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**INTEGRITY UNDER INFORMATION WARFARE
(ON THE ARTICLES OF VASYL' STUS DONETSK
NATIONAL UNIVERSITY STUDENTS)**

Kyrylo Mieliekiestsev

Vasyl' Stus Donetsk National University

k.melekestsev@donnu.edu.ua

Introduction. The wartime conditions of information warfare greatly affect student research, forcing students to choose between academic integrity and their own feelings when writing up analyses of current and past events. As such, the Faculty of History and International Relations of Vasyl Stus Donetsk National University is trying to attract its students towards research of information warfare as a concept.

Materials and methods. “History of Ukraine in Information Warfare” was introduced as a subject to the curriculum of international relations freshmen in 2020, and to the history and archaeology students the year after. The students that then took part in academic activities answered a questionnaire on their reasons for interest in information warfare as a topic. Information warfare was studied in the context of policies on propaganda, rather than its technical side (e.g. “cyberwarfare”), extrapolating from R. Szafranski's works (Мелекестев, 2022).

Results. Surveying students, who wrote papers on information warfare themselves, allowed to determine what interested them the most in this topic. Most of history students named Moscow's active

anti-Ukrainian information campaign in 2020–2021; IR students referred to the start of Moscow’s full-scale offensive in 2022. It’s worth to note that the second most-named reason is categorically false, as trends regarding student interest in information warfare could be seen pre-2022. It may be a matter of traumatic memory overriding the students’ ability to determine what were their other reasons for interest (speculating, the aforementioned curriculum itself).

The students’ own works reveal differences in understanding of the subject between history and IR students. Within “History and Archaeology” program, Ye. Zabolotnyi indicated that the ideological component of Moscow’s information warfare is “chronologically longer than the current phase of the centuries-old conflict between our democracy and Muscovite authoritarianism,” trying to find century-long tendencies, extrapolating the current situation on the past in search for confirmation (historicism) (Заболотний, 2022). Another history student, D. Pyatina focused on determining the presence of “fake news” and methods of countering them as offered by experts: problem-solving, rather than researching (Пятіна, 2020). Yet, IR students have proven to be much more detached in research, preserving integrity, as seen in A. Anisov’s paper on NATO’s engagement in information warfare (Анісов, 2020) and Yu. Palamar-chuk’s analysis of DonNU staff’s publications (Паламарчук, 2022).

Conclusion. This aspect of the study has shown history students to be more likely than international relations students to pick-up “favourites” and break research integrity in favor of their own feelings and the desire for problem-solving.

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