



INSTITUTE OF
INTERNATIONAL
EDUCATION



Newsletter

14 Autumn 2016

Fulbright Program in Ukraine

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Meet the New U.S. Fulbrighters in Ukraine issue

Inside this issue:

- U.S. Fulbright Scholars and Students 2016-2017: host institutions; grant project goals; terms in Ukraine; contact information
- Fulbright Upcoming Events
- Important dates and deadlines for Fulbright Scholarships

Faculty and professional staff of academic and educational Ukrainian institutions can identify U.S. scholars and students to invite to their campuses for short-term visits by consulting the profiles of all U.S. Scholars in Ukraine for the current academic year. Institutions may contact scholars and students directly via e-mail addresses provided.





Dear Friends and Colleagues,

Warm greetings and a heartfelt welcome to all our U.S. Fulbright students, scholars and fellows in Ukraine for the 2016-17 academic year, as the country celebrates its 25th anniversary of independence. We wish you a stimulating and successful year in your professional endeavors and hope that your time here will give you memories for a lifetime. You are a unique group and we congratulate all of you for choosing Ukraine at an exciting time of change and promise.

Your safety remains our primary concern; we continue to be cautious and ask that you ALWAYS inform us of your travel plans and any concerns you may have while in Ukraine. The office is here to help and guide you with any issues you may encounter, whether in your professional work, or your daily life.

The situation is still volatile in eastern Ukraine; in compliance with US Embassy guidelines, there is a travel ban on the occupied territories (Donbas region) Also, illegally annexed Crimea is off limits to US citizens. Thus, we kindly ask you to clear all travel with the Fulbright Office; we will also be in regular contact with the Regional Security Office at the Embassy for updates and alerts, which we will share with all of you immediately.

It should be noted that during your Fulbright academic year, you are entitled to a two-week hiatus outside Ukraine. If you need to take more time from your Fulbright assignment, for medical reasons or family emergencies, you must request this through the Fulbright Office. Non-compliance may result in suspension of your Fulbright grant/stipend.

You are encouraged to travel throughout Ukraine, network with other students, scholars, NGO leaders, journalists, get acquainted with other universities, museums, foundations, etc. to get a broad view of all the rich fabric of this country.

Your academic curiosity is inspiring. You are all witnesses to living history, you are all part of the Ukrainian people's search for truth and justice. We encourage you to explore Ukraine, respond to other universities that may want to host you and learn about your work and life in the United States. Fulbrighters, as US ambassadors in Ukraine, play a significant role in promoting public diplomacy and Western ideals. Ukrainians may learn a lot from you, but you may be surprised about how much you can learn from them, a people who have shown patriotism, tolerance, resilience and perseverance, as they strive to take their rightful place among the European community of nations. After the 2014 Revolution of Dignity, Ukrainians are a changed people; having paid an enormous price for freedom, they know their struggle is not over as they are continuously threatened by the enemy that has invaded Ukraine. But they live with optimism and enduring hope that Ukraine will be a better place not only for them, but for their children and grandchildren.

With this newsletter, we at Fulbright Ukraine are pleased to present to you our American students, scholars and fellows for the 2016-17 academic year with information about their host institutions, their terms in Ukraine, descriptions of their projects and contact information. While they all have responsibilities within their host institutions, they are eager to travel throughout Ukraine and visit other cities and regions, become familiar with students, teachers, faculty researchers and NGO leaders, as well as Ukrainians from all walks of life.

We encourage Ukrainian universities, institutions and NGOs to invite any Fulbright students and scholars to visit and participate in seminars, conferences, or lectures in their fields of specialization. You may contact the Fulbright students and scholars directly or contact our office for assistance in inviting them to your institutions or organization.

We wish everyone a fruitful and rewarding year in Ukraine. Stay safe and pray for peace.

Respectfully, 

Marta Kolomayets
Fulbright Program Director in Ukraine
Institute of International Education Representative Office

U.S. Fulbright Scholars 2016-2017



Bojko, Martha

Yale School of Medicine, New Haven, CT

Global Mental Health/Anthropology

Research | *Assessing Traumatic Stress and Resilience in Ukraine: Integration of Biopsychosocial Approaches for Risk Reduction, Rehabilitation, and Recovery*

Ukrainian Association of Specialists for Overcoming Psychological Traumatic Events, Kyiv

12.09.2016 – 30.06.2017

martha.bojko@gmail.com

Dr. Martha Bojko is an applied medical anthropologist who will focus her Fulbright research on traumatic stress and resilience among Ukrainian military personnel, veterans and their families. The Maidan revolution and subsequent armed conflict in the Donbas region have placed these populations at-risk for both acute and post-traumatic stress complications, including posttraumatic stress disorder (PTSD) and co-occurring physical, mental, emotional and social health conditions such as depression, substance abuse, violence, and suicide.

Because the effects of trauma are synergistic and impact on not only the individual, but also the family, the community and society as a whole, this research aims to examine trauma and resilience within a biopsychosocial framework and to promote a trauma-informed approach to healthcare in Ukraine. A trauma-informed approach realizes the widespread impact of trauma and understands potential pathways for recovery; recognizes the signs and symptoms of trauma in clients, families, providers, and others involved with the system; and responds by fully integrating knowledge about trauma into healthcare, rehabilitation and social policies, procedures, and practices.

Dr. Bojko will be affiliated with the Ukrainian Association of Specialists for Overcoming of Psychological Traumatic Events, also known as the Psychological Crisis

Service (PCS). She will collaborate with PCS medical and behavioral health specialists and with community-based and governmental and non-governmental health and social service providers to identify and assess the current approaches being used in clinical and community settings in Ukraine to screen for and treat traumatic stress and PTSD in soldiers, veterans and family members. Evidence-based instruments, treatment protocols and interventions, as well as alternative and complementary health approaches and community and faith-based social services will be reviewed and evaluated. Resilience factors and positive coping and recovery-oriented care strategies will be documented. Data will be collected using qualitative and quantitative methods including participant observation, key informant and in-depth interviews, digital storytelling, resource mapping and semi-structured surveys.

This project seeks to build a multidisciplinary and intersectoral collaborative that will evaluate and design holistic, biopsychosocial approaches for prevention, early intervention, and treatment of traumatic stress and PTSD in soldiers, veterans and their family members. It is also anticipated that the collaborative will work to integrate culturally-appropriate, strengths-based and effective trauma-informed approaches into primary, specialty and community health settings in Ukraine.



Chalupa, Irena

Independent Journalist

History/Journalism

Lecturing/Research | *Stories of Ukrainian Dissent*

National University of Kyiv-Mohyla Academy, Kyiv

1.09.2016 – 30.11.2016

khatynka@gmail.com

Ms. Chalupa's project is an oral history of former Ukrainian political prisoners. A basic set of questions will be posed to each former dissident, aimed at encompassing biographical data, philosophical and moral motivations for their actions, the trial process and the legal recourse they were, or were not granted by the state as well as the terms of their imprisonment.

Many former dissidents have said that imprisonment was a type of university, serving time with great thinkers and people of conscience was an uplifting and edifying experience, which took them beyond the cruelty and hardship of their miserable prison camp realities.

The ultimate goal of Ms. Chalupa's project is to capture that, which may not be available for much longer,

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as the vast majority of former Ukrainian political prisoners of the Soviet era are today quite elderly, many have already died. The videotaped interviews with all available dissidents, along with any all photographs and papers they are willing to contribute will be used to create a directory site making their stories accessible to all. In the future, their narratives will be compiled into a book that would also be make available online for free down-

loads by students and other interested parties. At some later point the collected video footage can become the basis of a documentary film about Ukraine's dissidents.

Ms. Chalupa's grant is a three-month renewal; she will also be helping students in Kharkiv establish a student radio station at Kharkiv V.N. Karazin National University. She is also the editor of StopFake English language news channel.



Chamberlin, Dennis

Iowa State University, Ames, IA

Photojournalism/Multimedia

Lecturing | *Training a New Generation of Multimedia Journalists*

Ukrainian Catholic University, Lviv

1.09.2016 – 30.06.2017

denchamb@gmail.com

Mr. Chamberlin has over two decades of experience as a photojournalist and a decade of teaching journalism and multimedia reporting. He will bring this experience into the classroom at the Ukrainian Catholic University (UCU) in Lviv where he will add a visual journalism component to the graduate program at the School of Journalism at UCU by teaching courses in documentary photography and multimedia reporting.

In addition to working with students in the classroom, Mr. Chamberlin will be producing projects with students in the field, including work in the Carpathian Mountains during the fall semester.

Beginning in the 1980s, when he was a foreign correspondent in Poland, most of Mr. Chamberlin's professional work has focused on Eastern Europe. He is looking forward to expanding his work in this part of the world by collaborating with colleagues and students in Ukraine.



Dickinson, Jennifer

University of Vermont, Burlington, VT

Linguistic Anthropology

Lecturing/Research | *Lviv's Deaf Community:*

Language and Identity in a Time of Transition

Ukrainian Catholic University, Lviv

17.02.2017-17.03.2017; 18.02.2018-18.03.2018

Jennifer.dickinson@uvm.edu

Dr. Dickinson will visit Ukraine twice through the Fulbright Program. An Associate Professor of Anthropology and Director of the Center for Teaching and Learning at the University of Vermont, Dr. Dickinson will both conduct a linguistic anthropology research project, and offer faculty development opportunities at her host institution, Ukrainian Catholic University. Her research project combines ethnographic and oral historical research to understand continuity and change in the identity of members of the Deaf community in Lviv. Dr. Dickinson's research is focused on adult Deaf Ukrainians and their work lives, including new initiatives that have opened up higher education opportunities and possibilities to greater numbers of Deaf students. At the same time, ongoing changes in the Ukrainian educational system and supports available to Deaf students and working adults

have created challenges alongside these opportunities. To better understand how the use of Ukrainian Sign Language (USL), professional training and work history, and recent political changes in Ukraine all contribute to identity, Dr. Dickinson will spend time with adult Ukrainians in professional training courses, at a factory owned by the Ukrainian Society for the Deaf, and at events for retired members of the community. She will also work closely with faculty, graduate students and staff at Ukrainian Catholic University in the Department of Social Pedagogy and at the Center for Teaching Innovation and Technology. She will offer workshops and lectures on trends in higher education pedagogy, including hybrid and online course development. She is looking forward to collaborating with her sponsor at UCU, Dr. Ihor Kobel, a leading advocate for USL use in the Ukrainian educational system.

U.S. Fulbright Scholars 2016-2017



Gans-Morse, Jordan

Northwestern University, Evanston, IL

Political Science

Lecturing/Research | *Motivations for Public Service in Post-Communist Ukraine*

National University of Kyiv-Mohyla Academy, Kyiv

1.09.2016-30.06.2017

jordan.gans-morse@northwestern.edu

A key challenge for good governance in emerging economies is to ensure that the civil service attracts citizens with integrity, rather than citizens who seek public employment to profit from corruption. To shed light on the motivations of aspiring civil servants, as well as their

personal characteristics, this project examines Ukrainian university students' career goals and views on public service. As a visiting instructor at the National University of Kyiv-Mohyla Academy, Dr. Gans-Morse also will teach a course on the politics of corruption.



Garcia, Sonia

U.S. Naval Academy, Annapolis, MD

Mathematics

Lecturing/Research | *Applied Mathematics*

Lviv Ivan Franko National University, Lviv

1.09.2016 -25.12.2016

smg@usna.edu

Dr. Garcia will teach a basic course in financial mathematics for the Lviv Ivan Franko National University. Fundamentally this course will introduce students to the understanding of the importance of mathematics and its tools behind the process of financial markets.

Dr. Garcia also intends to implement MATLAB software which is a high-performance language for technical computing. It integrates computation, visualization, and programming in an easy-to-use environment where

problems and solutions are expressed in familiar mathematical notation. Typical uses include math and computation.

For the research component of the project Dr. Garcia is planning to hold seminars with the department faculty in "Analysis and Error estimates for Finite Element Methods." Lviv Ivan Franko National University encompasses several scientific institutions, where numerical analysis is of intense and an immediate interest topic of research.



Lonchyna, Vassyl

University of Chicago, Chicago, IL

Medical Education

Research | *Revolution in Medical School Curriculum is Long Overdue in Ukraine in the 21st Century*

Ukrainian Catholic University, Lviv

1.09.2016 – 30.06.2017

vassyl@aol.com

The purpose of Dr. Lonchyna's year as a Fulbright U.S. Scholar in Ukraine is to research the medical curriculum at numerous medical schools in Ukraine and compare them to leading medical schools in Europe and in the U.S. He will then develop a medical school curriculum that incorporates the best educational modalities found in the various schools in Europe and the U.S. The curriculum will serve as a template for the creation of a School of Medicine at the Ukrainian Catholic University in Lviv.

Where is Ukraine in the field of medical education? What are the problems of health care delivery in the post Soviet era in Ukraine? What is the health of the nation and how can that be measured? Can it be measured today?

Reform of the health care system in Ukraine is a large project for a Fulbright scholar. The most stable and long-term reform starts at the bottom. For this reason, Dr. Lonchyna would like to propose a reform of the medical



school curriculum in a typical Ukrainian institute of higher learning that brings in the best of the U.S. and European education elements and tailor it for the Ukrainian people. One needs to start de novo, i.e., build a new medical school and train new doctors with a western curriculum and, most importantly, with transparency and a staunch moral setting.

The Ukrainian Catholic University in Lviv has been resurrected following the fall of the Soviet Union in 1992. Its first mission was instruction in theology but soon expanded to other humanities, philosophy, history, language, etc. Further, the leaders saw the need for programs in other related fields and a School of Business, School of Journalism, School of Rehabilitation Medicine were established and soon a School of Public Health will be established. The philosophy of the school is faith-based and has a strong moral backbone. Entrance is by examination. No bribes or under the table payments are accepted by the administration or faculty. Graduation is fully transparent and by merit. Graduates have earned their degrees by hard work, competency and demonstration of proficiency, unlike the unknown graduates of Soviet style institutions where the only factor ensuring a diploma is a monetary one. Corruption in the Soviet education system is an open secret. This culture is still pervasive, even 25 years after the collapse of the Soviet Union. Students have to pay to enter medical school, to pass exams and to graduate and get a reasonable internship position.

One method of creating reform in Education is to start at the beginning. With a nucleus of students undertaking

a newly prepared medical school curriculum, one will be able to mold a new generation of physicians with a high quality education based on a compilation of the best curriculum now available in the free world. Although a long and tedious process, it is one that will give solid long term results. It took a generation (i.e., those born not under Soviet rule) to create and fight for change via the “Maidan” in 2013/4. Blood was shed due to the viciousness of the government. Even though there is a war going on with Russia in eastern Ukraine, life goes on, reforms are slowly implemented, but the old guard is fighting for their turf and money making schemes. It will take another generation of idealistic youth to ferret out these evil practices. The old guard will die and the young will take over.

Now is the time to establish a solid educational basis in the youth of Ukraine. As they mature, they will take over the medical establishment and be able to change the whole health care structure to truly serve the people’s needs. There is also the halo effect of a small group of finely trained professionals causing a ripple effect of competency and caring in the healthcare system.

The Ukrainian Catholic University will benefit from having an intense evaluation of a curriculum for a possible new School of Medicine based on western medical and pedagogical standards and the Christian philosophy. It currently is one of the few higher level educational institutions now in Ukraine that is guided by the quest for truth and knowledge and acts with academic fairness and transparency. It is in an ideal position to be a leader in this phase of healthcare development and



Pauly, Matthew

Michigan State University, East Lansing, MI

History

Research | *City of Children: Juvenile Poverty, Crime, and Salvation in Odesa, 1881–1940*

Odesa I.I. Mechnikov National University, Odesa

1.09.2016 – 31.12.2016

paulym@msu.edu

Odesa was famously known as a city of promise and crime. From its establishment, this major port city on the northern coast of the Black Sea attracted the entrepreneurial as well as the desperate, seeking fortune or survival in a new “colonial” city rising on the edge of the Ukrainian steppe. Stories of beggar children who populated the city’s poorer neighborhoods and infiltrated its opulent center fascinated late nineteenth-century and early twentieth-century educated society in Odesa and beyond. Delinquent, neglected, and abandoned children represented the city’s failures; their existence exposed its corruption and contradictions. Prof. Pauly’s project will tell the story of attempts to discipline, tend to, and

redeem marginalized children through institutional care and thus lend order and coherence to a city of paradox.

Prof. Pauly is conducting historical research regarding orphanages and children’s institutions in Odesa through two political regimes (tsarist and Soviet) for a book manuscript. His project’s long time frame (1881–1940) permits an exploration of continuities and disruptions in the practice of children’s welfare. One of his aims is to investigate the transition from the imperial to Soviet era. The October Revolution is typically seen as a watershed moment in Russian history, but both pre-revolutionary and Soviet authorities demonstrated a persistent commitment to the “rescue” of children in spite of their fundamentally

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different political expectations. Prof. Pauly contends that a history of this effort can only be understood through research in a specific municipal setting across the revolution. Spurning foster and adoptive care, activists of both eras affected the way in which the emerging science of childhood development was mapped onto the lives of Odesan children. Assumptions about gender, class, and the rehabilitative power of education played a key role in how private and state organizations administered to children. This study marries a history of science with a social history that considers ideas as well as actions, achievements, and self-interest pursued.

The end of the nineteenth century was a critical time for local action on children's affairs, especially in Odesa. The Department of the Institutions of Empress Maria was the principal welfare authority in the Russian Empire, specializing in care for homeless, orphaned, and disabled children. Famine and cholera epidemics in the 1890s had a particularly devastating effect on the juvenile population of the Russian empire, including Odesa, and significantly increased interest in sponsorship of new shelters (asylums) for abandoned children and the establishment of institutions for young criminals. In the Soviet period, municipal authorities established multiple children's shelters for the state's new expectations. A complex for homeless and orphaned children on the outskirts of Odesa named the Comintern Children's City [gorodok/mistechko] No.1 became a leading center of children's welfare in the Soviet Union in the post-revolutionary years, but Soviet security police also targeted its staff for arrest in the 1930s. Prof. Pauly seeks to determine how the character of local children's welfare policy shifted and how children perceived their care and caregivers, what normative truths administrators and instructors sought to maintain through the violence of the Stalinist period, and how a history and spirit of municipal public activism influenced, strengthened, and challenged institutional operations during the height of political repression in the city.

In the United States, juvenile delinquency at the turn of the century was broadly associated with urbanization and fears about increasing numbers of unemployed youths on the street occasioned the advent of educational reform and a juvenile court structure. Troubled adolescents in the Russian Empire were also viewed as capable of being schooled, housed, and reformed. Like their counterparts in the United States, Odesan activists constructed adolescence as a "rehabilitative concept," designed to explain and control the savagery of youth, especially of the lower classes. In Odesa, however, perceptions of the threat of adolescence had a particular staying power because of a strong belief that crime committed by children and youths in the tsarist and Soviet eras was an inevitable result of the growth of the city. This anxiety endured because of the contradictions inherent in the city's construction and orientation. Odesa was modern, planned, and cosmopolitan and yet it was on the edge of empire, reliant on labor from its hinterland and subject to the perceived dangers that emanated from it.

Odesa is a critical place to study homeless children because their numbers had reached epidemic proportions by the early Soviet period. From the perspective of the state, tsarist or Soviet, port cities like Odesa were orifices, which connected the Russian Empire and Ukraine to the world beyond and allowed movement for ideas, peoples, and goods. As such, Odesa was inevitably a place of tension. The city beckoned workers and pleasure seekers alike, but working-class children were seen as potential sinners, ignored or abandoned by their families, orphaned by misfortune, or petty thieves in their own right who preyed on the city's tourists and new rich. The city's leaders believed that these children were particularly vulnerable to corruption precisely because of the unrestrained opportunities that Odesa offered. The perceived problem of errant children in Odesa called for solutions particular to its port status. The study will add to a growing theoretical literature that considers how the state is formed on the peripheries, at the water's edge, rather than at the center.



Reed, Cheryl

Northern Michigan University, Marquette, MI

Journalism

Lecturing | *Advanced Reporting Techniques Using Investigative and Narrative Writing Skills*

National University of Kyiv-Mohyla Academy, Kyiv

1.09.2016 – 30.06.2017

cheryllynnreed@gmail.com

Ms. Reed will teach advanced reporting, magazine writing, and literary and emersion journalism. An author of fiction and nonfiction books and a journalist of two decades, she will share her own experiences using narrative and investigative techniques to inform her work.

In addition, she will interview Ukrainian investigative journalists about how they obtain public documents and conduct more advanced reporting and video projects. She will share these real-world scenarios with Ukrainian journalism students as well as detail how U.S. journal-

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ists obtain documents and cover public and private institutions. Having experienced a free press for only 25 years, Ukraine is still refining its journalism programs, standards, and ethics. Ms. Reed hopes to contribute to the country's next generation of journalists by teaching techniques used by both Ukrainian and American journalists to cover news and maintain high media ethics.

Ms. Reed has traveled extensively throughout Eastern Europe, studied in Prague and Paris, and reported on the fall of the Berlin Wall. She is a former editorial page editor, columnist, books editor and investigative reporter at the *Chicago Sun-Times* and previously a staff writer at several other newspapers. Her stories have changed national and state laws and won numerous awards, including Harvard University's Goldsmith Prize for Investigative Reporting from the Kennedy School of Government. She received her master's of fine arts degree in creative writing-fiction from Northwestern University, her master's degree in Journalism as a Kiplinger Fellow

at The Ohio State University and dual bachelor's degrees in Newswriting and Photojournalism at the University of Missouri School of Journalism. She is the author of the literary nonfiction book, *Unveiled: The Hidden Lives of Nuns*, which involved interviewing over 300 Catholic nuns while living in more than 50 religious orders in the United States.

Ms. Reed is currently working on a series of novels set in Chicago. Her novel, *Poison Girls*, based in part on true events, is about a reporter who uncovers a serial killer who uses fentanyl-laced heroin to kill daughters from politically connected families. The novel will be released in the summer of 2017. Ms. Reed has taught at a number of universities, including the University of Illinois at Chicago, Northern Michigan University and Purdue University.

Ms. Reed will be joined by her husband, Greg Stricharchuk, a writer and former editor at the *Chicago Tribune*, who will give guest lectures on the state of American journalism.



Tkacz, Virlana

Yara Arts Group, New York, NY

Theatre

Lecturing/Research | *Les Kurbas*

Les Kurbas National Theatre Center, Kyiv

20.08.2016 – 10.11.2016

yara@prodigy.net

On a three-month grant renewal, Ms. Tkacz will continue her research on the work of theatre director Les Kurbas. This fall she will focus on his productions at the Berezil Artistic Association in Kyiv 1922-25 when through his use of movement and film in theatre he reconceived the body on stage. She will work with the staff of the Museum of Theatre, Music and Cinema in Kyiv to organize materials to create a new exhibit on Les Kurbas to open on February 25, 2017 – the 130th anniversary of his birth.

The Les Kurbas National Theatre Center in Kyiv will continue to host Ms. Tkacz's theatre work. She will rehearse *Tychyna Zhadan and the Dogs* with Yara artists, Serhiy Zhadan and his rock band, which will be presented at the Lviv Publishing Forum and at Gogolfest in Kyiv in September 2016.

Ms. Tkacz has created and directed 30 original theatre pieces with Yara Arts Group at La MaMa in New York, which toured to theatres in Ukraine, Siberia, Central Asia and China. Her show *Dark Night Bright Stars* just concluded a run at La MaMa in June. She is also working with Wanda Phipps on a book of Serhiy Zhadan's poetry in translation for Yale University Press.



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Zabytko, Irene

Independent Writer/Filmmaker

Creative Writing/Literature

Research | *Young Hohol: The Nizhyn School Years of Mykola Hohol 1821-1828*

Nizhyn Mykola Hohol State University, Nazhyn

1.09.2016 – 31.03.2017

irenezabytko@gmail.com

Ms. Zabytko is a fiction writer whose current book project is a novel about the 19th century Ukrainian writer, Nikolai Gogol, also known as Mykola Hohol and author of *Evenings on a Farm Near Dikanka*, *Dead Souls*, *The Inspector General* and other works. Her Fulbright research will center on her discovering, examining, compiling and translating pertinent information gleaned from first person memoir accounts and reliable biographies, in addition to scholarly journals regarding Gogol's student years at the boarding school in Nizhyn, Ukraine which he attended from 1821-1828 (now known as Nizhyn Mykola Hohol State University).

Of particular interest for her research are the memoirs of Gogol's teachers and students at Nizhyn, and the books Gogol himself perused while a student (and as the self-appointed librarian) in the library where he wrote his first literary attempts.

Being at Nizhyn will also allow Ms. Zabytko to directly experience the atmosphere, culture and environment of the physical space where Gogol spent so much time in before he left Ukraine to become a famous writer in St. Petersburg and beyond, and how much of his Ukrainian identity prevailed and influenced all his literary works.

She will also explore additional resources pertinent to student life of that period that will include: curricula, plays and concerts, boarding school rules, athletics, hygiene, food, conduct, rules regarding servants belonging to the students etc. and other related and regimented activities and behavioral and cultural norms. Of special interest are any references regarding Gogol's literary contributions he wrote for the student magazines of the time and the school plays he appeared in (usually in comedic roles).

A side project will be pre-production filming for a future documentary about Gogol.

The culmination of the Fulbright research will be the publication of this novel geared for a general and worldwide audience, and which should bring attention once again to this literary genius and his writings.

Because Gogol/Hohol is a world class literary icon for many American writers, it is hoped that her Fulbright Scholar research activities and subsequent publication of her novel will provide more exchanges between Ukrainian and American writers to meet at book festivals and forums held in Nizhyn and perhaps elsewhere in Ukraine. This would also encourage a new generation of aspiring writers to embrace not only Gogol, but also reinvent their own creative writing talents and literature and perhaps initiate more creative writing classes as part of university curricula in Ukraine.





Auten, Michael

United States Military Academy, West Point, NY
Economic Development | *Entrepreneurship in Ukraine:
a Study of Ukraine's Economic Development*
Kyiv School of Economics, Kyiv
1.09.2016 – 30.06.2017
autenmi@gmail.com

Mr. Auten's research will focus on Ukraine's continued process of democratization. The Maidan Revolution outlined a vision of a modern Ukraine that was free, open, and part of the greater European community. This vision urged the government to undertake a wide-ranging program of reform that has brought Ukraine closer to its goal of becoming a modern consolidated democracy. The comparativist authors Linz and Stepan have argued that there are five key arenas to any well-developed democracy: political society, economic society, civil society, rule of law, and a usable state bureaucracy. Mr. Auten's study will examine Ukraine's development within the "arenas of democracy" on its path toward becoming the state that Maidan promised.

Utilizing a multi-disciplinary approach, Mr. Auten will examine the state of Ukraine's economic society by studying the opportunities available to entrepreneurs

and aspiring business owners. Entrepreneurship can serve as an effective measure of an economy's health. If citizens are incentivized to contribute their original ideas to the economy, competitiveness increases, and the consumer enjoys a wide variety of options to suit his or her needs. Mr. Auten will obtain a master degree from the Kyiv School of Economics, where he will utilize the experience of the faculty to bolster his research. Mr. Auten's study will produce a comprehensive picture of entrepreneurship in Ukraine and provide suggestions for reforms that will encourage a higher degree of economic participation across all socio-economic classes.

To complete his research, Mr. Auten will conduct an internship at a Ukrainian company, and interview entrepreneurs and business executives. In his free time, Mr. Auten will increase his proficiency in Russian and Ukrainian, and he hopes to become involved with youth sports in Kyiv.



Ciaravolo, Beth

Indiana University, Bloomington, IN
Geography | *Building on Shared Foundations:
Narratives of Heritage and Modernization in Lviv*
Lviv Ivan Franko National University, Lviv
1.09.2016 – 30.06.2017
baciav@indiana.edu

Ms. Ciaravolo is conducting research for her Ph.D. dissertation in Human Geography. By focusing on disputed sites in the urban landscape of Lviv with participant observation, semi-structured interviews, and archival work, she hopes to gain new insight into the role cities (as the site of everyday experience) play in the citizen's conceptualization of the nation. Her main research question is: How does Lviv function as an "iconic [Ukrainian] landscape" and as the site of construction for a Ukrainian national identity? Other research questions include: In what ways is Lviv understood by its residents to be a "Ukrainian city"? How do Lviv's residents perform their Ukrainian identity with respect to the city? How do Lviv's residents inhabit, dwell in, and act to change their built environment to reflect their perceived local and national identities? How do Ukrainians view changes made by others to this shared built environment? How

and to what extent does Lviv act as a metaphor for the Ukrainian nation in the minds of its inhabitants? Where do notions of "modernization" and "Europeanization" fit into this process? Which facets of the city's multicultural history are known by its inhabitants? How do they get this information? Do they seek it out, or does it come to them? If so, how? How do Lviv's residents negotiate with material evidence of the "Other" in the landscape of the past, present and future?

The purpose of this Fulbright period is to gather sufficient historical and contemporary samples of discourse regarding the contested sites to be later subjected to discourse analysis. This analysis will test the hypotheses that Lviv serves as a symbolic physical manifestation of "Ukraine," and that notions of modernity and modernization are tied to notions of Europeanization; thus, that parts of the landscape which evoke a "European" iden-

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tity will be preserved and emphasized more than those parts which are viewed as “Other.”

This is Beth’s second Fulbright in Ukraine, having also served as a Fulbright ETA in 2012-2013 in Vinnytsia. Her areas of specialization within the discipline of Geogra-

phy include Geopolitics, Cultural Geography, Landscape Studies, and the history and geography of the former Soviet space. Her doctoral minor is in Anthropology with a focus on Linguistics.



Cohen, Benjamin

Pomona College, Claremont, CA

Political Science | *Civic Nationalism and Jewish Identity in Post-Euromaidan Ukraine*

National University of Kyiv-Mohyla Academy, Kyiv

6.09.2016 – 15.06.2017

becohen23@gmail.com

Mr. Cohen graduated in May 2016 from Pomona College in Claremont, California with a Bachelor of Arts in International Relations and Russian and Eastern European Studies. As an undergraduate, Mr. Cohen helped to establish the first Slavic Cultures club at the Claremont Colleges and worked as a Russian language fellow, helping to coordinate cultural activities and language tutoring. His previous research and writing has spanned a wide range of interests including the works of Ukrainian-Jewish author Sholem Aleichem and the European Union’s Eastern Partnership Policy. His Fulbright project seeks to blend his political and cultural interests with a study of national identity in Ukraine’s Jewish population.

The 2013-2014 Euromaidan protest movement brought the issue of national identity in the Jewish population to the fore. Jews were strongly represented in the protests, suggesting that Jews in Ukraine are part of a larger trend moving toward civic, not ethnic, national identity in a country where they have historically faced brutal persecution. This is in stark contrast to Russian media propaganda that depicts the nationalist movement in Ukraine as a pro-fascist conspiracy, fabricating reports of endemic anti-Semitism and the rise of ultra-nationalist parties to delegitimize the Euromaidan movement. This manipulation of Jewish history and identity in Ukraine obscures Jewish public opinion and the reality of its political leaning; is there a real threat from nationalist groups or do Jews in Ukraine stand more closely with a common national identity than the Russian media would like to admit? Mr. Cohen will work with a number of academic and civil society organizations to design his study, which will be conducted in the form of interviews with members of Ukraine’s many Jewish population centers. Interviews will ask subjects whether they identify more with their Jewish or Ukrainian heritage, if they consider these to be separate entities, to what degree they identified with one or the other before November 2013, and how religion influences (or does not influence) political opinion.

Mr. Cohen plans to work with the faculty of Kyiv-Mohyla Academy and a number of civil society organizations to complete his project. While in Ukraine, he plans to fulfill his duties as a cultural ambassador by working with English language clubs, engaging in cultural events with Kyiv’s Jewish community, and volunteering. Mr. Cohen’s great-grandparents were born in Ukraine in the late 19th and early 20th centuries before immigrating to the United States and he looks forward to exploring all the country has to offer.



Jackson, Nicholas

School of the Art Institute of Chicago, Chicago, IL

Drawing, Illustration, & Sequential Art | *Visions of Protest:*

EuroMaidan from Different Perspectives

Polish-Ukrainian Cooperation Foundation, Kyiv; State Historical and Cultural Reserve of Tripillian Culture, Lehedzyne

1.03.2017 – 1.12.2017

nickmerlockjackson@gmail.com

Mr. Jackson's project is a documentary in the medium of comics that chronicles the events and aftermath of the EuroMaidan, Ukraine's anti-government protests that ran from 2013-2014. The project will be based on interviews with a variety of people involved in this historical moment.

Ukraine is not a homogeneous nation. Great rifts exist, dependent on language, age, class, ethnicity, and personal history. This project attempts to highlight these different perspectives. Eleven people will become the respective subjects/narrators of different chapters in an illustrated graphic history, chosen to best show the wide variety of professions, classes, backgrounds, and ideologies present. Among the voices Mr. Jackson plans to represent are a university student, a police officer, a journalist, a member of the Ukrainian Red Cross Society, a business owner in the area of the protests, as well as a participant in "AntiMaidan" – the pro-Yanukovich counter-protests. The text, edited directly from interviews with these individuals, will be complemented by Mr. Jackson's ink-drawings. In finding a stylistic point of departure, he has considered both the complex local histories at play, as well as the emotional resonance of the conflict itself. Mr. Jackson has decided to take inspiration from the rich tradition of Slavic icon painting as well as regional idioms of woodcut print. These provide relevant visual languages, as well as boldness and spiritual intensity that suit the subject matter.

The goal in each of these chapters is both to capture the participant's role in the Euromaidan story and to offer a glimpse at his/her background and motivation. The participants will be given maximum agency in this process. The accounts will focus upon the events and the ideas that the participants find important rather than follow a standardized template of questions to answer. Participants will also be encouraged to contribute their own photographs and artifacts that further illuminate their pasts.

The whole project will be compiled in a book, of which there will be two editions – one in Ukrainian, the other in English. In the digital realm, the research will be accessible through the Ukrainian Public Archive, an emergent NGO that collects photos, videos, and artifacts relating to the last 25 years of Ukrainian history. Finally, all of the primary documents (photographs, selected audio of the

interviews, artifacts, as well as Jackson's illustrations) of the project will be exhibited in two gallery/cultural spaces. Kyiv's Contemporary Art Center M17 and Chicago's Ukrainian Institute of Modern Art provide strong sites to exhibit the project – places simultaneously tied to local communities and dedicated to contemporary modes of expression.

This project will attempt to provide a much needed human context to a drama that is usually defined in terms of powerful politicians and crowds of thousands. This is a charged atmosphere – there are many different viewpoints and they can be very contentious. In this book/exhibition/website, participants' perspectives will be placed together, not as snippets, but as well-developed thoughts. The goal is encouraging understanding and empathy across gulfs of opinion and background. If a viewer walks away with an augmented sense of another person's experience and perspective, then the project has done its job.



U.S. Fulbright English Teaching Assistants



Chekhovskiy, Katerina

University of Michigan, Ann Arbor, MI

TEFL/Applied Linguistics | *English Teaching Assistantship*

Rivne State University of Humanities, Rivne

1.12.2016 – 1.07.2017

kchek@umich.edu

Ms. Chekhovskiy graduated from the University of Michigan with a Bachelor's of Science in Biomolecular Science and French and a minor in Ukrainian Language, Literature, and Culture. Throughout her undergraduate career, she participated in numerous international experiences in El Salvador, Colombia, and Switzerland. Born in Ukraine and coming to the United States at age two, Ms. Chekhovskiy has always been fascinated by her heritage culture and will return to Ukraine for the first time as an English Teaching Assistant.

Drawing from her multicultural experiences, Ms. Chekhovskiy believes understanding and exposure build the road to acceptance, communication, and diplomacy. She would like to promote English education in Ukraine, allowing more students to experience the immense ad-

vantages of multilingualism and to foster Ukraine's relations with the United States. Ms. Chekhovskiy is also passionate about pediatric health and will attend medical school upon her return to the United States. While in Rivne, she would like to learn more about public health in Ukraine by shadowing doctors and volunteering at a local orphanage. Ms. Chekhovskiy is particularly interested in learning about the disparities orphans face and how they can be encouraged and supported in the pursuit of higher education. Ms. Chekhovskiy's goal for her time in Rivne is to reach out to vulnerable populations and connect with more people from diverse backgrounds. She is enthusiastic to apply her skills to help more students master English, while connecting in depth with a culture that is a part of her heritage.



Lazar, Sophie

Bard College, Annandale-on-Hudson, NY

TEFL/Applied Linguistics | *English Teaching Assistantship*

Drohobych Ivan Franko State Pedagogical University, Drohobych

1.09.2016 – 30.06.2017

sophie.e.lazar@gmail.com

Ms. Lazar graduated from Bard College in 2015 with a Bachelors of Arts in Anthropology and Biology, and a concentration in Global Public Health. Through a grant from Bard College, she spent the previous year living and teaching English and Anthropology at the American University of Central Asia in Bishkek, Kyrgyzstan. Prior to this she conducted ethnographic fieldwork for her senior thesis at Bard College on childhood vaccination, comparing pediatric experiences between mothers in Boston, Massachusetts with existing research on mothers in Kyiv, Ukraine. Through these experiences, Ms. Lazar has cultivated her passion for synthesizing English language and public health education in the post-Soviet world. While in Ukraine, Ms. Lazar will support the Department of Germanic Languages and Translation Studies at Drohobych Ivan Franko State Pedagogical University as an English Teaching Assistant. Inspired by her own Ukrainian heritage, Ms. Lazar is beyond thrilled to immerse herself in Ukrainian language and culture in a town not far from where her own

grandparents were born and raised, and she looks forward to working closely with university students to enhance their English language skills and their knowledge of American culture. She is particularly thankful to her former teachers and professors who impressed upon her the importance of education as a social and interactive process, integral to the development of democratic institutions. Ms. Lazar plans to complement her teaching in Ukraine by developing a sustainable, replicable health education curriculum to provide young Ukrainians with the knowledge and skills they need to make healthy decisions. Ms. Lazar will address health promotion in a Ukrainian context through a series of interactive, skill-based workshops and roundtable discussions in collaboration with school administrators and community professionals, as well as through peer education. Through the Fulbright Program in Ukraine, Ms. Lazar hopes to foster attitudes among her students that promote mutual understanding, tolerance, and a positive impression of the United States.

U.S. Fulbright English Teaching Assistants



Margolin, Jack

Tufts University, Medford, MA

TEFL/Applied Linguistics | *English Teaching Assistantship*

Odesa I.I. Mechnikov National University, Odesa

1.09.2016 – 30.06.2017

Jmargolin12@gmail.com

Mr. Margolin recently graduated from Tufts University, where he majored in International Relations with a concentration in International Security and a minor in Russian Language. He has previously worked with small English language clubs in Russia during his undergraduate study abroad, and is excited to apply the lessons from these experiences – particularly a focus on cross-cultural understanding – to teaching English to university students in Ukraine. Himself a descendant of a Slavic Jewish family, Mr. Margolin is interested in exploring Odesa as a representation of the many areas of change and growth in

modern Ukraine, from its regional linguistic peculiarities, to its historical legacy and contemporary role as a hub of commerce and culture. Mr. Margolin plans to investigate these changes particularly as they apply to the attitudes of young inhabitants of Odesa, the emerging entrepreneurial landscape, and the relations of both to Ukraine's political circumstances. He hopes to similarly engage his students through exposure to contemporary and historical American texts, which provide a basis for comparative understanding of the commonalities and contrasts between American and Ukrainian culture and philosophies.



Meigs, Isabel

Reed College, Portland, OR

TEFL/Applied Linguistics | *English Teaching Assistantship*

Poltava V.H. Korolenko National Pedagogical University, Poltava

1.09.2016 – 30.06.2017

meigs.isabel@gmail.com

Ms. Meigs graduated from Reed College in May 2016 with a bachelor's degree in Russian Language and Literature. During her time in college, Ms. Meigs studied abroad in St. Petersburg, Russia. She also received a travel grant to study Ukrainian language in Lviv, Ukraine. Ms. Meigs wrote her senior thesis on Fredrikh Gorenshstein's novel *Traveling Companions* and his play *Berdichev*, focusing on his construction of Jewishness in

postwar Ukraine. She also worked as a Russian language tutor and taught pysanky (Ukrainian Easter-egg dyeing) classes in conjunction with the Russian language learning community at Reed.

Ms. Meigs applied for her Fulbright hoping to improve her understanding of Ukrainian language and culture through folk art and dance. She will be working at the Poltava V.H. Korolenko National Pedagogical University.



Seidman, Julie

Temple University, Philadelphia, PA

TEFL/Applied Linguistics | *English Teaching Assistantship*

Kharkiv V.N. Karazin National University, Kharkiv

1.09.2016 – 30.06.2017

Julie.seidman@temple.edu

Ms. Seidman graduated from Temple University in Philadelphia with of Bachelor's of Arts in Communication Studies and Russian and a minor in German. Her interest in Ukraine stemmed from her own Ukrainian

heritage and an interest in post-Soviet developments.

Ms. Seidman will be assisting at Kharkiv V.N. Karazin National University in the Foreign Philology Department. Having focused on representation of minority groups in

U.S. Fulbright English Teaching Assistants

American media, rhetorical analysis, and cross-cultural communication in her study of communication, she plans to impart American culture through literature as well as news and popular media, while also paying attention to cultural values and biases. Her goal first and foremost is to create an environment in which students feel comfortable communicating with each other in English. Other goals include sharpening students' critical

thinking skills through academic writing and classroom discussion and engaging students in ways that are fun and suited to their interests. She also plans on starting or participating in pre-existing conversation and American culture clubs in community centers outside of the university. As a personal side project, she hopes to have the opportunity to expand her late father's family genealogy project.



Steinberg, Nicole

Georgetown University, Washington, D.C.

TEFL/Applied Linguistics | English Teaching Assistantship

Zaporizhzhia National University, Zaporizhzhia

1.09.2016 – 30.06.2017

N.alexander883@gmail.com

Ms. Steinberg graduated with a double Russian and Linguistics degree from Georgetown University in Washington, D.C. Her interest in sociolinguistics and the history of Slavic languages drew her to Ukraine, a region with a rich past that is now crafting for itself a new future. That said, Ms. Steinberg understands her teaching assistantship through her background in linguistics: she will be teaching English, a marker of her Western origin, to a largely-Russian speaking community in Ukraine.

She believes the linguistic dynamism alone is worth one long, dark winter in eastern Ukraine.

This exploration of history and identity by way of language also inspires a fascination with Ukraine's strong folk traditions. Through national art, literature, and music, Ms. Steinberg hopes to better understand Slavic identity in general – Ukrainian in particular – at a time that it experiences profound change.



Sularz, Cynthia

Seton Hall University, South Orange, NJ

TEFL/Applied Linguistics | English Teaching Assistantship

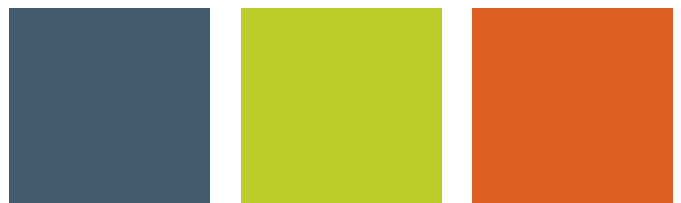
Dnipropetrovsk Oles Honchar National University, Dnipropetrovsk

1.09.2016 – 1.06.2017

sularzc@gmail.com

Ms. Sularz graduated from Seton Hall University with a double major in International Relations and Modern Languages (German and Russian) with a minor in Eastern European Studies. Through her degree, as well as her experience, she hopes to help give a voice through educational programs to youth, particularly adolescent girls, and women. Ms. Sularz's focus on communications and policy has enabled her to learn from individuals around the world and she hopes to continue that journey through her Fulbright ETA at Dnipropetrovsk Oles Honchar National University.

Through volunteering with the psychology department Ms. Sularz hopes to help displaced people from eastern Ukraine relocate. This will also offer an opportunity to work with adolescent girls. Through educational programming and facilitating conversations that will strengthen young girls leadership skills Ms. Sularz hopes to empower Ukrainian girls to be leaders in their community. This will also help to facilitate an international dialogue between students in Ukraine and in the United States about their interests, cultures, and lives.



U.S. Fulbright-Clinton Fellows



Jankowicz, Nina

Communications | *Combatting Propaganda and Connecting with Citizens through Social Media in Ukraine*

Ministry of Education and Science of Ukraine, Kyiv

1.09.2016 – 1.06.2017

nina.jankowicz@gmail.com

Ms. Jankowicz is a democracy, governance, and communications specialist with a focus on Eastern Europe and the former Soviet Union. For two years, she managed democracy assistance programs to Russia and Belarus at the National Democratic Institute for International Affairs (NDI). Later, she joined NDI's Government Relations and Communications team, where she created engaging written and multimedia content about NDI's partners and programming.

Prior to joining NDI, she worked in the Office of the Coordinator of Assistance to Europe and Eurasia (EUR/ACE) at the U.S. State Department, as well as at the International Research and Exchanges Board (IREX). Ms. Jankowicz received her M.A. in Russian, Eurasian,

and East European Studies from Georgetown University, where she was a Title VIII, FLAS, and Kosciuszko Foundation scholarship recipient, and her B.A. from Bryn Mawr College, where she graduated magna cum laude. She has lived and worked in Russia, and speaks fluent Russian and proficient Polish and Ukrainian. In 2015, Ms. Jankowicz was named a "Rising Expert" in Russian and Eurasian affairs the Washington, DC-based Center on Global Interests.

As a Fulbright-Clinton Fellow, Ms. Jankowicz will utilize her expertise in online communications to assist the Ukrainian government in effectively communicating with both Ukrainian citizens and external actors.



Russell, Christopher

University of Wisconsin, Madison, WI

Law & Public Policy | *Coordination Centre for Legal Aid*

Ministry of Justice of Ukraine, Kyiv

1.09.2016 – 30.06.2017

christopher.d.russell@outlook.com

As a Fulbright-Hillary Rodham Clinton Public Policy Fellow placed at the Ministry of Justice of Ukraine, Christopher Russell (JD-MIPA) will assist the Coordination Centre for Legal Aid. The Centre is charged with an important and noble task – effectuating the Constitution of Ukraine's guarantee that all Ukrainians have access to justice.

Article 59 of the Constitution of Ukraine provides that every Ukrainian has the right to free legal assistance in accordance with the Laws of Ukraine "On Legal Aid." Article 59 is remarkable for extending this right to both criminal and civil matters. Ukraine's right to legal aid is therefore broader in scope than many countries' constitutional guarantees to legal counsel, such as the Sixth Amendment of the Constitution of the United States, which guarantees assistance only to defendants in criminal matters.

The right to legal aid underscores the principle that all people – regardless of political belief, religion, sex, ethnicity, social class or economic status – be able to obtain

legal recourse and be treated fairly in the eyes of the law. The constitutional right to legal aid demonstrates that Ukraine acknowledges a broadly defined conception of the rule of law, which acts not merely as a formal restraint against the state but as an instrument for advancing social justice. This conception comports with the principles enshrined by the European Convention on Human Rights and the United Nations' Declaration of the High-Level Meeting of the Rule of Law. The right to legal recourse is an important tenet of the rule of law and particularly important to underrepresented and disenfranchised segments of society, including new surges of internally displaced persons in Ukraine.

Guaranteeing access to justice and legal aid poses a challenge to countries of all legal traditions, even those with the most evolved legal institutions and largest economies. Mr. Russell will support the Coordination Centre for Legal Aid in its efforts to align its national system with international standards. His legal research and analysis aims to contribute to an organic, feasible, and



efficient Ukrainian legal aid system which effectively utilizes public-private sector relationships to provide aid that is appropriately tailored to the needs of the Ukrainian people and broader societal interests. To this extent, Mr. Russell will draw from a 'law in action' perspective to provide the Centre with analysis of how the legal aid laws operate on the books and how they operate in practice, while detailing the client's vantage point so as to better understand Ukrainians' needs, their dispute resolution preferences and their ability to access justice. Mr. Russell will utilize his background with various legal

aid clinics, state and national legal aid providers, and public defender offices. He brings experience in the field of immigration and humanitarian law as well, where he advocated for policy reforms and represented clients in state and federal courts in the United States.

In addition to his work at the Ministry of Justice, as a Fulbright-Clinton Fellow, Mr. Russell will undertake an academic study component in Kyiv where he will broaden his knowledge of Ukrainian and international law while researching law, immigration and international development.



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In our Gallery this month: "What Ukraine means to me"

A Special Photo Exhibition to mark Ukraine's 25th anniversary of its declaration of Independence featuring 25 shots from Ukrainian and U.S. Fulbrighters bringing visual narratives of Ukraine, People, Culture, and Nature.

Opening Reception
Tuesday, September 13, 6 p.m. to 8 p.m.

Exhibit remains through October 14
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Fulbright Scholar Program: **October 15, 2016**

Fulbright Research and Development Program: **November 1, 2016**

Letters to the Editor or Opinion pieces are welcomed.
Please send them to valeksanych@iie.org

Veronica Aleksanych, Editor
Marian Luniv, Designer

