a particular situation, presented in the form of a probable model of trends in the city's development;

c) establishing and achieving the priority of local and self-organised beginnings over global, departmental etc.

Provide recommendations for the socio-cultural development of the urban environment in your home town. Present the task in the form of a project and a report with a presentation of 10–15 minutes.

Guidelines for the implementation of a project on social organisation of the city

The task requires the creation of socially significant public facilities. The type of object, its necessary characteristics and methods of its creation are determined by the needs of professional activity in the relevant field or the goals of developing certain skills and abilities.

In completing the assignment, it is advisable to identify a problem area within the chosen theory of urban development (or several theories), to enable you to study it independently and to take a creative approach to presenting the results. Lecture materials, statistical, reference and specialised sources of information (sociological research data), internet sources, company websites can help you identify problematic aspects.

1. Diagnostic stage.

Conduct a field study as a diagnostic stage of the overall problem study. The content of this stage is:

1. Gather information about the problems of the population living in the area.
2. Collecting information on the specifics of the perception of the situation by different groups of the population.
3. Observation of citizens in a particular park (square, street). During the observation, determine what cultural and anthropological types of citizens they represent (and by what characteristics).
4. Conduct visual observation in the same place in the city at different times of the day. Identify which generations of citizens tend to visit the same place at different times of the day.

2. Constructive and communicative stage.

The content of this stage is the formulation of conclusions from the observations. It is useful to analyse additional literature, refer to sources on the Internet and scientific periodicals.

Methodological foundations of the project of socio-cultural development of the city.

Intentional and situational principle. Main ideas:

- 1) the project should be aimed at implementing the intentions of specific population groups (generational theory);
- 2) should affect the significant aspects of their life of a particular population group;
- 3) should be developed and aimed at solving a specific problematic «situation» (e.g., social rehabilitation).

The conditions in which people live are not a simple set (conglomeration) of individual circumstances (factors): economic, environmental, logistical, cultural, etc., but a systemic, qualitative «situation», which is, firstly, a certain way of life of the population, which is not reduced to the peculiarities of the behaviour of representatives of status groups (for example, generations Y and Z behave differently in different places of the territory and different loci of urban space) – the ontological aspect of the «situation»; secondly, a certain perception, experience, acceptance of a way of life; the situation exists as the life world of the individual, which is not reduced to the awareness of status and role positions – the intentional aspect of the «situation». Intentionality is understood as an equal acting of motives and goals (for example, the theory of the 3rd place in the city).

The problem-communication principle. The main idea is that there are stable groups of people (intentional groups) who perceive and interpret the situation in the same way. Groups of this type do not coincide with groups formed on traditional grounds: status, ideology, culture. The basis for group formation is a common perception of the world and a particular «situation» as a set of problems with intersubjective meanings. The idea of socio-cultural design is that social activities in the city should be aimed at solving those problems that are recognised as significant by intentional groups, which make up the real population. The design of the environment should be carried out in the mode of communication, through the coordination of values, meanings, goals that guide people in their life activities:

I Survey methods in socio-cultural design.

The goal is to find the points of convergence of different perceptions of the problem situation by all design subjects and to develop a concept of the situation that includes an understanding of the problems and ways to solve them. The survey technique was a standardised situational biographical interview. The structure of the questionnaire.

Block A. The purpose is to identify the problems that are important to the respondent, to establish the degree of their relevance, priority, interconnection, and the possibility of solving them.

Objectives:

1. Identify the subjective assessment of the existence, nature of the interpretation and the degree of urgency of the problems.
2. Gain an understanding of the timing, mechanism and possibilities of solving specific problems.

Block B. Typology of respondents – city residents.

The goal is to identify the peculiarities of respondents that allow them to be classified as certain «interpretive» types, which are characterised by their own way of interpreting the situation.

Objectives. 1) Identify the main empirical indicators of certain interpretive personality types.

II Identify the principles (economic, political, social, cultural, etc.) of perception of the situation by different interpretive types.

Possibilities of using survey materials to increase the project's Competitiveness:

1. Identification of stable combinations of problems to define and typologise life situations. This is key information for the implementation of predictive social design.

2. Determination of the degree of tension of a problematic life situation with testing of a number of hypotheses, connections, situational tension with individual problems.

3. Identification of stable features, characteristics of groups of respondents who are characterised by a certain type of problem situation (typology of «problem» groups).

4. Identification of factors that can be subjected to corrective management actions in order to reduce the «degree of problematic» life situations of certain categories of citizens.

5. Determining the prevalence of different types of problematic life situations in urban areas and the relationship between typical situations and the characteristics of these areas.

The main competences of students in the project are: a high degree of independence; the ability to process material logically; the ability to compare, contrast and summarise information independently; the ability to classify information according to certain criteria; the ability to express their attitude to the phenomena and events described; the ability to give their own assessment of any work and present information in a competitive environment.

5 RECOMMENDATIONS ON THE METHODOLOGY OF STUDYING PRIMARY SOURCES

For the work to be useful, you should first of all carefully read the material in the lecture notes on the topic to which the source material relates.

We recommend starting the study of primary sources with the table of contents, preface and conclusion, which give a general idea of the work. While reading, you should highlight the main ideas, the formulation of questions, their justification and solution, methods and forms of evidence, the most vivid examples; find out unknown words, terms, unfamiliar names by referring to encyclopedias and dictionaries.

The type of note-taking depends on the degree of complexity of the piece. The most common forms are an *outline*, *theses*, *extracts*, and a *summary*. The plan is a list of key questions that reveal the content of the work. It can consist of the titles of the main sections of the work, the main points.

Abstracts are briefly formulated statements of principle.

Each detailed thesis is a certain generalisation of the thoughts and facts presented by the author. The thesis is written after studying the material.

Extracts are a paraphrase or quotation of the most important provisions works.

A synopsis is a brief summary of the main ideas and conclusions of a work in their logical sequence with citations of the most significant thoughts of the author. Note-taking is a creative process. Often, students make extensive notes, which does not have the desired effect. In the synopsis, you should indicate the author's surname and initials (first name, patronymic), the title of the work, place and year of publication, volume number and page number; the most important provisions, ideas and conclusions should be underlined, subheadings should be highlighted. Leave margins for notes. A well-designed outline makes it easier to use and helps you to systematise your knowledge in preparation for classes and exams. There are three types of notes: textual, free, and mixed. A textual summary involves quoting the main points of a work. It is used to obtain documentary accurate extracts from a given work. A free synopsis is a retelling of the most significant provisions of a work. This type of note is more difficult to take, but it develops the ability to express thoughts independently. A summary that includes citations along with a free paraphrase is called a mixed summary.

While a lecture presents mainly conclusions, final truths on a particular issue, studying and annotating primary sources, a student has the opportunity to follow the process of truth's birth, gain independent thinking skills, and deeply master the rich content of the works of great philosophers and sociologists, scientific thinkers.

Problem-solving questions. Tasks and exercises to prepare for the practical session

In order to master the knowledge of the course «City as a Social System», to join the top of the moral and aesthetic experience of mankind, it is not enough to learn and memorise some important provisions, but to understand, check and consolidate them in the practice of logical solution of problems and tasks that real life poses to the student.

Monographs can be of great help to students. They are designed to activate students' creative thinking, expand and supplement the arsenal of tools aimed at mastering theoretical knowledge and thinking skills.

The annotation of the studied additional literature is an independent form of individual work of the student, which requires a thorough analysis of the proposed additional literature based on a thorough study of scientific and other texts. An abstract is a brief description of the content of a book, article, or other materials with the formation of one's own generalisations and assessments of the subject matter of the annotated source.

For annotation, it is advisable to follow this sequence:

- identify the main problem of the work being annotated (as a rule, it is directly related to the title), formulate the main question to which the author of the paper seeks to find an answer;
- understand what tasks the author sets out to solve problems. To this end, it is advisable for the student to focus primarily on the table of contents, where the structure of the work is usually clearly visible, and therefore the tasks set by the author;
- determine what was the impetus for the author to write a work that is annotated. Usually, this can be a response to the position of another author, which is the object of criticism; lack of clear systematic ideas about the problem under study (the so-called «theoretical relevance»); a situation that has arisen in society and requires urgent reflection (the so-called «practical relevance»);
- the student should identify what views, other than the author's, exist on the problem studied in the annotated work, with whom the author is arguing. It should also be noted what classifications of points of view on the problem under study exist in the literature. In the absence of such a classification, it is advisable to offer the student to make a similar generalisation, at least in order to organise the annotation material;
- annotating the literature, the student should trace the course of the author's. The author should also identify the sequence and logic of the material presented in the abstract. You should pay attention to the research methods used by the author and express your opinion on their effectiveness in achieving the goal set in the paper.

The abstract must indicate what results were obtained the author in the work under study, what conclusions he or she draws. It should be noted that these conclusions should be stated in the abstract accurately, concisely, and consistently, so that the connection between the author's argumentation and the results of the work can be traced.

Finally, when annotating, it is advisable to indicate what prospects for further research exist in this area, what issues the author leaves unresolved or insufficiently clarified. The volume of the abstract should be 5–7 pages.

The choice of monographs and articles is agreed with the teacher assigned to the academic group by the department.

Essays, abstracts

Essays are scientific, critical and other essays that are distinguished by the originality of their judgements and sophistication of form.

An abstract is a brief review with certain generalisations of literary and other sources that explore the issues of one problem.

The essay or abstract should be an independent, complete work that reflects the student's scientific interests, knowledge, skills, abilities and is a form of his/her involvement in scientific research. The author must demonstrate the ability to consistently and logically present the content of the problem under consideration. At the same time, there should be a creative comprehension, interpretation, interpretation of the problem, at least a partial generalisation of it, and an expression of the author's reasoned point of view on its solution.

An essay should demonstrate the student's scientific culture, possession of the necessary knowledge of both classical and modern literature on the subject under study, as well as the ability to defend the main points of his or her research paper. When choosing a topic for an essay, you should take into account the following:

- level of personal training, range of scientific interests, inclination to research sociology;
- the importance of the topic, its relevance and level of complexity;
- the possibility of consulting assistance from the department.

The structure of an essay in the course «The City as a Social System» is traditional: introduction, body, conclusion.

The introduction clarifies the relevance of the problem, its significance, the state of study, the need for research, and formulates specific tasks and objectives of the essay or abstract.

The main body describes the research topic itself. The author should not only highlight the main problems of the chosen topic and possible solutions, but also show different approaches, offer his/her own interpretation, forms and methods of solving the issue. The topic of an essay can be covered in different ways: either in a historical

way (from the past to the present), or in a logical way (by the main, essential, and nodal points), or in an actualistic way (from the present through its prism to the past and about the past).

The conclusions provide a summary of the important provisions, summarising the extent to which the author has succeeded in fulfilling the objectives set out in the introduction.

The essay concludes with a list of references.

The length of each of these types of papers should be at least 3–5 pages.

Compiling terminology dictionaries for the course «City as a Social System». A glossary is a dictionary of terms and definitions of a particular field of knowledge. A terminology dictionary for the course «City as a Social System» should contain an interpretation of the meaning of sociology terms, personal achievements of leading researchers and other information. A glossary on one of the topics with a total of 10 terms. The recommended principle of organising dictionary entries is alphabetical.

6 LIST OF QUESTIONS FOR DIFFERENTIAL ASSESSMENT

1. The city as a carrier of all types of human activity.
2. The main areas of urban research.
3. The city as a social system.
4. The theory of Eastern despotism.
5. Ancient city-state.
6. Burg's theory.
7. Theories of the New Age.
8. Modern urbanisation.
9. The concept of «city» in terms of linguistics.
10. The concept of «city» in terms of culture.
11. Grounds for the definition of a city.
12. The Marxist trend in urban theory.
13. M. Weber's theory of the city.
14. Multidimensional analysis of urban society.
15. The concept and types of social space of the city.
16. Public space as a factor of integration of urban society.
17. The image of the city in a changing world.
18. Global cities: causes of emergence, main features.
19. Trends in urban development in the era of globalism.
20. Urban lifestyle in the context of globalisation.

21. The post-industrial era of urbanization.
22. The city's new civilising mission.
23. City subsystems: their interconnection
24. Socio-cultural paradigm of urban life research: methodology and concept of M. Weber.
25. The socio-cultural paradigm of urban life research: G. Zimmel.
26. A socio-cultural paradigm for the study of urban life: Chicago School of Social Ecology.
27. The city as a communicative environment; features and problems of the city's communicative space.
28. Sociological structuring of urban territory: typology of urbanised settlements.
29. Henri Lefebvre and the Right to the City.
30. Culture of the modern metropolis.
31. Technopolis, technopark, science city
32. Options for attitudes towards the city.
33. Functions of the city image.
34. The main features of an «organismal city».
35. The essence of the «city as a machine».
36. The essence of the «bazaar city».
37. Understanding the image of the «jungle city».
38. Culture of the modern metropolis: main features
39. Characteristics of multiculturalism in the modern city.
40. The essence of the city as a cultural space.
41. The image of the city as a socio-cultural process.
42. The city as a phenomenon of socio-cultural development.
43. Archetypal ideas underlying the concept of «city».
44. The urban-rural dichotomy as a universal cultural category.
45. The essence of modern urbanisation.
46. Characteristics of the city in the era of globalisation.
47. Features of the world's agglomerations.
48. Strategies for the development of cities and megacities.
49. Global cities: prospects for development.
50. The phenomenon of competitiveness of global cities.
51. Global financial centres.
52. Global city in the world economy.
53. The Role of Geopolitical and Information Resources in the Development of a global city.

54. Features of the megalopolization process.
55. Urbanisation as an extensive and intensive process.
56. Urbanisation as a factor in the formation of associations of cities - agglomerations.
57. Science cities.
58. Technopolises of modern Ukraine.
59. The essence of suburbanisation.
60. The relationship between «culture» and «civilisation».
61. What is «marginalisation» in a modern city?
62. Describe the main marginalised groups in the city of modern Ukraine. What influenced their emergence? What are the likely trends in their development?
63. Manifesto of the new urbanism.
64. The essence of participatory democracy in urban governance.
65. High modernism according to R. Moses.
66. Left-wing urbanism: essence and features.
67. Hipster urbanism: main characteristics.
68. The essence of tactical urbanism in the modern city.
69. Ian Gale's Cities for People.
70. Principles of the new urbanism.
71. A new urban development programme.
72. Name two priority areas of UN-HABITAT.
73. Ray Oldenburg: The Third Place of the Modern City.
74. How are modern technologies changing the city?
75. Ebenezer Howard: «Garden Cities of the Future».
76. Eco-city: main characteristics.
77. Three levels of a smart city.
78. Smart city.
79. Smart cities of Ukraine.
80. Virtual city: modern communication.
81. City image as a management resource.
82. Deliberative democracy as a public dialogue between city institutions and citizens.
83. L. Wirth on the concept of urban lifestyle.
84. F. Tönnies and his concept of Gemeinschaft and Gesellschaft.
85. The socio-ecological theory of R. Park.

7 CRITERIA FOR ASSESSING STUDENTS' KNOWLEDGE

Methodological tips for preparing for module control

When preparing for the control of independent work, students should first of all familiarise themselves with the methodological advice on working on the course. Then you should proceed to consider the questions that are given in the syllabus for this topic.

To prepare for the test, you should use lecture notes, textbooks, and dictionaries. In addition, you need to familiarise yourself with the questions that are included in the differential test, taking into account the various options for their formulation.

Methods of current control:

- an oral or written survey;
 - written control (test papers, etc.);
 - testing in the classroom, a virtual educational environment on the MOODLE platform;
 - solving problematic situations;
- listening to reports on independently studied topics, presentations of reports.

The final control in the form of a differential test is carried out in writing or in a virtual educational environment on the MOODLE platform in a test form.

The criterion for the successful completion of the final assessment in the form of a test is the achievement of the minimum threshold levels of grades for each planned learning outcome.

Control of independent work

The evaluation is based on the following criteria: understanding, the degree of mastery of the theory and methodology of the issues under consideration;

- the degree of mastery of the discipline;
- reading the recommended literature, as well as the current literature on the issues under consideration;
- the ability to combine theory with practice when considering production situations, solving problems, completing tasks for independent study and tasks submitted for consideration in the classroom;
- logic, structure, style of presentation of material in written works and in classroom speeches, ability to justify one's position, summarise information and draw conclusions.

For the successful and systematic completion of the assigned tasks during the content modules, the student receives an «excellent» grade or the corresponding percentage of points for the current control. If he/she performs the task without separate calculations explaining the solution, he/she receives a grade of «good», which is taken into account in the corresponding amount of points for each individual content module.

Students' independent work is monitored throughout the semester. During the assessment of practical assignments and independent work, attention is also paid to their quality and independence, timeliness of submission of completed assignments (according to the schedule of the educational process). If any of the requirements are not fulfilled, the grade is reduced.

The final control (differential examination) is carried out at the time provided for in the class schedule. Conducting final control.

The condition for admission to differential credit is the amount of points accumulated in content modules, which must be at least the minimum established (according to the internal university rating or the ETSC system), or the presence of positive marks in the intermediate module control (according to the national system).

Differentiated assessment is carried out in test form. The final grade in the discipline is assigned according to the national system of assessment of learning outcomes and in the ECTS system in accordance with the methodology for transferring student performance indicators to the university's ECTS assessment system.

Table 3 – Grading scale: national and ECTS

Total points for all types of learning activities	ECTS assessment	Score on the national scale	
		for an exam, course project (work), internship	for credit
90–100	A	excellent	enrolled
82–89	B	well	
74–81	C	satisfactorily	
64–73	D		
60–63	E		
35–59	FX	unsatisfactory, with the possibility of retaking	not credited, with the possibility of retaking
0–34	F	unsatisfactory, with mandatory re-study	not credited, with mandatory re-study of the discipline

For part-time students, the following types of knowledge control are provided: completion of a test, which is an admission to the test (final control).

The final grade in the discipline is assigned in the ECTS system of learning outcomes assessment:

Grade «A» – the student is competent, logical and fully answered all the exam questions. The exam materials were neatly prepared. The textual part of the answer is supplemented by the necessary graphic material. In the answers, the student showed knowledge of additional literature.

Grade «B, C» – the student is competent and has essentially answered the theoretical questions of the examination paper without making significant mistakes, skilfully uses knowledge in solving practical tasks and answering questions. Examination materials are neatly designed, the text part is supplemented with graphic material (if necessary).

Grade «D, E» – the student has shown knowledge of the basic material, but Not He did not specify the details. There are inaccuracies in the answers. The student violates the sequence of the answer. There is sloppiness in the design of examination answers.

Grade «FX» – the student did not answer a significant part of the programme material. The student made many mistakes in the answers. Examination answer materials are sloppy.

LIST OF RECOMMENDED SOURCES

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«МІСТО ЯК СОЦІАЛЬНА СИСТЕМА»

*(для здобувачів першого (бакалаврського) рівня вищої освіти
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