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The idea of researching the state and needs of Ukrainian and Crimean Tatar studies centres emerged at the Ukrainian Institute in 2021. It was due to the lack of generalised information about existing institutional centres of Ukrainian studies in the world and to the need to understand and describe the general focus of Ukrainian studies, their content, and their regional and other peculiarities. From a practical point of view, such a study is necessary to develop a more effective operational strategy for the Ukrainian Institute, and its academic programmes. The Ukrainian Institute has been implementing the Lysiak-Rudnytskyi Ukrainian Studies Programme since 2020. This programme aims at supporting Ukrainian studies projects in educational, academic, cultural institutions, and analytical centres abroad. A broader goal of this study is to contribute to the development of public policy regarding the support for Ukrainian studies abroad and to identify the most urgent and appropriate types of such support, in terms of regions and themes. Ukrainian studies specialists might find the results of our study useful for further networking, the exchange of experience, and establishing various types of research projects with colleagues around the world. Meanwhile, the general public can shape their understanding of the sources of state-of-the-art knowledge about Ukraine in the world in general and in individual countries.

The emergence of Ukrainian studies abroad is closely related to the process of emigration from Ukraine. It was the representatives of the diaspora who initiated the foundation of the first institutions for the study of processes in Ukraine and Ukrainian society. Back in 1948, S. Yursky, reflecting on the problems of foreign Ukrainian studies, identified two that are still relevant today: the prevalence of Russian narratives about the history and culture of Ukraine and the region, and the excessive focus of Ukrainianists, from that time onward, on the study of ethnographic features rather than the world surrounding Ukraine and the place of Ukraine and Ukrainians in it. “Russian scholarship succeeded in instilling the world with its concepts of geography and history of Eastern European space. [...] The current situation, wherein Russian scholarship is interpreting the entire space of the current USSR as its own, and the Ukrainian academia is shyly avoiding going beyond its ethnographic territories, must be changed.” The unique history of each such centre founded by the

The Russian full-scale invasion on February 24, 2022, increased interest in Ukraine and Ukrainian studies in the world and, accordingly, deepened the relevance of the subject of our research. It created chances for the further development of Ukrainian studies in the world on at least two levels.

**The first is the unprecedented growth of interest in Ukrainian studies around the world.** In September 2022, Western universities noted a significant increase in the number of first-year students who chose to study Ukrainian or Polish language, compared to a significant decline in interest in learning Russian against the previous year (from 30 to 50%).[^1] Another piece of evidence was the phenomenal interest of a wide audience in Timothy Snyder’s online course, *The Making of Modern Ukraine*, which has accumulated more than 5 million views on YouTube. Even the annual report of Duolingo, the most popular mobile application for self-study of foreign languages, indicates that more than 1.3 million people in the world started learning Ukrainian as a sign of solidarity and support after the full-scale invasion by the Russian Federation.[^4]

**The second is the actualisation of the discussion about the emergence of Ukrainian studies from the shadow of Russian studies.** The Russian-centric narrative has often been uncritically reproduced in historical studies, in particular in those that deal with the history of the entire region and not exclusively of Russia.

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[^3]: Another significant number of the people who started learning Ukrainian in 2022 did it in Poland, Great Britain, Germany, Czech Republic, and Ireland. See the report of the language learning application Duolingo, 2022. Retrieved from: https://blog.duolingo.com/2022-duolingo-language-report/
As Professor Timothy Snyder points out, the Russian narrative is perceived as real, while the Ukrainian narrative remains less familiar and even more suspicious in terms of credibility. Analysing the shortcomings of Western expertise on the countries of Central and Eastern Europe, Aliaksei Kazharski specifically emphasised that the Russocentrism of Eastern European studies caused a noticeable predominance of Russians’ involvement in them, including as experts and researchers on Ukrainian issues, and this also normalised the appeals to Russians for expertise on Ukraine.

The influence of the russocentric narrative in academic and analytical studies, moreover, had direct consequences for the foreign policy decision-making. Alexander Vindman, Director of European Affairs for the US National Security Council for 2018–2020, argues that the problem of russocentrism in the perception of the region in US government circles is even more complex than in academic Slavic studies, which in recent years have at least begun to re-evaluate their previous approaches, “In the time I spent on the National Security Council, from 2018 to 2020, the results of this cumulative bias in national security education became obvious. Very few officials had specialized knowledge of the region, let alone of Ukraine, and among those, even fewer had Ukrainian language skills.”

Therefore, in 2022, the process of intellectual decolonisation of Eastern European and Slavic studies in many countries significantly intensified. In particular, there have recently been a few initiatives dedicated to the assessment of the state of Ukrainian studies within East European studies as well as to the difficulties of decolonisation of the studies of the region, such as the seminar of the German-Ukrainian Commission of Historians, the presentation of Andrii Zayarniuk, Historians as Enablers? Historiography, Imperialism and the Legitimation of Russian Aggression in May 2022, part of the discussion focused on the topic War against Ukraine in the Slavic Review magazine, as well as a number of other publications.

But both the growing interest in Ukrainian studies, and the calls to revise academic and analytical russocentrism are only short-term trends that may end without substantial changes, so our study aims to be one of the steps taken to strengthen Ukrainian studies in the world during this crucial time.

This study systematically and thoroughly examines the state of Ukrainian and Crimean Tatar studies abroad. The Ukrainian Institute commenced this research in 2021, commissioning a pilot study carried out by the Analytical Center of the Ukrainian Catholic University. The findings of this pilot study, which identi-
identified 40 Ukrainian studies centres using the method of open-source analysis, elucidated the need to create the most geographically and thematically complete database of centres of Ukrainian and Crimean Tatar studies in the world, identified primarily as parts of higher education institutions or affiliated with them, but also as independent centres. We created such a database using several sources. Firstly, the Ukrainian Institute made an official request to the Ministry of Foreign Affairs of Ukraine to provide information on Ukrainian studies centres with the help of the embassies of Ukraine in certain countries. Secondly, we actively used open sources (websites of centres and respective educational institutions, web pages of individual embassies, directories, etc.). Thirdly, we used the “snowball” method, adding to the online questionnaire sent out to representatives of Ukrainian studies centres we had already identified by the previous two methods a question about the centres of Ukrainian studies in a certain country that the respondent is aware of.

It is important that we apply a broad definition of Ukrainian studies, in order to cover as much as possible their various forms and features. Therefore, for the purposes of this study, Ukrainian and Crimean Tatar studies means:

- University educational programmes in Ukrainian studies, i.e., in Ukrainian history, culture, the contemporary politics of Ukraine, etc.
- University educational programmes on the study of the Ukrainian or Crimean Tatar language and literature.
- University educational and research programmes in regional studies (for example, studies of post-Soviet/post-communist countries, Eastern European studies, Eurasian studies, Slavic studies, etc.), within which Ukrainian studies are covered, or Turkic studies, within which Crimean Tatar studies are included. Relevance of these centres to our study is determined by the proportion of their research devoted to Ukrainian or Crimean Tatar issues.
- University research centres that study Ukrainian and Crimean Tatar topics in terms of history, culture, politics, regional or international relations.
- Independent research centres and think tanks where the main or a significant focus is the study of topics related to Ukraine or Crimean Tatars, within the framework of regional studies.

It is important to emphasise that we have included think tanks as the objects of the study, because their role in the process of creating knowledge on social science topics is growing in significance, and the influence of the knowledge generated in such think tanks on the foreign policy decisions of foreign countries is greater than that of purely academic centres. There are many examples of think tank representatives serving on the faculty of academic Ukrainian studies centres. Combining academic and analytical dimensions, we overcome the traditional gap between teaching and research discourse on the one hand, and the media and political discourse on the other.

After collecting basic information and compiling the first database of Ukrainian studies centres and their contact data, we developed an online questionnaire
for representatives of individual centres in order to explore the state, needs, and prospects of Ukrainian and Crimean Tatar studies abroad. An online survey of representatives of Ukrainian and Crimean Tatar studies, sent to the centres according to the compiled database, was conducted in English and Ukrainian from June to October 2022.

Answering both closed and open questions, the respondents provided information about the activities of the centres (areas of work, types of activities, number of staff, teaching hours, partnerships, etc.), the dynamics of their development, and the impact of the full-scale war of Russia against Ukraine. They were also asked to identify key problems in the activities of the centres and ways to solve them. The data obtained formed the basis of this analytical report and was used to fill in and verify the interactive map of Ukrainian and Crimean Tatar studies centres abroad.

The actual mapping of the centres of Ukrainian studies around the world became the first published outcome of our research. Based on the findings of the study, we developed an interactive map of Ukrainian and Crimean Tatar studies centres abroad. Placed on the website of the Ukrainian Institute, it contains information about more than 150 branches of Ukrainian and Crimean Tatar studies centres in 32 countries of the world, and allows one to filter the centres by geography, current status (non/active), type and organisational form. We invite all readers to use the map, and to offer their additions and clarifications to it, since it is a living project designed to reflect the state and needs of Ukrainian studies centres here and now as precisely as possible.

In terms of structure, this analytical report consists of two main parts. The first chapter presents the results of the survey of representatives of Ukrainian studies centres abroad. It covers general characteristics of their work, the peculiarities of their teaching and research activities, an analysis of their situation and problems, and prospects for their development.

In the second chapter, based on the results of the survey and consultations with experts who specialise in the relevant regions and countries, official documents, online pages of the centres, and available secondary literature, we tried to make a portrait of Ukrainian studies in specific regions of the world. We did not strictly define these regional groups on the basis of geography, but rather on the basis of a set of unifying criteria that are characteristic of the centres in particular countries or groups of countries. Among these criteria are the overall development of the centres, the role of the Ukrainian community, the number of centres, their tendencies in Slavic and Eastern European studies, the predominant subjects (politics/language/history studies, etc.), language studies peculiarities, etc. We outlined general information about the Ukrainian studies centres, the history of their establishment and the role of the diaspora, their issues and other specifics, according to individual regions. Finally, in the conclusion, we summarised the main findings regarding the current state of and prospects for Ukrainian studies worldwide.

As with any study, ours has certain limitations. First, due to a lack of funding after the full-scale invasion, we were unable to conduct in-depth interviews with the representatives of Ukrainian studies centres overseas as originally planned. Such interviews would help to clarify a number of
This project was made possible thanks to the support of many friends and partners.

We are grateful for the grant from the European Cultural Foundation and our partners from the NGO Promotion of Intercultural Cooperation, which made it possible to translate, publish and present to the public our research within the constraints of limited funding.

We are grateful to the Ministry of Foreign Affairs of Ukraine, and, in particular, to the embassies of Ukraine in Austria, Australia, Belarus, Brazil, Canada, the Czech Republic, Estonia, Germany, Hungary, Italy, Japan, Latvia, the Netherlands, the People’s Republic of China, Poland, Russia, and Turkey for providing the information regarding the functioning of Ukrainian studies centres in their host countries.9 We are grateful to our colleagues, Serhii Tytyuk for programming and sending out the online questionnaires and Mariia Dubyk for help in finalising the analytical report. We are grateful to Valerii Bronskykh for invaluable data on studies in the PRC, Yevgeniya Gaber and Fethi KurtiYahin for advice on Ukrainian studies in Turkey, Olena Pevny for help with contacting for the section on Japan, Vladyslav Yatsenko for consulting on the state of Ukrainian studies in Russia, as well as many other friends and colleagues who helped with contacts, advice, clarifications, criticism, etc. Finally, we are grateful to the reviewers of our study, Olena Betlii and Yana Prymachenko, whose comments helped to significantly improve the initial version of the text. Despite the significant contribution of the listed persons, the team of authors takes responsibility for all the errors, inaccuracies, and misinterpretations.

We hope that this study will become an important tool in strengthening cooperation between centres of Ukrainian studies in the world, and in spreading knowledge about Ukraine.

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9 Data collection was carried out in fall 2021.
**Types of studies**

- Ukrainian studies: 91
- Ukrainian studies within the framework of regional studies: 73
- Crimean Tatar studies: 5

**Organisational form**

- A separate programme within the university faculty, school, institute: 46
- Research centre at the university: 41
- Department or institute (within the university faculty or programme): 30
- Non-university research or analytical centre: 17
- University faculty, school, institute: 14
- Association of Ukrainian, Slavic, or other studies: 9
- Research centre of different type: 8
- Other: 4

**Chronology of the establishment of Ukrainian studies**

- The chart depicts the first noticeable increase in the number of studies following the end of World War II and the start of the Cold War due to the activities of the Ukrainian diaspora in the West. The next significant "leap" occurred after the "perestroika" in the USSR and Ukraine’s independence.
- The year of foundation is known for 120 studies.
The map depicts centres of Ukrainian and Crimean Tatar studies around the world as identified by the Ukrainian Institute in November 2022. The regularly updated interactive map of the Ukrainian studies centres can be found on the Ukrainian Institute’s website: https://ui.org.ua/en/sectors-en/ukrainian-and-crimean-tatar-studies-abroad/.
In order to learn about the situation and needs of Ukrainian studies centres at first hand, we conducted an online survey of representatives of Ukrainian and Crimean Tatar studies abroad. In this section, we present the results of the analysis of the respondents’ answers.

By referring to Ukrainian and/or Crimean Tatar studies organisations abroad in this study, we mean the following:

- educational programmes or individual courses in Ukrainian studies (the history, culture, and modern politics of Ukraine);
- educational programmes or individual courses on studying the Ukrainian and/or Crimean Tatar language;
- independent research centres or research centres at universities that offer Ukrainian and/or Crimean Tatar topics in terms of historical, cultural, political, and regional studies, international relations, etc.;
- independent research centres or research centres at universities with a regional orientation (Central and Eastern European studies, Slavic studies, Eurasian studies, post-Soviet/post-communist studies), in which there is a significant share of research/study of Ukrainian and/or Crimean Tatar issues.

The survey was conducted through an online questionnaire in Ukrainian and English, it lasted from June to October 2022. Representatives of 66 Ukrainian studies organisations abroad took part in the survey, which is about 40% of the total number of Ukrainian studies organisations identified by the Ukrainian Institute through analysis of open sources, and information received from the embassies of Ukraine in a number of countries. Among these 66 studies organisations, there are 61 active branches, and five organisations that have ceased their activities. The sample of respondents covered 22 countries.

A significant limitation of this survey is the geographical distribution of the responses received. Respondents from the countries of Western Europe and North America responded most actively, while respondents from China and Russia remained unavailable to us, despite the notable presence of Ukrainian studies in these countries. In addition, among our respondents there is a lack of representatives of Crimean Tatar studies, which deprives us of the opportunity to draw conclusions about their situation based on direct evidence.
We analysed the responses of survey participants who represent studies that continue to be operational. The closed Ukrainian studies centres are analysed in the context of the problems they faced. In general, we were interested in what topics in the fields of history, language, literature, or politics Ukrainian studies centres abroad offer, what formats they choose for their activities, and what organisational resources they have, as well as how closely they maintain ties with Ukraine and the Ukrainian-speaking (academic) environment. In addition, we inquired about how the respondents assess the dynamics of the development of their studies, and their thoughts on the problems they most often deal with.

In general, it can be said that Ukrainian studies abroad mainly aim to foster the study of culture, language, literature and history, with less emphasis on politics. Culture is a pervasive theme – more than 85% of respondents mentioned it. However, such an apparent cultural emphasis in Ukrainian studies may conceal the variety of meanings with which the respondents approach the concept of “culture,” because it can include visual arts, music, literature, and cinematography. Interestingly, among all the organisational formats, the academic ones – faculties, institutes and their curricula – provide the most diverse range of research and study topics.
The main areas and activities of Ukrainian studies centres

Ukrainian studies centres exist and develop mainly within academic environment at universities, which determines their distribution by type. Over 80% of the surveyed representatives of Ukrainian studies reported that their centres are engaged in teaching. Almost the same number is involved in academic research. A slightly lower percentage of Ukrainian studies centres contribute to spreading knowledge about Ukraine among foreign audiences by organising public events. Policy analysis constitutes a significantly smaller share of organisations’ work. Specialised research and analytical centres are engaged in this type of activity more often. However, university divisions (faculties and departments) and programmes are also involved. Other areas of organisations’ activities that were not included in the major listed categories are publishing, arts projects, and academic exchange programmes.

When asking respondents about the staff at their centre, we were interested not only in the total numbers, but also in the proportion of administrative staff (ensuring the smooth bureaucratic and organisational operation of the centre) to researchers.

The median number of people conducting actual research or teaching within the studies is five, which is slightly greater than the number of administrative personnel (the median value for the entire sample is three persons). However, centres surveyed show considerable variation: the number of administrative positions can range from one to several dozen. For example, the Centre for East European Studies at the University of Warsaw employs about twenty administrative staff, while the School of Slavonic and East European Studies at University
College London (SSEES) and the Harvard Ukrainian Research Institute (HURI) have sixteen and fourteen administrative staff members, respectively. The Canadian Institute of Ukrainian Studies (CIUS) employs over ten administrative staff and approximately twelve researchers. Also, the number of researchers and professors varies significantly: from one person, as in the University of Lyon 2 (France), the Social Impact Technologies and Democracy Research Hub (SITADHub, Australia), and Kobe Gakuin University (Japan), to more than fifty researchers and teachers at the University of Indiana, forty-five at the Centre for East European Studies at the University of Warsaw, twenty at the Department of Ukrainian Studies at the University of Warsaw, seventeen at the College of Eastern Europe in Wrocław, and sixteen at the Ukrainian Free University in Munich.

Immediate absolute values, however, range from one native speaker to fifteen, such as in the Centre for East European Studies at the University of Warsaw. A relatively large number of employees fluent in Ukrainian can also be found at the Department of Ukrainian Studies at the University of Warsaw and at the Jagiellonian University, twelve people each. Such a noticeable representation of Ukrainian speakers in Ukrainian studies centres in Poland can be explained by the significant (and also quite recent) Ukrainian diaspora in the country, as well as by the geographical proximity of Poland to Ukraine and, accordingly, easy access to the Ukrainian-speaking environment.

The employees of the Ukrainian studies centres surveyed demonstrate a fairly high level of command of the Ukrainian language. The data from the respondents interviewed show that on average about half of all employees of their studies are fluent in the Ukrainian language.

Results of the survey of representatives of Ukrainian and Crimean Tatar studies centres in the world
Among other issues, we were also interested in the affiliation of Ukrainian studies centres with either state or private structures. According to the respondents’ answers, 82% of Ukrainian studies operate at state educational institutions or research centres, and 13% at private ones. Thus, in the absolute and overwhelming majority of cases, Ukrainian studies must rely on state funds and, accordingly, the commitment of universities and local governments. State funding is the most prevalent, but it is often insufficient. As the respondents point out, universities primarily finance professors’ salaries, and there is a lack of funds for promotion, event organisation, etc. In addition, universities tend to commercialise education and finance educational programmes in accordance with demand, that is, the interest of students in Ukrainian studies disciplines, which, according to respondents, was lacking until February 24, 2022, the date of Russia’s full-scale invasion.

Typically, the centres try to diversify their sources of funding, mostly supplementing more stable and longer-term types of funding, such as state or municipal funding, with short-term grants and charitable contributions. In addition, for Canadian university-level Ukrainian studies centres at universities, funding through endowments is common, along with private and state funding and charitable contributions.

Unfortunately, it is impossible to provide accurate information on Ukrainian studies centres’ annual budgets, as respondents either do not have such information or are not authorised to disclose it. However, six respondents did provide relevant
data. According to these data, which are extremely limited in terms of being representative, the average annual volume of the studies’ finances ranges from $30–$50 thousand for a separate programme or department in a country of Western or Central Europe, to $200–$400 thousand for regional studies within the framework of which Ukraine is studied in the USA or Canada. At the same time, according to these respondents, the volume of the annual budget for achieving strategic goals and priorities should be from $10,000 in Japan to $100,000 in Canada and Germany. However, whether such funds are sufficient depends on the format of the programme or its activities. Thus, one of the respondents from a Scandinavian country noted that the desired volume of the annual budget for the creation of a separate programme of Ukrainian studies, with the provision of a teaching and research component should be more than $1 million (!).

The absolute and overwhelming majority of respondents noted that at least one of the aspects of their activities is teaching the Ukrainian language, history, and other Ukraine-related courses. Such teaching primarily focuses on the undergraduate and graduate levels.

As many as eleven universities offer a full cycle of higher education in Ukrainian studies, from the bachelor’s degree to the doctoral degree. Among them, for example, are the Institute of Ukrainian Studies at the University of Prešov, the Department of Ukrainian Studies at the University of Warsaw, the Department of East European Studies at Charles University, the Department of Ukrainian Studies at the University of Wrocław, and the De-

DISTRIBUTION OF UKRAINIAN STUDIES BY LEVEL OF EDUCATION

- Bachelor’s degree
- Master’s degree
- Doctorate
- Do not offer a degree in Ukrainian studies
- Certificate programme

NB: in response to this question, respondents could indicate more than one educational level
part of Slavonic Studies at Palacký University of Olomouc. Other institutions, along with University College London (UCL), Columbia University, University of Alberta, Istanbul University, Sofia University “St. Kliment Ohridski,” University of Belgrade, University of Zagreb, Maria Curie-Skłodowska University in Lublin, Hankuk University of Foreign Studies in Seoul, as well as Jagiellonian University in Kraków, give students the opportunity to master the level of fluency in the language (corresponding to levels C1, C2 on the CEFR scale).

Certificates are also awarded by stand-alone programmes or Ukrainian studies centres at Canadian and American institutions, for example, the Prairie Centre for the Study of Ukrainian Heritage (PCUH) at St. Thomas More College (University of Saskatchewan), the Ukrainian Studies Program at the Harriman Institute, and the Centre for Ukrainian Canadian Studies at the University of Manitoba. At another eight institutions although offering Ukrainian studies, students do not have the opportunity to study the Ukrainian language. This is most likely due to the fact that these departments or institutes study the entire region of Eastern Europe, of which Ukraine is only a part.

The average number of hours of Ukrainian language teaching during the academic year among the studies surveyed is 125 hours. More than 200 hours, i.e., significantly more than the average value, are offered by the Department of Ukrainian Studies at the University of Warsaw, the programme in Ukrainian studies at the Harriman Institute, Sofia University “St. Kliment Ohridski,” Faculty of Philology at the University of Belgrade, Maria Curie-Skłodowska University in Lublin, and Jagiellonian University.

The average number of students studying in Ukrainian studies programmes during the academic year is relatively small and amounts to 36 people; this value varies from just three to more than a hundred.

DISTRIBUTION OF UKRAINIAN STUDIES CENTRES ACCORDING TO THE HIGHEST LEVEL OF UKRAINIAN LANGUAGE PROFICIENCY TAUGHTE
people. Over 50 Ukrainian students a year are trained by the University of Warsaw, the University of Saskatchewan, the School of Slavonic and East European Studies at University College London, the Harriman Institute, Jagiellonian University, the University of Alberta, the University of Zagreb, Marie Curie-Skłodowska University in Lublin, the Hankuk University of Foreign Studies in Seoul, University of Helsinki, Indiana University, University of Wrocław.

Organisationally speaking, Ukrainian studies are quite small. The number of full-time professors of Ukrainian studies’ subjects or courses with a formal university affiliation and a salary ranges from 1 to 17, with a median of three people per unit. More than 80% of them are Ukrainian citizens or have Ukrainian ancestry, which demonstrates the close connection of the studies with the Ukrainian diaspora (long-standing or recent) as well as the limitation of the studies and the need to expand the circle of Ukrainian studies scholars and engage foreigners in Ukrainian studies. The Department of Ukrainian Studies at the University of Warsaw, and the Department of Polish-Ukrainian Studies at Jagiellonian University have the largest staff.

In only ten cases do the professors of the respective courses work on a voluntary basis; in the vast majority of the centres this is not the case. Occasionally, however, students are engaged in teaching on a voluntary basis. The scarcity of such examples is probably a positive characteristic, as the provision of a salary results in a higher level of personal commitment as well as the institutionalisation of the studies.

Research and analysis in Ukrainian studies centres

Research and analysis are an integral part of the activities of Ukrainian studies, as indicated by 85 percent of respondents (52 persons). The research topics and directions cited by respondents, which were prevalent in the research activities within the studies during the last five years, are quite diverse and cover linguistic, historical, geopolitical, cultural, and religious issues.

The respondents cited comparative studies of the Ukrainian language, studies of translation from Ukrainian, language policy, bilingualism, and surzhyk (interlanguage) in Ukraine as examples of language studies. Historical research most often focuses on the topics of historical memory, the Holodomor (the Great Famine of 1932-33), the history of Ukraine in the 20th century (for example, such “exotic” aspects as the activities of the UPA in Japan or the Ukrainian national movement in Manchuria), post-colonialism, and post-totalitarianism. Numerous topics relate to contemporary Ukraine, for example, including migration and diaspora research, European integration, reforms in Ukraine, civil society and human rights, media, information warfare, the impact of the pandemic, etc. Respondents also mentioned the study of 20th century literature, the Gothic subgenre of Ukrainian literature, and political folklore. The study of regional cultural peculiarities was also mentioned among the research topics (for instance, those of Donbas or Kharkiv, Ukrainian cultural heritage in Poland, and Polish cultural heritage in Ukraine).
It is important to note that approximately one-third of the respondents indicated that research on Russian topics occupies a much higher share in their institutions than research on Ukrainian topics. This phenomenon may be the result of both institutional inertia, namely the large number of specialists in Russian studies since the Cold War, and more recent attention to Russia, for instance due to its increasingly aggressive policies in recent years.

Almost all studies maintain ties with educational/research institutions and specialists in Ukraine. Most often, these connections take the form of co-organisation of conferences (74% of responses), joint educational or research projects (67%), as well as internships for professors and student exchanges (45 and 48%, respectively). Some studies maintain ties with Ukraine through special fellowships, translations of educational materials from Ukrainian, and publication of books or journals.

The majority of respondents cited conferences as the joint activity that the studies conducted with educational or research institutions and specialists in Ukraine over the past three years. Thematically, they addressed broad issues of language, culture, literature, history, etc. For example, separate conferences have been devoted to the works of Lesya Ukrainka, Stanislaw Lem, and Vasyl Stus.

Respondents also mentioned a number of academic exchanges and internships, the organisation of contests (international language competence contests, poetry reading contests), joint research projects (for example, on the sociolinguistic situa-
tion in the south of Ukraine), the organisation of meetings with Ukrainian writers and book presentations, the organisation of lectures, seminars, or webinars with the participation of Ukrainian researchers, and summer schools in Ukrainian universities.

Numerous institutions of higher education were listed by respondents as partner institutions in Ukraine. Most often, they organised joint events with the Ivan Franko National University of Lviv, the Taras Shevchenko National University of Kyiv, and the Kyiv-Mohyla Academy.

**UKRAINIAN PARTNERS WHO MOST OFTEN COOPERATE WITH UKRAINIAN STUDIES ABROAD**

<table>
<thead>
<tr>
<th>Number of mentions</th>
<th>UKRAINIAN HIGHER EDUCATIONAL INSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Ivan Franko National University of Lviv</td>
</tr>
<tr>
<td>10</td>
<td>Taras Shevchenko National University of Kyiv</td>
</tr>
<tr>
<td>10</td>
<td>Kyiv-Mohyla Academy</td>
</tr>
<tr>
<td>8</td>
<td>Ukrainian Catholic University</td>
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<tr>
<td>4</td>
<td>Lviv National Academy of Arts</td>
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<tr>
<td>4</td>
<td>Vasyl Stefanyk Precarpathian National University</td>
</tr>
<tr>
<td>4</td>
<td>Lesya Ukrainka Volyn National University</td>
</tr>
<tr>
<td>3</td>
<td>Uzhgorod National University</td>
</tr>
<tr>
<td>3</td>
<td>Kryvyi Rih State Pedagogical University</td>
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<tr>
<td>3</td>
<td>National Academy of Sciences of Ukraine</td>
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<tr>
<td>3</td>
<td>Odesa I. I. Mechnykov State University</td>
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<tr>
<td>3</td>
<td>Yuriy Fedkovych Chernivtsi National University</td>
</tr>
<tr>
<td>3</td>
<td>Ternopil National Pedagogical University</td>
</tr>
</tbody>
</table>

**OTHER ORGANISATIONS**

- Office of the President of Ukraine
- Center for Urban History
- National memorial to the heroes of the Heavenly Hundred
- Center for Strategic and International Studies
- Ukrainian Institute
- Ukrainian Prism
- NGO Sobornist

Results of the survey of representatives of Ukrainian and Crimean Tatar studies centres in the world
Respondents’ evaluation of the dynamics of the development of studies and their problems

In order to provide the most pertinent recommendations, an important aspect of our research, and particularly the online survey, is an evaluation of the situation, problems, and achievements of Ukrainian studies abroad. As part of assessing the dynamics of the studies’ development and their biggest challenges, we asked respondents to estimate the growth or decline of the following indicators over the past five years: the interest of target audiences, average number of events, average number of students enrolled, annual funding, and average number of publications.

The respondents surveyed give a cautiously positive assessment of the dynamics of the development of Ukrainian studies centres. In the absolute majority of cases, it is noted that over the past five years, the interest of target audiences has increased, as has the average number of events and the average number of students enrolled. The situation in terms of annual funding looks a little worse: it has mostly either not changed, or even in some cases has slightly decreased. The average number of publications has increased slightly or at least has not changed.

We also asked interviewees about the main problems in activities of their organisations. According to the answers of the respondents, the three most urgent and most prevailing problems of Ukrainian studies are lack of funding, lack of attention or support from the Ukrainian

Results of the survey of representatives of Ukrainian and Crimean Tatar studies centres in the world

DEVELOPMENT DYNAMICS OF THE ANALYSED UKRAINIAN STUDIES ORGANISATIONS OVER THE LAST FIVE YEARS*

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Noticeably increased</th>
<th>Slightly increased</th>
<th>Didn’t change</th>
<th>Decreased slightly</th>
<th>Significantly decreased</th>
<th>Difficult to answer</th>
<th>Does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest of target audiences</td>
<td>13</td>
<td>19</td>
<td>9</td>
<td>1</td>
<td>9</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Average number of events</td>
<td>23</td>
<td>9</td>
<td>11</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Average number of students enrolled</td>
<td>6</td>
<td>10</td>
<td>12</td>
<td>2</td>
<td>10</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Annual funding</td>
<td>2</td>
<td>5</td>
<td>22</td>
<td>7</td>
<td>6</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Average number of publications</td>
<td>5</td>
<td>20</td>
<td>16</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

* before the full-scale war of Russia against Ukraine from February 24, 2022.
state, and lack of attention of the target audience (students, politicians, other researchers, etc.).

A quarter of respondents consider lack of funding to be the main problem. Another 20% identified this problem as the second or third most important. One respondent described it as a lack of funds for basic needs (salaries for professors and administrative staff), which forced their organisation to abolish some academic positions. So, in one of the cases, four professorships were eliminated over the course of five years, and only one was reinstated thanks to funds from an endowment.

In some other cases, funds are sufficient only for professor salaries, as universities pay primarily for teaching. Therefore, there is no possibility to fund scholarships, projects, research, participation in professional events, etc. The tuition fees are typically insufficient to cover these, because few students study, for instance, the Ukrainian language (see below about the lack of interest of the target audiences). One of the representatives of regional studies’ centres noted that there is a general lack of funding in the academic community for programmes related to Ukraine, compared to those focusing on the study of Russia.

The second major problem, according to respondents, is the lack of support from the Ukrainian state. This problem echoes the previous one, because many respondents expect the Ukrainian government to finance their activities and provide grants and scholarships. Two respondents from Italy cited a lack of attention/support of universities or fellow researchers both from Ukraine and the host country as the

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**DISTRIBUTION OF THE MAIN PROBLEMS OF UKRAINIAN STUDIES CENTRES**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of funding</td>
<td></td>
</tr>
<tr>
<td>Lack of attention/support of the Ukrainian state</td>
<td></td>
</tr>
<tr>
<td>Lack of attention of the target audience (students, politicians, etc.)</td>
<td></td>
</tr>
<tr>
<td>Lack of job prospects in the industry</td>
<td></td>
</tr>
<tr>
<td>Impact of the COVID-19 pandemic</td>
<td></td>
</tr>
<tr>
<td>Lack of attention/support from universities/research community in host country</td>
<td></td>
</tr>
<tr>
<td>Lack of host country attention/support</td>
<td></td>
</tr>
<tr>
<td>Lack of qualified personnel</td>
<td></td>
</tr>
<tr>
<td>Lack of attention/awareness of the academic community in Ukraine</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
reasons for the closure of the departments they represented. In addition, after February 24, 2022, representatives of the study centres have frequently contemplated the possibility of reviving the studies that have ceased operation, provided they receive funding from official institutions or funds and the support of the Ukrainian government.

Another aspect of this problem, according to the respondents, is the lack of effective state programmes for the promotion of Ukrainian language and culture abroad, the absence of an examination and certification of Ukrainian as a foreign language, as well as insufficient support from Ukrainian diplomatic institutions abroad. Respondents cited the provision of even small support from the Ukrainian government, which would boost the prestige of Ukrainian studies centres abroad, and the establishment of professional state awards to recognise the efforts of Ukrainian studies centres as potential solutions.

Third among the problems of Ukrainian studies was a lack of interest on the part of the target audience. More than ten respondents noted that students are not interested in Ukrainian studies, and that the number of students enrolled in studies is constantly decreasing. For example, it is known that one of the reasons for the closure of the Center of Ukrainian Studies at Macquarie University in 2009 was the small number of students (less than twenty) enrolled. Some survey participants assume that the reason is the focus of Ukrainian studies centres on humanities, which, according to students, does not guarantee employment. Other possible explanations include lack of promotion of Ukrainian studies, the dominance of Russian studies at the university, etc. Some respondents claim that until 2022, Ukrainian studies were largely disregarded by researchers and politicians, and only the full-scale invasion contributed to changing the situation for the better.

Another important problem, according to respondents, is the lack of job prospects in industry. They claim that it is extremely difficult to find a permanent job if one specialises in Ukraine (for example, in Germany, especially if students only have a bachelor’s degree in Ukrainian studies). The issues of funding and employment are closely related, because universities do not prioritise funding position for specialists in Ukrainian studies, whereas, according to one respondent, new positions are regularly available for Russianists in the United States.

The COVID-19 pandemic also affected the functioning of Ukrainian studies. In addition to the direct impact of the disease, which took researchers away from work, respondents note the related difficulties of data collection, travel restrictions, and the problems of collaborating virtually, plus the cancellation of various events, internships, and conferences.

Respondents interpret the lack of support from the host country and its research community as a lack of funding

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10 It is worth noting that the formalised examination of the Ukrainian language has already been developed and implemented by the National Commission for State Language Standards. However, according to information available from open sources, only applicants for Ukrainian citizenship are currently able (or rather obliged) to pass it, as well as candidates for civil service positions. “Exam to determine the level of proficiency in the state language.” National Commission on State Language Standards. [https://mova.gov.ua/diyalnist-i-proyekti/ispit-na-riven-volodinnya-derzhavnoyu-movoyu](https://mova.gov.ua/diyalnist-i-proyekti/ispit-na-riven-volodinnya-derzhavnoyu-movoyu)
from the governments of the countries concerned, stating, for instance that government financial support in Germany or Canada is not significant. A similar lack of attention from the host country government was reported from Italy. Survey participants note that universities justify the reduction in funding for Ukrainian studies and humanities due to the low number of applicants and students. Most often, universities support the teaching of the most widespread languages, and in the Eastern Europe these are either Russian or Polish (less often).
Respondents generally consider the lack of attention of the academic community of Ukraine and the lack of qualified personnel to be the least significant of the listed problems. As one of them notes, the Ukrainian academic community is small, everyone knows and supports each other. However, several respondents believe that Ukrainian researchers do not participate in international events and activities due to a lack of language skills or, according to one of the respondents, due to institutional obstacles.

In addition, the geographic distribution of connections among Ukrainianists is uneven. For example, Ukrainian studies centres in Europe, North America and Australia are usually well known; however, according to the respondents, little is known about the existence of Ukrainian studies in East Asia, even in Ukraine itself.

The lack of qualified personnel is related to the first of the listed problems, which is lack of funding. Respondents indicate that they do not possess the necessary financial resources to hire new employees, and one of the Ukrainian studies organisations in Poland had to eliminate three positions due to budgetary constraints. The survey participants also note that in general too few experts deal with Ukraine; instead, there are many experts from the Eastern European region with a focus on Russia, who are frequently consulted in relation to Ukrainian issues.

The full-scale invasion of the Russian Federation into Ukraine has every chance of providing a new impetus for the development of Ukrainian studies, because it has revealed the limitations of foreign expertise on Ukraine in the context of an increasing demand for information about Ukrainian history, politics, culture, and even language.

In response to the question “How have the activities of Ukrainian studies centres changed since the beginning of the full-scale war launched by Russia against Ukraine on February 24, 2022,” the majority of respondents cited an increase of interest in the Ukrainian language and history. Respondents noted greater student interest in learning Ukraine-related subjects, and the participation of students and professors as volunteer interpreters at refugee centres. However, one of the respondents noted that this spike of interest pertains to individual courses and not entire academic programmes. Some institutions noted the necessity for improving and updating their websites, and a growing demand for expertise on Ukraine in the media. At the same time, the respondents note that due to the lack of employees, they are unable to respond to all requests, and also that due to the involvement of employees in responding to requests and working with the media, academic work has taken a back seat.

The war prompted the opening of new courses on the study of the Ukrainian language, including free ones, the holding of additional lectures in some universities to
increase student awareness of Ukraine, the opening of the Centre for the Study of Ukraine at the Centre for Eastern European Studies and the Centre for Language Assistance of the Department of Ukrainian Studies (both at the University of Warsaw), the volunteer work by students and professors, the new projects, the new grants for students to continue their education and additional funding from universities to support Ukrainian researchers. A respondent from the Netherlands even sees the possibility of reviving one of the now defunct Ukrainian studies centre after February 24 and believes that greater awareness of Ukraine earlier could have prevented its closure.

Respondents also note the strengthening of cooperation with Ukrainian colleagues, their more active participation in public events and media presence. One of the respondents reported that his university has ceased cooperating with a Russian educational institution and was instead looking for a partner institution in Ukraine.

For more than half of the surveyed Ukrainian studies centres, the full-scale invasion became the reason for a possible change in the focus of activity. Respondents believe it is important, for instance, to increase the number of courses and programmes and to promote them to a broader audience, to conduct research on the topic of the diaspora, which has increased due to the war, and to provide more opportunities for Ukrainian researchers, particularly (or even primarily) those who remain in Ukraine.

### MAJOR CHANGES IN THE WORK OF UKRAINIAN STUDIES CENTRES AFTER THE START OF THE FULL-SCALE RUSSIAN INVASION

<table>
<thead>
<tr>
<th>Number of responses</th>
<th>Total 54 respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased attention from the local and international press – more frequent requests for comments, invitations to radio broadcasts/podcasts, etc.</td>
<td>48</td>
</tr>
<tr>
<td>Increased attention from the institutions of the host country – requests for consultations, advice, analytical support, etc.</td>
<td>33</td>
</tr>
<tr>
<td>Increased attention from the research community – more frequent invitations to conferences, seminars, online discussions</td>
<td>31</td>
</tr>
<tr>
<td>Increased audience attention to the publications on the centre’s website, centre’s social media accounts</td>
<td>29</td>
</tr>
<tr>
<td>Opening of new scholarships for Ukrainian students and/or researchers by the studies centre or with its participation</td>
<td>27</td>
</tr>
<tr>
<td>Increased opportunities for financing the activities of Ukrainian studies centres</td>
<td>16</td>
</tr>
<tr>
<td>Opening of new programmes/research areas related to Ukraine</td>
<td>14</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
</tbody>
</table>

Results of the survey of representatives of Ukrainian and Crimean Tatar studies centres in the world
As has been repeatedly mentioned above, representatives of Ukrainian studies centres abroad believe that their studies are noticeably underrepresented compared to Russian studies. The absolute majority of those surveyed, namely 78% (42) of respondents, agree with the statement: “Before the outbreak of the full-scale Russian-Ukrainian war, Eastern European and Slavic studies were primarily focused on Russian history, politics, language, art, etc.” In their opinion, this situation was attributable, first of all, to the entrenchment of practices institutionalised during the Soviet era, and the objectively greater importance of Russian studies in comparison to other Eastern European and Slavic studies (!). Likewise, the absolute majority, or 32 out of 42 of these respondents, agrees with the necessity to revise the traditional orientation of Eastern European and Slavic studies towards Russian history, politics, language, and art. Representatives of regional studies centres see the need to revise and decolonise Eastern European studies from Russian dominance, or to teach Ukrainian studies separately from Russian studies. Discussions began about the place and role of the Russian language and history in regional studies centres that focus on Eastern Europe. There are calls to block Russian propaganda resources and to close centres financed by Russia (in particular, by the “Russkiy Mir” Foundation)\(^1\).

However, respondents have different perspectives on how to resolve this situation. As one of the options for reorienting regional studies in a manner that is more equitable to other Eastern European

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\(^1\) As to the connections of the “Russkiy Mir” Foundation with the academic environment around the world, please see the study of the Ukrainian Institute: Masiyenko, Yulia, Kateryna Zanryvenko, Nadiia Koval, Denys Tereshchenko. The Russian flag will be flown wherever Russian is spoken: “Russkiy Mir” Foundation, Ukrainian Institute, 2022, [https://ui.org.ua/en/sectors-en/russkiy-mir-foundation-2/](https://ui.org.ua/en/sectors-en/russkiy-mir-foundation-2/).
THE REASONS FOR REGIONAL STUDIES’ CONCENTRATION ON RUSSIAN TOPICS:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>The entrenchment of practices that were institutionalised during the Soviet era</td>
<td>13</td>
</tr>
<tr>
<td>Objectively, Russian studies are more important than other Eastern European and Slavic studies</td>
<td>9</td>
</tr>
<tr>
<td>The dominance of pro-Russian narratives in the media</td>
<td>7</td>
</tr>
<tr>
<td>Large financial infusions from Russian state and non-state structures, and private individuals</td>
<td>6</td>
</tr>
<tr>
<td>Favourable attitude of representatives in the professional environment to Russian culture</td>
<td>5</td>
</tr>
<tr>
<td>Difficult to answer</td>
<td>1</td>
</tr>
<tr>
<td>Other (geopolitical status of Russia)</td>
<td>1</td>
</tr>
</tbody>
</table>

NB Only respondents who answered “I agree” to the previous question had the opportunity to choose an answer here.

countries and cultures, respondents envision a restructuring of these studies with a proportional representation of each field/region both by subject and by teaching staff. The respondents also noted that colleagues should be persuaded to reconsider the traditional teaching of regional studies with a focus on Russia, in order to alter the institutional dominance of Russian studies. On the other hand, some respondents see the solution to the problem in separating Ukrainian studies from regional ones, or in initiating specific Ukrainian studies centres with independent funding and management. After all, as one of the survey participants notes, Ukrainian language studies are especially marginalised within the framework of Slavic studies, the heads of which are often Russianists.

Survey participants underline the importance of enhancing the quality and quantity of the products of Ukrainian studies centres (such as publications, translations of research and literary works) and their wide dissemination via open access. Important is also the strengthening of institutional cooperation between Ukrainian and foreign institutions, which requires, as one respondent noted, necessitates the fight against corruption and plagiarism in Ukrainian academic institutions. In order to achieve these goals, according to the respondents, active promotion of Ukrainian studies, permanent funding and organisational support from the Ukrainian government and diplomacy, the funding of scholarships and grants for the study of Ukraine, and the launch of exchange programmes and internships to encourage foreign students to study Ukraine, are all necessary.
In this chapter, we have attempted to highlight the peculiarities of the development and functioning of Ukrainian studies in various countries and regions of the world. And although each country is unique, and the division into regions is necessarily imperfect and subject to some degree of subjectivity, we consider this approach to be more useful and appropriate than a country-by-country description. It provides a more comprehensive picture of the major trends and tendencies, thereby allowing us to draw general conclusions and make recommendations. It is worth noting that we have not found Ukrainian studies in Africa, India, and South Asia, as well as in the countries of the Middle East and Latin America (with two exceptions in Brazil). Therefore, we do not review these regions separately.
Ukrainian studies in the United States of America comprise nearly 20 centres of Ukrainian studies. These are either the centres created by the Ukrainian diaspora after the Second World War, or the centres of regional studies (Russian, Eurasian, and East European Studies), which emerged from former centres for the study of the USSR, departments of Slavic Studies, or individual Ukrainianists who work at departments of general history or other disciplines. The development of Ukrainian
studies in the USA began after World War II and is associated with the names of Clarence Manning, Iuriy Shevelov, Omeljan Pritsak, George Luckyj, and Ivan Lysiat Rudnytsky. Through their research, they established Ukrainian studies as a distinct academic field and laid the foundations for its institutionalisation in North America. The Ukrainian diaspora with its past and ongoing financial assistance has also played a significant role.

In the first post-war decade, New York was probably the most important centre of Ukrainian studies, given the activities of Clarence Manning, who was appointed chairman of the Department of Slavic Languages at Columbia University back in 1940, and the establishment of the Ukrainian Academy of Arts and Sciences (an association of Ukrainian scholars aiming to promote and develop Ukrainian studies and culture) in 1950. Furthermore, in 1947, the diaspora-founded Shevchenko Scientific Society started organising conferences and providing grants and scholarships for researchers. With the support of donors, UAAS was able to purchase the premises of the former Public Library in Manhattan in 1961, allowing it to house one of the largest archives of Ukrainian studies outside of Ukraine, along with a specialised library. These institutions were instrumental for the scientists to collaborate and launch research projects.

Ukrainian students began working on the idea of opening a Ukrainian department in one of the most prestigious American universities at the end of the 1950s. A fundraising campaign to open such a department began in 1957. Stefan Khemych, the initiator of the campaign, a native of Drohobych and a graduate of Columbia University, served as the chairman of the charity fund and for a decade engaged in fundraising as a volunteer. The result was the opening of the first chair of Ukrainian history in the USA in 1968, the Mykhailo Hrushevsky Professorship of Ukrainian History at Harvard University, and later in 1973, the Harvard Ukrainian Research Institute. The historian Omeljan Pritsak chaired both the department and the Institute. Besides, 1973 saw the opening of the departments of literature and linguistics. Thus, the Harvard Ukrainian Research Institute became the first and, for a long time, the only centre at an American university that focused entirely on Ukrainian studies. Every year, the institute conducts a summer school on Ukrainian history, literature, and language. Although the institute’s funding has declined significantly in recent decades, the presence of endowment funds (which finance the institution with interest income from the donated principal amount — the so-called “iron fund”) has ensured its survival. The isolation and significant autonomy of institutes and centres in their academic and educational activities is a distinguish-
ing characteristic of Harvard University, whereas their financial administration is centralised. Today, the Harvard Ukrainian Research Institute remains the leading academic institution for Ukrainian studies in the United States.

An important event for the development of the discipline was the founding of the American Association for Ukrainian Studies in 1989. It was founded through George G. Grabowicz’s initiative. The association unites Ukrainian researchers and provides a platform for them to communicate and network. The association also promotes research by rewarding the best monographs and articles on Ukrainian topics.

With the collapse of the USSR, the academic world also experienced changes. Departments and centres for the study of the USSR, which were created at almost every prestigious university, were transformed into centres for the study of the post-Soviet region (Russian and East European Studies). In the 2000s, when the countries of Central Europe joined the EU, the focus of research shifted eastward, and “Eurasian studies” were added to the regional description. In these departments, though, the students were offered Russian language and literature as the primary subjects for studying not only Russia but also the entire region. As a result, young researchers worked primarily with Russian archives. The Ukrainian themes occasionally appeared in elective Ukrainian language courses or in general courses on the history of the Russian Empire, the USSR, or Central and Eastern Europe.12

The 1995 opening of the Ukrainian Studies Program at the Harriman Institute, Columbia University, was a rare case of singling out Ukrainian studies at the centre of Russian, East European, and Eurasian Studies. The program arose as a result of the efforts of Mark von Hagen, a historian and former director of the Harriman Institute from 1995 to 2001, and one of the most prominent Ukraine researchers in the United States. The Harriman Institute itself, opened in 1946 as the Russian

12 For example: The Department of Slavic Languages and Literatures at the University of Chicago offers courses in Bosnian/Croatian/Serbian, Czech, Polish, and Russian languages and literatures, as well as other Slavic and Eastern European cultures. Upon completion of the courses, the student receives a bachelor’s degree in Russian and East European studies. As indicated in the description on the website, the programme is intended for students who are preparing for graduate school, those who plan a career in government or business, as well as those whose main goal is to master Russian and Eastern European cultures. For more details, see “Russian and East European Studies.” 2022, The University of Chicago, http://collegecatalog.uchicago.edu/thecollege/slaviclanguagesliteratures/#majorinrussianandeasteuropeanstudies.
The Harriman Institute, became the first interdisciplinary academic centre in the USA for the study of Russia and the USSR. Even today, Ukrainian studies are quite visible in the Institute, although they are inferior to Russian studies in terms of the number of professors, funding, and research. In 2002, the Fund for Ukrainian Studies supported the development of the Ukrainian Studies Program at the Harriman Institute. The Ukrainian Studies Program is integrated into the department of Slavic Studies, allowing it to attract more students and develop exchanges and cooperation with other programmes in the department. Currently, the Ukrainian programme has six permanent professors and enrolls about 60 students every year. The programme offers effective courses for learning the Ukrainian language, thanks to linguist Yuri I. Shevchuk.

Another case of the institutionalisation of Ukrainian Studies at the university level was the opening of the Ukrainian programme in 2006 at the College of Liberal Arts of Pennsylvania State University, thanks to a generous donation by Alex and Helen Woskob. Ukrainian studies acquired the opportunity to continuously offer three-semester courses in the Ukrainian language. Besides, the course on Ukrainian culture, Ukrainian Culture and Civilization, taught at the university since 1989 by Professor Michael M. Naydan, was expanded.

Private donations play an important role in the institutionalisation of Ukrainian studies, in particular, the establishing of teaching positions, and funding for research on Ukrainian topics. Thus, in 2019, thanks to the support of James Temerty and the Temerty Family Foundation, the Temerty Contemporary Ukraine Program of the Ukrainian Research Institute of Harvard University was created. At the same time, consideration must be given to the position of the university administration, its interest in shifting the focus of the university or its individual institutes in order to strengthen the Ukrainian themes in research or educational projects.

An important reason for the limited development of Ukrainian studies in the USA was that Russian studies specialists had significant employment advantages in the academic, public, and state sectors, where employers sought experts on both Russia and Central Eastern Europe in general. Back in 1990, the renowned historian Orest Subtelny recounted how his Western colleagues referred to Ukrainian studies as a “futile occupation” when he told them he would be pursuing them. Even though more than three decades have passed since the end of the Cold War, in 2022, Russian studies remain at the centre of regional post-Soviet/Slavic Studies. The lack of employment opportunities in the industry is directly related to the lack of attention from the target audience. American respondents to our online survey most often identified a lack of student interest as the biggest problem with Ukrainian studies. This results in the low interest of universities in creating both separate positions for Ukrainian scholars and introducing courses. At the same time, for the studies to keep functioning and to develop, it is crucial that universities open new departments and positions for professors.

Also, grant programmes that would support students interested in studying Ukraine are virtually absent. In the ab-

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13 “Orest Subtelny: Difficult to study Ukrainian history in the West.” YouTube, 26 July 2016. https://www.youtube.com/watch?v=T_hd7FtQxQHg
sence of interest and under the conditions of America’s commercialised and employment-oriented education, universities are not interested in investing in those studies that will not succeed “in the market.” Ukrainian studies centres at small regional universities are in the most difficult position, as they have not been able to attract enough students for years, despite the presence of qualified professors.

Given these conditions, when teaching, Ukrainian scholars are forced to combine Ukrainian topics with other ones to integrate Ukrainian topics into courses on European, Eastern European, or Russian history. To a significant extent, it is precisely the individual researchers who ensure the existence of Ukrainian studies in the USA. They do so by bringing their expertise to the universities where they teach and by managing individual dissertations in Ukrainian studies. Without the institutionalisation of the discipline, Ukrainian subjects often disappear from the university curriculum when the researcher leaves the university.

Among the 18 centres that in some way “work” with Ukrainian topics, 10 are mainly focused on studying the Ukrainian language. Language courses frequently serve as a “bridge” to the culture and society of the country whose language is being studied. At the same time, the knowledge provided in the context of language learning rarely goes beyond area studies. Respondents from the United States have often emphasised the need to enhance cooperation with Ukrainian universities. In addition to the fact that American institutions are not highly interested, Ukrainian higher education has ingrained institutional practices that severely limit its ability to cooperate. Ukrainian higher education institutions preserve Soviet practices and focus on the learning process rather than research (while often imitating research activities). Besides, scholars and staff are usually unable to demonstrate a level of English sufficient for cooperation. In this context, such cooperation is limited to individual instances of collaboration between researchers, so it is extremely important to account for the personal networks and initiatives of individual researchers, who also serve as administrators of cooperative projects.

The ongoing war has revealed how problematic the representation of Ukraine is in American universities, where Ukraine-related themes are presented as peripheral, and reduced to issues of language and culture, often within a narrow ethnographic framework. The full-scale invasion by
Russia and the steadfast resistance of the Ukrainian state and society provoked an incredible increase in interest in Ukraine at the state, public, and media levels. Interviewees testify to an increase in the number of public events devoted to Ukrainian topics and requests for expert comments from the media, state institutions, and think tanks.

It is critical that the research community advocates for the Ukrainian agenda to bridge the gap between academic and political discourses on Ukraine. Due to the lack of specialists in Ukrainian studies, it was Russian studies specialists who commented on events in Ukraine, so the conversation often focused on the question of explaining the behaviour of Russia or Putin. Instead, the Ukrainian perspective was not present. On the one hand, there is indeed a lack of specialists in Ukrainian studies, and on the other, there is a belief that specialists in Russian or Eastern European studies are quite capable of expertly commenting on events in Ukraine.

Another needed change that was emphasised by all interviewees is the need to rethink how post-Soviet/Slavic studies are taught. According to the newly appointed director of the Harriman Institute, Valentina Izmirlieva, the war “called for a serious conceptual and moral reckoning whose effects we are yet to see.” Systemic changes should be made, such that Ukraine should occupy a more prominent place as a subject of study and Russian culture should be taught in a more comparative context, with a balanced integration of Russian studies into broader Eastern European and Eurasian courses.

After the beginning of the full-scale invasion in February 2022, universities and research centres were more likely to offer Ukrainian researchers short-term internships that resembled humanitarian aid. Only later, in the second half of 2022, more well-thought-out programmes that sought to go beyond assisting Ukrainian researchers emerged. Now, as a result of the growing interest in Ukraine among students, they also aim to expand the focus on Ukraine in university activities. Ukrainianists have published articles and papers aiming to draw attention to the problem of integrating Ukrainian subjects into educational programmes and have compiled lists of resources that can be used in teaching Ukrainian studies. Also in 2022, the Harvard Ukrainian Research Institute, with the support of the Ukrainian Institute, launched a unique database of translations of Ukrainian primary sources Ukraїnica. It provides an opportunity to develop and improve educational programmes on Ukrainian topics.

In the autumn of 2022, two of the most prestigious universities in the United States offered introductory general courses on the history of Ukraine. Yale launched The Making of Modern Ukraine by Timothy Snyder, whereas Harvard released Frontiers of Europe: Ukraine Since 1500 by Serhii Plokhy. These courses have become iconic, because they are intended

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for a broad range of students, not just future Ukrainianists. However, the ability of the universities to introduce such courses is contingent on the availability of both funding and specialists. Changing major programmes or courses and initiating research projects is a lengthy process that requires financial, administrative, and personnel resources.

Think tanks in Washington devote considerable attention to Ukraine. The Atlantic Council organises events dedicated to Ukraine and runs UkraineAlert, an online publication that regularly publishes news and analysis about events in Ukrainian politics, economy, civil society, and culture. Another important centre with a significant number of Ukrainian experts is the Program on New Approaches to Research and Security in Eurasia (PONARS Eurasia). The programme brings together approximately 140 researchers, and is an important platform for networking, holding events, and publishing analytical articles pertaining to Ukraine. PONARS Eurasia is based at the Institute of European, Russian and Eurasian Studies at George Washington University. Since the beginning of the full-scale war with Russia, Ukraine has become one of the most prominent topics at the Institute for the Study of War, an American think tank founded in 2007. Currently, the institute is one of the most authoritative sources for understanding the situation in Ukraine. It is worth noting that the war in Ukraine prompted a rethinking of approaches to the study of military affairs and actualisation of the need to study military history in the United States, a field that has seen a significant decline since the end of the Cold War. The study of Ukraine is part of regional studies within the general framework of Russian and Eurasian Studies of the Kennan Institute at the Wilson Center and at the Center on the United States and Europe, part of the Brookings Institution, which brings together many well-known experts dealing with the region.
The Ukrainian studies in Canada are among the most advanced in the world as a result of their sustained and effective development and favourable academic and political environment. Ukrainian studies are represented in eight Canadian universities in six southern provinces; they cover a wide range of research topics; and they are noted for their extraordinary...
stability (some have been operating for over 70 years). The Canadian Institute of Ukrainian Studies has the largest staff of any Ukrainian studies centre abroad, with 40 employees. In the late 1940s, the first Canadian Ukrainian studies centres were established at a university in the province of Saskatchewan, where Ukrainians first immigrated at the turn of the 20th century, and where the oldest Ukrainian community resides. Today, Ukrainian studies at the University of Saskatchewan are handled by the Prairie Centre for the Study of Ukrainian Heritage (PCUH). In 1949, a group of emigrant researchers founded the Shevchenko Scientific Society. The majority of the centres though were founded after Canada adopted an official multiculturalism policy in 1971, which called for the recognition and respect of the diversity of languages, customs, ethnic groups, etc.17 During this time period, the Ukrainian community in Canada actively developed. Thus, in 1976, historians and professors at the University of Alberta, Ivan Lysiak Rudnytsky and Malyoly Lupul, founded the Canadian Institute of Ukrainian Studies. The existence of Ukrainian studies centres in Canada is inextricably linked to the Ukrainian diaspora. The most powerful centres and the largest number of Ukrainian studies programmes are located in the provinces with the largest Ukrainian diaspora. These are, first of all, Ontario, where more than 370,000 (about 3% of the province’s total population18) Ukrainians live, and Alberta with another 370,000 Ukrainian Canadians (about 10% of the province’s total population18). Ontario has the largest number of Ukrainian studies centres in Canada. These are the Shevchenko Scientific Society of Canada, the Ukrainian Studies Program at the Department of Slavic Studies and a separate Petro Jacyk Program for the Study of Ukraine (as part of the Centre for European, Russian and Eurasian Studies), the Chair of Ukrainian Studies at the University of Ottawa, as well as the office of the Canadian Institute of Ukrainian Studies at the University of Toronto.

The Canadian Institute of Ukrainian Studies (CIUS) at the University of Alberta is a leading centre for Ukrainian studies of international standing. Its activities include six research programmes, and four centres that explore Ukrainian history, culture, and literature as extensively as possible, as well as organise the study of the Ukrainian language. The most prominent programmes and projects of CIUS include Contemporary Ukraine Studies Programme with its analytical platform Forum for Ukrainian Studies, Internet Encyclopedia of Ukraine, a continuously updated website containing articles on Ukrainian historical and cultural events. CIUS Digital Archives is a programme for archiving publications, books, and audiovisual materials of the Institute; it has published the multi-volume History of Ukraine-Rus in English.

Importantly, Ukrainian studies function and have developed thanks to patronage from the Ukrainian community. Most Can-

Canadian Ukrainian studies centres operate as separate programmes, departments or institutes within universities. Therefore, they can benefit from state or regional funding. However, the most common source of funding is charitable contributions, a distinct feature of Canadian studies that has emerged due to the developed culture of philanthropy of the Ukrainian communities in Canada.

In addition, Canada has an efficient system for funding academic programmes through endowments. For instance, the Canadian Institute of Ukrainian Studies is supported by more than 80 endowments, founded mainly by representatives of the diaspora and totalling more than $40 million. Most endowments are aimed at supporting specific research fields or programmes, limiting the Institute’s ability to freely redistribute funds in response to shifting challenges. However, with the full-scale invasion by the Russian Federation, CIUS mobilised all its centres and programmes to change the focus of their activities. Thus, as part of the Contemporary Ukraine Studies Program, the team launched media monitoring of key Canadian and American media to identify dominant narratives and misinformation; the Internet Encyclopedia of Ukraine updated articles on Donbas; the Holodomor Research and Education Consortium facilitated a discussion on the war in the context of genocide, etc.

The founding of the programmes that specialise in the study of contemporary Ukraine, as opposed to the traditional focus on history, culture, and heritage, became an important turning point for Canadian Ukrainian Studies in the 2000s. In 2001, with the support of Petro Jacyk and the Petro Jacyk Education Foundation, the Centre for European, Russian and Eurasian Studies at the Munk School of Global Affairs and Public Policy at the University of Toronto was supplemented by the programme, which addresses issues such as the economy and society of modern Ukraine. In 2012, Prof. Volodymyr Kravchenko chaired the Contemporary Ukrainian Studies Program at the Canadian Institute of Ukrainian Studies, and in 2014 the first Danyliw Research Seminar on Contemporary Ukraine. The latter is the largest project of the Chair of Ukrainian Studies at the University of Ottawa. Every year, researchers from Canada, Ukraine and other countries are invited to the seminar to discuss current issues.

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in the social sciences and humanities concerning Ukraine.

Despite its seemingly ideal ecosystem for Ukrainian studies, Canada, as well as the USA and Europe, focuses more on the study of Russia and the Russian language. As survey respondents noted, this does not apply to “Ukrainian” centres of Ukrainian studies in Canada, which do not deal with Russian studies, but is typical of Eastern European and Slavic research organisations. The examples include the Department of Germanic and Slavic Studies at the University of Victoria, the Department of Slavic Languages and Literatures at the University of Toronto, and the Department of Modern Languages and Cultural Studies at the University of Alberta. According to the respondents, such a situation could be explained by the geopolitical status of Russia, and the entrenched practices that were institutionalised back in the days of the USSR.

Respondents to the survey, who represent Ukrainian studies within the framework of Slavic studies, claim that research on Russian topics at such centres is significantly broader in scope than on Ukrainian ones. Marko Robert Stech, director of the Publishing House of the Canadian Institute of Ukrainian Studies, speaks publicly about this: “...at the University of Toronto, as in other Western universities, I would say: more than seventy percent of all Slavic

Ivan Lysiak Rudnytsky, an American and Canadian historian of Ukrainian origin. A public intellectual Lysiak Rudnytsky made a significant contribution to the development of Ukrainian studies abroad.
studies focus on Russian studies.” According to him, the University of Toronto even raised the issue of the presence of the word “Russian” in the name of the Centre for European, Russian and Eurasian Studies. In his opinion, the removal of this word would be a powerful symbol of the decolonisation of academic research at the centre.

Finally, in Canada, as in many other countries, the problem of inadequate funding for Ukrainian studies is acute. It manifests itself primarily through the inability to hire new personnel. The staff numbers of the Ukrainian studies centres in Canada almost do not differ from the median values for Ukrainian studies centres in the world: according to the results of the survey, they have on average 2-3 representatives of administrative staff and 4-5 researchers/professors. This is mostly a problem for institutional development, because the most common sources of funding, charitable contributions and endowments, are primarily intended to support projects and programmes, not operational activities. The Ukrainian community’s support for Canadian Ukrainian studies is phenomenal compared to that of other countries, but it is insufficient and demands assistance from the Ukrainian government, universities, and academic community in the host country. And, given that higher educational institutions around the world tend to commercialise and offer educational programmes based on demand, Ukrainian studies also require proper promotion.

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The history and typology of Ukrainian studies in Western Europe are quite diverse. This is partly contingent upon the geography of settlement of the interwar and especially post-war Ukrainian migrants and their intellectual and educational activities, partly on the peculiarities of creating knowledge about Eastern Europe in (post)colonial and Cold War contexts, and partly on a surge of interest in Ukraine following the collapse of the USSR. We tentatively divided the region into a few subregions, based mostly on common trends in the establishment and functioning of Ukrainian studies centres: Great Britain, South-Western Europe (France, Italy, Spain), Northern Europe (the Scandinavian countries and the Netherlands), and the countries of the German-speaking intellectual space (Germany, Austria, and partly Switzerland).
Ukrainian studies centres in the United Kingdom are few in terms of their quantity but powerful and concentrated in the old university centres of Britain. These include Cambridge Ukrainian Studies, which operates as a separate academic centre, the School of Slavonic and East European Studies at University College London (SSEES UCL), which offers an undergraduate programme in Ukrainian Studies, and (to a much lesser extent) Russian and East European Studies at the University of Manchester. In addition to its focus on Ukraine per se, the Ukrainian studies centre in Cambridge also partially covers questions related to the Crimean Tatars. For example, head of studies Rory Finnin lectures on Crimean Tatar literature in the context of Turkic literature and the Soviet experience of deportations of Crimean Tatars from the Soviet Union.22

The history of Ukrainian studies in Great Britain began with the University College London establishing the Ukrainian track within the School of Slavonic and East European Studies in 1955. In 1979, the bishop of the Ukrainian Greek Catholic Church, Yosyf Slipyj, while in exile after his release from the Soviet Gulag, initiated the founding of the Ukrainian Institute in London, a charitable organisation that still offers

22 “Dr. Rory Finnin.” Faculty of Modern and Medieval Languages and Linguistics, University of Cambridge, https://www.mmil.cam.ac.uk/ref35
courses in the Ukrainian language and engages in the representation of Ukrainian culture in the United Kingdom. The next wave of institutionalisation of academic attention to Ukraine, Ukrainian history, and culture had begun after Ukraine gained independence, with Ukrainian oligarch Dmytro Firtash supporting the founding of the Ukrainian studies centre in Cambridge in 2008. This Ukrainian studies centre is the only one in Great Britain that functions as a separate academic entity aiming to support and engage in the study of Ukraine, Ukrainian history, language, literature, and culture.

Other centres specialising in the region of Eastern Europe also work on the topics of Ukrainian history, culture, and politics, but Russian studies often prevail in the framework of Eastern Europe studies. Thus, for example, the aforementioned studies in Manchester and the Master’s programme in Central and East European Studies at the University of Glasgow offer studies in all Eastern European languages, including Russian. Somewhat similarly, the British Association for Slavic and Eastern European Studies (BASEES) concentrates more on the region in general, although since the beginning of the full-scale Russian invasion in February 2022, it has been offering financial support to Ukrainian researchers. This focus is most likely a legacy of the Cold War period, when the study of Russia (or, in reality, the whole Soviet Union, which included fourteen other “national” republics) served the practical purpose of understanding the political system, society, economy, and history of the geopolitical rival of NATO, of which the UK is a member.

From an organisational point of view, Ukrainian studies centres in Great Britain have various formats. While the Ukrainian Institute in London is a charitable organisation, the studies in Cambridge constitute a separate research centre at the university, the studies at UCL offer a separate educational programme, and the studies in Manchester are Ukrainian studies within the framework of regional, namely Russian and Eastern European studies. Thematically, Britain comprises a variety of academic activities, including language, literature, culture, history, and so on. Of course, the central topics include Crimea and Donbas, their history and culture, but researchers also focus on memory culture, multilingualism in Ukraine, Ukrainian modernist art, and ethnic and religious minorities in Ukraine. UCL’s SSEES program, Cambridge Ukrainian Studies and the Ukrainian Institute in London also offer Ukrainian language courses at various levels.

In South-Western Europe (France, Italy, Spain), Ukrainian studies are underrepresented, even in countries with a significant Ukrainian diaspora. In Portugal, for example, they are entirely absent.  

Consistent with this trend, Russian studies dominate in university departments and analytical centres devoted to regional or Slavic studies. The first attempts to estab-

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lish Ukrainian studies in these countries were associated with several waves of interwar and post-war migration, which, however, has not been as numerous and influential as the Ukrainian diaspora in the United States or the United Kingdom. Historically, important diaspora centres of Ukrainian studies in France are the Petlu- ra Ukrainian Library in Paris (founded in 1926), which houses the centre for documentary materials on Ukrainian studies, and the Shevchenko Scientific Society in Europe (based in Sarcelles since 1951), which maintains a library, an archive, and publishes periodicals. Ukrainian studies were established at the Paris National Institute of Oriental Languages and Civilisations in 1938, thanks to the efforts of the historian and literary critic Élie Borschak, the first head of the Department of Europe. The first attempts to organise studies in Italy also date back to the interwar period, but the history of the oldest active centre of Ukrainian studies at the La Sapien-za University of Rome, formed in 2000, began much later, in 1977, with lectures on Ukrainian language at the Department of Slavic Philology.

Nevertheless, active studies of Ukraine in France and Italy had begun in the period of independence, which was marked by a significant increase in interest in Slavic studies. At that time, the Ukrainian language was taught at seven French universities: Paris-1, Paris-2, Paris-4 (Sorbonne), Paris-8, Bordeaux-3, the University of Poitiers, and the National Institute of Oriental Languages and Civilizations. In Italy, in the 1990s and 2010s, Ukrainian studies ex-isted at the universities of Milan and Venice, and universities in Naples, Florence, Turin, and Trento offered relevant courses. It was in Italy in 1989 that the International Association of Ukrainian Studies was founded. As of 2011, though, only four French institutions still offered at least the Ukrainian language courses: the National Institute of Oriental Languages and Civilisations (INALCO), Sorbonne (Paris 4), Paris-8 and the University Lumière Lyon-2 (Université Lumière, Lyon 2). Italy has also closed a number of Ukrainian studies centres. For example, from 1993, Ukrainian language and culture were taught as part of a 2–3-month elective course for Slavists, and from the year 2000 as a one-year course at the University of Venice Ca’Fos-cari. In 2010, this course was removed from the programme due to lack of interest and support from both Ukraine and Italy and the presence of a powerful pro-Russian lobby at the university.

Therefore, today, in France, Ukrainian studies disciplines are systematically taught only at the Paris National Institute of Oriental Languages and Civilisations, INALCO, where six professors rep-resent the Department of Ukrainian Studies. This is a specialised institute where you can study more than one hundred Eastern

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27 Ibid.


29 In 2014, despite it causing a scandal, the Minister of Culture of the Russian Federation Volodymyr Medinsky became an honorary doctor of the university (the decision was canceled as late as October 2022), the CSAR Center for the Study of Russian Art (Centro Studi sulle Arti della Russia), opened by the wife of the former president of the Russian Federation S. Medvedeva, operates at the university and is financed with Russian money.
languages in the broadest sense, including rare ones, so the presence of Ukrainian is more of a rule than an exception. The university offers bachelor’s and master’s degrees in the Ukrainian language and translation, literature, history, culture, and art, and provides the opportunity to study the Ukrainian language to students from other universities\(^\text{10}\), although it traditionally suffers from a lack of interest as students do not see serious employment opportunities. In addition, since 2009, the Ukrainian language has been studied at the language centre of the Lumiere Lyon 2 University as an optional course with a maximum proficiency level of A2.

Today, in Italy only the La Sapienza University of Rome comprehensively teaches the Ukrainian language (along with Ukrainian literature, culture, and history). In this course, students can choose to study Ukrainian as their main language thoroughly up to the C1 level. It is noteworthy that currently only one professor, Oksana Pakhlyovska teaches all Ukrainian studies courses. This once again raises the question of the institutional sustainability of the Ukrainian studies centres organised this way. Moreover, this picture is characteristic of all Italian and most French universities, where only one or two professors specialise in Ukrainian subjects.\(^\text{31}\) Another important centre of Ukrainian studies has traditionally been Milan, but its scope of activities is rather limited. Since 2005, Ukrainian language and literature have been taught at the Faculty of Humanities at the University of Milan. Thus, students can take Ukrainian language and literature as an elective course (with A2 as the

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\(^\text{10}\) The study of the Ukrainian language is integrated into two types of courses: some lead to obtaining national diplomas (diplômes nationaux) of bachelor and master with thorough study of Ukrainian studies disciplines (within the framework of the three-year bachelor’s course “Foreign and regional languages, literatures and civilizations” and the two-year master’s course), others to the diplomas of the educational institution (diplômes d’établissement) within the framework of the course “Ukrainian language and civilization”. The Ukrainian language course is also available for students at other universities, as well as in other formats (in particular, as part of Passeport Languages O’).

\(^\text{31}\) In Italy: Iaryna Grusha, Maria Grazia Bartolini, Giulia Maria Isabella Lami, Marco Pulieri, in France: Alexandra Goujon, Natalya Shevchenko.
maximum proficiency level), to complete the requirements of a bachelor’s degree in Foreign Languages and Literatures and a master’s degree in European and non-European Languages and Literatures. Besides, they can study Slavic linguistics, the history of Eastern Europe, etc. as electives.

Ukrainian studies have been virtually non-existent in Spain. Students at the University of Granada’s Faculty of Philosophy and Literature acquired the opportunity to study the Ukrainian language at the basic level in the Department of Greek and Slavic Philology as late as in 2022-2023. This is currently the only educational centre of Ukrainian studies in Spain, the restoration of which (previously, Ukrainian was taught in the cycle of Eastern European languages, but this practice stopped) was a direct consequence of the full-scale war of Russia against Ukraine, in particular in view of the practical need to know Ukrainian to work with Ukrainian refugees and during the post-war reconstruction.

Possibilities and depth of Ukrainian language study in the universities of the region are significantly inferior to those of other languages, in particular Russian and Polish. Practically all the humanities departments at the abovementioned educational institutions, as a rule, offer “major” languages (English, French, German, Spanish, Russian, etc.) in conjunction with the literature, culture, and history of the corresponding region (according to the chosen language). Ukrainian language, literature, culture, and history are studied as a part of bachelor’s and/or master’s courses or for a limited number of hours (no more than 40-60) as additional or elective subjects (with a ceiling of no more than 15 students), or as a part of courses on Slavic Studies or the history of Eastern Europe, where Ukraine might be mentioned in passing or not at all. At the same time, Russian and Polish languages and related disciplines, or the Russian component of regional studies are fully included in such programmes.

The social studies component of Ukrainian studies in this region is even weaker than the language study component. Thus, in the Institute of Political Studies (Sciences Po), the premier French educational institution for social sciences, Ukrainian topics are only marginally present. For example, the Dijon branch teaches the 24-hour course “Ukrainian conflict in 10 questions” as part of regional studies. University-level Ukrainian studies within the context of regional studies can be found in Italy in 2022 at the University of Bologna, where Marco Pulferi has taught the elective course Redistribution of the Post-Soviet Space: Politics, Culture and National Identities in Eurasia since 2020. This course is a part of the East European and Eurasian Studies master’s programme at the Faculty of Political and Social Sciences. In fact, this is the only university course that focuses on Ukraine (40 hours) and invites Ukrainian professors to give guest lectures. Therefore, Ukrainian studies have become the research interest of individual researchers with very different backgrounds. Research related to Ukraine can often be found in separate research and analytical centres, mainly within the context of Russian studies. Examples of such centres include the Centre for International Studies of the Sciences-Po University (CERI, in particular the Dossier Ukraine research cycle), the Foundation for Strategic Research (Fondation pour la Recherche Stratégique, research direction Russia/Eurasia), the French Institute of International Relations (IFRI, within the research areas Russia/“Newly Independent States,” and more recently “War in
Ukrainian and Crimea Tatar Studies in the World: Problems, Needs, Perspectives

Ukraine”), etc. This trend has become especially pronounced in the context of the Russian-Ukrainian war, highlighting the problematic nature of the lack of institutionalised Ukrainian studies in the country, where experts with a broad profile began to rely on rather problematic interpretations of the country’s history, culture and contemporary politics. A similar situation, and perhaps even more acute, could be observed in the Italian academic and analytical institutions.

When Ukrainian studies depend on the work of individual university researchers, research organisations, and think tanks, the associations for Ukrainian studies become vital. It is unfortunate that the French Association of Ukrainian Studies, which has been functioning since the early 1990s, has been rather inactive for more than a decade. Things appear to be a little better in Italy. The Italian Association of Ukrainian Studies was established in 1993 to promote the development of Ukrainian studies in Italian universities, encourage translations into Italian, and facilitate networking between Ukrainian researchers in Italy and abroad. The association currently has more than forty registered members, and its director is Giovanna Brogi, the leading Italian Ukrainianist. More numerous (more than 200 members) and long-standing (founded in 1971) is the Italian Association of Slavists, which organises seminars and congresses on Slavic Studies, publishes academic journals and research, promotes the development of Slavic disciplines (primarily of a literary and philological scope) in Italian universities, and covers work on ancient and modern texts in Slavic languages (especially Ukrainian). In Spain, the Centre for Academic Research of Central and Eastern Europe (REIECO) was founded in May 2021 at the Complutense University of Madrid. It is a research network that brings together researchers from different educational institutions in Spain. Studies on Ukraine cover such topics as the Soviet period of the history of Ukraine and the modern history of Ukraine, including European integration, the Orange Revolution, the Revolution of Dignity, and the bilateral relations of Ukraine with other CEE countries.

Funding is one of the key problems Ukrainian studies centres in Italy and France face. The sources of their funding are state funds and grants from international organisations, and less often – tuition. At the same time, universities often lack specific funding to establish and support departments of Ukrainian studies, and to provide scholarships for Ukrainian researchers. In Italy, the Ukrainian language (and other Ukrainian studies disciplines) often cannot compete with English, French or Russian in terms of spread and, accordingly, the interest of students, so it risks being excluded from educational courses due to the pragmatic policies of universities (a trend that is characteristic of Europe in general).

The factors that lead to the closure of Ukrainian studies centres and a noticeable imbalance in favour of Russian studies (one can observe a similar situation with other Slavic disciplines) include lack of attention and support from both Ukraine and Italy (with its position that less widespread languages should be supported by external funding), as well as in some cases a strong pro-Russian lobby and support at the highest political level in Russia for the development of Russian studies in Western universities through tools of cultural diplomacy. Unlike Ukraine, the Czech Republic, Croatia, and Hungary, whose languages are also not widely spoken, finance the work of professors, provide grant opportunities for students, and support
translations of literary texts, textbooks, and dictionaries. Therefore, institutional financing and the diplomatic support of the Ukrainian state or funding by the Ukrainian diaspora institutions are necessary.

According to the estimates of one of the respondents of the Ukrainian Institute’s online survey, a relatively small initial budget of 6-7 thousand euros per year may be enough to introduce the teaching of Ukrainian studies disciplines in educational institutions in Italy. Ukrainianists from France interviewed for this survey additionally emphasise the impact of the lack of state programmes for the dissemination of Ukrainian language and culture, and of a general exam in the Ukrainian language for foreigners. Accordingly, Ukrainian studies specialists in Italy and France primarily expect funding from the Ukrainian state (institutional financial support for the discipline, grant support for projects, providing scholarships to students), as well as strengthening communication and interaction between Ukrainianists abroad and in Ukraine (through exchanges, conferences, roundtables, seminars, etc.)
Among the European countries of German academic tradition, Germany has the largest number of Ukrainian studies centres operating in various formats, around twenty in total. We know of two active Ukrainian studies organisations in Austria and two more in Switzerland. With the exception of the Ukrainian Free University (Munich), founded during the first wave of emigration of Ukrainian nationals after the defeat of the independent Ukrainian state project in the 1920s, the absolute majority of the Ukrainian studies centres in the region were established...
either in the 1990s, after the declaration of independence of Ukraine, or after the year 2014, when the events of Euromaidan and the Russian-Ukrainian war drew the attention of European societies and academic circles to issues concerning Ukraine. The most significant person in the creation and functioning of Ukrainian studies in a German-speaking academic environment is history professor Andreas Kappeler, author of numerous research and review papers on Ukrainian history of different periods.

The majority of the Ukrainian studies centres in these countries operate as separate study programmes or as components of study programmes. Thus, for example, institutes of Slavic Studies in six universities in Vienna, Heidelberg, Giessen, Greifswald, Dresden, and Leipzig offer the study of the Ukrainian language or, somewhat less often, Ukrainian studies as part of their broader programmes, which most often include the study of Russian, Czech, Polish, and one of the South Slavic languages. In addition to the aforementioned, the University of Greifswald also conducts the annual summer school “Greifswalder Ukrainicum” on Ukrainian topics, which lasts two weeks. Within the master’s programme in Eastern European history, the University of Basel offers a course on Ukrainian topics and the opportunity to start learning the Ukrainian language. In addition, the department offering this programme is involved in several projects pertaining to Ukrainian history (for instance, about policy towards national minorities in the interwar period or the development of the Odesa port).

In addition, the Department of Entangled History of Ukraine, founded in 2018 at the University of Viadrina (Frankfurt-on-Oder), represents an organisationally separate form of Ukrainian studies. It is the only centre in Germany whose name contains the word “Ukraine” or “Ukrainian.” The chair of the department is Professor Andriy Portnov, an advocate for the advancement of Ukrainian studies in Germany. The programmatic emphasis of the department, alluded to in its name, is the thesis that Ukraine represents a “crossroads of languages, religions and political cultures,” which necessitates applying an intertwined history approach to the history of Ukraine, that is, as a history of the interaction of multiple communities on a certain territory outside an exclusively national narrative. Thus, the department proposes incorporating Ukrainian studies into a broader transnational historiographical discussion.

However, the oldest centre for Ukrainian studies in the region is the Ukrainian Free University in Munich (German: Ukrainische Freie Universität). The university was founded in 1921 in Vienna but was forced to relocate to Prague in the same year. Following the end of World War II and the establishment of communist power in the Czechoslovak Republic, the university moved to Munich. Education at UFU is possible in Ukrainian, English and German, and the university offers master’s and doctoral programmes in Ukrainian studies. However, throughout its existence before and during the Cold War, UFU was designed more to offer emigrant students from Ukraine an opportunity to study in

33 Ibid.
34 “Istoriia UVU (UFU History).” Ukrainische Freie Universität, https://ufu-muenchen.de/universytet/istoriya-uvu/.
35 Ibid.
Another common format of Ukrainian studies is research centres or associations of researchers dealing with Ukrainian issues, whether through history, culture, or art. Issues related to Ukraine can be studied separately, or they can be considered in the framework of wider, most often Eastern European issues. In this case, Ukrainian studies are represented by one or more specialists at the centre. An example of “separate” Ukrainian studies are the research programme “Ukraine in European Dialogue,” founded by the American professor Timothy Snyder in 2015 in Vienna, at the Institute for Human Sciences (German: Institut für die Wissenschaften vom Menschen), and which financially supports researchers through a system of scholarships. Other examples include the initiative “Ukrainian Studies in Switzerland,” the research platform “Ukrainian regionalism” at the University of St. Gallen (Switzerland), which is financially supported by the Swiss government, and the interdisciplinary research group Ukraine at the Leibniz Institute for East and Southeast European Studies. The Bukovina Institute at the University of Augsburg in Bavaria has been engaged since 1988 in researching the history and culture of the ethnically and linguistically diverse Bukovyna region. Individual researchers also work or have worked on Ukrainian topics at the Imre Kertesz Kolleg Jena, the Research Centre for East European Studies at the University of Bremen, and the Herder Institute in Marburg, all of which are engaged in broader studies of Central and Eastern Europe.

Economic and (geo)political aspects of the issues pertaining to Ukraine occasion-
ally attract the attention of German think tanks specialising in foreign policy and international relations, and with the beginning of the full-scale Russian invasion, they do so regularly. Examples include Zentrum Liberale Moderne and their online publication “Ukraine verstehen,” the German Association for East European Studies (DGÖ), the German Institute for International and Security Affairs (SWP), and the Centre for East European and International Studies (ZOiS). The Zentrum Liberale Moderne is particularly active in Ukrainian issues. Among its activities, it has published a German-language collection of articles about Ukraine (“Understanding Ukraine. Traces of Terror and Violence”38), which has been reprinted three times. In addition, the co-founder of the centre, German MP Marieluise Beck, organised a special lecture on the topic of German historical responsibility towards Ukraine by Yale University professor Timothy Snyder in the German parliament in 2017.39

The role played by the German-Ukrainian Historians’ Commission (Deutsch-Ukrainische Historikerkommission, DUHK), established in 2015 by mutual agreement between Ukrainian and German parties, deserves special mention.40 Although the commission is financially supported by the German Academic Exchange Service (DAAD) (previously also by the Federal Office of the German Ministry of Foreign Affairs and the Robert Bosch Stiftung), it is not an intergovernmental commission. Ukrainian and German historians who are members of the commission organise annual conferences, a summer academy, and a seminar for young researchers. They also publish articles on the commission’s website concerning common aspects of Ukrainian and German histories: World War I and the foundation of the Ukrainian State, interwar period (in particular, the testimony of German diplomats about Holodomor in Ukraine), World War II (the occupation and forced labour of Ukrainians in Germany), the Cold War (relations between the Ukrainian SSR and the GDR), as well as the relations between Germany and independent Ukraine after 1991. Through research grants, the commission also seeks to financially support young researchers. After the beginning of the full-scale Russian invasion, it provided financial assistance to Ukrainian researchers.

A number of other Ukrainian studies examples in the region that did not make it into our database are cases of universities employing individual professors (permanent or visiting) who offer individual courses on Ukrainian topics, which, however, can change from semester to semester (or even be cancelled). The above-mentioned professor, Andreas Kappeler, researched and taught the history of Ukraine at the University of Vienna for a long time. In some universities, PhD candidates can

39 “Timothy Snyder on Germany’s Historical Responsibility towards Ukraine + Discussion.” Euromaidan Press, YouTube, 28 June 2017, https://www.youtube.com/watch?v=wDjHw_uXeKU.
40 In September 2020, the Ministry of Foreign Affairs of Ukraine, after public criticism by the Embassy of Ukraine in Germany of the role of the commission in promoting recognition of the Holodomor of 1932–1933 as genocide in Germany, withdrew its patronage of the commission and emphasised that the Ukrainian historians in its composition do not reflect the official position of the Ukrainian government. See “Rozriasnennia shchodo Nimetsko-ukrayinskoï komisiï istorykiv (Clarification regarding the German-Ukrainian committee of Historians).” Embassy of Ukraine in the Federal Republic of Germany, 24 Sep. 2020, https://germany.mfa.gov.ua/news/shchodo-nimecko-ukrayinskoi-komisiyi-istorykov.
work systematically on Ukraine-related topics (as, for example, in the case of the Central European University in Austria). Such formats are not sufficiently institutionalised and do not fall under the definition of the Ukrainian studies centre as a specific organisational structure.

According to the results of the Ukrainian Institute’s online survey, Ukrainian studies centres in the region are represented by small teams (up to 10 people). The largest number of people involved in research or teaching Ukraine-related topics represent the research programme Ukraine in European Dialogue in Vienna (10 people) and the Ukrainian Free University in Munich (16 people). Only three of the nine centres surveyed cited charitable contributions from private individuals or foundations as their funding source. The university institutes of Slavic Studies are most likely supported by state funding, but it may be challenging to single out the amount of funding allocated to the Ukrainian component. The Ukrainian Free University is supported primarily by the Ukrainian Free University Foundation in the United States, as it does not receive state funding.41

Thematically, Ukrainian studies in the region focus on Ukrainian language, history, and culture, less often (mostly in the case of think tanks) on politics, and very rarely on art history or art studies, religious studies, public policy, education, or economics. More specific research topics include the politics of memory (an especially important topic for Germany in the context of the World War II crimes), the interaction of empires and nationalism, the history of the 20th century, in particular World War II and the role of Ukraine, as well as borderlands research. When interviewed, the majority of the representatives of the German Ukrainian studies centres did not refer to significant problems. Several respondents highlighted the lack of funding for certain projects (for example, maintaining a website or launching a new book series) and voiced their expectations to receive funding for such projects from the Ukrainian state and local foundations, which is not always the case. In the public realm, however, one can find other testimonies on existing problems. So, for example, according to Professor Andriy Portnov, who chairs the Department of Entangled History of Ukraine at Viadrina University, the most important problem of Ukrainian studies centres in Western Europe is that they do not exist as full-fledged centres, an academic administrative unit, or a research programme (unlike their Brit-

ish or Canadian counterparts)\textsuperscript{42}, and if Ukrainian topics are present on university curricula, then most often they are located in universities outside the capital.\textsuperscript{43} In an interview in 2016, Alois Woldan, a professor of Slavic literature at the University of Vienna, noted the lack of interest on the part of students, for whom the peculiarities of the academic market create incentives to study Russian or Polish rather than Ukrainian.\textsuperscript{44} It is all the more remarkable that, with the beginning of the full-scale Russian invasion, the academic environment recognised the systematic lack of knowledge about Ukraine and began to voice calls for the full-fledged institutionalisation of Ukrainian studies in Germany.\textsuperscript{45}

Almost all surveyed representatives of Ukrainian studies in the region noted that there was an increase in the interest of target audiences, the number of events held, and professional publications over the past five years, but that the number of students, where relevant, had either remained constant or decreased slightly. The same applies to funding, which remained unchanged (at least for the surveyed centres). Almost all respondents noted positive prospects for their centres’ development in the future. As expected, the full-scale invasion of the Russian Federation into Ukraine on February 24, 2022, increased attention towards Ukraine and Ukrainian topics in the regional perspective, which resulted in a more active participation of Ukrainian studies centres’ representatives in the public sphere, i.e., commenting for the media. The development of events in Ukraine also inspired some centres to start new projects and/or provide support to displaced researchers from Ukraine.

For the advancement of Ukrainian studies, Northern Europe is a relatively new region. Here the Ukrainian diaspora, due to its smaller size, has played a minor role in either establishing new Ukrainian studies organisations, or supporting existing ones. However, Northern European countries have recently demonstrated quite active dynamics, primarily due to the incorporation of elements of Ukrainian studies into university curricula and the initiation of relevant activities by (primarily state) think tanks. In total, there are over a dozen centres for Ukrainian studies in the countries studied, with Sweden having the
A significant part of them were established within the last five years. Importantly, the Ukrainian studies centres in the region have reacted extremely dynamically to the challenges posed by the 2022 full-scale invasion of Ukraine by the Russian Federation.

Academic Ukrainian studies in Northern Europe can be subdivided into two categories. The majority would be studies within the broader regional framework: either as an equal component of the Eastern European region, or in the shadow of Russian studies, which receive the same attention as the entire region put together. Thus, Ukrainian studies in the context of regional ones are represented, for example, by the Central and Eastern European Studies of Lund University in Sweden, which exist within the Humanities and Theology faculty at the Centre of Languages and Literature. In bachelor’s and master’s degree programmes, students can select courses on Ukrainian-related topics and study the Ukrainian language at the elementary level. This centre for Ukrainian studies is one of the most active in Northern Europe, and its representative, Niklas Bernsand, is well known in Ukraine for his research on Ukrainian history.

The Centre for Baltic and East European Studies, founded in 2005 at another Swedish university, the University of Södertörn, studies the countries of the region, including Ukrainian topics, using social science methods. As a part of the university’s curriculum, various bachelor’s, master’s, and doctoral degree programmes explore Ukrainian studies in depth. Notable is also the Central and East European Studies Centre of Leiden University in the Netherlands, a platform for historians and political scientists who research CEE and the post-Soviet space, including Ukraine.

In 2019, the University of Oslo opened the Center for Slavic and Eastern European Studies at the Department of Literature, Area Studies and European Languages of the Faculty of Humanities. The centre is a multidisciplinary platform for the study of East Slavic languages, cultures, and social processes. Its ongoing project, National Values and Political Reforms in Post-Maidan Ukraine, is devoted to the study of Ukraine, and spans from 2021 to 2023. The Institute for Russian and Eurasian Studies of Uppsala University, which was established in the 1970s, pays considerable attention to the study of Eastern Europe. It functions as a research centre and a national resource centre for regional issues.

The second relatively small group comprises academic Ukrainian studies centres that provide opportunities to study the Ukrainian language and culture separately, as, for example, in two Swedish universities. Thus, at Stockholm University’s Department of Slavic and Baltic Studies, Finnish, Dutch and German, one can study the Ukrainian language alongside its political, historical, and cultural contexts. Also, since 2018, the Department of Languages and Literature at the Fac-

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46 In addition to the actual centres of studies, the Ukrainian Institute in Sweden, founded on a public initiative in 2014 for the promotion of Ukrainian culture in Sweden, is of great importance. Since 2015, it has been an associate member of the National Institutes of Culture of the European Union (EUNIC). The centre organises cultural and educational events – concerts, festivals, panel discussions, as well as a summer school on the Ukrainian language for foreigners together with the Ostroh Academy (although the last school session was held in 2018).

ulty of Humanities of the University of Gothenburg started offering online and offline Ukrainian language courses at various levels. This Swedish university, together with Taras Shevchenko National University of Kyiv, Lesya Ukrainka Volyn National University, and Ivane Javakhishvili Tbilisi State University, carries out the Ukrainian-Swedish-Georgian online dictionary project.\(^48\)

In addition, the Aleksanteri Institute of the University of Helsinki in Finland since 2008\(^49\) has a separate module on Ukrainian studies as part of its cultural studies program. This module enables students on bachelor’s and master’s degree programmes to study Ukrainian culture, history, and politics. This educational institution also offers student exchange programmes with its partner Ukrainian university – Kyiv Mohyla Academy. In turn, the Center for Ukrainian Cultural Studies in Amsterdam, founded by the Department of Slavic Languages and Cultures of the University of Amsterdam, and the Amsterdam School for Heritage, Memory and Material Culture, conducts academic research in the artistic field, and holds public events promoting the idea of the self-sufficiency of Ukrainian culture. The recent inactivity of the centre’s website suggests that it suspended its activities in 2018, but the Facebook page dedicated to it still serves as an active platform for communication between Ukrainian studies specialists from different countries.

Finally, regional think tanks, have started focusing on Ukraine within the context of the Eastern European region studies. For example, the Stockholm Centre for Eastern European Studies focuses on Russia and Eastern Partnership countries and provides recommendations on issues of interest to the Swedish government.

On the other hand, despite the dominant position of Russian Studies, Ukrainian Studies are present in the Dutch Alliance for the Russian and Eastern Europe Knowledge Alliance (REKA), a vast network from the Netherlands and abroad that includes the Centre for European Security Studies, the Institute of Eastern Christian Studies, and the Dutch Helsinki Committee, whose research focuses directly or indirectly on Ukraine. By the way, both analytical centres – REKA in the Netherlands and the aforementioned Stockholm Centre for Eastern European Studies in Sweden – were opened in 2021 and operate under the auspices of the Ministries of Foreign Affairs of their respective states.

Similarly, Ukrainian studies continue to be overshadowed by Russian studies in the Russia and Eastern Europe Centre of the Netherlands Institute of International Relations Clingendael, which serves as both a state analytical centre and as a diplomatic academy. The institute publishes a monthly magazine on international politics, Clingendael Spectator. Recent years have seen an increase in the number of publications devoted to Ukrainian issues.

Against the backdrop of Russia’s full-scale war against Ukraine, the quantitative in-


crease of interest in Ukraine and the study of Ukrainian-related topics, the following trend can be observed in the countries of Northern Europe. To provide accurate coverage of the situation in Ukraine or to promote Ukrainian culture and history, organisations that were previously non-affiliated with Ukrainian studies have initiated the study of the Ukrainian language, online lectures or discussion clubs. For example, in September 2022, the Norwegian Network for Research on Ukraine Ukrainett was established to bring together Norwegian researchers and experts interested in Ukraine, as well as Ukrainian researchers displaced to Norway as a result of Russia’s war against Ukraine. Ukrainett is a platform for exchanging knowledge, research findings, and communicating with Norwegian stakeholders (politicians, public figures, media, and academia) and the general public regarding Ukraine-related issues. The network is coordinated by the Norwegian Institute for Urban and Regional Research at Oslo Metropolitan University and its steering group is comprised of both Norwegian and displaced Ukrainian researchers. In addition, in autumn of 2022, the Department of Literature, Area Studies and European Languages of the University of Oslo created an additional position for a researcher in Ukrainian studies to conduct research on Ukraine and develop educational programmes. As previously stated, for the fall semester of 2022 and the spring semester of 2023, Lund University offers several courses dedicated to Ukraine, that are not included on the permanent list of courses available to students. The situation is similar in another educational institution in Sweden – the University of Gothenburg. It had planned to add new courses in Ukrainian studies to the curriculum in the spring of 2023, but due to the full-scale invasion of the Russian Federation and increased interest in Ukraine, the announced courses became available for students in the fall of 2022. The University of Amsterdam responded comprehensively to the situation by

<table>
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<tr>
<th>Year</th>
<th>Event/Institution</th>
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<tr>
<td>2018</td>
<td>Ukrainian language studies at the University of Gothenburg</td>
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<tr>
<td>2019</td>
<td>Center for Slavic and East European Studies at the University of Oslo</td>
</tr>
<tr>
<td>2021</td>
<td>Stockholm Center for East European Studies</td>
</tr>
<tr>
<td>2022</td>
<td>Ukrainett, Norwegian network for research on Ukraine</td>
</tr>
</tbody>
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50. Norwegian network for research on Ukraine – UKRAINETT – has been officially launched today during special event in Oslo. Embassy of Ukraine in Norway, Facebook, [https://www.facebook.com/UKRinNOR/posts/pfbid026F3y8Jvkh8STWB3d1yLq8qmcrltWm1V3y9YfmsXF3Fscg6U21gvyXs9f7iQlD5sNwfi](https://www.facebook.com/UKRinNOR/posts/pfbid026F3y8Jvkh8STWB3d1yLq8qmcrltWm1V3y9YfmsXF3Fscg6U21gvyXs9f7iQlD5sNwfi).
51. "Postdoctoral Research Fellow within Ukrainian Studies (ref 227917)." Scholarshipdb.net, [https://scholarshipdb.net/jobs-in-Norway/Postdoctoral-Research-Fellow-Within-Ukrainian-Studies-Ref-227917-University-Of-Oslo=Ra27sGr37BGUYQAlkGUTnw.html](https://scholarshipdb.net/jobs-in-Norway/Postdoctoral-Research-Fellow-Within-Ukrainian-Studies-Ref-227917-University-Of-Oslo=Ra27sGr37BGUYQAlkGUTnw.html).
announcing a new online course entitled *Ukraine: A Battlefield for a New Europe?* For the spring semester of the 2022-2023 academic year at the Higher School of Humanities for European Studies master’s students. In addition, the Amsterdam Centre for European Studies at the University of Amsterdam, which has previously limited its academic interest to EU member states, launched a series of online discussions titled “.ua discussions” and dedicated a special issue of its journal *JIRD (Journal on International Relations and Development)* to Ukraine.

Due to increased interest in Ukrainian studies and the large number of displaced Ukrainians who have settled in the countries of Northern Europe, there is a systemic demand for specialists in Ukrainian studies and the Ukrainian language. One of the curious cases of this trend is the translation of an anthology of Ukrainian poetry into Norwegian by a pair of translators who communicated with each other in English (they translated the poems from Ukrainian into English and only after that from English into Norwegian). Therefore, the question of opening new independent Ukrainian studies centres in light of this interest in Ukraine and Ukrainian-related topics, as well as the development and expansion of existing ones, becomes logical and urgent.

In addition to the centres mentioned in this subchapter, the development of Ukrainian studies in the region is also possible in educational institutions that already collaborate with Ukraine but lack Ukrainian studies centres. Two cases can serve as examples: the University in Groningen (the Netherlands) and its long-term cooperation with Ukraine through the Erasmus+ exchange program, as well as Noord University (Budjo, Norway), which cooperates with Ukraine on three bilateral educational projects. However, both in developing cooperation with existing Ukrainian studies organisations, and in promoting the opening of new centres, it is worthwhile to consider the problematic issues and difficulties of existing Ukrainian studies centres in the region, as pointed out by all the respondents to the Ukrainian Institute online survey. These difficulties include researchers in academic centres of Ukrainian studies needing to independently seek funding for research projects due to a lack of funding; lack of attention and support from universities or the research community of the host country; lack of qualified personnel, and lack of job prospects in the industry.

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54 “У Норвегії видалю антологію української народної поезії (In Norway an anthology of Ukrainian folk poetry was issued).” Chytomo, [https://chytomo.com/u-norvehiiv-vidaly-antologhiu-ukrainskoj-narodnoj-poezii/](https://chytomo.com/u-norvehiiv-vidaly-antologhiu-ukrainskoj-narodnoj-poezii/).


CENTRAL AND EASTERN EUROPE

The countries of Central and Eastern Europe (hereinafter, CEE) are a group of countries that are geographically, historically, and culturally close to Ukraine. The vast majority of these countries were formerly part of the “socialist camp” and are now either new EU members or candidates for membership. Due to historical and geographical entanglements, they are home to Ukrainian minorities and a significant Ukrainian diaspora of various waves, in particular Ukrainian labour migrants. Besides, numerous Ukrainian students study there. All this, to a large extent, determines the interest in studying Ukraine, and the development of Ukrainian studies in various foci. However, the CEE region is asymmetric and diverse, given the influence of all the above-mentioned factors, which is reflected in the number and organisational forms of Ukrainian studies centres. Poland has traditionally been and remains the undisputed leader in the region in terms of the number (over 20), diversity and depth of the study of Ukrainian-related topics. Ukrainian studies centres are less numerous in other countries. Thus, the Czech Republic has five, Hungary and Romania each have three, Slovakia, Lithuania, and Serbia each have two centres, and Bulgaria and Croatia each have one centre.
Poland is one of the world’s leaders in terms of the number of Ukrainian studies centres due to its significant shared historical experience with Ukraine and the relative importance of Ukraine in foreign policy, in particular the “Eastern” policy, of the contemporary Polish Republic. This determines both the general interest in the development of Ukrainian studies, and the large-scale state funding of think tanks dealing with Ukraine (see more on that below). Some of the centres of Ukrainian studies began to emerge in the middle of the 20th century, and the vast majority appeared after Ukraine gained independence. Practically all Ukrainian studies centres in Poland have close, long-term ties and a long history of cooperation with universities and think tanks in Ukraine.
It is noteworthy that most of the leading universities in Poland have Ukrainian studies centres, sometimes even a few, encompassing both philological and social science academic disciplines. For example, the Faculty of Applied Linguistics at the University of Warsaw has the Department of Ukrainian Studies, founded in 1953 (which operates in parallel with the separate departments of Belarusian and Russian studies). The department has been publishing the academic yearbook “Warsaw Ukrainian Studies Notes” since 1989. A 2001 addition to the same faculty is the Department of Intercultural Studies of Central and Eastern Europe. It offers bachelor’s and master’s degree programmes in Eastern European Studies, with practical study of a chosen language (including Ukrainian) and study trips to a country of the region. In its turn, the Faculty of Oriental Studies established Centre for East European Studies in 1990, with Professor Jan Malicki, their co-founder, assuming continuous leadership. Geographically, Eastern European Studies cover the entire Eastern European region from the Balkans to the Caucasus, and thematically they cover the region’s history, economy, and culture, as well as its social, ethnic, religious, and political issues. The centre organises conferences and summer schools; it established a joint master’s programme with the National University “Kyiv-Mohyla Academy”; it is involved in the organisation of Polish scholarship programmes (for Ukrainians as well), and it arranges educational trips for its students, including to the Crimea to familiarise them with the Crimean Tatar culture (before 2014).

Another leading Polish university, the Jagiellonian University in Krakow, has two centres of Ukrainian studies in different faculties. Thus, in 1990, the Institute of East Slavic Philology inaugurated the Department of Ukrainian Studies offering Ukrainian language, literature, and related philological disciplines. In its turn, the Faculty of International and Political Studies established in the early 2000s an interdisciplinary Department of Polish-Ukrainian studies (initially as a Department of Ukrainian Studies), which is unique for Poland. Today, bachelor’s and master’s students focus on political science, public administration, the history and current state of Polish-Ukrainian relations in a regional and pan-European context and study the Ukrainian language.

The third important centre of Ukrainian Studies in Poland is the Maria Curie-Sklodowska University in Lublin (hereinafter – UMCS), which also combines philological studies with the social sciences. Thus, in 1998, the Department of Ukrainian Philology became the third department of Ukrainian studies in Poland after the Warsaw and Jagiellonian Universities, although master’s programme in Ukrainian studies has existed at the university since 1993. Today, after undergoing a series of reorganisations, it operates as Department of Slavic linguistics, and offers bachelor’s and master’s programmes in Ukrainian studies, regularly invites lecturers from Ukraine, and since 2010 has been teaching the Ukrainian language to all willing students of other faculties of the UMCS.

The sociological direction of Ukrainian studies at the UMCS is tangentially represented by the Centre of Eastern Europe, opened in 2011 and chaired by Pro-

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Professor Walenty Baluk, which teaches the processes in the region in geographical, political, historical and civilisational dimensions, engages in analytical activities, co-organises conferences, publishes the magazine *East of Europe*, and organises summer schools for Ukrainian students. In fact, it became the successor to the more ambitious project of the European Collegium of Polish and Ukrainian Universities, which operated in Lublin from 2000 to 2011 as a Polish-Ukrainian educational and research institution. The collegium then included the UMCS, the John Paul II Catholic University of Lublin, the Taras Shevchenko National University of Kyiv, Lviv Ivan Franko National University and the National University “Kyiv-Mohyla Academy.” The decision to terminate the collegium’s activities was primarily motivated by legal and administrative disruptions. After all, the institution operated at the junction of the national legislations of Poland and Ukraine. At the same time, the lack of sufficient co-financing from the Ukrainian side was an additional argument.58 Then there were conversations about the need to find a new model of cooperation, probably with a college like the Viadrina University, but such a model was never found.

In other Polish universities, Ukrainian studies are mainly concentrated on Ukrainian language and literature. Thus, the John Paul II Catholic University of Lublin focuses on the interdisciplinary study of Slavic philology, and recommends the study of the Ukrainian, Belarusian and Russian languages in combination. Thus, currently Ukrainian studies classes can be taken at the Department of Russian, Ukrainian and Belarusian Literature of the Institute of Literary Studies and partially at the Department of Translation Studies and Slavic Languages of the Institute of Linguistics. Also, since 2001, the Department of Ukrainian Studies at the University of Wrocław has offered a bachelor’s or master’s degree through the study of the language and language policy, literature, and culture of Ukraine. In turn, the Department of Ukrainian Studies at the Institute of East Slavic Philology at the Adam Mickiewicz University in Poznań, opened in 1992. In addition to teaching,

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it focuses on comparative studies of Polish-Ukrainian-Russian linguistic and literary connections, and the cultural phenomena of historical and modern Ukraine. Furthermore, learning the Ukrainian language from scratch is possible at classes at Rzeszów University. At the same time, the Department of Ukrainian Philology at the University of Warmia and Mazury in Olsztyn and the Institute of Slavic Studies at the University of Szczecin terminated their operations, most likely due to the lack of students interested in these educational fields, which is a fairly typical reason for the closure of Ukrainian studies centres in the region in general.

In the context of non-university academic research in the field of Ukrainian studies, the Institute of Slavic Studies of the Polish Academy of Sciences, established in 1954, offers the opportunity to obtain an academic degree in linguistics, literary studies, cultural studies, history, ethnology and sociology while researching one of the Slavic countries. The Institute is closely associated with the names of well-known professors such as Ola (Aleksandra) Hnatyuk, Helena Krasowska, and many others. In turn, the research of the South-Eastern Research Institute in Przemyśl, founded in 1990 and chaired for years by Professor Stanislav Stepien, mainly focuses on Polish-Ukrainian relations in different historical periods, and the problems of national and religious minorities in both countries. The institute carries out research and publishing activities; organises conferences and seminars; works with Ukrainian archives and closely cooperates with Ukrainian research institutions. Podlaskie Academic Institute, a research and educational institution of the Ukrainian community of the Podlaskie region, founded in 2017, has a purely local focus. It documents the life of the community, popularises knowledge about the region, organises academic, public, and cultural events, and supports the preservation and development of Ukrainian culture.

A characteristic feature of Poland is the significant focus on Ukraine in its think tanks. Three state analytical centres are most prominent: the Polish Institute of International Affairs (Polski Instytut Stosunków Międzynarodowych (hereinafter PISM, established in 1996), the Centre for Eastern Studies (Ośrodek Studiów Wschodnich (hereinafter OSW, established in 2011) in Warsaw, as well as the Institute of Central Europe (Instytut Europy Środkowej, hereinafter IES, active since 2018) in Lublin. They all operate under similar legislation, the heads of all three institutions are appointed by the prime minister, and their primary source of funding is the state budget. Political science research related to Ukraine is carried out within the Eastern Europe programme in PISM;
OSW has a research group focusing on the Ukraine-Belarus-Moldova subregion; at IES, the Eastern Europe department works on Ukrainian topics. The research topics are mainly political; however, they also encompass wider socio-political aspects, economic, cultural and religious components. It is noteworthy that such an organisational form is uncommon for Ukrainian studies centres in the rest of the countries of the region studied here.

Since the start of the full-scale Russian aggression, the study of Ukrainian topics has officially become one of the main areas of activity of another state analytical centre, the Centre for Polish-Russian Dialogue and Understanding, which was renamed and reformatted in the summer of 2022 as the **Mieroszewski Centre for Dialogue**. It is worth noting that the centre was already working on Ukraine-related issues in its previous incarnation, and currently it focuses on Polish-Ukrainian dialogue through academic research, publishing, public events, and scholarship programmes.

Among the independent analytical centres, the **College of Eastern Europe** (Kolegium Europy Wschodniej, hereinafter KEW) which functions as a non-governmental non-profit organisation, deserves special attention. The centre was opened in Wroclaw in 2001 on the initiative of the well-known Polish public and political figure Jan Nowak-Jeziorański, and today bears his name. In addition to re-

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search into Ukrainian studies in the Eastern European context in terms of politics, history, culture, and literature, KEW organises public discussions and academic conferences (in particular, the annual conference devoted to Polish Eastern policy), publishes translations of works of Ukrainian literature and two non-fiction magazines on current social and political topics (the English-language “New Eastern Europe”, with a wide range of readers on different continents, and “Nowa Europa Wschodnia” in Polish, with a focus on the Polish reader,) which devote considerable attention to Ukrainian topics. Another independent think tank, the Institute of Freedom (Instytut Wolności), was established in 2012 in Warsaw, and considers, among others, Ukrainian topics, such as the political situation in Ukraine (in particular, in the context of the 2019 presidential elections, and broader analysis of Polish-Ukrainian relations).

Despite the wide diversity of Ukrainian studies centres in Poland, they all share quite a few similarities as our survey demonstrates. Specifically, they lack attention and support from the Ukrainian state. The interviewees mention this point much more frequently than even the lack of funding. They lack qualified personnel and the attention of their target audience (students, politicians, and other researchers). Respondents believe that the most urgent step the Ukrainian government could take to develop Ukrainian studies in Poland is to support connections between Ukrainian studies abroad as well as between departments and scholars from Ukraine. More than 10 years after the European Collegium of Polish and Ukrainian Universities ceased to exist, there is considerable demand for the creation of a similar Polish-Ukrainian institution.
Despite the importance of Prague as a centre of educational and academic life for the Ukrainian diaspora during the interwar period, modern centres of Ukrainian studies in the country began to open only in the 1990s. This was due to the collapse of the “socialist camp” and the emergence of research and increased academic interest in Ukraine as an independent state. The country currently has five Ukrainian studies programmes at four universities.

Specifically, there are two Ukrainian studies centres at Charles University in Prague. Thus, the Faculty of Philosophy has housed the Department of East European Studies since 1990. The bachelor’s programme combines study of the chosen language (Lithuanian, Latvian, Russian, or Ukrainian) with professionally oriented study of geopolitical, cultural, and social developments in Eastern Europe. In turn, the Faculty of Social Sciences has housed the Department of Russian and East European Studies since 1994. It is a branch of the Institute of International Relations which offers the Ukrainian studies discipline as a part of the regional studies curriculum within the bachelor’s programme “Territorial Studies,” and the master’s programme “Balkan, Eurasian and Central European Studies,” covering the modern history, politics, international relations, and culture of the region.

Since 1993, the Institute of Slavic Studies at the Masaryk University in Brno has been offering bachelor’s, master’s, and doctoral programmes in “Slavic studies” with a specialisation in Ukrainian studies. Palacký University in Olomouc has offered Ukrainian philology at the Department of Slavonic Studies as an elective along with Russian and Polish, as part of bachelor’s and master’s programmes since 2000.61 Also, the Department of Slavic Studies of the University of Ostrava has been teaching Slavic languages for pedagogical purposes in all departments of the university.

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versity since the second half of the 1990s. The Department of Applied Slavic Studies also offers the study of the Ukrainian language and conducts comparative studies of Slavic languages.

Several independent analytical centres in the Czech Republic also deal with Ukrainian issues, in particular the Eastern European program of the European Values Center for Security Policy, the European Institute for European Policy (within the framework of research on EU enlargement and neighbourhood policy), and the Association for International Affairs (among other things, with a number of educational projects in Ukraine about the methodology of oral history). Since the beginning of the full-scale Russian invasion, the Institute of International Relations Prague has been writing about Ukraine.

In contrast, Ukrainian studies in Slovakia are contingent mainly on the needs of the Ukrainian minority. Thus, academic Ukrainian studies in Slovakia are represented by the Institute of Ukrainian Studies of Prešov University, which has been operating since 1953. At that time, it was the department of Ukrainian language and literature at the Higher Pedagogical School, which was opened with the aim of training teachers for the numerous Ukrainian schools in the Prešov community attended by ethnic Ukrainians. Today, the institution offers bachelor’s, master’s, and doctoral programmes in Ukrainian language, literature, and culture.

With the assimilation of a significant part of the Ukrainian minority (the majority of Ukrainian schools in the lands inhabited by ethnic Ukrainians have closed down63), Ukrainian studies in Slovakia declined. For example, Ukrainian studies have already been terminated64 at the Matej Bel University in Banská Bystrica. In addition, universities have curtailed research projects on the study of Eastern Slovak Ukrainian dialects, reduced the number of research directions, and refocused the Slovak studies of Ukrainian linguistics to make them more applied.66 In this regard, the Ukrainian community in Slovakia is concerned about the very fact of the continued existence of Ukrainian studies in the long run.67

Analytical studies focusing on Ukraine in Slovakia are related to the regional dimension of international relations. Eastern Europe is studied by the independent Slovak Foreign Policy Association, which divides the region tentatively into Russia and the countries of the Eastern Partnership, and periodically prepares materials devoted to Ukrainian issues. The independent centre analysing security, GLOBSEC, has a programme on the study of Ukraine and Eastern Europe in the context of international security.
Despite the fact that Romania and Hungary share borders with Ukraine, Ukrainian studies are less developed there, when compared with the other countries of the region. To some extent, this situation is caused by linguistic peculiarities of the two countries. This makes the centres of Ukrainian studies in Romania and Hungary more internally bound, compared, for example, to Ukrainian studies in the Slavic countries of the CEE, where there are more opportunities for comparative studies between Slavic languages (from the academic point of view), and participation in joint conferences (from the point of view of communication, in particular, under the auspices of the International Association of Ukrainian Studies).
There are three centres of Ukrainian studies each in both states, all of them academic and focusing on philology. So, in Romania, Ukrainian studies are offered at the universities of Suceava, Cluj-Napoca and Bucharest. In particular, in the Faculty of Russian and Slavic Philology of the Babeș-Bolyai University in Cluj-Napoca, the Department of Slavic Languages offers theoretical and practical courses on the phonetics, morphology and syntax of the modern Ukrainian language, as well as courses on Ukrainian culture, civilisation and literature. In its turn, the University of Bucharest offers Ukrainian studies as an independent major at the bachelor’s level at the Department of Russian and Slavic Philology. The research directions of the department include Ukrainian terminology, gender studies, and Ukrainian postmodernism. Lastly, the Stefan cel Mare University of Suceava offers a bachelor’s programme in Ukrainian language and literature at the Faculty of Literature and Communications.

In turn, Ukrainian studies in Hungary are present at the universities of Budapest, Nyíregyháza and Szeged. Thus, the Department of Ukrainian Philology within the Institute of Slavic and Baltic Philology at the Eötvös Loránd University of Budapest offers bachelor’s programmes in Ukrainian Studies as an independent major at the bachelor’s level at the Department of Russian and Slavic Philology. The research directions of the department include Ukrainian terminology, gender studies, and Ukrainian postmodernism. Lastly, the Stefan cel Mare University of Suceava offers a bachelor’s programme in Ukrainian language and literature at the Faculty of Literature and Communications.

Programmes in Ukrainian Studies. The department of Ukrainian language and literature has been operating at the university since 1961, although within the Department of Russian Philology of Budapest University, making this centre of Ukrainian Studies the oldest in Hungary. Today, the department of Ukrainian philology operates on an equal basis with the departments of Polish and Russian philology, as well as the department of Slavic philology. Meanwhile, the Department of Ukrainian Language and Culture at the Institute of Slavic Studies of Nyíregyháza University opened in 1992, but ceased operations in 2013 due to a lack of students. However, in 2017, it was restored, unexpectedly, at the initiative of the Prime Minister of Hungary, Viktor Orbán, and it offers Ukrainian language courses, as well as the specialisation “Ukrainian-Hungarian Referent.” Lastly, the Department of Slavic Languages and Literature at the Institute of Slavic Philology of the University of Szeged (opened in 1997) offers a bachelor’s programme in Slavic studies, with the option of choosing Ukrainian as the main language. In addition to the language, they teach the history, culture, and literature of Ukraine. It should be noted that the institute consists of two departments, separate Russian studies and unified Slavic studies.


The presence of Ukrainian studies in South-Eastern Europe is rather sporadic; however, there are some important organisations that have been active for several decades. For example, Ukrainian studies became a specialisation at Sofia University in 1996, and they are currently present within the Department of Slavic Linguistics, Faculty of Slavic Philology, Sofia University of St. Kliment Ohridski. It offers bachelor’s, master’s, and doctoral programmes in Ukrainian studies. The department also published the almanac Bulgarian Ukrainian Studies. Besides, it hosts a website Bulgarian Virtual Ukrainian Studies. Every year, the international conference Drahomanov Studies is held. It is designed to honour Mykhailo Drahomanov, an important figure in the history of the university, and to unite a wide range of people involved in the fields of Slavic and Ukrainian studies in Bulgaria, Ukraine, and other countries.

In the west of the Balkan subregion, Croatia stands out with the Chair of Ukrainian Language and Literature of the University of Zagreb, which operates at the Department of East Slavic Languages and Literature of the Faculty of Philosophy. Since 1998, it has had a bachelor’s programme and now has a master’s programme. In cooperation with the department, the Croatian-Ukrainian Cooperation Society researches the history and culture of Ukraine, in particular, that of Galicia and Crimea. For many years, the department has been headed by Professor Oksana Tymko-Ditko.

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74 “Z istorii ukrainistyky v Zagrebs’komu universyteti (From the history of Ukrainian studies at the University of Zagreb).” Embassy of Ukraine in Croatia. 5 May 2020, https://croatia.mfa.gov.ua/horvatska-ukrayiniana/z-istoriyi-ukrayinistiki-v-zagrebskomu-universiteti.
Two Ukrainian studies centres operate in Serbia. Since 1991, the Department of Slavic Studies of the Faculty of Philology at the University of Belgrade offers Ukrainian language and literature as a second Slavic language. In its turn, the Department of Ruthenian Language and Literature at the Faculty of Philosophy of the University of Novi Sad offers the Ukrainian language. The department was founded in 1983, the subject Ukrainian and Foreign Literature was introduced in 1991, and the subject Ukrainian Language was introduced in 1997. The Ukrainian language is studied as a compulsory subject for two semesters. In addition to the Ukrainian language, students can choose two-semester classes in Ukrainian literature, culture, and history. In 2018, the professors of the Department of Ruthenian Language and Literature have translated into Serbian the Essay on the History of Ukraine by Arkady Joukovsky and Orest Subtelny with the support of the Ministry of Foreign Affairs of Ukraine. Notably, when talking about the challenges they face, the respondents of the UI survey from the centres of Ukrainian Studies in Balkan countries point to the lack of attention by the host country, and the lack of job prospects in the field.

It is noteworthy that in the Baltic countries, which are EU member states belonging to the CEE region, the post-Soviet legacy is manifested in the lack of Ukrainian studies. Only in Lithuania we can find an example of Ukrainian Studies centre, namely a master’s programme in Eastern European and Russian Studies at Vilnius University. At the same time, the Eastern Europe Studies Centre operates in Vilnius since 2006. It is a think tank where Ukrainian topics are treated within the framework of the Eastern Partnership research programme.

In general, the level of interest in Ukrainian studies among students and analysts from Central and Eastern Europe is contingent upon the socio-political situation in Ukraine and the countries of the region. As a result of Ukraine’s independence, the establishment of Ukrainian studies centres throughout the region intensified, and Ukrainian studies began to develop independently from Russian studies. However, over time, this changed, due to diverse local socio-political influences, as a result of which such studies were scrapped or reformatted. Some researchers have noted clear surges of interest in Ukrainian studies after the

With the support of Ukraine’s Ministry of Foreign Affairs, professors from the University of Novi Sad’s Department of Ruthenian Language and Literature translated the “Essay on the History of Ukraine” by Arkady Joukovsky and Orest Subtelny into Serbian for the first time in 2018.
Orange Revolution of 2004 and the Revolution of Dignity/Euromaidan protests of 2013/2014)\textsuperscript{76} and the number of policy papers increased after the full-scale Russian invasion of Ukraine on February 24, 2022. Despite the distinct political nature of these waves of interest, in general, academic Ukrainian studies in political science in the history of the CEE countries are still far outnumbered by language and literature studies.

Another characteristic feature of the region is the emphasis placed on Russia and Russian studies, especially in the context of university classes or programmes, as reflected in their names and research topics. Furthermore, the results of the UI survey attest to it. This tendency is weaker in some countries (Poland) but stronger in others (Bulgaria, Serbia). To some extent, this situation in Central and Eastern Europe is due to the stable presence of Russian culture (to a much greater extent than Ukrainian) in the public space of the states of the region. The Russian state promotes this presence and narratives in a targeted manner.\textsuperscript{77} For example, in the cases of the Czech Republic (as Rita Kindlerová, a translator and a graduate of Ukrainian studies at Masaryk University in Brno)\textsuperscript{78} and Hungary\textsuperscript{79}, the Russian narrative is claimed to be more understandable to the local residents than the Ukrainian one, and the interest in Russian studies greater than in Ukrainian studies. On the one hand, it is rooted in the post-imperialist and post-socialist legacies of these countries, or, in some cases, in the attempts to develop political ties with the Russian Federation. On the other hand, most respondents representing Ukrainian studies in the CEE noted that it is precisely the lack of attention or support from the Ukrainian state that often “leads to the fact that Europeans look at Ukraine through Russian eyes.”\textsuperscript{80} In addition, several respondents believed that Ukrainian diplomatic institutions do not show sufficient interest in the events organised by Ukrainian studies centres, except for the often-nominal patronage.

An important demand voiced in the region is the need for systematic support of Ukrainian studies. For example, it is primarily the Ukrainian studies specialists who translate Ukrainian literature as this is one of the ways to increase interest in Ukrainian topics. However, translators work without adequate institutional


\textsuperscript{77} Ibid.

\textsuperscript{78} Trehub, Hanna. “Ryta Kindlerova: ‘Bachu veletensku problemu v tomu, shcho pereklad ukrain's'koї l'iteratury zdebil'shoho povyazanyi z akademichnymy instytutamy’” (Rita Kindlerová: ‘I see a huge problem in the fact that the translation of Ukrainian literature is mainly connected with academic institutions’).” Tyzhden, 27 May 2021, https://tyzhdneua/Culture/251972.


support, and often belong to the academic milieu of Ukrainianists, which has remained unchanged for many years and has a shortage of new personnel. Therefore, this is not sufficient to ensure viable competition with a plethora of Russian literature translations, which are supported by the Russian government, along with the general promotion of Russian culture abroad.

A distinguishing feature of Ukrainian studies centres in the CEE countries is the active cooperation in three direction: with other similar centres, with diaspora Ukrainian associations, and with Ukrainian colleagues. First of all, there is cooperation within the framework of individual associations of Ukrainian studies in their countries, which belong to the parent organisation, the International Association of Ukrainian Studies. Before the COVID-19 pandemic, the professional community of Ukrainian scholars habitually held international round tables, conferences, and congresses of Ukrainianists, which were arranged for the exchange of experience, academic achievements, joint research projects, and published textbooks. It also organised readings at Ukrainian studies classes by guest lecturers from other universities (in particular, from Ukraine), summer language schools in universities in Ukraine, and was generally responsible for active networking within the professional community.

The cooperation between Ukrainian studies centres and the Ukrainian diaspora has two dimensions in Central and Eastern Europe. One of them is that the centres’ employees are often ethnic Ukrainians, either diaspora members or representatives of the Ukrainian national minority. This is also confirmed by the UI survey, in which respondents indicate that in most cases, Ukrainian studies, regardless of their organisational structure, have employees of Ukrainian origin. This fact leaves an imprint on the focus of the research projects of a number of centres, where literary studies, history and cultural studies have a clearly expressed local aspect, depending on the Ukrainian region of the scholar’s origin.

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Often it were the representatives of the Ukrainian minority or diaspora who played a decisive role in shaping Ukrainian studies in the countries of the region. Therefore, it is not surprising that research and academic centres of Ukrainian studies actively cooperate with organisations of the Ukrainian diaspora, for example, the Union of Ukrainians in Romania, self-governing organisations of Ukrainian communities in Hungary (in particular, in Szeged and Nyíregyháza), the Czech Republic (Ukrainian Initiative in the Czech Republic, which, among other things, is engaged in the promotion of Ukrainian Studies), Slovakia (the Union of Ruthenians-Ukrainians of Slovakia and the Plast branch), Bulgaria (Ukrainian diaspora organisations united in the Union of Ukrainian Organizations of Bulgaria Mother Ukraine) and others. However, such cooperation in most cases is not long-term, and is facilitated through individual contacts. In this context, the Podlaskie Scientific Institute in Poland stands out as it is the only example in the region where the institution was created in 2017 by ethnic Ukrainians themselves, not as a public organisation, but for research purposes.

The large number of students from Ukraine represent both an opportunity and a challenge for the continued development of Ukrainian studies in the countries of the region. Thus, in four Czech universities, students from Ukraine mostly study in Ukrainian studies. At the same time, many Polish students attend Ukrainian studies centres in Polish universities, and this considers not just the natives of the university’s region. Lastly, ethnic Ukrainians, sometimes those who have been living in the states of the region for several generations, also show an interest in Ukrainian studies (the example of the University of Prešov in Slovakia is illustrative).

Interestingly, the majority of UI survey respondents, when asked about the dynamics of the development of Ukrainian studies over the past five years, noted that in general neither the interest of the target audiences (students, but also politicians and other researchers), nor the number of events, nor the amount of funding has fundamentally changed. At the same time, other criteria for the development of such studies underwent changes, namely, the number of thematic publications of scholars or analysts (increased), the number of students in the relevant fields (decreased). It is in fact due to the lack of students that the aforementioned Ukrainian studies programmes at the Banská Bystrica University in Slovakia and the University of Warmia and Mazury in Olsztyn and Szczecin University in Poland were closed.

The issue of the lack of interest of students is directly related to the employment prospects of graduates of Ukrainian studies in the CEE countries. On the one hand, some academic Ukrainianists suggest that in places where the Ukrainian diaspora lives

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89 Trehub, Hanna. “Ryta Kindlerova: ‘I see a huge problem in the fact that the translation of Ukrainian literature is mainly connected with academic institutions’.” Tyzhden’, 27 May 2021, https://tyzhden.ua/Culture/251972.
compactly, new departments of Ukrainian philology or Ukrainian studies with a broad profile should be created to train future teachers for schools with Ukrainian as the language of instruction. On the other, the Slovak example of the decline of Ukrainian studies centres organised in this way shows that such a strategy is not very reliable.

Theoretically, graduates of Ukrainian studies programmes could work in the editorial offices of Ukrainian-language diaspora media abroad, as correspondents with a focus on Ukrainian topics in the central media of their countries, in the tourism sector, etc. But such opportunities are not always available, so, in general, the low interest of students in Ukrainian philology as a narrowly applied specialisation is understandable. Therefore, it is common for graduates of bachelor’s programmes in Ukrainian studies not always to enrol in master’s programmes in the same field or to retrain immediately after completing their studies.

As the example of the European Collegium of Polish and Ukrainian Universities demonstrates, the threat of a centre of Ukrainian studies closing is not always a result of a lack of students, but rather a lack of funding. The case of Charles University in the Czech Republic is illustrative.

Many issues of the English-language magazine “New Eastern Europe”, published by the College of Eastern Europe, were entirely devoted to Ukraine.

Source: https://neweasterneurope.eu/past-issues/
here. In 2015, the university planned to reduce the number of Ukrainian studies instructors due to a lack of funding. Only the active involvement of the diaspora NGO "Ukrainian initiative" and the Ukrainian embassy made it possible to maintain the existing staff thanks to grants from international organisations, which is probably a temporary solution. Additionally, in the Czech Republic, Slovakia, Poland and Hungary, the Visegrad Foundation and other international organisations can financially support the education of Ukrainian students through individual scholarships or grants. According to the UI survey, lack of funding is one of the key problems faced by Ukrainian studies in the region, with some respondents emphasising that even the quality of research institutions' expertise directly depends on the amount of funding.

After the full-scale invasion by Russia, numerous Ukrainian studies centres in the Central and Eastern Europe countries declared freezing cooperation with Russian and Belarusian universities and organised financial and humanitarian aid, but they also expressed their support for Ukrainians in a more targeted and pointed way. Such support is reflected, for example, in five two-year scholarships for Ukrainian students (from the Faculty of Philosophy of Charles University, unexpectedly, in cooperation with the Russian Boris Nemtsov Freedom Foundation and the Zimin Foundation), assistance to the families of Ukrainian instructors, the opening of additional informal educational opportunities for Ukrainian youth (such as the Leadership Program of the Polish think tank Institute of Freedom, which is free for Ukrainians) and others. It is notable that even those higher educational institutions where Ukrainian studies centres no longer function continue to offer help to Ukrainians and Ukraine. For example, the Warmia and Mazury University in Olsztyn employed 12 Ukrainian instructors and provided shelter to their families.

Against the backdrop of Russia’s war against Ukraine, it is natural to see a rise in interest in Ukrainian studies, which is already observed in the 2022/2023 academic year in the CEE countries, in particular, due to an unprecedented interest in Ukrainian language courses. Thus, we can anticipate the expansion of existing academic Ukrainian studies centres and the establishment of new centres. Additionally, the media are now more interested than ever in think tanks devoted to Ukrainian studies. Representatives of the latter noted in the UI survey that requests for additional comments, expert evaluations, or professional explanations of the situation in and around Ukraine have increased significantly.

96 Ibid.
101 “V červnu a červenci se fakulta učila ukrajinsky, v srpnu výuka pokračuje.” Filozofická fakulta Univerzity Karlovy, 1 Aug 2022, https://www.ff.cuni.cz/2022/08/cervnu-cescervenci-se-fakulta-ucila-ukrajinsky-srpnu-vyuka-pokracuje/?fbclid=IwAR1Sg3oyapoPryhchjULcikqMB-Vz7Ugo3gaeLcWcyH8E_-Mzw6g5SrC4k7l-o.
Ukrainian studies centres in the countries of the former USSR began to emerge after 1991. During Soviet times, it was believed that “national republics” should only be studied within their own borders, while Russian studies were present in all republics. In each of the states that were established after the collapse of the USSR, Ukrainian studies had to be founded from scratch. Since 1993, Moscow State University and St. Petersburg University began to offer the courses in Ukrainian language. At the same time, Moscow State Institute of International Relations, which is affiliated with the Ministry of Foreign Affairs of Russia, has taught Ukrainian as a second or third foreign language since 1996 and explains the need to study it by referring to the “formation of new states on the world political map after the collapse of the USSR.” However, despite their common roots in the Soviet experience, the development of Ukrainian studies in these countries varies due to their differing political priorities, levels of ideologisation, and academic freedom or, rather, the lack thereof.

In Russia, Ukrainian studies are relatively numerous. There they function as academic studies at state universities and have a philological as well as historical and cultural focus. Thus, today, six Russian universities have departments of Slavic Studies that teach Ukrainian language and literature, namely: Moscow State University named after M. Lomonosov, Voronezh State University, Moscow State Institute of International Relations of the Ministry of Foreign Affairs of Russia, St. Petersburg State University, Russian State Humanities University in Moscow, and Moscow State Linguistic University, which also houses the Ukrainian Studies Centre. Three of the four centres of Ukrainian studies in Russia are devoted to the study of the history of Ukraine: the Centre for the Study of the History of Ukraine at St. Petersburg State University, and the Centre for Ukrainian Studies of the Institute of Europe of the Russian Academy of Sciences.

In addition, a separate department of Ukrainian studies existed from 2003 to 2014 at Belgorod University, but it was renamed as the Department of International Relations, and later reorganised into the Department of International Relations, Foreign Regional Studies and Political Science. The Russian State University for the Humanities branch in Ufa was actively engaged in Ukrainian studies. Its employees and at the same time representatives of the Interregional Public Organization T. Shevchenko Scientific Society of Ukrainians established cooperation in 2011 with the National Research Institute of Ukrainianists. From

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2008 to 2014, the Centre of Ukrainian Studies was operational at the Southern Federal University in the city of Rostov-on-Don, conducting research on Crimean Tatar-related topics.\(^{104}\) It is important to note that not only are there fewer Ukrainian studies centres in the Russian Federation than there are in Poland, Canada, and the USA, but also that the issues they focus on are narrower, mostly ideologically conditioned, dependent on the foreign policy priorities of Russia, and have little influence on political decision-making. As of the beginning of the Russian aggression in 2014, some researchers identified the lack of understanding of the need for the Ukrainian studies in the Russian Federation in general as the crucial problem.\(^{105}\) The reasons for this could be the prevalence of ideas about a “single people” and “common historical destiny,” the absolutisation of the maxims of Russian historiography,\(^{106}\) or the belief that the Russian language is the optimal language of international communication in the region. Even as of 2019, not only researchers, but also propagandists recognised that Ukrainian studies in Russia remain in their infancy, there is a lack of knowledge and understanding of the political processes taking place in the neighbouring state, journalism overshadows research, and there is a significant asymmetric lag behind the Ukrainian studies in Western countries, primarily Poland.\(^{107}\) A lack of understanding of importance of the studies led to a lack of demand, and a lack of career prospects outside academia. Knowledge of the Ukrainian language was considered unnecessary even for employees of the diplomatic service and was not encouraged in any way.\(^{108}\) As of the beginning of the Russian aggression in 2014, the Russian Federation had produced no more than a few dozen specialists who knew the Ukrainian language, the majority of whom remained in academic institutions, rather than in diplomacy or politics.

Another problem faced by Ukrainian studies in the Russian Federation was chronic underfunding and reliance on the efforts of individual enthusiasts. Thus, since the 1990s, the Centre of Ukrainian and Belarusian Studies headed by Professor Mikhail Dmitriev operated at Moscow State University named after Lomonosov. Only at the beginning of its activities it received limited support from the National Academy of Sciences of Ukraine and some Russian institutions, but in general it never obtained large-scale funding. The Centre relied on the initiative of the founder and freelance employees, and despite numerous efforts, it turned out to be impossible to introduce at least a special course on the history of Ukraine at the Faculty of History of Moscow State University. St. Petersburg is an exception, with a long tradition of study-

\(^{104}\) “Neizvestnie sosedi. Pochemu v Rossii nauchnogo interesa k Ukraine kak ne bilo, tak i net (Unknown neighbors. Why Russia has not had a scholarly interest in Ukraine and still doesn’t?)” Zhurnal “Kommersant Vlast,” 19 May 2014, [https://www.kommersant.ru/doc/2470379](https://www.kommersant.ru/doc/2470379).

\(^{105}\) Ibid.


Ukrainian and Crimean Tatar Studies in the World: Problems, Needs, Perspectives

ing the history of Ukraine represented by the Centre for the Study of Ukrainian History, established and headed by Professor Tatyana Tairova-Yakovleva. It focused on purely academic activities, aimed at the publication of primary sources on the history of Ukraine of the Hetmanate period, a huge number of which are kept in St. Petersburg and Moscow, along with relevant research, conferences, student and postgraduate exchanges. This centre also did not have stable funding (neither from the state nor from the university) and relied on small grants, but actively cooperated with Ukrainian institutions, such as Kyiv-Mohyla Academy, Kharkiv and Lviv universities, institutions of NASU, etc. Finally, in 2004, the Centre for Ukrainian Studies was established as part of the Institute of Europe of the Russian Academy of Sciences, which mainly deals with the study of modern (Soviet, post-Soviet) history of Ukraine. Despite the hope that the entire Institute of Ukraine will grow out of it, there is still one permanent staff member at the centre, Viktor Mironenko. Finally, Professor Aleksei Miller from the European University in St. Petersburg, although not formally affiliated with any Ukrainian studies centre, in his personal capacity has had a meaningful influence on the directions of the development of the Ukrainian studies in Russia in recent decades, both in the field of academic research and in public discourse.

It is important to note that until 2014, the Ukrainian government demonstrated more active support for Ukrainian studies as well as for the development of academic and research ties in Russia than it did in North America and Europe. This was achieved through assisting Ukrainian institutions and the Embassy in the opening of centres, awarding state recognition to the rector and professors at Russian universities, financing the National Cultural Centre of Ukraine in Moscow, supporting student exchanges, and facilitating joint events. However, such support was always insufficient for the full functioning of the Ukrainian studies in Russia.

The founding of the Russian Association of Ukrainian Studies in 2009 was expected to solve the problem of fragmentation and atomisation of individual centres and individual professors. It was an association of instructors from more than 10 Russian universities. In addition to the institutions of the Russian Academy of Sciences (Institute of Slavic Studies, Institute of Europe), Moscow and St. Petersburg universities, it included instructors from the universities of Belgorod (the department that since 2003 has been under the leadership of Prof. Oliynyk, and had the largest number of students), Ufa, Saratov, Tyumen, and Surgut; it was chaired by the philologist Galina Lesnaya. Between 2009 and 2013, the association held three conferences, although it complained about the lack of interest and support of Ukrainian colleagues, the impossibility of student and postgraduate exchanges, and the lack of opportunities for students to attend Ukrainian language summer schools in Ukraine. Obviously, the association did not survive the Russian aggression of

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2014; its website is not functional, and the last mention of its activities dates back to 2013.

In addition, Russian centres of Ukrainian studies mainly had either a philological or a historical focus. The universities of the Russian Federation began to teach the Ukrainian language from 1993. Today, they teach it as a second or third foreign language, within the framework of short-term classes based on Slavic philology centres at six universities. In a significant portion of these universities, instruction is designed for students to reach only the basic level of proficiency. The professors at the Moscow State University complained that in Russia there were no methods for teaching Ukrainian as a foreign language, so they developed them from scratch, even for basic levels of language proficiency. Employees at the Centre of Slavic Philology of the Voronezh State University emphasise that the time allotted by the Ministry of Education of the Russian Federation to the study of Ukrainian is not sufficient: “two semesters allow students only to get acquainted with Slavic languages, but not to learn them.”

When it comes to the studies in history, great difficulties emerge as Russian and Ukrainian historians have different views and interpretations on most issues of common history, and certain events, especially in the history of the 20th century, where these views are diametrically opposed. Russian historians work primarily on topics that emphasise the commonality of historical and political agendas, while Ukrainians emphasise their differences. Thus, one of the key areas of research of the Centre for Ukrainian Studies at the Institute of Europe of the Russian Academy of Sciences was the development of the concept of the joint modernisation of Ukraine and the Russian Federation. The study of the history of Ukraine at the Department of Post-Soviet Foreign Countries of the Russian State University for Humanities, focuses on the processes of reintegration of post-Soviet countries. Among dozens of joint projects of the Centre For Ukrainian and Belarusian Studies at the Moscow State University, with the Centre of Ukrainian Studies at the Institute of Europe of the Russian Academy of Sciences, there was the conference “Ukraine and Russia: history and the image of history,” and a roundtable devoted to the study of the history of Ukraine that emphasised the narratives of “common history” and of “single people.” Therefore, the work of the most productive centres concerned the publication of sources from earlier centuries, and the closing of “blind spots” in mutual awareness. Another important direction was establishing a dialogue between Ukrainian and Russian historians regarding the most controversial issues of bilateral relations. Since 2003, a joint Russian-Ukrainian commission of historians (at the highest level of the academies of sciences of both countries) has attempted to develop methodological manuals for teachers in Russian and Ukrainian schools, the book Ukraine Through the Eyes of Russian Historians (written, but not yet published).

113 “Neizvestnie sosedi. Pochemu v Rossii nauchnogo interesa k Ukraine kak ne bilo, tak i net (Unknown neighbors. Why Russia has not had a scholarly interest in Ukraine and still doesn’t?)” Zhurnal “Kommersant Vlast,” 19 May 2014, https://www.kommersant.ru/doc/2470379
In general, prominent Russian Ukraini-
anists consider the decade 2003–2013 to
have been the heyday of Russian Ukrainian
studies. During that time, a significant
number of archival documents were pub-
lished, many joint seminars and confer-
ences were held, and new research centres
were formed (for example, the Centre for
the History of Ukraine and Belarus in the
Department of Comparative Historical
Studies of Post-Soviet Countries, at the
Institute of World History of the Russian
Academy of Sciences, the aforementioned
Centre for Ukrainian Studies at the Insti-
tute of Europe of the Russian Academy of
Sciences, and the Department of Post-So-
viet Countries at the Russian State Hu-
manitarian University, the Russian Associa-
tion of Ukrainian Studies, etc.).

However, on the eve of the Russian armed
aggression in Crimea and Eastern Ukraine,
the historical focus of Ukrainian studies in
the Russian Federation inevitably adopted
an active propaganda role, as well as with
the instrumentalization of history in the
foreign and domestic policy of the Russian
authoritarian regime. Thus, Russian poli-
ticians advocated the creation and de-
velopment of Russian Ukrainian studies,
mainly in order to combat “false” histori-
cal narratives. In 2009, the commission
of the President of the Russian Federation
to counter attempts to falsify history to
the detriment of Russia’s interests was cre-
dated and chaired by Sergey Naryshkin, at
that time the head of the Presidential Ad-
ministration (liquidated in 2012). However,
later on, the same Naryshkin became the
head of the Russian Historical Society and
was again concerned with the teaching of
the history of neighbouring countries, and
the ideological unification of school histo-
ry teaching in the Russian Federation. The
pseudo-historical article by the President
of the Russian Federation Putin “On the
historical unity of Russians and Ukraini-
ans,” completely subordinated to an ideo-
logical justification of a full-scale invasion
in 2022, can be considered a general sum-
mary of how Ukrainian studies centres
functioned under the conditions of the
authoritarian regime of the Russian Fed-
eration, and its aggressive foreign policy
priorities.

Political and ideological engagement has
been even more pronounced in interpreta-
tions of recent history and analysis of for-
eign policy of Ukraine. It has been monop-
olised by ideologues without professional
training, or by institutions such as the In-
stitute of CIS countries or the Russian In-
stitute for Strategic Studies, which often in
their “analysis” started off with the premises
that the existence of Ukrainian statehood
as such was impractical, that historical or
cultural grounds for it were absent, and
that its reintegration with Russia was inevi-
table. Through this, they not only made any
dialogue impossible, but also misled their
own government. After the annexation of
Crimea and the war in the East of Ukraine,
and especially after the full-scale aggres-
sion of February 2022, a wide variety of
state and state-controlled research centres

114 Tairova, Tatyana, Viktor Ishchenko. “Sovremennoe sostoyanie ukrainistiki v Rossii i perspektivi sotrudnichestva s
ukrainskimi istorikami (State of the arts of Ukrainian studies in Russia and perspectives of collaboration with Ukrainian
historians).” Vestnik RAN, 2020, Vol 90 (1), pp. 89-93, http://webcache.googleusercontent.com/search?q=cache:reVBPj7fXXgJ:https://sciencejournals.ru/view-article/?j%3Dvestnik%26y%3D2020%26v%3D90%26n%3D1%26a%3D
Vestnik2001013Tairova&hl=uk&gl=ua&strip=1&vwsrc=0.

115 “Pochemu Rossiya ne ponimaet Ukrainu? Zametki na polyakh politicheskikh batalii (Why Russia doesn’t understand
“Kosachev: Rossiya dolzhna sozdavat sobstvennyyu sostavnyyu ukraainistiku (Kosachev: Russia should establish contemporary
and analytical centres mostly joined in with the information and propaganda support for the Russian aggression. For example, the double issue of the magazine “Russia in Global Affairs” for May/June 2018 was one of the attempts to intellectually approach the problems, but it was burdened by political priorities, by discourses established in favour of Russian interpretation. It also creates a narrative consistent with the political goals of the Russian state. However, against the background of the general poverty of Russian Ukrainian studies, Ukrainianists recognise the publication of such a collection as an important breakthrough.\(^\text{116}\)

The functioning centres focus on traditional philological and ethnographic representation of Ukrainians through the stereotyped descriptions of folk culture and daily life. Thus, during the full-scale invasion, the Centre for Ukrainian Studies of the Moscow State Linguistic University held a festival where it presented Ukrainian culture through the prism of traditional crafts and primitive gastronomic stereotypes: “Of course, they treated participants to Ukrainian product No. 1, pork belly with rye bread and pickles.”\(^\text{117}\)

Back in 2014, most of the connections and exchanges between Russian and Ukrainian institutions were terminated, and the specialised association and the interstate commission of historians ceased their activities. The Centre for the Study of Ukrainian History at St. Petersburg State University was closed, and its head, who was probably the only top Ukrainianist in Russia publicly condemning the aggression, was dismissed from the university itself and from the Russian Academy of Sciences.\(^\text{118}\) Therefore, Ukrainian studies in Russia will have to be re-established after the war.

A separate important problem is that of the conservative (both methodologically and substantively) content and often bluntly political and ideological inclinations of regional, in particular Slavic and Eastern European Studies in universities and research centres of the Russian Federation, which indirectly affects Ukrainian studies in other countries. Many Western specialists, who are also engaged in the study of Ukraine choose to study in Russia and to do internships and student exchanges there. Therefore, they can be vulnerable to the influence of Russian interpretations and narratives regarding Ukraine, its history, language, and politics. This influences their close academic ties with Russian educational institutions and explains the prevalence of Russian narratives among Eastern Europe researchers in the US and Europe. Representatives of these Russian centres also actively participate in international events concerning Ukraine as bearers of objective knowledge, while providing information in accordance with Russian narratives, and sometimes even propaganda-based theses.\(^\text{119}\)

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As for other former republics of the USSR, on the one hand, they share the post-Soviet challenge of creating Ukrainian studies centres from scratch, and on the other hand, they are, to a greater or lesser extent, objects of the Russian soft power expansion, the CIS region being one of its geographical priorities. The latter is evident in the number of efforts at spreading and teaching the Russian language, at the intensification of academic and student exchanges with Russian universities, and at popularising and strengthening Russian culture in general. However, despite their shared initial conditions, the development of Ukrainian studies in Georgia or Moldova is different from their situation in Belarus or Azerbaijan.

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We did not find centres of Ukrainian studies in the countries of Central Asia. With the exception of numerous cultural centres of the diaspora, and primary and secondary schools in Kazakhstan, we have not been able to find language studies in Central Asia. Despite the fact that students from Uzbekistan, Tajikistan, and Turkmenistan often go to Ukraine to pursue higher education, there are no language courses in those countries. Also, despite the large Crimean Tatar diaspora in Uzbekistan, Crimean Tatar language and culture are studied there only at the level of associations and cultural centres.

In Belarus and Azerbaijan, Ukrainian studies are currently represented by individual centres at state universities with a focus on the study of the Ukrainian language, literature, and culture. The Ukrainian language is taught in Belarus as a separate specialisation at the Department of Theoretical and Slavic Linguistics of the Belarusian State University. Among the disciplines, a special role is assigned to the study of the history of the Ukrainian language, within which the works of Ukrainian authors from Hryhorii Skovoroda to Lesya Ukrainka are studied. The methodical literature of the course consists mostly of Soviet manuals.

As it appears from the analysis of public activity, Ukrainian culture is also quite narrowly represented in Azerbaijan, at the Ukrainian Cultural and Educational Centre of the Baku Slavic University which was created with the assistance of the Embassy of Ukraine. The centre engages in teaching the Ukrainian language and studying Ukrainian and Azerbaijani cultural heritage. It also popularises Ukrainian culture; however, it presents it through study of traditional clothes and the musical accompaniment of the Slovanochka ensemble. This view of Ukrainian culture is due to the noticeable Russian influence in the university, given that it maintains an official page in Russian and has developed Russian studies. Four of its departments are dedicated to Russian language and literary studies. Besides, Vladimir Putin is an honorary doctor there.

Collection of research papers “Ukrainian-Moldovan Ethnocultural relations”.


Bălți State University, named after Alecu Russo and its Department of Slavic Studies at the Faculty of Philology is the higher educational institution in the Republic of Moldova where it is possible to study Ukrainian language and culture. Education is available for students from the Republic of Moldova and Ukraine on a free basis, or with the possibility of receiving a scholarship. The Centre for Ukrainian Language and Culture also operates at the university in Bălți. Instead, research-based Ukrainian studies are represented in Moldova through the activities of the Institute of Cultural Heritage, where studies of ethnic minorities from an ethnological perspective are devoted to Ukrainian topics. Since the beginning of the 1990s, Kostiantyn Popovych, a scholar and academic of the Academy of Sciences of Moldova, famous Ukrainian and Moldovan literary critic, engaged in the development of Ukrainian studies in Moldova. In honour of his memory, since 2012, “International academic readings in memory of academic Kostiantyn Popovych” have been held. Several collections of academic works under the title “Ukrainian-Moldovan ethno-cultural ties” have been published in different years in aftermath.124 Separate-ly, we should mention the so-called “Pridnestrovian Moldovan Republic” in the Republic of Moldova, where Ukrainian is one of the official languages. The Transnistrian State University has a Department of Ukrainian Language and a centre of Ukrainian culture, where education is provided in the Ukrainian language. Students are offered full-time and part-time undergraduate studies in Ukrainian philology.

Ukrainian studies in Georgia owe their development to Otar Bakanidze, a Russianist by education, who has devoted half his life to Ukrainian studies.125 In Georgia, the Research Institute of Ukrainian Studies named after Professor Otar Bakanidze of Tbilisi State University, in its turn named after Ivane Javakhishvili, focuses on bilateral cultural relations between Ukraine and Georgia, the literary and cultural relations and interconnections between the Ukrainian and Georgian cultures, and the Caucasian periods of life and works of Ukrainian authors. Students study the language, history, and culture of Ukraine. Among the problems articulated by the team is the lack of support for their activities from Ukraine for new academic projects, collective publications, translations of scientific and literary literature, and the publication of dictionaries.126

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Full-fledged Ukrainian studies in Turkey were established quite recently since an attempt to initiate the learning of the Ukrainian language in Ankara in the 1990s failed due to the lack of interest from potential students. To this day, there are no institutionalised Ukrainian studies in the capital of Turkey. As the result, the Chair of Ukrainian Studies at the Department of Slavic Languages and Literature (formerly the Department of Russian Studies) at Istanbul University was the first one. It was founded only in 2017, and the first 8 bachelor graduates received diplomas in Ukrainian Studies in 2022. The undergraduate programme,
where up to 20 students enroll every year, offers classes in translation, Ukrainian history, language, culture, and literature. The professors of the department prepared the textbook “Ukrainian language for Turkish-speaking students. Basic level.” There is currently no opportunity to obtain a master’s degree due to the lack of a sufficient number of qualified academic personnel.

Since 2016, Eurasian Studies at Karabük University, thanks to the availability of two specialists, have offered classes on Turkish-Ukrainian relations, language policy in Ukraine, and political transformations in Ukraine after 2014. Since 2018, students have had an opportunity to study the Ukrainian language at the elementary level. The university cooperates with the Vasyl Stefanyk Precarpathian National University, where it organises a Ukrainian language summer school for Turkish students.

There are no individual Crimean Tatar Studies centres in Turkey. There are three universities that offer Crimean Tatar language studies, but these lack any connection to Ukraine and have mainly followed a philological approach to the study of Turkic languages and dialects. Examples include the Department of Modern Turkic Dialects and Literatures at Ankara Hacı Bayram Veli University (Crimean Tatar language and literature courses), the Department of Modern Turkic Dialects and Literatures at Kastamonu University (Crimean Tatar language and literature courses), and the Department of Turkish language and Literature (the Crimean Tatar language) at Ordu University. Deeper non-philological studies of the Crimean Tatar subject remain the work of individual researchers who have created associations such as the Crimean Studies Network.

While in the last few years the institutionalised study of the Ukrainian language has begun at least at the elementary levels, Russian or regional studies continue to dominate in Turkish academia at the level of historical and political studies, where Ukraine is a non-priority object of study. After the beginning of the full-scale aggression, attention to Ukrainian topics increased dramatically, but due to the lack of institutionalised expertise, it is mainly limited to expert comments and to participation in public events by individual scholars, Ukraine being not their main specialisation. Examples include the Center for Russian Studies at Bilkent University, founded in 1998, which focuses on Russian, Eurasian, and Eastern European studies. Although Ukraine falls within its geographical scope, the centre has never had a full-fledged Ukrainianist component. And despite regular public events, many of which in 2022 have been dedicated to Ukraine, it is difficult to consider it a full-fledged centre of Ukrainian studies. A similar example is the Center for Black Sea and Central Asia at Middle East Technical University, founded in 1992, which
examines Ukraine in passing in the context of the Russian-Ukrainian war as well as of Turkey’s role in it. Ukraine-related publications appear more regularly in the Center for Eurasian Studies, which focuses on the study of regions strategically important for Turkey, in particular the countries of the Black Sea basin. Despite its lack of full-fledged Ukrainian studies, the centre regularly publishes articles by Ukrainian researchers in its journal Eurasian World, and periodically publishes its own studies that consider the Ukrainian context.

In the end, the lack of Ukrainian studies centres is partially filled by activist diaspora initiatives, for example, the Ukrainian Union in Ankara created and actively promotes the online platform Ukraynaca Öğreniyorum (“I’m learning Ukrainian”) for the learning of Ukrainian as a foreign language. Since 1955, the General Center for Culture and Mutual Assistance of the Crimean Turks has been operating in Ankara. It aims for the preservation and development of the Crimean Tatar language and culture, as well as offering mutual assistance to the Crimean Tatars in Turkey. The centre teaches the Crimean Tatar language, and organises numerous events on the topic of Crimean Tatar culture, history, etc.

Therefore, the biggest problem of Ukrainian studies in Turkey remains their weak and late institutionalisation, which is contingent on the fact that the real interest of universities or research centres and students arose only after 2014 and especially after the full-scale Russian aggression of 2022. The chair of Ukrainian studies at the Department of Slavic Languages and Literatures of Istanbul University remains the pioneering institutionalised centre. The rest of the universities or research centres strongly depend on the activities and research interests of individual researchers or on the spikes in short-term interest of specialists in related topics caused by the war. As expected, Turkish Ukrainian studies face the challenges of scarcity of relevant literature, a lack of personnel, the complex bureaucratic procedures of the Council of Higher Education for opening new departments and approving academic programmes, the need for additional funding and scholarships for students, and the need to reach broader circles of Turkish society through the media, to overcome the lingering effects of the dominance of the pro-Russian focus in the studies of previous decades. A separate problem is the lack of Ukrainian-speaking experts and academics who could research the history and modernity of Ukraine from original sources, and not through the prism of Soviet or Russian influence.

A Ukrainian language textbook for Turkish-speaking students, written by professors at the Chair of Ukrainian Studies at Istanbul University and published in 2022.
EAST ASIA

Ukrainian studies in East Asia fall outside the traditional geography of Ukrainian studies, and remain relatively little known in Ukraine, but there are some quite significant and dynamic centres in at least three countries of the region: the People’s Republic of China, Japan, and the Republic of Korea.

TYPES OF STUDIES

- Ukrainian studies
- Ukrainian studies within regional

STUDIES

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China

Harbin
Beijing
Dalian
Tianjin
Shanghai
Xian
Wuhan
Jinhua

East Asia
The onset of Ukrainian studies in the People’s Republic of China can be dated to the second half of the 20th century, after the USSR and the People’s Republic of China signed a bilateral treaty of friendship and mutual assistance in February 1950. In the same year, the Faculty of Russian Language was opened at Wuhan University, and already in 1964, against the background of worsening Soviet-Chinese relations, the first section of Ukrainian studies in China was founded at Wuhan University (it functioned intermittently during Soviet times). For a long time, the section was the only specialised centre of Ukrainian studies in China, and today it remains the leading Chinese Ukrainian studies centre.

With the collapse of the USSR in 1991, the development of Ukrainian studies in China received a new impetus. Thus, the section mentioned above was reorganised into the Ukrainian Research Centre at the Institute of Foreign Languages of Wuhan University. The centre gradually expanded the spectrum of Ukrainian-related research to include science, technology, history, culture, and literature. In 1993, the centre opened an elective class of the Ukrainian language, and in 1995, it started teaching Ukrainian as the primary language, and published the first Ukrainian-Chinese phrasebook in the PRC. In 1996, it published the first Ukrainian language textbook. Employees of the centre actively participated in international congresses, symposia and conferences of Ukrainianists, and initiated exchange programmes.

In 2007, as a result of the strengthening of Russian soft power in China, the centre was reorganised into the Center for the Study of Russia and Ukraine, and its employees were assigned to the Faculty of Russian Language. After 2007, the centre again began to teach the Ukrainian language as an elective at the elementary level for a few (5-7) students per year, although in academic year 2019-2020 the elective was not offered at all. The centre also actively works as an analytical centre for regional development strategies within the framework of the Belt and Road initiative, carries out historical and geographical research into the “Great Tea Road,” including in Ukraine, and provides advisory services. A significant revival of the Ukrainian component was observed after the appointment of Tian Yuan as the head of the centre at the end of 2019.

Beijing University of Foreign Languages has had Ukrainian as a second foreign language since 2003, and as a first foreign language since 2017. In 2016, it established the Center for the Study of Ukraine as part of the Russian Language Institute of the university, to intensify Ukrainian-Chinese educational cooperation. This institutional separation made it possible to ensure cooperation with Ivan Franko National University of Lviv. Until 2021, the centre had no separate premises and equipment; since 2019 and as of today, its head and the only teacher of the Ukrainian language is Lao Huasia, a graduate of the Lviv Polytechnic National University.

On October 5, 2007, Shanghai International Studies University became the second educational institution of the Peo-
People’s Republic of China which opened the specialisation in “Ukrainian language and literature” during Ukraine’s early days of independence (at the faculty of Russian language and literature). In October 2015, due to the increasing relevance of Ukrainian studies in connection with Russian aggression, the Centre for Ukrainian Studies was opened at the University. The tasks of the centre include the creation of a platform for Ukrainian studies and academic exchanges with Ukraine, conducting research activities by teachers of Ukrainian language and literature, and the training of highly qualified specialists in Ukrainian language and literature for the implementation of the Belt and Road strategy. In December 2017, the Faculty of Russian Language and Literature was reorganised into the Institute of Russia and Eurasia, which united three faculties: those covering the Russian language, the languages of Eastern and Central Europe (the Ukrainian language is studied in this faculty), and the languages of Central Asia. As of the beginning of 2022, 11 Chinese students were learning the Ukrainian language at the Shanghai International Studies University, with two professors.

The signing of the strategic partnership agreement between Ukraine and China in 2011 gave impetus to the development of Ukrainian studies in China. After 2014, the Revolution of Dignity and the beginning of the war in Ukraine increased the relevance of Ukrainian studies and contributed to their expansion. For example, Dalian University of Foreign Languages opened the Centre for Ukrainian Studies in 2014 and began teaching the Ukrainian language in 2019. Tianjin Foreign Studies University opened the Centre for Ukrainian-Chinese Cultural Relations in 2014. In 2017, it was renamed as the Centre for Ukrainian Studies, one of the achievements of which was the publication in 2018 of Taras Shevchenko’s poetry anthology under the title “Father of the Spirit of the Ukrainian People.” It started teaching the Ukrainian language in 2017. In 2020, in accordance with the Cooperative Educational Agree-
ment between the Petro Tchaikovsky National Music Academy of Ukraine and Hengshui University, the latter founded the Petro Tchaikovsky International Academy of Music and Arts. Since then, among other subjects, the academy has taught the Ukrainian language to its students. In 2021, an arts club for the study of the Ukrainian language was opened at the Institute of Languages and Media of the Anhui University of Finance and Economics, and this university signed a cooperation agreement with the Southern Ukrainian National Pedagogical University named after K. D. Ushinskyi (Odesa).

As of today, centres of Ukrainian studies and/or the study of the Ukrainian language are also functional at the universities of foreign languages in Xi’an, Harbin, and Nanjing: in Harbin Engineering University, Zhejiang Pedagogical University (Jinhua), East China Pedagogical University (Shanghai), Heilongjiang University (Harbin), Harbin Institute of Commerce, and Shaanxi Vocational and Technical Institute (Xian).

On the other hand, the gradual expansion of Ukrainian studies constantly encountered resistance from lobbyists for the development of Russian studies, and there were obstacles of a political nature, which limit the ambitions of cooperation between local Ukrainian studies centres and Ukrainian partners and state organisations. It is noteworthy that none of the Chinese centres of Ukrainian studies filled out the questionnaire of the Ukrainian Institute, so we do not have direct data from the Chinese Ukrainianists themselves regarding their main problems and needs. One of the main Chinese requests for the further development of existing Ukrainian studies, as articulated in their contacts with diplomatic representations and Ukrainian partners, is the need to obtain Ukrainian language and literature material for study, in particular textbooks of the Ukrainian language as a foreign language, Chinese translations of outstanding works of Ukrainian literature, or books about the history, geography, and culture of Ukraine in Chinese in general. Currently, such a request is satisfied only partially by the efforts of Ukrainian partners or diplomatic missions. Discussions on the need to create a Chinese association of Ukrainianists have been initiated, and since 2021, Chinese Ukrainianists have already started holding joint public events.
The peculiarity of Ukrainian studies in Japan and the Republic of Korea is that they emerged with state support in the latter half of the 1990s and are institutionally rooted in universities. Here, we are referring to separate centres that are largely isolated from one another, where individual prominent researchers play a key role. As in other countries, Ukrainian studies in the Republic of Korea and Japan had to demonstrate their separation from Russian studies, with the influence of Russian studies in the academic environment having been and remaining quite significant. The official support of the Ukrainian state is also essential for the activities of these centres. Symbolic diplomatic and official gestures are no less important than financial support. Local centres feel a significant lack of attention from the Western-centric Ukrainian academic environment. Besides, the language barrier and the weak development of these countries’ studies in Ukraine are also noticeable obstacles.

The key factor in the emergence of Ukrainian studies in Japan and South Korea is the globalisation and the need for these countries to enter new markets. Ukraine and its market are interesting for economic cooperation due to the geographical location of the country, its rich resources, technology, and agriculture. Thus, Ukrainian studies in the Republic of Korea and in Japan, in addition to their academic function, also operate in the field of cultural diplomacy, acquainting the local society and business representatives with Ukraine. At the same time, ethnographic direction remains the most noticeable aspect in the representation and the research of Ukraine as the respective societies tend to focus on traditional culture.

Kobe Gakuin University is the leading university for the study of Japanese-Ukrainian relations. Professor Yoshihiko Okabe specialises in Ukrainian studies, with an emphasis on Japanese-Ukrainian relations, and teaches economic history, paying special attention to Ukraine.131 He also chairs the Association of Ukrainian Studies in Japan, founded in 1994. The association

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131 “Professor Okabe Yoshihiko,” Kobe Gakuin University, The Faculty of Economics, Department of Economics, https://kenkyu-web.kobegakuin.ac.jp/Profiles/1/0000058/profile.html?lang=en
holds conferences and other educational and academic events, and awards recognition to the best research in Ukrainian studies. Students (about 70 each year) can familiarise themselves with a wide range of issues related to the culture, history, and political development of Ukraine. The university is establishing contact with Ukrainian universities. Specifically, it signed memoranda of cooperation and student exchanges with the Vasyl Stefanyk Prykarpatsky National University and the West Ukrainian National University (Ternopil). Although these memoranda are rather symbolic in nature and do not necessarily lead to regular cooperation, they still contribute to mutual knowledge and to holding joint meetings and events online. It is worth noting that it was thanks to the active position of Professor Yoshihiko Okabe that Japanese Ukrainian studies were noted in Ukraine.

Ukrainian studies at the Tokyo Institute of Foreign Languages are represented by the activities of Professor Hidehiko Nakazawa, a Slavist who is also fluent in the Ukrainian language. Back in 2016, the institute signed a memorandum with the Ivan Franko National University of Lviv, in particular regarding student exchange, and at the same time the Global Japan Office in Lviv was opened. After the full-scale invasion of Russia, in April-May 2022, Professor Hidehiko Nakazawa conducted free online courses on Ukrainian language and culture for about 70 Japanese civil servants and business representatives dealing with Ukrainian refugees. Also, Ukrainian studies as a part of Slavic studies are presented in the Slavic-Eurasian Research Center of Hokkaido University (founded in 1953 as part of the Faculty of Law, received independent status in 1978) and the Japan Society for the Study of Slavic Languages and Literatures (founded in 1984).

It is worth noting that the interest in Ukraine was growing even prior to the large-scale invasion, in particular the number of students and events increased. At the same time, awareness of Ukraine remains relatively low, and the main associations Japanese people have with Ukraine are war and Chornobyl catastrophe. The events of February 2022 contributed to an increase in media coverage of Ukraine, as well as the demand for Ukraine-specific expertise among media outlets and state institutions. This will contribute to the development of Ukrainian studies, but the support and attention of the Ukrainian government are also crucial. The latter will lend “prestige” to the studies and attest to their significance in bilateral relations. The remaining objective is to establish a permanent and regular, as opposed to sporadic, class on the history of Ukraine and the Ukrainian language.

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Republic of Korea began to develop regional studies in the 1990s, similar to other countries in the region. Likewise, this was determined by globalisation and Korea’s entry into the global market. Prior to that, beginning in the 1950s, only an interest in American and Chinese societies grew. Late in the 1970s, in response to the government’s initiative to address security threats, Slavic studies emerged. The primary focus was on Russian studies and the study of Soviet statehood. Accordingly, university programmes produced specialists in Russian studies. The Orange Revolution in 2004 marked a turning point for Ukrainian studies in the Republic of Korea. Ukrainian topics began to appear in Korean mass media, it became apparent that Ukraine is an independent state, and the American government’s support for Ukraine piqued the interest of Korean society in Ukraine’s political developments. In 2004, the Korean Association for Ukrainian Studies was founded, and at that time it included about 20 academics. The association holds annual conferences. In 2009, it published the book “Understanding Ukraine” and a Korean-Ukrainian dictionary.

The establishment of the state-funded Department of Ukrainian Language at the Hankuk University of Foreign Studies in 2009, was extremely important. Professor Sogu Gong, who is the only specialist in Ukrainian studies in Korea (others are specialists in Russian studies) became the chair of the department. The department also employs Ukrainian speakers and Ukrainian nationals, thus ensuring a high standard of teaching. The department consists of 5 professors and lecturers, who cover a wide range of topics, from language and literature to history, politics, and economics. It focuses on training local experts of Ukraine (the bachelor’s programme enrols up to 20 students each year). The department also conducts research on Ukrainian topics and public events. The annual publication of the academic journal Korean Journal of Ukrainian

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Studies by the department is an important tool for the advancement of Ukrainian studies. Publications are multidisciplinary and pertain to both Ukraine and its neighbouring countries.

At the same time, interest in Ukrainian studies and Ukraine in general is quite limited, and had been declining before February 2022, as evidenced by the decrease in the number of students interested in enrolling in Ukrainian studies. Part of the reason is the lack of support from the Ukrainian state, the lack of interest of the Ukrainian academic community, and the lack of funding for student exchanges to support Korean students who come to study in Ukraine. After February 2022, Ukrainian symbols became more recognisable in the Republic of Korea, and the media coverage of events in Ukraine grew. In the meantime, the prospects for the development of the discipline are quite limited. Korean expert Joung Ho Park notes the great economic potential of cooperation between Ukraine and the Republic of Korea, given Ukraine’s status as a regional leader and its possession of rich natural resources. Ukrainian studies can serve as the first step to getting to know the country, and as the basis for training specialists, making them an important element of bilateral cooperation.

Ukrainian studies in Australia differ from those in other countries due to the country’s distance from the European continent and its multiculturalism. This creates a double problem for Ukrainian studies: ensuring equality with Russian studies as a subject of study and emphasising the value of Slavic studies to the geographically remote Australian society.

Slavic studies in Australian universities began to develop only in the late 1940s. Until 1960, they had operated only at the University of Melbourne and the Australian National University. In the late 1960s and 1970s, Russian and Slavic studies, in one shape or another, appeared in as many as six universities in Australia, but they focused on the Russian language, and research was limited to Russian sources. Until the 1980s, Ukrainian language, like other Slavic languages (except Russian), did not have the status of an individual university discipline, and it was perceived exclusively as the language of communication of a separate group of migrants, so it was taught only in Ukrainian Sunday schools. In 1975, the School Examination Board of the State of Victoria included two Baltic and four Slavic languages, including Ukrainian, in the list of possible subjects for the school graduation examination. This opened up the possibility of including Ukrainian language in university programs.

As in the case of the USA and Canada, the development of Ukrainian studies is contingent upon the communities of Ukrainians who moved to Australia after World War II. Today, the Ukrainian diaspora in Australia comprises about 38,000 people.

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139 In general, there were two waves of Ukrainian migration to Australia, one at the beginning and the first half of the 20th century, when Ukrainians arrived via the Far East and China (several thousand Ukrainians in total), and the migration after the Second World War, primarily via displaced persons camps in Europe.
people, mainly in the states of Victoria and New South Wales. Since mid-1970s, Ukrainian organisations have been actively campaigning for the opening of Ukrainian studies centres at the university level. For this purpose, the Ukrainian Studies Foundation in Australia was created in 1974. The foundation's goal is to promote knowledge about Ukraine, so it provides grants and scholarships, supports the publication of books and the organisation of events, but most importantly, it promotes the introduction of Ukraine-related topics into university curricula and research projects. With its support, Macquarie University, Flinders University in Adelaide, and Monash University in Melbourne have held seminars and summer courses on Ukrainian studies since 1978. And in 1983, with the financial support of the Foundation, Macquarie University in Sydney opened a permanent programme of Ukrainian studies, the Ukrainian Studies Centre. Later, the funding of the programme was transferred to the university administration.

The Foundation also supported the opening of the Ukrainian Studies Program at the Monash University in Melbourne, which was initiated by the Association of Ukrainians in Victoria. In 1982, the Association of Ukrainians submitted a plan for the creation and financing of the Ukrainian Studies Lectureship to the Monash University. It was to be funded by the Association's fund. This is how the first three-year university course on Ukrainian language and literature in Australia appeared (the first lecturer was Marko Pavlyshyn). At that time, the university restructured the department of Slavic languages (which had previously been the department of Russian Studies) and expanded the number of languages offered at the department.

In order to finance university-level Ukrainian studies, the Association of Ukrainians in Victoria established the Ukrainian Studies Support Fund in 1986, which collected funds for the Mykola Zerov Centre for Ukrainian Studies. The centre offered educational programmes in Ukrainian language and literature, conducted research in Ukrainian literary studies and linguistics, published books, organised conferences, maintained ties with Ukrainian, American, and Canadian centres of Ukrainian studies, and provided scholarships to Ukrainian scholars and postgraduate students.

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142 Ibid.
The Ukrainian Studies Centre at the Macquarie University and Mykola Zerov Centre at the Monash University have long been the main centres for the study of Ukraine in Australia, but they are no longer functioning. The reason behind the closure of the Macquarie University Centre in 2009 was the lack of attention and support from the university. The Ukrainian programme at the Monash University was closed in 2020 due to the education sector crisis caused by the coronavirus epidemic. The university resorted to closing programmes that did not recruit the minimum number of students, including the Ukrainian programme, which had low student interest, despite the fact that external funding was available. Currently, the Ukrainian Studies Fund is directing its efforts to open a position for a lecturer in Ukrainian at the School of Historical and Philosophical Studies at the University of Melbourne, which has expressed interest in launching a Ukrainian programme before 2022.

Today, Ukrainian studies in Australia and New Zealand are most often represented by one or two researchers (Dr. Sonia Mytsyk, Australian National University, Dr. Olha Boichak, University of Sydney, Prof. Nataliia Chaban, University of Canterbury in New Zealand), who in one way or another engage with Ukrainian topics as part of wider disciplines/institutions. The network organisation of these researchers is the Ukrainian Studies Association of Australia and New Zealand, established in Melbourne in 1990. In cooperation with the Association of Communist and Post-Communist Studies, the Ukrainian Studies Association publishes an annual academic bulletin on Slavic and Eastern European Studies. Ukrainian studies have traditionally been limited to language studies, but this approach is gradually changing. In this context, it is worth mentioning the research centre SITADHub, or Social Impact and Democracy Research Hub, founded in 2016 with private funds and donations as a research centre of the University of Technology in Sydney. SITADHub focuses on sociological and political science projects on the topic of migration, Ukraine’s democratisation process, diaspora, and politics, and participates in joint projects with European universities and research centres.

Respondents to the Ukrainian Institute’s online survey reported a significant increase in the interest in Ukrainian topics among local and international media and the general public, as well as an increase in demand for the expertise of Ukrainianists at the level of state institutions. Simultaneously, the small number of students and their low interest in specialising in Ukrainian studies remain a problem. Among the main factors hindering the development of the studies are the lack of employment opportunities, as well as the lack of attention and support from the Australian government. At the same time, the interviewees noted that after February 2022, the number of opportunities for financing projects from Ukrainian studies increased. Ukrainian authorities are expected to strengthen communication between various centres of Ukrainian studies abroad and those in Ukraine, including organising joint research projects, conferences and exchanges, seminars, as well as strengthening cooperation with the diplomatic corps.
The full-scale attack on Ukraine by Russia in February 2022 catalysed the long-overdue review of the role and place of Ukrainian studies abroad, in particular the need to spread knowledge about Ukraine in the world and promote Ukrainian narratives in the information spaces of foreign countries. Firstly, foreign academic and analytical expertise on Ukraine revealed its limitations in the conditions of the war and encapsulated the increasing demand for information about Ukrainian history, politics, culture, and language. Numerous media comments and public speeches were made by researchers whose primary area of expertise was not Ukrainian studies. Consequently, their interpretations of events were based on preconceived conclusions and ideas, leading to erroneous assessments of the situation in Ukraine and its relations with Russia. Secondly, the growth in interest led to an explosion of new initiatives and opportunities for both specialists from Ukraine and those interested in the country, such as Ukrainian language courses, online lectures or discussion clubs, and new scholarships and support programmes for Ukrainian students or researchers. As a result, after the full-scale invasion, this study by the Ukrainian Institute, which was started in 2021, and dedicated to the current situation and needs of Ukrainian and Crimean Tatar studies in the world, acquired additional relevance.

The findings of our study indicate that a large network of small- and large-scale organisations that can be called Ukrainian studies centres already exists: we discovered more than 160 such centres of Ukrainian and Crimean Tatar studies in about 30 countries of the world. Despite the apparently large number, this network is extremely heterogeneous in size and level of institutionalisation, unevenly distributed geographically, and very different in content, methods, and goals. In other words, there are extensive organisational, human, and informational resources related to Ukrainian studies outside the borders of Ukraine, but due to their diversity, the Ukrainian state will have to choose different approaches for cooperation with and support of various types of centres in different countries.

We can trace the emergence of Ukrainian studies abroad to the time of the first mass political emigration of Ukrainians after the defeat of the national movement in the struggle against the Bolsheviks during the years 1917–1921. At that time, a number of centres opened, for example,
in the Czechoslovak Republic and France. The next, much stronger, wave of political emigration swept through the Western world after World War II, and the occupation of the western regions of Ukraine by the Soviet Union. In many ways, the task of these centres was to justify the separateness and independence of Ukraine as such, which could affect their thematic focus. These Ukrainian studies centres primarily dealt with historical, cultural, and linguistic issues in the national context. Ultimately, Ukraine’s declaration of independence, and later the Orange Revolution and the Revolution of Dignity, had a decisive influence on the perception of Ukraine as an important factor in European history and politics. Since then, the number of Ukrainian studies centres has been slowly growing around the world.

According to our observations, the development of Ukrainian studies has been most successful in democratic countries with a large and well-organized Ukrainian diaspora (the United States and Canada) or with close historical ties to Ukraine (Poland). Both factors make the centres relevant and provide them with organisation, funding, and an audience. However, the very fact of the diaspora’s presence does not guarantee the presence of powerful Ukrainian studies centres: other factors are also important, for example, political priorities regarding the development of relations either with Ukraine or with the Eastern European region in general, which affect state funding and the development of relevant centres (Poland, Germany). In countries with a smaller or “younger” diaspora and political attention to other regions or players, for example, in France or Italy, Ukrainian studies develop more unevenly and are significantly inferior to the Russian ones. Several countries neighbouring Ukraine (such as Romania, Slovakia, and Hungary) have a significant Ukrainian diaspora or minority, but relatively limited Ukrainian studies due to the low priority of bilateral relations and the lack of developed Romanian, Slovak or Hungarian studies in Ukraine. The thesis about the non-linearity of the connection between the diaspora and the Ukrainian studies centres is demonstrated by how academic Ukrainian studies in Slovakia, mostly linguistic, are gradually declining in parallel with the assimilation of the Ukrainian minority (although it is noteworthy that the attention of think tanks is growing), the fact that in Australia several important diaspora-sponsored centres have been forced to close in recent years, and the fact that in Brazil (and in Latin America in general) the significant size of the diaspora correlates poorly with the rather weak representation of Ukrainian studies.143 The situation is a little better in the Scandinavian countries, where the opening of Ukrainian studies has become a recent phenomenon that is actually unrelated to the activities of the diaspora as such and has a social science character rather than a linguistic and cultural one, due to the growing interest in the Eastern European region and Ukraine in particular.

In the democratic countries of East Asia, Japan, and the Republic of Korea, after Ukraine’s declaration of independence, a fairly active development of Ukrainian

143 In Brazil we found only two centres, both of which have courses in the Ukrainian language at universities in the Parana state in Brazil. The presence of Ukrainian studies centres in the region is, again, connected with a large Ukrainian diaspora, counting thousands of people, which explains the fact that Ukrainian is an official language of one of its municipalities (Prudentopolis).
studies was observed, fuelled by Ukraine’s access to global markets, and opportunities for cooperation with these countries. Centres in Japan and Korea, however, unfortunately, in many respects, function without enough attention from Ukraine. In authoritarian China, Ukrainian studies developed following a different scenario. In recent decades, more than a dozen centres, mostly language-oriented, have opened there, with a view to furthering global Chinese projects such as “One Belt, One Road.” However, despite occasional cooperation with Ukrainian universities, the Chinese community of Ukrainian scholars exists relatively isolated and is reluctant to make contact (despite our repeated attempts, none of the Chinese centres took part in the survey).

Ukrainian studies in Russia have also followed a peculiar trajectory. To begin with, they started to be established there only after the collapse of the Soviet Union, but to a very limited extent and, with rare exceptions, under pressure from established historical concepts and even propagandistic postulates, which complicated the dialogue. Despite constant attempts to establish ties with the Ukrainian academic environment, primarily in the field of history, after the Russian aggression of 2014, not to speak of the full-scale war of 2022, Ukrainian studies in the Russian Federation completely declined. The burden of the Soviet legacy, when Ukrainian studies were practically not seen outside the Ukrainian SSR, is also felt by other states that emerged from the ruins of the USSR. They have begun to develop Ukrainian studies in recent decades, and more successfully when they chose a more pro-European vector of development (Georgia, Moldova), unlike, for example, the countries of Central Asia, where, say, the presence of a Ukrainian minority in Kazakhstan did not contribute to the development of Ukrainian studies.

At the same time, in many countries of the Global South – from Latin America, Africa, and the Middle East to South, Southeast, and Central Asia – neither the diaspora factor nor the political priority factor plays a significant role, so we found virtually no Ukrainian studies centres there. It is possible that the new Ukrainian foreign policy course for the development of relations with the countries of the Global South will lead to a sufficient level of mutual interest for the opening of new centres, although the scope of challenges due to a less favourable academic environment and the entrenchment of many Russian narratives of a historical and cultural nature is quite broad and will require the investment of considerable material and organisational resources.

A noticeable share of the Ukrainian studies centres we analysed are affiliated with centres, departments or programmes that specialise in regional, in particular Eastern European or Slavic, studies. Institutionally, such centres often originate from various centres founded for the study of the Soviet Union or Russia, which emerged back in the time of the Cold War. Such centres traditionally emphasised the study of Russian perspectives and visions, which turned out to be a difficult challenge after the collapse of the USSR, when fifteen different states emerged in its place. Most respondents agreed that such regional studies centres, at least before the start of the full-scale war, were mainly focused on the study of Russian history, politics, and language, and, accordingly, had a tendency to assimilate and spread pro-Russian narratives about the politics and culture of these states, including Ukraine. In the international community of Ukrainianists,
there is a widespread belief in the existence of an urgent need to reconceptualise such studies by the academic community to foreground the voices from other countries and cultures of the region. As a result, in 2022, the academic environment initiated the process of reviewing this pattern. Resistance to the “decolonisation” of Eastern European and Slavic studies is found not only among Russianists but also among their sympathisers in the Western academy. Even among our respondents, a significant number expressed the belief that Russian studies are objectively more significant than others. The biggest problem for Ukrainian studies is not so much the active attention of the Western academic community to Russia, and Russian history and culture as such, but the fact that Eastern European and Slavic studies overwhelmingly foreground Russian studies, while ignoring more than a dozen other countries and cultures or interpreting them from a Russian perspective.

Crimean Tatar studies are in a similar situation. The few centres that we managed to discover are not institutionally connected with Ukrainian studies and function as a component of wider Turkic studies of a mainly linguistic nature. Most of them are located in Turkey, where the several million Crimean Tatar diaspora lives. In addition, our study has revealed individual projects on Crimean Tatar topics in the USA, Canada, Great Britain, Croatia, and Poland, dedicated to the culture, history, or language of the Crimean Tatars. On the one hand, such an organisation is logical because of the close ties within the Turkic world and, in particular, between Turkey and the Crimean Tatar people. On the other hand, the separation of these centres from Ukrainian issues (with rare exceptions, such as in the centre of Ukrainian studies in Cambridge, where Dr Rory Finnin demonstrates precisely such Ukrainian-Crimean Tatar connections) prevents the establishment of a clear association between Ukraine, Crimean Tatars, and Crimea. In fact, the incorporation of Crimean Tatar studies would be logical both for Ukrainian and Eastern European studies.

Although the number of Ukrainian studies centres in the world has recently increased (as already noted, most intensively after the political upheavals of 1991, 2004 and 2014), this growth should not overshadow the fact that some Ukrainian studies centres have begun to close (France, Italy, Australia), and in some countries they have reached their maximum potential for development and require additional support. Respondents cite a lack of funding as one of the biggest problems, but this simple definition often encompasses a number of trends. Sometimes, the lack of funding is caused by the low interest of students or universities, in particular, due to the lack of clear employment prospects for Ukrainianists, as compared, for example, to Russianists. This is not only due to the above-mentioned dominance of Russian studies over Ukrainian ones in most regional studies, but also because the Russian Federation and, for example, Poland and Hungary give the centres more effective targeted support, while such funding by the Ukrainian state is practically absent. Meanwhile, another factor at play is the widespread, sometimes narrow, focus of Ukrainian studies on conservative elements of Ukrainian culture, with the emphasis on language or cultural studies.

On the other hand, the problem of a lack of job opportunities reflects the global trend of the weakening position of education in the Humanities. Specializing in the Humanities increasingly leads to fewer career prospects, especially when compared to the exact or applied sciences.
These processes are also strengthened by the further commercialisation of education, which leads to decreasing funding of those areas that are less in demand in the modern economy, and as such lose popularity among those seeking education. However, even in challenging structural situations, the centres that enjoy state support both for individual projects and for sustainable operations have a better chance of survival and development.

Another important feature of Ukrainian studies centres on different continents is a high degree of personalisation, i.e., dependence on active and influential enthusiasts who act as active promoters of Ukrainian studies, such as historian Andrii Portnov at the European University of Viadrina, Japanese Ukrainianist Yoshihiiko Okabe, or Italian literary critic Alessandro Aquilli. The reason for the personalisation of the centres may lie, among other things, in the limitations in funding. After all, in their answers to the questionnaire, representatives of the centres reported the pressure to close or the impossibility of opening new positions precisely because of the lack of budgetary funds. In addition, a large number of Ukrainian studies researchers work in separate positions or post-doctoral positions outside Ukrainian studies centres proper, so we did not include them in our analysis since we were specifically focusing on organisations. Individual researchers and instructors can be more flexible and continue to study Ukraine, regardless of their affiliation with a particular university or centre. However, instability, the dependence of the centres on the activity of individual researchers, and weak institutionalisation can turn out to be harmful in the long term, because after the researchers or instructors depart or change their interests, such centres or research activities will be in danger of being closed.

In general, representatives of Ukrainian studies centres expect a more active involvement of the Ukrainian state: in our survey, respondents repeatedly made this statement. Meanwhile, their requests vary depending on the type of centre, and the resources available to them in the host country. Mainly, they focus on the need for financial support: from one-time financing of individual projects to systemic, full-fledged institutional support. The needs of language teaching centres, for example, also vary from the specific, such as the provision of educational literature, to the systemic, such as the need for a practical programme on the spread of the Ukrainian language abroad, and a system of certification of knowledge of the Ukrainian language as a foreign language with corresponding exams. For broader academic or analytical organisations, the issue of grant funding for publications and public events is more relevant. Some centres seek at least more active interaction with Ukrainian representatives abroad, which would add respectability and prestige to them in the eyes of audiences or universities.

Considering the problems described above, it is necessary to understand the geographical and thematic priorities of further development, and the desirable status of Ukrainian and Crimean Tatar studies in the world, as well as an appropriate strategy for its achievement. The elements of such a strategy should answer the most urgent questions, for example, how exactly to separate Ukrainian studies from Russian ones institutionally and methodologically; in what ways to promote their further institutionalisation; what will be the best and most realistic ways for the Ukrainian state to provide financial support; and which countries and regions should be prioritised in receiving such funding or support for teaching and research positions.
Although such a strategy will vary from country to country, it can be argued that priority should be given to those centres that take a broad view of Ukraine’s place in Europe and the world, find a balance between covering Ukrainian history, culture, politics, and economy, demonstrate Ukraine’s global connections with the world, and which apply modern methodological approaches. They have the best chance of institutionalisation, success among their students, and the spread of an open, inclusive image of Ukraine in the eyes of foreign audiences, and it is precisely such programmes that need the external support of Ukraine’s public and cultural diplomacy.

Foreign universities and analytical centres, as well as international funds that provide research grants, are no less significant than the Ukrainian government in this field. Only through collaboration is it possible to strengthen Ukrainian studies centres, and here the Ukrainian government’s policies regarding the promotion of Ukrainian studies can play a guiding role. As long as the resources of the Ukrainian state for providing long-term institutional support to Ukrainian studies are extremely limited, especially under the conditions of war, and as long as the aforementioned strategy and criteria for supporting individual centres have not been established, it is important to support and direct the project activities of Ukrainian studies centres through the use of appropriate programmes. This will strengthen the capacity of Ukrainian studies centres and make them more visible. Such is the Lysiak-Rudnytsky Ukrainian Studies Programme. At the same time, there is also a need to expand grant funding abroad in the form of mobility programs for students interested in studying Ukraine, academic staff of foreign universities or representatives of analytical centres for internships or research in Ukraine.

Among domestic political challenges, it is also important to strengthen the capacity of many Ukrainian higher education institutions to cooperate and network with centres of Ukrainian studies abroad. Among the biggest problems of such cooperation from the Ukrainian side, our respondents have often mentioned the insufficient level of English language skills, a more pronounced focus on educational rather than research processes, and a certain isolation of Ukrainian research methods and approaches as compared to world practices.

In contrast, one of the consequences of the war has been an increase in the number of scholarship and research programmes abroad for Ukrainians. On the one hand, it is direct support for a very vulnerable sector during the war and an opportunity for many researchers to dive deeper into Western science and establish cooperation, to support the development of Ukrainian studies in the foreign academic environment. On the other hand, it engenders the threat of the next wave of a “brain drain,” which, in combination with economic difficulties, may lead to a decrease in scientific research in Ukraine and a weakening of local centres in the next few years. Even though this process can have dramatic consequences for Ukrainian science and education, if these specialists do not plan to return to Ukraine, the state can take care of maintaining contact with them and ensuring that these Ukrainian scientists foster interest in developing Ukrainian topics in the foreign academic environment. After all, a significant Ukrainian diaspora in itself, as our study demonstrates, does not guarantee the active development of Ukrainian studies.
Overall, while the war is ongoing and Ukrainian issues are still in focus, new courses aimed at meeting the sudden increase in demand for information about Ukrainian courses have been introduced, along with special support programmes for researchers. However, it is already worthwhile to begin thinking about and working on finding ways to institutionalise these new practices.
The Ukrainian Institute is a public institution affiliated with the Ministry of Foreign Affairs of Ukraine. Our mission is to strengthen Ukraine’s international standing through the means of cultural diplomacy. We facilitate international connections between people and institutions and create opportunities for Ukraine to interact and cooperate with the world.

This research of Ukrainian and Crimean Tatar studies centres worldwide was conducted in 2021-2022 and aims to promote the further establishment of partnerships between Ukrainian studies centres, stimulate public discussion on the strengthening of Ukrainian studies in the world, and provide verified data for the planning of future programmes and activities to support Ukrainian studies centres.

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