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Fulbright

Scholars and Students
in Ukraine 2019-2020

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September 2019

Fulbright Program in Ukraine
Institute of International Education • Kyiv Office

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Dear Friends and Colleagues:

Warm autumn greetings and a heartfelt welcome to all our U.S. Fulbright scholars, fellows, students/researchers and English teaching assistants in Ukraine for the 2019-20 academic year.

2019 was a year of change, as Ukrainians elected a new president, went to the polls to cast their votes for a new parliament and now have a new government; your year promises to be interesting, as Ukraine continues on its path of European integration, democracy building and economic reform, and as its citizens continue strengthening civil society, striving to build a better life for themselves and their children.

This year is a banner year for the Institute of International Education, the administrator of the Fulbright Program in Ukraine, which celebrates its centennial as a global educational institution. We will also toast 100 years of Ukraine's cultural diplomacy, as we mark the centennial of Leontovych's "Shchedryk", (Carol of the Bells) with a gala concert in October. There will be many more events throughout the year which will show the richness of Ukraine's history, the wealth and diversity of its culture. We will be happy to inform you of all these celebrations.

We wish you a stimulating and successful year in your professional endeavors and hope that your tie 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, either personal or professional. The IIE/ Fulbright Office is your first point of contact and we are here to help and guide you with any issues you may encounter.

Although this summer was relatively quiet on the frontlines, the situation is still volatile in eastern Ukraine; in compliance with US Embassy guidelines, there is a travel ban on the occupied territories of the Donbas, Also, illegally annexed Crimea is off limits to U.S. citizens. Thus, we kindly ask you to clear all travel with the Fulbright Office; we will also be in regular contact with the Embassy's Regional Security Office 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 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 understanding of the rich fabric of this country. You are encouraged to write articles, blogs, opinion pieces, share information and experiences with friends and colleagues. Always remember that you are here not only on an academic exchange, but you also serve as cultural ambassadors of the United States.

Your academic curiosity is inspiring. We 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. Fulbright grantees 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, s they strive to take their rightful place among the European community of nations.

With this newsletter, we at Fulbright Ukraine are pleased to present to Ukraine's academic community our American scholars and fellows for the 2019-20 academic year with information about their projects, their host institutions and their contacts. They are eager to visit other universities and regions, make new friends and establish professional relationships.

We encourage Ukrainian universities, institutions and NGOs to invite any Fulbright students and scholars to visit and participate in seminars, conferences, workshops and lectures. You may contact our Fulbright grantees directly or contact our office for assistance in inviting them to your institutions or organizations.

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





Fulbright U.S. Scholar Program



Michael Cronin

Monmouth University – West Long Branch, New Jersey
Social Work | *Building Psychosocial Support Capacity in Ukraine*
National University of Kyiv-Mohyla Academy, Kyiv;
Ukrainian Red Cross, Kyiv
September 2019, 10 months
mcronin@monmouth.edu

Dr. Cronin is a social work educator and disaster relief responder who will focus on building psychosocial support capacity in Ukraine and contribute to the development of the social work profession.

This project is for one year of teaching, training, and consultation at the National University of Kyiv Mohyla Academy (NaUKMA) and the Ukrainian Red Cross. Dr. Cronin will teach several courses which include: Social Work in Emergencies, Social Entrepreneurship, Advanced International Social Work, Community Social Work, and Social Work Professional Concepts. Dr. Cronin will provide consultation and training for psychosocial support capacity building for affected populations of war and emergencies including support for staff and volunteers that are conducting this work at the Centre for Mental Health and Psychosocial Support at NaUKMA and the Ukrainian Red Cross Society (URCS) Psychosocial Support (PSS) Team. The PSS team activities provide support groups and safe space to help vulnerable populations in overcoming psychological and social problems associated with crisis to renew the emotional health of individuals and communities (URCS, 2018). The focus will be on the development of train-the-trainer modules for providing group support.

Dr. Cronin will conduct lectures for school faculty and staff on contemporary social work issues. In addition to curriculum consultation, he will be involved in the planning of activities to promote the social work profession in Ukraine which is one of the School's objectives. It is hoped that these efforts would facilitate a structure of professional social workers throughout Ukraine in creating a National Association of Social Workers. This organization would support professional social workers and students in social work as well as provide education and awareness of the skills and settings that social workers are equipped for in building a future society.

While there many visiting international scholars that come for short term assignments to conduct research, it has been stated by both NaUKMA and the URCS that there is a dire need to build capacity for training behavioral health disciplines to provide psychosocial support to those affected by war, including military and their families and internally displaced persons (IDPs). There is not nearly enough trained workers and volunteers to conduct this important work. According to the Ministry of Social Policy of Ukraine, more than 1.4 million IDPs were officially registered and these numbers continue to grow (2015). According to a recent article in the Kyiv Post there are currently at least 3,330 Donbas war veterans who have killed themselves due to untreated post-traumatic stress disorder. For the most part Ukrainian soldiers are left alone to deal with the lingering shock of war and the depressing lack of prospects in their return to civilian life. Many begin using alcohol and drugs to cope (Ponomarenko, May 4, 2018). Students and faculty need to know ways to deal with these individuals, families and communities affected by war and emergencies.



Melinda Docter

Loyola Marymount University, Woodland Hills, California
Education | *Using Applied Behavior Analysis to Support Students with Disabilities and Challenging Behaviors in an Inclusive Environment*

Petro Mohyla Black Sea National University, Mykolaiv

January 2020, 5 months
melinda.docter@lmu.edu

Dr. Melinda Docter is an Assistant Clinical Professor and Director of the Board-Certified Behavior Analyst Program at Loyola Marymount University in Los Angeles. She will focus her teaching on training University students at the Petro Mohyla Black Sea National University in Mykolaiv, Ukraine and staff at local K-12 schools on behavior analytic assessments and interventions for school-aged children with significant behavioral challenges who are included in general education.

According to official statistics in 2017, only 1% of children with disabilities living in Mykolaiv region are studying in inclusive educational settings. An inclusive resource center recently opened (May 2018) and now provides support to schools with inclusive programs. However, the resource centers are now struggling to satisfy the growing need to support children with special needs in general education environments. In addition, the provincial cities of Mykolaiv region have even less access to resources for inclusive settings.

Local regions in Ukraine have a significant need in the training and implementation of Applied Behavior Analysis to support students with disabilities in inclusive settings. Applied Behavior Analysis (ABA) is the science of human behavior. "It is the process of systematically applying interventions based upon the principles of learning theory to improve socially significant behaviors to a meaningful degree, and to demonstrate that the interventions employed are responsible for the improvement in behavior (Baer, Wolf, & Risley, 1968). While ABA is most notably known as a scientifically proven and evidenced-based strategy for children and adults with Autism Spectrum Disorder, its theory and practices are applicable for students and adults with a variety of disabilities and challenging behaviors.

Dr. Docter's University course and trainings will include concepts and principles of Applied Behavior Analysis, assessment and measurement and behavior treatment plans. The results of these trainings can offer sustainability of these inclusive and behavior analytic practices in order to prepare both faculty and students at the University, regional inclusive resource centers and Mykolaiv Institute of Post Graduate Education teachers and staff working directly with students with special needs in inclusive settings and training those who provide direct care and support.



Mayhill Fowler

Stetson University, DeLand, Florida

History | *Theater on the Frontlines of Socialism:*

The Military-Entertainment Complex in Ukraine, 1940s-2000s

Ivan Franko National University of Lviv, Lviv

September 2019, 8 months

mfowler@stetson.edu

Dr. Mayhill C. Fowler is associate professor of history at Stetson University, where she also directs the program in Russian, East European and Eurasian Studies. She is a former actress with an MFA from the National Theater Conservatory and a PhD from Princeton University. She was a postdoctoral fellow at the Harvard Ukrainian Research Institute and the University of Toronto before moving to Stetson in 2013. She has published widely on culture in Ukraine, including on Les Kurbas and the Berezhil Theater, Yiddish theater, Soviet film, and shifting artistic infrastructures. Her first book, *Beau Monde on Empire's Edge: State and Stage in Soviet Ukraine* (Toronto, 2017), tells the story of making culture both Soviet and Ukrainian through a collective biography of young artists and officials in the cultural explosion of the 1920s and 1930s. *Beau Monde* brings Les Kurbas, Mykola Kulish, and Ostap Vyshnia, among others, to the center of Soviet cultural analysis, and traces the growing overlap between the arts and the state in the early Soviet years, explaining the intertwining of politics and culture today.

On her Fulbright year Dr. Fowler will move from the early Soviet avant-garde to postwar Soviet military theater. Her second book project, *Theater on the Frontlines of Socialism: The Military-Entertainment Complex in the USSR*, investigates how societies entertain soldiers, through a case study of the former Soviet Army Theater in Lviv. The military districts on the borders of the Soviet Union sponsored professional theaters: to raise morale, build community, and entertain the troops fighting the Cold War, and war stories were at the heart of their repertory. This project focuses on one such military theater, on the frontlines of Soviet socialism, performing from Lviv to Kabul: the "Russian Dramatic Theater of the Sub-Carpathian Military District," or Teatr PrikVO. The story of this theater—its people, its plays, and its audiences—highlights the shifting role of the public, the state, and the arts in the postwar Soviet Union and in wartime Ukraine today. Entertaining the troops may no longer be a state priority in Ukraine, but the relationship between war and the arts is more significant than ever. War is at the heart of the human experience, and how it is told, to whom, and who controls the telling, is as important today with the war in Ukraine today as it was in the decades after World War II.

Dr. Fowler is especially interested in teaching cultural history—how we make meaning in our lives through objects, ideas, and practices—and in helping students understand how the arts are part of greater economic, political, and social structures. On her Fulbright grant she will work with two institutions in Lviv. As a visiting fellow with the Center for Urban History, Dr. Fowler will develop teaching materials for courses on Eastern European history and culture and contribute to the Center's digital platforms on postwar theater. At the Department of Theater Studies and Performing Arts at Ivan Franko National University, she will use these materials to teach a course in new approaches to theater

history. Using the oral histories and digital media on the Center for Urban History's website, she will explore with students' ways to make theater history accessible to a wider public. Through a colloquium she will engage in discussions with fellow faculty members on why and how we teach theater in the 21st century, and on the changing place of the stage in Ukraine today. Teatr PrikVO, her book project's case study, is today Teatr Lesi, and she hopes to bring students into telling the story of this theater. Dr. Fowler won a teaching award at Stetson in 2018, has taught in multiple summer schools in Ukraine in both Ukrainian and English, and enjoys helping students challenge their assumptions and develop their ideas in discussion-based classes. She looks forward to exploring more of Ukraine, and to discussing how we analyze the arts with students, faculty, and practitioners.





Marla Osborn

Rohatyn Jewish Heritage, Lviv, Ukraine

Arts & Heritage | A Jewish Cemetery Preservation Demonstration Project for Western Ukraine

Center for Urban History of East Central Europe, Lviv

September 2019, 10 months

marla.r.osborn@gmail.com

After a career in law, Ms. Osborn has been working as a researcher and activist for nearly a decade in Central and Eastern Europe in the fields of Jewish heritage preservation and the recovery of history and memory. Her 2019-2020 Fulbright award will support research, design, and planning for a Jewish cemetery preservation demonstration project in Western Ukraine, specifically at the 350-year old Jewish cemetery in the town of Rohatyn (Ivano-Frankivsk oblast), where her paternal grandmother was born. The project proposal includes physical preparation of a portion of the grounds of this historic cemetery; research and development of detailed designs for the planning and implementation of rehabilitation and enhanced protection of the site; research and trial of methods for the conservation and documentation of hundreds of Jewish headstone fragments recovered from under city streets, walkways, gardens, and building foundations in Rohatyn; design of a commemorative display of the recovered headstone fragments at the cemetery; creation of informational signage at the site; and promotion of shared memory between the modern Ukrainian community in Rohatyn and Jewish descendants of Rohatyn living abroad. A key component of Ms. Osborn's project will be the documentation of methods, best practices, designs, issues, and solutions for use in comparable Jewish and other heritage projects in the region of historic Eastern Galicia.

Combining both conceptual and practical elements in the multicultural historical terrain of Western Ukraine, the project aims to develop and share tools and experience jointly with other researchers and practitioners of public history, including through workshops and presentations. Although Jewish heritage and memory in the region is particularly devastated from wartime and post-war cultural suppression, in today's independent Ukraine the



challenges, constraints, and opportunities raised by Ms. Osborn's project are equally applicable to the heritage of all the people who live and have lived in the region, separately and together. The project extends and amplifies Ms. Osborn's ongoing heritage efforts in Rohatyn and the surrounding area, engaging regional experts working in a variety of fields on the multi-faceted issues of memory and heritage preservation.

Originally from California, Ms. Osborn and her husband currently live in Lviv, Ukraine, in order to manage Rohatyn Jewish Heritage, a Ukrainian non-profit NGO which they co-founded in 2011.



Jeffrey Parker

University of Massachusetts, Amherst, Massachusetts

Creative Writing | *Gogol v. Poe: A Novel*

National University of Kyiv-Mohyla Academy, Kyiv

January 2020, 8 months

jparker@umass.edu

Mr. Jeffrey Parker is a writer and associate professor of creative writing at the University of Massachusetts Amherst, where he directs the Master of Fine Arts program.

He will spend the duration of his Fulbright grant to Ukraine researching and writing a novel positing that Nikolai Gogol traveled to the United States in 1828 and met Edgar Allan Poe—both men would have been around twenty years old at the time and at the very beginning of their writing lives. In the novel they take an epic fear-and-loathing-style, pre-automobile road trip together, an experience that molds them as writers and sets them on the paths toward their infamy and early deaths.

Professor Parker will be based in Kyiv and affiliated with the National University of Kyiv-Mohyla Academy, where he will conduct interviews with scholars whose work centers on Gogol. He will also do research in the Poltava region, the settings for many of Gogol's Ukrainian tales, particularly at the National Museum of Nikolai Gogol (run out of Gogol's childhood home) in what is now known as Gogolevo and in Dikanka and Sorochyntsi.

At National University of Kyiv-Mohyla Academy, Prof. Parker will teach an English-language creative writing workshop, in which issues of language and narrative will be discussed through the perspective of craft. Students may present their own creative work or translations that they're working on.

Prof. Parker's books include the novel *Ovenman* (Tin House Books), the short story collection *The Taste of Penny* (Dzanc), and the nonfiction book *Where Bears Roam the Streets: A Russian Journal* (Harper Collins, 2014). He co-edited two anthologies of contemporary Russian writing, *Rasskazy: New Fiction from a New Russia* (Tin House Books) and *Amerika: Russian Writers View the United States* (Dalkey Archive). He is also the Co-Founder and Director of DISQUIET: The International Literary Program in Lisbon, Portugal.



Gennadi Poberezny

Harvard Ukrainian Research Institute, Cambridge, Massachusetts

Political Science | *Policies of Red Genocide:*

Making of Homo Sovieticus Ucrainus

Ukrainian Institute of National Remembrance, Kyiv

September 2019, 10 months

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Genocide is commonly referred to as the "crime of crimes" or the "darkest of humanity's inhumanity," and brings to mind images of extermination camps and killing fields. But this concept was not always used to designate premeditated mass killings of innocent people. Raphaël Lemkin, who coined the term genocide and led the campaign to outlaw the crime at the United Nations, regarded genocide as a colonial crime of destroying cultural diversity. Several historical cases shaped Lemkin's ideas on the subject. Chief among these were annihilations of indigenous peoples in the Americas, the horrors of the French colonization, Ottoman massacres of Christians, Nazi atrocities, and the Ukrainian case. In Ukraine, Lemkin believed, the Soviet Union was committing genocide through coordinated violent and non-violent policies intended to destroy the Ukrainian "family of mind" for political and economic gains of the Soviet empire. Scholars have only recently begun to study the Soviet Union as an empire with the Russian Soviet state in colonial control over other Soviet states, but it has not yet been argued that genocide was used as a strategy to consolidate Russia's imperial power in its Soviet empire.

The conventional UN definition of genocide was a compromise between the Great Powers of the time that themselves were implicated in or accused of acts of genocide. Thus, this definition neither fully reflected Lemkin's ideas nor arrested the development of competing and complementing notions of the concept. Lemkin defined genocide as a "coordinated plan with the aim of annihilating the groups themselves," which had two phases: first, the "destruction the national pattern of the oppressed group" and, second, the "imposition of the national pattern of the oppressor". Notably, Lemkin did not define genocide in terms of mass killing to account for the specific World War II experience. Rather, he developed his earlier concepts about acts of barbarism and vandalism during the interwar years while working for the League of Nations to establish humanitarian laws that would address the treatment of both colonized peoples around the world and various minorities in his native Eastern Europe. Genocide was conducted against people whose ways of life, beliefs, and distinct cultures were targeted for destruction in an attempt to destroy the group as such. This study expands upon Lemkin's analysis of genocide and will be the first to look at the Ukrainian genocide as a form of colonial rule.

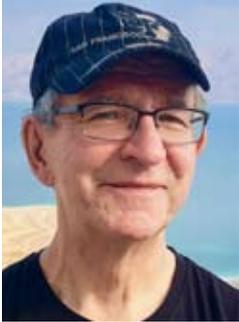
The research will analyze how and why the Soviet imperial state benefitted by committing genocide that helped centralize Moscow's colonial power in Ukraine. The project will also assess the way in which the forced starvation of the Ukrainians during the Holodomor aided the Soviet collectivization of agriculture by destroying previous economic agricultural forms and social patterns of the peasantry. The researcher hypothesizes that the collectivization was a form of colonial extraction, placing Moscow in control of agricultural products, selling grain in foreign markets to fund urban industrialization while peasants famished. By looking at Stalin's use of mass starvation as a tool for facilitating agricultural collectivization, this study will

position the Holodomor at the apex of a long list of genocidal policies that helped assert colonial rule over Ukraine by destroying non-Soviet Ukrainian national patterns while imposing the Russified Soviet national pattern upon its people.

Dr. Gennadi Poberezny is a research associate at Harvard Ukrainian Research Institute, where he was the chief cartographer of the Great Famine / Holodomor online project for MAPA: the Digital Atlas of Ukraine - <http://gis.huri.harvard.edu/historical-atlas/the-great-famine.html>. He partakes in other genocide

studies projects: edits the Ukrainian translation of his colleague Douglas Irvin-Erickson's book on Raphaël Lemkin and his Concept of Genocide, researches Lemkin's US archive collections, as well as is working on his own manuscript on Soviet policies of genocide in Ukraine as a Fulbright fellow. Dr. Poberezny is a graduate from Rutgers University with a Master's in Geography and a Ph.D. in Global Affairs, where he taught courses in world's political geography and comparative politics of transitional societies in Eastern Europe. Currently, he is a visiting professor of political science at Ukrainische Freie Universität in Munich, Germany.





Gregory Stricharchuk

Independent Journalist, Syracuse, New York

History/Journalism | *The Ethnic Cleansing of Operation Vistula*

Ukrainian Institute of National Remembrance, Kyiv

September 2019, 10 months

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Mr. Stricharchuk's project is to report and write a book featuring stories of families who were deported from Poland to Ukraine at the end of World War II. The Soviet military was ridding Poland of people deemed to be Ukrainians and supporters of Ukraine's underground army, which fought both the Soviets and the Nazis.

People who refused to move faced being shot, beaten, or burned alive in their homes. Soldiers herded people onto trains and dropped them off at random stops mostly in the Ternopil oblast. As a result, people lost contact with relatives and close friends and for the most part were treated as unwanted newcomers to Ukraine. An estimated

600,000 people were uprooted from villages where their families had lived for centuries.

Mr. Stricharchuk learned that his mother's family was among the deportees while researching his roots in 2016. One cousin was paralyzed after being dragged by a horse when he objected to leaving. Since then Mr. Stricharchuk has interviewed others whose family members attempted to return to their native villages and were imprisoned, tortured or killed. He plans to build on that research.

Mr. Stricharchuk left the Chicago Tribune four years ago. His journalism career as an editor, reporter and columnist spans more than 40 years.





Catherine Wanner

Pennsylvania State University, University Park, Pennsylvania
Anthropology | *Vernacular Religiosity and the Politics of Death, Burial, and the Afterlife in Ukraine*
Ukrainian Catholic University, Lviv
September 2019, 2 months; May 2020, 2 months
cew10@psu.edu

As a cultural anthropologist, Dr. Catherine Wanner's research is dedicated to studying the dynamics of religious change in Ukraine and to analyzing these changes historically and comparatively by contrasting the Ukrainian experience to that of other countries in Eastern Europe and Eurasia. In 2019-20 she will study the ramifications of autocephaly and the creation of a self-governing Orthodox Church of Ukraine in terms of popular religious practices and understandings of religiosity.

After 73 years of governing practices in the Soviet Union designed to diminish belief in the supernatural and eradicate the social and political capital of religious institutions, today the public sphere, politics and even everyday individual practices in Ukraine cannot be understood without some consideration of religion. Religious rhetoric and individual religious practices shape subjectivities, patterns of governance, and power relations. Reciprocally, the needs of the state shape the dynamics of religiosity, the status of religious institutions, and attitudes toward religious pluralism.

Dr. Wanner's current research focuses on informal, vernacular religious practices, specifically depictions of death, the dead and the afterlife. Individual burials and related ceremonies, ethnic and confessional group memorials, and national commemorations of war and suffering, especially those that have resulted from the undeclared war in eastern Ukraine, have become prominent domains in which the sacralization of public space and overt displays of religiosity occur. She considers the importance of vernacular religious practices in terms of how they inform religious identities and shape sacred spaces in the public sphere across Ukraine.



Yuri Yanchyshyn

Period Furniture Conservation LLC, Jersey City, New Jersey

Historic Preservation | *Historic Wooden Artifacts: Wood and Its Coatings*

Lviv Polytechnic National University, Lviv

September 2019, 1.5 months; September 2020, 1.5 months

yuri@periodfurnitureconservation.com

Mr. Yuri Yanchyshyn is the Principal and Senior Conservator of two firms in the New York City metropolitan area, Period Furniture Conservation LLC and Kensington Preservation LLC. His project is to teach two intensive courses on the preservation of wooden architecture and artifacts at the Lviv Polytechnic National University, Department of Architecture and Conservation. These courses will contain the essential knowledge necessary to preserve Ukraine's artistic heritage, focusing on its UNESCO wooden tserkvas.

Over the centuries, Ukrainian artisans built many tserkvas, vernacular ecclesiastic architecture, sixteen of which have been inscribed into the UNESCO World Heritage Site list in 2013 (<http://whc.unesco.org/en/list/1424>). Located in Western Ukraine

and eastern Poland, they were built using horizontal log construction techniques, mostly of coniferous wood species. The foundations were field stones or wood pilings, and shingles were used to cover the roofs. Interiors contained a wall of icons called an iconostasis, which separated the nave from sanctuary. Factors which make them unique are the highly skilled carpentry and innovative structural solutions used in their construction, as well as their stylistic identity and interiors. Over the centuries, these tserkvas were cared for by local craftsmen, who were well versed not only in their craft building traditions but also in their maintenance. However, the 20th century was a dominant, disruptive force, with its wars, border changes, population migrations, and purposeful disuse. Today, although the majority of these tserkvas continue to function for their original purpose, two general factors account for their current condition: neglect and improper restorations.

Addressing these issues successfully will require a new generation of young conservators, educated on a Western scientific model. Although generally lacking in Ukraine, this model is in the process of being formed today at the Lviv Polytechnic National University. This institution has decided to create the first university art conservation laboratory in Ukraine, as well as to expand its conservation program. The existing Master of Arts stone conservation program will now include the conservation of wooden architecture and artifacts as well.

Mr. Yanchyshyn's teaching will encompass lectures, various labs with demonstrations, practical exercises, and site visits. He will begin with a talk entitled "What is Conservation – its Principals, History, and Ethics," and end with "The Aging and

Degradation of Works of Art." Other lectures will include wood as a material science, including wood anatomy and microscopic wood identification, and the physical and mechanical properties of wood. Practical exercises will be devoted to wood joinery techniques, an essential component of many wooden artifacts. Of particular note will be a class on the structural deterioration of wood, including damaged joinery, carving and turning, with an emphasis on consolidating degraded structural materials. An additional focus will be wood biodegradation, including insect and mold damage. Widely practiced safe methods of addressing these issues, such as anoxic fumigation, will be presented. Other lectures will cover adhesives and grounds for painting on wood, as well as the transparent, painted and gilded coatings

that have historically been used over wood. Presenting these talks within the framework of historic preservation will give students a solid foundation in solving conservation issues in their professional life.

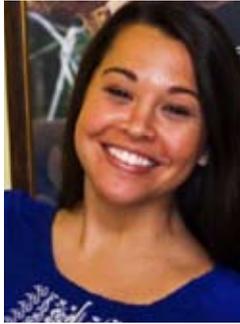
As a Professional Associate of the American Institute for Conservation, Mr. Yanchyshyn will also focus on the ethical aspects of treating works of art. Due to its turbulent history, many of Ukraine's wooden artifacts were divorced from their original settings and then either dismantled, re-located or re-purposed. Having a student become aware of an art object's unique history will not only deepen their knowledge of their own culture, but also give them the impetus to have these art objects speak to the viewer truthfully and faithfully.







Fulbright Public Policy Fellowship



Melanie Graham

Peace Corps Volunteer

Education | *Academic Integrity in Ukraine:*

Education and Rules vs. Infractions and Consequences

Ministry of Culture, Youth and Sports of Ukraine, Kyiv

September 2019, 9 months

mgraham2@email.radford.edu

Ms. Melanie Graham is a Fulbright Public Policy Fellow at the Ukrainian Ministry of Culture, Youth and Sports. This fellowship provides opportunities for U.S. citizens to serve in professional placements in foreign government ministries. Ms. Graham earned a Bachelor and Master of Arts in English from Radford University in Radford, Virginia and is returning to Ukraine after serving 32 months in the United States Peace Corps with the intention to better understand the obstacles that encumber Ukraine's adoption and implementation of reforms required for youth and education policy to continue realignment with the Western world.

Ms. Graham's focus within the Ministry will be to continue supporting their efforts to improve student mobility, increase youth activism, and engage young adults in social projects to improve modern Ukraine. She believes spreading awareness about social problems, in tandem with critical analysis of social issues through development of critical thinking and problem solving will not only increase the support for Ukrainian unity, but also prepare youth to join active civil society in Ukraine while building an empowered youth citizenry and ultimately an empowered future for Ukraine. She is looking forward to traveling and helping to facilitate new initiatives throughout the country while promoting new strategies for achieving civic dialogue and decision-making in Ukraine and around the world.

Throughout her five years as an educator, Ms. Graham gained insight into the culture and community that is academia and worked to understand the inner-workings of higher education systems in place both in the United States and Ukraine. She has built a foundation of knowledge surrounding Ukrainian history, politics, and economy, and continuously tries to understand how those factors contribute to the current educational reform efforts. As Ukraine transitions away from the soviet style of learning, illuminating the importance of integrity, both inside and out of the classroom, becomes essential. Ms. Graham would like to help continue the conversation surrounding change within universities while rebelling against academic integrity's associations with the negative. It's not a system to be feared full of punishments if words go uncited, but rather an approach to life with importance that far surpasses the four walls of a classroom.

In 2014 the Minister of Education and Science, Serhiy Kvit, recognized the necessity of reform within Higher Education Institutions. The push for forward-thinking and western university practices comes equipped with its own set of challenges, specifically how to navigate the transition of standards surrounding academic integrity. An integral component of Ukrainian Higher Education Institutions moving forward after their departure from the Soviet Union and its educational regime of centralization and corruption, is the study of European and American university practices.

With the introduction of the new Law of Ukraine "On Education" in September of 2017, the term academic integrity has been introduced and defined, as well as its various forms of violations and proposed sanctions. The legislation is clear concerning what constitutes a violation of academic integrity, however, sanctions for violating academic integrity default to the specific laws/policies and procedures of individual

institutions, leaving responsibility to the latter and decentralizing consequences. The United States also practices a decentralized approach to academic integrity as violations vary from institution to institution. Each university holds an individualized academic code and enforces their own standards of consequences concerning infractions of the honor code, is the same true in Ukraine?

Ukraine is doing the work to develop a system illuminating the importance of academic integrity (Strengthening Academic Integrity in Ukraine Project; SAIUP), but ultimately the question remains, what happens when academic integrity is compromised by a student in Ukraine?

Similar to other advanced states, Ukrainian education is supposed to be an integral part of social and economic life, a necessary condition of stable development. Without a high-level educational process it is impossible for the state to progress, but in order to successfully compete one must be aware of the rules, so Ms. Graham's research starts with standards and enforcement of such: a quantitative, comparative analysis between U.S. and Ukrainian educational standards, policies, procedures, and values; analyzing data from honor code violations in the U.S. and Ukraine; and highlighting the relationships between education and rules, behavior and consequences.





Wenye (Aimee) Chen

Center for Migration Studies, New York, New York
Public Policy | (Re)integration of Ukraine's IDPs: Enhancing Coordination
Ministry for Veterans Affairs, Temporarily Occupied Territories
and Internally Displaced Persons of Ukraine, Kyiv
September 2019, 9 months
wenye.aimee.chen@gmail.com

Ms. Wenye (Aimee) Chen is a migration specialist who will work on public policy programming at the Ministry of Temporarily Occupied Territories and Internally Displaced Persons (IDPs) and conduct a research project on service coordination for IDPs.

As of July 2019, approximately 1.4 million people are registered as IDPs due to conflict in Eastern Ukraine. Once displaced, IDPs face a number of challenges, including housing, employment, access to social services, and difficulties in (re)integration. Host communities also face major economic and social challenges in integrating large influxes of displaced people. Through an analysis of best practices and model programs, this research project seeks to address the gaps in coordination between IDPs, host communities, and the organizations that assist them. Ms. Chen will conduct interviews with government agencies, civil society

groups, international organizations, IDPs, and host community members. Then, she seeks to analyze the best practices for humanitarian coordination between all parties so as to build trust, social cohesion, and local empowerment. She may also do case studies of model civil society programs and examine how they can be expanded or systematized.

The study seeks to accomplish two goals: 1) understand the gaps in coordination that are specific to the Ukrainian context, and 2) be immediately relevant and actionable to the Ukrainian government and partner organizations by providing an analysis of implementable best practices and model programs. Ms. Chen hopes that this research can impact current integration efforts and help reduce community tensions, empower IDPs, and support host communities – contributing to Ukraine's sovereignty and security.





Markian Kuzmowycz

Tufts University, Medford, Massachusetts

International Relations | *Communicating Decentralization Reform*

The Cabinet of Ministers of Ukraine, Kyiv

November 2019, 9 months

muk@tufts.edu



Mr. Markian Kuzmowycz will be hosted in the Cabinet of Ministers of Ukraine, within the Office for European and Euro-Atlantic Integration. He will serve on the Office's communication team and help develop and implement Ukraine's communications strategy on European Integration 2018-2021.

His independent research will focus on ongoing Decentralization processes across Ukraine and highlighting successes and rooms for opportunity. Ukraine's long-standing reliance on centralized distribution of tax revenues to the community level have led to local and regional stagnation and cemented rent-seeking behavior by local leaders and

hindering the development of strong local governance structures. And today more than three-quarters of Ukrainians express deep satisfaction over local governance issues. Ukraine's continued European integration relies in part on the execution of badly needed governance reforms – particularly at the local level. He is particularly eager to study Kyiv's continued commitment to Euro-Atlantic integration processes in the wake of wholesale political change in 2019.



Nicholas Pehlman

City University of New York-Lehman College, Bronx, New York
Political Science | *Strengthening Police Accountability in Ukraine*
Ministry of Justice of Ukraine, Kyiv
February 2020, 9 months
npehlman@gradcenter.cuny.edu

Nick Pehlman is a New York City based researcher and practitioner. He currently works for the Bronx County District Attorney's Office in New York City, where he conducts research, analyzes trends and patterns in criminal cases, and assists in the planning of justice programming. He teaches International Relations and Foreign Policy at New York University's School of Professional Studies and American Politics and Criminal Justice courses at Lehman College, City University of New York. He holds a Ph.D. in Political Science from the City University of New York, Graduate Center (2019), where he wrote his dissertation research on institutional change in the National Police of Ukraine and the politics of reform in Ukraine's criminal justice system post Euromaidan. He previously worked for the US Department of Justice's ICITAP program on police reform in Kyiv in 2016 and was also a Boren Fellow in Ukraine in 2016. His research interests include the political process of law enforcement reform, institutional reform of police departments, anti-corruption reform, and the impact of civil society on criminal justice reform. Specifically, Dr. Pehlman is interested in the use of public commissions for hiring and vetting public officials in Ukraine and how this process has been used to increase the transparency and legitimacy of public sector institutions.









Fulbright U.S. Student Program



Amy Allen

Cornell University, NY
Public Health | Stigmatization and Healthcare Engagement of HIV Positive, IV Drug Abusing Women in Ukraine
Ministry of Education and Science of Ukraine;
Ukrainian Institute for Public Health Policy, Kyiv
aja1202@gmail.com

Amy Allen will be joining research conducted by the Ukrainian Institute for Public Health Policy and Johns Hopkins University focused on the effects of stigmatization on healthcare engagement of HIV positive, IV drug using women in Ukraine. Amy graduated from Cornell University in 2014 with a bachelor's degree in Chemistry and Chemical Biology and a minor in Global Health. She is currently a third year medical student at SUNY Downstate Medical Center in Brooklyn, NY. Amy's interest in global and public health began in college when she spent several months in Zambia conducting research on stigmatization of people with epilepsy in the country. After graduating from Cornell, Amy continued to pursue her passion for global health by becoming a teaching assistant at Weill Cornell Medical College in Qatar. In addition to global health, Amy also studied Russian throughout high school and college and looks forward to utilizing Russian and learning Ukrainian while in Kyiv.

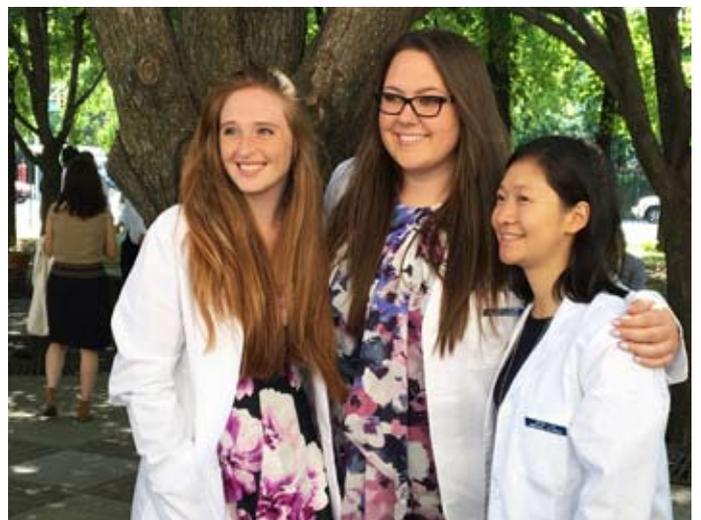
Amy will primarily be working on a project examining how stigma associated with multiple marginalized identities influences engagement in healthcare for HIV positive, IV drug using women in Ukraine. HIV among women in Ukraine is a growing public health problem, particularly among female IV drug users. It is also known that stigmatization of HIV negatively impacts health outcomes and has been associated with low CD4, unsuppressed viral load, late clinical stage of disease presentation, low self-reported health status, poor medication adherence, and increased stress/depressive symptoms. HIV is highly stigmatized in Ukrainian society and can impact every area of life for those affected.

Layered stigma refers to the multiple stigmas that people often face due to HIV status, drug use, and gender. The HIV Stigma network describes distinct mechanisms (internalized, anticipated, and enacted)

through which stigma impacts mental health and HIV care engagement and proposes that layered identities interact with each other and cannot be understood in isolation or in a purely additive way. While previous studies have focused on the impact of gender, drug use, and HIV in isolation on engagement in healthcare, few have focused on people with multiple sources of stigma. This study will examine layered HIV, gender-based, and drug use stigma by examining engagement among IV drug abusing women with HIV in Ukraine.

The study will have both a quantitative and qualitative arm. The quantitative arm of the study will involve a Latent Class Analysis (LCA) to empirically characterize patterns of HIV, drug use, and gender-based stigma among women with HIV who use drugs. The qualitative portion of the study will include in-depth interviews with a subset of survey participants.

In the future, Amy hopes to have a career in academic medicine with a focus on vulnerable populations. She is very grateful to the Fulbright Program in Ukraine and the Ukrainian Institute for Public Health Policy for their mentorship and the opportunity to work on this project.





Elizabeth Avery

University of Kentucky, KY

Geology; English Environmental Studies | *Utilizing Stable Isotopes in Water to Characterize Impacts of Climate Change in Ukraine*

National University of Kyiv-Mohyla Academy, Kyiv

eavery17@gmail.com

Elizabeth Avery is studying how shifts in precipitation patterns will affect central Ukraine as climate change progresses. Changes in precipitation patterns, likely driven by climate change, can cause both floods and droughts to occur depending on the region and has the potential to dramatically impact Ukraine, an important agricultural region for the world. Therefore, understanding the sources and paths of precipitation in this area will be critical for future water management decisions.

Elizabeth's main research objectives are to (1) establish a database of isotopic measurements of precipitation in the Kyiv region, (2) compare the isotopic composition of surface waters to precipitation to estimate surface water loss by evaporation, and (3) evaluate the source of tap water to better understand water use in the region. This stable isotope data will provide a framework for future studies regarding surface water - groundwater interaction, recharge, and evaporation processes, allowing for stronger predictions of the impacts of climate change on this region.

By establishing a database of isotopic measurements of precipitation, a more complete picture of water processes in Ukraine will be developed. Since the stable isotope ratios in precipitation originating from the west, east, and north have distinct values, these data will allow observation of temporal shifts in the source of precipitation delivered to Central Ukraine. Understanding these temporal changes will allow prediction of where precipitation is originating during certain times of the year and how climate change may affect these patterns.

Precipitation data will also be combined with surface water data to provide a more complete picture of the water cycle, since surface water sources are the main water supply to Kyiv. Estimation of surface water

loss by evaporation will provide a better understanding of reservoir water loss, aiding in water management decisions and adaptation to high temperature and drought events that are associated with climate change. Stable isotope ratios in tap water will also identify temporal changes in water sources, helping resource managers analyze changes in the water supply as the impacts of climate change are manifested. Analysis of tap water can track flow, transport, and usage patterns within the utility system, aiding in water management decisions and quality control of the utility system.

A PhD candidate, Elizabeth is working at the Earth and Environmental Sciences Department at the University of Kentucky. Upon her return, she plans to complete her dissertation focusing on utilizing geochemical methods to trace surface water, continue to collaborate with Ukrainian counterparts, publish articles based on her findings, and present her research at national and international conferences.





Wilson Fisher

University of Pennsylvania, PA

English Art and Architectural History |

Contemporary Ukrainian Photography: Picturing the Post-Euromaidan Period

Kyiv National I. K. Karpenko-Kary Theatre, Cinema and Television University, Kyiv

alexfisher14@gmail.com

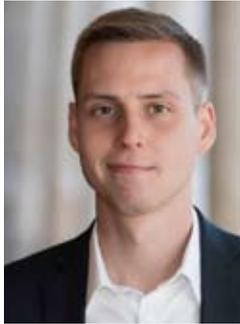
Continuing a line of enquiry started during his studies at the University of Pennsylvania, Wilson A. Fisher will research the ideals and intricacies of the Ukrainian contemporary art community. He will focus primarily on photography being made in the wake of the 2014 Revolution of Dignity. This concentration on the image is born out of an awareness of the long history of Ukrainian prominence in the discipline and an understanding of pictures as a universal language.

On the ground in Ukraine, Wilson will survey the cultural landscape through direct institutional participation. Moreover, he will anthologize the motivations of Ukrainian artists like Viacheslav Poliakov, Anna Zvyagintseva and Sasha Kurmaz in print, online, and on the gallery wall. Honing in on motifs and encoded content, he will situate their pictures within the conditions of their fabrication. Who and what are their subjects? How are they depicted? Why were they chosen? What do they represent and to whom? Do Boris Mikhailov, Sergiy Lebedynskyy and the Kharkiv School photographers continue to control the conversation? Or has a new crew shifted the dominant style? Which ideological divides color the creation and reception of Ukrainian contemporary art?

Wilson, who also goes by Alex, will be based in Kyiv and work in affiliation with Kyiv National I.K. Karpenko-Kary Theatre, Cinema and Television University and in association with IZOLYATSIA, the Laboratory of Contemporary Art at Mystetskyi Arsenal, and the Zenko Foundation. His interest in Ukraine is born out of repeat visits to the country in the post-Euromaidan period, his time studying the language under Dr. Leonid Rudnytzky at UPenn, and his experience profiling and publishing monographs showcasing the practices of emerging Ukrainian artists.



Wilson's passion for supporting artists occupies the intersection of publishing, curating, and correspondence. He has conducted exhibition research at the Albright-Knox Art Gallery, led a 5,000+ item archival project for the Estate of Ana Mendieta via Galerie Lelong & Co., and organized Yoko Ono's "Wish Tree for Peace" (1996/2018) in association with the artist and Studio One. He assisted on the launch of COMME des GARÇONS' Dover Street Market Los Angeles and in the studios of Andy Goldsworthy and David Levinthal. During the summer of 2019, he coordinated Benoît Lachambre's *Fluid Grounds* at Wanås Konst on the grounds of Wanås Slott in southern Sweden. He runs a postcard exchange through Instagram @refrigerator.residency.



Ryan Wolfe

University of Virginia, VA

History, Cultural and Intellectual | *Contested Identity: The Intersection of Memory and Nationalism in Modern Ukraine*

Ukrainian Catholic University;

The Center for Urban History of East Central Europe, Lviv

rpw9vk@virginia.edu

During his Fulbright trip to Lviv, Mr. Ryan Wolfe will be investigating the ways in which the city's statues and memorials influence its residents' perceptions of national, regional, and local identity. Combining archival research and survey data with data visualization platforms like ArcGIS, Mr. Wolfe hopes to discover correlations between memory and space that would illuminate the impact of memorialization in the city. He believes Lviv is the perfect case study for this project given its diverse ethnic and political history. In short, Mr. Wolfe wants to understand the ways in which Lviv's memorials impact its residents' historical memory and – by extension – how historical memory affects present-day conceptions of nation, community, and self.

The synthesis of temporal elements such as memory with spatial features like statues introduces a unique approach to the study of nationalism and identity construction – topics that have gained widespread attention over the past few years due to the rise of right-wing, ultranationalist groups in Europe and the United States. Now more than ever, Mr. Wolfe believes it is important to understand the cultural roots of these movements by analyzing the spaces in which people live, learn, and develop as citizens of a particular city, region, and country.

A recent graduate of the University of Virginia and longtime resident of Richmond, Virginia, Mr. Wolfe takes direct inspiration from his own environment and experiences. Both Charlottesville and Richmond contain statues memorializing Virginian Confederates, which have been sources of controversy, protests, and violence in recent years. Events like the Unite the Right rally in August 2017 sparked serious and necessary debates regarding the placement of Jim Crow-era statues in Virginia's public spaces – a debate Mr. Wolfe wishes to contribute to following his Fulbright trip.

Mr. Wolfe became interested in Lviv after travelling to the city in March 2018 for a ten-day research trip. During that time, he assisted historian Waitman Beorn with his research on the Janowska Concentration Camp and Lviv ghetto. In addition to familiarizing him with the archives in Lviv, the trip exposed Mr. Wolfe to the city's ongoing discussions regarding commemoration in public spaces. The topics of these discussions include the commemoration of Lviv's lost Jewish community – who comprised nearly one-third of the city's population before the Holocaust – and the continued presence of Stepan Bandera's monument in the city. These are discussions that Mr. Wolfe is excited to be a part of during his time in Lviv.

His research will culminate in an article-length paper summarizing his findings as well as an interactive website designed to easily reach persons in Ukraine, the United States, and beyond. In working with Ukrainian Catholic University and the Center for Urban History in Lviv, Mr. Wolfe aims to connect with as many residents as possible during his trip, making this project a community-wide endeavor. In sharing his own experiences with memorials in the United States, he hopes to build bridges between Ukrainians and Americans that will expand beyond his nine-month trip.



Lucy Minicozzi-Wheeland

Villanova University, PA

Interdisciplinary Studies | *Swords, Shields, and MADness:*

Ukraine between Russia and the USA

Odesa I.I. Mechnikov National University,

Center for Non-Proliferation, Odesa

lucymw27@gmail.com

Imagine, for a moment, a tool that is far too powerful to be held in the hand but can reduce a city to smoking rubble with the snap of the fingers. A tool that can both ignite the skies with death and fire but can equally ensure the safety of countless sleeping children from ever feeling the horrific flames of war. A sword and a shield – a nuclear weapon is simultaneously both. And the only hope of controlling this apocalyptic weapon, of understanding this ever-looming shield, is through the study of nuclear policy and its geopolitical implications.

Certainly, the realities of nuclear policy and their geopolitical consequences loom large over the international stage. But while much of American political attention has been focused on the negotiations for North Korean denuclearization, the exceptional space that Ukraine occupies in the narrative of nuclear policy has been jarringly overlooked in the West. Ukraine began undergoing the process of denuclearization in 1994 with the passage of the Trilateral Statement, and it has been steeped in its geopolitical aftermath for more than twenty years now. As scholars, we cannot speak to the positives and negatives of future denuclearization for a nation such as North Korea without intently studying the geopolitical experiences of Ukraine that have followed its denuclearization.

Miss Minicozzi-Wheeland's upcoming project provides ample opportunity to address some of the questions asked about the political role of nuclear capability through the study of Ukraine's experience since 1994. Her research will investigate the geopolitical aftermath of Ukrainian denuclearization, both within Ukraine and on the broader international stage, whilst she pays special attention to examining this narrative from the Ukrainian perspective. Through this lens, her research will focus on the relationships between Ukrainian denuclearization and 1) the 2014 annexation of Crimea, 2) the defense of Ukraine's national sovereignty, 3) any changes in Ukraine's approach to defense and diplomacy, as well as 4) a frank evaluation of the United States' and Russia's adherence to the security assurances laid out in the Budapest Memorandum since 1994. Her research methods will be qualitative, and consist of reading secondary sources by Ukrainian scholars and utilizing primary archival sources. Another research method she is considering will focus on democratizing the narrative, so to speak - specifically, she will conduct interviews with Ukrainian professors, students, and civilians to document their individual perspectives and stories regarding how denuclearization has affected their country geopolitically.

While conducting her research in Ukraine, Miss Minicozzi-Wheeland will be based at Odesa I.I. Mechnikov National University and will travel to the National University of Kyiv-Mohyla Academy. She will work under the invaluable mentorship of Dr. Polina Sinovets, director of the Odesa Center for Nonproliferation at Mechnikov; Dr. Volodymyr Dubovyk, director of the Center of International Studies at Mechnikov; and Dr. Serhiy Kvit, National University of Kyiv-Mohyla Academy. She is, and continues to be, profoundly honored and grateful that these distinguished professors have contributed their time and expertise to both her and her project.

In addition to the ample academic and archival resources available to her through her affiliations, her full participation in the activities of the Odesa Center for Nonproliferation and the Center for International Studies will shape her project as she researches and writes a paper addressing this vital subject. Additionally, she will work with a tutor throughout the year to study the Ukrainian language, which will enable deeper cultural exchange through more effective and direct communication.

Miss Minicozzi-Wheeland recently graduated from Villanova University with honors, earning a Bachelor's Degree in Global Interdisciplinary Studies: Russian Studies with minors in Communication and Ethics. She was the recipient of the Alexander Pushkin Medallion

of Excellence in Russian Studies, given to only one graduating student based on academic merit and service to their department. While at Villanova University, she worked as a Russian language tutor for the Villanova Athletics Department and the Learners' Studio, as well as working as a digital video technician for Villanova University Information Technology (UNIT). She studied Russian language throughout her time at Villanova University and at the Kathryn Wasserman Davis School of Russian in Middlebury, Vermont in the summer of 2018.

This is Miss Minicozzi-Wheeland's first time in Ukraine, and she is extremely eager to experience as much of the country as possible, engage in cultural exchange, and to learn as much as she can from the people of Ukraine.







Fulbright English Teaching Assistant Program



Kathleen Blehl

Villanova University, Villanova, PA
TEFL/Applied Linguistics | English Teaching Assistantship
Zhytomyr Ivan Franko State University, Zhytomyr
September 2019, 9 months
kblehl@villanova.edu

Ms. Kathleen Blehl graduated from Villanova University in 2018 with a bachelor's degree in Business Administration, a concentration in Marketing, and a minor in Literature. During her time at Villanova, Kathleen participated in three study abroad programs spending a summer studying Eastern literature in the Czech Republic, a summer studying international business and interning in China, and an academic year studying fashion marketing and interning in Italy. While on campus, Ms. Blehl also competed in events at the Innovation, Creativity, and Entrepreneurship Institute and was a Global Key Ambassador for prospective study abroad students.

Motivated to begin a career in international education, Ms. Blehl served as a volunteer ESL teacher at the English Summer School through the Ukrainian Catholic University in 2018. There, she gained a deep appreciation for the Ukrainian culture through conversations with her students, music, craftsmanship, and traditions. She was motivated by her students' shared commitment to self-improvement and curiosity for global knowledge and business. After teaching at UCU, Ms. Blehl continued her education career by working as a Teaching Assistant with special needs children in New Jersey, and later completed her second summer as an ESL Teacher at the UCU English Summer School in 2019.

While in Ukraine, Ms. Blehl will complete her English Teaching Assistantship at Ivan Franko State University in Zhytomyr. Kathleen is excited to use her business and teaching experiences to establish an English Club at her placement. The club will host weekly events including TED Talk speeches, mock interviews, resume writing, LinkedIn workshops, media literacy and blogging events, and entrepreneurship competitions. Through these events, Ms. Blehl hopes to encourage students to use creativity and writing to

communicate their ideas, keeping in mind the active start-up scene in Ukraine. For her supplementary project, Ms. Blehl will research the craftsmanship and evolution of the fashion industry in Ukraine, exploring topics including small-business development using social media marketing and the influence of fashion bloggers and name brands on traditional clothing. Aside from these engagements, Ms. Blehl is eager to learn Ukrainian, start a club soccer team, and volunteer at non-profit organizations in her community. With these prospects, Kathleen is excited to instill language as a powerful business tool and writing as a means to communicate new ideas as she works to build cross-cultural relationships and learn from young Ukrainians excited to build their futures.





Simone Browne

University of Chicago, Chicago, IL

TEFL/Applied Linguistics | English Teaching Assistantship

Chernivtsi Yuriy Fedkovych National University, Chernivtsi

September 2019, 9 months

simone.e.browne@gmail.com

Ms. Simone Browne is interested in cultural and linguistic identity, human rights, and music. She plays the carillon (bell tower bells) and obtained her professional Carillonneur certification from the Guild of Carillonneurs of North America in 2019. She recently graduated from the University of Chicago with a bachelor's degree in Public Policy, specializing in Criminal Justice and Policing.

Drawing upon her studies in human rights and legal advocacy, Ms. Browne has worked to address issues related to domestic criminal justice policy from within a variety of spaces, including a county Public Defender's office, a public interest law and policy nonprofit group, and a student-run organization at the University of Chicago. In 2016, Ms. Browne spent several months studying intensive Mandarin Chinese in Beijing, China, and in 2018, she lived in Vienna, Austria for one academic term to study Human Rights and German. Smone also spent several weeks traveling in Europe in 2018, visiting carillons and historically significant sites related to human rights and intercultural conflict.

Simone Browne has pursued international experience in her attempt to develop an interdisciplinary approach to identity-conscious public interest work. By living in other countries, learning and teaching languages, and sharing others' culture and history, she hopes to help strengthen the relationships between those who face divisive individual and social experiences. She enjoys sharing her love of music by visiting carillons throughout the world and connecting with new communities through the universal joy of ringing bells in public spaces.

Throughout these experiences, Simone has honed her passion for reaching across linguistic barriers—often through vulnerability and music—to express and understand cultural and individual identities. During her time in Ukraine, Ms. Browne hopes to reconnect with her own Western Ukrainian heritage, study Ukrainian language and culture, and explore Ukrainian music through traditional instruments, Ukrainian folk melodies, and Ukrainian carillons.



Sonia Geba

Brown University, Providence, RI

TEFL/Applied Linguistics | English Teaching Assistantship

Petro Mohyla Black Sea State University, Mykolayiv

September 2019, 9 months

sonia_geba@alumni.brown.edu

Ms. Sonia Geba graduated from Brown University in 2017 with a bachelor's degree in Modern European History. She grew up in a Ukrainian-American community in New Jersey, where she attended Ukrainian school and danced with the Iskra Ukrainian Dance Ensemble. In college, she centered her studies in Eastern European history, language, and literature, writing her senior thesis on American historiography and immigrant oral histories of the 1932-33 Ukrainian Holodomor to examine Cold War era definitions of genocide in the U.S. in the 1980s.

After graduating from Brown, Ms. Geba worked at Advocates for Children of New York for the Jesuit Volunteer Corps, where she took on a teaching role as an advocate and mentor to families of students with disabilities and other school-related needs. In her first year, she was a Project Associate on AFC's Child Welfare Project, assisting attorneys with educational advocacy in partnership with foster care agencies across New York City's five boroughs. In her second year, Sonia was a Caseworker on AFC's Immigrant Students' Rights Project, helping immigrant families navigate the NYC public school system and acquire appropriate special education services and bilingual programs for youth with disabilities and unaccompanied minors. She also led bilingual (Spanish and English) workshops on education law and immigrant students' rights for parents and school professionals throughout the city.

Now Sonia is pursuing her passion for expanding access to education as an English Teaching Assistant at Petro Mohyla Black Sea National University in southern Ukraine. She hopes to assist professors in language instruction as needed and lead conversation groups on American media and media literacy. Apart from her work in the Philology Department, she hopes to volunteer with a local orphanage outside of Mykolayiv in her capacity as an English teacher and educational advocate. While living in Mykolayiv, Sonia plans on studying the Ukrainian language and exploring its cuisines in her spare time.



Philip Kopatz

Walsh University, North Canton, OH
TEFL/Applied Linguistics | English Teaching Assistantship
Kharkiv V. N. Karazin National University, Kharkiv
September 2019, 9 months
kopatzp1@yahoo.com

Mr. Philip Kopatz graduated from Walsh University in 2019 with a double major in History and Psychology. He first became interested in Eastern European History in high school and explored the field in his independent research during his time at Walsh. His honors thesis examined the role of propaganda during the Great Steel Strike of 1919, which vilified the Eastern European immigrants who were the main participants in the strike.

Philip spent two months during the summer of 2018 living in Kyiv, Ukraine. During that time, he was an intern at America House Kyiv, lived with a host family, and began learning the Russian language with an instructor from the Peace Corps. He continued studying Russian throughout the past academic year with his tutor via Skype and then studied Russian at the advanced level at the University of Pittsburgh's Summer Language Institute.

Mr. Kopatz applied for Fulbright because of his experience as a tutor, his interest in

education, and his experience of living in Ukraine for a short time. He spent three years as a professional writing tutor for at-risk first-year students in a structured education program. As an intern at America House, he led and facilitated numerous English-speaking events for Ukrainians.

Philip Kopatz is teaching at Kharkiv National University and he looks forward to utilizing his experience as a tutor and applying it in a completely new context. Furthermore, he is eager to become an open and effective cultural ambassador. In the community, Philip wants to utilize his skills from America House and volunteer at the Window on America center located in the university library. Outside of teaching and community engagement, he hopes to learn more about modern Ukrainian History and is curious to explore the archives for any sources associated with emigration to the United States for work in the steel industry. Philip is eager to start learning Ukrainian with his instructor from the Peace Corps and utilizing it in his research and in the community.





Gabriel Pimsler

Franklin and Marshall College Lancaster, PA

TEFL/Applied Linguistics | English Teaching Assistantship

Donbas National Academy of Civil Engineering and Architecture, Kramatorsk

September 2019, 9 months

gpimsler@fandm.edu

Mr. Gabriel Pimsler graduated in May 2019 with a bachelor's degree in Government while also earning a minor in Russian Studies. He first became interested in Ukraine after the 2014 Revolution of Dignity and the subsequent conflict in the eastern part of the country. Coursework at Franklin and Marshall College allowed him ample opportunity to explore the complicated geopolitical relationship between Russia and Ukraine. In the summer of 2018, Mr. Pimsler received the opportunity to gain first-hand experience of Ukraine by volunteering to teach English with the Go-Camp Organization. The NGO placed him in a small town outside of Sloviansk where he had the opportunity to experience rural Ukrainian life. The human connections he made in that short time in combination with his interests in the politics of the region became the driving forces behind his application for a Fulbright Grant.

During his time in university, Gabriel was also involved with an on-campus organization that sought to rebuild homes affected by natural disasters. In doing this work he gained skills in home construction and renovation but also heard the stories of loss and survival from the people who were affected by the devastation. While living in Ukraine he hopes to continue this work as he helps citizens who had their homes damaged or destroyed by the war rebuild. Through this work, he is hoping to gain a deeper understanding of what the Ukrainian people have experienced and how they are trying to restore their nation.

Mr. Pimsler will be working at the Donbas National Academy of Civil Engineering and Architecture in Kramatorsk. In the classroom, he hopes to give Ukrainian students a better grasp of the English language and American culture. By introducing topics ranging from music to politics, various nuances in the fabric of the United States will be discussed in the classroom. Through discussion, he is looking to find out what topics students are most interested in learning about and developing lesson plans around those ideas. As the first English Teaching Assistant to be placed at the university he hopes to help develop a curriculum that preceding English Teaching Assistants will be able to use in the future. Mr. Pimsler is greatly looking forward to returning to eastern Ukraine and continuing to build the great relationships he started in 2018.





Colleen Prince

Hillsdale College, Hillsdale, MI
TEFL/Applied Linguistics | English Teaching Assistantship
National University of Ostroh Academy, Ostroh
September 2019, 9 months
colleen.prince97@gmail.com

Ms. Colleen Prince graduated from Hillsdale College in 2019 with a double Bachelor of Arts in Philosophy and Spanish and a double minor in French and Dance. She has worked in France teaching English and is a Ukrainian Folk Dancer with the Kazka and Voloshky Folk Dance Ensembles in Pennsylvania. Ms. Prince's passion is folk dance and she has worked with all ages to foster a better understanding of language and movement both in the studio and the classroom. As a dual French citizen, she speaks French with her family who is originally from Ukraine. Colleen has been a Ukrainian folk dancer since 2008 and is now an Assistant Instructor and Choreographer of Ukrainian dance as well as a private ballet tutor. She has also worked for two years as a language counselor at English immersion summer camps in France.

Ms. Prince's interaction with culture through dance, language and traveling has taught her to engage and advocate for culture both inside and outside of the academic classroom. After years of traveling and performing, by the time she entered college she had an enriched understanding of who she was and the tradition into which she was born. She has witnessed how and believes that ethnic music, art, and dance connects a person to a deeper and more fundamental cultural foundation than transcends political ties. Her dream since she was eleven years old has been to travel to Ukraine long-term and give back to those that gave her a haven and an ability to connect with her cultural roots while pursuing her love of dance.

Colleen Prince is excited to join a Ukrainian dance school in Ostroh as well as become involved with the Ukrainian-Hispanic Association and continue independent studies in Spanish Philosophy. She will also work with the Anna Mazurenko Project in Lviv, a holistic children's mental health clinic, to introduce movement and dance therapy methods under the guidance of her Ukrainian dance director. At her host university, Colleen is excited to foster her students' vocabulary and communication in a way that will serve their integrity and engagement, gently pushing through language barriers while helping them express thoughts in a way that expands their knowledge and confidence.





Signe Swanson

Brown University, Providence, RI

TEFL/Applied Linguistics | English Teaching Assistantship

Cherkasy Bohdan Khmelnytsky National University, Cherkasy

September 2019, 9 months

signeswanson7@gmail.com

Ms. Signe Swanson graduated from Brown University with a bachelor's degree in Slavic Studies, specializing in 20th and 21st century Russian Literature. In college, she not only immersed herself in Russian Language coursework but supplementally took courses within Brown's Department of Comparative Literature, during which time she began to develop a translation practice focused on exposing Anglophone readers to contemporary Russian poetry and critical theory. In the summer of 2017, while continuing her Russian language studies at the Nevsky Institute of Language and Culture in Saint Petersburg, Signe translated a work of poetry by young author Nikita Sungatov; last year, she revisited this project through a senior thesis entitled "Laboring Towards the Present: Poetics of social critique in contemporary Russian literary studies", which received the department's Pushkin Award for best undergraduate thesis.

Signe Swanson began studying Russian in high school, as her school distinctively offered no other foreign language instruction. Nonetheless, she quickly developed a passion for the Russian language, excited by the way in which speaking it allowed her to more authentically engage with the large, multiethnic Soviet diaspora community in her hometown of Staten Island, New York. Having been in school with many Ukrainian peers during 2014, she has since committed to educating herself on the geopolitical landscape of present-day Ukraine, and therefore the nation's politics at large. She aims to become fluent enough in Ukrainian during her year in Cherkasy to start following Ukrainian news.

As a language teacher, Ms. Swanson hopes to continue exercising her belief in cultural exchange as a foundational principle of language education. She plans not only to share American films, literature, food, and holidays with her students; she hopes that, by engaging her students in real-time conversations on the present state of American life, both parties will walk away with a better understanding of the similarities and differences between contemporary daily life in Ukraine and the USA. Signe also plans to provide editorial help to any students at Cherkasy National University looking to publish their scholarship in English-language journals.





Matthew Walters

University of Oklahoma, Norman, OK
TEFL/Applied Linguistics | English Teaching Assistantship
Odesa I.I. Mechnikov National University, Odesa
September 2019, 9 months
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Mr. Matthew Walters graduated from the University of Oklahoma in 2019 with a bachelor's degree in Russian with a double major in Eastern European Studies and a minor in Military Science. Throughout his college career, Mr. Walters extensively involved himself in the Russian department and language learning. He served as the Russian Club president at the University of Oklahoma, attended Indiana University's Summer Language Workshop in 2016, and worked with the Latvian military as an impromptu translator during the summer of 2017. At each opportunity, Matthew was fascinated by Eastern Europe's political situation and the politics surrounding the use of language. He wrote his capstone on the similarities between Latvia and Ukraine's political interactions with Russia.

Mr. Walters was inspired to experience Ukraine during his time abroad in Latvia and Bhutan. In both countries, he met members of the Ukrainian community who brought to light the human dimension of the tensions with Russia and their effects on Ukrainian families living in the middle of the conflict. Mr. Walters hopes to explore the concept of Ukrainian identity during his time there

and observe the effects of conflict between Russia and Ukraine on the people of Ukraine from the ground.

His passion lies in cross-cultural relations and mentorship. Matthew Walters is teaching at Odesa I.I. Mechnikov National University and hopes to provide an accurate picture of Americans and American servicemen and women to the students of the University. He intends to accomplish this via personal relationships with the university's students and by working to create a hiking club at the University. This opportunity will also allow Mr. Walters to further increase his fluency in the Russian language while also allowing him to learn Ukrainian.

Through extensive involvement and immersion in Ukraine and its culture, Matthew hopes to better prepare himself for his career as a U.S. Army Officer by readying himself to work with U.S. Allies and displaced communities in warzones. Following his Fulbright tenure, Mr. Walters will attend the Armor Basic Officer Leader Course in Ft. Benning, Georgia and hopes to eventually become a Civil Affairs Officer in Eastern Europe following his time as an Armor Officer.





Andrea Weyneth

Denison University, Granville, OH

TEFL/Applied Linguistics | English Teaching Assistantship

Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk

September 2019, 9 months

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Ms. Andrea Weyneth is a recent graduate of Denison University with a major in Psychology and minor in Biology. Her heritage stems from Lviv, Ukraine on her mother's side. She wishes to pursue a deeper understanding of the language, culture, and traditions of Ukraine, in addition to reconnecting with her family roots.

Participating for multiple years in Hromovytsia, a Ukrainian dance group in the Ukrainian neighborhood in Chicago, has inspired her to explore differences of cultural artistic expression between her own experiences of dance, music, and art in Ukraine. Andrea plans on marveling at architectural feats in various churches while participating in dance classes at the local university to compare dance techniques to her own. Additionally, she will photograph and blog about her experiences when hiking in the Carpathian Mountains, among other activities, to share with American audiences. This desire to explore artistic and religious expression stems from her own curiosity about one's beliefs and internalizing thoughts and behaviors.

With a passion for Cognitive Psychology/ Neuroscience and its integration with health, Andrea Weyneth hopes to connect with the Ukrainian community through Window on America and the English club at Vasyl Stefanyk Precarpathian National University to understand how citizens' world view changes based on social norms, values, and traditions. Interacting with Ukraine's rich cultural heritage through the lens of the community will enable her to explore Ukraine's dynamic political sphere and its influence on behaviors and internal world views as it intersects with the Ukrainian identity. Andrea is also interested in exploring the historical impact of WWII on Ukraine. While teaching at the university, she hopes to start a club that incorporates discussion on mental health and the importance of psychology/biology as a science.

Ms. Weyneth' four years of working with underprivileged elementary students in rural Ohio inspires her to pursue opportunities in connection with NGO's and other organizations that contribute to political or health related issues in Ukraine to complement teaching English at the university. She is ecstatic to work with English learning students and help them develop a better understanding of American culture, language, and traditions.

Andrea hopes to inspire her students to learn from one another while aspiring to reconnect with her own heritage through volunteering and engaging with the community in Ivano-Frankivsk



Maria Willhoit

The George Washington University, Washington, DC
TEFL/Applied Linguistics | English Teaching Assistantship
Pryazovskyi State Technical University, Mariupol
September 2019, 9 months
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Ms. Maria Willhoit attended the George Washington University in Washington, D.C., where she received her Bachelor of Arts degree in English and International Affairs in 2015 and her Master of Arts degree in American Studies in 2017. As an undergraduate student, she worked in leadership positions in her university's international affairs honors society, Sigma Iota Rho, and in her campus chapter of J Street U, a national organization that advocates for a peaceful solution to the Israeli-Palestinian conflict.

While pursuing her degrees, Maria began to develop her interest in education. She began working as a teaching assistant in two D.C. elementary schools, working one-on-one with students, teachers, and administrators. Wanting to understand more about the policies affecting these individuals, she pursued an internship with the U.S. Department of Education under the Deputy Secretary's office, where she assisted in the research and marketing of a newly-initiated program, "My Brother's Keeper," to help young men of color in cities and schools. After her internship, she transferred to the field of non-profit organizations at Population Education and the American Association of Law Schools while completing her graduate degree.

Coming back to her home in New Orleans upon graduation, Maria managed an Italian specialty food store but not wanting to lose her ties to education, she volunteered for Catholic Charities as an ESL instructor for primarily Spanish-speaking residents in the New Orleans area. This role was Maria's first experience teaching independently to students, and it was a rewarding one, as it helped her to grow more confident about teaching but also, to realize that cultural exchange did not have to take place across board rooms but could result in a classroom.

Her role at Catholic Charities evolved into becoming a Citizenship Instructor, helping students who are permanent residents fill out their form and instructing them on American government and civics along with developing their English-language skills. This new role greatly expounded Maria's love for teaching and made her see another option for utilizing her university degrees. Explaining the United States' three branches of government's ebb and flow of power, President Abraham Lincoln's position on slavery, and the process for registering to vote in Louisiana were all difficult but rewarding lessons. This experience propelled Maria to apply for the Fulbright English Teaching Assistantship in Ukraine.

It is her interest to understand how lessons and conversations from her ESL classes might change once in a new territory and among individuals who are not explicitly seeking to visit the United States, or who might look unfavorably upon the United States for its history and current politics. Discovering new methods of connecting and expressing concepts to students is one of Maria's goals while in Ukraine. Additionally, she is very keen to learn Ukrainian as much as possible. As an undergraduate student, Maria Willhoit took three years of Russian, but having learned more about Ukraine's history, she is eager to dive into Ukrainian and to understand more about Ukraine's politics and independence movement, in part to pull away from the Russian-centric studies common in American schools and universities. She is looking forward to spending time in Mariupol at the Pryazovskyi State Technical University.

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