

HIST 2600 Introduction to Ukraine
Fall 2020
Remote Learning
Aleksandra Pomiecko
aleksandra.pomiecko@umanitoba.ca
Wednesdays, 6:00pm – 8:45pm

COURSE DESCRIPTION

This course is an introduction to the history of Ukraine, including politics, culture, anthropology, and memory. We will cover the major developments and actors in Ukraine's history beginning with Kyivan Rus and ending with Russian and Austrian absorption and rule. Though this course focuses on Ukraine's earlier history, it invites us to think about how these earlier events and processes shaped its later history and how it continues to affect politics and memory today. Furthermore, its history did not evolve in isolation but was very much affected by larger processes on the continent, and Ukraine equally contributed to other states and empires. Ukraine was and is a multicultural society domestically and has a large and impactful diaspora, both of which contribute to scholarship and our understanding. We will be reading scholarly texts on a range of topics and also using a variety of primary sources to better understand particular elements of this history.

REQUIRED COURSE TEXTS AND LECTURE DELIVERY

All materials for this course will be available through UMLearn in the form of pdfs. These readings include secondary articles, excerpts of literature, and films. There is no textbook requirement for this course.

The lectures will be held synchronously on WebEx. However, should there be any technical difficulties (things happen!) we may switch to another platform, such as Zoom. It is very important that students check their emails regularly in order to stay updated about any changes.

COURSE REQUIREMENTS

Participation (discussion portion of class): 10 %

Presentation: 10 %

First Written Assignment: 25%

Second Written Assignment: 25%

Final Exam: 30%

Students will receive feedback for their first assignment, well before the deadline for Voluntary Withdrawal, which is on 23 November 2020.

PARTICIPATION

The readings provided in the lecture schedule are to be completed for the day they are listed under. These readings will help foster our discussion and will complement the lecture portion of class. Each lecture block will have a discussion section. This is an opportunity for you to ask questions, ask for clarifications, and also delve deeper into certain issues. In order to have productive discussions, your participation is crucial.

You will be expected to join all online classes live on the scheduled time; recorded lectures will not be posted nor distributed, unless in extraordinary circumstances. Lectures will be delivered on Webex, through UMLearn. Ideally, you will be on camera during lectures and especially discussion, but it is not mandatory. Internet access is important, as it will allow you to attend lectures live, access Power Point slides, and upload assignments. If you have any questions, please email me.

PRESENTATION

Students will prepare one 10-minute presentation on one of the scholarly articles or primary sources for that week. This exercise is meant to develop your critical reading skills, as well as to improve your ability to express these ideas in a constructive and comprehensible way to others.

In your presentation, you may choose to address some of these points:

1. Introduce the document within the context of your background knowledge from lecture and other readings.
2. Draw out major themes, points, or tropes from the article, which are important or worthy of discussion. These are some questions you may choose to address: Why did you choose this document? What is the main argument(s) the scholar is attempting to make? What is the author's background? Where does it fit in the historiography? Can we see parallels between this article and other readings?
3. DO NOT spend the entire presentation summarizing the document... we have all read it for that week. It is, of course, good to reference the document when necessary to illustrate a particular point.
4. Prepare 2-3 discussion questions for the class at the end of your presentation.

WRITTEN ASSIGNMENTS

For both written assignments, we will spend time in class going through ways to write more effectively and produce the sharpest analysis. If at any point you have any questions, please contact the instructor.

Notes on Assignments: *Since this is a course that meets the University Senate's W requirement, students must complete all essay assignments with a passing grade to pass the course.*

First Written Assignment (1500 words)

The first assignment will require you to critically read one scholarly monograph or edited volume, along with one scholarly review of your choice. You should be able to find a review from online scholarly platforms, such as Jstor, Project Muse, EBSCO, etc. After collectively analyzing the monograph and review, you will then write a reaction (1500 words). The instructor will provide a handful of books from which to pick from. If students have an interest in another book not listed, it has to be approved by the instructor. Here are some suggestions as you read, analyze, and compose your thoughts.

- Look at the publication date of the critical reviews in respect to the monograph you are reviewing. Who is the scholar that provided the critical review? Where are they from and what is their background? What is their frame of analysis and how could this affect their perspective on the book they reviewed?
- Think about your own position as a reader and of your own background and how this may influence how you understand the work.
- Think about issues and questions that came to your mind when you read the scholarly monograph independently. Then, take into consideration what other people have said. Do you agree with the critical assessments made? Why? Are there things you thought about the monograph that were not mentioned in the reviews?
- This assignment should not be merely a summary of the other reviews and of the book. You should provide an argument in the beginning and follow it throughout.
- The assignment should be uploaded into the appropriate UMLearn folder on the due dates listed in the syllabus: 14 October 2020.

Second Written Assignment (1500 words)

For the second reading assignment, you will choose one of the literary texts from the course, either Byron's, *Mazeppa*, Gogol's, *Taras Bul'ba*, or Sienkiewicz's, *With Fire and Sword*. This assignment asks that you write a critical exploration of these cultural, literary representations of the period they write about. Students are encouraged to read beyond the assigned excerpt and if they want, can also suggest another literary text or film, to be approved by the instructor. This assignment should be approximately 1,500 words.

- Think about the background of these writers. Where do they come from? When is their writing published? For what audience?
- How does this text help us better understand the history which it is describing? What parts of this history are embellished or ignored in the literary interpretation? Why do you think that is?
- This assignment invites you to critically examine the literary text, as much as the content which it presents. More research about the literary work or its author is encouraged in order to push your analysis. The writing assignment should move beyond what we discuss in class and should delve deep into more specific elements and themes.
- This assignment should not be merely a compare and contrast of the history and literary text. You should provide an argument in the beginning and follow it throughout.

- The assignment should be uploaded into the appropriate UMLearn folder on the due dates listed in the syllabus: 18 November 2020.

Submission: Please upload your assignments on our UMLearn portal. Upload assignments as a word file (not pdf) to the folder marked with the assignment name on the due date. Assignments are due by the end of the day of submission. I will not accept email submissions.

Late Penalty: Late assignments are subject to a two percent (2%) penalty per calendar day. Extensions will be given in exceptional circumstances.

Writing Style: All materials should be typed using 12-point font, with your name. Please use Chicago Style Format for your citations, formatting, and bibliography. Instructions and examples of how to do this can be found by consulting the Chicago Manual of Style: <http://www.chicagomanualofstyle.org>

The University of Manitoba's library services is a great way to bolster your research materials. These resources can also help with proper referencing and writing. See: <http://libguides.lib.umanitoba.ca/history>

Unreturned Work: *Four months from the end of the final examination period, unclaimed student work from that term will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal.*

FINAL EXAM

The final exam for this course will be a take home version during the December exam period. You will have a set time frame to complete the exam and upload it to the UMLearn platform. The exam is comprehensive and will cover all material from that semester.

COURSE POLICIES

Open Environment: The classroom is an open space where you should feel comfortable to express your opinion. Your questions, ideas, and comments are welcomed. However, you should refrain from making any judgments or remarks that can be offensive to others in class.

Academic Integrity: Each student is expected to do their own work. If you utilize another individual's words, you MUST use quotation marks and provide the appropriate citation and credit to the original author. Plagiarism is a serious offence and will not be tolerated. The following outlines the penalties for plagiarism, according to the Faculty of Arts:

The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include

suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty. The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication. The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. If you have read this far, congratulations! Please send me an email to let me know you have done so. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

For more information on plagiarism and academic integrity see Student Advocacy Services: http://umanitoba.ca/student/resource/student_advocacy/

Writing Guide: It is strongly recommended that you edit and revise your work before submission. Students have access to several resources that can help with courses and also with your writing. Writing tutors are available through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/>.

The ALC also provides help for students with English as their additional language (EAL)

Numerical Range of Letter Grades in this Class

A+: 88 – 100 %
A: 80 – 87 %
B+: 75 – 79 %
B: 70 – 74 %
C+: 65 – 69 %
C: 60 – 64 %
D: 50 – 59 %
F: 0 – 49 %

Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them.

Medical Notes and Waivers:

Please note that the following procedures to continue suspending requirements for medical documentation are intended to address temporary medical circumstances. Students who require accessibility-related accommodations must continue to follow the documentation procedures outlined by Student Accessibility Services. Students who are seeking Authorized Withdrawals, Tuition Fee Appeals, or Leaves of Absence may also require documentation. If students are uncertain about their circumstances, they are advised to speak with an advisor in their faculty/college/school of registration.

Students who are unable to meet a course requirement due to medical circumstances are currently not required to submit medical notes. However, students are required to contact their instructor or academic advisor by email to inform of the missed work and to make arrangements for extensions, deferrals, or make-up assignments. Please follow these guidelines if you are unable to meet an academic requirement for your courses.

- *Contact your instructor for term work such as a class, quiz, midterm/test, assignment, lab;*
- *Contact an advisor in your faculty/college/school of registration for a missed final exam (scheduled in the final examination period);*
- *Inform your instructor/advisor as soon as possible do not delay. Note for final exams, students must contact within 48 hours of the date of the final exam; and*
- *Email your instructor/advisor from a U of M email address, and include your full name, student number, course number, and academic work that was missed.*

STUDENT RESOURCES

*Student supports and resources are available throughout the Fall and Winter terms. Please consult the appropriate webpages for information on virtual appointments or other modes of contact during this period of limited in-person services.

Academic Resources: You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/>. The History department will also make a writing tutor available exclusively to History students in the department on one day a week. More information about scheduling, etc., TBA.

The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage (http://umanitoba.ca/student/resource/student_advocacy/).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, tailored just for you! They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

Student Counselling Centre: Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

Student Support Case Management: Contact the Student Support Case Management team if you are

concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. <http://umanitoba.ca/student/case-manager/index.html>

University Health Service: Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation. <http://umanitoba.ca/student/health/>

Student Advocacy: Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. <http://umanitoba.ca/student/advocacy>

UM History Student Association (UMHiSA): UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our twitter account @UMH_Undergrad, our instagram account @UMHISA_Undergrad, or emailing umhisau@gmail.com .

SCHEDULE OF LECTURES: Delivered on WebEx/Zoom, accessible through UMLearn

Week 1 (9 September 2020) - Introduction Geography, Ethno-Linguistic Background, Key Themes, Big Questions

Week 2 (16 September 2020) –The Steppe, Slavs, and Khazars

Mark von Hagen, “Does Ukraine Have a History?” *Slavic Review*, vol. 54, no. 3 (1995): 658-673.

Omeljan Pritsak, “The Khazar Kingdom’s Conversion to Judaism,” *Harvard Ukrainian Studies*, vol. 2, no. 3 (1978): 261-281.

Week 3 (23 September 2020) – Rise and Fall of Kyivan Rus’

Talia Zajac, “Gloriosa Regina or ‘Alien Queen’? Some Reconsiderations on Anna Yaroslavna’s Queenship (r. 1050-1075),” *Royal Studies Journal* 3, no. 1 (2016): 28-57.

Excerpt from Primary Chronicle, “The Tale of Bygone Years”.

Week 4 (30 September 2020) – The Kingdom of Galicia-Volhynia and the Union of Lublin

Jerzy Borzecki, “The Union of Lublin as a Factor in the Emergence of Ukrainian National Consciousness,” *The Polish Review*, vol. XLI, no. 1 (1996): 37-61.

Jerzy Motylewicz, “Ethnic Communities in the Towns of the Polish-Ukrainian Borderland in the Sixteenth, Seventeenth, and Eighteenth Centuries,” in *Galicia: A Multicultural Land*, edited by Paul Robert Magocsi (Toronto: University of Toronto Press, 2005): 36-51.

Week 5 (7 October 2020) – Orthodoxy, the Protestant Reformation, Union of Brest

Frank E. Sysyn, “The Formation of Modern Ukrainian Religious Culture: The Sixteenth and Seventeenth Centuries,” in *Church, Nation and State in Russia and Ukraine*, edited by Geoffrey A. Hosking (Edmonton: Canadian Institute of Ukrainian Studies Press, 1990): 1-22.

Natalia Yakovenko, “A ‘Portrait’ and ‘Self-Portrait’ of the Borderlands: The Cultural and Geographic Image of ‘Ukraine’ in the Sixteenth and Early Seventeenth Centuries,” *Journal of Ukrainian Studies* (2008-2009): 487-502.

Week 6 (14 October 2020) – The Cossacks

FIRST WRITTEN ASSIGNMENT DUE

Jaroslav Pelenski, “The Cossack Insurrections in Jewish-Ukrainian Relations,” in *Ukrainian-Jewish Relations in Historical Perspective*, edited by Howard Aster and Peter J. Potichyj (Edmonton: Canadian Institute of Ukrainian Studies Press, 1990): 31-42.

Excerpts from: Nikolai Gogol’, *Taras Bulba*,

Week 7 (21 October 2020) – The Khmel’nyts’kyi Revolution of 1648 and its Aftermath

Zenon E. Kohut, “The Khmelnytsky Uprising, the Image of Jews, and the Shaping of Ukrainian Historical Memory,” *Jewish History* 17, no. 2 (2003): 141-163.

Excerpts from: Henryk Sienkiewicz, *With Fire and Sword* or film.

Week 8 (28 October 2020) – The Battle of Poltava and Ivan Mazepa: Legacies and Debates

Taras Koznarsky, “Obsessions with Mazepa,” *Harvard Ukrainian Studies* 31, no. ¼ (2009-2010): 569-615.

Excerpts of Byron’s *Mazeppa*.

Week 9 (4 November 2020) – The Tatars and the Crimean Khanate

Brian Glyn Williams, “The Ethnogenesis of the Crimean Tatars. An Historical Reinterpretation,” *Journal of the Royal Asiatic Society* 11, no. 3 (2001): 329-348.

Orest Subtelny, “The Ukrainian-Crimean Treaty of 1711,” *Harvard Ukrainian Studies* 3/4 (1979-1980): 808-817.

Week 10: FALL BREAK, NO LECTURE

Week 11 (18 November 2020): Carpatho- Rusyns and the Question of Carpathian Rus’

SECOND WRITTEN ASSIGNMENT DUE

Paul Robert Magocsi, *With their Backs to the Mountains: A History of Carpathian Rus’ and Carpatho-Rusyns* (Budapest: Central European University Press, 2015), 1-14.

Paul Robert Magocsi, "The Birth of a New Nation, or Return of an Old Problem? The Rusyns of East Central Europe," *Canadian Slavonic Papers/Revue Canadienne des Slavistes* 34, no. 3 (1992): 199-223.

Week 12 (25 November 2020): The End of the Eurasian Steppe Frontier

James A. Duran, "Catherine II, Potemkin, and Colonization Policy of Southern Russia," *The Russian Review* 28, no. 1 (1969): 23-36.

Barbara Skinner, "Borderlands of Faith: Reconsidering the Origins of a Ukrainian Tragedy," *Slavic Review*, 1 (2005): 88-116.

*23 November 2020 – Voluntary Withdrawal Date from Course

Week 13 (2 December 2020): The Partitions and Dawn of the 19th Century

Zenon Kohut, "The Development of a Little Russian Identity and Ukrainian Nationbuilding," *Harvard Ukrainian Studies* 10, no. ¾ (1986): 559-576.

Oleksiy Tolochko, "Fellows and Travelers: Thinking about Ukrainian History in the Early Nineteenth Century," in *A Laboratory of Transnational History: Ukraine and Recent Ukrainian Historiography*, eds. Georgiy Kasianov and Philipp Ther, Budapest: Central European University Press, 2008.

Week 14 (9 December 2020): Heroes, Villains, and Contemporary Ukrainian Popular Memory
(Final Review for Exam)

Serhii Plokhy, "The Ghosts of Pereyaslav: Russo-Ukrainian Historical Debates in the Post-Soviet Era," *Europe-Asia Studies* 53, no. 3 (2011): 489-505.

Excerpts from poems by Taras Shevchenko

To help you better unpack the poems and the legacy of Shevchenko, visit the Shevchenko Foundation: <https://shevchenkofoundation.com> (perhaps in person, conditions permitting!) or visit the Shevchenko monument in Winnipeg: <http://www.mhs.mb.ca/docs/sites/shevchenko2.shtml>