

Denys Svyrydenko

Doctor of Philosophical Sciences, Associated Professor
National Pedagogical Dragomanov University

**THE CONCEPT OF DIVIDED UNIVERSITY:
IN SEARCH OF THEORETICAL FRAMEWORK FOR RESEARCH
OF UKRAINIAN DISPLACED
HIGHER EDUCATION INSTITUTIONS**

Since 2014 Ukraine is an arena of active geopolitical conflict which is actualized by hybrid war. At the result of hybrid war and annexation activity of Russia, Ukraine lost 7 percents of the territory (46 millions of square kilometers) where 13 percents (6 millions of people) of Ukrainian population lived. This dramatic situation became reality due to the social and cultural landscape which can be defined as postcolonial [Gomilko et al., 2016]. For many years Ukraine was a part of Russian, Austro-Hungarian Empires, but the deepest postcolonial trauma is rooted in the historical period of USSR.

This period usually described in terms of post-totalitarian studies, but postcolonial methodological approaches still heuristic too. It has the sense to use postcolonial scientific apparatus discussing Ukrainian identity, dominating values in society and so on. We have good ground to say that Soviet period of Ukrainian history was a period of realization of Homo Sovieticus anthropological project. Millions of Ukrainian post-soviet people joined around the ideas such nostalgia for the Soviet Union with corresponding paternalistic values become an active ‘agents’ for the realization of Russian strategy of hybrid war. These people do not share the Ukrainian national idea and European values, their nostalgia for USSR transformed to respect of Russia using contemporary effective instruments of propaganda.

At the result of Crimea annexation and military conflict at the East of Ukraine, a lot of higher education institutions partially ‘migrated’ from mentioned territories (about 30 universities): “However, this migration had a special nature: the institutions migrated without facilities and resources; the stuff of migrated institutions was not full too (sometimes, the majority of the institution stuff stayed at the territory of “new republics” sharing ones’ ideology or at the result of life occasions) and so on. The Ukrainian national state strived to grant the facilities for these migrated (evacuated) institutions trying to save their potential as well as help Ukrainian citizen to avoid possible violence. The institutions at uncontrolled territories saved ones’ institutional status becoming a part of the new social order of quasi-republics” [Svyrydenko, 2017, p. 129]. At the official documents, these institutions usually called ‘displaced universities’ or ‘evacuated universities’. The author hopes to find the correct terminology, which would help to understand the logic of classification of these ‘twinning’ universities and substantiate the possibility to interpret one of them as an authentic university.

The author tries to substantiate, that ‘divided university’ can be a heuristic concept of philosophy of education for the understanding of the essence of institutional migration as a response to hybrid war challenges. We have situation, when universities at temporary uncontrolled territories have proper names correspondingly to ones’ location, have campus (buildings, equipment, laboratories, etc.), have human resources: thus, displaced universities seem like ‘clones’ of ‘original’ ones at the uncontrolled republics or annexed territories [Svyrydenko, 2017, p. 133]. Staying at uncontrolled territories, universities accepted new educational values which contradict with ‘idea of the university’ in general. It is hard to say, that these universities actualize academic freedom, autonomy from political institutes, autonomy of thinking and so on.

At the same time, migrated ones have a new location, have minimal facilities for educational process, and are represented by the minority of academic staff and students. Students and academic staff of these universities risked to become victims of violence or even death, but they refused the possibilities to stay at the censored manipulative educational landscape. Thus, evacuated universities seem like bearers and active translators of fundamental values of the modern universities [Svyrydenko, 2017, p. 128]. The historical retrospective offers analogical situation caused origination of Cambridge University.

The author underlines, that one higher education institution was divided facing Russian aggression and one of the institutions stayed the bearer of institutional features, but the second one demonstrated the dedication to Magna Charta Universitatum. It is too easy to evaluate ‘paired’ universities according to international law refusing the universities stayed at uncontrolled territories. Author underlined the need to evaluate both through analysis of ethical aspects. Finally, staying on positions that uncontrolled territories will come back, there is a need to actualize new philosophical researches aimed at the searching of the strategies of reintegration of whole Ukrainian educational landscape and mentioned reintegration looks contradictive even on the level of ‘divided’ universities.

References:

1. Gomilko, O., Svyrydenko, D. and Terepyshchyi, S., 2016. Hybridity in the Higher Education of Ukraine: Global Logic or Local Idiosyncrasy? *Philosophy and Cosmology*, Vol.17, pp. 177-199.
2. Svyrydenko, D., 2017. Divided Universities: The Postcolonial Experience of Contemporary Ukrainian Higher Education. *Future Human Image*, Vol. 7, pp. 128-134.