

**T**he proposed edition presents an attempt to re-evaluate the role of Ukrainian studies within the framework of contemporary education in the humanities and social sciences. Given the current Russo-Ukrainian war, which has decisively endorsed a decolonization perspective on Ukrainian language, culture, and literature, there is a pressing need to revise the Ukrainian studies curriculum in higher education institutions worldwide.

This publication includes a comprehensive theoretical foundation addressing the distinctive features of Ukrainian studies within scholarly and educational discourses. It provides program materials, practical guidelines, and outlines key questions central to this revised approach. Additionally, it reviews an extensive range of bibliographic resources intended to support educators and students in contextualizing Ukraine and Ukrainian socio-cultural phenomena within a decolonial framework.

Particular attention is given to viewing translations of Ukrainian cultural texts into foreign languages as a decolonial exercise. Selected case studies focus on works by Lesia Ukrainka, Olha Kobylanska, Mykola Khvylovy, Valerian Pidmohylny, and contemporary Ukrainian writers addressing the Russo-Ukrainian war. These analyses highlight interpretative challenges and the cultural significance of these texts in a global context.