

УДК 811.161.2'243(430):821.161.2(430):908(477)

WAR IN UKRAINE: A PUSH FOR RESHAPING GERMAN SLAVIC STUDIES¹

Olena Saikovska

*Slavisches Seminar, Eberhard Karls Universität Tübingen
Wilhelmstraße 50, 72074, Tübingen, Germany
phone: 497 071 297 84 92
e-mail: olena.saikovska@uni-tuebingen.de
<https://orcid.org/0000-0001-5355-331X>*

The article examines the transformative impact of the war in Ukraine on Slavic studies in the German academic environment. German universities, traditionally focused on Russian studies, have identified an urgent need to reassess both educational programs and approaches to teaching, as well as their own perspective on the development of Slavic studies. Scoping meetings, workshops, conferences, and seminars held in the German academic environment over the past two years are intended to update and systematize the achievements of German Slavic studies and outline new perspectives for its development.

The aim of the research is to outline the main aspects that are identified as priorities for the development of Slavic studies in the academic environment of Germany and to trace the changes in the development of Slavic studies reflected in open information platforms, particularly university websites. In addition, special emphasis is made on the changes that have affected Ukrainian studies after the full-scale invasion.

During joint meetings, German scholars identified significant limitations in the functioning of Slavic studies and difficulties with representation of all (or almost all) branches of Slavic studies in Slavic departments. Analyzing the information provided on university websites, it can be concluded that Russian studies dominate: the majority of universities offer the study of the Russian language in courses offered by Language Centers (95.7%), almost all educational programs for Slavic studies are aimed at preparing specialists on Russian studies (96.7%), and finally, students choose Russian as a pedagogical component, allowing them to qualify as teachers (88.7%). Polish and Czech are also represented in universities, but to a much lesser extent: as language courses: 36.2% – Polish, 17.2% – Czech; within educational programs: 90% – Polish and 70% – Czech; for teacher qualification: 16.7% – Polish, 10% – Czech.

The Ukrainian language was insufficiently represented both as a language to be studied in courses (1.7%) and as a language that could be studied as a first/main language – 2 universities (Greifswald, Munich). Ukrainian language was not offered and is not offered for teacher qualification: in primary and secondary education institutions (schools, gymnasiums) Ukrainian language is impossible to study neither as a language of origin nor as a foreign language, although some initiatives exist.

After the full-scale invasion, the situation has changed; Ukrainian language has been included in the proposals for study by 12 universities, in addition, there is an opportunity to learn not only Ukrainian language (at level B2 and above) but also literature and history within educational programs. However, German scholars still do not see the possibility of introducing Ukrainian as a component for teacher qualification, despite the extremely large number of Ukrainian children in German educational institutions. Instead, there is a proposal to develop an additional certification program for teachers of Russian to Polish, which also seems unrealistic.

German scholars emphasize the need to expand their boundaries in order to offer “full Slavistics” in universities, but they highlight insufficient funding and the lack of interest among applicants in Slavic studies as major problems.

Key words: Slavic studies in German universities, Ukrainian studies in German universities, Language Centers, degree programs in Slavic studies.

DOI:

Statement of the problem in a general form and connection with important scientific or practical tasks. The war in Ukraine exposed the lacunae that had been tolerated for many years by the Slavic departments of universities in Central and Western Europe. As a result of the full-scale invasion, the academy faced a problem that had long

¹All the terms offered by the programs of higher education institutions – “Slavic Studies”, “Slavistics”, “Slavic Philology” – are taken into consideration with this research. The differentiation of these terms is not part of the purpose of scientific analysis. The purpose is to look at a wider variety of forms of Slavic studies in the universities of Germany, as a result different terminological approaches have been accepted.

lingered on the margins: a rather limited or distorted (often influenced by Russian perspective/propaganda) understanding of Ukraine, its history, language, literature, and culture. The lack of deep and objective knowledge became apparent on the eve and in the first hours and days of the invasion. Not only politicians but also leading scientists – professors of Slavic studies and East European studies – found themselves at a loss for how to describe the events in Ukraine terminologically.

The invasion came as a shock to many scientists who had devoted their scientific careers to Russian studies. The inability to understand and interpret the relations between Ukraine and Russia adequately and objectively is primarily connected to the consequences of the narrowing focus of Slavic studies in European universities. Often, Slavic studies or Eastern European studies focused solely on Russian studies.

This perception of Russian studies at the center of (East)Slavic studies, viewing phenomena and events ‘through Russian glasses’, an ‘infatuation’ with Russia and everything connected with it, and a certain idealization of Russian culture, led to complete confusion among scientists. Rethinking the development of Slavic studies in Germany became an absolute necessity after the full-scale invasion.

The aim of the research is to outline the main aspects that are identified as priorities for the development of Slavic studies in the academic environment of Germany and to trace the changes in the development of Slavic studies reflected in open information platforms, particularly university websites. Special emphasis is made on the changes that have affected Ukrainian studies after the full-scale invasion.

Presenting main material.

Exploring New Perspectives for Slavic Studies in Germany

For the academic community in Germany, a plethora of pertinent questions has arisen. Supreme among them: What and how do and should we teach within the realm of Slavic studies? Is our perspective on events objective? And what should the future of German Slavic studies entail?

In the preface to the volume “Bulletin der Deutschen Slavistik” (2023) the head of the association of German Slavists, Prof. Tilman Berger stated that “...Nevertheless, it is much clearer today in which direction Slavic studies is moving... Ukrainian language, literature and culture play a much larger role in the seminars than before, even if the institutional anchoring still leaves much to be desired. At the same time, we must reconsider our approach to Russian literature and culture, and the role and perception of the Russian language will also have to change...”¹ [3 : 7]. Prof. Berger references an article by professors Schamma Schahadat and Monika Wingender entitled “Discussions on the development of Slavic studies in light of Russia’s war of aggression against Ukraine” (“Diskussionen zur Entwicklung der Slavistik angesichts des Angriffskriegs Russlands gegen die Ukraine”), where the professors introduce ‘decolonization’ as a pivotal concept for emerging approaches to Slavic studies. Additionally, the researchers highlight a concern shared by all Slavists – the low interest in Slavic studies among applicants, stating, “At the moment we are faced with the surprising fact that the Ukrainian perspective is more important than ever, but at the same time the demand for Ukrainian events is still rather low”² [10 : 9].

¹“Trotzdem ist heute viel klarer, in welcher Richtung sich die Slavistik bewegt... Die ukrainische Sprache, Literatur und Kultur spielen an den Seminaren eine viel größere Rolle als bisher, auch wenn die institutionelle Verankerung noch deutlich zu wünschen lässt. Zur selben Zeit müssen wir unsere Haltung zur russischen Literatur und Kultur überdenken, und auch die Rolle und Wahrnehmung der russischen Sprache wird sich ändern müssen...”

²“Im Moment sind wir mit dem überraschenden Fakt konfrontiert, dass die Ukraine Perspektive wichtiger ist als je zuvor, zugleich aber die Nachfrage nach Ukrainisch-Veranstaltungen dennoch eher gering ist”.

In July 19-21, 2023, Slavists of Germany convened at the Scoping Workshop “Future prospects for German-speaking Slavic studies” (“Zukunftsperspektiven für die deutschsprachige Slavistik”) in Hannover, funded by the Volkswagen Foundation. The organizers, Annelie Bachmaier (Technische Universität Dresden), Schamma Schahadat (Universität Tübingen), Matthias Schwartz (Leibniz-Zentrum für Literatur- und Kulturforschung Berlin), and Ruprecht von Waldenfels (Friedrich-Schiller-Universität Jena), aimed to discuss the current challenges facing the discipline. They stressed the need for fundamental reflections on the profile of Slavic Studies and its prospects in our ever-changing academic and global landscape¹[9 : 1]. An essential catalyst for this reflection was Russia’s initiation of total war against Ukraine, which significantly heightened awareness of the imperative for Slavic studies to interrogate its established perspectives on Eastern, Central-Eastern, and South-Eastern Europe, and consequently, its own self-image² [9 : 1].

The workshop attendees identified three primary areas requiring comprehensive analysis and formed three working groups: “The Future of Russian Studies in Slavistics”, “The Role of ‘Small/Minor Slavs’ in Slavic Studies”, and “Philology or Studies, or...?: The Place of Slavistics as a Discipline”³. Alongside these focal points, scientists delved into various issues concerning the functioning and development of Slavic studies, including scientific research (e.g., defining the latest research paradigms in Slavic studies and digitalization), teaching (e.g., modernizing courses), international cooperation with Russia and other authoritarian regimes, and management (e.g., enhancing the attractiveness of Slavic studies for applicants and university policies regarding Slavic studies departments). This concerted effort marks a pivotal moment in the trajectory of Slavic studies in Germany, signaling a commitment to adapt and evolve in response to contemporary challenges and opportunities.

Due to the predominant focus of German Slavistics on Russian studies, the discussions within the working group “The Future of Russian Studies in Slavistics” emerged as particularly relevant for German Slavic studies. Among the conclusions drawn by scholars, several noteworthy points stand out (see the full text [9]):

– Research: There is a pressing need to reassess the perception of Russian literature as inherently “great”, a view that has often been overly positive and romanticized. It is imperative to delve deeper into the internal complexities of this subject of study and to actively engage with methodologies from post-colonial research, critiques of imperialism, and the history of interdependence. Importantly, it is stressed that “Russia should not be deemed taboo, but rather remains an important subject for critical examination”⁴ [9 : 2].

– Teaching: While the establishment of Ukrainian as a school subject in German-speaking countries is not to be expected, the continued focus on training teachers of Russian underscores the ongoing importance of Russian studies within Slavic studies⁵ [9 : 2]. However, it is recommended to reassess both the titles and contents of the curriculum.

– International cooperation: Collaboration with Russian studies centers outside of Russia is defined to be as great importance. Alternative opportunities for students study-

¹“Der Scoping-Workshop „Zukunftsperspektiven für die deutschsprachige Slavistik“ wurde mit dem Ziel organisiert, sowohl aktuelle Herausforderungen des Faches zu diskutieren, als auch grundsätzlich über dessen Profil und Perspektiven in einer veränderten und sich weiter verändernden Welt und Wissenschaftslandschaft nachzudenken”.

²“Ein wichtiger Anlass hierfür war der Beginn des vollumfänglichen Angriffskriegs Russlands gegen die Ukraine und das infolgedessen deutlich gesteigerte Bewusstsein einer Notwendigkeit für das Fach Slavistik, den eigenen etablierten Blick auf Ost-, Mittelost- und Südosteuropa und damit auch das eigene Selbstverständnis in Teilen zu hinterfragen”.

³AG 1: Die Zukunft der Russistik innerhalb der Slavistik; AG 2: Die Rolle der „kleinen/kleineren Slawinen“ innerhalb der Slavistik; AG 3: Philologie oder Area Studies oder ...?: Der Ort der Slavistik als Disziplin.

⁴“Dabei soll Russland nicht zum Tabu erklärt werden, sondern bleibt ein wichtiger Gegenstand der kritischen Auseinandersetzung”.

⁵“Die Einrichtung von Ukrainisch als Schulfach in deutschsprachigen Ländern ist nicht zu erwarten. Die Ausbildung von Russisch-Lehrerinnen und -Lehrern bleibt eine zentrale Aufgabe”.

ing Russian, such as exchanges with universities in the Baltic States, the Republic of Moldova, the Caucasus, and Central Asia, are highlighted as the alternative opportunities to stay in Russian-speaking environments.

The work of the group “The Role of ‘Small/Minor Slavs’ in Slavic Studies” primarily focused on advancing Slavic studies beyond Russian studies, with particular emphasis on the prospects of Ukrainian studies in German universities. The tendency to critically reassess the term ‘small literatures’ (originally proposed by F. Kafka in 1911 or „littérature mineure“ by Deleuze/Guattari), to which all Slavic literatures, except Russian, have historically been relegated, has been observed in previous events, such as the Workshop “Kleine Literaturen und Nachbarschaft” (<https://european-times.eu/veranstaltungen/kleine-literaturen-und-nachbarschaft/>) in February 2023, and the 2019 conference “Minor/Small Literature(s). Perspectives on World Literature from Elsewhere”, organized by the Leibniz-Zentrum für Literatur- und Kulturforschung Berlin.

Scholars in this working group highlighted the inadequacy of labeling Ukrainians as ‘small Slavs’. Instead, they proposed the use of the term ‘underrepresented languages and literatures’ (German ‘unterrepräsentierten Sprachen und Literaturen’), which more accurately reflects the position of other Slavic languages and literatures (including Ukrainian) as those that are not adequately represented in German university courses.

While there was no definitive stance on whether Ukrainian should be taught as a subject in German universities or schools, taking into consideration the low demand for Slavic studies overall, scholars suggested starting with ‘underrepresented’ languages through online university courses or blended learning formats. The group concluded that regions such as Berlin-Brandenburg, Baden-Württemberg, and Hessen offer the potential to establish comprehensive Slavic studies programs (‘full Slavic studies’), providing access to all (or nearly all) Slavic languages to varying degrees. It was acknowledged that achieving proficiency in Ukrainian at a high level (above B2) may be challenging, but attaining proficiency up to the B1-B2 level appears feasible. An alternative could be Ukrainian language courses for historians or literary scholars, which would provide an opportunity to read and understand texts written in Ukrainian. Additionally, alternatives such as summer courses and supplementary Ukrainian language courses beyond the standard curriculum were proposed to facilitate mastery of the language at a higher level.

Scientists also dwelled on the issue of the possibility of studying Ukrainian as a teaching component in Bachelor/Master degree programs. Given the current absence of such an option, one proposed solution is to offer additional certification to teachers of other Slavic languages, such as Russian or Polish, as these languages are currently utilized for teacher training.

As of the beginning of August 2023, over 213 thousand Ukrainian children were enrolled in schools across Germany (KMK, 2023, Week 31: July 31 – August 6) [1]. Unfortunately, formal education institutions in Germany, including schools, gymnasiums, and universities, do not currently offer Ukrainian as a heritage language (als Herkunftssprache) option. However, Ukrainian children do have the opportunity to engage with language, literature, history, and culture through informal educational channels. In twelve cities throughout Germany – Munich, Leipzig, Frankfurt am Main, Karlsruhe, Hamburg, Hanover, Heidelberg, Bamberg, Mainz, Berlin, Dresden, and Freiburg – Saturday/Sunday schools have been established where Ukrainian language, literature, history, and cultural lessons are provided, offering insights into Ukrainian traditions and customs.

From Dialogues to the University Admission Campaign: Analyzing the Representation of Slavic Studies

Between July and August 2023, a comprehensive content analysis was conducted to investigate the portrayal of Slavic studies on the websites of 423 German higher education institutions. This study, based on data provided by the Federal Statistical Office of Germany [7], aimed to discern the range of Slavic studies branches offered by German universities for the academic years 2023-2024 and to examine how these programs were presented in their respective curricula. Notably, the analysis sought to identify any shifts in approaches to Ukrainian studies both before and after the full-scale invasion.

German higher education institutions provide opportunities to engage with Slavic studies (or its various branches) through three main avenues:

- as courses offered by the university's Language Center, primarily focusing on language acquisition.
- as courses within Bachelor's and Master's degree programs in Arts, encompassing the study of language, literature, history, culture, and related disciplines.
- as integral components of Bachelor's and Master's degree programs in Education, incorporating Slavic studies into teacher training curricula.

This investigation underlines the dynamic role of Slavic studies within German higher education, highlighting the variety of approaches available for students to explore and engage with Slavic languages and cultures.

1. Slavic languages as courses offered by the university's Language Center.

Numerous German universities provide language courses through their established Language Centers, with 116 out of 423 universities of various forms of ownership and direction – equating to 27.4% of the total – offering opportunities to learn Slavic languages. The breakdown of Slavic languages offered for study is detailed in Table 1.

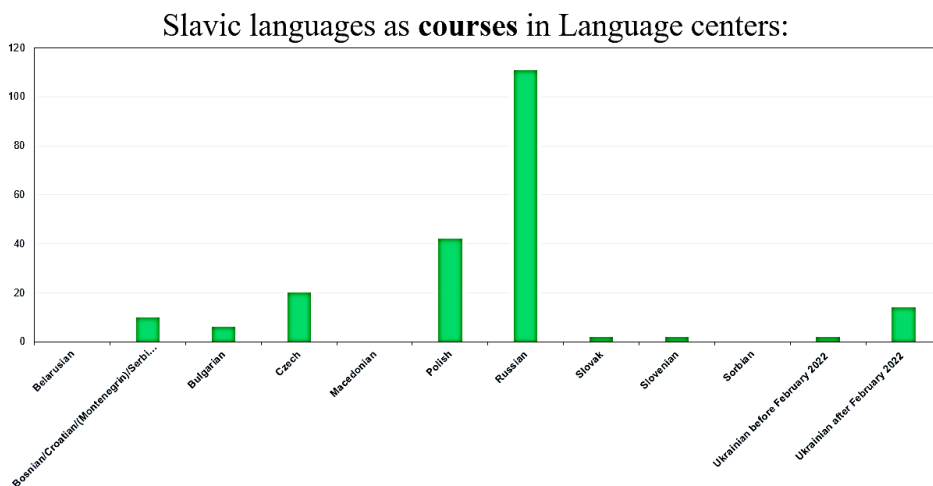


Table 1

According to the analysis, 109 universities (Universitäten und (Fach)Hochschulen) offer Russian language courses, 42 provide Polish language courses, 10 offer courses in BKS (Bosnian, Croatian, Serbian)¹, and 6 universities offer Bulgarian language courses. However, since 2023, Russian language courses have been discontinued in 3 universities (Technische Universität Clausthal, Brandenburgische Technische Universität Cottbus-Senftenberg, Hochschule Flensburg)

In addition, statistics reveal that there are 63,280 Czechs residing in Germany, with the Czech language being taught at 19 universities. Surprisingly, the number of Slovaks in Germany is nearly equivalent to that of Czechs, with 62,235 people, while 28,175 Slovenians also live in Germany (as of December 31, 2021) [2]. However, the availability of language courses for these communities is limited, being offered at only 2 universities (Ludwig Maximilian University of Munich in Language Center, University of Regensburg as Language offerings from the Institute of Slavic Studies).

Similarly, before the full-scale invasion, Ukrainian language courses were offered at just 2 Language Centers, despite the sizable Ukrainian population in Germany (155,310 people as of December 31, 2021) [2]. However, in the summer of 2023 this figure increased significantly with 14 universities offering Ukrainian language courses – an impressive rise from 2% to 12%. This trend indicates a growing opportunity for Ukrainian language study within German universities.

The study of other Slavic languages, such as Belarusian, Macedonian, and the Sorbian languages (Upper Sorbian and Lower Sorbian), remains unavailable in Language Centers.

This highlights a significant gap in language education offerings, underlining the need for expanded initiatives aimed to widen linguistic curriculum in German universities. By bridging this gap and expanding language course offerings, universities can significantly contribute to fostering cultural understanding, preparing students for an interconnected global society, and forming objective knowledge. Furthermore, investing in the development of education programs for underrepresented Slavic languages leads not only to enriching, preserving and promoting of linguistic diversity in Europe but also contributes to better understanding of historical, cultural and political processes taking place in Europe, creating more informed academic environment.

2. Slavic languages offered to be studied as courses of degree programs within Slavic departments.

There are 29 universities in Germany that have Slavic departments (see Verband der deutschen Slavistik and university of Passau). They offer both bachelor's and master's programs, often with a primary focus on one Slavic language, although the option to study additional Slavic languages is commonly available.

To better understand the primary focus of these educational programs and to discern how different programs relate to one another, these programs have been grouped together based on specific keywords. Table 2 provides an overview of these programs, highlighting bachelor's programs in blue and master's programs in yellow.

¹The term used in Germany to designate the languages – Bosnian, Croatian, Serbian, sometimes includes Montenegrin. Calling several languages by the same term and studying them as variants of one language leads to confusion among both native speakers and foreign students who consider them as “politically designated variants of one” language [e.g. 8 : 204].

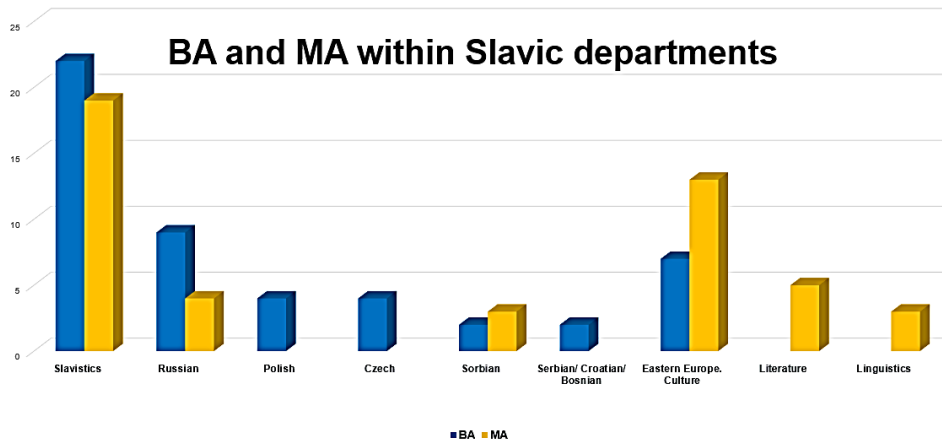


Table 2

Offered educational programs (BA) within Slavic departments

Bachelor's programs are combined by keywords:

“Slavistics” – 22 programs: “Slavistics” – 15, “Slavistics-Literature” – 1, “Slavic languages and literatures (and cultures)” – 3, “Slavic philology” – 2, “Slavic studies” – 1 (starts in 2023-2024)¹.

“Russian” – 9: “Russian” – 1, “Russian culture” – 1, “Russian philology” – 1 (and 1 was cancelled), “Interdisciplinary Russian studies” – 1, “Russian language and culture” – 1, “Russian studies (Russistik)” – 2, “Russophone studies” – 1. Program “German-Russian studies” was cancelled².

“Polish” – 4: “Western Slavistics (Polish and Bohemian Studies)/Western Slavistics Intercultural” – 2, “Polish Studies” – 3, “German-Polish Studies” – 1, “Polish philology” – 1 (and 1 was cancelled).

“Czech” – 4: “Czech philology” – 1 (and 1 was cancelled), “Intercultural Communication and Translation Czech-German” – 1, “Linguistics and Text Sciences (German-Czech Double Bachelor of Linguistics and Text Sciences)” – 2.

“Sorbian” – 2: “Sorbistic” – 1, “European Minority Languages” – 1.

“Serbian/ Croatian/ Bosnian” – 2: “South Slavistics (Serbian/ Croatian/ Bosnian)” – 1, “South Slavic Philology (Croatian / Serbian)” – 1 (was cancelled).

“Eastern Europe. Culture” – 7: “East Slavistics” – 1, “East European and East Central European Studies” – 1, “Regional Studies Eastern and Central Europe” – 1, “South-east European Studies” – 1, “Modern Eastern Europe: Slavic Languages, Literatures, and Cultures” – 1, “Applied Cultural and Translation Studies” – 1, “Literature-Art-Media” – 1.

Offered educational programs (MA) within Slavic departments

Master's programs are combined by keywords:

“Slavistics” – 19: “Slavistics” – 10, “Slavic philology” – 3, “Slavic studies” – 1, “Slavic languages” – 1, “Slavic languages, literatures and cultures/Slavic languages, lit-

¹In the university of Regensburg the “Russian philology B.A.”; “Polish philology B.A.”; “South Slavic (Croatian/Serbian) Philology B.A.”; “Czech philology B.A.” were discontinued in the winter semester of 2023/24 and replaced by the “Slavic Studies” B.A.

²University of Regensburg.

eratures and cultures in a European context” – 2, “Comparative Slavonic Studies” – 1, “Comparative Studies (Slavistics)” – 1.

“Eastern Europe. Culture” – 13: “Eastern European Studies” – 2, “Southeast European Studies” – 1, “Slavic and Eastern European Studies” – 1, “East-West Studies. Europe in discourse” – 1, “Eastern European Cultural Studies” – 1, “Cultures and Literatures of Central and Eastern Europe” – 1, “Culture and History of Central and Eastern Europe” – 1, “Literature, Culture and Societal Change” – 1, “Eastern Europe–History–Media (Slavic literatures, media and cultural studies)” – 1, “Interdisciplinary Studies on Eastern Europe” – 1, “Regional Studies Eastern and Central Europe” – 1, “Intercultural Studies: Poles and Germans in Europe” – 1.

“Russian” – 4: “Russian” – 1, “Russian culture” – 1, “Russian philology” – 1, “Russian language and culture” – 1.

“Sorbian” – 3: “Sorbistic” – 1, “Lower Sorbian” – 1, “Linguistic minorities in society” – 1.

“Literature” – 5: “Literary Studies: Texts. Signs. Media” – 1, “Literary Studies with a focus on Slavic Studies” – 1, “Literature-Art-Media” – 1, “Text and culture semiotics” – 1, “General and Comparative Literature” – 1.

“Linguistics” – 3: “Linguistics (Slavic Linguistics)” – 1, “Language and communication” – 1, “Linguistic Diversity. Linguistics of Anglophone, Baltic, Finnish, Scandinavian and Slavic cultures”.

This grouping method allows us to discern the main trends in modern philological science. Bachelor’s programs often concentrate on the study of specific national languages and literatures, while master’s programs expand into broader studies encompassing literature, media, art, or focus purely on linguistic or literary studies. In addition, there are visible terminological variations stemming from different approaches to articulating the program’s focus, such as “Slavistics”, “Slavic philology”, and “Slavic studies”. Degree program titles range from broad, encompassing terms like “Slavic Studies” or “Slavistics,” “Eastern European Studies” to very precise like “Russian” or “Lower Sorbian”. This diversity provides students with the opportunity to select the program that aligns most closely with their interests.

Furthermore, the majority of universities emphasize the interdisciplinary nature of their degree programs by incorporating terms such as “interdisciplinary”, “intercultural”, or “studies”. Alternatively, some programs focus on specific geographical regions, such as Eastern/Southeast/East-West European Studies or Regional Studies Eastern and Central Europe.

Despite the term “Russian” appearing only in the titles of 9 bachelor’s and 4 master’s programs, Russian can be studied as the primary language all of the 29 universities, even if not explicitly indicated in the program’s name. The Polish language can be studied in 27, Czech – in 21, Bosnian/Croatian/(Montenegrin)/Serbian – in 17, Bulgarian – in 7, Ukrainian before February 2022 – in 4, Ukrainian after 2022 – in 16, Slovak – in 4, Slovenian – in 4, Sorbian (upper- and/or lower-) – in 3 (University of Leipzig, Ruhr University Bochum, TU Dresden), Belarusian – in 2 (University of Leipzig, Carl von Ossietzky University of Oldenburg), Macedonian – in 0 universities.

Ukrainian language as a first language to be studied has historically been limited in German universities due to challenging institutional conditions. Only the universities of Greifswald and Munich gave such an opportunity to their students (see A. Kratochvil and A. Bergmann [4]). The situation changed in 2023-2024: the Ukrainian language as the first one together with the courses on Ukrainian literature are offered by universities in Germany, for example, the University of Tübingen. A. Kratochvil and A. Bergmann in the article “Learning Ukrainian

in Germany: an assessment of the general conditions, possibilities and perspectives”, 2017 (“Ukrainisch Lernen in Deutschland: eine Einschätzung der Rahmenbedingungen, Möglichkeiten und Perspektiven”) analyzing the representation of Ukrainian Studies in German universities pointed out that the “permanent offers happen where institutional structures provide a reliable basis. There are very different basic conditions for teaching and learning the language”¹ [4 : 25], and in Germany it is very difficult to ensure this institutionally.

Despite these challenges, the private institution “Ukrainische Freie Universität” (Munich) offers the programs “Ukrainische Sprache und Literatur” (Ukrainian Language and Literature) and “Ukrainistics”, which are available for both Master’s and PhD degrees. These programs represent valuable opportunities for students interested in delving deeper into Ukrainian language, literature, and culture within the German academic landscape.

Changes in teaching after a full-scale invasion

The full-scale invasion led to the rethinking of approaches to the studying and teaching of Slavic disciplines in German universities. The changes mostly occurred in the curricula of Slavic studies with an emphasis on Russian studies. Immediately after the full-scale invasion, the planned trips of the German students to Russian universities for language study were canceled prompting universities to seek alternative learning platforms. The universities of Kazakhstan, Latvia, Estonia, etc were among the first to host the German students. This trend continues up to now, for instance, DAAD (German Academic Exchange Service) offers scholarships for participation in summer schools through the “Go East Sommerschulen 2024 für Studierende” program, enabling students to study Russian in countries like: Estonia (Tallinn University, all levels of Russian language), Uzbekistan (Samarkand State Institute of Foreign Languages, Russian language courses at the elementary and pre-intermediate levels,).

Simultaneously, there has been a noticeable rise in interest in Belarusian literature and culture. In response, courses focusing on the specifics of the Belarusian literary landscape and the literary history of Belarus have been introduced at Oldenburg University in 2022-2023 academic year.

To adapt to changing demands, some universities have transitioned from language-specific programs to broader Slavic studies programs. For example, the University of Regensburg replaced language-specific programs with a comprehensive Slavic studies program.

Many universities announced the opportunity to study the Ukrainian language at the A1-B1 levels. This possibility is often explained by the fact that many Ukrainian scholars came to Germany and received grant support from German universities or scientific foundations (DAAD, Philip Schwarz, MSC for Ukraine, etc.) for further scientific research outside Ukraine. German universities have expanded their curricula by including Ukrainian language, literature, and history courses, often taught in English and/or German.

Significant interest in Ukrainian studies among both the students and academia gave opportunities to expand curricula, by adding new accents. Despite the involvement of the Ukrainian studies component in the teaching of Slavic studies, despite the efforts to expand the boundaries by moving away from purely Russian studies, professors often remain ‘captive’ of established paradigms. For example, the course like “Russisch, Ukrainisch, Belarussisch: Geschichte der russischen, belarussischen und ukrainischen Lit-

¹“Zu kontinuierlichen Angeboten kommt es dort, wo institutionalisierte Strukturen eine verlässliche Basis bieten. Dabei gibt es sehr unterschiedliche Rahmenbedingungen für das Lehren und Lernen der Sprache”.

eratur im 20.-21. Jahrhundert” (“Russian, Ukrainian, Belarusian: History of Russian, Belarusian and Ukrainian Literature in the 20th-21st century) in Humboldt University of Berlin or “Überblick über Literaturepochen in der Slavia: Russland, Ukraine und Polen” (“Overview of literary eras in Slavia: Russia, Ukraine and Poland”) in TU Dresden, where Ukrainian literature is introduced in the stereotypical triads Russia-Ukraine-Belarus, or Russia-Ukraine-Poland.

Innovative initiatives have emerged at institutions like Humboldt-Universität zu Berlin and Eberhard Karls Universität Tübingen, which offer a range of courses on Ukrainian literature (e.g., “Die Ukraine in der Mitte Europas. Eine Verflechtungsgeschichte im 19. und 20. Jahrhundert”, “Ukrainische Literatur seit den 1990er Jahren”¹, “Ukrainian modernism of the 1920s: theory and practice”, “An Introduction to Ukrainian Literature: The 20th Century”, “Ukrainian Literature since the Russian Invasion in 2014 until today” etc.), and history (“Das ukrainische Berlin: Erkundungen der Geschichte und Gegenwart”²). However, securing financial support for lecturers remains a challenge.

German universities have also become hubs for informal Ukrainian language and culture education. For instance, the Technical University of Darmstadt offered a summer course on “Ukrainian as a native language for children and young people” (“Ukrainisch als Herkunftssprache für Kinder und Jugendlichkeit”, 01.08.2022 – 12.08.2022), as well as for citizens of Darmstadt as an online course in wintersemester 2022/23 – “Language and culture of Ukraine for the citizens of Darmstadt” (“Sprache und Kultur der Ukraine für HeinerInnen”). This initiative reflects a growing recognition of the importance of Ukrainian language, literature, history and culture within the German academia.

3. Slavistics with teacher training component in German Universities

German universities offer not only the study of Slavic languages and literatures but also programs leading to B.Ed. or M.Ed. degrees. These programs are designed to qualify teachers in languages such as Russian (26 programs), Polish (5 programs), Czech (3 programs), and Sorbian (1 program). However, languages like Bosnian, Croatian, Montenegrin, Serbian, Bulgarian, Ukrainian, Slovak, Slovenian, Belarusian, and Macedonian were not available for learn as a teacher component in the academic years 2022-2023 and 2023-2024.

Slavistics with teacher training component

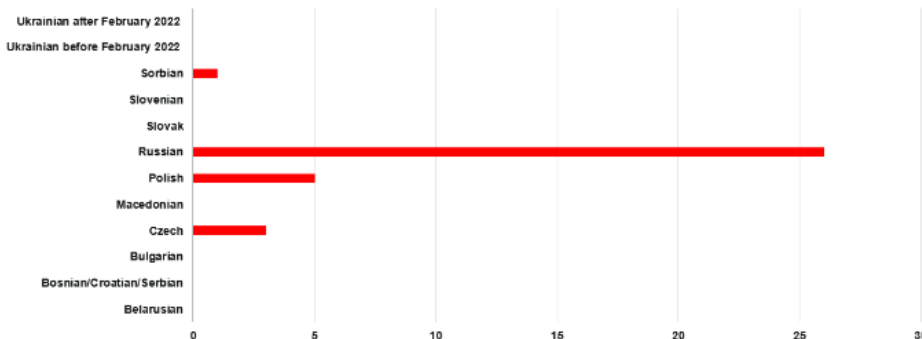


Table 3

¹“Ukraine in the middle of Europe. A history of entanglements in the 19th and 20th centuries”, “Ukrainian Literature since the 1990s”

²“Ukrainian Berlin: Explorations of History and Present”.

Despite the sizable populations of Croats and Ukrainians in Germany, their languages have not been included as formal school subjects. For instance, as of March 31, 2022[6]), there were 435,381 individuals of Croatian citizenship residing in Germany, constituting 3.5% of the German population. Similarly, as of April 30, 2023[11], there were 1,101,000 Ukrainians registered in Germany, with this number continually rising. The Croatian language as mother language or heritage language as well as the Ukrainian one could have potentially been available as a school subject. But, as A. Bergmann and A. Kratochvil underline, “In the system of school foreign languages, Ukrainian is not taken into account in Germany at either primary or secondary level”¹, and the development of such programs for Ukrainian is in its infancy and lacks systematic documentation [4 : 20]. This lack of formal education in Ukrainian contradicts the high demand for Ukrainian language, literature, history, and culture courses among Ukrainian children in Germany. Efforts to level out this gap and provide formal education in Ukrainian are essential to meet the needs and interests of the Ukrainian community in Germany.

Conclusion. Slavic studies in German universities reflect a dynamic interconnection between academia and changing societal needs. The war in Ukraine has served as a catalyst for introspection within the academic community, prompting discussions on the interconnectedness of politics and university education. While programs centered on Russian studies have dominated, recent geopolitical events have prompted a reevaluation of curricula and teaching methodologies.

German scholars have actively engaged in dialogue and reflection, organizing workshops, conferences, and seminars to explore new avenues for Slavic studies. There is a growing recognition of the need to broaden the scope of Slavic studies to encompass the diverse cultures and languages of all Slavic peoples. This includes enhancing visibility and support for underrepresented Slavic communities within German academia, underlining that Ukraine should remain visible on the research and funding map – not only as a short-term effect. But here I want to draw attention to the necessity of the visibility of all Slavs, that are ‘underrepresented’ in German universities.

An examination of university websites reveals both progress and areas for improvement. Brief statistics might look like this:

– 27,4 % (116 out of 423) of German Universities provide the possibility of learning Slavic languages in Language centers. However, 95.7% of those 116 universities offer Russian language courses, while 36.2% – Polish, 17,2 % – Czech, 8,6% – Bosnian/Croatian/(Montenegrin)/Serbian, 5,1% – Bulgarian. Before the full-scale invasion Ukrainian language courses were nearly absent from the list (as well as Slovak and Slovenian, both at 1.7%), but after February 2022, German universities responded to educational market demands, and the figure took off up to 12% with a constant upward trend.

– Almost all programs of Bachelors and Masters educational programs (regardless of title) focus on Russian (96,7%), Polish (90%) and Czech (70%).

– Teacher training component is available only for Russian – 88.7%, Polish – 16,7%, Czech – 10% and Sorbian – 3,3%.

– The influx of Ukrainian migrants and the growing interest in Ukrainian language and culture have underscored the need for expanded educational opportunities in German universities.

– Since February 2022 new courses in Ukrainian Studies, which include the learn-

¹“Im System der Schulfremdsprachen findet das Ukrainische in Deutschland weder im Primar- noch im Sekundarbereich Berücksichtigung”.

ing of Ukrainian language (Sprachkurse Niveau A1-B1), literature, history, culture have been offered.

– The information on the websites still depicts the stereotypes: Russian Matryoshka doll (predominantly) or Saint Basil's Cathedral (seldom) are the only two markers that “invite” to Russian languages studying; studying Ukrainian literature is combined with either Russian and Belarusian or Russian and Polish ones.

– Cooperation with Ukrainian scientists has intensified. Over the past two years, various conferences and workshops have been held to establish active and long-term cooperation between Ukrainian and German scientists.

– Acquaintance with Ukrainian culture takes place due to the constant meetings with Ukrainian cultural figures (poets, writers, artists, painters, musicians, etc.) both in universities and thanks to cultural and public initiatives of German cities.

– Challenges in providing long-term financial support for Ukrainian lecturers as well as for other lecturers of ‘underrepresentative’ branches of Slavic Studies persist.

German universities continue to develop their views on Slavic studies by shaping a more comprehensive understanding of Slavic cultures in the global landscape.

References

1. Abfrage der geflüchteten Kinder/Jugendlichen aus der Ukraine Daten aus der 31. Kalenderwoche (31.07. - 06.08.2023). [online] Available at : https://www.kmk.org/fileadmin/Dateien/pdf/Statistik/Ukraine/2023/AW_Ukraine_KW_31.pdf
2. Ausländische Bevölkerung am 31.12.2021 nach Staatsangehörigkeit und Ländern. [online] Available at : https://www.destatis.de/DE/Themen/Gesellschaft-Umwelt/Bevoelkerung/MigrationIntegration/Publicationen/Downloads-Migration/auslaend-bevoelkerung-2010200217005.xlsx?__blob=publicationFile
3. Berger T. Von Tilman Berger (Tübingen). *Bulletin der Deutschen Slavistik* 2023. Band 29. S.7.
4. Bergmann A., Kratochvil A. Ukrainisch Lernen in Deutschland: eine Einschätzung der Rahmenbedingungen, Möglichkeiten und Perspektiven. *Theory and Practice of Teaching Ukrainian as a Foreign Language*. Issue 13. pp. 17–27.
5. Bulletin der deutschen Slavistik 2023. Bunčić Daniel (Hg.). Band 29. 106 s.
6. Bundesamt für Migration und Flüchtlinge (Hrsg.): Das Bundesamt in Zahlen 2021: Asyl, Migration und Integration. 2022, Tabelle III – 4: Ausländische Bevölkerung nach den häufigsten Staatsangehörigkeiten am 31. März 2022, S. 126 [online] Available at : https://www.bamf.de/SharedDocs/Anlagen/DE/Statistik/BundesamtinZahlen/bundesamt-in-zahlen-2021.pdf?__blob=publicationFile&v=5
7. Hochschulen nach Hochschularten. Statistisches Bundesamt. [online] Available at : <https://www.destatis.de/DE/Themen/Gesellschaft-Umwelt/Bildung-Forschung-Kultur/Hochschulen/Tabellen/hochschulen-hochschularten.html>
8. Kovačić M. Serbian and Croatian: One language or languages? *Jezičoslovlje*. 6.2 (2005). P.195-204. [online] Available at : <https://hrcak.srce.hr/file/48911>
9. Positionspapier. Scoping Workshop „Zukunftsperspektiven für die deutschsprachige Slavistik“ Hannover, 19.-21. Juli 2023. [online] Available at : https://tu-dresden.de/gsw/slk/slavistik/ressourcen/dateien/struktur/litwi/projekte/scoping-workshop-slavistik_positionspapier_final?lang=uk
10. Schahadat Sch., Wingender M. Diskussionen zur Entwicklung der Slavistik angesichts des Angriffskriegs Russlands gegen die Ukraine. *Bulletin der Deutschen Slavistik* 2023. Band 29. P. 8–18.
11. Starker Zuwachs an ukrainischen Staatsbürgern seit Ende Februar 2022. [online] Available at : https://www.destatis.de/DE/Im-Fokus/Ukraine/Gesellschaft/_inhalt.html
12. Verband der deutschen Slavistik. Die slavischen Seminare in Deutschland (und affine Institutionen) sowie weitere Links. [online] Available at : <http://www.slavistenverband.de/Links.html>

ВІЙНА В УКРАЇНІ: ПОШТОВХ ДО ПЕРЕОСМИСЛЕННЯ НІМЕЦЬКОГО СЛОВ'ЯНОЗНАВСТВА

Олена Сайковська

*Славистичний семінар, Тюбінгенський університет Еберхарда Карла
Вільгельмштрассе 50, 72074, Тюбінген, Німеччина
тел.: 497 071 297 84 92
e.l.nouma: olena.saikovska@uni-tuebingen.de
<https://orcid.org/0000-0001-5355-331X>*

Стаття досліджує трансформаційний вплив війни в Україні на сферу славістики в німецькому академічному середовищі. Університети Німеччини, традиційно зосереджені на російських студіях, визначили гостру необхідність переорієнтації як навчальних програм і підходів до навчання, так і власного погляду на розвиток славістики. Наукові зустрічі, воркшопи, конференції та семінари, які дуже активно проводилися в німецькому академічному середовищі впродовж двох років, покликані актуалізувати й систематизувати здобутки німецької славістики, а також окреслити нові перспективи для її розвитку.

Метою наукової розвідки є окреслення основних аспектів, які визначені пріоритетними для розвитку славістики академічним середовищем Німеччини та прослідкувати, які зміни у розвитку славистичних студій відображені у відкритих платформах інформування, зокрема на сайтах університетів. Крім того, окрема увага присвячена змінам, які торкнулися українських студій після повномасштабного вторгнення.

Під час спільних зустрічей науковці Німеччини визначили суттєву обмеженість у функціонуванні славистичних студій, що була сфокусована переважно на російських студіях. Якщо проаналізувати інформацію, яка подається на сайтах університетів, можна зробити висновки, що російські студії домінують у всіх напрямках: більшість університетів пропонує вивчення російської мови на курсах, у мовних центрах (95.7%), майже всі освітні програми славистів спрямовані на підготовку русистів (96,7%), до того ж російську мову студенти обирають як педагогічну складову, що дозволяє здобувати кваліфікацію вчителя (88.7%). Польська й чеська також представлені в університетах, але значно менше; на мовних курсах: 36.2% – польська, 17,2% – чеська; в межах освітніх програм: 90% – польська і 70% – чеська; для здобуття кваліфікації вчителя: 16,7% – польська, 10% – чеська.

Українська мова була недостатньо репрезентована і як мова для вивчення на мовних курсах – 1.7%, і як мова, що можлива для вивчення як перша/основна, – 2 університети. Для здобуття кваліфікації вчителя українська мова не пропонувалася й не пропонується, відповідно, в закладах середньої освіти українська мова неможлива для вивчення ні як мова походження, ні як іноземна мова, хоча окремі ініціативи є.

Після повномасштабного вторгнення ситуація змінилася, українська мова увійшла в переліки пропозицій для вивчення 12 університетів, крім того, з'явилася можливість викладати не лише українську мову (на рівні B2 й вище), а й літературу, історію в межах освітніх програм. Щоправда, й дотепер науковці Німеччини не вбачають можливості запровадження української як компоненту для здобуття кваліфікації вчителя, попри надзвичайно велику кількість українських дітей у закладах освіти Німеччини. Натомість пропонується розробити додаткову сертифікаційну програму для вчителів російської на польській мові, що теж виглядає нереалістично.

Німецькі науковці наголошують на необхідності розширити свої межі, щоб запропонувати 'повноцінну славистику' в університетах, але виділяють недостатнє фінансування та відсутність інтересу абітурієнтів до славістики як основні проблеми.

Ключові слова: Славістика в університетах Німеччини, українські студії в німецьких університетах, мовні центри, освітні програми зі славістики.

*Стаття надійшла до редакції 24.03.2024
доопрацьована 04.04.2024
прийнята до друку 12.04.2024*