UKRAINE IN THE CONTEXT OF THE HISTORICAL DEVELOPMENT OF EUROPE
Programme of the academic discipline (Syllabus)

Requisites of the discipline	
Level of high education	*First (bachelor's degree)*
Field of knowledge	*For all*
Specialty	*For all specialties*
Educational programme	*For all educational programmes*
Status of the discipline	*Compulsory*
Form of study	*full time mode of study (full-time)*
Academic year, semester	*1st course, autumn / spring semesters*
Scope of the discipline	*2 credits ECTS / 60 hours (lectures – 18 hours, seminars –18 hours, self-study –24 hours)*
Semester control / control measures	*Test, module test*
Class schedule	*Lectures (once every two weeks, starting from the 1st week), Seminars (once every two weeks, preferably after the lecture)*
Language of instruction	*Ukrainian /English*
Information about course supervisor / academic staff	*Responsible for the syllabus* *Head of the Department of History, Doctor of Historical Sciences, Professor* Svitlana Kostylieva; kostilyeva.svitlana@lll.kpi.ua *(head of the working group)* *Seminar lecturers: Academic staff of the Department of History, Faculty of Sociology and Law* *https://history.kpi.ua/department/academic-staff/*
Course placement	The course is hosted on the distance learning platform "Sikorsky" with the use of platforms Moodle, Google Classroom, etc (separately for each faculty)

The academic discipline programme

1. Description of the academic discipline, its purpose, subject of study and learning outcomes

The academic discipline «Ukraine in the context of the historical development of Europe» organically complements the compulsory educational components of the general training cycle of the first (bachelor's) level of higher education at Igor Sikorsky Kyiv Polytechnic Institute and contributes to the formation of a scientific worldview and raising the level of general erudition.

Mastering this academic discipline helps with:

- educating young people in the spirit of patriotism, forming a harmoniously developed and independent individual in his own judgments and actions;

- formation of a citizen - a person who directs efforts to build an open civil society;

- the fullest disclosure of the student's abilities and ensuring the priority of universal values during the education and formation of a specialist graduate. To achieve this goal, the academic discipline demonstrates the connection of technical sciences and specific developments with the general culture of mankind. A technical specialist should have a wide range of both general scientific and specific humanitarian knowledge. Humanization of education is an important component of the general humanization of society, adaptation of the education system to the latest demands of the technosphere;

- acquiring knowledge about the historical role of Ukraine in the European space.

The **subject** of the academic discipline "Ukraine in the context of the historical development of Europe" is the development of human society within the geographically and historically defined regions of "Europe" and "Ukraine", in the historical and cultural parallels of its existence in different historical periods.

The place of Ukraine in the European space is determined, and the history of Ukraine is presented in the socio-economic, political and cultural dimensions in the context of the European tradition. The special importance of the system of knowledge about the historical past of Ukraine and its culture as a strategic resource in the modern information society under the conditions of increasing globalization processes is emphasized.

The study and teaching of the academic discipline «Ukraine in the context of the historical development of Europe» is considered as an organic part of the formation of a specialist, the mastery of which allows to implement important aspects of professional activity – to master models of tolerant behavior and strategies of constructive activity in the context of cultural, linguistic, religious and other differences between peoples, diversity of the world and human civilization.

The **purpose** of the academic discipline is to form students' scientific worldview based on historical facts and documents, a comprehensive vision of the historical process in Ukraine as a part of the European space; study, generalization and systematization of knowledge about the main modern transformations in Europe with the determination of the role and place of Ukraine in them.

According to the educational and professional programmes (EPP) of the first " bachelor" level of higher education, students must acquire the following **competencies** after studying the discipline:

– the ability to exercise one's rights and responsibilities as a member of society, to understand the values of a civil (free democratic) society and the need for its sustainable development, the rule of law, human and civil rights and freedoms in Ukraine;
– the ability to preserve and enhance moral, cultural, scientific values and achievements of society based on an understanding of the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technology and technology.

According to the order of the rector of Igor Sikorsky Kyiv Polytechnic Institute, educational and professional programmes of the first "bachelor's" level of higher education, as a result of mastering the academic discipline, students must demonstrate learning outcomes in accordance with the matrix of ensuring **programme learning outcomes** with content-related components of the educational programme.

2. Pre-requisites and post-requisites of the discipline (place in the structural and logical scheme of study according to the relevant educational programme)

In the structural and logical schemes of educational and professional programmes for the training of a specialist of the first (bachelor`s) level of higher education, the academic discipline "Ukraine in the context of the historical development of Europe" is included in the list of compulsory disciplines aimed at the formation of general competences of a specialist.

Prerequisites - the academic discipline is taught in the 1st (2nd) semester of the 1st year of study in all educational and professional programmes of the first (bachelor's) level of higher education and does not depend on other academic disciplines in the structural and logical scheme of the educational programme. The basis of the study of the academic discipline is the basic knowledge that students acquire in secondary school in world history, history of Ukraine and other disciplines.

Post-requisites – this academic discipline forms students' skills / ability to preserve and enhance the moral, cultural, scientific values and achievements of society based on understanding the history and patterns of development of the subject area of the relevant the educational and professional programmes of the first (bachelor's) level of higher education.

3. Content of the academic discipline

Chapter 1. Ancient History and the Middle Ages on the European Continent.
Introduction.
Topic 1.1. The Stone Age, the Copper and Bronze Ages within the territory of modern Europe and Ukraine
Topic 1.2. Age of Antiquity.
Topic 1.3. The birth of medieval Europe and the features of its development in the early and high Middle Ages.
Topic 1.4. Renaissance and Reformation in Europe, their echoes in Ukrainian lands

Chapter 2. Europe in the Era of Modern History.
Topic 2.1. The era of absolutism and Enlightenment in Europe.
Topic 2.2. Features of the civilizational development of Ukraine and Europe in the 19th century. The birth of nations.

Chapter 3. Ukraine and Europe in the Era of Contemporary history.
Topic 3.1. Ukraine and Europe from the First World War to the end of the Second World War.
Topic 3.2. The Bipolar world. The idea of a united Europe in historical retrospect.
Topic 3.3. Modern Ukraine in pan-European development. Kyiv Polytechnic in the European context.

4. Learning materials and resources

To prepare for lectures, seminars, module test and self-study, basic and additional literature is used, which the student processes independently using Internet resources and Google classroom materials. Under the conditions of distance learning, students can use literature that is available in electronic form on university and external storage.

4.1. Basic literature

1. Plokhy, S. The gates of Europe: a history of Ukraine. New York, Basic Books. 2017. 395 p.
2. Magosci, P. R. A history of Ukraine: the land and its peoples. Toronto, University of Toronto Press. 2012. 894 p.

4.2. Additional literature

1. Judt, T. Postwar: A History of Europe since 1945. UK, Random House. 2011, 960 p.
2. Kubicek, P. The history of Ukraine. Westport, Conn, Greenwood Press. 2008. 199 p.
3. Plokhy, S. The Cossacks and religion in early modern Ukraine. Oxford, Oxford Univ. Press. 2004. 401 p.
4. Snyder, T. Bloodlands: Europe between Hitler and Stalin. New York, Basic Books. 2012. 544 p.
5. Snyder, T. The reconstruction of nations: Poland, Ukraine, Lithuania, Belarus: 1569-1999. New Haven, Yale University Press. 2005. 367 p.
6. Subtelny, O. Ukraine: a history. Toronto, University of Toronto Press. 2009. 784 p.
7. Yekelchyk, S. Ukraine: birth of a modern nation. Oxford, Oxford Univ. Press. 2007. 280 p.

4.4. Information resources

1. Digital Atlas of Ukraine, hosted by the Ukrainian Research Institute at Harvard University. [online]. Available at: http://gis.huri.harvard.edu
2. Ukraine: the birth of a nation. Four films by director Jerzy Hoffman. Warsaw, Poland. 2008. [Youtube]. Available at: https://tinyurl.com/3vpwaynp
3. Internet encyclopedia of Ukraine, hosted by the Canadian Institute of Ukrainian Studies. [online]. Available at: http://www.encyclopediaofukraine.com/default.asp
4. Snyder, T. The Making of Modern Ukraine. YaleCourses. [Youtube]. Available at: https://tinyurl.com/5697uu9k

<div style="text-align:center; background:#c0c0c0;">**Educational content**</div>

5. Methods of mastering an academic discipline (educational component)

To study the discipline, nine lectures and nine seminars are planned, during which students will have to complete a module test (in 3 parts) and express tests or creative works (tests during distance learning).

The following **teaching methods** are used during the training:

Teaching method	Recommended for	
	Lecture classes	Seminar classes
Explanatory and illustrative or information-receptive method (video method in combination with the latest information technologies and computer-based learning tools (distance, multimedia, web-based, etc.))	+	+
Verbal method (lecture, conversation, instruction, etc.)	+	+
Visual method (method of illustrations and method of demonstrations)	+	+
Discussion method	+	+
Business game (method of active creative learning)		+
Partial search or heuristic method (organization of an active search for solutions to cognitive tasks)		+
The method of problem-based presentation (a problem is posed to the presentation of the material, a task is formed on the basis of various sources and means. The class considers how to solve the problem).		+
Research method (independent search work with literary and informational sources / tasks, etc. and analysis of material / task).		+

The distribution of classroom hours by course topics and the calendar plan for their implementation:

Titles of chapters and topics	Lectures		Seminars		Assessment
	Hours	Weeks	Hours	Weeks	
Chapter 1. Ancient History and the Middle Ages on the European continent					
Introduction Topic 1.1. The Stone Age, the Copper and Bronze Ages within the territory of modern Europe	2	1	2	2	Seminar class
Topic 1.2. Age of Antiquity	2	3	2	4	Seminar class
Topic 1.3. The birth of medieval Europe and the features of its development in the early and high Middle Ages	2	5	2	6	Seminar class
Topic 1.4. Renaissance and Reformation in Europe, their echoes in Ukrainian lands	2	7	1,4	8	Seminar class, express control at the lecture on chapter 1
Module test 1.1.			0,6	8	Module test
Total for chapter 1	**8**		**8**		
Chapter 2. Europe in the Era of Modern History					
Topic 2.1. The era of absolutism and Enlightenment in Europe	2	9	2	10	Seminar class
Topic 2.2. Features of the civilizational development of Ukraine and Europe in the 19th	2	11	1,4	12	Seminar class, express control at the lecture

Titles of chapters and topics	Lectures		Seminars		Assessment
	Hours	Weeks	Hours	Weeks	
century. The birth of nations.					on chapter 2
Module test 1.2.			0,6	12	Module test
Total for chapter 2	**4**		**4**		
Chapter 3. Ukraine and Europe in the Era of Contemporary history					
Topic 3.1. Ukraine and Europe from the First World War to the end of the Second World War	2	13	2	14	Seminar class
Topic 3.2. The bipolar world. The idea of a united Europe in historical retrospect	2	15	2	16	Seminar class
Topic 3.3. Modern Ukraine in pan-European development. Kyiv Polytechnic in the European context	2	17	1,3	18	Seminar class (test), express control at the lecture on chapter 3
Module test 1.3.			0,7	18	Module test
Total for chapter 3	**6**		**6**		
Test			*(2)*	*18*	
Total hours	**18**		**18**		

The relevance of teaching and assessment methods is reflected in the rating system, which includes: creative tasks, express tests, module tests, and a final test.

5.1. Lectures.

№	Topic of the lecture and a list of main questions
1	**Introduction. The Stone Age, the Copper and Bronze Ages within the territory of modern Europe and Ukraine** *List of main questions:* 1. Subject, tasks and methodological principles of the discipline. 2. Settlement and economy. 3. Social relations. 4. Worldview.
2	**Age of Antiquity.** *List of main questions:* 1. Ancient Greek civilization. The flourishing of Hellenism. 2. Ancient Roman civilization, formation of the foundations of European thinking. 3. Ancient Greek cities in the Northern Black Sea and Crimea.
3	**The birth of medieval Europe and the features of its development in the early and high Middle Ages.** *List of main questions:* 1. The concept of 'European Middle Ages'. Formation of early medieval Europe (V-IX centuries). The emergence of Rus. 2. The Western European political process of the X-XI centuries and ancient Rus statehood. Kyivan Rus in the European cultural and political space. 3. High Middle Ages society and the beginnings of state centralisation in Western Europe (XII-XIII centuries). The role of the Galicia-Volyn principality in the political process of Central Europe.
4	**The Renaissance and Reformation in Europe and their echoes on the Ukrainian lands** *List of main questions:* 1. The European Renaissance and the spread of humanistic ideas. 2. Reformation and Counter-Reformation, religious wars. 3. Features of the social structure of Ukrainian lands as part of European states.
5	**The Age of Absolutism and Enlightenment in Europe** *List of main questions:*

№	Topic of the lecture and a list of main questions
	1. Absolutism as a socio-political phenomenon in Europe. Cossack period in Ukraine. 2. Revolutions of the 17th century. Enlightenment in Europe. 3. Enlightenment in Ukraine. Kyiv-Mohyla Academy and its role in spreading advanced ideas.
6	**Features of the civilizational development of Ukraine and Europe in 19th century. The birth of nations.** *List of main questions:* 1. The emergence of industrial society in Europe. Economic modernization in the Ukrainian lands as part of the Russian and Austro-Hungarian empires. 2. Formation of modern nations in Europe. Ideological and political trends. 3. National revival of nation-building. Ukrainian national movement.
7	**Ukraine and Europe from the First World War to the end of the Second World War** *List of main questions:* 1. The First World War and its echoes in Europe and Ukraine. 2. Totalitarian and authoritarian regimes in Europe and Ukraine. 3. Ukraine and Ukrainians in the maelstrom of the Second World War.
8	**The Bipolar world. The idea of a united Europe in historical retrospect** *List of main questions:* 1. The confrontation between the Western and Eastern blocs during the Cold War. 2. Ukraine as part of the USSR: modernization behind the Iron Curtain. 3. The idea of a united Europe in historical retrospect.
9	**Modern Ukraine in pan-European development. Kyiv Polytechnic in the European context** *List of main questions:* 1. European integration: from the post-war period to the present. 3. Preconditions and stages of European integration of Ukraine. 4. International relations and projects of the Kyiv Polytechnic.

5.2. Seminars

The main objectives of the seminar classes:

Seminars are aimed at promoting in-depth learning and consolidation of problematic theoretical issues of the discipline; to form students` the ability to deal with historical, socio-political and educational and methodological literature, to promote the development of language culture, logical and artistic thinking, general personality culture taking into account the specialty of the student, as well as the skills to prepare speeches, formulate and defend one's position, actively participate in the discussion, make scientifically based assessments of the achievements of the past and present level of historical and cultural development; summarise, critically comprehend and adequately evaluate foreign and domestic historical and cultural experience accumulated in history.

№	Seminar topics and a list of main questions
1	**The Stone Age, the Copper and Bronze Ages within the territory of modern Europe and Ukraine** *It is expected that students will prepare a report / presentation, express their own opinion with justification of the following questions* 1. Settlement and economy. 2. Social relations. 3. Worldview.
2	**The Age of Antiquity** *It is expected that students will prepare a report / presentation, express their own opinion with justification of the following questions*

№	Seminar topics and a list of main questions
	1. Ancient Greek civilization. The flourishing of Hellenism. 2. Ancient Roman civilization, formation of the foundations of European thinking. 3. Ancient Greek cities of the Northern Black Sea and Crimea.
3	**The birth of medieval Europe and the features of its development in the early and high Middle Ages** *It is expected that students will prepare a report / presentation, express their own opinion with justification of the following questions* 1. Formation of early medieval Europe (V-IX centuries). The emergence of Rus. 2. The Western European political process of the 10th–11th centuries and ancient Rus statehood. Rus' in the European cultural and political space. 3. High Middle Ages society and the beginnings of state centralization in Western Europe (XII-XIII centuries). The role of the Galicia-Volyn principality in the political process of Central Europe.
4	**Renaissance and Reformation in Europe, their echoes on the Ukrainian lands** *It is expected that students will prepare a report / presentation, express their own opinion with justification of the following questions* 1. The European Renaissance and the spread of humanistic ideas. 2. Reformation and Counter-Reformation, religious wars. 3. Features of the social structure of Ukrainian lands as part of European states.
5	**The era of Absolutism and Enlightenment in Europe** *It is expected that students will prepare a report / presentation, express their own opinion with justification of the following questions* 1. Absolutism as a socio-political phenomenon in Europe. Cossack period in Ukraine. 2. Revolutions of the 17th century. Enlightenment in Europe. 3. Enlightenment in Ukraine. Kyiv-Mohyla Academy and its role in spreading advanced ideas.
6	**Features of the civilizational development of Ukraine and Europe in the 19th century. The birth of nations** *It is expected that students will prepare a report / presentation, express their own opinion with justification of the following questions* 1. The emergence of industrial society in Europe. Economic modernization in the Ukrainian lands as part of the Russian and Austro-Hungarian empires. 2. Formation of modern nations in Europe. Ideological and political trends. 3. National revival of nation-building. Ukrainian national movement.
7	**Ukraine and Europe from the First World War to the end of the Second World War** *It is expected that students will prepare a report / presentation, express their own opinion with justification of the following questions* 1. The First World War and its echoes in Europe and Ukraine. 2. Totalitarian and authoritarian regimes in Europe and Ukraine.
8	**The Bipolar world. The idea of a united Europe in historical retrospect** *It is expected that students will prepare a report / presentation, express their own opinion with justification of the following questions* 1. The confrontation between the Western and Eastern blocs during the Cold War. 2. Ukraine as part of the USSR: modernization behind the Iron Curtain. 3. The idea of a united Europe in historical retrospect.
9	**Modern Ukraine in pan-European development. Kyiv Polytechnic in the European context** *It is expected that students will prepare a report / presentation, express their own opinion with justification of the following questions* 1. European integration: from the post-war period to the present. 2. Preconditions and stages of European integration of Ukraine. 3. International relations and projects of the Kyiv Polytechnic.

Distance learning platform:

During the period of remote work, e-mail, the distance learning platform "Sikorsky" based on the Google Classroom and the platform for online meeting Google Meet and Zoom are used for better learning of the academic discipline material. These digital tools help to:

- simplify the placement of methodological recommendations, teaching materials, literature, etc;
- provide feedback to students on learning tasks and the content of the academic discipline;
- check and evaluate completed tasks;
- keep records of the students' implementation of the academic discipline plan, compliance with the schedule of submission of educational/individual tasks and their assessment.

6. Self-study of the student

Independent study includes: preparation for lectures and seminars; preparation for participation in the discussion of the topic; self-control of acquired knowledge; study of sources from the list of references (basic / additional literature); creation of presentations (on request) for visual support of the report; preparation for the module test; express controls at lectures; test, etc.

6.1. *Topics for independent study* are not planned.

6.2. *Preparation for lectures and seminars.* In order to prepare for lectures and seminars, students need to study the planned basic and additional literature and prepare material for its discussion in classes. The student is allocated 15 hours of self-study for this purpose.

6.3.*Module test*. 3 hours of self-study are allocated for preparation for the module test (1 hour of self-study for each of the three parts). A list of questions to prepare for module test the is provided in **Appendix B**.

6.4. *Test.* The test is held at the last seminar, after the students have written a module test. According to the results of the rating points for the semester, the applicant passes a test without additional tests if the sum of the points scored is not less than 60. Applicants who have fulfilled all the conditions for admission to the test and have rating points from 40 to 59, or who want to improve their result, take a test or an interview on test questions. Up to 6 hours of self-study are allocated to prepare for the test. The list of questions to prepare for the test is provided in Appendix A. During the period of distance learning, the test can be conducted according to the class schedule using Google Classroom and online meeting platforms Google Meet and Zoom.

Policy and control

7. Policy of academic discipline (educational component)

Students are advised to comply with the rules of attendance and behavior at classes.

7.1.Rules for attending classes

Lectures. It is important to attend lectures, where systematic educational material is covered, presentations are shown, and attention is focused on the main issues of certain topics. Without listening to the lecture material, it will be difficult for a student to prepare for a seminar, complete an module test and other tasks. There is no need to retake missed lectures.

Seminars. Students are encouraged to attend seminars, as the final grade depends to a large extent on the results of their work in seminars. Active participation in seminars is mandatory: the student's grade will be largely based on the results of his or her work in seminars. Absence from seminars or unpreparedness for them will result in a reduction in the final grade in the academic discipline.

7.2.Rules for completing tasks

Working with the educational material of the discipline «Ukraine in the context of historical development of Europe», students:

1) at lectures :

- perform periodic express tests of residual knowledge of the chapters of the discipline, which may include the performance of either three creative tasks on discussion issues or express tests (within 5-10 minutes using tests on the Sikorsky platform);
- participate in discussions.

2) <u>at seminars:</u>
  - prepare reports according to their own plan based on the study of sources and literature with mandatory references. It is desirable to accompany the reports with self-prepared presentations.
  - participate in discussions on problematic issues of the course, make their own analysis and consolidation of scientific information;
  - substantiate their conclusions and their own position;
  - complete a module test using the Sikorsky platform.

Tasks and materials for express tests / creative tasks are formed by the lecturer on the basis of the educational material and submitted in Google Classroom or in another form.

7.3. Rules of conduct in the classroom.

While studying the material of the discipline «Ukraine in the context of historical development of Europe», students listen attentively to the lecturer during lectures and, if necessary, write down important information, periodically perform express tests in writing (within 5-10 minutes). The lecturer will talk about the patterns of formation and development of Ukraine in the European space, reveal socio-economic, political and cultural manifestations of the European tradition. A dialogue between students and the lecturer is allowed.

During seminars, students make oral reports, show presentations, express their own opinions on the topic, and participate in discussions. Students complete three parts of the module test using the Sikorsky platform. When searching for information on the Internet, it is recommended to use reliable and trusted sources. The student's work involves participation in interactive forms of organising a class (answering questions акщь the lecturer or students). Each student is expected to be prepared on all issues of the seminar plan, to supplement the reports of other students and to express their own opinions during thematic discussions. Students are allowed to use their own written notes and summaries. Laptops, tablets, and phones are allowed to be used for learning purposes. At the same time, students should try to express their own opinions rather than just read the texts of other authors. The lecturer critically analyses the presentations, comments on mistakes made, and moderates discussions between students.

The topics of lectures and seminars are covered in the discipline's programme (syllabus), which is available on the Electronic Campus, the website of the Department of History, and the Sikorsky platform (Moodle, Google Classroom).

7.4. Reward and penalty points

Reward points

Students are encouraged to conduct scientific research and publish its results, in particular, to participate in the Ukrainian Student Scientific and Practical Conference "Ukraine: History, Culture, Memory", which is organized annually by the Department of History of of Igor Sikorsky Kyiv Polytechnic Institute. Theses presented at the conference on the subject of the academic discipline, are assessed with a maximum of + 10 points. Students together with the lecturer determine the topic of the thesis, available historical sources and literature. Also, under the guidance of the lecturer, students acquainted with the requirements and submit theses to the conference.

Students are encouraged to participate in the annual competition "History of Ukraine" (with more than 80% of correct answers + 8 points).

Completion a creative task (for example, writing an essay based on a film recommended by the lecturer) (maximum + 8 points).

Other tasks and research projects.

However, according to the provisions of https://osvita.kpi.ua/node/37, clause 2.7, the sum of reward points cannot exceed 10% of the rating scale.

- Late completion of module test (at an unscheduled lesson) - 5 points.
- Violation of academic integrity policy (use of material without appropriate references, presentation of someone else's work as one's own) - 8 points.

However, according to the provisions of https://osvita.kpi.ua/node/37 clause 2.7, the sum of penalty points cannot exceed 10% of the rating scale.

7.5. Policy of deadlines and retakes.

The missed lecture material is processed through intensive preparation for seminars. Missed seminars can be retaken at consultations by answering the questions of the missed seminars. In order to retake missed module tests and/or express tests, a student should contact the lecturer who will organise the retake of the module test.

7.6. University policy

Academic integrity

The policy and principles of academic integrity are defined in Chapter 3 of the Code of Honor of the National Technical University of Ukraine «Ihor Sikorsky Kyiv Polytechnic Institute». For more details: https://kpi.ua/code (other necessary information on academic integrity).

Standards of ethical behavior

The norms of ethical behavior of postgraduate students and employees are defined in Chapter 2 of the Code of Honor of the National Technical University of Ukraine «Ihor Sikorsky Kyiv Polytechnic Institute». For more details: https://kpi.ua/code.

8. Types of control and rating system for assessing learning outcomes

Current control: is carried out during classes and aims to check the level of students' preparation for classes. During the seminars, students are interviewed on the topic. The module test is conducted three times a semester as a control of retained knowledge in three chapters of the academic discipline. Express control in written form is conducted during lectures three times per semester.

Calendar control: is conducted twice a semester as a monitoring of the current state of fulfilment of the syllabus requirements. There are two possible outcomes of the calendar control: certified and non-certified. The result depends on the number of points scored at the time of the calendar control in accordance with the requirements of Igor Sikorsky Kyiv Polytechnic Institute.

Criterion			The first attestation	The second attestation
Term of attestation			8th week	14th week
Conditions of attestation	Current rating		≥ 14 points	≥ 32 points
	Current control measure	Module test №1.1	+	+
		Module test №1.2	–	+
		Module test №1.3	–	–
		Express control at lecture №1	+	+
		Express control at lectures №2	–	+
		Express control at lectures №3	–	–
	Seminars	№№ 1-3	+	+
		№№ 4-6	–	+
		№№ 7-9	–	–

Semester control: test

Assessment system (current control)

The student's rating in the discipline consists of points obtained for:
1) control of retained knowledge in 3 lectures in the form of express controls (written assignment or tests) within 5-10 minutes;
2) work at 8 seminars out of 9 planned;
3) module test.

A system for assessing control measures :

№	Control measure	%	Weight score	Quantity	In total
1.	Work at seminars	64	8	8	64
2.	Module test	21	21	1	21
3.	Control of retained knowledge at lectures	15	5	3	15
	In total	100			100

1. Work at seminars

The student's work consists of two components: reports at seminars and/or active work at the seminars.

The weighted score for each of the 8 seminars is 8 points. The maximum number of points for a student's work at the seminars is - 8 points * 8 seminars - 64 points.

Criteria for evaluating the student's work at the seminar:

«Excellent»: the topic is fully covered (at least 90% of the required information). Appropriate justifications and a personal view of the problem are provided. Correct and complete answers to the questions were provided (at least 90% of the required information). In addition to the report, the student took an active part in the the seminar.	8 - 7 points
«Good»: the topic is covered sufficiently (at least 75% of the required information). Justification and/or personal view of the problem is provided with minor inaccuracies. Sufficiently complete answers to the questions were provided (at least 75% of the required information). In addition to the report, the student took an active part in the seminar.	7,5 - 6 points
«Sufficient»: The topic is incompletely covered (at least 60% of the required information), insufficiently substantiated. The answers to the questions are incomplete (at least 60% of the required information). In addition to the report, the student participated in the seminar. **OR** - The topic is covered by at least 40%, the justification is not complete. Incomplete answers to the questions were provided (at least 60% of the required information). In addition to the report, the student participated in the work of the seminar. - The student did not prepare a report for the seminar, but took an active part in the discussion of the seminar questions and showed erudition and awareness of the seminar materials.	5,5 - 5 points
«Unsatisfactory»: the seminar report does not meet the requirements for "Sufficient". The topic is not covered, there is no personal view of the problem, incomplete answers to the questions. The student did not participate in the discussion of seminar questions.	0 points

2. Module test.

The module test consists of 3 parts.

The weighted score of one part of the module test is 7 points. The maximum number of points for the module test is - 7 points *3 parts of module test - 21 points.

Evaluation criteria for one part of the module test

«Excellent»: answers are complete and correct (at least 90% of the required information)	7 – 6,5 points
«Good»: sufficiently complete answers (at least 75% of the required information)	6 – 5 points
«Sufficient»: incomplete answers (at least 60% of the required information)	4,5 - 4 points
«Unsatisfactory»: answers are missing or incorrect (less than 60% of the required information)	0 points

3. Control of residual knowledge at lectures

Control of retained knowledge is carried out in 3 lecture classes in the form of express controls (written tasks or tests) for 5-10 minutes.

The weighted score of one express control is 5 points. The maximum number of points for control is - 5 points * 3 controls - 15 points.

Evaluation criterion of one express control in text format:

«Excellent»: a complete answer (at least 90% of the required information), appropriate justification and personal view of the problem are provided	5 points
«Good»: sufficiently complete answer (at least 75% of the required information), or minor inaccuracies	4 points
«Sufficient»: incomplete answer (at least 60% of the required information)	3 points
«Unsatisfactory»: the answer is missing or incorrect (less than 60% of the required information)	0 points

In order to receive the highest rating, a student must take an active part in seminars, deliver properly prepared and reasoned oral reports on seminar questions, actively supplement the answers of other students, clearly and logically express his own position on discussion issues, timely complete the module and express tests. The student is given a one-time opportunity to complete the module and express tests.

A student's grade may be decreased due to the following: failure to complete the module and express tests; inadequate preparation for seminars; inaccuracies, incompleteness, errors in answers or reliance on unreliable historical sources.

The student may appeal against the grade by submitting a relevant complaint to the lecturer no later than the day after the student been informed about the grade. The complaint will be considered in accordance with the procedures established by the University.

Conditions for admission to the semester control: at least 40 points and completion of all parts of the module test with at least a "sufficient" grade.

Credit is obtained by the student without additional tests, if the sum of the points scored is not less than 60. A student who received more than 60 points in the semester, but wishes to improve his result, can take part in a test test or a survey on questions before the test. In this case, the final result consists of the points obtained on the final test or during the survey.

A student passes a test without additional tests if the sum of the points scored is not less than 60. A student who has received more than 60 points in a semester but wishes to improve his or her result may take a test or pass an interview on the questions for the test. In this case, the final result consists of the points obtained on the test or during an interview.

Applicants who have fulfilled all the conditions for admission to the test and have a rating score of less than 60 points take the test. The final result consists of the points obtained on the test.

The test or interview is conducted at the last scheduled class.

The test is assessed for 100 points and consists of two questions *(the maximum number of points for 1 question is 50 points).*

Assessment criteria for the test question

«Excellent»: complete answer (at least 90% of the required information)	50-45 points

«Good»: the answer to the question is generally covered (at least 75% of the required information)	44-38 points
«Sufficient»: incomplete answer (at least 60% of the required information)	37-30 points
«Unsatisfactory», incomplete answer (less than 60% of the required information) or no answer	0 points

Table of correspondence between rating points and grades on the university scale:

Number of points	Mark
100–95	Excellent
94–85	Very good
84–75	Good
74–65	Satisfactory
64–60	Sufficient
Less than 60	Unsatisfactory
The conditions for admission are not met	Not admitted

9. Additional information on the discipline (educational component)

Academic staff may make clarifications to the content modules, rating system of assessment and tasks for the module and express test in accordance with the mode of study chosen by students and their own methodological developments.

The recommended list of questions for the semester control (test) is provided in **Appendix A** to the syllabus.

The recommended list of tasks for the module test is provided in **Appendix B** to the syllabus.

The list of topics for express test is developed by eachacademic staff in accordance with its own methodological developments. **Appendix B** to the syllabus contains recommended topics for express tests.

If a student has documents confirming his/her participation in competitions and scientific conferences (city, intercity, Ukrainian, etc.) on the topic of a seminar or a chapter of an academic discipline, they may be credited according to the relevant topic and the corresponding points of the rating system.

Extracurricular activities

Students can participate in:

- research work and publication of its results, in particular, at the Ukrainian Student Scientific and Practical Conference «Ukraine: History, Culture, Memory», which is held annually by the Department of History and others;

- the activities of the student club of scientific direction «Club of History Fans»;

- competition in historical disciplines.

Distance Learning

Synchronous and asynchronous distance learning is possible using platforms for video conferences (Google Meet, Microsoft Teams, Zoom, Skype, etc.) and the "Sikorsky" distance learning educational platform (Moodle, Google Classroom).

Inclusive education

Allowed

Programme of the academic discipline (syllabus):

Head of the Department of History, Doctor of Historical Sciences, Professor Svitlana KOSTYLIEVA

Associate Professor of the Department of History, Doctor of Historical Sciences, Antonina KIZLOVA

Associate Professor of the Department of History, Candidate of Historical Sciences Vitalii BUZAN

Approved by the Department of History (Minutes № 17 of 12.06.2024)

Approved by the Methodical Council of the University (Minutes № __ of __ .06.2024)

List of questions for semester control (test)

A sample of a test paper

NATIONAL TECHNICAL UNIVERSITY OF UKRAINE
«IGOR SIKORSKY KYIV POLYTECHNIC INSTITUTE»

Level of higher education   **first (bachelor's)**
<div align="center">(degree title)</div>

Specialty   ***All specialties***
<div align="center">(code and name of the field of study)</div>

Educational programme   ***for all educational and professional programmes of specialties***
<div align="center">(code and name of the specialty)</div>

Academic discipline   ***Ukraine in the context of the historical development of Europe***
<div align="center">(title)</div>

TEST PAPER № ____

1   *Questions from the first block of questions*
2   *Questions from the second block of questions*

Approved at the meeting of the department   ***History***
<div align="center">((name of the department))</div>

Minutes № _____ of «____» _____ 202____

Head of the Department of
History   _____   _____
<div align="center">(signature)   (Last name and initials)</div>

QUESTIONS for the formation of test papers

Question I from the block of questions.

1. Describe the subject, objectives and methodological principles of the academic discipline "Ukraine in the Context of Historical Development of Europe".
2. Compare the similarities and differences in the periodization of the historical development of Ukraine and Europe.
3. Describe the social division of labour as a historical category. Explain the content of the First and Second social division of labour.
4. Reveal the features of the development of culture and life of primitive people on the European continent.
5. Analyze the reasons for the Great Greek colonization of the 8th - 6th centuries. B.C. and its impact on the development of society in Ukraine and throughout Europe.
6. Show the influence of ancient socio-political organisation on the development of the Northern Black Sea region: compare the types and structure of the political system of Greek polises.
7. Analyze the reasons for the transformation of the Roman Republic into a powerful empire and show the impact of Roman conquests on the socio-economic development of European society.
8. Reveal the prerequisites and consequences of the split of the Roman Empire into Eastern and Western.
9. Describe the early Christian beliefs and the process of formation of Christianity as the state religion of the Roman Empire.
10. Analyse the main causes and consequences of the collapse of the Roman Empire.
11. Explain the impact of the Great Migration on the development of Europe.
12. Analyze the structure of the social system of the early feudal states of Western Europe.

13. Evaluate the activities of Charlemagne and his influence on the development of the Frankish Empire.
14. Highlight and analyze the main concepts that exist in modern historical science regarding the problem of the ethnic origin of Kyivan Rus.
15. Describe the social structure and social relations of the early feudal state of Kyivan Rus in the system of pan-European development.
16. Explain the content of the reforms of Volodymyr the Great and Yaroslav the Wise in the context of pan-European trends.
17. Analyse the prerequisites for the unification of Galicia and Volhynia into a single state, describe the stages of its political development (1199-1340).
18. Analyse the causes and consequences of the Church schism of 1054. Analyse the causes and consequences of the Schism of 1054.
19. Compare the culture and life of medieval Western Europe and Kyivan Rus.
20. Reveal the main features of the Renaissance and their manifestation in the development of science and technology in Europe.
21. Consider the background and historical significance of the Great Geographical Discoveries.
22. Conduct a comparative analysis of the Reformation and Counter-Reformation movements in Europe in the 16th and 17th centuries.
23. Show the dynamics of social structure and social relations in the Ukrainian lands during the Lithuanian and Polish periods.
24. Analyse the causes of the National Liberation War led by Bohdan Khmelnytsky and describe the stages of formation and development of the Ukrainian Cossack state (Hetmanate).
25. Trace the changes in the social structure of Ukrainian society in the 14th–18th centuries.
26. Reveal the essence of absolutism as a sociopolitical phenomenon and the peculiarities of its spread in Europe.
27. Describe the main ideas of the figures of the Enlightenment and their impact on the spiritual life of European society in the mid-17th-18th centuries.
28. Analyse the causes of the French Revolution of the late 18th century.
29. Describe the main stages of the French Revolution of the late 18th century.
30. Explore the role of Napoleon Bonaparte in history, taking into account the events of the French Revolution of the late 18th century and the Napoleonic Wars of 1796-1815.

Question II from the block of questions

1. Find out the place of Ukraine in Napoleon's military and political plans during the Russian campaign of 1912-1914.
2. Trace the process of the emergence of the Masonic movement in Europe and the peculiarities of its spread to the Ukrainian lands.
3. Analyse the decisions of the Congress of Vienna in 1815 and show their consequences for international relations and world politics of the first half of the 19th century.
4. Explain the essence of the First Industrial Revolution and its social and economic consequences in European countries. Analyse the peculiarities of the formation of industrial society in the Ukrainian lands.
5. Analyse the features and consequences of the Revolution of 1848-1849 in European countries and its impact on the development of Western Ukraine lands. Explain the definition of "Springtime of Nations".
6. Carry out a comparative analysis of social transformations in the Ukrainian lands as part of the Russian and Austrian (since 1867, Austro-Hungarian) empires in the second half of the19th - early 20th centuries.
7. Explain the essence of the concepts "Colonialism" and "Imperialism". Show the stages of the spread of the phenomenon of colonialism on the example of European countries.
8. Describe the process of unification of Germany and Italy in the second half of the 19th century.
9. Explain the prerequisites for the creation of Ukrainian political parties in the early 20th century, describe the programme principles of the most influential of them.
10. Explain the essence of the "Ukrainian question" in European international politics on the eve of the First World War.

11. Describe the system of international relations in Europe on the eve of the First World War.
12. Make a comparative analysis of the course of events in the Eastern and Western theatres of the First World War.
13. Analyse the situation of Ukrainian lands during the National liberation struggle of 1917-1921.
14. Reveal the advantages and disadvantages of the Versailles-Washington system of international relations.
15. Consider the peculiarities of the participation of European countries in the reconstruction of Germany after the First World War and assess the effectiveness of Dowes and Young plans.
16. Explain the reasons for the rise to power of the National Socialists in Germany and the Fascists in Italy in the 1920s and 1930s.
17. Compare the situation of the Ukrainian lands within the USSR and the Western Ukrainian lands in the interwar period.
18. Describe the system of international relations in Europe on the eve of the Second World War.
19. Explain the essence of the "Ukrainian question" in European politics on the eve of the Second World War.
20. Describe the Nazi occupation regime on Ukrainian lands during the Second World War and analyse its consequences.
21. Explain the main characteristics of the Yalta-Potsdam system of international relations and find out the reasons for the bipolarity of the post-war world.
22. Analyse the causes of the occurrence and development of the Cold War and the confrontation between military and political blocs in Europe.
23. Explain the causes and consequences of the dissolution of the USSR.
24. Analyse the achievements and shortcomings of Ukraine's social policy during the period of independence.
25. Explain the main prerequisites and stages of European integration of Ukraine.
26. Analyse the prerequisites for the foundation of the Kyiv Polytechnic Institute and its development in 1898-1920.
27. Describe the activities of the Kyiv Polytechnic Institute in the interwar period.
28. Explore the organization of teaching process and the main directions of research work at the Kyiv Polytechnic during the period of the Scientific and Technological Revolution.
29. Reveal the activities of prominent lecturers, scientists, students of Kyiv Polytechnic in the 1960s - 1980s and show the importance of their scientific achievements for the development of science and technology.
30. Analyse the peculiarities of the development of Igor Sikorsky Kyiv Polytechnic Institute in modern conditions.

MODULE TEST

of the academic discipline

UKRAINE IN THE CONTEXT OF THE HISTORICAL DEVELOPMENT OF EUROPE

first (bachelor) level of higher education «*bachelor*» degree

Mode of study   *Full time*

Upon completion of each of the three thematic modules, students are given a one-time opportunity to write a module test. The lecturer determines the form and content of the module test.

In the conditions of distance or blended learning, the lecturer may offer only test tasks.

Approximate tasks for the module test 1.1. from Chapter 1. Ancient History and the Middle Ages on the European continent

The test tasks and the problematic question are formed from the following blocks:

Introduction.

1. Define the subject and objectives of the academic discipline "Ukraine in the Context of Historical Development of Europe".
2. Why is it important for future technical specialists to study the humanities? Justify your position.
3. Why are most important (milestone) dates in history conditional?
4. Outline the main principles of periodization of the history of Europe and Ukraine. What are their similarities and differences?
5. What is the reason for the Eurocentric periodization of world history?
6. Give examples of the main groups of historical sources.
7. How can we explain the existence of parallel narratives in historiography?
8. What are the basic principles of the development of the historical process according to the civilisation approach?

The Stone Age, the Copper and Bronze Ages in the territory of modern Europe and Ukraine.

1. What were the main advantages and disadvantages of the appropriative economy (hunting and gathering)?
2. Why did the achievements of the Neolithic revolution spread unevenly across Europe?
3. What contributed to the spread of the exchange of material values in the Copper and Bronze Ages?
4. What problems do scientists face during the reconstruction of the social relations of the Paleolithic period?
5. What was the biggest change in social relations in the Neolithic compared to the Mesolithic?
6. What sights help to assess the level of social organization of the Copper and Bronze Age?
7. Why does information about the worldview of Neanderthals cause so many discussions among scientists?
8. What elements of the worldview have been preserved from the Paleolithic period after the Neolithic Revolution?
9. What does the complication of religious rituals in the Eneolithic and Bronze Age indicate?

The Age of Antiquity

1. Why did powerful and independent poleis emerge in ancient Greece?
2. Describe the Athenian democracy in its heyday (5th century BC).
3. What is the essence of Hellenism?

4. Determine the content of the struggle between patricians and plebeians in Rome in the middle of the 5th century BC.

5. Describe the main content of the reforms of Tiberius and Gaius Gracchus and their socio-political orientation.

6. State the reasons for the fall of the Roman Republic and the establishment of the Augustan Principate.

7. Indicate the main reasons and periodization of the Greek colonization of the Northern Black Sea and Crimea.

8. Identify the centers of Greek colonization of the Northern Black Sea and Crimea.

9. Specify the features of the political system of the ancient Greek colonies of the Northern Black Sea and Crimea.

The birth of medieval Europe and the features of its development in the early and high Middle Ages.

1. Define the political, socio-economic factors of the formation of Europe as a historical phenomenon during the early Middle Ages (V-IX centuries).

2. Describe the role of the church in the development of early medieval European societies and culture.

3. Describe the Slavic migrations: chronology, territory, first Slavic states.

4. Analyse the main features of the feudal system of Western Europe at the end of the 11th century.

5. What was the role of crafts and guilds in the development of medieval cities?

6. Describe the directions of foreign relations of Kyivan Rus in the late 10th - middle of the 13th centuries.

7. Reveal the participation of the Galician and Volyn princes in the political processes of Central Europe.

8. Describe the consequences of the Mongol conquest of Rus.

9. What was the contribution of the Middle Ages to the development of European civilization?

Renaissance and Reformation in Europe, their echoes in Ukrainian lands.

1. What factors contributed to the emergence of early capitalist relations in Europe?

2. Identify the political, social and cultural differences between the Renaissance and the Middle Ages.

3. What were the reasons for the spread of the Reformation movement?

4. What were the peculiarities of the Reformation's influence on Ukrainian lands?

5. How did the decline of feudal relations manifest itself in Western European countries?

6. In your opinion, what were the reasons for the formation of nation-states in Western Europe?

7. What factors contributed to the spread of Ottoman expansion to the South Slavic lands?

8. What contributed to the formation of the noble republic in the Kingdom of Poland?

9. What were the reasons for Lithuania and Poland's expansion into Ukrainian lands?

10. What was the biggest difference between the actions of the Lithuanian and Polish authorities in the Ukrainian lands?

11. What were the main reasons for the decline of the Byzantine Empire?

12. How do you think the fall of Byzantium affected the geopolitical situation in Europe?

Approximate tasks for the module test 1.2. from Chapter 2 Europe in the Era of Modern History.
Test tasks and problematic questions are formed from the following blocks:

The era of absolutism and Enlightenment in Europe.

1. What historical circumstances led to the emergence of absolutism?

2. What were the features of English absolutism?

3. Under what circumstances did the Cossack era begin in Ukraine?

4. What were the causes of the English Revolution of 1640-1660?

5. What do the English Revolution and the revolutionary events in Ukraine in the 17th century have in common?

6. What were the main objectives of the representatives of the European Enlightenment?

7. How did the ideas of the Enlightenment spread in Ukraine?

8. What educational institution in Kyiv preceded the emergence of the Kyiv-Mohyla Academy?

9. Which prominent Ukrainian figures studied at the Kyiv-Mohyla Academy?

Features of the civilizational development of Ukraine and Europe in the 19th century. The birth of nations.

1. What is the essence of the Idustrial Revolution?

2. Identify the new phenomena that emerged in the economic structure of the Ukrainian provinces.

3. Make a comparative analysis of the differences in the economic development of the Ukrainian lands that were part of the Russian and Austro-Hungarian empires.

4. State the main reasons for the birth of nations in Europe.

5. Analyse the formation and evolution of the main ideological and political movements of the 19th century: conservatism, liberalism, nationalism, socialism, etc.

6. What was the specific feature of Ukrainian political movements?

7. Describe the reasons for the Ukrainian National Revival.

8. What is the historical significance of the activity of the Cyril and Methodius Society?

9. What were the main consequences of the cooperation between the figures of the Ukrainian Revival on different sides of the Russian-Austrian border?

Approximate tasks for the module test 1.3. from Chapter 3. Ukraine and Europe in the Era of Contemporary history.

Test tasks and problematic questions are formed from the following blocks:

Ukraine and Europe from the First World War to the end of the Second World War.

1. Describe the origins and nature of international crises and conflicts in the early twentieth century. State the reasons of the aggravation of the international situation.

2. Describe and analyse the process of formation of the Entente.

3. What were the main directions of the arms race in the early 20th century?

4. Analyse the formation of new independent states in Central and South-Eastern Europe in the interwar period.

5. What objective and subjective factors contribute to the establishment of a particular political regime, including totalitarian and authoritarian ones?

6. Analyse the diplomatic relations between the countries of Central and South-Eastern Europe and the Soviet Union in the interwar period.

7. Describe the Nazi occupation regime in European countries and on the occupied territory of the USSR.

8. Describe the main Resistance Movements against the Nazi occupation regime.

The Bipolar world.

1. Analyse the formation of the West's foreign policy strategy towards the USSR after the end of the Second World War.

2. When were NATO and the The Warsaw Pact established? Which countries were their members during the Cold War?

3. Tell us about the causes and course of the Cuban Missile Crisis.

4. Which countries possessed nuclear weapons during the Cold War?

5. Tell us about the accumulation and reduction of nuclear weapons during the Cold War.

6. Describe the preconditions of the emergence and peculiarities of the relaxation of strained international relations (détente) in the 1970s.

7. What was the place of the German problem in international relations during the Cold War?

8. When and why did the Eastern bloc cease to exist? What were the consequences?

9. Explain the statement of contemporary Ukrainian historians that "after the death of Joseph Stalin, the use of mass terror as a method of state administration became impossible" (O. Bazhan, S. Bilokin, V. Danylenko, etc.). What methods did the leaders of the USSR use against dissidents?

10. Identify the positive and negative consequences of Khrushchev's reforms for the Ukrainian Soviet Socialist Republic. What were their contradictions and inconsistencies? How was this related to the Cold War?

11. Describe the features of the development of the opposition movement in the Ukrainian Soviet Socialist Republic in different periods after the Second World War.

Modern Ukraine in the pan-European context.

1. Tell us about the earliest attempts to unify Europe: what was their content, what role did the "military factor" play in the consolidation of Europe?

2. Why did the idea of European unity receive a new impetus after the end of the Second World War?

3. When and where was the Council of Europe, the first European international cooperation organisation, established?

4. Describe the main stages of the European Union enlargement.

5. Explain the meaning of the "Euroscepticism".

6. According to what dimensions, in your opinion, modern Ukraine can be considered a European state?

7. Describe the main stages of Ukraine's European integration.

8. What is the essence of granting Ukraine the status of an Associate Member of the EU?

9. Describe the significance for Ukraine and its citizens of the entry into force of the visa-free regime with the European Union.