

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

**SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF
ECONOMICS**

Syllabus
of the academic discipline
"THE HISTORY OF UKRAINE"
for full-time students of training direction
6.140103 "Tourism"

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A thematic plan of the academic discipline and its content according to modules and themes are given. Plans of lectures, seminars, guidelines for evaluation of students' knowledge, professional competencies students must have after learning the academic discipline, are given.

Recommended for students of training direction 6.140103 "Tourism".

Подано тематичний план навчальної дисципліни та її зміст за модулями і темами. Вміщено плани лекцій та семінарських занять, методичні рекомендації щодо оцінювання знань студентів, професійні компетентності, якими повинен володіти студент після вивчення навчальної дисципліни.

Рекомендовано для студентів напряму підготовки 6.140103 "Туризм".

Introduction

The academic discipline "The History of Ukraine" is a compulsory discipline in the system of training non-historical specialists of the bachelor's degree academic qualification. In Simon Kuznets Kharkiv National University of Economics the teaching of history is connected with the common tendency of humanization of the education sphere. Studying the history of Ukraine has to breed up a student as an educated and well qualified person, who would be able to analyze all social processes on the basis of historical information. For example, consequences of the USSR are still in our life. Our past shapes our present. To be able to plan future and not to make mistakes one should know the historical experience concerning all possible behaviours of the old Soviet society. Hence, it is necessary to keep under control all the events that make up history.

At the same time, history acquaints students with national and universal values and, consequently, shapes their national self-identity and democratic consciousness.

The academic discipline is taught in the English language. Also, it is possible to have students work with sources in different languages, such as Ukrainian, Russian, Turkish (if a group includes Turkish students), etc. However, at lessons students have to exercise formal writing, express their ideas, or what they have learned, only in English.

The academic discipline "The History of Ukraine" is a compulsory academic discipline which is studied according to the academic plan of training bachelor's degree specialists of training direction 6.140103 "Tourism", of all forms of study.

1. Description of the academic discipline

Table 1

Names of indices	Sphere of knowledge, training direction, level of education and qualification	Characteristic of the academic discipline
The number of credits, according to ESTC: 3; including independent work	Sphere of knowledge 1401 "Sphere of service"	Normative (compulsory)
Modules: 2	Training direction	Year of training
Thematic modules: 2	6.140103 "Tourism"	1 st
The total number of hours: 108		Semester
	The average number of weekly hours for the daily form of learning: auditorium: 3; independent work: 3	level of education and qualification: bachelor
Lectures		
34		
Seminar		
18		
Independent work		
54		
Type of control		
Credit: a final control written test		
		2

Note. The ratio of the number of auditorium hours and independent work is 93 %.

2. The coals and tasks of the academic disciplines

It is worth noting that the academic discipline "The History of Ukraine" differs from a school course. In Simon Kuznets KhNUE the academic discipline devotes the main attention to the building of the Ukrainian nation and its state formation and concentrates on bringing up professional competences of students. The syllabus of the academic discipline has been worked out for teaching students how to think critically, work with scientific literature, analyze and compare different historical facts, represent points of view, share opinions with others.

The goals are to improve the students' comprehension of the native history, show this past as the essential part of the history of Central and Eastern Europe, explain the reasons and consequences, regularities of social transformations which took place during different periods, teach students how to analyze events of the past for maximum control over the present situation and planning future activity.

The tasks are to teach students how to work with primary and secondary sources (oral, written and material ones), critically consider the information got from the sources, analyze and compare different historical facts and processes, formulate their own questions on the basis of historical information, make independent conclusions, present and defend their own standpoints on every historical problem.

The subject of the academic discipline is the basic processes of the Ukrainian national and state building, social and economic changes, which took place in the past of the Ukrainian nation during different historical periods, within the context of such processes in the history of countries and title nations of Central, Eastern and Western Europe.

During the process of learning students get the necessary knowledge through lectures and seminars. The most complicated questions are considered during seminars. Independent work of students is very significant for studying some specific information. All kinds of lessons have been worked out following the credit system of education.

As a result of studying the academic discipline students have to:

know:

political and administrative organization of the Ukrainian lands in different historical periods;

different forms and basic elements of the Ukrainian statehood during history;

chronology of historical events;

multi-factors, reasons, course, consequences of political, economic and social events, phenomena, processes on the territory of Ukraine in different historical periods;

different processes of modernization, radical and moderate reforms, their displays and impacts on the historical past of Ukraine;

national and universal values in order to have their own national self-identity and democratic (civic) consciousness;

the past and modern life of the Ukrainian nation in its relations with autochthonous peoples of Ukraine – the Crimean Tatars and national minorities, their influence and role in the Ukrainian history;

roles and places of Ukrainians in the Polish-Lithuanian Commonwealth of both peoples, the Russian Empire, the Austrian (Austro-Hungarian) Empire of Hapsburgs, the USSR and other countries, which the Ukrainian ethnic lands were part of.

be able:

to correlate the processes of the Ukrainian history with those of the European history;

to search and analyze primary and secondary sources (including sources from the Internet);

to evaluate critically the facts got from the sources and interpret them on the basis of different approaches;

to make and plan their own professional activity on the basis of historical experience, "to face the present and the future... to understand the forces, however shocking, which have made our world and our society what it is" [13, p. 36];

to define the significance of different modern events of political, economic and social life in Ukraine;

to argue the historical contribution made by the Ukrainian nation into the past and modern activity of other European states;

to formulate their own point of view on the Ukrainian past, present it orally and in writing;

to use the historical apparatus of terms and categories while describing the processes of national building and state formation within the Ukrainian territory;

to make their own scientific research on the basis of skills and abilities got during lessons of history.

In general, students should be ready to consider the basic processes of the Ukrainian national building and state formation, social changes, which took place throughout different historical periods, compare all of them with similar such processes of other counties and title nations of Central, Eastern and Western Europe.

After learning the academic discipline students have to get the following competencies.

1. The ability to analyze social, political, economic processes, events, phenomena of the past and present Ukraine:

to formulate and implement historical methods in the analysis of events, phenomena, social processes, realize a scientific approach toward the emergence of the Ukrainian people in the context of development of Slavic tribes and other peoples;

to define peculiarities of annexing the Ukrainian lands by the Grand Principality (or Duchy) of Lithuania and the Kingdom of Poland, the fate of the Ukrainian appanage principalities;

to define and characterize peculiarities of political and socioeconomic order of the state, its foreign and domestic policy, the role of Bohdan Khmelnytskyi as a prominent state figure;

to define the peculiarities of the national liberation fight of the 18th century;

to define the socioeconomic state of Dnieper Ukraine and western Ukraine; to define peculiarities of the first phase of the Ukrainian national revival; to define features of the national and liberation movement in the western Ukrainian lands;

to characterize the revolutionary events of 1848 – 1849 in the western Ukrainian lands;

to define the methods of comparison of the innovative 1920s and dramatic 1930s; causes of the mass repressions, Holodomor, the "Executed Revival" (Rozstriliane Vidrozhennia);

to clarify the violence of the occupation regime in Ukraine and the resistance movement; to characterize the offensive operations of the Red Army of Workers and Peasants, the process of freeing of Ukraine from the German Nazi invaders, basic preconditions and cost of the victory of 1945;

to define difficulties of the postwar recovery of the people's economy, renewal of the structures of the totalitarian system; to compare features of a temporary liberalization of the totalitarian system and strengthening of a conservatism in all the spheres of social life, principles of the Ukrainian SSR's Constitution of 1978 and the oppositional movement, "Reconstruction" and its transformation into a democratic revolution, national and cultural revival of Ukraine.

2. To analyze the genesis, course and consequences of the transition from a traditional to industrial and, then, post-industrial society:

to analyze the policy of the Russian imperial power against the Ukrainian autonomy and measures of its abolition;

to explain the formation and development of Kyivan Rus as a civilization of the new type; on this basis to analyze the theories of its appearance;

to explain the definition "The Cossack revolution of 1648 – 1657" as a process of radical changes and proclamation of the Ukrainian Cossack state;

to analyze such a geopolitical phenomenon as including of the Ukrainian lands into the Russian and Austrian Empires;

to prove a necessity of liberalization of the social life, realization of the process of modernization; to argue how the serfdom slowed the economic development of Ukraine, led to the escalation of social and economic conflicts;

to define the basic elements of the second and third phases of the National revival;

to argue the reasons and consequences of the NEP;

to generalize changes in the domestic policy and international state of Ukraine after an end of the War;

to define peculiarities of the "Sovietization" of the western Ukrainian lands.

3. To compete, as a specialist, in the context of modern economic relations:

to summarize different views on the same event – the Ukrainian-Moscow agreement of 1654;

to clarify the problems of culture and the role of the philosopher and enlightener Hryhorii Skovoroda;

to summarize the causes of World War II and beginning of the Great Patriotic War;

to explain the innovative character of the program of the Cyril and Methodius Brotherhood, the role of Taras Shevchenko as an ideal figure of the fight for freedom; to summarize the events of culture and social life in the 19th century;

to prove the interconnection between the First World War and the Ukrainian national movement, an impact of the War on the beginning of the revolution; to argue the preconditions, character and periods of the Ukrainian revolution in 1917 – 1921, the reasons for its defeat; to suggest historical ideas about the revolution.

The structure of the parts of professional competences and their structure are worked out according to "The National Frame of Ukraine's Qualifications" (Table 1).

Table 1

Professional competences and their structure

Themes	Communications	Autonomy and responsibility
1	2	3
Introduction. Theme 1. The origins of the Ukrainian people and its statehood	The ability to present and argue the information on the origins of the Ukrainian people and its statehood	The ability to prove independently standpoints and the responsibility for the correctness of argumentation
Theme 2. Ukraine of the princely age (the 11 th – 12 th centuries)	The ability to present and argue the information on Ukraine of the princely age (the 11 th – 12 th centuries)	The ability to prove independently standpoints and take responsibility for the correctness of argumentation
Theme 3. Galicia-Volhynia (the 13 th – the first half of the 14 th centuries)	The ability to present and argue the information on Galicia-Volhynia (the 13 th – the first half of the 14 th centuries)	to prove independently standpoints and respond for the correctness of argumentation
Theme 4. Ukraine in the Ukrainian lands in the Grand Duchy (Principality) of Lithuania and the Kingdom of Poland (the second half of	The ability to present and argue the information on Ukraine in the Ukrainian lands in the Grand Duchy	

Table 1 (continuation)

1	2	3
the 14th – the first half of the 16th centuries)	(Principality) of Lithuania and the Kingdom of Poland (the second half of the 14th – the first half of the 16th centuries)	The ability to prove independently standpoints and take responsibility for the correctness of argumentation
Theme 5. Ukraine in Poland. The Cossack age (the second half of the 16th – the first half of the 17th centuries)	The ability to present and argue the information on Ukraine in Poland, The Cossack age (the second half of the 16th – the first half of the 17th centuries)	The ability to prove independently standpoints and take responsibility for the correctness of argumentation
Theme 6. The National Liberation War of the Ukrainian people in the mid-17 th century. Formation of the Ukrainian state	The ability to present and argue the information on the National Liberation War of the Ukrainian people in the mid-17 th century and formation of the Ukrainian state	The ability to prove independently standpoints and take respond for the correctness of argumentation
Theme 7. The Great "Ruin". The Hetmanate (1659 – 1687)	The ability to present and argue the information on the Great "Ruin" and the Hetmanate (1659 – 1687)	The ability to prove independently standpoints and take responsibility for the correctness of argumentation
Theme 8. Abolition of the Ukrainian autonomous statehood in the 18 th century	The ability to present and argue the information on the abolition of the Ukrainian autonomous statehood in the 18 th century	The ability to prove independently standpoints and respond for the correctness of argumentation

Table 1 (continuation)

1	2	3
Theme 9. Ukraine in the Russian and Austrian Empires (the late 18 th – the first half of the 19 th century)	The ability to present and argue the information on Ukraine in the Russian and Austrian Empires (the late 18 th – the first half of the 19 th century)	The ability to prove independently standpoints and take responsibility for the correctness of argumentation
Theme 10. Ukraine in conditions of the capitalist modernization of economy (the second half of the 19 th – the early 20 th centuries)	The ability to present and argue the information on Ukraine in conditions of the capitalist modernization of economy (the second half of the 19 th – the early 20 th centuries)	The ability to prove independently standpoints and take responsibility for the correctness of argumentation
Theme 11. The Ukrainian Lands in the First World War (1914 – 1918). The Ukrainian National Democratic Revolution (1917 – 1921)	The ability to present and argue the information on the Ukrainian Lands in the First World War (1914 – 1918) and the Ukrainian National Democratic Revolution (1917 – 1921)	The ability to prove independently standpoints and take responsibility for the correctness of argumentation
Theme 12. The struggle for the revival of the Ukrainian statehood (1917 – 1920)	The ability to present and argue the information on the struggle for the revival of the Ukrainian statehood (1917 – 1920)	The ability to prove independently standpoints and take responsibility for the correctness of argumentation
Theme 13. The interwar period in the history of the Ukrainian people (1921 – 1939). Western Ukrainian lands between two World Wars (1921 – 1939)	The ability to present and argue the information on the Interwar period in the history of the Ukrainian people (1921 – 1939) and the Western Ukrainian lands between two	The ability to prove independently standpoints and take responsibility for the correctness of argumentation

Table 1 (the end)

1	2	3
	World Wars (1921 – 1939)	
Theme 14. Ukraine during the Second World War (1939 – 1945)	The ability to present and argue the information on Ukraine during the Second World War (1939 – 1945)	The ability to prove independently standpoints and respond for the correctness of argumentation.
Theme 15. The Social-political and socioeconomic development of Ukraine (1945 – 1991)	The ability to present and argue the information on social-political and social-economic development of Ukraine (1945 – 1991)	The ability to prove independently standpoints and respond for the correctness of argumentation.
Theme 16. The national and state revival of the Ukrainian people. Independent Ukraine in the modern world	The ability to present and argue the information on national and state revival of the Ukrainian people and Independent Ukraine in the modern world	The ability to prove independently standpoints and take responsibility for the correctness of argumentation

3. The theme plan of the academic discipline

Module 1. The history of Ukraine in the Middle Ages and the Early Modern Period

Introduction

1.1. *The subject, tasks, chronology and theoretical basis of the academic discipline "The History of Ukraine".*

The history of Ukraine as the part of the World History. The subject, tasks of the academic discipline "The History of Ukraine"; the chronology of the Ukrainian history; the historical scheme of Mykhailo Hrushevskyi; the main stages of the development of the Ukrainian national historical thought; the state and perspectives of the modern historical science in Ukraine.

Theme 1. The origins of the Ukrainian people and its statehood

1.1. The prehistory of the Ukrainian lands.

A definition of the prehistory of the humankind development; the ancient history of Ukraine; the Trypillian culture; the first social and state formations on the Ukrainian territory.

1.2. The genesis and migrations of the Slavs.

The ethnogenesis of the Proto-Slavs; the state of the Antes (of Anti); the autochthony of the Ukrainians; preconditions of the emergence of the Eastern Slavic tribes; migrations of the eastern Slavic tribes in the 7th – 8th centuries.

1.3. The foundation and development Kyivan Rus under the first Riurykids.

State forming processes in the middle Dnieper area: "normanist" and "anti-normanist" theories; territorial and institutional shaping of the Kyivan state under the first Riurykovyches or Riurykids in the later 8th and the 9th centuries; territorial shaping, political, economic, social development under Volodymyr the Great (980 – 1015) and Yaroslav the Wise (1019 – 1054); peculiarities of adoption of Christianity in Rus within the context of Christianization of Central and Eastern Europe, the level of Byzantine impacts on Rus; "Rus' Law" and shaping of the social structures in Kyivan Rus.

Theme 2. Ukraine of the princely age (the 11th – 12th centuries).

2.1. Appanages on the territory of modern Ukraine (their development during the pre-Mongol period, princely dynasties).

Reasons and process of disintegration of the Kyivan state into appanage principalities in the second half of 11th – the 13th centuries; appanage principalities and princely dynasties on the territory of Ukraine-Rus; main political tendencies of the principalities and changes in the political state of Kyiv; the Kyivan state and the "Steppe" in the pre-Mongol age.

2.2. The Galician principality (the late 11th – the 12th centuries).

The progress of the Galician principality in the late 11th and the 12th centuries; peculiarities of relations between the Galician princes Rostyslavyches and Galician boyars: Yaroslav Osmomysl; relations of the Galician boyars with Hungarian and Polish rulers; Roman Mstyslavych and foundation of Galicia-Volhynia.

2.3. Roman Mstyslavych and Galicia-Volhynia.

The idea of the political consolidation of Kyivan Rus and the project of "good order" (in 1203) of Roman Mstyslavych, the strengthening of positions of Galicia-Volhynia within the territory of the middle Dnieper area.

Theme 3. Galicia-Volhynia (the 13th – the first half of the 14th centuries)

3.1. Danylo Romanovych – the King of Galicia-Volhynia.

The struggle for the Galician heritage and temporary disintegration of Galicia-Volhynia after the death of Roman Mstyslavych; Danylo Galician and reunification of Galicia-Volhynia; The Mongol invasion of Kyivan Rus and the fate of western and southern Rus principalities, after the creation of the Golden Horde; opposition of Danylo Galician to the Golden Horde and his crowning.

3.2. The development of Galicia-Volhynia under the descendants of Danylo the Galician (the second half of the 13th – the first half of the 14th centuries).

Peculiarities of the foreign and domestic policies of Galicia-Volhynia in the second half of the 13th century after the death of Danylo Galician: Lev Danylovych; the main cultural and political tendencies of the ruling of the last Romanovyches (Yurii I, Lev II and Andrii) and, then, Yurii II Boleslaw Troydenovych in the first half of the 14th century.

Theme 4. The Ukrainian lands in the Grand Principality (Duchy) of Lithuania and the Kingdom of Poland (the second half of the 14th – the first half of the 16th centuries)

4.1. Incorporation of the Ukrainian lands by the Great Lithuanian Duchy and the Kingdom of Poland.

The dynastic factor in the struggle for the Rus kingdom between the Polish crown, the Hungarian kingdom and the Grand Principality (Duchy) of Lithuania in the second half of the 14th century: boyar Dmytro Dedko; incorporation of the Rus kingdom by the Polish crown under Wladyslaw Jagiello and Casimir IV Jagiellonian in the first half of the 15th century; Lithuanian incorporation of the middle Dnieper area in the late 13th and first half of the 14th centuries; liberation of the southern and western Rus lands from the Holden Horde and renewing the appanage Rus principalities as parts of the Grand Principality (Duchy) of Lithuania under Algirdas Gediminid.

4.2. The fate of the Ukrainian lands after the Union of Krewo (1385).

The Union of Krewo (1385) and its impact on the state of appanage principalities in the late 14th – 15th centuries; the dynastic war of 1432 – 1438

in the GDL: the revival and incorporation of the Volhynian and Kyivan principalities; the role of the Rus princes and boyars in the life of the GDL in the 15th and the early 16th centuries and their reactions to the abolition of the princely appanages; the process of law codification of the GDL in the 16th century and its impact on the evolution of the social structure: the processes of nobilitation and enslaving; the interaction between the GDL and the "Steppe": the specific features of the emergence and development of the Crimean Khanate in the late 15th and the early 16th centuries.

Theme 5. Ukraine in Poland. The Cossack age (the second half of the 16th – the first half of the 17th centuries)

5.1. The Union of Lublin (1596) and its impact on Ukraine.

The preconditions of conclusion of the Union of Lublin (1596) and the legal state of the Ukrainian lands as part of the Polish-Lithuanian Commonwealth of both Peoples ("The Common Republic" – Rzeczpospolita); the reasons and consequences of adoption of the Union of Brest (1596); peculiarities of the economic development of the Ukrainian lands in the Polish-Lithuanian Commonwealth: serfdom and folwarks.

5.2. The genesis and development of the Ukrainian Cossackdom.

The "Great Border" and the circumstances of appearance of the registered and unregistered Cossacks; the genesis of the Cossacks' revolts of the late 16th century; the Cossacks in the wars of the Polish-Lithuanian Commonwealth of the first half of the 17th century; the problem of renewing of the register and searching by the Cossacks' leaders the place for Zaporozhian Host in the society of the Polish-Lithuanian Commonwealth: Petro Konashevych-Sahaidachnyi; the Cossacks' revolts of the 1620s and 1630s: the reasons, consequences and the attitude of the Ukrainian society to them.

Theme 6. The National Liberation War of the Ukrainian people in the mid-17th century. Formation of the Ukrainian state

6.1. The beginning and the first stages of the Cossack revolution.

The reasons, chronology and social forces of the revolution; the Cossack-Tatar alliance and military successes in 1648; peculiarities of the process of the state formation and making of the power model: the role of the Orthodox szlachta (nobility); changes of the social structure; military actions of 1649 – 1653, weariness of war and the colonizing movement to the east;

6.2. The policy of Bohdan Khmelnytskyi toward the Moscow state. The significance of the Cossack revolution.

The treaty of Pereiaslav and historical assessments of the "March articles" of 1654; peculiarities of the military activity of 1654 – 1657; beginning of the confrontation with Moscow; the place of the Cossack revolution in the history of Ukraine and the early modern Europe.

Theme 7. The Great "Ruin". The Hetmanate (1659 – 1687)

7.1. The period of Ruin: the Hetmanate under Ivan Vyhovskyi and Yurii Khmelnytskyi.

The reasons, chronology and consequences of the Period of Ruin; the hetmanship of Ivan Vyhovskyi and the unsuccessful attempt to complete the state building: the Union of Hadiach and the battle of Konotop; the hetmanship of Yurii Khmelnytskyi and the political disintegration of Ukraine.

7.2. The Period of "Ruin": "The war of both banks".

"The war of both banks"; the pro-Polish orientation of Pavlo Teteria and the pro-Moscow orientation of Ivan Briukhovetskyi: the beginning of the juridical division of the Hetmanate (Hetmanshchyna) between the Polish-Lithuanian Commonwealth and the Moscow state – the Treaty of Andrusovo of 1667; hetmanship of Petro Doroshenko and the unsuccessful attempt to consolidate the Hetmanate under the Ottoman protection; role and place of the Zaporozhian Army of Lower Zaporozhia (Viisko Zaporizke Nyzove) in the events of the Period of Ruin; the left-bank Cossacks under the Polish-Lithuanian Commonwealth in the late 17th and early 18th centuries; Moscow's policy to the Hetmanate while the hetmanship of Demian Mnohohrshnyi and, then, Ivan Samoilovych, the "eternal peace" of 1686.

7.3. The hetmanship of Ivan Mazepa and his uprising against Moscow (1786 – 1709).

The hetmanship of Ivan Mazepa and attempts to make "moderate" reforms: creation of a limited monarchy; the reasons and consequences of the anti-Moscow uprising of Ivan Mazepa in 1708 – 1709 within the context of an opposition of the local elites to a foreign absolutism in Central and Eastern Europe.

Theme 8. Abolition of the Ukrainian autonomous statehood in the 18th century

8.1. Orlyk's "Constitution". The policy of Peter I toward the Hetmanate after the battle of Poltava.

The exiled Cossack hetman Pylyp Orlyk and his "Constitution"; restriction by Peter I of the Ukrainian autonomy while the hetmanship of Ivan Skoropadskyi; the conflict of the appointed hetman (nakaznyi hetman) Pavlo Polubotok with the first Little Russian Collegium.

8.2. The policy of the imperial government toward the Hetmanate in 1725 – 1780. The reasons and circumstances of the abolition of the Hetmanate.

The hetmanship of Danylo Apostol and new Empire's aggressive acts against the Hetmanate in the reigning of Empress Anna Ioanivna; The Governing Council of the Hetman's Office; the hetmanship of Kyrylo Rozumovskyi, the last attempt to make "moderate" reforms and a limited monarchy; the "Great border" and the Ukrainian autonomies: the mechanism of incorporation of the Sloboda Ukrainian regiments, the Hetmanate, the Zaporozhian Army of Lower Zaporozhia and annexation of the Crimean Khanate; the reasons for misfortune of the "moderate" reforms of the Hetmanate in the late 17th – 18th centuries in the historical context of Central and Eastern Europe.

8.3. The Right-Bank Ukraine under the Polish-Lithuanian Commonwealth in the 18th century: the Haidamak movement.

Peculiarities of the development of the Right-Bank Ukraine under the Polish-Lithuanian Commonwealth in the 18th century; the haidamak movement in the Right-Bank Ukraine; Partitions of the Polish-Lithuanian Commonwealth.

Module 2. Ukraine in the modern and recent periods (the 19th – the early 21st centuries)

Theme 9. Ukraine in the Russian and Austrian Empires (the late 18th – the first half of the 19th century)

9.1. Ukraine as part of the Russian and the Austrian empires. Russian and Polish revolutionary movements in Ukraine.

Changes in the administrative and territorial order and socioeconomic development in the Ukrainian lands as parts of the Russian and the Austrian

empires in the first half of the 19th century; Russian and Polish revolutionary movements in Ukraine and their attitudes to the "Ukrainian question".

9.1. The Ukrainian national revival (the late 18th – the first half of the 19th centuries).

The conception on the national revival of Miroslav Hroch and its "academic phase" in the Ukrainian lands under the empires of Habsburg and Romanov dynasties: growing interests in the Ukrainian language, folklore, history, the peculiarities of chronology and social moving forces; modernization of Tsar Nicholas I and "Ukrainian messianism" of the Cyril and Methodius Brotherhood (Bratstvo Sviatykh Kyryla i Mefodia); the place of the Ruthenian Triad (Ruska triitsia) in the Ukrainian National revival in the western Ukrainian lands.

Theme 10. Ukraine in the capitalist modernization of economy (the second half of the 19th – the early 20th centuries)

10.1. Abolition of serfdom in Ukraine and processes of modernization.

The revolution of 1848 – 1849 and the Eastern war of 1853 – 1856 as an incentive to the new stage of modernization and development of capitalism in the Ukrainian lands as parts of the Austrian and Russian empires; peculiarities of freeing of peasants in the western and eastern Ukrainian lands; impact of the Polish uprising of 1863 on the specific character of giving freedom to peasants and implementing further reforms by the imperial government in the Right-Bank Ukraine. The "Great reforms" of 1860s – 1880s in Dnieper Ukraine; completion of the industrial revolution on the Ukrainian territory under the empire of Romanovs; the process of urbanization.

10.2. Peculiarities of the Ukrainian national revival of the 19th – first quarter of the 20th centuries.

The national movement in the western Ukrainian lands during and after the revolution of 1848 – 1849: the Supreme Ruthenian Council (Holovna Ruska Rada) and the "reaction of Alexander von Bach"; the political phase of the national revival in Galicia – the movements of Russophiles (Moskvofily) and Ukrainophiles (Narodovtsy); the emergence of the western Ukrainian parties and their political spectrum; the Polish-Ukrainian confrontation before the First World War; peculiarities of the second stage of the National revival in the western Ukrainian lands under the Russian Empire: the hromada

movement; "the Taras Brotherhood (Bratstvo Tarasivtsiv)"; transition to the political phase – appearance and activity of political parties in Dnieper Ukraine; the Ukrainian movement during the Russian revolution of 1905 – 1907; the "reaction of Petr A. Stolypin" and the Ukrainian national movement in 1907 – 1914.

Theme 11. The Ukrainian Lands in the First World War (1914 – 1918). Ukrainian National Democratic Revolution (1917 – 1921)

11.1. The influence of the World War I on Ukraine (1914 – 1918).

Ukraine in the plans of the Triple Alliance and the Triple Entente before the war; the attitudes of different Ukrainian political parties in the Russian Empire and the Austro-Hungarian Empire toward the war; the course of the military campaigns in the Ukrainian lands in 1914 – 1918; the Legion of Ukrainian Sich Riflemen (Ukrainski Sichovi Striltsi); refugees and a decline of economy.

11.2. The February Revolution of 1917 and the policy of the Central Rada.

The February Revolution and the establishment of the Ukrainian Central Rada; the genesis and the course of the conflict between the UCR and the Provisional Government of Russia; the First and Second Universals; the October coup in Petrograd and the Third Universal: the proclamation of the Ukrainian National Republic (Ukrainska Narodna Respublika); the reasons and the course of the first Ukrainian-Bolshevik war (December 1917 – April 1918); the Treaty of Brest-Litovsk.

Theme 12. The struggle for the revival of the Ukrainian statehood (1917 – 1920)

12.1. The Hetmanate of Pavlo Skoropadskyi.

Hetman Pavlo Skoropadskyi's coming to power and its preconditions; the impact of the Treaty of Brest-Litovsk on the domestic and foreign policy of the Ukrainian state – the Hetmanate (April 1918 – November 1918); the reasons and consequences of confrontation of the Ukrainian parties with the hetman's government;

12.2. Western Ukraine during the revolution.

The preconditions of creation of the West Ukrainian National Republic and circumstances of its proclamation; the Ukrainian-Polish war of 1917 –

1918; peculiarities of the state building in the West UNR within the context of the war with Poland: the help of the UNR and going eastward across the Zbruch River.

12.3. The last stage of the Ukrainian national revolution.

Creation of the Directory and revival of the UNR; peculiarities of foreign and domestic policy of the Directory; the Act of Unity and the second Ukrainian-Bolshevik war; confrontation of the White and Red armies: the First Winter Campaign; the Treaty of Warsaw of 1919; Symon Petliura and Jozef Pilsudski; the army of the UNR in the Soviet-Polish war of 1920; the Second Winter Campaign of 1921; the reasons of the end of the Ukrainian revolution of 1917 – 1921 in the context of the events in Central and Eastern Europe.

Theme 13. The interwar period in the history of the Ukrainian people (1921 – 1939). The Western Ukrainian lands between the two World Wars (1921 – 1939)

13.1. The creation of the USSR and the period of its New Economic Policy.

The political state of the Ukrainian lands in the early 1920s; the famine of 1921 – 1923 and suppression of the revolt movement of peasants in the Soviet Ukraine; the position of the USSR in the time of creation of the USSR and the impact of this event on Ukraine; the New Economic Policy and the policy of "Nativization" (Ukrainianization) in Ukraine: peculiarities of its introduction and implementation;

13.2. Stalinist modernization of Ukraine.

Stalinist industrialization, its cost and significance for Ukraine in the later 1920s and 1930s; collectivization in the 1930s and the Famine: the reasons, the course, the consequences; the Famine of 1932 – 1933; Soviet repressions in the late 1920s and 1930s in Ukraine.

13.3. Western Ukraine in the interwar period. Carpatho-Ukraine.

The Ukrainian lands under the Second "Common Republic" (Rzeczpospolita); peculiarities of the economic and political development of Galicia and Volhynia in the 1920s – 1930s; activity of Ukrainian parliamentary parties; appearance and development of the national movement: the Ukrainian Military Organization (UVO), the Organization of Ukrainian Nationalists, Yevhen Konovalets; the political and economic state of the

Ukrainian lands under the Kingdom of Romania and the republic of Czechoslovakia; Avhustyn Voloshyn and Carpatho-Ukraine.

Theme 14. Ukraine during the Second World War (1939 – 1945)

14.1. The Ribbentrop-Molotov Pact and its consequences.

The Ribbentrop-Molotov Pact and the outbreak of the Second World War: the Soviet aggression against the Second "Common Republic" in September 17, 1939; aggressive policy of the USSR in Eastern Europe (annexation of Galicia, Bukovyna, the Finnish war) and its cooperation with the Third Reich; Soviet modernization of western Ukraine in 1939 – 1941: mechanism and consequences.

14.2. Occupation of Ukraine: the Nazi "New Order".

The place of Ukraine in the plans of Nazi top leaders; military campaigns in Ukraine in 1941 and 1942: the reasons and consequences of the defeat suffered by the Red Army of Workers and Peasants; division of the Ukrainian lands between the Third Reich and its satellites; the general plan "OST" (Generalplan Ost) and its realization in the Reichskommissariat of Ukraine.

14.3. The movement of resistance and returning of the Red Army into Ukraine in 1943 – 1944.

The Soviet and Nationalist movement of resistance to the Nazi regime: the Ukrainian Insurgent Army (UPA); military campaigns in 1943 and 1944, the liberation of Ukraine from the Nazi invaders; the role and place of Ukraine in the Second World War.

Theme 15. Sociopolitical and socioeconomic development of Ukraine (1945 – 1991)

15.1. Ukraine in the first postwar decade.

Completion of the territorial formation of the Ukrainian SSR after World War II. Postwar reconstruction and a new wave of repressions: the famine of 1946 – 47; peculiarities of the second Soviet modernization of western Ukraine: the Vistula Operation (Akcja Wisla), the Ukrainian Insurgent Army (UPA).

15.2. Ukraine in the 1950s – 1980s.

Nikita S. Khrushchev's socioeconomic reforms and the period of "thaw" in Ukraine; birth, formation and development of the dissident movement in Ukraine in the 1950s – 1960s; the socioeconomic state of Ukraine in the Period of Stagnation; a new wave of the dissident movement in the 1970s

and 1980s in Ukraine; the Ukrainian Helsinki group; the Ukrainian dissident activity in the system of anti-Communist opposition in Central and Eastern Europe; peculiarities of the course of the policy of "Reconstruction" in the Ukrainian Soviet Socialist Republic (the Ukrainian SSR); revolutions of Central and Eastern Europe and their impact on Ukraine.

Theme 16. The national and state revival of the Ukrainian people. Independent Ukraine in the modern world

16.1. The development of independent Ukraine in the 1990s – 2000s.

Proclamation of the independency of Ukraine and the process of formation of its state institutions (1991 – 1993); peculiarities of the domestic policy in conditions of hyperinflation, a shock without reforms: the reasons, the course and the consequences of economy's fall in 1992 – the first half of 1996; the reasons and the course of confrontation between the President and parliament; the Constitution of 1996; formation and development of the oligarchic power under the presidency of Leonid Kuchma.

16.2. Ukraine's foreign policy.

Peculiarities of Ukraine's foreign policy in the late 20th – early 21st centuries: crossroads between the United States of America, the Russian Federation, the European Union, the North Atlantic Treaty Organization;

16.3. The Orange Revolution.

The reasons, the course and the consequences of the Orange Revolution; the presidency of Viktor Yushchenko: limited achievements and lost chances of the democratic reforms.

4. The structure of the academic discipline

Before learning the History of Ukraine every student should be acquainted with the syllabus of the academic discipline and the organizational forms of learning, the structure, the content and the total amount of every learning module, types of control and methods of evaluation.

The learning process, according to the academic discipline's syllabus, is provided in the form of lectures, seminars, control works, home (independent) work of students. The latter includes individual or group working with historical sources and special literature to prepare for the seminars and

search of answers to the questions of the learning modules and the final credit.

A learning module is a definite part of the academic discipline, which contains a complex of questions formulated according to the principle of chronology. By the end of learning the material of the module students have to answer all the questions. Also, students should be able to formulate their own historical questions and problems.

The study of the academic discipline goes through consecutive work with the learning modules. A learning module is a definite and, to some degree, independent block of the discipline. A thematic block of the academic discipline consists of two modules (table 4.1).

Table 4.1

The structure of the academic discipline's credit

The names of the modules and themes	The number of hours		
	Lectures	Seminars	Independent work
1	2	3	4
Module 1. The history of Ukraine in the Middle Ages and the Early Modern Period			
Introduction.			
Theme 1. The origins of the Ukrainian people and its statehood	2	2	4
Theme 2. Ukraine of the princely age (the 11 th – 12 th centuries)	2		2
Theme 3. Galicia-Volhynia (the 13 th – the first half of the 14 th centuries)	2	2	4
Theme 4. Ukraine in the Ukrainian lands in the Grand Principality (Duchy) of Lithuania and the Kingdom of Poland (the second half of the 14 th – the first half of the 16 th centuries)	2		2
Theme 5. Ukraine in Poland. The Cossack age (the second half of the 16 th – the first half of the 17 th centuries)	2	2	4
Theme 6. The National Liberation War of the Ukrainian people in the mid-17 th century. Formation of the Ukrainian state	2		2
Theme 7. The Great "Ruin". The Hetmanate (1659 – 1687)	2	2	4
Theme 8. Abolition of the Ukrainian autonomous statehood in the 18 th century	2		2
Control work			4
The total number of hours per module, including the control work	16	8	28
Module 2. Ukraine in the Modern and Recent Periods (the 19th – the early 21st centuries)			

Table 4.1 (the end)

1	2	3	4
Theme 9. Ukraine in the Russian and Austrian Empires (the late 18 th – the first half of the 19 th century)	2		2
Theme 10. Ukraine in the capitalist modernization of economy (the second half of the 19 th – the early 20 th centuries)	2	2	4
Theme 11. The Ukrainian Lands in the First World War (1914 – 1918). The Ukrainian National Democratic Revolution (1917 – 1921)	2	4	4
Theme 12. The struggle for the revival of Ukrainian statehood (1917 – 1920)	4		4
Theme 13. The interwar period in the history of the Ukrainian people (1921 – 1939). The western Ukrainian lands between the two World Wars (1921 – 1939)	2	2	2
Theme 14. Ukraine during the Second World War (1939 – 1945)	2		4
Theme 15. Sociopolitical and socioeconomic development of Ukraine (1945 – 1991)	2	2	2
Theme 16. The national and state revival of the Ukrainian people. Independent Ukraine in the modern world	2		4
Credit			2
The total number of hours per module, including the control work and the credit	18	10	28
The total number of hours per semester	34	18	56

5. The themes of the seminars

In the study of the academic discipline "The History of Ukraine" a significant role is devoted to seminars. They make a practical module which implies studying the material in groups and individually. Their goal is to deepen the knowledge of students, according to the content of the academic discipline, the teach students how to do independent work with primary and secondary sources while preparing for seminars, a module formal writing and a final exam.

The lessons of the module on history in English are based on interactive teaching strategies. There are a lot of such strategies in the world teaching practice. Some of them are appropriate for development of students' competences: brainstorming, the question formulating technique, a share-pair discussion, a café conversation, "3-2-1", etc.

Before a seminar students have to work with special literature and historical sources. Seminars concentrate students on the analysis and discussion of specific historical texts, images, maps, video sources, sound records. Such a way of work is the most useful one when studying social, economic and political transformations which took place in different periods of the Ukrainian history.

Seminars are strongly connected with individual and independent work of students with primary and secondary sources chosen by the teacher for every lesson. Students may find these sources in the Simon Kuznets KhNUE library, or in a city library, in the internet.

Since the practical module contains only 18 hours (8 hours for the first module, 10 hours for the second module), it is impossible to consider all the questions of the lectures through seminars. Hence, a seminar considers only one block of questions on the themes of two or more close lectures. Meanwhile, themes of seminars are not considered at lectures in detail. Students should read the schedule of the seminars, the questions of the formal writings and the exam during the first week of the learning semester (Table 5.1).

While preparing for seminars students have to work with all the literature which they have access to. Searching such specific literature demands attentive work with libraries' indexes, careful examination of Internet resources. To check the students' work the teacher requires asks students to collect quotations on definite pieces of paper, one such piece of paper should be for every theme (at least three citations taken from three different sources, with references). All papers with quotations are gathered in an envelope. Every paper must be marked with the name of an appropriate theme. The teacher periodically collects and evaluates the students' quotations.

Table 5.1

The plans of the seminars

The name of the theme	The syllabus questions	The number of hours	Sources
1	2	3	4
Module 1. History of Ukraine in the Middle Ages and the Early Modern Period			
<i>Introduction</i> Theme 1. The origins of the Ukrainian people and its statehood. Theme 2. Ukraine of the princely age (the 11 th – 12 th centuries)	<i>The theme of the seminar</i> <i>"The importance of the history of Ukraine. The early Slavs and Kyivan Rus (the 6th – the 13th centuries)":</i> 1. The importance of learning the history of Ukraine. 2. The foundation of Kyivan Rus: "Normanist" and "Anti-Normanist" theories. 3. The reasons and consequences of the fragmentation of Kyivan Rus into appanages. 4. The Mongol invasion of Kyivan Rus	2	Primary [1 – 5]; secondary [13]; electronic resources [14; 15; 17; 18]

Table 5.1 (continuation)

1	2	3	4
<p><i>Theme 3.</i> Galicia-Volhynia (the 13th – the first half of the 14th centuries).</p> <p><i>Theme 4.</i> Ukraine in the Ukrainian lands in the Grand Principality (Duchy) of Lithuania and the Kingdom of Poland (the second half of the 14th – the first half of the 16th centuries)</p>	<p><i>The theme of the seminar "Galicia-Volhynia (the 12th – the 14th centuries). the Great Principality (Duchy) of Lithuania (the 14th – the first half of the 16th centuries)":</i></p> <ol style="list-style-type: none"> 1. The foundation and the development of Galicia-Volhynia under Roman Mstyslavych and Danylo the Galician. 2. The fight of Danylo the Galician against the Mongols at the end of his life. 3. The development of Galicia-Volhynia under the descendants of Danylo the Galician (Lev I, Yurii I, Andrii and Lev II, Yurii II Boleslaw). 4. Peculiarities of annexing the South-western Rus by the Grand Principality (Duchy) Lithuanian Duchy 	2	Primary [1 – 5]; secondary [7; 10]; electronic resources [14; 15; 17; 18]
<p><i>Theme 5.</i> Ukraine in Poland. The Cossack age (the second half of the 16th – the first half of the 17th centuries).</p> <p><i>Theme 6.</i> The National Liberation War of the Ukrainian people in the mid-17th century. Formation of the Ukrainian state</p>	<p><i>The theme of the seminar "Ukraine in the late 16th – the 17th centuries":</i></p> <ol style="list-style-type: none"> 1. The reasons for conclusion and the consequences of the Union of Brest (1596) 2. The beginning and progress of folwark manors in the economic life of the Ukrainian lands in the 16th – the first half of the 17th centuries 3. The appearance of the Ukrainian unregistered and registered Cossacks: theories in the modern historiography 4. The process of the Hetmanate formation and the impact of the Zboriv agreement of 1649 and the Bila Tserkva agreement of 1651 on this process: the power of the Hetman, the social structure, the rights and the social status of the Cossacks according to the Zboriv and Bila Tserkva agreements. 5. The content and the legal character of the Agreement of Pereyaslav of 1654: the assessments of historians and the analysis of the document 	2	Primary [1 – 5]; secondary [6, 7, 10]; electronic resources: [14; 15; 17; 18]
<p><i>Theme 7.</i> The Great "Ruin". The Hetmanate (1659 – 1687).</p> <p><i>Theme 8.</i> Abolition of the Ukrainian autonomous statehood in the 18th century</p>	<p><i>Ukraine in the 18th century:</i></p> <ol style="list-style-type: none"> 1. The Hetmanship of Ivan Mazepa in 1687 – 1709: from the pro-Moscow orientation to the anti-Moscow revolt. 2. The policy of the Imperial Government toward the Hetmanate in 1709 – 1780: the reasons and the course of the abolition of the Hetmanate in the Left Bank Ukraine 	2	Primary [1 – 5]; secondary [10]; electronic resources: [14; 15; 17; 18]

Table 5.1 (continuation)

1	2	3	4
Module 2. Ukraine in the Modern and Recent Periods (the 19th – the early 21st centuries)			
<p><i>Theme 9.</i> Ukraine in the Russian and Austrian Empires (the late 18th – the first half of the 19th century).</p> <p><i>Theme 10.</i> Ukraine in the capitalist modernization of economy (the second half of the 19th – the early 20th centuries)</p>	<p><i>The theme of the seminar "The Ukrainian national revival of the 19th and early 20th centuries":</i></p> <ol style="list-style-type: none"> 1. The Russian revolutionary movement in the Ukrainian lands in the first quarter of the 19th century: <ol style="list-style-type: none"> a) preconditions and appearance of the Decembrist movement in the Dnieper Ukraine. Its social complement and vision of the future state of the Russian Empire. b) the Society of the United Slavs (Towarzystwo Zjednoczonych Slo-wian, est. 1818), its relations with the Southern Society of Pavlo Pestel. Their different vision of the political future of Ukraine. 2. Peculiarities of the course of the Ukrainian national revival in Dnieper Ukraine in the first half of the 19th century: <ol style="list-style-type: none"> a) the course of formation of the Ukrainian literary language; b) the development of the historical knowledge, appearance of the common works on history of Ukraine; c) the appearance of studies on the Ukrainian folklore. d) the appearance, members, activity and destruction of the Cyril and Methodius Brotherhood. 3. Peculiarities of the Ukrainian national revival in the western Ukrainian lands: <ol style="list-style-type: none"> a) the course of formation of the Ukrainian literary language; b) the appearance of studies on the Ukrainian folklore; c) the appearance, social complement, activity and significance of the Ruthenian Triad 4. The movements of the Russophiles and Ukrainophiles in the Austro-Hungarian Empire: the reasons for the appearance, activity, leaders 5. Hromadas in Dnieper Ukraine. The Valuev Decree, the Ems Decree and their impact on the development of the Ukrainian movement 6. The appearance of the Ukrainian political parties: social orientation of the parties, their political programs and activity in 1900 – 1914 	2	<p>Primary [1 – 5]; secondary [11]; electronic resources: [14; 15; 17; 18]</p>

Table 5.1 (continuation)

1	2	3	4
<p>Theme 11. The Ukrainian Lands in the First World War (1914 – 1918). The Ukrainian National Democratic Revolution (1917 – 1921).</p> <p>Theme 12. The struggle for the revival of the Ukrainian statehood (1917 – 1920)</p>	<p><i>The theme of the seminar "The Ukrainian national revolution (1917 – 1921)":</i></p> <ol style="list-style-type: none"> 1. The course of the military campaigns in the Ukrainian lands. 2. The history of appearance and military actions of the legion of Ukrainian Sich riflemen. 3. Creation of the Central Rada and its policy of state formation (March 1917 – April 1918): <ol style="list-style-type: none"> a) transition from the demands for a cultural autonomy to a political one. Peculiarities of relations between the Central Rada and the Provisional Government. b) the reasons for conflicts between the Central Rada and the Bolshevik Government of Russia. 4. Hetman Pavlo Skoropadskyi's coming to power. Domestic and foreign policy of the Hetmanate. The role of the Treaty of Brest-Litovsk of 1918 in Pavlo Skoropadskyi's coming to power. 5. The West UNR: appearance, peculiarities of activity, reasons for an end. 6. The Directory of UNR: <ol style="list-style-type: none"> a) achievements and misfortunes of the Directory in its domestic policy; b) foreign policy of the Directory in the war with the "Red" and "White" Russia. The Warsaw Treaty of 1920 	2	Primary [1 – 5]; secondary [8, 11]; electronic resources [14; 15; 17; 18]
<p><i>Theme 13.</i> The interwar period in the history of Ukrainian people (1921 – 1939). The western Ukrainian lands between the two World Wars (1921 – 1939).</p> <p><i>Theme 14.</i> Ukraine during the Second World War (1939 – 1945).</p> <p><i>Theme 15.</i> Social-political and social-economic development of Ukraine (1945 – 1991)</p>	<p><i>The theme of the seminar "Ukraine under the Soviet regime and after it (1920s – 2000s)":</i></p> <ol style="list-style-type: none"> 1. The development of the Ukrainian lands during NEP and the reasons for its folding in the late 1920s. 2. Collectivization in the 1930s and the Great Famine: the reasons, the course, the consequences. 3. Soviet repressions of the late 1920s and 1930s in Ukraine. 4. Peculiarities of the Second World War in Ukraine: <ol style="list-style-type: none"> a) the Ribbentrop-Molotov Pact – a guaranty of peace or a secret division of the world between Hitler and Stalin? b) "Sovetization" of the western Ukraine. The occupation policy of the Kremlin in Galicia and Bukovyna 	2	Primary [1 – 5]; secondary [5, 9, 11, 12]; electronic resources [14 – 18]

Table 5.1 (the end)

1	2	3	4
Theme 16. The national and state revival of the Ukrainian people. Independent Ukraine in the modern world	c) the German invasion of the USSR. Military campaigns of 1941 – 1942. The reasons for misfortunes of the Red Army of Workers and Peasants. d) the German occupation policy in Ukraine. The Reichskommissariat "Ukraine", the district "Galicia". e) Resistance movements. The OUN-UPA. The Soviet partisans. The Polish-Ukrainian confrontation in the wartime. f) Returning of the Red Army into Ukraine in 1943 – 1944. Reasons for its success, its attitudes toward the peaceful population. 10. The famine of 1946 – 1947: the reasons, the course and the consequences. 11. The dissident movement in Ukraine in 1950s – 1980s. 12. Peculiarities of Ukraine's independent period: a) the preconditions and circumstances of proclamation of independence of Ukraine in 1991. b) the shock without reforms: the reasons, the course and the consequences of economy's fall in 1992 – 2000s. c) the Constitution of 1996: peculiarities of its design and adoption. d) Foreign affairs of Ukraine in 1991 – 2000s: the Russian Federation, the United States of America, the European Union, the Community of Independent States (CIS, or SNG), the North Atlantic Treaty Organization	2	Primary [1 – 5]; secondary [5, 9, 11, 12]; electronic resources [14 – 18]
The total number of hours			18

6. Independent work

Independent work of students (IWS) is the form of organizing the learning process, by which the planned tasks are completed by students independently under the methodical management of a teacher.

The goal of the IWS is studying the whole syllabus material and forming students' common and professional competencies, which play an essential role in the upbringing of future high level specialists.

The academic time devoted to the independent work of students of the daily form of study makes 52 % (56 hours) with relation to the total amount of the academic time of the academic discipline (108 hours). When doing independent work student have to become active participants of the lecture classes, to comprehend how to use a theoretical and practical knowledge, orient freely in an information space, have individual responsibility for own professional preparation. IWS includes work with information of lectures, work with recommended literature, as well as basic terms and definitions of themes of the discipline course, preparation for seminar lessons, deepen work with definite themes or questions, doing individual tasks, writing essays, searching and analyzing primary and secondary sources, preparation for control works and other forms of the current control, preparation for the module control (formal writing), systematization of an information studied in the course of preparation for the semester credit control.

A necessary element of the successful comprehension of the academic discipline material is independent work of students with home and foreign special literature, historical sources.

The main types of the independent work suggested to students for learning the theoretical information on "The History of Ukraine" are in given Table 6.1.

Table 6.1.

Tasks for independent work of students and forms of its control

The name of the theme	The content of the individual work of students	The number of hours	Control forms of the IWS	Sources
1	2	3	4	5
Modul 1. The History of Ukraine in the Middle Ages and the Early Modern period				
<i>Introduction.</i> <i>Theme 1. The origins of the Ukrainian people and its statehood</i>	Work with the complex of specific literature on the academic discipline recommended by the lecturer, preparation for the seminar and the formal writing	4	Presentation of results in small groups and individually, formal writing	Primary [1 – 5]; secondary [13]; electronic resources [14; 15; 17; 18]
<i>Theme 2. Ukraine of the princely age (the 11th – 12th centuries)</i>	Work with the complex of specific literature on the academic discipline recommended by the lecturer, preparation for the seminar and the formal writing	2	Presentation of results in small groups and individually, formal writing	Primary [1 – 5]; secondary [11]; Electronic resources [14; 15; 17; 18]

Table 6.1 (continuation)

1	2	3	4	5
<i>Theme 3.</i> Galicia-Volhynia (the 13th – the first half of the 14th centuries)	Work with the complex of specific literature on the academic discipline recommended by the lecturer, preparation for the seminar and the formal writing	4	Presentation of results in small groups and individually, formal writing	Primary [1 – 5]; secondary [7]; electronic resources [14; 15; 17; 18]
<i>Theme 4.</i> Ukraine in the Ukrainian lands in the Grand Principality (Duchy) of Lithuania and the Kingdom of Poland (the second half of the 14th – the first half of the 16th centuries)	Work with the complex of specific literature on the academic discipline recommended by the lecturer, preparation for the seminar and the formal writing	2	Presentation of results in small groups and individually, formal writing	Primary [1 – 5]; secondary [6, 7, 10]; electronic resources [14; 15; 17; 18]
<i>Theme 5.</i> Ukraine in Poland. The Cossack age (the second half of the 16 th – the first half of the 17 th centuries)	Work with the complex of specific literature on the academic discipline recommended by the lecturer, preparation for the seminar and the formal writing	4	Presentation of results in small groups and individually, formal writing	Primary [1 – 5]; secondary [6, 7, 10]; electronic resources [14; 15; 17; 18]
<i>Theme 6.</i> The National Liberation War of the Ukrainian people in the mid-17 th century. Formation of the Ukrainian state	Work with the complex of specific literature on the academic discipline recommended by the lecturer, preparation for the seminar and the formal writing	2	Presentation of results in small groups and individually, formal writing	Primary [1 – 5]; secondary [6, 10]; electronic resources [14; 15; 17; 18]
<i>Theme 7.</i> The Great "Ruin". The Hetmanate (1659 – 1687).	Work with the complex of specific literature on the academic discipline recommended by the lecturer, preparation for the seminar and the formal writing	4	Presentation of results in small groups and individually, formal writing	Primary [1 – 5]; secondary [10]; electronic resources [14; 15; 17; 18]
<i>Theme 8.</i> Abolition of the Ukrainian autonomous statehood in the 18 th century	Work with the complex of specific literature on the academic discipline recommended by the lecturer, preparation for the seminar and the formal writing	2	Presentation of results in small groups and individually, formal writing	Primary [1 – 5]; Secondary [10]; electronic resources [14; 15; 17; 18]
The total number of hours for the 1st module		28		
Module 2. Ukraine in the Modern and Recent Periods (the 19th – the early 21st centuries)				
<i>Theme 9.</i> Ukraine in the Russian and Austrian Empires (the late 18 th – the first half of the 19 th century)	Work with the complex of specific literature on the academic discipline recommended by the lecturer, preparation for the seminar and the formal writing	4	Presentation of results in small groups and individually formal writing	Primary [1 – 5]; Secondary [11]; electronic resources [14; 15; 17; 18]

Table 6.1 (the end)

1	2	3	4	5
<i>Theme 10.</i> Ukraine in the capitalist modernization of economy (the second half of the 19 th – the early 20 th centuries)	Work with the complex of specific literature on the academic discipline recommended by the lecturer, preparation for the seminar and the formal writing	2	Presentation of results in small groups and individually formal writing	Primary [1 – 5]; secondary [11]; electronic resources [14 – 18]
<i>Theme 11.</i> The Ukrainian lands in the First World War (1914 – 1918). The Ukrainian National Democratic Revolution (1917 – 1921)	Work with the complex of specific literature on the academic discipline recommended by the lecturer, preparation for the seminar and the formal writing	4	Presentation of results in small groups and individually formal writing	Primary [1 – 5]; secondary [8, 11]; electronic resources [14 – 18]
<i>Theme 12.</i> The struggle for the revival of the Ukrainian statehood (1917 – 1920)	Work with the complex of specific literature on the academic discipline recommended by the lecturer, preparation for the seminar and the formal writing	4	Presentation of results in all groups and individually formal writing	Primary [1 – 5]; secondary [8, 11]; electronic resources [14 – 18]
<i>Theme 13.</i> The interwar period in the history of the Ukrainian people (1921 – 1939). The western Ukrainian lands between the two World Wars (1921 – 1939)	Work with the complex of specific literature on the academic discipline recommended by the lecturer, preparation for the seminar and the formal writing	4	Presentation of results in small groups and individually formal writing	Primary [1 – 5]; secondary [5; 9; 11; 12]; electronic resources [14 – 18]
<i>Theme 14.</i> Ukraine during the Second World War (1939 – 1945)	Work with the complex of specific literature on the academic discipline recommended by the lecturer, preparation for the seminar and the formal writing	2	Presen-tation of results in small groups and individually formal writing	Primary [1 – 5]; secondary [5, 9, 11, 12]; electronic resources [14 – 18]
<i>Theme 15.</i> The sociopolitical and socioeconomic development of Ukraine (1945 – 1991)	Work with the complex of specific literature on the academic discipline recommended by the lecturer, preparation for the seminar and the formal writing	4	Presentation of results in small groups and individually formal writing	Primary [1 – 5]; secondary; [5; 9; 11]; electronic resources [14 – 18]
<i>Theme 16.</i> The national and state revival of the Ukrainian people. Independent Ukraine in the modern world	Work with the complex of specific literature on the academic discipline recommended by the lecturer, preparation for the seminar and the formal writing	4	Presen-tation of results in small groups and individually formal writing	Primary [1 – 5]; secondary [5; 9; 11]; electronic resources [14 – 18]
The total number of hours for the 2nd module		28		
The total number of hours		56		

7. Individual consultative work

Individual consultative work is done according to the schedule of the individual consultative work in the form of individual lessons, consultations, checking of individual tasks, checking and defending of the tasks which are the parts of the current control, etc.

The forms of individual consultative work organization:

a) for learning of the theoretical material:

consultations: individual (questions – answers), in group (consideration of specific historical events, phenomena, processes, contexts);

b) learning of the practical material:

consultations: individual (questions – answers), in group (consideration of specific historical sources).

c) for the complex grade for the syllabus material learned:

doing individual tasks suggested by the teacher.

8. The teaching methods

During the process of teaching the academic discipline it is advisable to implement active and interactive teaching strategies for the intensification of the students' learning and cognitive activity. Among such teaching strategies are the following: brainstorming, the question formulating technique, a share-pair discussion, a café conversation, "3-2-1", anticipation guides, analyzing visual images and stereotyping, iceberg diagram, interviewing, levels of questions, save the last word for me, Socratic seminar, spontaneous argumentation, deepening literacy, two-column note taking, poem for two voices, sources analysis templates, Alphaboxes, fast-write, toolbox-project, important information – interesting details, opinion-proof, exit-card (Tables 8.1 and 8.2). The teacher can change or add new methods, taking into account specific features of his students.

Table 8.1

**Distribution of forms and methods of activation of the learning process
according to the themes of the academic discipline**

The theme	Practical usage of the teaching strategies
1	2
<i>Introduction</i> <i>Theme 1.</i> The origins of the Ukrainian people and its statehood	Think-pair-share activities, brainstorming, fishbowl, fast-write, differentiation/comparison, a poem for two voices, topic prompts, a template for a listening activity
<i>Theme 2.</i> Ukraine of the princely age (the 11 th – 12 th centuries)	Brainstorming, topic prompts, think-pair-share activities, drawing information by free associations, a template for a listening activity.
<i>Theme 3.</i> Galicia-Volhynia (the 13 th – the first half of the 14 th centuries)	Formal writing, differentiation and comparison, speaking on the spot, interviewing, "six thinking hats", media literacy: analyzing visual images
<i>Theme 4.</i> The Ukrainian lands in the Grand Principality (Duchy) of Lithuania and the Kingdom of Poland (the second half of the 14 th – the first half of the 16 th centuries)	Formal writing, drawing information by free associations
<i>Theme 5.</i> Ukraine in Poland. The Cossack age (the second half of the 16 th – the first half of the 17 th centuries)	Assigning roles, "six thinking hats", networking, fast-write, differentiation and comparison, brain-storming, motivating factors
<i>Theme 6.</i> The National Liberation War of the Ukrainian people in the mid-17 th century. Formation of the Ukrainian state	Document analysis templates, motivating factors. speaking on the spot, document analysis templates, topic prompts
<i>Theme 7.</i> The Great "Ruin". The Hetmanate (1659 – 1687).	The question formulating technique, formal writing, networking, topic prompts
<i>Theme 8.</i> Abolition of the Ukrainian autonomous statehood in the 18 th century	Formal writing, opinion-proof, topic prompts, speaking on the spot
<i>Theme 9.</i> Ukraine in the Russian and Austrian Empires (the late 18 th – the first half of the 19 th century) ¹	Human timeline, formal writing, differentiation and comparison, motivating factors, topic prompts, iceberg diagram, a template for a listening activity
<i>Theme 10.</i> Ukraine in the capitalist modernization of economy (the second half of the 19 th – the early 20 th centuries)	Human timeline, formal writing, differentiation and comparison, speaking on the spot
<i>Theme 11.</i> The Ukrainian Lands in the First World War (1914 – 1918). The Ukrainian National Democratic Revolution (1917 – 1921)	Fast-write, differentiation and comparison, speaking on the spot, human timeline
<i>Theme 12.</i> The struggle for the revival of the Ukrainian statehood (1917 – 1920)	Café Conversation (round table), speaking on the spot, a template for a listening activity

Table 8.1 (the end)

1	2
<i>Theme 13.</i> The interwar period in the history of the Ukrainian people (1921 – 1939). The western Ukrainian lands between the two World Wars (1921 – 1939)	Toolbox project, speaking on the spot
<i>Theme 14.</i> Ukraine during the Second World War (1939 – 1945)	Brainstorming (of battles, military campaigns-operations), the question formulating technique, human timeline, differentiation and comparison, opinion-proof, topic prompts, speaking on the spot, a template for a listening activity
<i>Theme 15.</i> Sociopolitical and socioeconomic development of Ukraine (1945 – 1991)	Formal writing, essay, topic prompts, a template for a listening activity
<i>Theme 16.</i> The national and state revival of the Ukrainian people. Independent Ukraine in the modern world	Formal writing, the method of differentiation and comparison, topic prompts, speaking on the spot, a template for a listening activity

The main differences between the active and interactive methods of learning on the one hand and traditional ones on the other hand are in the high effectiveness of learning which is a result of high students' motivation, practical use of the theoretical information (for instance, in the analysis of sources), development of students' national and social self-identification.

A poem for two voices is a dialogue for opposing viewpoints, that follows after comparison of primary sources on a single topic.

A template for a listening activity is careful listening to an audio material (or reading) and then defining its title, gist, and specific details.

Analyzing visual images and stereotyping is deep analysis of historical sources that includes their observation, interpretation through answering a set of questions, and, then, discussion of the sources.

Anticipation guides is a method of asking students to express their opinion about ideas before they encounter them in a unit of study and, then, after completing the lesson, asking students to review their previous standpoints.

Assigning roles implies quick organization of a short presentation in small groups including a facilitator, a recorder, a presenter, a timekeeper, a checker, a summarizer, an artist, a vocabulary helper.

Brainstorming is based on quick collection of information, ideas by the audience with the following systematization of the facts collected and discussion of them.

Café conversation requires a student to represent a particular point-of-view, as if he were a historical person, in a small group discussion.

Deepening literacy is a special technique of reading historical texts, which develops literacy skills of students by making connection between the reading and students themselves, other texts, and other historical events or phenomena.

Differentiation and comparison is comparing and differentiating two close historical events.

Document analysis templates is a method requiring students to identify the purpose, message and audience of a historical source.

Drawing information by free associations is solving a historical problem by brainstorming of free associations.

Fast-write is a method which quickly gives students' recall about a topic previously covered. The main idea is writing everything about the topic for several minutes.

Fishbowl implies in-turn students' asking questions, presenting opinions, and sharing information when they sit in a "fishbowl" circle, every student having to question their opponents and be ready to proof their own point of view with arguments.

Formal writing is doing a control writing work and post-writing reflection of students on their written work.

Human timeline is focusing small groups of students on the analysis of particular events or phenomena and, then, presenting results in the chronological order of the events or phenomena analyzed. This strategy may be used with the "assigning roles".

Iceberg diagram is making a visual picture of an iceberg with key words of the subject studied (the effects are at the top of the iceberg, the causes are at the its bottom); it illustrates the multifactor character of history.

Interviewing is gathering information by students in a way of asking each other questions and noting the answers.

Level of questions is responding to factual, inferential and universal questions after working with a source or a theme.

Media literacy: analyzing visual images is describing, questioning and interpreting visual sources (including maps).

Motivating factors imply researching motivating factors of those people who made historical events, answering to the question "Why?"

Networking is making conversation by playing roles of historical characters.

Opinion-proof is a method when students have to prove key ideas with as many facts as they can.

"Six thinking hats" is a method when a small group researches a particular aspect of an event or phenomena (the white hat is information, the red hat is an emotion, the black one is discernment, the yellow one is an optimistic response; the green one is creativity).

Speaking on the spot is repeating material in the way of giving short facts on the date, period or event suggested by the teacher.

The question formulating technique is questioning a source by students, making, transformation and prioritizing questions about the source in small groups with the following argumentation of questions prioritized.

Think-pair-share activities is posing a question to students that they must consider alone and then discuss with a neighbor (-s) before settling on a final original answer, every student has to be ready for summarizing all said during the lesson.

Toolbox Project is a method when students "build" a figurative toolbox that includes the tools that can be used to build and fix communities (for example, the Communist one of the 1920s – 30s).

Topic prompts imply describing events or phenomenon by students on the basis of their topics placed on a slip of paper.

3-2-1 is an activity which helps to structure students' responses to new information. Before leaving the class students have to write short responses on a sheet of paper: three things that they have learned from this lesson/from this text; two questions that they still have; one aspect of the class/the text that they enjoyed.

Table 8.2

Implementation of the methods activating the process of study

The theme of the academic discipline	Units for a practical implementation of the methods	Methods of activation of the learning process
1	2	3
<i>Introduction.</i> <i>Theme 1.</i> The origins of the Ukrainian people and its statehood	<i>A seminar</i>	Think-pair-share activities, brainstorming
	1. The importance of learning history of Ukraine	
	2. Hypothesis of the Slavic homeland	Fishbowl, fast-write, differentiation /comparison, think-pair-share activities
	3. The foundation of Kyivan Rus: the "Normanist" and "Anti-Normanist" theories	A poem for two voices, topic prompts, a template for the listening activity

Table 8.2 (continuation)

1	2	3
<i>Theme 2.</i> Ukraine of the princely age (the 11 th – 12 th centuries)	<i>A seminar</i> 1. The reasons and consequences of the fragmentation of Kyivan Rus into appanages	Think-pair-share activities, drawing information by free associations
	2. The Mongol invasion of Kyivan Rus	Brainstorming, topic prompts, a template for a listening activity
<i>Theme 3.</i> Galicia-Volhynia (the 13 th – the first half of the 14 th centuries)	<i>A seminar</i> 1. The development of Galicia-Volhynia under Roman Mstyslavych and Danylo the Galician	Media literacy: analyzing visual images, "six thinking hats"
	2. The fight of Danylo the Galician against the Mongols at the end of his life	Interviewing, "six thinking hats"
	3. The development of Galicia-Volhynia under the descendants of Danylo the Galician (Lev I, Yurii I, Andrii and Lev II, Yurii II Boleslaw)	Formal writing, differentiation and comparison, speaking on the spot
<i>Theme 4.</i> Ukraine in the Ukrainian lands in the Grand Principality (Duchy) of Lithuania and the Kingdom of Poland (the second half of the 14 th – the first half of the 16 th centuries)	<i>A seminar</i> 1. Peculiarities of annexing the South-western Rus by the Grand Principality (Duchy) of Lithuania	Formal writing, drawing information by free associations
<i>Theme 5.</i> Ukraine in Poland. The Cossack age (the second half of the 16 th – the first half of the 17 th centuries)	<i>A seminar</i> 1. The reasons for conclusion and consequences of the Union of Brest (1596)	Brainstorming, "six thinking hats", motivating factors
	2. The beginning and progress of folwark manors in the economic life of the Ukrainian lands in the 16 th – the first half of the 17 th centuries	Fast-write, "six thinking hats", differentiation and comparison
	3. Appearance of the Ukrainian unregistered and registered Cossacks: the theories in the modern historiography	Assigning roles, "six thinking hats", networking
<i>Theme 6.</i> The National Liberation War of the Ukrainian people in the mid-17 th century. Formation of the Ukrainian state	<i>A seminar</i> 1. The process of the Hetmanate formation and the impact of the Zboriv agreement of 1649 and Bila Tserkva agreement of 1651 on this process: the power of the Hetman, the social structure, the rights and social status of the Cossacks according to the Zboriv and Bila Tserkva agreements	Document analysis templates, motivating factors, speaking on the spot
	2. The content and the legal character of the Agreement of Pereyaslav of 1654: assessments of historians and analysis of the document	Document analysis templates, topic prompts

Table 8.2 (continuation)

1	2	3
<i>Theme 7. The Great "Ruin". The Hetmanate (1659 – 1687)</i>	<i>A seminar</i> 1. The Hetmanship of Ivan Mazepa in 1687 – 1709: from pro-Moscow orientation to the anti-Moscow revolt	The question formulating technique, formal writing. Networking, topic prompts
<i>Theme 8. Abolition of the Ukrainian autonomous statehood in the 18th century</i>	<i>A seminar</i> 1. The policy of the Imperial Government toward the Hetmanate in 1709 – 1780: the reasons and course of the abolition of the Hetmanate in Left Bank Ukraine	Formal writing, opinion-proof. topic prompts, speaking on the spot
<i>Theme 9. Ukraine in the Russian and Austrian Empires (the late 18th – the first half of the 19th century)</i>	<i>A seminar</i> 1. The Russian revolutionary movement in the Ukrainian lands in the first quarter of the 19 th century: a) preconditions and appearance of the Decembrist movement in the Dnieper Ukraine. Its social complement and vision of the future state of the Russian Empire. b) the Society of the United Slavs (Towarzystwo Zjednoczonych Slowian, established 1818), its relations with the Southern Society of Pavlo Pestel. Their different vision of the political future of Ukraine	Human timeline, formal writing, method of differentiation and comparison, motivating factors, topic prompts, a template for a listening activity
	2. Peculiarities of the course of the Ukrainian national revival in Dnieper Ukraine in the first half of the 19 th century: a) the course of formation of the Ukrainian literary language; b) the development of the historical knowledge, appearance of the common works on the history of Ukraine; c) appearance of studies on the Ukrainian folklore	Iceberg diagram, formal writing
	d) appearance, members, activity and destruction of the Cyril and Methodius Brotherhood	Human timeline, formal writing
	3. Peculiarities of the Ukrainian national revival in the western Ukrainian lands: a) the course of formation of the Ukrainian literary language; b) appearance of studies on the Ukrainian folklore	Iceberg diagram, formal writing
	c) appearance, social complement, activity and significance of the Ruthenian Triad	Human timeline, formal writing

Table 8.2 (continuation)

1	2	3
<p><i>Theme 10.</i> Ukraine in conditions of the capitalist modernization of economy (the second half of the 19th – the early 20th centuries).</p>	<p><i>The Ukrainian national revival of the mid-19th and early 20th centuries:</i></p> <ol style="list-style-type: none"> 1. The movements of the Russophiles and Ukrainophiles in the Austro-Hungarian Empire: the reasons for appearance, activity, leaders. 2. Hromadas in Dnieper Ukraine. The Valuev Decree, the Ems Decree and their impact on the development of the Ukrainian movement. 6. Appearance of the Ukrainian political parties: social orientation of the parties, their political programs and activity in 1900 – 1914 	<p>Human timeline, formal writing, differentiation and comparison, speaking on the spot</p>
<p><i>Theme 11.</i> The Ukrainian Lands in the First World War (1914–1918). The Ukrainian National Democratic Revolution (1917 – 1921)</p>	<p><i>The Ukrainian national revolution (1917 – 1921):</i></p> <ol style="list-style-type: none"> 1. The course of the military campaigns in the Ukrainian lands. 2. The history of appearance and military actions of the legion of the Ukrainian Sich riflemen 3. Creation of the Central Rada and its policy of state formation (March 1917 – April 1918): <ol style="list-style-type: none"> a) transition from the demands for a cultural autonomy to a political one. Peculiarities of relations between the Central Rada and the Provisional Government. b) the reasons for conflicts between the Central Rada and the Bolsheviks of Russia 	<p>Fast-write, differentiation and comparison, speaking on the spot, human timeline</p>
<p><i>Theme 12.</i> The struggle for the revival of the Ukrainian statehood (1917 – 1920)</p>	<p><i>A seminar</i></p> <ol style="list-style-type: none"> 1. Hetman Pavlo Skoropad-skyi's coming to power. Domestic and foreign policy of the Hetmanate. The role of the Treaty of Brest-Litovsk of 1918 in Pavlo Skoropadskyi's coming to power. 2. The West UNR: appearance, peculiarities of the activity, the reasons for an end. 3. The Directory of the UNR: <ol style="list-style-type: none"> a) the achievements and misfortunes of the Directory in its domestic policy; b) foreign policy of the Directory in the war with the "Red" and "White" Russia. Warsaw Treaty of 1920 	<p>Café conversation (round table), speaking on the spot, a template for a listening activity</p>

Table 8.2 (continuation)

1	2	3
<p><i>Theme 13.</i> The interwar period in the history of the Ukrainian people (1921 – 1939). The western Ukrainian lands between the two World Wars (1921 – 1939)</p>	<p><i>A seminar</i></p> <ol style="list-style-type: none"> 1. Development of the Ukrainian lands during the NEP and the reasons for its folding in the late 1920s 2. Collectivization in the 1930s and the Famine: the reasons, the course, the consequences. 3. Soviet repressions of the late 1920s and 1930s in Ukraine 	<p>Toolbox project, speaking on the spot</p>
<p><i>Theme 14.</i> Ukraine during the Second World War (1939 – 1945)</p>	<p><i>A seminar</i></p> <ol style="list-style-type: none"> 1. Peculiarities of the Second World War in Ukraine: <ol style="list-style-type: none"> a) the Ribbentrop-Molotov Pact: a guaranty of peace or a secret division of the world between Hitler and Stalin? b) the "Sovetization" of the western Ukraine. The occupation policy of the Kremlin in Galicia and Bukovyna. c) the German invasion of the USSR. Military campaigns of 1941 – 1942. The reasons for the misfortunes of the Red Army of Workers and Peasants. d) the German occupation policy in Ukraine. The Reichskommissariat "Ukraine", the district "Galicia". e) the resistance movements. The OUN-UPA. The Soviet partisans. The Polish-Ukrainian confrontation in the wartime. f) returning of the Red Army into Ukraine in 1943 – 1944. The reasons for its success, its attitudes toward the peaceful population 	<p>Brainstorming (of battles, military campaigns-operations), the question formulating technique, human timeline, differentiation and comparison, opinion-proof, topic prompts, speaking on the spot, a template for a listening activity, café conversation</p>
<p><i>Theme 15.</i> Sociopolitical and socioeconomic development of Ukraine (1945 – 1991)</p>	<p><i>A seminar</i></p> <ol style="list-style-type: none"> 1. The Famine of 1946 – 1947: the reasons, the course and the consequences. 2. The dissident movement in Ukraine in the 1950s – 1980s 	<p>Formal writing, essay, topic prompts, a template for a listening activity</p>
<p><i>Theme 16.</i> The national and state revival of the Ukrainian people. Independent Ukraine in the modern world¹</p>	<p><i>A seminar</i></p> <ol style="list-style-type: none"> 1. Peculiarities of Ukraine's independent period: <ol style="list-style-type: none"> a) preconditions and circumstances of proclamation of independence of Ukraine in 1991 	<p>Formal writing, differentiation and comparison, topic prompts, speaking on the spot, a template for a listening activity</p>

Table 8.2 (continuation)

1	2	3
	b) a shock without reforms: the reasons, the course and the consequences of the economy's fall in the 1992 – 2000s. c) the Constitution of 1996: peculiarities of its design and adoption. d) Foreign affairs of Ukraine in the 1991 – 2000s: the Russian Federation, the United States of America, the European Union, the Community of Independent States (CIS, or SNG), the North Atlantic Treaty Organization	

9. Control methods

The system of evaluating the competences got by students (Table 2.1) includes the types of study in the form of lectures, seminars, and independent work. Evaluation is made according to the 100-grade system. Following the temporary statement "On the order of evaluation of results of students' learning according to the rating point system" of Simon Kuznets KhNUE, the control measures include:

current control which is effected during the semester at lectures and seminars, and evaluates the students' knowledge as a sum of points gained (a maximum is 100 grades; a minimum which allows students to pass the credit work is 25 of 40 grades);

module control completed with taking into account the grades for the current control and the control work;

credit control conducted in the form of a semester examination according to the learning process.

The current control of the academic discipline is exercised in the following forms:

- active work during lectures;
- active participation in doing exercises;
- active participation in discussions and presentation of the material during seminars;
- checking essays on the given themes;

doing current control works;
questioning.

The module control of the academic discipline is effected by means of a big control work that is like an intermediate mini-exam.

The final/semester control is done in the way of a writing credit.

A credit is a method of evaluating students' final knowledge of the subject learned.

The order of making current evaluation of students' knowledge.

Evaluation of students' knowledge during seminars and the quality of their independent work is conducted on the basis of the 100-grade system and the following criteria:

comprehension, the level of knowledge of the historical information and the methods of study;

knowledge of primary and secondary sources;

the ability to combine theory and practice in the analysis of the Ukrainian history;

logic, structure, style of presentation of the material in writing and orally, skills of proving their own standpoint, the ability to make conclusions.

A maximum of possible grades for a task is given if an individual task of a student or his participation in the group work meets all the above mentioned criteria. The failure to meet this or that criterion reduces the level of the grade. In the evaluation of individual works the attention is also paid to the quality, independency and timeliness of their presentation to the teacher according to the schedule of the learning process. If one of the conditions is not taken into account, the grades will be reduced.

current control is done at every lesson.

control writing is performed twice per semester. Control writing includes questions previously prepared by the teacher.

The criteria of evaluation of the independent work of students are the level of knowledge, the skills of structuration of the information, the ability to make argued conclusions, knowing of specific terms and definitions, skills of searching the necessary information, active participation in seminars and lecture classes.

The criteria of the essay evaluation:

the ability to critically evaluate historical facts and processes;

to argue alternative standpoints and their own one;

to set good open and close questions;

to present material clearly;
to do work independently;
to use methods of comparison, generalization;
to take reasons, course and consequences into consideration;
to design an essay clearly.

The order of the final control of the academic discipline. The final control is effected on the basis of the written credit.

Credit questions cover the whole syllabus of the academic discipline and are aimed at defining the level of knowledge and competencies of students.

Every examination paper includes five questions, among which two are stereotype questions, two are diagnostic ones and one is a heuristic question. They are evaluated according to the Temporary statement.

A student who, for valid reasons proved by documents, has no chance to take part in the forms of the current control (modules), has a right to take it during two weeks after he returning to the study and getting a permission of the faculty dean.

A student has no right to pass the academic discipline, if his final grade for the current and module controls is less than 35. After the examination session the faculty dean gives an order on the annihilation of the academic debt. During definitive terms the student has to finish gaining of the examination grades.

A student is attested if the sum of his grades is equal to or higher than 60. A minimum of possible grades for the current and module control is 35 and a minimum for the credit work is 25.

The result of the final credit writing is evaluated with grades (the maximum is 40, the minimum is 25).

The final grade of the academic discipline is calculated on the basis of the grades got during the credit and current control according to the cumulative grade system. If the total sum of grades is 60 and more than that, the student has passed, if it is 59 and less than that, the student has no passed. The final grade is placed into the "passport of grades' calculation". In the case of getting less than 60 a student is obliged to take an examination after the end of the examination session in the time set by the faculty dean, which is no later than two weeks since the beginning of the semester. In the case of a second getting less than 60 grade the faculty dean appoints a commission of three teachers with the department chief at the head and

defines the term of the second taking of the examination, after which the decision is made, according to the Law, whether the student continues studying according to the schedule of the learning process, or is offered to independently study the academic discipline again during following learning period.

A sample of the credit paper

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS

CREDIT PAPER № _____ Professional probation

Question 1 (stereotype) – evaluation within 6 grades.

Choose the name of the Hetman who concluded the alliance with Sweden in the early 18th century. Briefly write his biography:

Kost Hordienko, Ivan Sirko, Petro Kalnyshevskyi, Ivan Mazepa, Yakiv Barabash.

Question 2 (stereotype) – evaluation within 6 grades.

Choose military operations of the First World War (define their date), which happened in Ukraine. Define the date of their realization:

the East-Prussian operation, Brusilov's breakthrough, the Lodz military operation, the Galisian battle, the battle of Verdun, the offensive of Mackenzie.

Question 3 (diagnostic) – evaluation within 8 grades.

Define the reasons for losing the statehood by Kyivan Rus in the 13 century and the character of relations between south-western Rus and the Golden Horde.

Question 4 (diagnostic) – evaluation within 8 grades.

Define the reasons for introduction and consequences of the policy of "reconstruction" for Ukraine.

Question 5 (heuristic) – evaluation within 12 grades.

What made conditions of the Krewo and Lublin Unions similar and what made them different? What political consequences did these unions have for the Ukrainian lands?

The final grade for the credit consists of the sum of grades to answering to all the questions, which are rounded off according to the rules of mathematics.

Grades for responding to every question differ due to the complexity of questions, difficultness and importance. It is shown in Table 9.1.

Table 9.1

The criteria of grades for the credit

The criteria of responding	The grade of the first level	The grade of the second level	The grade of the third level
1	2	3	4
Correct adduction of facts and dates. Presentation of reasons and consequences of historical phenomenon or events in detail. Logical argumentation of responses of heuristic questions, demonstration of knowledge of special literature, skills of comparing historical facts, events, phenomena and processes	6	8	12
Not all the adducted facts are given in their historical chronology. Cause and effect connections are presented in detail. Logical argumentation of responses to heuristic questions, demonstration of knowledge of special literature, skills of comparing historical facts, events, phenomena and processes. At the end of the response the conclusion is incomplete	7	7	11
Not all the adducted facts are given in their historical chronology or responses have minor mistakes. In responses to questions about reasons and consequences not all the reasons are mentioned. The answer to the heuristic question the knowledge of special literature is displayed, but the reasons and the consequences are analyzed with mistakes, no historical comparisons are made, conclusions are poor	6	6	10
Inaccurate responses, but facts and dates adducted in them are good. There are wrong explanations of reasons and consequences in responses to the heuristic question. The response is written well but the knowledge of special literature in the text is superficial, historical comparisons are lacking adequate conclusions	5	6	9
There are mistakes in presenting facts and dates in the answers to questions of the first level. The reasons and consequences are not shown properly. The answer to the heuristic question is given within the lecture course, the knowledge of the factual material about the events is incomplete, conclusions are bad	4	5	8
There are mistakes in presenting facts and dates in the answers to the questions of the first level. The reasons and consequences are shown incompletely and inaccurately. The response to the heuristic question is only within the lecture course, the knowledge of the factual material about the events is not complete, conclusions are bad	4	5	7
The knowledge of facts and dates is limited. Reasons and consequences are not shown properly and accurately. The response to the heuristic question needs more argumentation and logic. Conclusions are weak	3	4	6

Table 9.1 (the end)

1	2	3	4
The knowledge of facts and dates is limited. There is great inaccuracy in answers, some questions are not responded. Great difficulty is in defining reasons and consequences, attempts to replace them by a course of events. The heuristic question is partly answered, reasons and preconditions of the historical phenomenon are not shown, statements are weakly backed by facts and dates. There are no conclusions in the response	3	3	5
In answers to the first level questions there are bad, some questions are unanswered. Great difficulty is in defining reasons and consequences, attempts to replace them by a course of events. The heuristic question is partly answered, reasons and preconditions of the historical phenomenon are not shown, statements are weakly backed by facts and dates. Statements are not backed by facts and dates. There is no conclusion in the answers	2	2	4
The task is practically uncompleted. Responses are fragmentary, or not connected with the questions in the paper	1	1	3
The questions are not responded	0	0	0

The final grade of the academic discipline is defined according to the Temporary statement "On the order of evaluation of the results of students' learning according to the cumulative grade-rating system" S. Kuznets KhNUE (Table 9.2).

The grades of the scale below come to the statement of evaluation of the learning progress, the students' individual learning plan and other academic documentation (Table 9.2).

Table 9.2

The scale of evaluation: national and ECTS

The sum of grades for all kinds of the academic discipline	The grade of the ECTS	The grade of the national scale	
		For the exam, the course project (work), practice	For the final control work
90 – 100	A	Excellent	Passed
82 – 89	B	Good	
74 – 81	C		
64 – 73	D	Satisfactory	
60 – 63	E		
35 – 59	FX	Unsatisfactory	Not passed
1 – 34	F		

10. Distribution of student's grades

The distribution of grades within the themes of the modules is presented in the Table 10.1 (for students of training direction 6.140103 "Tourism").

Table 10.1

The distribution of grades within the themes of the modules

Current control and independent work															sum	
Module 1																100
Module 2																
T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	
3	0.5	5	0.5	3	0.5	6	0.5	6	0.5	5.5	0.5	5	0.5	5	4	
Colloquium								Final control work								
15								40								

The maximum grades which a student can gain, according to the forms and methods of learning are given in the Table 10.2 (for students of training directions 6.140103 "Tourism").

Table 10.2

The maximum grades students can gain

The theme of the module	Lectures	Seminars	Tasks of themes	Round table	Essay	Current control works	Colloquium, big writing	Σ
1	2	3	4	5	6	7	8	9
<i>THEME 1.</i> The phenomenon of Ukrainian history. The pre-historical period in the history of Ukraine	0.5	0.5	2					3
<i>THEME 2.</i> Appanage Principalities in Ukraine-Rus (the 11th – the 13th centuries). Establishment of Galicia-Volhynia. Roman Mstyslavych	0.5							0.5
<i>THEME 3.</i> Galicia-Volhynia (the 13th – the first half of the 14th centuries)	0.5	0.5	2			2		5

Table 10.2. (the end)

1	2	3	4	5	6	7	8	9
<i>THEME 4.</i> The Ukrainian lands in the Grand Duchy of Lithuania and the Kingdom of Poland (the second half of the 14th – the first half of the 16th centuries)	0.5							0.5
<i>THEME 5.</i> Ukrainian lands in the Polish–Lithuanian Commonwealth (the second half of the 16th – the first half of the 17th centuries)	0.5	0.5	2					3
<i>THEME 6.</i> The Cossack Revolution (1648 – 1657): the foundation of the Hetmanate	0.5							0.5
<i>THEME 7.</i> The "Ruin" of the Hetmanate (1659 – 1687). The Hetmanship of Ivan Mazepa (1687 – 1709)	0.5	0.5	2			2		6
<i>THEME 8.</i> Abolition of the Ukrainian autonomies of the Hetmanate, Zaporozhian Host, and Sloboda regiments by the government of the Russian Empire in the 18th century	0.5							0.5
<i>THEME 9.</i> The Ukrainian Lands in the first half of the 19th century	0.5	0.5	2		3		15	21
<i>THEME 10.</i> The National Revival and the Economic Modernization of the Ukrainian Lands under the Austrian (Austro-Hungarian) Monarchy of Habsburgs and the Russian Empire (the mid-19th – the early 20th centuries)	0.5							0.5
<i>THEME 11.</i> The Ukrainian Lands in the First World War (1914 – 1918). The Ukrainian National Revolution (1917 – 1921)	1	0.5	2	2				5.5
<i>THEME 12.</i> The Ukrainian National Revolution (1917 – 1921)	0.5							0.5
<i>THEME 13.</i> The Ukrainian Lands (the 1920s – the 1930s)	0.5	0.5	2			2		5
<i>THEME 14.</i> Ukraine during the Second World War (1939 – 1945)	0.5							0.5
<i>THEME 15.</i> The Sociopolitical development of Ukraine (1945 – 1991)	0.5	0.5	2			2		5
<i>THEME 16.</i> Independent Ukraine (1991 – the 2000s)	0.5	0.5			3		40	44
Σ	8.5	4.5	16	2	6	8	55	100

11. Recommended literature

11.1. Primary literature

1. Hrushevsky M. A History of Ukraine / M. Hrushevsky ; trans. by O. J. Frederiksen. – Yale : Archon Books, 1970. – 629 p.
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4. Pastushenko A. O. The History of Ukraine: Summary of lectures / A. O. Pastushenko. – Kh. : Publishing House of KhNUE, 2013. – 152 p.
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5. Anderson J. Religion, state and politics in the Soviet Union and successor states / J. Anderson. – Cambridge : Cambridge University Press, 1994. – 236 p.
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7. Halecki O. From Florence to Brest (1439 – 1596) / O. Halecki. – Rome : Sacrum Poloniae Millennium, 1958. – 444 p.
8. Horak S. M. The First Treaty of World War I / S. M. Horak. – Boulder; New York : East European Monographs ; Columbia University Press, 1988. – 202 p.
9. Kenez P. A History of the Soviet Union from the beginning to the end: second edition / P. Kenez. – Cambridge ; New York ; Mel-bourne ; Madrid ; Cape Town ; Singapore, Sao Paulo : Cambridge Uni-versity Press, 2006. – 342 p.
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12. Snyder T. Bloodlands. Europe between Hitler and Stalin / T. Snyder. – New York : Basic Books, 2010. – 544 p.
13. Tosh J. The Pursuit of History: Aims, Methods and New Directions in the Study of Modern History: Fourth edition / J. Tosh. – Harlow: Pearson Education Limited, 2006 – 357 p.

11.3. Electronic resources

14. History of Ukraine. Detailed narrative on the Ukrainian history // Toronto Ukrainian Genealogy [Electronic resource]. – Access mode : http://www.torugg.org/History/history_of_ukraine.html.

15. Short history of Ukraine // Vesti [Electronic resource]. – Access mode : <http://www.hf.uib.no/andre/vesti/Ukrainehistory.htm>.
16. The Ukrainian Canadian research & documentation centre [Electronic resource]. – Access mode: <http://www.ucrdc.org/index.html>.
17. Ukrainian collection. It contains a lot of images of books on the Ukrainian history, including Hrushevskyi's one // Simon Fraser University Library [Electronic resource]. – Access mode : <http://content.lib.sfu.ca/cdm/search/collection/ukr/searchterm/Ukraine!Ukraine%20history/field/all!all/mode/all!all/conn/and!and/order/nosort/ad/asc>.
18. Ukrainian History Timeline [Electronic resource] / Ed. by Olena Melnychenko. – Access mode: <http://php.scripts.psu.edu/students/o/i/oim5001/UKRTimeline.htm>.

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