

MINISTRY OF PUBLIC HEALTH OF UKRAINE
KHARKIV NATIONAL MEDICAL UNIVERSITY

The department of social science

Academic year 2021/2022

SYLLABUS OF THE EDUCATIONAL COMPONENT

«History and culture of Ukraine»

Normative educational component

Form of education: full-time education

Branch of knowledge 22 «Health Care»

Specialization 221 Dentistry

Educational and professional program «Dentistry»

Second (Master) level of higher education

First year

Syllabus of study discipline

approved at meeting of the

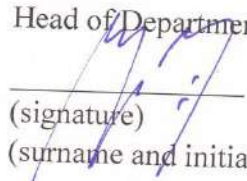
Department of Social Sciences

of the KhNMU

Protocol of

“30 ” august 2021 № 7

Head of Department



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(surname and initials)

Robak I. Yu.


Approved by the methodic commission
KNMU

on the problem of general and pre-
professional training

Protocol of

“ 31 ” august 2021 № 1

Chairperson



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Vovk O. Yu.

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Professional interests, links to the teacher's profile (on the website of the university, department, in the Moodle system, etc.): history, culturology

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Consultations according to the schedule posted on the information stand of the department and in the cathedral directory in the MOODLE system (<http://distance.knu.edu.ua/course/view.php?id=107>)

Location:

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INTRODUCTION

The syllabus of the discipline "History and Culture of Ukraine" is compiled in accordance with the educational professional program (hereinafter - EPP) "Dentistry" and the Standard of Higher Education of Ukraine (hereinafter - the Standard), the second (master's) level, field of knowledge 22 "Health care", specialization 221 "Dentistry"

Course description. The integrated course "History and Culture of Ukraine" consists of 2 components - historical and cultural. The first, historical, studies the development of human society from the appearance of the first man to the present day on the basis of historical sources. The second is cultural, which studies the culture of Ukraine in its diversity over the same period.

The subject of study of the discipline is the historical and cultural development of society in modern Ukraine since the appearance of the first man there about 1 million years ago.

Interdisciplinary connections. The study of the discipline is associated with the mastery of disciplines taught in the I-V years: "History of the modern world", "Philosophy", " Study of Culture", "Ethnography", "Political Science", "Medical Studies", "Ethics", "Religious Studies", "Medical Kharkiv in Personalities", "History of Health Care in Kharkiv", "Medicine and Politics". "History and Culture of Ukraine" is objectively integrated with the disciplines "Medicine and Art Culture", "Medical Subculture", "Fundamentals of Christian Ethics and Morality", "Fundamentals of Economic Theories" and others.

Prerequisites. The study of the discipline involves the prior mastering of school subjects in the history of Ukraine, which give a basic idea of education. In the case of international students, no prior training is required, the problem is solved through multilevel education.

Postrequisites. "History and Culture of Ukraine" is objectively integrated with disciplines that provide further training of medical students: "History of the Modern World", "Philosophy", " Study of Culture", "Ethnography", "Political Science", "Medical Local Lore", "Ethics", "Religious Studies", "Medical Kharkiv in Personalities", "History of Health Care in Kharkiv", "Medicine and Politics". "History and Culture of Ukraine" is objectively integrated with the disciplines "Medicine and Art Culture", "Medical Subculture", "Fundamentals of Christian Ethics and Morality", "Fundamentals of Economic Theories".

Link to the discipline page in MOODLE:

- In Ukrainian: <http://distance.knmu.edu.ua/course/view.php?id=2354>
- In English:
<http://distance.knmu.edu.ua/course/view.php?id=5>

1. The purpose and objectives of the course

1.1. The main purpose of studying the integrated course "History and Culture of Ukraine" is the formation of national consciousness, deep understanding of the centuries-old history of Ukraine, cultural features of the Ukrainian people, education of the future doctor - an active citizen and builder of a democratic society.

1.2. The main tasks of studying the discipline "History and Culture of Ukraine":

- find out what the history and culture of Ukraine are, how and why they are studied in medical universities;
- to analyze the general course of the historical process by its main stages (days), patterns of development of cultural processes;
- to reconstruct the socio-economic and political system of Ukraine in different periods of its development;
- assess the relationship between the government and society of Ukraine at all stages of its history;
- to acquaint students with the personalities of the most prominent Ukrainian historical figures;
- to teach students to navigate correctly in the historical maps of Ukrainian lands.
- to acquaint students with the phenomenon of culture, its importance in human life and society;
- consider the main stages of development of Ukrainian culture in the context of European civilization.

1.3. Competences and learning outcomes, the formation of which is facilitated by the discipline (relationship with the normative content of training of higher education, formulated in terms of learning outcomes in the EPP and Standard).

1.3.1. The study of the discipline provides students with the acquisition of competencies:

Integral:

Ability to cope with difficult tasks and problems in the field of health care in speciality "Dentistry" in the professional activity or during the process of training, the above providing researches and/or innovations and being characterized by indefinite conditions and demands.

General:

GC1 – Capacity for abstract thinking, analysis and synthesis; ability to study and be modernly trained

GC2 – Capacity for using knowledge in practical situations

GC4 – Capacity for adapting and acting in a new situation

GC5 – Capacities for making sound judgements and for working in a team; skills of interpersonal interaction

GC6 – Capacity for communicating in the state language both in the oral and written forms; Capacity for communicating in a foreign language

GC7 – Skills of using informative and communicative technologies

GC9 – Capacity for acting in the socially responsible and conscious way

Professional:

PC1 – Skills of questioning

PC15 – Capacity for carrying out epidemiological and medical-statistical studies of the health of population; processing of state, social, economic and medical information

PC16 – Capacity for assessing effects of environmental, socioeconomic and biological determinants on the state of human health in individuals, families and populations.

PC17 – Capacity for analyzing the activity of a doctor, unit, health care institution, and for taking measures in order to provide quality and safety of medical aid and increase the efficacy of using medical resources

1.3.2. The study of the discipline provides students with the acquisition of the following **program results of training:**

PRT 1. To isolate and identify leading clinical symptoms, signs and syndromes (by List 1); to make a probable nosological or initial syndromic clinical diagnosis of a dental disease according to standard methods on the basis of preliminary data of the patient's anamnesis, those of his/her examination and knowledge of the human being, human organs and systems (by List 2).

PRT 4. To define the final clinical diagnosis observing proper ethical and legal regulations by means of making a sound judgement and a logical analysis of available subjective and objective data of clinical and additional examinations and differential diagnosis under the control of the leading doctor in conditions of a medical institution (by List 2.1).

PRT 5. To diagnose urgent states in any situations (at home, outdoors, at medical institution), in conditions of an emergency, martial law, lack of information and limited time (by List 4).

PRT 20. To organize the required level of the individual safety (of one's own and people under care) in case of appearance of typical dangerous situations in the individual sphere of activity.

PRT 21. To carry out medical manipulations on the basis of the initial and/or final clinical diagnosis (by Lists 2, 2.1) for different segments of the population and in different conditions (by List 6).

1.3.3. The study of the discipline provides students with the following **social skills (Soft skills)**: communication skills, leadership, responsibility, ability to work in critical conditions, resolve conflicts, work in a team, manage their time, make decisions independently, think critically.

2. INFORMATION SCOPE OF THE COURSE

Name of indicators	Field of knowledge, specialization, educational	Characteristics of the discipline
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	and qualification level	full-time education	evening form of study (absent)
Number of credits - 3	Branch of knowledge: 22 "Health care"	Normative	
The total number of hours is 90	Specialization: 221 Dentistry	The year of preparation:	
		1 st	-
		Semester	
		1 st , 2 nd	-
Hours for full-time study: classrooms - 30 individual student work - 60	Educational and qualification level: II master's level EPP "Dentistry"	Lectures	
		20 hours	-
		Practical, seminar	
		10 hours	-
		Laboratory	
		-	-
		Individual work	
		60 hours	-
Individual tasks:			
-			
Type of control: current, credit			

2.1 Description of the discipline

2.2.1 Lectures

№	Topic title	Quantity of hours	Types of lectures
1	Ancient history and culture of Ukraine	2	Introductory, review, problem, binary
2	Princely era (IX - 40's of the XIV century.)	2	Review, problem, binary
3	Lithuanian-Polish and Cossack period (middle XIV - end of XVII century)	4	Review, problem, binary
4	Ukraine in the modern era (XVIII - early XX century.)	4	Review, problem, binary
5	Ukraine in modern times (1914 - early 20's of the XXI century)	8	Review, problem, binary, final
	Total	20	

2.2.2 Seminars

№	Topic title	Quantity of hours	Teaching methods	Forms of control
1	Ancient history and culture of Ukraine	2	problem-based learning, business games, brainstorming, group work, developmental learning, multilevel learning, heuristic conversations, discussions and debates, presentation method, project-based learning method, organization of excursions to museums and exhibitions	Oral interview, test survey in the MOODLE system
2	Princely era (IX - 40's of the XIV century.)	2		
3	Lithuanian-Polish and Cossack period (middle XIV - end of XVII century)	2		
4	Ukraine in the modern era (XVIII - early XX century.)	2		
5	Ukraine in modern times (1914 - early 20's of the XXI century)	2		
Total		10		

2.2.3 Practical classes are not provided**2.2.4. Laboratory classes are not provided****2.2.5. Individual work**

№ 3/II	Topic title	Quantity of hours	Teaching methods	Forms of control
1	Ancient history and culture of Ukraine	10	problem-based learning, group work, multilevel learning, presentation method, project learning method	Oral interview, test survey in the MOODLE system, participation in scientific conferences
2	Princely era (IX - 40's of the XIV century.)	10		
3	Lithuanian-Polish and Cossack period (middle XIV - end of XVII century)	10		
4	Ukraine in the modern era (XVIII - early XX century.)	10		

5	Ukraine in modern times (1914 - early 20's of the XXI century)	20		
		60		

Teaching methods. During lectures and practical lessons it is recommended to use such pedagogical methods: problematic education, business games, «brain storm», work in groups, developing education, multilevel training (taking into account the abilities of different students), heuristic conversations, debates and discussions, preparing report-presentations, method of project training (preparing by student the independent research project), excursions to museums and exhibitions.

Methods of control (only those used in teaching the discipline are given):

Current control. During the current control methods of individual and face-to-face interviews, written testing, writing creative works (essays, reviews, reviews, own statements), microphone method, problem solving, work with sources and scientific literature, watching movies with further discussion are used, work in groups, verification tests.

Final control is carried out at the last lesson in the form of the final lesson, which includes control of all types of training provided by the curriculum. According to the results of educational activities, a test is set on a two-point scale "credited" - "not credited". A grade on a traditional scale is also given.

3. EVALUATION CRITERIA

3.1. Evaluation of the success of students' education is carried out on the basis of "Instructions for evaluating the educational activities of higher education students in KhNMU" (Table 2).

Table 2

Recalculation of the average score for current activities in a multi-point scale
(for disciplines ending with a credit)

4-point scale	200-point scale	4-point scale	200-point scale	4-point scale	200-point scale
5	200	4.22-4,23	169	3.45-3,46	138
4.97-4,99	199	4.19-4,21	168	3.42-3,44	137
4.95-4,96	198	4.17-4,18	167	3.4-3,41	136
4.92-4,94	197	4.14-4,16	166	3.37-3,39	135
4.9-4,91	196	4.12-4,13	165	3.35-3,36	134
4.87-4,89	195	4.09-4,11	164	3.32-3,34	133

4.85-4,86	194	4.07-4,08	163	3.3-3,31	132
4.82-4,84	193	4.04-4,06	162	3.27-3,29	131
4.8-4,81	192	4.02-4,03	161	3.25-3,26	130
4.77-4,79	191	3.99-4,01	160	3.22-3,24	129
4.75-4,76	190	3.97-3,98	159	3.2-3,21	128
4.72-4,74	189	3.94-3,96	158	3.17-3,19	127
4.7-4,71	188	3.92-3,93	157	3.15-3,16	126
4.67-4,69	187	3.89-3,91	156	3.12-3,14	125
4.65-4,66	186	3.87-3,88	155	3.1-3,11	124
4.62-4,64	185	3.84-3,86	154	3.07-3,09	123
4.6-4,61	184	3.82-3,83	153	3.05-3,06	122
4.57-4,59	183	3.79-3,81	152	3.02-3,04	121
4.54-4,56	182	3.77-3,78	151	3-3,01	120
4.52-4,53	181	3.74-3,76	150	Less than 3	Not sufficient
4.5-4,51	180	3.72-3,73	149		
4.47-4,49	179	3.7-3,71	148		
4.45-4,46	178	3.67-3,69	147		
4.42-4,44	177	3.65-3,66	146		
4.4-4,41	176	3.62-3,64	145		
4.37-4,39	175	3.6-3,61	144		
4.35-4,36	174	3.57-3,59	143		
4.32-4,34	173	3.55-3,56	142		
4.3-4,31	172	3.52-3,54	141		
4,27-4,29	171	3.5-3,51	140		
4.24-4,26	170	3.47-3,49	139		

The maximum amount of points for the course is 200 points, the minimum acceptable for credit - 120 points.

3.2. Test questions:

1. Indicate the difference between historiography and historical sources. Give few examples.

2. Formulate the subject and the object of the course “History of Ukraine and Ukrainian culture”.
3. Point the main particularity of History of Ukraine. How did it influence history and the present of this country?
4. Think why was syncretism a characteristic of namely primitive culture?
5. Study the presentation “Journey of Humankind” on the site of Bradshaw Foundation (<http://www.bradshawfoundation.com/journey/>). How do Genetics help us to investigate prehistory?
6. How do “Paleolithic Venuses” characterize the life and beliefs of primitive people?
7. Which primitive forms of religion do you know? Try to find practical examples.
8. What is the Neolithic Revolution? How did it effect the development of human society?
9. Which tribe was the first one that practiced agriculture in Ukrainian lands? What do you know about their achievements?
10. Compare lifestyles of the early Iron Age tribes on the territory of Ukraine.
11. Think what was the main reason for the Greek colonization of Black Sea shores? Why did the first dwellers of Pontic Olbia name their new home “rich” and “happy”?
12. How did Greek culture influence local tribes?
13. Which branches of Slavic people do you know? Which branch do the Ukrainians belong to?
14. Why did Early Slavic people divinize nature in their polytheistic religion? Express your opinion.
15. What does allow us to assert that Eastern Slavic statehood had a long tradition?
16. Which conception of Rus’ state formation do you support? Why?
17. The rulers of Kievan Rus.
18. What is feudalism? Why was Kievan Rus a feudal state?
19. What was the character of Kievan Rus economy?
20. Identify the reasons for feudal disintegration of Rus. Which one was the main?
21. Analyze the consequences of feudal disintegration.
22. Why did Ukrainian historian M. Hrushevsky think that initially Galician-

- Volhynian Principality inherited Kievan traditions? Express your opinion.
23. Why did glorious earlier Galician-Volhynian Principality collapse? Try to find a complex of reasons.
 24. Why did prince Vladimir adopt Christianity?
 25. How did Christianity influence culture of Kievan Rus?
 26. Why did M. Popovych single out several “social worlds” in culture of Kievan Rus?
 27. Characterize the level of Kievan Rus’ cultural development.
 28. Fill the chart
 29. Criteria for comparison The Grand Principality of Lithuania Poland
 30. Social and economic policy
 31. Role of the Ancient Rus language
 32. Attitude to Orthodox Christianity
 33. Why did the Lithuanians occupy Ruthenian lands almost without a resistance?
 34. Highlight stages of a Lithuania and Poland association. What was the reason for it?
 35. How did an association of Lithuania and Poland influenced the fate of Ukrainian lands?
 36. Which directions of Polish oppression do you know? Give few examples.
 37. What is the Renaissance? How did the Renaissance influence Ruthenian culture?
 38. Indicate consequences of the Brest Union.
 39. How did the Ukrainians lose their noble elite?
 40. What were polemic literature and brotherhoods? Why did they arise?
 41. Who was the first to publish a book in Ukraine? Which importance did it have?
 42. Famous writer Nicholas Gogol wrote about the phenomenon of the Cossacks: “It was thrown out of people’s chest by a flint of troubles”. Why did he write so? What were the reasons for the formation of Cossack stratum?
 43. Why Zaporizhian Sich is usually called the Cossack republic? Could you find features of democracy in Cossacks’ political life?
 44. Why did the Polish domination in Ukrainian lands faced with a hostility of

native population? Point the reasons for National Liberational War under the lead of B. Khmelnytsky.

45. What was the role of B. Khmelnytsky in the uprising? Would it have started without him? Express your opinion.
46. What was the content of the “March Articles” of B. Khmelnytsky? What did it mean for Ukraine? Why did he choose Russia?
47. What was the Ruin? Which consequences did it have for Ukrainian lands?
48. Why did Ukrainian Cossack culture have an original character?
49. Who was Ivan Mazepa, a businessman or a statesman, a hero or a traitor? Express your opinion.
50. Read the article about I. Mazepa and health care
51. (<http://repo.knmu.edu.ua/handle/123456789/16912>). How did he use Medicine for his own purposes? How was local health care organized?
52. What were the consequences of the Battle of Poltava for Ukraine and Russia?
53. Identify the main stages of the liquidation of the Ukrainian autonomy after the defeat of Mazepa.
54. What was the significance of the Constitution by Philip Orlyk?
55. Why the Zaporizhian Sich was liquidated initially in 1775?
56. Who were the haidamaks and oprishki and what were the reasons for their emergence?
57. What were the main features of the Ukrainian Baroque, Classicism, and Sentimentalism?
58. What was the significance of the Age of Enlightenment for the development of culture?
59. What were the main ideas of Gregory Skovoroda’s teachings?
60. How did the Ukrainians influenced the development of culture in the Russian Empire?
61. Why did the Polish and later Austrian parts of Ukraine play a lesser role in culture?
62. Explain, why did E. Hobsbawm call the 19th century “long”?
63. Why were Right-Bank towns and cities settled mainly by the Jews?
64. Which ideas did influence the first political organizations in Ukraine? What is

the difference between Ukrainian political organizations and political organizations in Ukraine?

65. How did the Crimean War influence further development of the Russian Empire?
66. Which reform of the 19th century in the Russian Empire was of the greatest historical value? What were consequences of the Great Reforms for Ukraine?
67. What is capitalism? What are its differences from feudalism?
68. What were hromadas? Why were authorities hostile to them?
69. What were aims of the First Russian Revolution? Was it successful?
70. How did the Revolution of 1848-1849 in the Austrian Empire influence life of the Western Ukrainians?
71. Compare economic development of Russian and Austrian parts of Ukraine.
72. What is the Ukrainian national revival? Which periods did it consist of?
73. What were the “Little Russian mentality” and “Ruthenianism”? What was the difference?
74. Why was Romanticism opposing to rationalism?
75. Who was the brightest Ukrainian author of 19th century? Describe the ideas reflected in his creativity.
76. Which new styles did emerge in fine arts?
77. Think, why were the higher educational institutions especially necessary in the 19th century?
78. What were plans of warring countries about Ukraine?
79. Why was the First World War a tragedy especially for the Ukrainians?
80. Specify the consequences of the First World War for Ukraine.
81. What was the UCR? Express your opinion about its legitimacy.
82. The Universals of the UCR.
83. Think, why were the UCR and the Bolsheviks (both declared Socialist principles) hostile to each other?
84. What were the reasons for the victory of the Communists?
85. What is collaborationism? Why is the regime of Paul Skoropadsky considered as collaborationist?

86. What was the Directory? Why did its power fall?
87. Why were the UPR and WUPR in need of a union? What was the fate of Western Ukraine and Bessarabia after the collapse of that states?
88. What was the main development direction of Ukrainian culture under the UCR, Ukrainian State, and Directory?
89. What was the policy of War Communism? Was it necessary in that time?
90. What was the NEP? Which purposes did it pursue?
91. When was the USSR formed? What was the role of the UkrSSR in that federation?
92. Why was accelerated development of industry the most important task for the USSR? How did it influence development of Ukraine?
93. What was the Collectivization? What is a coherency between Industrialization and Collectivization?
94. How did Poland act in occupied Ukrainian lands? What was Pacification?
95. What was the response of Ukrainian nationalists to Polish oppression? Which organization was formed, and which methods did they use?
96. Point the aims of legal opposition in Poland.
97. What do you know about the Romanian policy in Ukrainian lands?
98. What was the difference between positions of the Ukrainians in Czechoslovakia on the one hand, and Poland with Romania on another? Were Ukrainian lands in Czechoslovakia a colony?
99. What is Nazism? When did a political cataclysm started in Transcarpathia? What was the fate of Carpathian Ukraine?
100. What were the objectives of the Cultural Revolution? Were they achieved?
101. What was Indigenization? Which name did it get in Ukraine?
102. Compare Realism and Socialist Realism. What is the difference?
103. How did repressions influence culture? Define the “Executed Revival”.
104. What is Constructivism? Which buildings of this style do you know?
105. What was the role of the Molotov-Ribbentrop Pact in history of Ukraine?
106. Why was the Soviet Union able to seize Northern Bukovina and Bessarabia from Romania without any bloodshed?

107. What was the Sovietization in Western Ukraine? Point main measures.
108. What was the plan “Barbarossa”? Why it was successful at the beginning of the campaign?
109. Think, why was the German-Soviet war called the Great Patriotic war in the post-Soviet historiography?
110. What do you know about the German occupational regime in Ukraine? What were its objectives and results?
111. What was the Partisan movement? Why did it arise and which stages pass?
112. What was the UPA? Compare activities of that formation with partisan struggle.
113. Why did Ukraine as a part of the USSR receive a separate place in the UN?
114. How did Ukraine manage to recover in general before 1950? Was it an achievement of administrative-command system? Express your opinion.
115. What was the role of culture during the war?
116. What was the Zhdanovschina? Think, how did incompetent management influence further development of the USSR and Ukraine?
117. What was the Destalinization? Think, why did N. Khrushchev carry out a campaign of repressions’ victims rehabilitation?
118. How did Khrushchev rule influenced development of Ukraine? Which reforms were introduced? Which mistakes were made?
119. What was the partocracy? Which role did it play in destruction of the USSR?
120. What do you know about the rule of L. Brezhnev? Why was that period called the “Stagnation”?
121. Compare activities of P. Shelest and V. Shcherbytsky.
122. What is the difference between dissidents and “sixtiers”?
123. When did Ukraine become more urban than rural? Remember, what is Modernization (Chapter VI). When it was started and when finished?
124. Explain the essence of the Kosygin reform.
125. Compare development of industry and agriculture in the late UkrSSR.
126. What do you know about M. Gorbachev’s reforms? Why did it led to the collapse of the USSR?

127. What was the “Thaw” and how did it influence development of Ukrainian culture?
128. Which scientific and technical achievements and discoveries were done in the late UkrSSR? What were the main directions of cultural development?
129. Who are oligarchs? What is their role in Ukraine?
130. Think, why did Ukraine not realise its great economic potential? Why is decreasing of population so catastrophic?
131. What do you know about policies of the first presidents of Ukraine? Who is the President now?
132. Compare the “Orange Revolution” and “Revolution of Dignity”.
133. Which changes have taken place in culture of independent Ukraine?

3.3. Test questions for seminars

Topic 1

1. Subject of «History of Ukraine and Ukrainian Culture». Historical sources and Historiography.
2. Tribes and people, inhabited Ukrainian territory in the ancient time (the Trypillians, the Cimmerians, the Scythians, the Sarmatians, the Greeks, the Goths, the Huns).
3. Early Slavic tribes.
4. Main features of primitive culture. Culture of Early Slavic tribes.

Topic 2

1. Formation and main periods of Kyivan Rus development, its social-economic and political system.
2. Causes of declining and consequences of feudal fragmentation of Kyivan State.
3. History of Galicia-Volhynian principality. Political map of Ukraine in the mid. of 14th century.
4. Culture of Princely Era.

Topic 3

1. Social-economic and political development of Ukrainian lands in 14th –the first half of 17th centuries.
2. Phenomenon of Ukrainian Cossacks from the beginnings up to 1630’s.

Zaporizhian Sich.

3. Causes, driving forces and chronology of Khmelnychchyna.
4. Social-economic and political development of the Hetmanate in mid.-to-late 17th century.
5. Peculiarities of Ukrainian cultural development under the domination of Lithuania and Poland. Originality of Ukrainian Cossacks' culture.

Topic 4

1. What were the reasons of I. Mazepa policy in relations with Sweden at early 18th c.?
2. Why Russia started to limit the autonomy of Ukraine?
3. Describe the peculiarities in social-economic and political development of Ukrainian lands under Russian and Austrian domination.
4. Which kind of political organizations existed in Ukraine in 19th century? What ideas did they have for the liberation of Ukrainian population?
5. Educational policy of governments in Ukrainian lands.
6. Which official documents regulated the attitude to Ukrainian language?

Topic 5

1. Ukraine during the World War I. Periodization and results of Ukrainian revolution (1917-1921).
2. Ukrainian lands on the European political map in 1920's – 1930's. Their social-economic and political situation under Bolshevik, Polish, Romanian, and Czechoslovak governments.
3. Periodization of World War II and brief characteristic of periods. Political results of World War II for Ukraine.
4. Social-economic and political development of USSR after World War II. Crisis of Soviet society and its effect in Ukraine (late 1980's – early 1990's). Ukrainian Declaration of independence. Reformation of social-political and economic system in 1990's – 2000's. «Orange revolution» (2004) and «Revolution of Dignity» (2014). Path to European integration.
5. General characteristic and specificity of Ukrainian culture in the Newest period.

3.4. Individual tasks are formed in accordance with the content of scientific

conferences, which is approved annually by the work plan of the department of Social Sciences. The specifics of individual tasks for students are agreed with the teacher. According to the "Instructions for evaluating the educational activities of higher education students in KhNMU" the student can increase the assessment by performing individual tasks (participation with reports in student conferences, profile competitions, preparation of analytical reviews with presentations, etc.), which if successful adds up to 10 points. quality incentives.

3.5. Rules for appealing the assessment

If a student is dissatisfied with the results of the assessment of his / her academic activity and wishes to appeal the assessment of the subject, he / she has the right to apply to the management of the department and / or the dean of the relevant faculty to re-assess his / her knowledge. If the student's requirements are justified, the department / dean's office creates a special commission for re-evaluation.

4. DISCIPLINE POLICY

Discipline requirements

Written assignments and homework must be submitted in time. In case of questions students can contact the teacher personally or by e-mail which the teacher will provide in the first practical lesson.

During the lecture students are recommended to compose the lesson's summary and keep a sufficient level of silence. It is welcomed to pose the questions to a lecturer.

It is important to follow next rules:

- respect to colleagues;
- tolerance toward others and experience of people;
- receptivity and impartiality;
- ability to respect the person even in a case of disagreement with its thoughts;
- thorough reasoning of own opinion and courage to change it under the influence of counter arguments;
- self-expression when the person avoids the unnecessary generalizations, describes own feelings and forms expectations relying on own thoughts and emotions;
- obligatory work with the recommended sources of information.

The creative approach in its different forms is welcomed. In particular it is a participation in scientific conferences.

Attendance and behaviour

The students are expected to attend all lectures and practical lessons. In a case of skipping the class it is necessary to work off it according to the department's schedule.

Actions that are allowed during lessons:

- Leave the classroom for a short time in case of necessities and with a permission of teacher;

- To take a photos of presentations;
- To take active part in a course of the lesson.

Prohibited:

- Eating (except people whose special medical situation requires the opposite – in that case the medical confirmation is needed);
- Smoking, consuming of alcohol;
- Rude behaviour, expression of obscenities and offend someone's dignity;
- Gambling;
- To damage the university equipment;
- To make a noise or listen a music in classrooms or corridors during the lessons.

Using of electronic gadgets

Using of electronic gadgets during studying is allowed without restriction except those cases when it may interfere with the ways of objective assessment of students' knowledge.

Policy for people with the special educational needs

The studying is carried out taking into account the requirements of modern Ukrainian legislation in relation to persons with special educational needs and is regulated by the university.

Recommendations for successful mastering the discipline

In the process of preparation for practical classes students should study the recommended literature. Active participation during the discussion in the classroom is welcome, students should be ready to understand the material in detail, ask questions, express their point of view, discuss.

Incentives and penalties

According to the "Instructions for the evaluation of educational activities in the European credit-transfer system of the educational process in the KhNMU" students can increase the grade for the module by performing individual tasks (making the reports, participation in scientific conferences, competitions, preparation of reviews, etc.) in case of success gives 10 points as an incentive.

Safety precautions

The first lesson includes an explanation of the basic principles of labour protection. Every student should know the location of nearest evacuation exit, the fire extinguisher, how to use it, etc.

Procedure for informing about changes in the syllabus

The possible changes in the syllabus will be announced on the department page of the of the official website of KhNMU, in the department's directory in Moodle, and at the dean-office

5. ACADEMIC INTEGRITY

One of the elements of academic culture that the university instills is the student's

understanding of the inadmissibility of any borrowing without proper references. Given this, the main task of teachers is to form students' skills of independent work, interest in learning and socially significant values. The first sessions will provide information on what to consider plagiarism and how to properly conduct a research search.

6. Recommended literature

Basic literature:

1. Alkov V. History of Ukraine and Ukrainian Culture : the textbook for international students. Kharkiv : KhNMU, 2018. – 146 p.
2. Robak I. Yu. History of Ukraine: Teaching Aid / I. Yu. Robak, T. V. Arzumanova, H. V. Semenenko. – Kharkiv, 2011. – 142 p.

Auxiliary literature:

1. Kubicek P. The History of Ukraine. – Westport; London, 2008. – 221 p.
3. Magocsi P. R. A History of Ukraine. – Seattle, 1998. – 784 p.
4. Subtelny O. Ukraine : a History. – Toronto; Buffalo; London, 2009. – 887 p.
5. Plohy S. The Gates of Europe. – New York, 2015. – 352 p.
6. Cambridge History of Russia. – 3 Vol. – Cambridge, 2006. – Vol I. –
7. 824 p. – Vol. II. – 806 p. – Vol. III. – 883 p.
8. Doroshenko D. A Survey of Ukrainian History / D. Doroshenko,
9. O. Gerus. – Winnipeg, 1975. – 890 p.
10. Dyagilev V. E. History of Ukraine : Textbook for English-speaking Students / V. E. Dyagilev, O. A. Kutya, T. M. Lykhachova. – Kharkov, 2013. – 118 p.
11. Dyagilev V. E. History of Ukrainian Culture: Textbook for Englishspeaking Students (School of Medicine) / V. E. Dyagilev, O. A. Kutya, T. M. Lykhachova. – Kharkov, 2014. – 126 p.
12. History of Ukraine and Ukrainian culture. Guidelines for seminars for English-speaking students / N. Martynenko, I. Robak. – Kharkiv, 2017. – 20 p.
13. History of Ukraine and Ukrainian culture: practice book for students'

- independent work / [Robak I. Yu, Alkov V. A., Ilyin V. G.]. – Kharkiv, 2016. – 45 p.
14. Hrushevsky M. History of Ukraine / M. Hrushevsky. – Hamden, 1970. – 629 p.
15. Katchanovski I. Historical Dictionary of Ukraine / I. Katchanovski, Z. Kohut, B. Nebesio, B. Yurkevich. – Lanham; Toronto; Plymouth, 2013. – 914 p.
16. Kubicek P. The History of Ukraine / P. Kubicek. – Westport; London, 2008. – 221 p.
17. Magocsi P. R. A History of Ukraine / P. R. Magocsi. – Seattle, 1998. – 784 p.
18. Martynenko N. History of Ukrainian Culture / N. Martynenko. – Kharkiv, 2015. – 102 p.
19. Plohy S. The Gates of Europe / S. Plohy. – New York, 2015. – 352 p.
20. Rudnytsky I. Essays in modern Ukrainian history / I. Rudnytsky. – Edmonton, 1987. – 534 p.
21. Snyder T. The reconstruction of nations Poland, Ukraine, Lithuania, Belarus, 1569-1999. – Yale, 2003. – 367 p.
22. Subtelny O. Ukraine : a History / O. Subtelny . – Toronto; Buffalo; London, 2009. – 887 p.
23. Ukraine [Electronic document] // Encyclopedia Britannica. – Access mode: <https://www.britannica.com/place/Ukraine>
24. Wilson A. The Ukrainians: Unexpected Nation. – New Haven; London, 2015. – 410 p.
25. Ziegler C. E. The History of Russia / C. E. Ziegler. – Santa Barbara; Denver; Oxford, 2009. – 289 p.

7. INFORMATION RESOURCES

1. Link to the discipline in MOODLE:

- English language: <http://distance.knmu.edu.ua/course/view.php?id=5>

