Reception of identifications in genocide writings for children and YA by Ukrainian Diaspora: *imagological aspect*

Genocide in children's literature is a controversial topic for society. On the one hand, it is difficult for society to recognize genocide, for instance, to recognize the starvation of 1932-1933 as genocide against Ukrainian people. Moreover, society believes that authors should describe childhood as an idyllic time, thus, it avoids the topic of genocide as being a traumatic issue for children. On the other hand, according to J.L. Powers and Jane M. Gandi, "sixty wars have occurred only since 1945, with children growing up and getting that horrific experience." Therefore, this theme is controversial, as on the one hand, children must absorb the experience and history of their nations, and on the other, society does not wish to raise the problematic topic to children. One of the most difficult topics in Ukrainian children's literature is the issue of Ukrainian genocide, also called the Holodomor (1932-33). This theme is presented in informational texts by V. Ilchenko, novels by Olha Mak, and Lesia Bryzghun-Shanta, short stories by Vira Vovk, and Ivan Bodnarchuk, etc. Nowadays, there are numerous works on the Ukrainian genocide (by such researchers as G. R. Conquest, H. Kostiuk, A. Applebaum, etc.), but there is no study about Ukrainian genocide in children literature. My case study is to consider the Ukrainian horrific experience through reception of national, colonial and human identifications in Ukrainian Diasporic literature for children and YA. Here, these ideas are considered as interpretation of the key concepts The Self – The Other. This imagological aspect defines Ukraine's auto-image that was formed by Ukrainians abroad and conceptualizes several connotations of the Other as either threatening or familiar.

Keywords: genocide, Holodomor, children literature, Ukrainian Diaspora, The Self - The Other

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