



U.S.

# Fulbright

Scholars and Students  
in Ukraine 2021-2022

NEWSLETTER #33  
October 2021



**Fulbright Program in Ukraine**  
**Institute of International Education • Kyiv Office**

20 Esplanadna Street, Suite 904,  
Kyiv, 01001, Ukraine

Tel.: +380 (44) 287 07 77  
office.ukraine@iie.org  
www.iie.org • www.fulbright.org.ua

 /Fulbright.Ukraine  @fulbrightua  /fulbright\_ukraine





Photo by Marian Luniv

*Dear Friends and Colleagues:*

It is with great pleasure that I would like to present the 2021-2022 cohort of American Fulbright scholars, researchers and students, their research projects and Ukrainian host institutions. This year is an especially exciting time to be participating in the program as we celebrate the 75<sup>th</sup> Anniversary of Fulbright worldwide. Join us by sharing your stories, ideas, and discoveries throughout your Fulbright journey on our webpages, at #Fulbright75, and with your new friends and colleagues you will soon make. The impact of Fulbright is visible not only in the development of mutual knowledge and understanding between Ukrainians and Americans, but also in the mutual enrichment of our societies.

You are part of a great history of friendship. American author John Steinbeck (who is from my home state) went to Kyiv in 1947; in his journal he wrote that in Ukraine “there is a fine feeling of friendship.” It is in this same spirit that Americans and Ukrainians continue today our joint effort to advance scientific knowledge, cultural diversity, and to educate future generations of scholars and leaders. I am grateful to my predecessors, the four Directors who have built the Fulbright program in Ukraine since its beginning in 1998: William Gleason (1998-2000); Martha Bohachevsky-Chomiak (2000-2006); Myron Stachiw (2006-2013); and Marta Kolomayets (2013-2020). We reserve a special place for Marta Kolomayets in our memory. Each of these leaders have worked at the highest levels of their individual fields of knowledge and practice. They have risen to every challenge with noble hearts and deep humility, and they have demonstrated solidarity and friendship with Ukraine in good times and difficult times—through all 30 years of Ukraine’s independence! They have led the program during two revolutions (Orange 2004 and Maidan 2013-14), a military conflict, and global pandemic. The staff at the Fulbright office also has performed at the highest levels at every opportunity. But most of all, I am grateful to you—students, teachers, university administrators, and alumni for your close cooperation and sincere support for the activities of the program. Our community of scholars, students, administrators, journalists, alumni, and others only continues to grow.

Your time in Ukraine will undoubtedly widen your perspective, challenge your scientific methodology, and, hopefully, provide you with the chance to gain more from your experience than you had ever expected. In the first sentence of Steinbeck’s journal, he wrote about looking from the airplane at the open landscape of Ukraine: “The huge bread basket of Europe, the

coveted land for centuries, the endless fields lay below us, yellow and with wheat and rye, some of it already harvested, and some of it being harvested. There was no hill, no eminence of any kind. The flat stretched away to a round unbroken horizon.” Written nearly 75 years ago, this description still applies. The “round unbroken horizon” is more broadly what sustains all of us—our research, our art, our words that bring the world closer together, no matter where we are or where we come from.

Most of all, it is with faith in our shared history, in you, and your unique impact on future generations that I would like to welcome and congratulate you as we both embark with Fulbright on a journey in this momentous year. It is with sincere gratitude for my own Fulbright year (2017-2018), as well as many years as an academic researcher and writer at universities in the U.S. and Canada, and my time as a Peace Corps volunteer (2005-2007), that I enact combined experiences in my strong commitment to scientific innovation and creativity in taking up the mantle of serving you and our community as Director of Fulbright Ukraine. Together, we will continue the tradition of international educational and cultural exchange that has come before us, and that is rooted in respect for a diverse and more peaceful world.

Happy 75<sup>th</sup> Anniversary of Fulbright! & Happy 30<sup>th</sup> Anniversary of the Independence of Ukraine!

May all inspiration be yours,

Dr. Jessica Zychowicz  
Director, Fulbright Program in Ukraine  
Institute of International Education • Kyiv Office







# Fulbright U.S. Scholar Program



### **Anne Dillen**

Dillen Associates, LLC, Denver, CO

**Public Diplomacy and Public Affairs; Women's Leadership in International Affairs | *Communication and Partnership:***

***A Strategic Approach to Developing Models for Success;***

***Sharing Knowledge and Experience to Inspire and Empower***

Hennadii Udovenko Diplomatic Academy of Ukraine

at the Ministry of Foreign Affairs of Ukraine, Kyiv

**October 06, 2021, 9 months**

chermakam@gmail.com

Anne Chermak Dillen is a senior public diplomacy practitioner who has served at U.S. Embassies across Europe and Eurasia. She is Co-Director, Dillen Associates, LLC, based in Denver and Croatia, specializing in strategic communications, public relations, and marketing consulting. Anne has created and taught graduate-level courses in public diplomacy and public affairs at U.S. and European universities and conducted training for foreign affairs ministries. She has also developed projects in support of women's leadership in Ukraine. Anne was honored with the Secretary of State's Career Achievement Award, "in recognition of her distinguished diplomatic service to the U.S. Government in Moscow, Berlin, Belgrade, Rome, Madrid, Sofia, Bonn, and Washington and with appreciation for her outstanding efforts in promoting U.S. national interests."

Anne will serve as Visiting Lecturer on Public Diplomacy and Public Affairs at Ukraine's Diplomatic Academy. In shaping her courses and presentations, she will draw upon both her experience as a U.S. diplomat and her academic work, with two goals: to enhance the practical and strategic skills of Ukraine's diplomats and international affairs representatives; and to provide a historical perspective on the evolution of U.S. public diplomacy in addressing key foreign policy challenges. She will adapt her presentations to reflect relevant world events and the needs of program participants. Her approach will be to familiarize students with the practice of public diplomacy as an essential dimension of world affairs, and through engagement in practical exercises, enhance their ability to create effective public diplomacy and public affairs strategies.

Building on her work in support of women's leadership in Ukraine, Anne will also seek to strengthen partnerships between Ukraine's women working in the international sphere and women leaders in the U.S. through the conduct of career-enhancing seminars and workshops.

The evolving demands on diplomacy require much broader engagement and more direct communication with citizens around the world. As a public diplomacy professional for over 30 years, Anne is committed to sharing that expertise and know-how with Ukraine's younger generation as they take on the role of representing their country on the world stage, whether as diplomats, government ministry officials dealing with international issues, private sector executives or NGO staff.



Photo by Oleksandr Kosmach





**John Christopher Grant Edwards**

Mercer University, Macon, GA

**Political Science | *Evidence of Civil Society* —**

***Ukraine and the United States***

National University of Kyiv-Mohyla Academy, Kyiv

**January 10, 2022, 7 months**

grant\_jc@mercer.edu

Chris Grant will be a teacher/researcher associated with the National University of Kyiv-Mohyla Academy in Kyiv. He is a practitioner of immersive research sometimes referred to as “soak and poke.” He seeks to integrate, as fully as possible, into a place and people to find nuance and meaning as organically as possible from the perspective of the subjects of the research themselves. He is eager to meet Ukrainians of all backgrounds and professions, really anyone concerned with building a tolerant society in Ukraine.

Dr. Grant's academic specializations include American Government, Public Policy, and International Relations. At Mercer University he regularly teaches courses on American government and American foreign policy as well as the politics of the former Soviet space. He is especially interested in campaigns and elections (both in the United States and elsewhere) with a particular focus on rhetoric and electioneering. This has made him more aware of divisive language and mobilization based on historic divisions used to sway voters in their electoral behavior.

Since 1996 he has taught at four American universities and colleges where he has served as a department chair, a graduate program (public administration) director, and an honors program director. He has taught in many areas of Mercer's interdisciplinary class offerings. He has also taught extensively in applied settings, particularly service-learning, where students are challenged to integrate theoretical knowledge into practical situations.

One of his favorite teaching experiences is taking students to the early presidential nomination contests to observe and understand rhetoric and mobilization used by candidates. He has been able to do this almost every cycle since 2000. Dr. Grant was

also a Congressional Fellow in 2000 in the office of U.S. Senator Max Cleland (D-GA) and is eager to share the “ins and outs” of the American government as he has come to understand them.

His current research is focused on how tolerance in society is built when societies are divided. Divisions can be expressed over race, ethnicity, religion, political ideology, language as well as other factors. He is interested in how civil society agencies—such as NGOs—are able to build tolerance and empathy for individuals who are not in the majority. As a student of the American South, he observed how racial appeals were a part of the political landscape. Now he is interested in how identity affects the development of tolerance and individual freedom.

This work expanded in Moldova as a Fulbright Scholar in 2006 and has continued with research trips to Georgia, Armenia, Azerbaijan, and Ukraine. He is eager to meet and interact with individuals and organizations promoting civil and tolerant societies. He is particularly interested in those that are organic to Ukraine—not owing their origins to external support.

He has published numerous articles on American politics and the politics of the former Soviet space. Two of his most noteworthy are *No Longer Ruled by Rustics—The Politics of the state of Georgia* CQ/Sage, 2017 and *Our Arc of Constancy—The Georgia General Assembly* published by the Georgia Humanities Council first in 2003 and updated and reissued as a 2nd edition in 2018.



### **Nina Fontana**

University of California-Davis, Sacramento, CA

**Ecology | *Ecocultural Restoration of the Stone Pine in the Carpathian Mountains***

Ukrainian National Forestry University, Lviv

**Late May – July 2022, 6 weeks**

[nmfontana@ucdavis.edu](mailto:nmfontana@ucdavis.edu)

Nina Fontana is a postdoctoral researcher at the University of California, Davis, working in collaboration with the Southwest Climate Adaptation Science Center. Nina received her M.S. and Ph.D. in Ecology from UC Davis. Building upon her interdisciplinary Ph.D. research in the Carpathian Mountain region between 2017-2019, Nina Fontana will collaborate with scientists and local Hutsuls at various organizational levels: state (Hutsulshchyna National Nature Park), academic (Ukrainian National Forestry University) and non-profit organization (Spadshchyna Hutsulshchyny) on an ecocultural restoration project. Ecocultural restoration is an interdisciplinary scientific approach that acknowledges the role of culture and place in ecological stewardship.

Ecological restoration both restores habitats and fosters the interrelationships of people and place. The Carpathian forests and its forest-dependent communities in this region, called Hutsulshchyna, face

numerous challenges including illegal logging, extreme climatic events such as flooding, ongoing industrial and residential pollution, and human-caused habitat degradation. The Austrian-Hungarian Empire, one of many historical colonizers in this region, implemented forestry practices that have negatively impacted the populations of ecologically important and vulnerable species like the Stone pine (*Pinus cembra*). The Stone pine serves an important ecosystem protection function on mountainsides in addition to being a culturally important species to Hutsuls. This ecocultural restoration project would: 1) expand and strengthen existing monitoring of the endangered Stone pine, 2) support the development of an ecosystem service assessment of the Stone pine habitat, and 3) provide a platform for the development of a Stone pine plantation for ecocultural use. An approach that interweaves both quantitative and qualitative methods will facilitate the resilience of this diverse socio-ecological system in the Carpathians.





**Adrian V Karmazyn**

Independent Journalist

(Former Voice of America's Ukrainian Service Chief), Washington, DC

**Journalism | *The US 2020 Elections from a Journalistic Perspective***

Taras Shevchenko National University of Kyiv, Kyiv

**August 18, 2021, 4 months**

adriankarmazyn@yahoo.com

For his Fulbright project Adrian will teach on the 2020 U.S. Presidential and Congressional election campaign and elections, as well as subsequent developments in 2021, at the Institute of Journalism at Taras Shevchenko National University of Kyiv. The teaching assignment is for the fall semester of the 2021-2022 academic year. Students will learn about the issues, themes, statements, events and actions that dominated the campaign and the challenges that U.S. news media faced in covering them, including the disruptions caused by the coronavirus pandemic. Students will have the opportunity to assess the U.S. media's performance in terms of informing the public about the candidates and their policies, and in terms of accuracy, balance, comprehensiveness, fairness, and other journalistic standards. The activities and policies of the newly elected president and Congress in 2021, the new political dynamics in the country and new challenges that are arising will also be examined. Students will also have the opportunity to apply the knowledge they

obtain about the U.S. election and current affairs to producing their own original reporting about the United States.

Numerous experts have focused on the problem of the spread of disinformation in Ukraine, including false narratives attacking Ukraine's relations with the United States and other Western countries as well as the U.S.-supported Ukrainian reform agenda. Because the U.S. has such a significant impact on geopolitics, the world economy and global culture, and because Ukraine receives significant political, financial and security support from the United States, Ukrainians are particularly curious about Washington's policies and American life. The lectures on the 2020 U.S. elections will enhance Ukrainian journalism students' knowledge about U.S. politics and socio-economic issues so that they can better cover U.S. affairs as they enter the news media profession in Ukraine, potentially strengthening the Ukrainian news media's capacity to thoughtfully and authoritatively cover America. Students will be better





prepared to pursue reporting assignments in the U.S., including election coverage, for their future news media employers. As these Ukrainian journalism students enter the workforce, they will also be able to apply their knowledge of American politics and life to coverage of Ukrainian affairs.

Adrian Karmazyn's teaching at the Institute of Journalism at Shevchenko National University will include such topics as the pitfalls of focusing on polls rather than policies; winning the popular vote versus the Electoral College; the design of U.S. primaries; the rise of populism and voter preferences for "outsiders"; the role of social media and the amplification of false information; the effectiveness of online pay walls; the role and history of presidential debates; campaign finance; economic and social issues in the campaign; gerrymandering; domestic issues like immigration, health care and the environment; national defense and foreign policy; the pandemic response; racial justice protests; mail-in voting; journalists' role as guardians of democracy; the resilience of U.S. democratic institutions. All of these issues will be examined from a

journalistic perspective. To be authoritative and successful when covering U.S. affairs, Ukrainian journalists need to develop and strengthen their knowledge about American politics and society. The greater the pool of respected Americanists working in Ukrainian media the better-informed their audiences will be.

For generations many Ukrainians have viewed the U.S.A. as a beacon of liberty and, even now, after having achieved independence, Ukrainians look to America to help bolster their security and integration with the West. And they look to the U.S. as a leader or trend-setter in many fields, including technology, science, culture, and journalism. Upon the completion of coursework on the 2020 U.S. election cycle, student participants should have a good command of the issues that dominate U.S. current affairs and they will have valuable insights on how the American news media carried out its important mission in an election year and beyond. Hopefully, the knowledge students obtain from this learning experience will have a positive influence on how these young Ukrainian journalists cover the U.S. and Ukraine as they begin their careers after graduation.





### **Renata Konrad**

Worcester Polytechnic Institute, Worcester, MA

**Operations Research | *Disrupting Human Trafficking Networks in Ukraine with Operations Research Methods***

Ukrainian Catholic University, Lviv

**September 20, 2021, 4 months**

rkonrad@wpi.edu

Dr. Konrad is an Associate Professor of Operations and Industrial Engineering at Worcester Polytechnic Institute. Her research focuses on the application of applied mathematics to social justice issues to improve the quality, timeliness, and efficiency of operations. This project is for four months of building research capacity building and developing project-based learning at the Ukrainian Catholic University.

Human trafficking (HT) is the criminal commercial exchange and exploitation of humans for monetary gain or benefit, a prevalent, malicious, and global human rights issue. Trafficking occurs when individuals are made vulnerable by environments of conflict, natural disaster, and unemployment. Addressing HT is often hampered by limited resources, and thus an operations research (OR) technique, which develops and applies analytical methods to support complex decision making, is particularly useful especially in resource-constrained environments. This project seeks to build a multidisciplinary and intersectoral

collaborative that will identify appropriate data, and design and evaluate models to evaluate prevention and rehabilitation interventions for vulnerable populations and survivors of human trafficking. With this Fulbright award, Dr. Konrad will (1) establish a multidisciplinary research team in Ukraine to (2) identify reliable sources of regional data to support the development of OR models, and (3) evaluate appropriate mathematical modeling structures to describe trafficking activity in Ukraine which can then be used to evaluate anti-trafficking interventions.

Dr. Konrad will also work with Faculty at the Ukrainian Catholic University to help develop the pedagogical approach in project-based learning in the Faculty of Applied Sciences. Project-based learning engages students in developing critical thinking, problem structuring, and communication skills by working for an extended period of time to respond to authentic and complex problems. Dr. Konrad has an extensive track-record of integrating this pedagogical approach in analytical courses.



Photo by Sergy Gavrishkevich

**Larysa Kurylas**

The Kurylas Studio, Washington, DC

**Architecture | *Thirty Years of Memorialization in Independent Ukraine***

Ukrainian Institute of National Remembrance, Kyiv

**February 01, 2022, 5 months**

[larysa@thekurylasstudio.com](mailto:larysa@thekurylasstudio.com)

Larysa Kurylas is practicing architect in Washington, DC, where she founded The Kurylas Studio – a small firm devoted to the thoughtful making of space and creation of place. In her firm, the same problem-solving skills, design integrity, and standards of excellence are applied to a variety of institutional, commercial, residential and commemorative building types.

In 2011, The Kurylas Studio prevailed in an international design competition conducted by the Ukrainian government to commemorate, in Washington DC, millions of Victims of the 1932-1933 Holodomor – a famine-genocide secretly engineered by the Soviet government. While the project involved the architectural resolution of many difficult site issues, foremost in Kurylas' mind was the quest for meaningful symbolism. This is embodied in the central bas-relief sculpture in which the depiction of a relentlessly fading wheat field and the incorporation of negative space symbolize the deliberate confiscation of life-sustaining grain and the haunting void of lost lives. The Memorial was dedicated in 2015.

Larysa Kurylas' attraction to architectural projects with a symbolic dimension led directly to her pursuit of a Fulbright research grant in which she will be studying trends in memorial design in Ukraine since independence. In the post-Soviet period, Ukraine is addressing the memorialization of a variety of major historical events: the Holodomor, WWII, the Holocaust, the Orange Revolution, and the Euromaidan Revolution. Kurylas will be interested in seeing if contemporary Ukrainian memorial designers have clung to familiar figurative and monumental Soviet formulas or whether there has been a movement toward more restrained and abstract memorials, as have developed in the West since WWII. While independent and multi-cultural Ukraine grapples with establishing its own

historical narrative and on "who" and "what" to commemorate – a fascinating subject in itself – the focus of this research will strictly be on "how", or the form that memorialization is taking.

Larysa Kurylas will make Kyiv her base from which to survey and document the construction of memorials in all geographic regions of Ukraine. The Ukrainian Institute of National Memory in Kyiv, the host institution, will help in identifying memorial sites throughout Ukraine to visit. The National Union of Architects of Ukraine will also be consulted as will architecture faculty members at various Ukrainian universities.

In conjunction with her travels throughout Ukraine, Kurylas hopes to find opportunities to lecture on the evolution of Western memorial design from WWII to the present, thereby contributing to the ongoing discussion about appropriate, relevant and meaningful memorialization in contemporary Ukraine.

The end product of Larysa Kurylas' research will be a photo-essay assessing the status of memorial design after 30 years of Ukrainian independence. Surveyed memorials will be characterized and grouped based on detected trends. The hope is that such a document would be a valuable reference for Ukrainian design professionals as they face the important and necessary task of memorializing their past.

After returning to the United States, Larysa Kurylas plans to lecture in academic, professional and Ukrainian community circles on her Ukraine research. Additionally, she hopes to continue to teach architectural design studio courses on the subject of memorial making. Knowledge gleaned in Ukraine about memorialization, under difficult circumstances, would help to enrich the development of content for such studio courses.



**Michael Sampson**

St. John's University, New York, NY

**Education/Literacy Acquisition | *On the Wings of Words: Enhancing Language Through Creative Literacy Experiences***

Oles Honchar Dnipro National University, Dnipro

**October 01, 2021, 9 months**

sampsonm@stjohns.edu

Dr. Michael Sampson is a professor of Literacy at St. John's University in New York City. His area of research and teaching is the writing process and emergent literacies in young children. His more than 30 books for young readers demonstrate his holistic literacy model and how oral language is the springboard for success in reading and writing. Dr. Sampson also served as dean of colleges of education at universities in Connecticut, Arizona, and New York.

He will spend the academic year in Dnipro Ukraine at Oles Honchar Dnipro National University, with a joint focus on university teaching and research.

At Oles Honchar Dnipro National University, his teaching will include a seminar for university students on creative writing, the writing process, and pathways to publication. For educators, he will lead a seminar that will include best education approaches around the world—including the IB model and approaches in Great Britain, Germany, Italy, and North and South America. For university faculty and administration, he will offer seminars on academic writing/publication as well assisting with their research and publications.

Dr. Sampson's research project will investigate English as a New Language (ENL) acquisition in Grade Two classrooms in Ukraine. The Total Literacy model (Sampson, 2004) incorporates reading texts with predictable and repeating language and using these patterns as models for student writing and comprehension instruction based upon four cueing systems. These techniques have proven to be successful for learners in the US (Sampson, Briggs & Sampson, 1988), (Sampson, Sampson, & Linek, 2000), (Sampson, 2008; 2018), but have not been widely investigated in settings outside the US. The design will incorporate both quantitative and qualitative elements. The quantitative methods will include using the school's existing pre and post testing data, which includes vocabulary measures and reading comprehension, and writing samples. He will compare his Total Literacy model results from the experimental group to the results of the control group. The control group from the same school, who have similar English proficiency, will receive traditional ENL instruction. Data analysis will examine differences in pre to post change between the two groups via a mixed model ANOVA. The qualitative measures will include student, teacher, and parent interviews and questionnaires. A structured protocol will guide observations of instruction that will yield field notes that will add depth to the analysis. In addition, multiple interviews will be conducted with the teachers to provide more detailed information and to collect data that will provide an in-depth and longitudinal view of the teacher beliefs throughout the experience, including their reactions, possible change in beliefs of how students learn, and their ideas about language and literacy. A sample of parents will also be interviewed to gauge their understanding of their student's language experiences and their view of the possible affective changes in their child's view of reading and writing.





**Matthew Temple**

Nazareth College, Rochester, NY

**Environmental Science | *Environmental Ethics in Ukraine***

State University "Uzhhorod National University", Uzhhorod

**January 10, 2022, 5 months**

mtemple2@naz.edu

Dr. Matthew Temple is a professor of biology at Nazareth College in Rochester, New York teaching genetics, cell biology and immunology. His interests include microscopy, computerized image analysis, bioinformatics, bioethics, faith and science collaboration, and the Holocaust in Hungary and Ukraine. His Fulbright project in 2022 entails teaching and community work in environmental ethics in Uzhhorod, Ukraine, where he has lectured and collaborated on three occasions since 2017. He was a Fulbright scholar in Hungary (2008) and has presented papers or workshops in Turkey, Spain, Portugal, Ukraine and Slovakia.

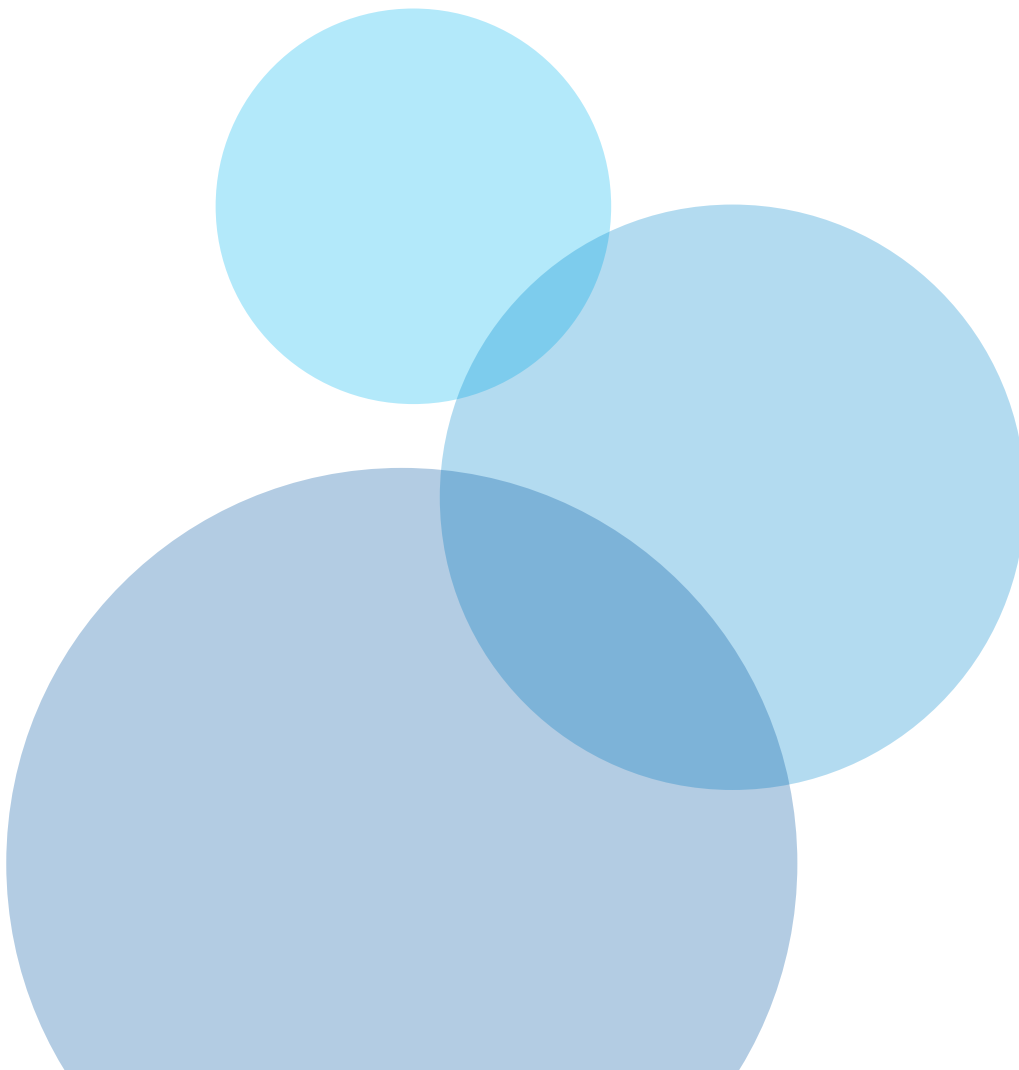
Ukraine has a diverse and rich environment sorely challenged by decades of neglect and by current political and economic constraints. It also has strong university programs studying that environment. Among Ukrainians, environmental protection is a shared opportunity that can be a source of social unity and stability. University environmental science programs are essential to provide leadership and objective information if Ukraine is to safeguard its ecological legacy. Ecological ethics – in university courses and community education – is integral to helping leaders and citizens choose wisely in safeguarding the environment. Dr Temple's project will contribute to this essential aspect of ecological leadership and education in Ukraine by collaborating with colleagues at Uzhhorod National University (UNU) as a Fulbright teaching scholar in during the spring, 2022 semester.

There are five components in this project:

- 1) Designing and presenting a new course in ecological ethics at UNU in collaboration with colleagues in the Faculties of Environmental and Social Sciences is the core component. The impetus for this new course arose from collaboration with a UNU faculty member in presenting lectures on ecological ethics in Ukraine in 2018. Colleagues in Uzhhorod will assist in identifying critical environmental issues in Ukraine and in tailoring this course.
- 2) Adapting modules from this course for lectures and workshops at universities collaborating with UNU colleagues in ecological ethics.
- 3) Offering courses and seminars in genetics, cell biology, immunology, and bioethics as requested by UNU.
- 4) Presenting lectures and workshops for Ukrainian community and religious groups in collaboration with the UNU Institute of Ecological and Religious Studies, which already engages such groups throughout Ukraine.
- 5) Collaborating with Ukrainian colleagues in assessing the need for an interactive website to serve as a shared educational resource for ecological ethics in Ukraine.

This project is significant because post-Communist Ukraine suffers from decades of environmental neglect, and environmental protection is one of the few common grounds for public dialogue in Ukrainian society. Industrial contamination, fossil fuel pollution, poor water quality, and the use of genetically modified organism (GMO) crops are serious ecological issues demanding greater attention. Dr. Temple will apply collaborative scholarship to engage Ukrainian scientific, university and community leaders and students. These components will help Ukrainian academics, students, and community and religious leaders to address urgent environmental problems with positive and realistic strategies, and will help train students to find a cogent voice for leadership on these issues.

Environmental ethics course offerings are relatively rare around the world, and there appear to be very few such courses offered in Ukraine. Dr. Temple's project will increase the presence of ethics in the study and practice of ecology in Ukraine and Eastern Europe by making available a course syllabus and resources for adoption by other universities and by helping to train those who will train the next generation of environmental leaders. His project builds upon a previous Fulbright teaching award to Hungary in 2008, which led to a number of international presentations and collaborations, and stimulated his initial academic visits to Ukraine.







# **Fulbright Public Policy Fellowship**



### **Nicole Jepeal**

Independent Health Policy Specialist, Portland, OR  
**Health Policy | Analysis of Factors for Successful Health Policy Implementation in Ukraine**  
 Ministry of Health of Ukraine, Kyiv  
**October 5, 2021, 8 months**  
 njepeal@gmail.com

Nicole Jepeal is a health policy and quality improvement specialist who will focus on health policy programming at the Ministry of Health and conduct a research project examining health policy implementation.

The constitution of Ukraine guarantees state-funded, universal access to healthcare for all citizens. However, the National Health Service's (NHS) Soviet-era Semashko healthcare system has not truly fulfilled that mandate, as evidenced by poor national health outcomes including low life expectancy, high infant mortality, high rates of cardiovascular disease, and high prevalence of communicable diseases like tuberculosis and HIV. The Semashko model is characterized by government-owned medical facilities, salaried medical personnel, a centralized budgeting process, and high levels of government regulation. In Ukraine, this model has several systemic issues including chronic underfunding, an insufficient primary care workforce and fragmentation due to the existence of parallel health systems. As a result, patients must make informal payments to receive healthcare, with almost 40% of total health expenditure consisting of out-of-pocket payments. Additionally, there is poor coordination, inefficient use of limited resources, low quality care and misuse of hospital and specialty services.

The Ministry of Health has made several significant attempts to reform the healthcare system since the 1990s, but many efforts have stalled or died during implementation. Some barrier to the implementation of health policies have been identified as political instability, conflict in the eastern region, inadequate communication to stakeholders and the nation, resistance from patients and special interest groups, and economic constraints. In 2015, the Ministry of Health developed a strategy for health reform for 2015–2020.

The strategic plan was guided by six key principles: 1) a guaranteed package of services available to all; 2) national standards for excellence and professionalism; 3) patient empowerment; 4) collaboration across organizations and sectors; 5) effective, fair and sustainable use of limited resources; and 6) accountability to the public, communities and patients. While these policy goals are laudable, early evidence indicates that the implementation process has continued to be challenging.

Nicole Jepeal's independent research project seeks to answer the questions: what factors are common to health policies that were fully implemented under the 2015–2020 health policy strategy of Ukraine. This study will pull from two policy implementation frameworks one that hypothesizes that ambiguity and conflict about the goals of policy are the key variables that should drive the implementation approach and a second that focuses on the motivations of actors, information availability, power and interaction between actors as the key variables. She hopes this research will help illuminate why some policy implementations have progressed to completion while others have stalled and health inform future policy implementation plans.



Photo by Sergiy Gavrishkevich





**Tamara Kozyckyj**

Independent Public Health Professional, Chicago, IL  
**Public Health | *Knowledge, Attitudes, and Perceptions of Vaccinations Among Women of Childbearing Age***  
Ministry of Health of Ukraine, Kyiv  
**November 01, 2021, 9 months**  
tkozyckyj@gmail.com

Tamara Kozyckyj is a Fulbright Public Policy Fellow hosted by the Ministry of Health of Ukraine. She will offer her background in public health, strategic planning, and project management across all Ministry initiatives and activities.

Vaccinations are recognized as a vital public health tool to prevent the spread of diseases, yet significant vaccine hesitancy persists. The novel coronavirus and subsequent COVID-19 vaccine have highlighted the widespread disinformation and hesitancy surrounding vaccinations. Tamara's independent research will focus on understanding the knowledge, perception, and attitudes towards immunizations in general, as well as the current COVID-19 vaccine, among women ages 15-49. She will examine the barriers and supportive factors that affect women's access to accurate health information, the determinants of their attitudes towards immunizations, and factors that could affect their decisions to receive future vaccinations. Tamara aims to collect this information by applying a mixed-method approach: facilitating semi-structured interviews and disseminating survey questionnaires. This study seeks to gain a better understanding of the myriad of cultural complexities involved in making vaccine-specific health care decisions to inform the development and implementation of future policies and resources.





# **Fulbright U.S. Student Program**



### **Jenn (J.T.) Blatty**

United States Military Academy, West Point, NY/  
 Center for Documentary Studies, Duke University, Durham, NC  
**Photojournalism | *Ukraine's Volunteer Soldiers of the Donbas: Transition Within Conflict and Across Borders***  
 National University of Kyiv-Mohyla Academy, Kyiv  
**October 2021, 9 months**  
 jt@jtblatty.com

Jenn (J.T.) Blatty is a photojournalist / documentary artist and U.S. Army combat veteran who has been documenting the conflict in Eastern Ukraine since 2018, creating a photographic/audio archive of the 2014 volunteers of the Donbas (exhibited in Chicago and New York in 2019-2020), the revolutionaries who self-deployed during the Russian insurgency. During the Fulbright, Blatty will continue her research within the veteran and soldier community while writing a military memoir revealing the universality of combat veterans of all wars, regardless of sides or of country, that has the power to transcend the boundaries of nation and conflict.

When Blatty first stepped foot inside of Ukraine in 2018, she was immediately humbled upon discovering the volunteers and a form of patriotism that was so far from her experience of combat service, one she could only compare to the Revolutionary Patriots of America. Here were men and women of all ages, most with zero military training, who drove, hitchhiked, boarded busses and trains, used whatever mode of transportation they could find to stand and fight against a Russian insurgency in eastern Ukraine. They weren't under an obligation to serve a higher entity. They went into danger to defend their own border, to fight for something they truly believed in, to protect their homes, their families and friends, their values and civil rights, their dreams to live in a country free of government corruption.

For three years Blatty immersed herself in their community, photographing them and recording their stories, their experiences in the combat zone, their losses and their sacrifices, their struggles to move on from a war that they risked so much for and lost so much for, but now continues to drag on in a game of political chess in close proximity, and without a resolution in sight. During her time with them, Blatty discovered a thread that not only weaves through all combat veterans after war, but an interconnectedness between wars around the globe. Through publication of her work, Blatty will help to break the false perceptions of soldiers and of war, the false perceptions of heroism and the false perceptions that distance combat veterans from each other and from the rest of the world. It will bridge an understanding not only between those who have fought wars and those who have not, but an understanding between all soldiers who have fought wars around the world, so that maybe, one day, we can end war.





### Casey Carsel

School of the Art Institute of Chicago, Chicago, IL  
**Creative Writing | *But We Sing, We Still Sing: a Record***  
 Oles Honchar Dnipro National University, Dnipro  
**October 2021, 9 months**  
 caseycarsel@gmail.com

Casey Carsel is a New Zealand- and American-Jewish creative practitioner in the fields of text and textile. In lyric essays and large-scale installations, they focus on how communal narratives are constructed and passed down through generations and across the world, and how these stories shape identities and make connections. What is held onto? What is forgotten? What is lost in translation?

Solo presentations of Carsel's work have been held at Co-Prosperity, Chicago; RM Gallery, Auckland; and Blue Oyster Gallery, Dunedin; amongst other venues. Their writing has been published by galleries and magazines including Ocula Magazine; Bus Projects, Melbourne; and Rhona Hoffman Gallery, Chicago. In 2019 they co-founded Plates: An experimental journal of art and culture ([www.platesjournal.com](http://www.platesjournal.com)).

Past works include the Knobl trilogy: a set of exhibitions that sought to unravel the ways in which, for thousands of years, garlic

bloomed as a food of celebration and health in Jewish culture while also being bound to antisemitic propaganda within the concept of foetor Judaicus ('Jewish stink'). Carsel took the sweetness and stench of garlic in Jewish cultural history, and its relative contemporary absence, as a starting-point towards constructing at least a small facet of a Jewish identity, past, present, and future, to hold in one's hands.

Carsel combines text and textile in their artworks to create an immersive approach to lyric essays that transcends the boundaries of the traditional page, supports a patchwork-like narrative, and pays heed to the dynamic pluralism within which Jewish culture in diaspora has historically been formed and recorded. To their approach to storytelling, Carsel brings together processes drawn from poetry, essays, and journalism, and techniques of hand- and machine-sewing, natural dyeing, and embroidery, while also interweaving elements of ceramics or found objects. The resulting artworks have been



Photo by Oleksandr Kosmach





Photo by Oleksandr Kosmach

presented on diverse platforms: websites and gardens, as well as group and solo exhibitions, journals, and magazines.

Carsel's great-grandfather was born in a shtetl somewhere near Dnipro. As a youth, he left his home for America. As an old man he tried to return to find his childhood home, but upon his arrival he encountered an official who informed him the shtetl never existed or else was drowned in the wake of a hydro-electric power dam. Carsel was told this story of their family's submerged origins throughout their childhood: a history at once personal and social, present and vanished in the past. This partially sublimated family story has sparked a devotion to creating ways of materializing the past in the present as palimpsests of cultural identity.

In Dnipro, Carsel will navigate the intersections and divergences of Jewish tradition and memory in diaspora between Ukraine, the United States, and New Zealand to discover the points of connection that

have transcended the spaces between these far-flung communities and as such shaped individual, communal, and national identities. They will ask: in light of the hardships of the past and the turbulence of the present, what remains of the stories that have been told to us over time, how are they present in us now, and how can we preserve them now for future generations?

While drawing threads of the living archive that is Jewish culture together, Carsel will seek to expand their approach to writing and making by collaborating with local practitioners and learning local practices, especially in relation to stitchwork and storytelling. Using techniques both old and new, Carsel will piece together images of home, history, and community, reflecting on the land and landscape as a fulcrum to identity-building. They will create a publication and series of artworks that work together to push against the contemporary political terrain in which traditions and histories—and consequently possible futures—are at risk of being washed away.





**Evan Harary**

University of Michigan Law School, Ann Arbor, MI

**Law | *Studying Statelessness and the Legal Protection of Roma IDPs***

Yaroslav Mudryi National Law University, Kharkiv

**October 2021, 9 months**

eharary@umich.edu

Mr. Evan Harary is a recent graduate of the University of Michigan Law School, having worked before and during his legal education in the fields of immigration and asylum law, international humanitarian law, and international human rights law. He is fluent in Russian and proficient in Ukrainian. Evan's Fulbright research will focus on the experience with legal organs of Roma individuals displaced by the conflict in Eastern Ukraine and the events in Crimea.

The UNHCR estimates that there are 10,000 internally displaced persons ("IDPs") of Roma origin in Ukraine. But the true size of the population is unknown. This is because a significant number of Roma in Ukraine are stateless—meaning that they hold no nationality—and, as a result, are statistically invisible. Anecdotally, the phenomenon of statelessness is even more pronounced among Roma IDPs than it is among the Roma population in general—one Roma community activist noted that every Roma IDP with whom he had worked lacked the documents necessary to prove their citizenship. Statelessness has dire consequences for IDPs in particular: a lack of documentation prevents IDPs from accessing benefits in housing, education, healthcare, political expression, and employment.

In 2021, the Ukrainian legislature brought into force a law on statelessness determination, a vital step. This law recognizes stateless individuals according to international standards and provides stateless people a path to obtain identity documents and the legal right to stay in Ukraine.

Against this backdrop, Evan's research will examine interactions between Roma IDPs and the Ukrainian state in the spheres of benefit provision—including recognition of IDP status—documentation of citizenship, and legal redress for instances of discrimination. Based out of Yaroslav Mudryi National

Law University in Kharkiv, Evan will conduct interviews with Roma activists, advocates, and mediators, as well as with Roma IDPs themselves. Through these interviews, Evan will seek to elucidate and document challenges unique to Roma IDPs, paying particular attention to individuals' experience with the stateless determination law. With respect to that, the research will assess the extent of variation among regional offices in the implementation of the statelessness determination procedure, and the extent to which officials assign the burden of proof in a manner consistent with the letter of the law.

At the conclusion of his research, Evan hopes to create a policy report on the legal protection of Roma IDPs, a legal note on the implementation of statelessness determination procedures as compared with other legal vehicles for document provision, and—to the extent helpful to practitioners serving Roma IDPs—materials for legal empowerment. The goal of this research is not profundity, but rather aggregation and synthesis; to create a useful and coherent narrative of a group that faces pressing challenges, and to build upon the work of a community of engaged advocates. Evan is certain, at the very least, that his experience in Ukraine will enrich his own perspective on the laws that govern migration, belonging, and the distribution of life-saving benefits.



Photo by Sergy Gavrishkevich



**Erica Glenn**

Brigham Young University, Hawaii, Laie, HI

**Music | Stefania Turkevych:**

*Reviving the Lost History and Music of a Female Composer from Ukraine*

Mykola Lysenko Lviv National Musical Academy, Lviv

April 2022, 5 months

ekglenn@asu.edu

Dr. Glenn is Director of Choral Activities and a Visiting Professor of Voice at Brigham Young University - Hawaii. She holds a DMA from Arizona State University and an EdM from Harvard. In 2021, Dr. Glenn became a national finalist for the American Prize in Conducting. In 2020, she was named a Conducting Fellow in the Cortona Sessions and was hired by DC's Kennedy Center as a virtual Music Teaching Artist. In 2019, she received Arizona State University's GPSA Teaching Excellence Award, a \$10,000 Department of State Title VIII Grant, and full funding to guest conduct the Chattanooga Symphony Orchestra. She also presented at the 2019 AATSEEL-AZ Slavic Conference ("Song as Expression of Ukrainian Identity in the Ukrainian War") and led a session at the 2019 ACDA-AZ Student Symposium ("The Diverse Choral Classroom"). In 2015, Erica conducted research in Russia on an AISU grant and presented an interest session at the 2016 Western Division ACDA Conference.

Through an independent project in Lviv, Dr. Glenn will begin unearthing and sharing the story and overlooked contributions of Stefania Turkevych (1898-1977), Ukraine's first female composer. Turkevych fled Lviv, Ukraine in 1946 when her works were banned by the USSR for challenging Socialist Realism, and her greatest works remain unknown in her own country. The quantity and quality of Turkevych's compositional output—four operas, three symphonies, five ballets, numerous choral and chamber works—should be more than enough to establish her as a major figure in her field. Instead, most professional musicians have never heard of her, her operas and choral works remain unpublished, and English-language materials about her life are scarce.

In Spring 2020, Dr. Glenn defended her dissertation at Arizona State University – a transcription of Turkevych's opera, "*Серце Оксани*" (*Oksana's Heart*, 1960). She now moves

forward with even more meaningful work—collecting critical materials from Turkevych's early life in Lviv for a first-ever English-language biography, pursuing publication of Turkevych's scores, and actively championing Turkevych's music in Ukraine (and later the U.S.) through community-based lectures and collaboration with performers in Ukraine. Her research methodology involves archival study at Lviv institutions, time-sensitive oral history interviews, and content analysis of documents and artifacts.

In partnership with the Lviv National Music Academy, Dr. Glenn will record interviews with area scholars and descendants of Turkevych and gather physical materials that will fill critical gaps in the story of her early career—documents like records of employment, performance announcements, and written correspondences with family, friends, and colleagues. She will also meet with musicians at the National Opera of Ukraine, and The Ukrainian National Tchaikovsky Academy of Music to advocate for Turkevych, present lectures on her life/works, and encourage performances of her pieces. She has also corresponded with the Managing Director of the Kyiv Chamber Choir as well as the organizers of the Ukrainian Art Song Project's concert series in Lviv and the Lviv Ukrainian Choral and Music Festival about possible performances of Turkevych's works.

Lost Soviet-era voices carry particular social and political weight as present-day Ukraine reclaims an identity that moves beyond reductive "Russian vs. European" dichotomies. Since war broke out with Russia in 2014, Ukrainian artists have renewed longtime efforts to revitalize the country's national identity. International artists must join forces with these Ukrainian artists in rediscovering and disseminating the stories from Ukraine's past that will challenge misinformation and help fortify the country against soft power attacks. Stefania Turkevych is one of many USSR-era musicians who gave voice to the Ukrainian narrative through their art. It is time for those voices to be heard.

**Valerie Kipnis**

The New School, New York, NY

**Creative Arts Grant | *Language of Choice: The Role of Language in Millennial Ukrainian National Identity Building***

I.F.Kuras Institute of Political and Ethical Studies of the National Academy of Sciences of Ukraine, Kyiv

**November 2021, 8 months**

kipnisvalerie@gmail.com

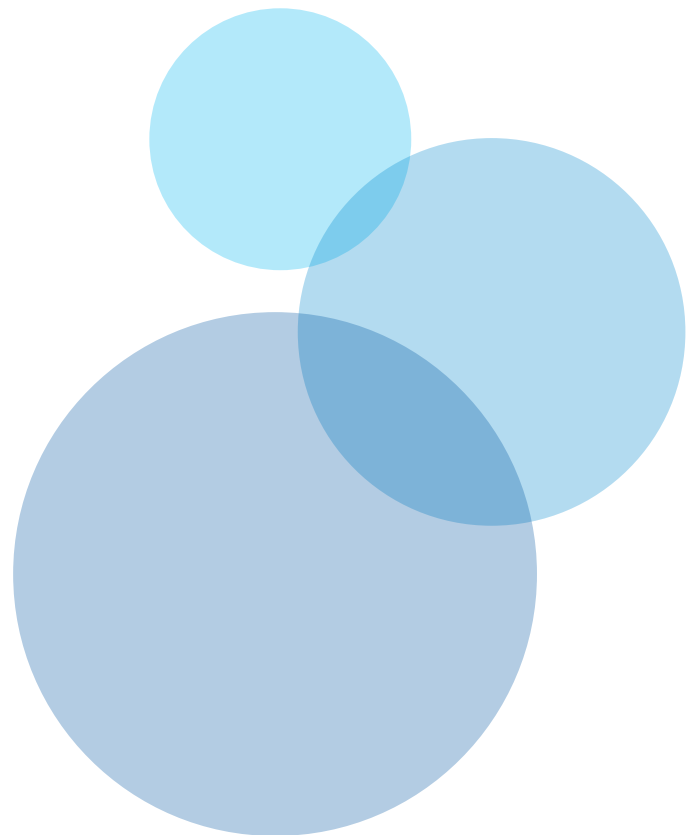
Valerie Kipnis is a news reporter and documentary producer based in Brooklyn, New York. But, she is foremost a writer. In 2021, she received her MFA in Non-Fiction Writing from The New School, where she was awarded the Bette Howland Nonfiction Prize. Her literary work debuted in A Public Space in July of 2021. She likes to write essays and narrative non-fiction about immigrants, language, and what it's like to grow up in a place where you are not from. She's currently working on a book about her family's immigration to the States.

Kipnis hopes to spend the duration of her Fulbright grant to Ukraine speaking with geographically diverse Ukrainian millennials and conducting their oral histories with the ultimate goal of transforming these collected oral histories into literary writing. The focus of her work will be to document and write about the unique role that language plays in constructing individual and national identities of those born into a post-Soviet Ukraine and who now live in the wake of Euromaidan.

Her project aims to be a repository for oral histories and seeks to understand the importance of language in crafting identity in a Post-Soviet nation that exists in an increasingly globalized world. The first exhibited component of her project will be a digital archive which will feature shorter essays alongside corresponding audio recordings, video-segments, and photographs of the people she speaks with. The second component will be more long-lead: she will write a long-form creative nonfiction essay—an in-depth profile—about a single narrator from each city she visits—perhaps someone representative of their hometown or someone with a unique perspective on how language impacts their identity.

Through her work, Kipnis intends to keep the Ukrainian people at the root of their own stories: to allow them to be the creators and owners of their oral histories. Her only wish is to be able to empower their narratives through digital archiving and literature.

Valerie Kipnis will be based in Kyiv and affiliated with the Kuras Institute of Political and Ethical Studies of the National Academy of Sciences of Ukraine, where she will work alongside Professor Volodymyr Kulyk, as he researches the politics of language, memory and identity in contemporary Ukraine, and media and discourse studies.





**John Vsetecka**

Michigan State University, East Lansing, MI

**History | *In the Aftermath of Hunger:***

***Rupture, Response, and Retribution in Soviet Ukraine, 1933-1947***

Institute of History of Ukraine of the National Academy  
of Sciences of Ukraine, Kyiv

**October 2021, 8 months**

vsetecka@msu.edu

Mr. John Vsetecka is a PhD Candidate in the Department of History at Michigan State University where he is completing a dissertation on the aftermath of the 1932-1933 famine (Holodomor) and the 1946-1947 famine in Soviet Ukraine. During the 2021-2022 academic year, Mr. Vsetecka will be a Fulbright U.S. Student Scholar in Kyiv, Ukraine where he will be affiliated with the Institute of History of Ukraine at the National Academy of Science of Ukraine (NASU).

During his Fulbright year, Mr. Vsetecka will conduct extensive archival research and collect oral history interviews for his dissertation project that examines how the 1932-1933 Holodomor continued to impact, influence, and shape lives and life trajectories well after starvation officially came to an end. As one of the twentieth century's worst tragedies, the Holodomor claimed the lives of millions of Ukrainians in the span of just a couple of years. This rupture caused problems for many, and it left survivors with the difficult task of piecing-back-together their lives after witnessing mass death, experiencing trauma, and enduring loss. Additional effects of famine, beyond hunger, created hurdles for individuals and society after the famine reached its slow conclusion. For many, the famine did not simply end.

Mr. Vsetecka's research explores the issues that preoccupied survivors in the aftermath of the 1932-1933 famine. Individuals, families, communities, authorities, and international actors all grappled with the effects of starvation that continued to haunt those who survived as they attempted to bury the dead, navigate trauma and grief, rebuild lives, secure aid and relief, and come to terms with the artificial famine through which they lived. Mr. Vsetecka's project asks new questions about the enduring implications and legacies of famine on Ukraine and Ukrainians: What problems did the 1932-1933 Holodomor leave in its wake? In what ways did the famine's reverberating effects continue to impact survivors in the days, months, and years immediately after the famine? How did people grapple with these problems while attempting to rebuild their lives and move on? How did memories of the 1932-1933 famine shape understandings of the 1946-1947 famine (the third major famine to hit Ukraine in the twentieth century) that many survivors of the 1930s famine lived through in the post-war period? What does a study of the short-term and long-term repercussions of famine in Ukraine contribute to a greater understanding of famine itself? Do the effects of famine ever really come to an end? These questions guide Mr. Vsetecka's project, and he will use his time in Ukraine to research these issues for his dissertation.

In addition to his research, Mr. Vsetecka is the founder of H-Ukraine (part of the larger H-Net platform: <https://networks.h-net.org/h-net>), which is a site dedicated to promoting academic and scholarly content related to the study of Ukraine. Over the course of his Fulbright grant, Mr. Vsetecka hopes to promote his Ukrainian colleagues' work on H-Ukraine through spotlight interviews, blogs, guest posts, and other contributions in an effort to build networks of support among scholars in Ukraine and the United States.









Photo by Oleksandr Kosmach

# **Fulbright English Teaching Assistant Program**



**Julie G. Kovalenko**

The Ohio State University, Columbus, OH

**TEFL/Applied Linguistics | *English Teaching Assistantship***

Ukrainian Catholic University, Lviv

**October 2021, 9 months**

jgarbuzko@gmail.com

Julie Garbuz Kovalenko graduated from the Ohio State University with a Master of Fine Arts in Creative Writing. She writes fiction and creative nonfiction that explores origin stories, immigrant experiences in the United States, and the generational trauma and resilience that manifests in descendants of genocide and war.

The daughter of ethnic Ukrainians from the Cherkasy Oblast, Julie was born and raised in the United States, where she learned to navigate cultural boundaries by collecting the stories of those around her and seeking connections across lines of difference.

Her love for stories and the conviction that storytelling strengthens our communities and democracy has guided her work in college, graduate school, and the space in between. After receiving her Bachelor of Arts in English Literature from Gonzaga University, Julie taught English Language Arts as a Teach for America corps member in Tulsa, Oklahoma. She facilitated poetry

workshops to women awaiting sentencing at the Tulsa County Jail through Poetic Justice Oklahoma and coached graduates of Women in Recovery, Tulsa's comprehensive alternative-to-incarceration program, as they prepared to share their stories in their graduation speeches. While studying at the Ohio State University, she taught undergraduate courses in English Composition and Creative Writing.

In all her work, Julie continues to be amazed and inspired by the powerful ways in which storytelling can heal storytellers and their audiences, validate disparate experiences, and help foster mutual understanding between individuals and groups who seem, initially, to have nothing in common.

As a Fulbright grantee, Julie will teach English Composition and host creative writing workshops at the Ukrainian Catholic University in Lviv. She will continue her own creative writing practice as she connects with and learns from the artists and writers shaping the contemporary storytelling landscape of her ancestral homeland.





**Evan Lenzen**

University of Kentucky, Lexington, Kentucky

**TEFL/Applied Linguistics | *English Teaching Assistantship***

Petro Mohyla Black Sea National University, Mykolayiv

**October 2021, 9 Months**

Evanlenzen@gmail.com

Mr. Evan Lenzen was graduated from the University of Kentucky in 2020 with a degree in Psychology and a minor in Russian Studies. While having no prior background or exposure to another culture, Evan was always curious about Eastern Europe. He jumped straight into Russian language courses upon entry at The University of Kentucky. This would be the first exposure, which was very much so a brand-new world being discovered and would later lead him to further explore Eastern European Culture and expand into learning about Ukraine. After learning basic Russian language skills, Mr. Lenzen would go on to broadcast Eastern European stories, poems, and excerpts from novels over the local radio station, as part of a weekly radio program. Later in university, part of his research would delve into an analysis of Russian and Ukrainian relations within the last decade.

Evan would later visit Ukraine for the first time in the spring of 2019. After shadowing courses and speaking with students at a Ukrainian institution, this sparked an immense interest in the rich culture abroad. Immediately after the first experience in Ukraine, Mr. Lenzen found Fulbright as the best course of action to become attuned with Ukrainian culture and to truly experience a cultural exchange. Already having experience with tutoring, mentoring during his enlistment in the United States Army Reserve, and having a deep appreciation for learning of a new culture, the choice to pursue Fulbright was quite clear. While in Ukraine, Evan hopes to integrate with the vast veteran and military population and set up an advocate and outreach group to support Ukrainian service members. As a former service-member, Mr. Lenzen understands the challenges and importance of having the resources available for this community.

As a language teacher, Mr. Lenzen will be working at Petro Mohyla Black Sea National University in the city of Mykolayiv. Through the course of the upcoming Fulbright term, Mr. Lenzen is ecstatic about working with students and faculty alike. To help supplement students who are learning English, Evan plans to start an English-speaking club to explore music, film, pop-culture and other topics that can aid in language acquisition. He also plans to integrate his local community in the United States to his future community in Ukraine, by pairing speaking partners between the two. Through this, he hopes to strengthen ties within the two communities, promote the exchange of ideas, favored media, and break new barriers for the two communities.



Photo by Oleksandr Kosmach



**Eric Matherly**

Davidson College, Davidson, NC

**TEFL/Applied Linguistics | English Teaching Assistantship**

Kherson State University, Kherson

**October 2021, 9 months**

ericmatherly11@hotmail.com

Mr. Eric Matherly graduated from Davidson College in 2019 with a Major in Russian Language and Literature. While attending Davidson College, he worked closely with the Russian Department and participated in the Bard-Smolny colleges' exchange program in St. Petersburg, Russia for a full academic year. During his time abroad, Eric found his passion for exploring the cultural identity of post-Soviet countries. He wants to research and examine how countries have evolved since the dissolution of the Soviet Union and developed their own cultures, and he would like to examine how attitudes have changed in literary works and mass media regarding those identities. Eric's Russian Language and Literature thesis examined Uzbekistani writer Hamid Ismailov's 2009 novel *Mbobo* (later translated and released in English in 2013 as *The Underground*) about a half-African, quarter Russian, and quarter Khakas child living through the final years of Soviet Moscow through the lens of post-Soviet identity and the cultural heritage of Alexander Pushkin.

Through Eric's research into the post-Soviet legacy, he developed a love specifically for Ukrainian culture and its unique identity that he is keen to continue exploring while working as an ETA at Kherson State University. While Eric does not have familial connections to Ukraine, his time spent exploring events such as 2004's Orange Revolution and 2014's Euromaidan have only strengthened his desire to learn more about the country's evolving cultural identity. In exploring his own scholarly pursuits, he has also developed a lasting appreciation for the utility and beauty of language studies.

*"I am grateful for the opportunities and expanded worldview that learning additional languages has afforded me. I intend to take this passion and appreciation for language into the classroom to aid students in the development of their own foreign language skills for future opportunities. The opportunities provided in the total immersion and integration in Kherson will also allow me to foster mutual understanding between Ukrainians and Americans as we discuss our own cultural identities and realities."*



Photo by Oleksandr Kosmach





### **Wyn Pennybacker**

Hamilton College, Clinton, NY

**TEFL/Applied Linguistics | *English Teaching Assistantship***

Kamianets-Podilskyi National Ivan Ohienko University,  
Kamianets-Podilskyi

**October 2021, 9 months**

wynpennybacker@gmail.com

Wyn Pennybacker graduated from Hamilton College in 2019 with a BA in History and Russian studies, and applied for her Fulbright after completing two years with Teach for America's 2019 Dallas-Fort Worth Corps. At Hamilton, Pennybacker participated in the Hamilton Debate Society, worked as a peer tutor at Hamilton's Writing Center and Oral Communication Center, and studied abroad in Russia twice, in St. Petersburg and Yaroslavl. Upon graduating college, Pennybacker taught eleventh grade writing in Old East Dallas, serving as the writing department chair and the IB Extended Essay Coordinator. She also worked as an intern at Texas College Access Network, where she helped her team facilitate communication between nonprofits, funders, and college counselors.

As a University TA at Kamianets-Podilskyi National Ivan Ohienko University, Wyn will apply all of the lessons she has learned from Hamilton College, Teach for America, and TxCAN (The Texas College Access Network) to lead engaging discussions and writing exercises according to her students' interests. She found particular success in her Dallas classroom by conducting student interest polls to determine the kinds of things her eleventh graders wanted to research, discuss, and write about. (Anything to get curiosity and verbosity flowing — Conspiracy theories? The origins of the universe? Job interviews?) Wyn is going to do the same in Kamianets-Podilskyi, only this time, with an even bigger range. Her goal is to build her students' confidence in discussing a variety of topics in English while maintaining a humorous, light-hearted atmosphere. As a teacher of English Language Learners and a long-time student of Russian, Pennybacker understands how nerve-wracking it can be to express oneself in a second language and hopes that a dual focus on speaking and writing will help put her classrooms at ease. Though all discussion topics are to-be-determined, Wyn knows she'll learn as much from her students as they will from her.

For her supplementary project, Wyn Pennybacker is excited to research and catalog study-abroad opportunities for Ukrainian secondary and university students. Using the knowledge base she acquired working with education nonprofits in Texas, she hopes to speak with educators and students in Kamianets-Podilskyi to get a better sense of enthusiasm, frequency, and funding for study abroad —especially to the United States. After her grant period, she will bring her knowledge back with her to the University of Indiana Bloomington, where she will be completing a dual master's in Slavic Studies and Public Affairs. Ultimately, Wyn hopes to work for the state department in international education, where she can help to build more bridges for Ukrainian and American students to exchange linguistic and cultural lessons for years to come.



Photo by Marian Luniv







Photo by Marian Luniv

Fulbright Program in Ukraine  
Institute of International Education • Kyiv Office

20 Esplanadna Street, Suite 904,  
Kyiv, 01001, Ukraine

Tel.: +380 (44) 287 07 77  
[office.ukraine@iie.org](mailto:office.ukraine@iie.org)  
[www.iie.org](http://www.iie.org) • [www.fulbright.org.ua](http://www.fulbright.org.ua)



[/Fulbright.Ukraine](https://www.facebook.com/Fulbright.Ukraine)



[@fulbrightua](https://twitter.com/fulbrightua)



[/fulbright\\_ukraine](https://www.instagram.com/fulbright_ukraine)