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**НАЦІОНАЛЬНА ІДЕНТИЧНІСТЬ
В МОВІ І КУЛЬТУРІ**

Збірник наукових праць

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Збірник містить тексти доповідей X Міжнародної конференції з питань національної ідентичності в мові і культурі, що відбулася 17-18 травня 2017 року на кафедрі іноземних мов і прикладної лінгвістики Навчально-наукового Гуманітарного інституту Національного авіаційного університету (м. Київ, Україна).

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TEACHING HISTORY IN THE 21ST CENTURY: A TRANSNATIONAL PERSPECTIVE ON INTERDISCIPLINARITY

The idea that research should be more interdisciplinary has become commonplace. The teaching profession has also accepted the desirability of interdisciplinary presentation of subject matter from various fields. The implementation of interdisciplinary approaches in History has revealed certain philosophical and methodological tensions. History teaching in particular has been impacted by the developments of the late 20th – early 21st centuries. This paper proposes to explore selected phenomena that highlight the vibrancy of history as a discipline facing the challenges posed by the increasingly interconnected world and global academy.

History as a field and practice of knowledge has been traditionally classified with the humanities. Yet its subject is society and individuals, and therefore border-crossing into social sciences naturally follows. In honoring the inspiration of this conference by Ibn Khaldun, we are reminded that for him, political history was a social science, environmental history expanded the field toward natural sciences, and the practice of history occasioned excursions into historiographical discourse. The contemporary teaching of history for future college history faculty has been somewhat successful in embracing interdisciplinarity as part of the humanities content platform. By contrast, the teaching of history for future school teachers has been overshadowed by the hybrid field of Social Studies which suppresses the disciplinary distinctiveness of history and promotes interdisciplinary methodology in different ways. In particular, fresh inspiration comes from the bridging of academic History with the study of national heritage on the one hand and with the needs of nation-building and citizenship education on the other. Three transnational examples illustrating university history program building will be drawn from the Arab world, Eastern Europe, and the United States.

Teaching History in the 21st Century: A Transnational Perspective on Interdisciplinarity

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In the West, the implementation of interdisciplinary approaches in History has revealed certain philosophical and methodological tensions. History teaching in particular has been impacted by the developments of the late 20th – early 21st centuries. Interdisciplinarity in the Humanities and in History has been the focus of Julie Thomson Klein's work. A former president of the Association for Integrative Studies, Klein has been credited with developing a taxonomy of interdisciplinarity. Much of the literature on interdisciplinarity focuses on infusion of research (process as well as outcomes) into instruction. There is also a continuing effort to sort out interdisciplinarity from multidisciplinary and transdisciplinary. It is not clear whether the field of history has gained much from such arguments and debates. Worse yet, time and effort are being spent on second-guessing the interdisciplinary fashion of the moment at granting agencies. What is being neglected is the need to grow and support interdisciplinary scholarship over time, as teacher and mentors develop, deepen, broaden, and diversify their own interests, talents, and competencies.

The current Association for Interdisciplinary Studies (AIS) was originally Association for Integrative Studies, an interdisciplinary professional organization founded in 1979 “to promote the interchange of ideas among scholars and administrators in all of the arts and sciences on intellectual and organizational issues related to furthering integrative studies”. It publishes *Issues in Integrative Studies: An Interdisciplinary Journal*. In 1986, AIS published *Interdisciplinary Undergraduate Programs: A Directory*. The second edition, edited by Alan F. Edwards,

Jr., and published in 1996 by Copley Publishers, is still available. The new survey of interdisciplinary Ph.D. programs in the Liberal Arts in the United States is published on the Association's website. It provides links to various fields, including "Interdisciplinary Studies of a Particular Historical Era".

The Journal of Interdisciplinary History was launched in 1969 as a platform for promotion and discussion of the field's need and challenges. The Editors wrote then:

The inspiration for The Journal of Interdisciplinary History was a series of articles in The Times Literary Supplement in 1966 discussing "New Ways in History." One clear lesson emerged from the various contributions, even though they covered a range that stretched from computers to the visual arts: the most rewarding stimulus to historical scholarship since World War II has been supplied by advances in other disciplines in the humanities and the social sciences. Whole new fields, such as historical demography, and entirely new techniques, such as computer data processing, have appeared and have made a broad impact on many areas of research.

Since then, the field has undergone significant growth in practice, with theory and methodology somewhat lagging due to the difficulty of professionalization of a complex field, often confused with multi-disciplinary and cross-disciplinary studies. As a field interdisciplinarity itself is branching out: the new Journal of Interdisciplinary History of Ideas was launched in 2012. A number of university degree programs and institutions have committed explicitly to interdisciplinarity in academic research and teaching. For example, The Contemporary History Institute at Ohio University in Athens, OH, states that its mission is "interdisciplinary academic research." Graduate students (either at M.A. or Ph.D. level) can obtain a two-year Certificate in Contemporary History as part of graduate degrees in Economics, History, Journalism, and Political Science. Oregon State University offers a Master of Arts in Interdisciplinary Studies (MAIS), in which students may take a multi-disciplinary variety of courses, with a required 4-credit course focused on interdisciplinary methodology. Three fields must be studied, and the concluding research paper option demands engagement in at least two of the fields. The thesis option presumably (but not explicitly) requires interdisciplinary as condition of degree fulfillment. Also in the Northwest, at the small College of Idaho, the few courses formally identified as Interdisciplinary are offered only at the junior (third-year) level and usually require permission of instructor to attend. At the Virginia Technical Institute, the History of Science program encourages course blogs. LEARN NC, a program of the University of North Carolina at

Chapel Hill School of Education, is an example of infusing of interdisciplinarity into pre-college school teaching. The program provides lesson plans, professional development, and innovative web resources to support teachers, build community, and improve K-12 education in North Carolina statewide. Interdisciplinary conferences invite, and sometimes target graduate, and sometimes even undergraduate students.

History of Science

One of the more established interdisciplinary subdisciplines of history is History of Science. Paradoxically, in the 21st century it has suffered losses of faculty and decreased opportunities as funding moved to environmental studies (including environmental history) and digitization of archives and object collections in fields such as archaeology. One example from my own state of Washington is the Columbia History of Science Group, headquartered in Seattle at the University of Washington, unites historians of science and medicine from the Pacific Northwest. The group has an annual conference; in 2014 it met on March 7-9, and the Keynote Lecture speaker was the former president of the History of Science Society Lynn Nyhart. The History Department of the University of Washington lost to retirement Thomas Hankins, the award-winning historian of scientific instruments and the biographer of the French mathematician and philosophe Jean d'Alembert and Irish astronomer and mathematician William Rowan Hamilton; Hankins retired in 2000, but continued to teach until 2005. The vacancy was filled by the historian of technology Bruce Hevly. It was Hankins who had trained the 1983 McArthur Fellowship winner Mott Greene, holder of the John B. Magee Professorship of Science and Values at the University of Puget Sound. The 1984 McArthur Fellowship winner John Toews chaired the Comparative History of Ideas Program (CHID) at UW from 1982-2010. Through his pioneering efforts the program has become one of the leading interdisciplinary undergraduate majors in the country. Today, the UW Department of History has about the same number of full-time faculty as a quarter century ago, but counts nine part-time lecturers and one full-time Senior lecturer whose teaching load is 50% higher than that of tenure-track faculty.

At Washington State University, the Department of History has been losing tenure-track faculty at the main WSU campus in Pullman, WA. It has a large graduate program, but the number of full professors has shrunk to five, while the number of instructors and clinical faculty grew since the early 1990s from 4 or 5 to 15, in addition to teaching post-doctoral fellows. The Department has an Environmental historian, Jeffrey C. Sanders, whose research focuses on urban environment. We lost another colleague, originally hired as China historian, who developed expertise in

China's water resources and expanded his interests to other world regions. His position has not been filled. After the Department's historian of science Jerry Gough retired in 2010, the Department's planning committee did not include a replacement hire among the list of priorities. Now that Washington State University has been authorized to launch a medical school, the Department hopes to be able to hire an historian of medicine.

This is not to say that interdisciplinary work has not progressed. In addition to housing the interdisciplinary undergraduate Asia Program, the WSU Department of History added to the graduate program tracks Public History and World History. Since both these Ph.D. programs are in the history field, these subfields may not sound interdisciplinary, but they require competence in more than one discipline. Public History is an applied field involving some knowledge of archival documentation (including Government Documents), museum studies, public outreach and increasingly, media practice and preservation. The WSU Public History program is primarily focused on the United States. By contrast, World History inevitably requires Area Studies and International relations knowledge and sometimes engages students in intersecting fields of economics and environmental, cultural, and ethnic studies.

The standard U.S. Bachelor of Arts degree requires 120 semester credits (credit hours). At WSU only 36 of these must be taken in history without overlapping with University Core Requirements (UCORE) courses which include history offerings among its Humanities and Diversity courses. The History Education major requires 42 semester credit hours, structured in such a way as to prepare students for teaching in middle and high school. The Social Studies option is truly multi-disciplinary; it requires 135 credit hours, of which 53 are required for the major and only 30 of those may be taken in lower-division courses. 39 credits must be taken in history, with the rest coming from a list of social-science courses in various disciplines.

American B.A. in the Gulf countries

In the recent rush toward exporting American-model degree programs world-wide, including Arab countries and to the Gulf region in particular, History programs have not done very well. Many countries, concerned about the "youth bulge," resources, development of futuristic educational projects, favor professional – that is applied, education – and openly advocate college production of technocrats and entrepreneurs. In the GCC countries, American University of Kuwait, when opened in 2004, was the only institution of higher education that put the American ideal of Liberal Arts education in its mission statement. New York University, when planning its Abu Dhabi campus, expressed the intention being a Liberal-

Arts campus in UAE for its international student body. NYUAD degree requires 140 credits. NYUAD reduces Core (general education) requirements to eight courses by not including otherwise required Islamic Studies, Capstone project, and physical education . NYUAD is a rare international institution in the Gulf offering a History major among its 22 undergraduate programs taught by local, transmitted, and imported NYU faculty. Other humanities majors are Philosophy and Literature & Creative Writing. American University of Kuwait (AUK) does have a History Department within its College of Arts & Sciences, but was unable to offer a History major; nor does American University of Sharja or American University of Dubai offer specialization in history, although all teach some History courses..

In addition to prevalence of applied and pre-professional majors, the Core (or General-Education) requirements in GCC countries expand major requirements and co-requirements in ways that reduce opportunities for students to choose elective courses in the humanities. The AUK Bachelor's degree credit load has been raised from 120 to 124 semester credits; it now includes 49 (formerly 45) credit hours of General Education requirements, 45 hours of Major Requirements, and 12 hours of major-related electives, leaving only 18 hours of so-called "Free Electives". Interdisciplinary and/or multidisciplinary are to be found among the courses whose range balances a national regional (Kuwait and the Middle East) perspective with global and allows faculty to teach in their areas of expertise. This curriculum template, in effect, is purposed to produce narrower disciplinary specialization more typical of professional, especially technical colleges in the USA or of university degrees in continental Europe. For example, Bachelor's degree at Kuwait's Gulf University of Science and Technology (GUST), developed in cooperation with University of Missouri-St. Louis (UMSL), includes among the 120 semester credits 42 (14 courses) for General Education, 33 credits of "College" requirements, 21 credits in the Major, 15 credits in Major Electives, and only 9 credits of Free Electives.

Ukraine

In the now-fragmented post-Soviet bloc, interdisciplinarity was explicitly embraced by new independent schools of higher education, such as Moscow's Humanities University (created 1991) or the Higher School of Economics (1992). In consequence of official support for reformist educational plans, an interdisciplinary conference was convened at St. Petersburg University on March 28-29, 2014 on the subject of "A Usable Past: New Trends in Applied and Interdisciplinary History." The conference was sponsored by the Higher School of Economics, since 2009 rated a National Research University. The applied message,

emphatically promoted in the ongoing restructuring of science and higher education administration across East Europe, is clearly conveyed in the title. The international audience was embraced by the announcement of English as the working language of the conference.

Ukraine presents a special case of dynamic change in the national attitude toward history and the teaching of history, conditioned first by the 1990s factors typical of the post-Soviet transition and accelerated since 2013 by complex internal and external pressures. The country is politically new, but with ancient roots in the East European region north of the Black Sea. As emphatically demonstrated by the dramatic events of the 2014 Euromaidan Revolution, it increasingly sees itself politically as part of a united Europe. Culturally, broader Eurasian roots were acknowledged in the post-Soviet years; this aspect of national history inevitably has acquired special gravity since the 2014 annexation of Crimea by the Russian Federation.

Over the years of independence, I have twice taught in the capital city of Ukraine Kiev, in addition to visiting some regional universities. For someone whose research has been interdisciplinary from undergraduate days, going to Ukraine was intended primarily as an opportunity to share the richness and rewards of interdisciplinary history teaching with Ukrainian colleagues and students, and only secondarily consulting on the American college curriculum.

But it worked out differently – both faculty and academic administrators were interested in learning about U.S. college instruction, curricula, and accreditation. Students were mostly interested in guidance for navigating the education websites.

As an International Scholar (Fellow) of the Open Society Institute's Higher Education Support Program, I was hosted by the National University of Kyiv-Mohyla Academy (2005-2006). As a Fulbright Fellow in 2012, I was domiciled in the Department of History and Documentation of the Institute of the Humanities at National Aviation University (NAU). Due to its technical specialization, NAU does not award advanced degrees in the Humanities. The Kyiv-Mohyla University (NAUKMA) awards a Master's Degree in History. Ukraine's National University named for Taras Shevchenko (in English, Kiev National University, KNU, URL history.univ.kiev.ua) awards both Master's and Ph.D. in History. 2012 was the year when the University first made it into the Times Higher Education 500 list (thanks largely to the low instructor-student ratio).

Since independence from the Soviet Union in 1991, Ukraine has gone through a series of education reforms designed to remove its curricula and degree formats from the Soviet template. At the same time it has,

purposely or unconsciously, retained what it perceives as quality hallmarks of the past specialty curricula that were not intrinsically Soviet or Russian, but rather European. The universities and later, institutes (professional colleges) of Imperial Russia followed West European academic precedent, with university codes and structures being mostly German in inspiration. As a result, after introducing the four-year Bachelor's degree and two-year Master's degree, Ukraine retained until 2016 the five-year Specialist degree (the former Soviet 5-year diploma), and continues with the double-doctorate structure, in which the Ph.D. equivalent (the former Soviet "kandidatskaia" dissertation-based degree) is followed by the more advanced "Habilitation" doctorate. Also inherited from the late Soviet period is the use of the titles "Docent" and "Professor" which may connote a job rank attached to a position in the university teaching hierarchy or be a title awarded almost like a degree, carried without a corresponding appointment or appropriate salary.

Upon the passing of the new Constitutions in 1996 (revised in 2014), Ukraine promptly issued the 1996 Law on Education. This was followed by the 1998 Law on Vocational Education and Training and the 2002 Law on Higher Education. In 2005, Ukraine signed the Bologna Protocol with the UNESCO Intl Bureau of Education. The Protocol assumes striving for degree and diploma equivalencies with the European systems of higher education. In 2010, the Ukrainian Center for Educational Quality Assessment (UCEQA) was created and the Ukrainian Standardized External Testing Initiative (USETI) was launched, to administer tests countrywide to high school students and use the test results in lieu of college entry examinations. (Ironically, in this Ukraine followed Russia where such testing was introduced about the same time).

In 2012, a new law on higher education was passed, amid protests and demands for the resignation of the Minister of Education Dmytro Tabachnyk (in office since March 2010, he was dismissed on February 23, 2014). On the other hand, even some skeptics acknowledged that the draft law was recognized as imperfect and subsequently underwent an intensive review: "Special attention was paid to the integration of science, education and innovation, intellectual property issues, PhD training and decreasing the teaching burden on faculty so they can spend more time on research". However, skepticism prevailed even as the draft improved. The rector (president) of Kyiv-Mohyla University Serhiy Kvit (who was shortly to replace Tabachnyk) wrote then in his blog:

"A key factor in shaping the draft law, which brought both positives and negatives, was that it had to be done by consensus. This meant there were no controversial issues left in the text of the new law. This was

necessary to make sure that there was no professional group that could criticise the document” (my emphasis –MT).

The general public’s notion of history appears to be guided by national pride or by visually appealing historical fiction. The level of history teaching for this public, as also college teaching of history for non-historians is at the lower end of the academic priority spectrum. The American-style model of liberal education is being openly pursued only at one of the country’s universities – at Kyiv-Mohyla Academy, the oldest (founded in 1632) and as one of the first independent colleges in post-Soviet Ukraine, revived in 1991. Classroom lectures and supervised lab studies dominate the academic process. Ukraine was unable to adopt the American system of measuring coursework by credits rather than actual lecture hours. Students used to classroom study have been largely unable to perform independently. The current credit system, supposed to match the degrees approved under the Bologna protocol, packs 60 credits into each of the four academic years required for the bachelor’s degree. Courses carry from 1.5 to 4.5 credits. The first semester of the undergraduate History program requires students to take 10 courses for a total of 24 credits (one 2-credit course is available as elective). There is pronounced emphasis on the history of Ukraine, but from the third year other regions are covered in electives. The senior (fourth) year still carries 30 credits each semester. The fall semester has 24 credits of required courses; only the final spring semester limits the required curriculum to four courses (14 credits total), allowing students to complete the rest from a long list of electives.

Master’s programs are not considered true graduate study (as in Post-graduate, advanced-degree) in Ukraine or elsewhere in the post-Soviet bloc. Master’s curriculum consists of two years of coursework. At KNU, semester after semester, classes for Master’s students are held in three 80-minute-long sessions five days a week in the afternoons and early evenings due to lack of classroom space. The KNU Ph.D. program expects students to complete the requirements in three years, while in the United States the typical period of funded support for Ph.D. students is around 4-5 years at public universities and may be extended longer at wealthier schools.

The key tasks of post-independence higher education in Ukraine were not discipline specific: to “Ukrainianize” higher education meant in the first place, to introduce the Ukrainian language as the language of instruction in colleges and universities, where previously the instruction was mostly conducted in Russian, using Russian-language textbooks. Ukraine proudly proclaimed that goal achieved within five years. The tasks for teaching historians were more specific. In addition to the

creation of Ukrainian-language textbooks, historians were compelled (by the authorities and public opinion no less than by striving for historiographical integrity) to write a new “standard” history of Ukraine, to revise (not simply to translate) old and create new history textbooks, to get rid of the patronizing Russian shadow, common in such books, hanging over all the developments in Ukraine and achievements by Ukrainians, and finally, to connect Ukrainian history to that of Europe and the rest of the world.

It is easy to see, understand, and accept the need for a newly-independent nation to build up its past, to promote historical knowledge and awareness of national heritage. Less obviously intentional is the cultural competition that develops through the writing of national histories. In a country that is still economically unstable, tremendous attention is being paid to archaeology in both research and teaching. While faculty may be kept on modest (that is, cheap) salaries, excavations and the requisite preservation work present an expensive challenge. The choice becomes less surprising if one considers that a major goal of recent excavations has been to establish the primacy of urban culture and pre-state political formations over the period of Kievan Rus. Famously, that early Slavic state dating from the ninth-century Vikings, connected the Baltic and Black seas and through the latter, linked the territory of Ukraine to the civilizations of the Mediterranean. Recorded statehood came from the north along the Dnieper trade route, while Christianity came from the south, directly from Byzantine Constantinople. Any discovery that can position Ukraine closer to the Greco-Roman world earlier than the rival northern Rus connections (and later, Muscovy) is a very welcome and widely publicized advance in historical scholarship.

In restructuring the undergraduate degree process, institutions kept the major degree coursework loaded with specialty-field and professional-skills courses, as is typical in the European cohort system. However, colleges were allowed to offer elective courses, and this became a popular venue for using the (cheaper) adjunct faculty and enriching course selection by going to specialists employed elsewhere. The Soviet system of Academies of Science (inherited from the Russian Empire) has survived and enlists a large number of professional historians, archaeologists, ethnographers, and so on. Kiev especially, as well as some other large cities, benefits from this arrangement by being able to draw on the expertise of the best in the field. In addition to part-time teaching, universities with Learned Councils (bodies empowered to award post-graduate degrees) include on such councils senior faculty from other universities and research centers. For example, the Chair of NAU Department of History is a member of the KNU History Department’s

Specialized Learned Council (sometimes in English, Scientific Council). The KNU Faculty of History consists of 11 departments; Archaeology and Ethnology are included among the historical disciplines. The faculty offers four undergraduate majors (History, Archaeology, Archiving, Ethnology) and five graduate specializations: History of Ukraine, World History, Archaeology, Archiving, Ethnology. The current interdisciplinary focus of the History Faculty is the March 2014 conference in commemoration of the 200th anniversary since birth of the University's namesake, the poet Taras Shevchenko. The University's press publishes a history journal, with a web page currently under construction.

Another less obvious early post-independence trajectory has led to the path of religious history. Dissertations have been written, and college courses are being taught about the history of both Eastern and Western Christian churches (the law bans religious instruction and the teaching of theology in state educational systems). At Kyiv-Mohyla, Religious Studies (Religioznavstvo) is an elective course, as is a course on the Bible and another on Cosmogony and Cosmology. In spring 2014 several commemorative conferences took place at Ukrainian universities marking the 200th anniversary since the birth of the national poet Taras Shevchenko (a celebration marked by UNESCO in 2013). The Kyiv-Mohyla calendar of events included a student conference on the interdisciplinary theme of state and religious architecture. The Shevchenko National University hosted the Shevchenko International Literary Congress; the National Technical University (Kyiv Polytechnic Institute) chose the theme of "Monuments of Taras Shevchenko in the world".

On a broader plane, the teaching and research of history of the world outside Ukraine has undergone an unforeseen reformatting. In general there are significant losses in the instruction of the humanities, advocated particularly by technocrats in Parliament and among the university administrators. In history, they are noticeable especially in the fields of non-Ukrainian, non-European history. At NAU, The Department of History and culture has been reformed and made into History and Document Studies. Unfortunately, "Document Studies" (dokumentoznavstvo) does not mean an auxiliary historical discipline such as archival work, but rather more like "government documents" skill development for the burgeoning Ukrainian bureaucracy. The instruction of World history for non-historians at NAU has been reduced to all of 17 hours (the academic hour currently contains 40 minutes).

By contrast, as a nation very conscious of its steppe environment and nomadic neighbors, Ukraine has embraced the Cossack past together with

its mythology. Crimean Tatars, no less than the western neighbor Poland, were a perpetual threat. But unlike the Polish nobility who became owners of vast estates on Ukraine and ruled over their serfs whether under Polish or Russian monarchy, the Tatars were mobile, erupting from the Crimea on slaving and pillaging raids or joining the Ottoman campaigns as the vassals of the Sultan. History of the Ottoman empire, the Turks, and of Eurasia as a primarily eastern subcontinent has increased its share of research and teaching and moreover, has been accompanied by public fascination. The favorite concubine (later wife) of Suleiman the Magnificent (1522-1566) was Roxelana, a female captive apparently from western Ukraine. The subject of many books of historical fiction, she recently was featured in the Turkish television drama *Muhteşem Yüzyıl* (Magnificent Century) that was broadcast in Ukraine. Enormously successful abroad, Turkish soap operas have been shown in 43 countries to hundreds of millions of viewers. Hürrem Sultan, the former Alexandra Lisowska, seems to have reconciled at least the Ukrainian public's memory of Turkish depredations to their current neighbor, republican Turkey, nowadays a common resort and shopping destination.

Professional Ukrainian historians are being trained not only at Shevchenko University (KNU), but also at Central European University in Budapest, Maastricht University in the Netherlands, Macquarie University in Australia, Western University in Canada, and so on. They defend their Ph.D. dissertations and return home to be awarded the presumed equivalent of Ph.D., the Candidate of Historical Sciences degree inherited from the Soviet times (not to be confused with a Ph.D. candidate status in the West). Some post-Soviet republics (like Kazakhstan) have already adopted the Ph.D. degree; not Ukraine. Yet in 2012, the Ministry of Science and Education awarded 1,427 "Candidate of Sciences" degrees, 776 higher-tier Doctor of Sciences degrees and 15 Ph.D.s. "Where do the PhDs come from?" asked Kvit in his blog on October 25, 2013. It turns out that "the ministry has invented new bureaucratic practices to convert the title of a post-soviet candidate of science into a PhD. It has translated 'diplomas' into English, merely changing the title without altering the methods of postgraduate education and integrating it into the European system. This is what Bologna reform looks like in Ukraine."

Students protested massively against the 2012 Law on Higher Education and the Language Law, which allowed introduction of locally-spoken languages (Russian especially, but also Hungarian, Moldovan and Romanian) in Ukraine's regional schools and universities. Crimean Tatars are bi- or tri-lingual in Crimean-Tatar, Russian, and Ukrainian; some Crimean universities offer instruction in English). College students

participate in protests and manifestations in Ukraine that led to the 2014 revolution, and the Kiev Independence Square is now often referred to in the media as Maidan. It took an educator to point out to the international audience that “the Ukrainian word maidan has Turkish origins. Its closest synonym is the word ‘square’, rendered in Ukrainian as ‘ploshcha’. But maidan is also a meeting ground, “a place for discussing and solving problems that are significant for every member of the community. People do not gather for those reasons regularly. This happens only when something goes wrong and a solution needs to be found”. Such coming-together of citizens, culture, and history gives us hope that if people can find ways to achieve intercultural communication, maybe historians can find productive ways to make interdisciplinarity a vibrant and fully integrated part of historical science and global academy. In summer 2014, Ukraine’s new parliament (Verkhovna Rada) adopted a new Law on Education that was greeted as a major success. The Kyiv-Mohyla president Serhyi Kvit became the Minister of Education; the Kyiv Mohyla Foundation web site summarized the new law thus:

The New Law Includes: Provisions for many reforms that will bring Ukrainian universities into compliance with the Bologna Agreement, will recognize foreign degrees, decentralize administration and simplify the bureaucracy, allow more control to universities and expand student self-governance, and will promote transparency.

The 2014 Law was a revision of the 2010 law (previously revised in the rejected draft of 2012); a total of 959 amendments were made during the preparation for the second reading, approved by the majority of 276 votes (out of 337 present deputies). In 2015, Kvit published a book of his collected writings on education (including his recent blogs), available in English as *The Battlefront of Civilizations: Education in Ukraine* (Kyiv Mohyla Press 2015). The introduction notes: “For academics specializing in a country traditionally more associated with folklore and the village, Ukraine has unexpectedly acquired global significance. Now it is associated with the protection of key contemporary values.” On a visit to the United States in May 2016, Kvit spoke of “the paradoxes of post-Soviet education” in terms of the tensions between the fiery rhetorics of the politicians and their view of education as an expense, and not an investment. In 2015 Ukraine and the European Union signed an agreement admitting it into Horizon 2020, the EU “framework” program for research and innovation designed to take “great ideas from the lab to the market” innovation. This source of support may benefit Ukrainian universities to an extent; the national Academy of Sciences remains the leading framework organization for research. Support is badly needed: In spring 2016 thousands of academic staff joined in a number of protests

that demanded government support for research and scholars. The promise of the new Law on Education depends on the movement from declaration to implementation, which was supposed to receive additional financing on or by January 1, 2016. Observers note:

“The Conception of the Development of Education in Ukraine for 2015-2025 highlights the models of reforms in Ukrainian higher education. Transformation and imitation have dominated in public policy in education for more than twenty years since 1991.”

On April 14, 2016, the former Chairperson of the Verkhovna Rada Committee on Science and Education Lilia Hrynevych became the new Minister of Education and Science. She is facing a hard task. Students, teachers, and researchers alike are learning the lessons of public activism and political rhetoric in defense of scholarship. We are witnessing history in the making.