

UKR 516 B1: Early-Modern Ukrainian Prose (1550's - 1780's)

The University of Alberta
Department of Modern Languages and Cultural Studies
<http://www.mlcs.ca>

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CLASS No.: 48247
UKR 516 B1: January-April 2007
MWF 12:00-12:50 pm BUS 4-9

N.B. Taught in conjunction with UKR 499 B1 (Christian Polemics and Mysticism in Early Modern Ukraine: XVII-XVIII cc.) Graduate students will be expected to meet separately with instructor for an additional period, on a weekly basis, at a mutually agreeable time.

Course Description and Objectives: The seminar on *Early-Modern Ukrainian Prose* explores the radical transformation of Rus' culture that transpired in the Polish-Lithuanian Commonwealth under the impact of neo-Latin education. During the first half of the semester the focus will be on study of religious and polemical literature (selections will be drawn from the oeuvre of Meletii Smotryc'kyi, Zakhariia Kopystens'kyi, Lev Krevza, and Ioan Vyshens'kyi). Then the focus will shift to the autobiographical narrative by the ascetic and spiritual leader Paisii Velychkovs'kyi and the theological colloquies of the mystic Hryhorii Skovoroda. Students will also be given the opportunity to consider examples of historical discourse (Samiilo Velychko's monumental chronicle contrasted with Inokentii Gisel's *Synopsis* and/or the anonymous *Litopys samovydcia*) and the travel narratives of Hryhorovych-Bars'kyi.

Students will be expected to explore the historical context and the rhetorical theories that informed Ukrainian prose in the seventeenth and eighteenth centuries. Among the questions to be addressed are: the language and genre choice/s made by various authors. Students will be encouraged to make comparisons with other European cultures of the period.

Prerequisite: None. However, acquaintance with the history and texts covered in UKR 569, *Civilization and Culture in Ukraine: 988-1794* is an asset. All readings and discussions are in English. Students with knowledge of the relevant languages will be encouraged to do readings in the original.

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

Yes

No, not needed, no such projects involved

Texts:

Most required readings for the course are available on the internet or will be provided by the instructor. Some readings will be on reserve at the library. For suggested and background readings, see bibliography appended to this syllabus.

METHOD OF EVALUATION

- Active participation in 499 class discussions.	10%
- E-mail reading reports	15%
- Analysis of literary works and additional historical and theoretical readings at separate meetings of 516	10%
- Book review (3-4 pp) due on 9 March	12%
- Outline & Bibliography for one 20-25-minute Oral Presentation	09%
- Delivery of Oral Presentation	09%
- Research Paper (15-18 pp. for M.A. students; 20-25 pp. for PhD students) due on 27 April	35%

NOTE: E-mail reports are concise critical summaries of assigned readings, delivered to the instructor the evening before next day's class.

University of Alberta Required Notes:

"Policy about course outlines can be found in Section 23.4(2) of the University Calendar." (GFC 29 SEP

2003). "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 (online at www.ualberta.ca/secretariat/appeals.htm) and avoid any behaviour which 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." (GFC 29 SEP 2003)

Plagiarism and Cheating:

All students should consult the "Truth-In-Education" handbook or Website (<http://www.uofaweb.ualberta.ca/TIE/>) regarding the definitions of **plagiarism** and its consequences when detected.

Students involved in language courses and **translation** courses should be aware that on-line "translation engines" produce very dubious and unreliable "translations."

Students in languages courses should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of "cheating" that violates the code of student conduct with dire consequences. 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. Before unpleasantness occurs consult <http://www.uofaweb.ualberta.ca/TIE/>; also discuss this matter with any tutor(s) and with your instructor.

Attendance, Absences, and Missed Grade Components:

Regular daily attendance is essential.

In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail.

Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.4.2 and 23.4.3 of the University Calendar.

Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Policy for Late Assignments:

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.

Grade Scale in MLCS for Graduate Students:				
Excellent:	A+ 97-100	A 93-96	A- 90-92	
Good:	B+ 87-89	B 79-86		
Satisfactory:	-----	-----	B- 74-78	C+ 68-73
Failure:	-----	C 63-67	C- 58-62	D+ 54-57
		D 50-53	F 00-49	

Criteria for Evaluating Graduate Student Essays

EXCELLENT (A+ [97-100])

(10%) The **introduction is comprehensive, covering all important points** of the essay and the manner in which its arguments will develop. There is thorough awareness concerning the literature on the topic and of the key arguments that pertain to it, as well as the history of their development.

(30%) **Content is relevant throughout the essay. The essay's arguments are appropriate and the analysis is not only thorough and persuasive, but also innovative.** There is clear understanding of the problem at hand and the most relevant literature has been integrated. The exemplification is extensive, insightful, and answers the question. Alternately, it reformulates the question.

(30%) The **underlying literary/cultural/philosophical (etc.) theory has been thoroughly grasped and integrated systematically with dexterity and insight. The essay demonstrates innovative thinking.**

(10%) The concluding comments are **critical and innovative. There is detailed analysis of most relevant aspects of argument.** Conclusion/s is/are consistent with the content of the essay. The student has assumed a clear stance and marshaled compelling arguments for its validation.

(10%) **The composition is clear. The language is technically sophisticated, efficient and powerful. There are no errors,** be they in punctuation, spelling, semantic choice, grammar or syntax. Formatting is meticulous.

(10%) **Supporting literature is abundant and always relevant, as well as efficient.** Referencing is accurate and there are no bibliographical errors.

EXCELLENT (A [93-96]; A [90-92])

(10%) The **introduction is comprehensive, covering most important points of the** essay and the manner in which its arguments will develop. There is ample awareness concerning the literature on the topic.

(30%) **Content is relevant throughout the essay. Its arguments are appropriate and the analysis is thorough and persuasive.** There is a clear understanding of the problem at hand and most relevant literature has been integrated. The exemplification is extensive and insightful.

(30%) The **underlying** literary/cultural/philosophical (etc.) **theory has been thoroughly grasped. Its integration is systematic but not mechanistic.** The student is capable of assessing how theoretical insights support the essay's narrative argument.

(10%) The comments are mainly **critical, rather than simply descriptive.** Conclusions are consistent with the content of the essay. The student has assumed a clear stance and marshaled compelling arguments.

(10%) **The composition is clear and sophisticated, making the arguments come across as compelling but balanced.** Errors, be they in punctuation, spelling, semantic, grammar or syntax are rare. Formatting is meticulous.

(10%) **Supporting literature is abundant and always relevant.** Referencing is accurate and there are no bibliographical errors.

GOOD (B+ [87-89]; B [79-86])

(10%) The **introduction is comprehensive and covers most important points of the** essay and the development of its arguments. There is brief indication of awareness concerning the literature on the topic.

(30%) **Content is relevant and supports the main thesis. The essay's arguments are sound.** There is clear understanding of the problem at hand, and most relevant literature has been integrated with much persuasive exemplification.

(30%) There is evidence that the student has grasped the **underlying** literary/cultural/philosophical (etc.) **theory.** Moreover, the student has integrated this understanding of theory throughout the essay to support the essay's narrative.

(10%) There is **some critical evaluation.** Conclusions are consistent with the content of the essay, but the student has not assumed a clear stance on the topic.

(10%) **The composition is clear and helps with the flow of the argument.** There are almost no grammatical/ syntactical/ spelling errors. Formatting is meticulous.

(10%) **Supporting literature is relevant and significant in scope, albeit not always used effectively.** Referencing is accurate and bibliographical errors, if any, are insignificant.

SATISFACTORY (B- [74-78])

(10%) The **introduction is too broad and lacks detail** concerning the essay's content. Some explanation concerning the scope of the essay's arguments and their development is given but without mention of the relevant literature.

(30%) **Content is relevant, for the most part, and tends to support the main thesis. But the essay's arguments are undeveloped or not always logical.** Most relevant literature is integrated with supportive exemplification.

(30%) There is evidence that **underlying** literary/cultural/philosophical (etc.) **theory** has been grasped. But there is no clear evidence how theoretical insights support the essay's narrative. There might be a tendency toward the mechanistic application of theoretical models.

(10%) There is **no critical evaluation.** However, conclusion/s is/are consistent with the content of the essay.

(10%) **The composition is clear** but somewhat puerile. Some grammatical/ syntactical errors. Formatting is meticulous.

(10%) **Supporting literature is relevant but limited.** Referencing is not always accurate and there are a few bibliographical errors.

SATISFACTORY (C+ [68-73])

(10%) The **introduction is weak** and offers an incomplete or unclear explanation of the essay's content, the development of its arguments, and the literature on the topic.

(30%) **Content is primarily descriptive.** There are some literary/cultural (etc.) arguments, but they remain undeveloped. Analysis is limited and there is no indication as to the significance of the question/s posed. Some relevant literature is integrated and some exemplification presented.

(30%) References to **underlying** literary/cultural/philosophical (etc.) **theory** are few. They do not demonstrate an understanding how the theoretical models inform the essay's content.

(10%) **Conclusions are too broad** and generalizing, as well as unsubstantiated by the essay's contents. There is **no critical evaluation**.

(10%) Arguments are undermined by **unclear composition**. Many grammatical/ syntactical errors, and spelling errors. The formatting is sloppy.

(10%) **Paucity of relevant supporting literature**. Many referencing errors. Many bibliographical errors.

FAILURE (C, C-, D+, D, F) 63 and less

(10%) The **introduction is weak** and does not introduce essay contents and manner in which its arguments will develop. There is no awareness of the literature on the topic.

(30%) **Content is undeveloped**. There is no analysis or reflection on the relevance of the question/s posed. No relevant literature is integrated.

(30%) **No** appropriate reference is made to **underlying** literary/cultural/philosophical (etc.) **theory**.

(10%) Failure to make critical evaluation/s and relevant conclusions.

(10%) **Poor writing**, unclear composition, extensive grammatical/syntactical errors, and sloppy formatting.

(10%) **Supporting literature is insufficient** and/or irrelevant. Incorrect and/or unsystematic referencing. Absence of bibliography.

Award available to Graduate Students in this course:

Anna and Wasyl Pylypiuk Memorial Prize

Field of Study: Ukrainian Language, Linguistics, and Literature

Value: \$500.00, -- Number: 1 **Conditions:** Awarded to an undergraduate student with superior academic achievement in any senior level Ukrainian Language, Linguistics, or Literature course. Preference will be given to an undergraduate student majoring in Ukrainian Culture, Language and Literature. **Alternatively, this prize may be awarded on the basis of superior academic achievement to a student registered in a MA or PhD degree program with a focus in either Ukrainian Linguistics or Literature.**

TEXTS
(WITH PRELIMINARY BIBLIOGRAPHY)

LEV KREVZA & ZAXARIJA KOPYSTENS'KYJ

Lev Krevza's A Defense of Church Unity and Zaxarija Kopystens'kyj's Palinodia. Texts transl. with a Foreword by Bohdan Strumiński, Vol. III, Parts 1 & 2. Ed. by Roman Koropec'kyj and Dana R. Miller (Cambridge, MA.: HURI, 1995)

IOAN VYŠENS'KYJ

Vyšenskij, Ivan *Sočinenija*, ed. I. P. Eremin. (Moscow-Leningrad: Izdatelstvo Akademii Nauk SSSR, 1955).

Modern-Ukrainian translation:

Vyšens'kyj, Ivan *Tvory.* Texts trans. with a Foreword by Valerij Šev uk (Kyiv: Dnipro, 1986).

- George G. Grabowicz, "The Question of Authority in Ivan Vy ens'kyj and the Dialectics of Absence,"

Harvard Ukrainian Studies, XII-XIII, 1988-89, pp. 780-794

- Harvey Goldblatt, "On the Language Beliefs of Ivan Vy ens'kyj and the Counter-Reformation," *Harvard Ukrainian Studies*, XIV, June 1991, pp. 7-34

- Andrew Lohrey, "Nationalism as Myth," *Et Cetera* [Society for General Linguistics, San Francisco], Spring 1986

- Ni yk, V. M., ed. *Vid Vyšens'koho do Skovorody.* Kyiv: Naukova dumka, 1972.

MELETIJ SMOTRYC'KYJ

Rus' Restored: Selected Writings of Meletij Smotryc'kyj, 1610-1630. Translated and annotated with an Introduction by David Frick. . Harvard Library of Early Ukrainian Literature. English Translations. Vol. XVII (Cambridge, MA.: HURI, 2005)

- Frick, David A. *Meletij Smotryc'kyj*, (Cambridge, MA.: HURI, 1995)

SAMIJLO VELYC[H]KO

Velyc[h]ko, Samijlo *Skazanije o vojnî kozackoj z Poljakami.*

Pam"jatky ukrajins'koho pys'menstva.. Vol. I. (Kyiv: Arxeohrafi na Komisija UAN, 1926).

Modern-Ukrainian translation:

Vely ko, Samijlo *Litopys* Text transl. with a Foreword by Valerij Šev uk. vol. 1 & 2 (Kyiv: Dnipro, 1991).

- Nebesio, Bohdan "Skil'ky istoriji mo e buty v kozac'komu litopysi" [?], *Slovo i as*, 9, 1993, pp. 22-30

HRYHORIJ SKOVORODA

Skovoroda, Hryhorij *Povne zibrannia tvoriv u dvox tomax*. vols. 1 and 2 (Kyiv: Naukova Dumka, 1973)

modern-Ukrainian translation:

Skovoroda, Hryhorij *Tvory* Texts transl. by Maria Ka uba and Valerii ev uk. Foreword by Oleksa My any . Harvard Library of Early Ukrainian Literature. vol. 1 & 2 (Kyiv: Oberehy, 1994)

English translations (works in progress) **available from instructor:**

- NARCISSUS: A CONVERSATION ABOUT SELF-KNOWLEDGE (Trans. Steven P. Scherer)
- A CONVERSATION, WHICH IS CALLED AN ALPHABET, OR THE PRIMER OF THE WORLD (Trans. Mila Trigos)
- GRATEFUL HERODIUS (Trans. Jonathan Regec)
- THE LOWLY LARK (Trans. Jonathan Regec)
- HIS NAME IS THE SERPENT'S FLOOD (Trans. Mila Trigos)
- SELECTED CORRESPONDENCE (Trans. Eleonora Adams)

English translation (published): A CONVERSATION AMONG FIVE TRAVELLERS CONCERNING LIFE'S TRUE HAPPINESS (Trans. George L. Kline) in:

Journal of Ukrainian Studies, vol 30, No. 1 (Summer 2005) pp. 1-45

Available in pdf:

<http://www.utoronto.ca/elul/English/218/Skovoroda-travellers.pdf>

<http://www.ditext.com/skovoroda/five.html>

[see also *Russian Philosophy*, Edited by James M. Edies, James P. Scanlan and May-Barbara Zeldin with the collaboration of George L. Kline. Vol. I: *The beginnings of Russian Philosophy, The Slavophiles, The Westernizers* (Chicago: Quadrangle Books, 1965) pp. 26-57

- Richard H. Marshall and Thomas E. Bird, eds., *Hryhorij Savy Skovoroda. An Anthology of Critical Articles*, (Edmonton & Toronto: CIUS, 1994 [**contains an excellent bibliography**])

- The special issue of *Journal of Ukrainian Studies*, 22:1-2, 1997 , which was edited by Michael Naydan has several articles on H. Skovoroda, including: - Pylypiuk, Natalia "Skovoroda's Divine Narcissism," special issue of *Journal of Ukrainian Studies*, 22:1-2, 1997 [published March 1998], pp. 13-50

- Dihtjar. S. I. "Estety ni pohljady H.S. Skovorody", *Ukrajins'ke literaturoznavstvo*, 39 (1982), 32-40.

- Ni yk, V. M. "H. Skovoroda i filofs'ki tradyciji Kyjevo—Mohyljans'koji akademiji." *Filosofija Hryhorija Skovorody*, ed. V. I. ynkaruk (Kiev: Naukova dumka, 1972).

- Pylypiuk, Natalia "The Primary Door. At the Threshold of Skovoroda's Theology and Poetics," *Harvard Ukrainian Studies*, Vol. XIV, No. 3/4, December 1990, pp. 551-583.

PAISIJ VELY KOVS'KYJ

The Life of Paisij Vely kovs'kyj Text transl. by J.M.E. Featherstone, with an Introduction by Anthony-Emil L. Tachiaos. Harvard Library of Early Ukrainian Literature. English Translations: vol. IV (Cambridge, MA.: HURI, 1989)

ANTHOLOGIES

Bilets'kyi, O., ed.. Xrestomatija davn'oji ukrajins'koji literatury. Kyiv, 1967

Dzeverin, I. O., editor of the series Biblioteka ukrajins'koji literatury:

Ukrajins'ka literatura XIV-XVI st. Biblioteka ukrajins'koji literatury (Kyiv: Naukova dumka, 1988)

Ukrajins'ka literatura XVII st. Biblioteka ukrajins'koji literatury (Kyiv: Naukova dumka, 1987)

Ukrajins'ka literatura XVIII st. Biblioteka ukrajins'koji literatury (Kyiv: Naukova dumka, 1983)

**BASIC REFERENCE; THE CRITICAL IDIOM;
LITERARY HISTORY / SURVEYS & DISCUSSIONS**

I.

Ukrajins'ki pys'mennyky. Bio-bibliohrafi nyj Slovnyk, ed. by L. Je. Maxnovec', vol. I (Kyiv, 1960)

II.

The New Princeton Encyclopedia of Poetry and Poetics, ed. by Alex Preminger and T.V. F. Brogan (Princeton, NJ: Princeton University Press, 1993)

Dictionary of World Literature, ed. by Joseph T. Shipley (Totowa, NJ: Littlefield, Adams & Co., 1968)

V.M. Lesyn & O.S. Pulyneč', *Slovnyk literaturoznav yx terminiv* (Kyiv: Radjans'ka kola, 1971)

III.

Burjak, B., et. al., eds. *Istorija ukrains'koi literatury u vos'my tomax*. Vol. 1-8. (Kyiv, 1967). Pertinent volumes: One and Two (first part only).

y evs'kyj, Dmytro. *A History of Ukrainian Literature (From the 11th, to the End of the 19th Century)* Translated by Dolly Ferguson, Doreen Gorsline, and Ulana Petyk, with *An Overview of the Twentieth Century* by George S. N. Luckyj. Edited and with a Foreword by George S. N. Luckyj. (New York and Englewood, Colorado: The Ukrainian Academy of Arts and Sciences and Ukrainian Academic Press, 1997)
cf.:

i evskij, Dmitrij *History of Russian Literature. From the Eleventh Century to the End of the Baroque* (The Hague: Mouton & Co., 1971).

i evskij, Dmitrij *Comparative History of Slavic Literatures*. Baltimore, 1971

Grabowicz, George G., *Toward a History of Ukrainian Literature* (Cambridge, MA., MA: HURI, 1981).

Hrycaj, M.S. *Davnja ukrajins'ka proza* (Kyiv, 1975)

GENERAL & CHURCH HISTORY

- Gudziak, Borys A. *Crisis and Reform. The Kyivan Metropolittanate, The Patriarchate of Constantinople, and the Genesis of the Union of Brest* (Cambridge, MA.: HURI, 1998)
- *Istory nyj kontekst, ukladennja Berestejs'koji uniji i per e pounijne pokolinnja*, ed. by Borys Gudziak [Gudziak] with Oleh Turij (L'viv: Institute of Church History of the L'viv Theological Academy, 1995)
- Magocsi, Paul Robert *A History of Ukraine* (University of Toronto, 1996)
- Ploky, Serhii [Ploxij, Serhij] *Nalyvajkova vira: Kozactvo ta relihija v rann'omodernij Ukraini* (Kyiv: Krytyka,)
Translated and edited by Sofia Jrachova: *Nalyvajko's Faith. The Cossacks and Religion in Early Modern Ukraine* (Toronto: CIUS, 2001)
- Subtelny, Orest. *Ukraine. A History*. University of Toronto Press, 1988.
- Sysyn, Frank E. *Between Poland and Ukraine. The Dilemma of Adam Kysil, 1600-1653* (Cambridge, MA.: HURI, 1985)

POETICAL AND RHETORICAL THEORY; INTELLECTUAL HISTORY

- Baldwin, Charles Sears. *Renaissance Literary Theory and Practice. Classicism in the Rhetoric and Poetic of Italy, France, and England. 1400-1600*. Gloucester, Massachusetts: Peter Smith, 1959.
- Baron, Hans. "Cicero and the Roman Civic Spirit in the Middle Ages and Early Renaissance," *Bulletin of the John Rylands Library*, 22 (1938), 91.
- Bida, Constantine. *Ioanikij Galjatovs'kyj i joho "Klu Razumînja"*, Ukrainian Catholic University: Rome, 1975.
- * Bolgar, R.R. *The Classical Heritage and its Beneficiaries: from the Carolingian Age to the End of the Renaissance*. New York: Harper Torchbooks, 1964.
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- Cracraft, James. "Theology at the Kiev Academy during its Golden Age", *Harvard Ukrainian Studies*, 8, No.1-2 (June, 1984).

* Curtius, Ernst Robert. *European Literature and the Latin Middle Ages*. Translated by Willard R. Trask. New York: Pantheon Books, 1953.

Dovhalevs'kyj, Mytrofan. *Poetyka /Sad poety nyj /*. Translated by V. P. Masljuk (Kyiv: Mystectvo, 1973).

Flynn, Lawrence J., S.J. "The *De Arte Rhetorica* of Cyprian Soarez, S.J.," *The Quarterly Journal of Speech*, XLII, No.4 (December, 1956), 368.

* Grafton, Anthony and Jardine, Lisa. *From Humanism to the Humanities. Education and the Liberal Arts in Fifteenth- and Sixteenth-Century Europe*. Cambridge, MA., Massachusetts: Harvard University Press, 1986.

Harbison, E. Harrison. *The Christian Scholar in the Age of the Reformation*. New York: Scribners, 1956.

Hardison, O. B. Jr. *The Enduring Monument. A Study of the Idea of Praise in Renaissance Literary Theory and Practice*. Chapel Hill: The University of North Carolina Press, 1962.

Howell, Wilbur S. *Logic and Rhetoric in England, 1500-1700*. Princeton, N.J., 1956.

Javorskij, Stefan. *Ritori eskaja ruka*. Vol. XX. St. Petersburg: Ob estvo ljubitelej drevn. pis'm, 1878.

Korotaj, Władysław. "Dynamika rozwoju piśmiennictwa polskiego od połowy XVI do końca XVII wieku," *Wiek XVII — Kontrreformacja — Barok. Prace z historii kultury*, ed. Janusz Pelc. *Studia Staropolskie*, vol. XXIX. Wrocław: Instytut Badań Literackich PAN, 1970, 274-290.

* Kristeller, Paul Oskar. *Renaissance Thought. The Classic, Scholastic, and Humanist Strains*. New York: Harper Torchbooks, 1961.

Masljuk, Vitalij. *Latynomovni poetyky i rytoryky XVII-per oji polovyny XVIII st. ta jix rol' u rozvytku teoriji literatury na Ukrajinu*. Kiev: Naukova dumka, 1983.

Mohrmann, Gerald. "Oratorical Delivery and Other Problems in Current Scholarship on English Renaissance Rhetoric," *Renaissance Eloquence. Studies in the Theory and Practice of Renaissance Rhetoric*, ed. James J. Murphy. Berkeley: University of California Press, 1983.

Nalyvajko, D. S. "Kyjivs'ki poetyky XVII - XVIII st. v konteksti jevroejs'koho literaturnoho procesu., *Literaturna spadščyna Kyjivs'koji Rusi i ukrajins'ka literatura XVI-XVIII st.*, ed. O. V. My any . Kyiv: Naukova dumka, 1981.

Okenfuss, Max J. "The Jesuit Origins of Petrine Education., *The Eighteenth Century in Russia*, ed. J. G. Garrard. Oxford: Clarendon Press, 1973, 106-130.

* Ong, Walter J. S.J. *Rhetoric, Romance and Technology. Studies in the Interaction of Expression and Culture..* Ithaca: Cornell University Press, 1971.

* O'Rourke Boyle, Marjorie. *Rhetoric and Reform. Erasmus' Civil Dispute with Luther* (Cambridge, MA.: Harvard University Press, 1983)

Percival, W. Keith. "Grammar and Rhetoric in the Renaissance," *Renaissance Eloquence. Studies in the Theory and Practice of Renaissance Rhetoric.*, ed. James J. Murphy. Berkeley: University of California Press, 1983, 321-322.

Petrov, N. "O slovesnyx naukax i literaturnyx zanjatijax v kievskoj akademii ot na ala eja do preobrazovanija v 1819 godu" (part I) *Trudy kievskoj duxovnoj akademii*, VII, 1866; (part II) No. XI, 1866; (part III) No. XII, 1866; (part IV) No. I, 1867; (part V) No. III, 1868.

Prokopovi , Feofan [Prokopovy , Teofan]. *De Arte Rhetorica Libri X, Kijoaviae 1706.* ed. Renate Lachmann. Köln: Böhlau Verlag, 1982.

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Pylypiuk, Natalia "Kyjivs'ki poetyky i renesansni teoriji mystectva", *Jevropejs'ke vidrod ennja ta ukrajins'ka literatura XIV – XVIII st.*, edited by Oleksa My any (Kiev: Naukova Dumka, 1993) [Ukrainian Academy of Arts and Sciences, T. Shevchenko Institute of Literature], pp. 75-109.

Stratij, Ja. M. and Litvinov, V.D. and Andru ko, V.A. *Opisanie kursov filosofii i tritoriki professorov Kievo-Mogiljanskoj akademii.* Kiev: Naukova dumka, 1982.

* Struever, Nancy. *The Language of History in the Renaissance.* Princeton, N.J., 1970.

Syvokin', H. *Davni ukrains'ki poetyky.* Kharkiv, 1960 [and later edition]

Ul inaité, Eugenija. *Teoria retoryczna w Polsce i na Litwie w XVII wieku. Próba rekonstrukcji schematu retorycznego.* Wrocław: PAN, Komitet Nauk o Literaturze Polskiej, 1984.

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* Weiman, Robert. *Authority and Representation in Early Modern Discourse.* Edited by Daid Hillman. Baltimore and London: John Hopkins University Press, 1996.

Weinberg, Bernard. *A History of Literary Criticism in the Italian Renaissance*. Vol. I. Chicago: University of Chicago Press, 1961.

BACKGROUND READINGS ON THE UKRAINIAN-LANGUAGE QUESTION:

Pritsak, Omeljan, "A Historical Perspective on the Ukrainian Language Question," in Riccardo Picchio and Harvey Goldblatt, ed., *Aspects of the Slavic Language Question*. Vol. II. East Slavic. New Haven: Yale Concilium on International and Area Studies, 1984.

Pugh, Stefan M. *Testament to Ruthenian. A Linguistic Analysis of the Smotryc'kyj Variant* (Cambridge, MA: HURI, 1996)

Strumins'kyj, Bohdan, "The Language Question in the Ukrainian Lands before the Nineteenth Century," in Riccardo Picchio and Harvey Goldblatt, ed., *Aspects of the Slavic Language Question*. Vol. II. East Slavic. New Haven: Yale Concilium on International and Area Studies, 1984.

SPECIAL TOOLS

Alciatus, Andreas *The Latin Emblems, Indexes and Lists*, ed. by Peter M. Daly et al., vol. 1 and 2, (Toronto: University of Toronto Press, 1985)

Erasmus, Desiderius:

Collected Works of Erasmus, Adages, tr. and ann. by R.A.B. Mynors, vol 33-37 (Toronto: University of Toronto Press, 1992 etc.)

XVII c. Lexicons

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