

Early Ukrainian Canadian Culture (Spring Term)

Note: Remote Delivery

Instructor: Dr. Natalia Khanenko-Friesen Time: May 10 – June 23, 2021

E-mail: khanenko.friesen@ualberta.ca

Office Hours: TBA

Bachelor of Arts / Major in Modern Languages and Cultural Studies:
<https://www.ualberta.ca/modern-languages-and-cultural-studies/undergraduate-program/information/prospective-undergraduate-students>

Course Prerequisite: No prerequisite

It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

Technology requirements (minimum):

It is your responsibility as a student to ensure that you have the appropriate technology for the course.

Community Service Learning (CSL) Component

X Yes This course has a significant experiential learning component
(15% or more of the course grade)

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes **X No**, not needed

Past or Representative Evaluative Course Material Available

Exam registry – Students' Union

<http://www.su.ualberta.ca/services/infolink/exam/>

See explanations below

Document distributed in class

Other (please specify)

X NA

Texts: All texts are provided to the students via eClass.

Additional Course Fees: There are no additional course fees in this course

Important Dates: [See Academic Schedule in current Calendar](#)

First Day of Class: **May 10, 2021**

Last Day of Class: **June 23, 2021**

Congress Break: **May 29-June 4, 2021**

Course Duration: 6 and ½ weeks

Final Exam: *N/A*

Course Description, Objectives and Expected Learning Outcomes:

This course introduces students to the early Ukrainian Canadian culture and ethnicity from the perspective of *ethnic and immigration studies* and focuses on select key developments in the community life of Ukrainian Canadians between 1890s and 1930s. Revisiting *cultural practices and traditional heritage* of the Ukrainians in Canada, students will explore early settlers' culture and its role in the Ukrainian Canadian community development. In particular, students will examine the settlement patterns, material culture, spiritual culture, traditional customs and cultural practices, period media and communication, and visual arts.

To reflect on past cultural practices in its relationship to the present, students will explore the role early Ukrainian Canadian culture plays in the lives of today's Ukrainians Canadian community. As a part of their course work, students will have opportunity to engage in Community Service Learning (CSL). Students will collaborate with [Internet Encyclopedia of Ukraine](#) to create encyclopedia entries related to the topic of the course.

By the end of this course, students will:

- acquire knowledge of a wide range of primary sources on Ukrainian Canadians' early culture (immigration narratives and folk songs, memoirs, letters, newspaper articles, immigration promoting brochures, etc.);
- become familiar with key analytical literature in the field of Ukrainian Canadian culture;
- effectively operate with basic concepts of ethnic and immigration studies (ethnicity, cultural adaptation, fluid identity, etc.);
- be able to recognize and critically approach various cultural forms and expressions of Ukrainian Canadians as manifestations of Ukrainian ethnic identity in Canada;
- have contributed to the knowledge production on in the field of Ukrainian studies.

Course Format:

- The course is taught online and asynchronously, to allow course participants maximum flexibility.
 - There are no scheduled lectures or seminars in this course.
 - Students will engage with their professor, TA, and peers via online forum.
 - There are regular weekly online live office hour sessions. Student participation is

not required in these sessions. As the course unfolds, these office hour sessions may present all with the opportunity to meet each other, connect with our Community Partner, and discuss further the work requirements and other matters related to the course.

- All course activities are presented on *eClass*. Face-to-face online video office hours will offer further opportunities for student-professor interaction.
- Student work is divided into two work modules, Independent Learning Module and Community Service Learning Module (CSL).
 - In the Independent Learning Module,
 - During the first week, students read all materials assigned in the *Introduction Unit*. Students take assigned Introduction Unit quizzes;
 - After the first week, for each of the remaining five weeks, students **choose one** of the two thematic units assigned for that week. Students take quizzes assigned to the unit of their choice.
 - In total, for five weeks, there are 10 thematic units.
 - In total, students will work with 6 units (introduction plus 5 other units)
 - In the Community Service Learning (CSL) Module, students will
 - discuss ongoing course material in the online discussion forum (see below)
 - every second week, write 3 short Reflections on Learning (see below)
 - write one short course paper (see below)
 - will collaborate with the Internet Encyclopedia of Ukraine, <http://www.encyclopediaofukraine.com/>, by designing their course paper as an encyclopedia entry. The evaluation of student written course papers is introduced below and will be discussed further.

Explanatory Notes on Community Service Learning:

Community Service Learning is students' purposeful engagement in direct experience, focused reflection, and authentic assessment in order to promote learners' initiative, increase knowledge, develop skills and strategies, clarify values, and apply knowledge in the real-world setting (adapted from [the Association of Experiential Education](#)).

In this course, as part of *Community Service Learning* component, course participants will collaborate with the Internet Encyclopedia of Ukraine (IEU), based in Toronto at the local office of the Canadian Institute of Ukrainian Studies, to help the Encyclopedia produce new entries. This is an exciting opportunity for all course participants to put new knowledge to action and to support the most authoritative English Language Encyclopedia of Ukraine in the world. From the beginning of the course, students are invited to explore existing entries on IEU focusing on early Ukrainian Canadian culture and propose their own submissions. IEU will also share with course participants their proposed list of topics. The selection of the topic will have to be discussed with and approved by your Teaching Team, in partnership with IEU. As a part of Community Service Learning Component, course participants will reflect on their learning and work in three "Reflections on Learning", see discussion below.

Students should make sure to watch the CSL tutorial on eClass (to be posted on our course page by the CSL office) and sign up for the completion process. Please forward your questions concerning this sign up for CSL credit to Erin Kelly at erin.kelly@ualberta.ca, CSL Office.

Grade Distribution (see “Explanatory Notes”):

Introductory Unit Quiz	10%
5 units quizzes (5 x 10%)	50%
Reflections on Learning (3 x 5%)	15%
Student Forum Participation	5%

Course Paper:

Short Encyclopedia Article	20% (15% draft, 5% final version)
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Explanatory Notes on Assignments

Introductory Unit Quiz	10%
5 units quizzes (5 x 10%)	50%

Quizzes in this course are created in lieu of Midterm and Final exams. All thematic units consist of readings and/or audio/video recordings. At the end of each unit students will complete unit quizzes. All quizzes (Introductory Unit quiz(es) and quizzes in other units) are administered online on eClass and students will take quizzes online. To manage their progress in class, students should take unit quizzes on a weekly basis (a unit per week). Each quiz can be taken twice only; the best score will count towards the final mark. Students may choose to complete the quizzes for more than 5 units, however, only the best 5, in addition to the introduction, will be chosen for grading.

Reflections on Learning (3 x 5%) 15%

CSL Component

Students will write three reflections on their individual learning. These reflections will be submitted biweekly (every second week). Primary purpose of these assignments is to engage reflectively with the course material and the CSL project. You can express here your observations of the course material, analyze articles you are reading, comment on how easy or difficult it is to master various concepts, discuss your personal discoveries if any (in relation to what you have just learned), contextualize what you read in the broader context (link material you read to what you know outside of the course or to your own life and family history), and contemplate on your Experiential learning course assignment.

Students will write minimum two pages or 500 words per each entry. Within the same submission, you will earn up to five points (**maximum 5 points**). Marking criteria are as following. Each time you will earn up to three points when you demonstrate good familiarity with the ongoing course material, by discussing in an extended manner minimum three topics raised in class readings. In addition, you will earn another point if you go beyond restating what is in the reading, comparing the discussion to other authors’ discussions, or finding parallels with other contexts, readings you have dealt with on your own. And lastly, you will earn another point if you present a well-written, well-organized and coherent narrative that focuses on your own learning. This is a creative assignment and you are welcome to adopt your own writing style for it.

Reflections on Learning will be submitted on a biweekly basis, by the end of the week via email to nkhanenk@ualberta.ca and <bezborod@ualberta.ca>. Please familiarize yourself with late submission policy below.

Student Forum discussions

5%

CLS Component

The purpose of Student Forum is to provide course participants with the opportunity to engage with each other and with the course material and the encyclopedia project, in respectful and responsible ways. The student discussion forum will be hosted on **eClass** and monitored by the teaching team. At times, there will be a few questions posted to the group and students will be expected to respond to the posted questions. On other occasions students can raise their own questions pertaining to the course material and their exploration of the *Internet Encyclopedia of Ukraine*. Later in the course discussion will concern the development of final course assignment. Students will earn up to **5 points** if their contributions to the Forum are informative, constructive, engaging, pertain to the course material or IEU. Students should not post segments of their Reflections verbatim (as reflections are marked separately).

Course Paper / Short Encyclopedia Article

20%

CSL Component

As part of *Community Service Learning* component, course participants will collaborate with the Internet Encyclopedia of Ukraine (IEU) to help the Encyclopedia produce new entries. This is an exciting opportunity for all course participants to put new knowledge to action and to support the most authoritative English Language Encyclopedia of Ukraine in the world.

From the beginning of the course, students are invited to explore existing entries on IEU focusing on early Ukrainian Canadian culture and propose their own submissions. IEU will also share with course participants their proposed list of topics by Tuesday, May 25. The selection of the topic will have to be discussed with and approved by your Teaching Team, in partnership with IEU.

We will be discussing this collaboration in the online forum and during regular Office Hour Sessions.

The work on this project will be evaluated in the following way:

- Course Paper/ Short Encyclopedia Article Draft 15%
- Course Paper / Short Encyclopedia Article Final Version 5%
- Further specific guidelines and breakdown of the marks will be introduced in Student Forum

Student-Professor Communication and Course Deadlines:

In this asynchronously taught class, all course activities are designed in a way that course participants can master the course contents on their own time. However, there will be ongoing interaction between your professor, teaching assistant and all course participants, via forum, regular postings and office hour sessions. Office hour sessions are introduced to accommodate those students who desire to engage face-to-face with Teaching Team. Students and Teaching Team will have other opportunities to interact if needed.

Scheduled Office Hour Sessions

Week One	Thursday May 13, 2021 —	10:00-11:00 MST (Edmonton Time)
Week Two-Six	Every Wednesday	10:00-11:00 MST (Edmonton Time)

These sessions will be hosted on Gather.Town platform, and links to these sessions will be provided on eClass.

COURSE TIMELINE AND DUE DATES:

Subject to Change (all times are Mountain Standard Time, Edmonton)

Week One — May 10-14	Introduction Unit Independent Reading Student Forum Introduction Quiz, due by midnight Sunday, May 16 Updated Course Outline is introduced Course Assignment Guidelines are introduced by Friday, May 14
Week Two May 17- 21	Your Unit Independent Reading Student Forum Reflection on Learning 1, due Friday, May 21 Unit 1 or 2 Quiz, due by midnight Sunday, May 23
Week Three May 24-28	Your Unit Independent Reading Student Forum Students share their proposed IEU entry topics by May 25 Unit 3 or 4 Quiz, due by midnight Sunday, May 30 Reflection on Learning 1, Returned to Student by Wednesday, May 26
Week Four May 31-June 4	Your Unit Independent Reading Student Forum Reflection on Learning 2, due Friday, June 4 Unit 5 or 6 Quiz, due by midnight Sunday, June 6
Week Five June 7-11	Your Unit Independent Reading Student Forum Course Assignment Draft, due Thursday, June 10 Unit 7 or 8 Quiz, due by midnight Sunday, June 13 Reflection on Learning 2, Returned to Student by Wednesday, June 9
Week Six June 14-18	Your Unit Independent Reading Student Forum Unit 9 or 10 Quiz, by midnight Sunday, June 20 Reflection on Learning 3, Friday, June 18 Course Assignment Draft, Returned to Student by Wednesday, June 16

Week Seven
June 21-23

Student Forum
Individual Discussions of Course Assignment
Student Forum
Course Assignment Final Version, due midnight Wednesday, June 23
Reflection on Learning 3, Returned to Student by Wednesday, June 23

Course Assignment Final Version marked by TBA
Final Grades assigned by TBA

Student Responsibilities:

Academic Integrity:

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Sexual Violence Policy:

It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Resources and more information can be found at <https://www.ualberta.ca/campus-life/sexual-violence>

Territorial Statement:

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.” (*from the beginning of the Calendar*).

Recording of Lectures:

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Missed Grade Components:

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

Late Submission Policy:

Students who consult **in advance** with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension just one time throughout the course with no penalty. If a second excuse is granted for late assignments, 20% of the mark assigned for this particular work will be deducted. Otherwise, all assignments should be handed in on the stated deadline. If an assignment is not handed-in in time, every day after the deadline will cost you 20% per cent of the assignment's 'cost'.

Disclaimer:

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

Accessibility Resources: (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

The Academic Success Centre: (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds:

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

"MLCS Undergraduate Grading Scale"

Descriptor	Letter Grade	Grade Point Value	%
Excellent. A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.	A+	4.0	97-100
	A	4.0	93-96
	A-	3.7	90-92
Good. B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.	B+	3.3	87-89
	B	3.0	83-86
	B-	2.7	80-82
Satisfactory. C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.	C+	2.3	77-79
	C	2.0	73-76
	C-	1.7	70-72
Poor/Minimal Pass. D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.	D+	1.3	65-69
	D	1.0	60-64
Failure.	F	0.0	0-59

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