



INSTITUTE OF
INTERNATIONAL
EDUCATION



Newsletter

Autumn 2015

Fulbright Program in Ukraine

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Dear Friends and Colleagues,

With the start of the new 2015-16 academic year, I sincerely welcome all of our U.S. Fulbright students, scholars and fellows to Ukraine and wish all of you a stimulating and successful year in your professional endeavors. You are a unique group and all of you should be commended as you have come to work and study in Ukraine even at a time of uncertainty and unrest.

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

The situation is still volatile in eastern Ukraine, so we, along with the US Embassy in Kyiv, must restrict your travel to that region. Also, illegally annexed Crimea is off limits to US citizens. In addition, we ask that you obtain special permission for travel to Odesa and Kharkiv, as random acts of terrorism have occurred over the past two years. Thus, we kindly ask you to clear all travel with the Fulbright Office and we in turn will ask the Regional Security Office at the Embassy for further instructions.

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

With this newsletter, we at Fulbright Ukraine are pleased to present to you our American students, scholars and fellows for the 2015-16 academic year with information about their host institutions, their terms in Ukraine, descriptions of their projects and contact information. While they all have responsibilities within their host institutions, they are eager to travel throughout Ukraine and visit other cities and regions, become familiar with students, teachers, faculty researchers and NGO leaders, as well as Ukrainians from all walks of life.

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

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

Respectfully,

Marta Kolomayets
Fulbright Program Director in Ukraine



Chalupa, Irena

Independent Journalist

History/Journalism

Lecturing/Research | *Stories of Ukrainian Dissent*

National University of Kyiv-Mohyla Academy, Kyiv

1.10.2015 - 1.07.2016

khatynka@gmail.com

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

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

The ultimate goal of Ms. Chalupa's project is to capture that, which may not be available for much longer, as the vast majority of former Ukrainian political prisoners of the Soviet era are today quite elderly, many have already died. The videotaped interviews with all available dissidents, along with any and all photographs and papers they are willing to contribute will be used to create a directory site making their stories accessible to all. In the future, their narratives will be compiled into a book that would also be made available online for free downloads by students and other interested parties. At some later point the collected video footage can become the basis of a documentary film about Ukraine's dissidents.



Kauffman, Lisle

Kansas City Kansas Public Schools, Kansas City, KS

Special Education

Lecturing | *Providing Equal Access to Higher Education*

for Students Who are Deaf or Hard of Hearing

Voldymyr Dahl East Ukrainian National University, Severodonetsk;

National Academy of Educational Sciences of Ukraine, Kyiv

22.09.2015 - 22.04.2016

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Since independence, Ukrainian educators have struggled to provide students with disabilities equal access to higher education, but the current armed conflict in the Donbass has made the situation even more challenging for these students. The aim of Dr. Kauffman's project is to provide services to deaf and hard of hearing high school and university students, parents, high school teachers, and university administrators and instructors. To reach out to students, distance education courses will be developed. The ongoing war has displaced students throughout Ukraine. Many of whom are deaf or hard of hearing individuals isolated in rural areas without access to higher education. The goal is to facilitate accessibility to university education to students with disabilities through the delivery of online distance courses. Dr. Kauffman will teach *Deaf Culture, Education, Careers and Daily Life of Deaf Americans*, which will demonstrate to Ukrainian deaf and hard of hearing students the vast potential for career opportunity, self-determination and independence, helping them to fully realize there are no limits to what they can achieve. He will also teach American Sign Language (ASL) and English, which will open opportunities for them to become acquainted with deaf students in the U.S., as well as provide them with the language foundations to study in American institutions of higher education, such as Gallaudet University, National Technical Institute for Deaf or other university programs of interest.

Dr. Kauffman will also present a series of lectures for educators and university administrators titled *Education and Career Potential of Deaf Students* to help them understand and appreciate that their own students with disabilities have far more potential than for which they are typically given credit. For the same reason, he will also speak with parents and high school educators to help them see

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the critical importance of higher education for students with disabilities. For far too long, parents have been led to believe that their children with disabilities are incapable of achieving beyond a high school education, and it is critical that they are aware of the vast potential their children possess.

Another critical task will be providing in-service training to high school teachers of the deaf and hard of hearing to help them prepare their students for post-secondary education through the development of transition plans for their students. The goal is to prepare deaf and hard of hearing high school students for university life before they arrive on campus. Dr. Kauffman will also be travelling to oblasts throughout Ukraine to lecture to educators and administrators on the topic of inclusive education, as it is important to encourage universities to develop inclusive education programs for students with disabilities.

Dr. Olga Krsek of Volodymyr Dahl East Ukrainian National University and Dr. Kauffman will collaborate on the writing of a Ukrainian language pedagogical textbook on the topic of educating deaf and hard of hearing student. Such textbooks are not generally available to educators in Ukraine and badly needed.

Dr. Kauffman's grant this year continues the research he did as a Fulbright Scholar in September 2014 -June 2015.



Marko, Robert

Aquinas College, Grand Rapids, MI

Religion

Lecturing | *Facilitating Dialogue in a Religious and Culturally Diverse Ukraine: Resources in Western Tradition*

Ukrainian Catholic University, Lviv

1.08.2015 - 30.12.2015

rpmako@gmail.com

Dr. Robert Marko, a Fulbright Scholar in 2008, will return to Ukraine to address the significance of Western social ethics and thought as Ukraine in the Maidan Revolution affirms human dignity and the significance of civil society that mediates between the individual and the state as persons pursue the common good together. He will lecture first on social ethics hoping to create a dialogue between the Western ethical tradition and that of historical Eastern Christian nations on religion, the society and the state. Secondly he hopes to help students appreciate how the West has grappled with question of modernity, religious freedom and liberty, ecumenism and inter-faith dialogue and its implications for Ukraine. His project title indicates that, unknown to many in the West before Maidan, that Ukraine is somewhat ethnically, religiously, linguistically, and politically diverse. Dr. Marko is excited to return again to the Ukrainian Catholic University which he considers an ideal setting for such a project given its classical liberal arts tradition and its prominent role as a center for providing philosophical, ecumenical, inter-religious, and political dialogue. From his past experience, Dr. Marko knows that the liberally educated students there are already aware of the Western classical tradition on human dignity, rights and the common good and looks forward to the dialogue with students that will enhance both the knowledge and, hopefully, the wisdom of all those engaged in the conversation. On a personal note, his paternal Slovak grandparents migrated to the United States from then Austro-Hungarian Empire and he feels at home in Ukraine as much as he does in the steel towns of Western Pennsylvania. In addition to lecturing, researching and meeting with former colleagues, students and friends, Dr. Marko hopes to improve his rudimentary Ukrainian language skills.



Shwalb, David W.

Southern Utah University, Cedar City, UT

Psychology

Research | *Fathers, Grandfathers, Culture, and Lifespan Development in Ukraine*

Lviv Danylo Halytsky National Medical University, Lviv

1.09.2015 - 15.02.2016

shwalb@suu.edu

Dr. Shwalb will explore the changing roles of fathers and grandfathers in urban and rural Ukraine, in collaboration with associates at Lviv Danylo Halytsky National Medical University. As a developmental and cross-cultural psychologist, he will conduct a 2-phase exploratory project consisting of surveys of fathers and grandfathers, half in Lviv and half in a rural locale in Volyn oblast. Qualitative data from these surveys will be used to identify independent and dependent variables for larger-scale follow-up quantitative studies of Ukrainian men. His past international work has shown that fathers and grandfathers are important contributors to family life and child development, depending on several contexts: (1) geography, (2) history, (3) family characteristics, (4) economic conditions, (5) work/employment conditions, (6) cultural norms, beliefs, and values, (7) ethnicity, and (8) emigration patterns. It is therefore a second goal of this grant project to understand how these contexts affect men and their families in Ukraine. Based on insights from the surveys and informal observations of men and families in daily life, Dr. Shwalb seeks to identify how men function as fathers and grandfathers in the Ukrainian cultural context, and how their roles compare with those of men in other societies.



Sywenkyj, Joseph

Freelance Photographer

Photography

Research | *Wounds: A Documentary Photography Project*

National University of Kyiv-Mohyla Academy, Kyiv

1.09.2015 - 1.06.2016

joseph@josephsywenkyj.com

Mr. Sywenkyj will create an in depth photo-documentary about young and middle aged Ukrainian soldiers and Maidan activists who were severely wounded during the Euro Maidan Revolution and Russian supported war against their nation. The project will explore the daunting task of men adapting to a post injury life as they learn how to use prosthetics, deal with Post Traumatic Stress Disorder (PTSD) as well as issues related to addiction and substance abuse.

A central goal of the project is to inform and encourage a discussion among Ukrainians about the formidable task of reintegrating wounded soldiers and activists into daily life and to inspire social activism. Mr. Sywenkyj will also train journalism graduate students at Kyiv Mohyla Academy who will work with him on the project as he teaches them effective ways to document wounded individuals with dignity and respect.

Mr. Sywenkyj has created a website www.rany.com.ua where he is self-publishing images and extended stories. He will also organize exhibitions of his photographs and work on group shows with Ukrainian photographers. His grant is a renewal grant, and he is building in the work he did in 2014-2015 as a Fulbright Scholar.



Tkacz, Virlana

Yara Arts Group, New York, NY

Theatre

Lecturing/Research | *American Experimental Theatre in Images, Action and Music & On Creating an Original Theatre Piece*

Les Kurbas National Theatre Center, Kyiv

1.09.2015 - 30.11.2015

1.01.2015 – 31.03.2016

yara@prodigy.net

Virlana Tkacz will lecture on the history of American Experimental Theatre focusing on the images, action and music and trace how the development of these ideas influences other artists and forms, even Broadway musicals. She will also conduct master-classes on creating an original theatre piece. The Les Kurbas National Theatre Center in Kyiv will host her. Ms. Tkacz has created and directed 27 original theatre pieces with Yara Arts Group at La MaMa in New York, which toured to theatres in Ukraine, Siberia, Central Asia and China - her show *Fire Water Night* now nominated for NY Innovative Theatre Award as best original musical. She will also research the work of 1920s experimental theatre director Les Kurbas in Kyiv. She has been invited to the Lviv Publishing Forum to present her new book "Still the River Flows" and to speak on her translations of Ukrainian poetry and how she uses these translations in her theatre piece.



Vazquez, Michele

American Red Cross, Abilene, TX

Servant Leadership

Lecturing/Research | *Servant Leadership:*

Networking and Capacity Development in Ukraine

Diplomatic Academy of Ukraine, Kyiv

1.09.2015 - 30.06.2016

aviandme@mail.com

Dr. Vazquez returns to Ukraine with the Fulbright Program after serving in Peace Corps (2011-2013). Her project will use the Servant Leadership Style to support strengthening of Ukrainian ethical leadership capacity through lectures, collaborative engagement, and research. The Servant Leadership Style has been characterized as capacity building by Robert Greenleaf (1972) as:

Caring for persons, the more able and the less able serving each other, is the rock upon which a good society is built. Whereas, until recently, caring was largely person to person, now most of it is mediated through institutions – often large, complex, powerful, impersonal; not always competent; sometimes corrupt. If a better society is to be built, one that is more just and more loving, one that provides greater creative opportunity for its people, then the most open course is to raise both the capacity to serve and the very performance as servant of existing major institutions by new regenerative forces operating within them.

Dr. Vazquez's project will incorporate a multilayered approach centering upon the development of the knowledge and skills underpinning servant leadership. She will work to increase the foundational knowledge of the servant leadership philosophy amongst university students, faculty, NGOs and government officials; to strengthen institutional capacity around ethical leadership; and to support leadership growth through development of connective relationship between universities, Ukrainian actors, partners, and donor organizations. Her research will include a qualitative analysis of university level leadership programs (resulting in the construction of a database identifying pertinent data relating to these programs to be shared freely with interested individuals, stakeholder groups/partners, and funding agencies).

Dr. Vazquez holds a Bachelor of Arts in Urban and Regional Planning, a Masters in Public Administration, and a Ph.D. in Leadership Studies. She has extensive professional experience in the public sector and looks forward to participating in leadership development discussions and public lectures on topics which will support all levels of individual and institutional capacity development.



Wedel, Janine

George Mason University, Arlington, VA

Anthropology and Politics

Lecturing/Research | *The Anthropology of Politics and Nationhood in Ukraine*

National University of Kyiv-Mohyla Academy, Kyiv

15.09.2015 - 1.02.2016; 1.04.2016 - 15.08.2016

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Prof. Wedel's project addresses how people negotiate national identities in the fraught environment of Ukraine today. Created from the ashes of the Soviet Union, Ukraine is currently undergoing major upheaval and war just twenty-some years into its existence as a nation-state. It is said to be torn between East and West, Russia and the European Union, the Russian language and the Ukrainian one. But to what extent, and in what ways, is this binary reflected in the notions that people themselves develop of their national selves?

While a few scholars have expounded on such a divide, others have questioned it arguing, as anthropologist Tanya Richardson writes, "that regional differences are much more complex and that Ukraine's regions share much more in common than this conception allows." The topic is made all the more urgent because so much of the Western press coverage of the current conflict follows the narrative of the East-West binary.

Prof. Wedel plans to study the senses of national selves and nationhood that are being produced amid the current political, social, economic, and international environment. This follows the work of anthropologist Benedict Anderson on "imagined communities" and other seminal anthropological studies of national identity. Such questions as these arise: How are notions of national self being constructed and contested in spaces of daily life that are not conventionally marked as political (such as national and local sports, school, and religious events and ceremonies)? Who are the actors in positions of social authority able to shape the discourse? How are these notions and discourses linked to changing modalities of governance and power?

Since declaring itself an independent state in 1991, the Ukrainian state, not surprisingly, has sought to create a unified national consciousness. Anthropologist Catherine Wanner documents its attempts to produce a national culture through school curricula, urban landscapes, and festivals, among other programs. Prof. Wedel's fieldwork explores the influence of these and other such attempts. Auguring against their enduring success is the purported East-West binary. And while it may be flawed, that does not necessarily mean that either a unified identity prevails or that fluid, hybrid, or "multicultural" identities abound. Several studies by anthropologists of post-Cold War European borderlands show that porous borders can encourage the solidification of ethnic, religious, and social boundaries, rendering them more rigid rather than more fluid.

These questions are pertinent: How do people, consciously and unconsciously, construct their identities and practices? How are conceptions of national selves reflected in everyday community practices, festivals, and events? What are the symbols and rituals of nationhood and power (e.g., the use of the Russian or Ukrainian language in different contexts) and how are they invoked? How are they linked to changing modalities of governance and power? To address these questions, Prof. Wedel will observe public spaces, mass media, and television shows. It will entail participant-observation in public ceremonies and programs and impromptu conversations with others attending them, as well as listening to what people talk about in public places such as cafes or grocery store lines.

The study builds on Prof. Wedel's long record of examining changing governance and power in the region, first in Poland in the early 1980s and later in other parts of Central and Eastern Europe (including Ukraine) beginning in 1989-1990. Supported by Fulbright fellowships, as well as by grants from the National Council for Eurasian and East European Research, the United States Institute of Peace, and the National Institute of Justice, that work drew on firsthand data from Central Europe, Russia, and Ukraine and secondary data from throughout the region (see Wedel 1998, 2003a, 2003b, 2003c, 2009). Her research tracked informal elite groups and networks, variously called "clans," "cliques," and "institutional nomads" as they helped fill vacuums of governing amid unraveling communist states. When a centrally planned state that had owned virtually all the property, companies, and wealth breaks down (and no authoritarian stand-in is put in its place), a network-based mode of governing and business arises to loosely replace it. Thus I observed how informal groups and

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networks, schooled in circumventing the bureaucracy and strictures of the state, morphed to take on new challenges, thereby helping to shape new systems of governing, states, and nations in the process.

While this work examined the actual patterns of informal groups and networks, in the proposed study Prof. Wedel looks at governing, state, and nation from another angle: how ordinary people see their national selves and elite groups and networks in the context of an ever-emergent state and nation. Who are the actors able to shape the discourse, and what does that ability depend on? How are identities constructed in light of them?



White, Jonathan

Harding University, Searcy, AR

Computer Engineering

Lecturing/Research | *Green Computing: Applications of Renewable Energy, Low Power Software/Hardware, and Cloud Computing*

Lviv Polytechnic National University, Lviv

4.01.2016 - 31.07.2016

white@harding.edu

Dr. White's Fulbright Project is on the growing field of Green Computing and research various application and research areas such as Cloud Computing, Solar and Wind Power, Data Center Design, and the interactions of low power hardware/software co-design. Energy efficiency and environmental awareness in computing is becoming a much more important topic due to skyrocketing energy costs, global warming, political instability, and a lack of renewable energy sources. Green Computing is highly applicable and important to Ukraine as it modernizes.

By the end of the Fulbright period, the students will be prepared to seek employment in the Green Technologies sector and related industries. The primary goal of the research aspect of this grant is to connect what is being taught in the classroom with current research activities by Dr. White, leading to future collaborations with Ukrainian students and faculty at Lviv Polytechnic National University.



Wolowyna, Oleh

University of North Carolina, Chapel Hill, NC

Demography

Research | *Detailed Analysis of Demographic Consequences of the 1932-1934 Famine in Ukraine*

M.V. Ptukha Institute of Demography and Social Studies,
National Academy of Sciences of Ukraine, Kyiv

1.03.2016 - 13.04.2016

olehw@aol.com

Building on the work started under his Fulbright Scholar award of 2014-2015 Dr. Wolowyna, in collaboration with demographers of the Institute of Demography and Social Studies in Kyiv, will continue to explore the demographic consequences of the 1923-1934 Famine (also called Holodomor) in Ukraine. Although significant amount of research has been done on this topic, there are still areas that have not been adequately researched so far. Little is known about regional variations of the impact of the Famine and factors that account for this variation, as well as Holodomor losses by characteristics like nationalities, age and sex. Research has focused mainly on rural areas, while effects of the Famine in urban areas have received little attention. A unique characteristic of the Holodomor is the temporal concentration of deaths caused by the Famine; about 90% of all Famine-related deaths in rural areas of Ukraine happened during the first half of 1933. The reasons for this sudden increase of deaths due to starvation are still not well understood.

Famine losses have been estimated independently for Ukraine, Russia and Kazakhstan. In order to have a better understanding of the consequences of the Holodomor, it is important to analyze the effects of the Famine in Ukraine within the context of the former Soviet Union. Other parts of the Soviet Union were also seriously affected by the 1932-1934 Famine, but a comprehensive comparative analysis has not been done so far. Research on the 1932-1934 Famine has been labeled

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as “controversial” and there is still no consensus about the number of losses and what factors were responsible for this extraordinary event. Dr. Wolowyna hopes that this research will provide more reliable estimates of Famine losses and help answer key questions like: a) did the Famine affect mainly Ukrainians or all residents of Ukraine; b) was the Famine a consequence of misguided and inefficient policies or a deliberate use of starvation as an instrument of terror; c) are there significant differences in the number and timing of losses between affected areas of Ukraine and Russia and, if so, what accounts for these differences?

The research is based on a comprehensive analysis of demographic statistics and documents found in archives in Kyiv and Moscow. Dr. Wolowyna and his colleagues were able to find new data in these archives that allow them to apply powerful demographic estimation techniques and produce more detailed and, hopefully, more accurate estimates. Estimation of losses at the subnational level and by key factors like age, rural and urban areas and nationalities, analyzed within a comparative framework, will provide a more comprehensive picture of this tragic and key event in the history of Ukraine.

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Bonds, Charles

Indiana University, Bloomington, IN

Jewish History | *Life after “Zion:” Yiddish Writers in Ukraine 1945-1975*

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

17.09.2015 - 5.31.2016

charles.bonds@gmail.com

Mr. Bonds will study the history of Ukrainian Yiddish literature in the wake of the Holocaust and Stalin Era. He hopes that his work will not only reveal insights into the situation of Yiddish writers in Soviet Ukraine, but will join the growing conversation about the intersection between identity, repression, and self-fashioning within the Soviet context. By working at both official government archives and with the collections at Kyiv’s Judaica Institute, he aims to craft a better picture of both Jewish resistance to Soviet strictures and Yiddish writers’ connection to Ukraine’s tradition of the pursuit of personal liberty and conscientious dissent. His project will also shed light on the relationship between the tremendous upheavals of the mid-20th century and their impact on identity, emigration, and dissent. He will illustrate how Yiddish writers, among Ukrainian authors and conscientious dissenters, met the challenges of a repressive system. He looks forward to engaging with the community and exploring the profound historical riches of Kyiv, Kharkiv, Vinnytsia, Zhytomyr and wherever else the golden threads of literature and dissent may lead.



Drabyn, Luke

Bowdoin College, Brunswick, ME

Political Science/International Relations | *Western and Ukrainian Approaches to Combating Human Trafficking*

Diplomatic Academy of Ukraine, Kyiv

12.09.2015 - 12.07.2016

ldrabyn@gmail.com

Mr. Drabyn obtained his bachelor’s degree from Bowdoin College in 2015, having majored in both Government and Legal Studies and Russian. Drawing upon work experience at the U.S. Department of State, American Enterprise Institute for Public Policy Research, and the Council on Foreign Relations, he will work with officials at the Diplomatic Academy of Ukraine, and with experts at Western and Ukrainian human rights organizations, to study human trafficking prevention throughout Europe and Eurasia, with a focus on Ukraine. He is eager to promote an enduring mutual understanding between the United States and Ukraine during this pivotal moment in Ukraine’s history.

Mr. Drabyn will be interviewing Ukrainian and U.S. diplomats, attorneys, teachers, physicians, journalists, and other civil society leaders - all of whom play crucial roles in human trafficking prevention - and draft a comprehensive report outlining the problem, and offering policy options that will mutually benefit the United States, Europe, and Ukraine alike.

In his free time, Mr. Drabyn hopes to improve his command of Russian and Ukrainian, teach English informally to local university students, and, in the winter, join or start an ice hockey club. Following his journey as a Fulbright student, Mr. Drabyn intends to receive a master's in security studies, and one day, return to the region as a U.S. Foreign Service Officer or human rights advocate.



Jarymowycz, Christina

Boston University, Boston, MA

Sociology | *The Dynamics of Gender under Conflict:*

An Analysis of Volunteer Organizations Supporting the War Effort in Ukraine

National University of Kyiv-Mohyla Academy, Kyiv

7.09.2015 - 5.06.2016

coj@bu.edu

Ms. Jarymowycz's research will examine gender dynamics in the Ukrainian war effort through investigating volunteer organizations that have formed in support of the Ukrainian army, as well as the Ukrainian government's response to them. Across societies, the waging of war is a gendered process. Oftentimes it serves to reproduce cultural norms of masculinity and femininity, as well as support male dominance within society. Nevertheless, warfare may also disrupt the prevailing gender order. During the Soviet era, although the state outwardly promoted gender egalitarianism, this ideology failed to transform the military sphere. For example, during the Second World War, Soviet women played a central role in both military service and social support for the war effort. However, they were rarely valorized as heroes, and when they were, it was primarily in their capacity as mothers. Furthermore, advances made by women in the military during WWII were reversed after the war as state policies once again promoted their position as mothers and workers. On the other hand, among Soviet men, military participation served to buttress masculinity, bind them to the state as citizens, and elevate them as defenders of their homeland. Towards the end of the Soviet Union, the prestige of military service declined sharply in response to failures during the war in Afghanistan and growing abuses within the army. In the case of Ukraine, the devaluation of military service continued after independence as the military sector entered an extended period of crisis, which included disorganization in its ranks, degradation of its weaponry, and a steady decline in military funding.

Since the start of the conflict in Donbas in April of 2014, the Ukrainian government has mobilized military personnel and directed increased revenue towards the war effort. Furthermore, the prestige of military service has increased as the media and the state have valorized the sacrifices of Ukrainian troops and volunteer battalions. Nevertheless, Ukrainian state and volunteer military formations have continued to suffer from a lack of funding reaching the front lines. In response, volunteer organizations have played a central role in not only supplying equipment, but also providing the expertise and moral support central to the war effort. By some estimates, volunteers have been responsible for up to 45% of material supplies reaching troops. Additionally, they have supported the Ukrainian military and volunteer battalions through the repair of equipment, the construction of communication systems, as well as the administration of physical and psychological care. Ms. Jarymowycz is interested in researching how gender has played a role in mobilizing volunteers and structuring volunteer organizations in support of the Ukrainian war effort. What are the gendered logics behind volunteers' participation in these organizations? Do they reflect "traditional" gender norms or, alternatively, challenges to such "traditional" expressions of masculinity and femininity during a time of crisis? In addition, how does gender structure the volunteer organizations themselves, including the roles within them as well as the power dynamics between volunteers? Finally, in what ways do state policies and rhetoric surrounding these volunteer organizations reflect particular gender norms promoted by the Ukrainian government? Ms. Jarymowycz hopes to explore these questions through interviews with volunteers, participant observation, as well as the analysis of the statements of Ukrainian government officials and state policies.



Pickett, Nathaniel

University of Kansas, Lawrence, KS

Geography | *Social Fallout:*

Ukrainian Society and Geopolitics in the Shadow of Chernobyl

Institute of Sociology, National Academy of Sciences of Ukraine, Kyiv

17.09.2015 - 17.06.2016

nathanielraypickett@gmail.com

Mr. Pickett's research aims to understand how the 1986 Chernobyl disaster helped shape Ukrainian bio- and geopolitics. The events and aftermath of Chernobyl have been politicized by a number of different groups to fit a number of different agendas; each employed to varying degrees the inconsistencies, ambiguities, and gaps in technoscientific knowledge about the severity, effects, and causes of the radiation released as a result of the disaster. This research, which will inform Mr. Pickett's doctoral dissertation, will focus on three such technoscientific politicizations and their lingering effects on Ukraine, represented by three major research questions: (1) How do science, political agendas, and domestic policy co-produce each other in the event of a technogenic disaster? (2) How does producing and selectively using scientific knowledge affect biopolitical relationships between the state and its citizens? How do states and non-state actors deploy certain facets of technoscientific knowledge in establishing new patterns of governance and government-society interaction? (3) How can international organizations influence scientific discourse and its political deployment in a state's policies; conversely, how does local policy shape inter- multi- supranational organizations? How are technoscientific knowledge and geopolitics coproduced?

These three questions and areas of analysis are at different yet interlinked temporal-spatial scales, each with different actors dealing with different forms of power and deployments of scientific knowledge: in the first, Soviet officials and the military directly intervened in local and immediate disaster relief efforts, selectively using or suppressing scientific data to prevent panic and to save political face; in the second, Ukrainian officials used science to justify new systems of governance and biopower in managing the disaster and its victims in the long-term; and in the third, a web of international organizations, scientific experts, and states exploit the ambiguities, inconsistencies, and unknowns in the Chernobyl scientific record to situate Ukraine in various competing geopolitical narratives.



Ripecky, Zoe

Vassar College, Poughkeepsie, NY

Energy | *Ukraine's Path Toward Energy Independence*

National University of Kyiv-Mohyla Academy, Kyiv

12.09.2015 - 31.05.2016

zoripecky@gmail.com

Ms. Ripecky's research project will center on the shift in Ukraine's policy strategy from energy security to energy independence. In the past, energy security involved short-term, politically motivated agreements to satisfy the short-term goals of receiving energy at low prices. Energy independence, however, deals with long-term public interests and a strategy that ensures transparent investments and the development of modern infrastructure, alternative sources and sustainable habits. Today, new approaches towards energy independence are addressed with urgency, as they have the potential to decrease Ukraine's reliance on Russia. They are also closely tied to European aid legislation that demands energy reform as a prerequisite for financial support.

As an International Studies major at Vassar College, Ms. Ripecky wrote her senior thesis on the topic of energy policy in Ukraine and Russia, focusing on corruption in the gas sector. Research in this subject inspired her to propose this project to observe positive efforts being made to create a more

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transparent, efficient, and sustainable Ukrainian energy sector. Ripecky has so far arranged work with two groups directly involved with energy reforms. Dixi Group, an independent think tank, focuses on creating energy policies that meet European standards and are in line with Ukrainian state and public interests. Greencubator, a group focused on alternative energy education, works on changing past energy use patterns through the promotion of new energy technologies and a sustainable energy consumption culture. Through work with these associated organizations, Ms. Ripecky hopes to actively observe the process of creating reform strategies, cooperating with international organizations, and facilitating reform within Ukrainian society.



Sotnik, Garry

Portland State University, Portland, OR

Environmental Science | *Coevolutionary Dynamics of Social-Ecological Interactions in the Carpathian Mountains*

National Forestry University of Ukraine, Lviv

12.09.2015 - 31.05.2016

gsotnik@pdx.edu

Mr. Garry will use a new extension he developed for an existing computer-based simulation model to study the coevolutionary nature of human-forest-climate interactions in the Carpathian Mountains. The two main objectives will be to (a) gauge the sustainability of current forest use and management practices and (b) explore the relationship between the sustainability of current practices and alternative social network structures. The study will involve conducting interviews with forest users and managers in order to collect data on practices, demographics, and social network structures, and working with ecologists to calibrate the computer model with climate data and biomass succession data for forest species found in the Carpathian Mountains. Mr. Garry will also teach his course called “Modeling Social-Ecological Systems” at the National Forestry University of Ukraine and the National University of Kyiv-Mohyla Academy, as well as advise Master’s students on their theses.

U.S. Fulbright English Teaching Assistants



Nutter, Anna

Bowdoin College, Brunswick, ME

TEFL/Applied Linguistics | *English Teaching Assistantship*

Donetsk National University, Vinnytsia

11.09.2015 - 11.06.2016

atitherington@gmail.com

Ms. Nutter graduated from Bowdoin College with a bachelor’s degree in American History and Africana Studies. From there she obtained a teaching degree to teach English as a second language and left for Moscow. While teaching and living in Moscow Ms. Nutter became fascinated with Slavic culture and the relationship between the East and the West.

Ms. Nutter applied for a Fulbright in Ukraine seeking to understand another side of the picture that she has been painted in Russia of the current state of political affairs. She hopes also to better understand what makes a nation, especially in the Slavic region. She plans on continuing her studies in international relations when she returns to the U.S.

U.S. Fulbright English Teaching Assistants



Oliver, Amelia

Bates College, Lewiston, ME

TEFL/Applied Linguistics | *English Teaching Assistantship*

Zhytomyr Ivan Franko State University, Zhytomyr

14.09.2015 - 14.06.2016

ameliaoliver.j@gmail.com

Ms. Oliver has just graduated from Bates College, where she received a Bachelor's degree in both English and Russian Studies. She has experience working with several ELL programs in Maine where she tutored local students and worked with the parents of a Somali refugee family in preparation for the American Naturalization Test. While in Ukraine, Ms. Oliver will support the Department of Cross-Cultural Communication and Applied Linguistics at Zhytomyr Ivan Franko State University as an English Teaching Assistant. Inspired by her own Ukrainian heritage, Ms. Oliver is excited to immerse herself in the Ukrainian language and culture, while simultaneously working closely with university students on enhancing their English language skills. Ms. Oliver also plans to initiate an afterschool program for local youth that harnesses the power of collage making to unleash creativity and intercultural connectivity. This program will provide youth with a space for engaging in deep reflections about identity, culture, and perspective while concurrently documenting current events in Ukraine from an individual lens. Collages will incorporate texts in English, Ukrainian, and Russian to expand language skills and encourage experimentation. She hopes that this collage initiative in conjunction with her work at Zhytomyr Ivan Franko State University will foster heightened mutual understanding and exchange between Ukraine and the United States.



Palmquist, Lara

St. Olaf College, Northfield, MN

TEFL/Applied Linguistics | *English Teaching Assistantship*

Chernivtsi Yuriy Fedkovych National University, Chernivtsi

14.09.2015 - 14.06.2016

larajpalmquist@gmail.com

Ms. Palmquist graduated from St. Olaf College in Northfield, Minnesota with a Bachelors of Arts in American Studies and Biology, and minors in Environmental Studies and Historical Perspectives. Through a Rotary Global Grant Scholarship, she spent the previous year living and studying in Sweden, where she earned her Masters in Religion in Peace and conflict. Prior to this, Ms. Palmquist lived in Jerusalem, where she worked with the Lutheran World Federation, and in India, where she conducted research on honeybees. Throughout these far-ranging experiences Ms. Palmquist has maintained an abiding passion for the literary arts. A dedicated fiction writer, Ms. Palmquist was most recently invited to participate as a 2015 Fellow in the Sozopol Fiction Seminars, which allowed her to study the craft of writing alongside some of the most esteemed authors in Bulgaria. Ms. Palmquist has also worked as a writing mentor for incarcerated individuals through the Minnesota Prison Writing Program. These experiences, along with others, have inspired her to explore writing as an approach to fostering empathic imagination among disparate groups, and to approach literature as a primary indicator of public consciousness—like no other art form, it joins the self to the world, performing the deep dive of interiority while portraying the social scope. While in Ukraine, Ms. Palmquist hopes to share her passion for writing through creative workshops, book drives, and public readings.

Ms. Palmquist will be an English teaching assistant at Chernivtsi National University. She was inspired to apply for the Fulbright program by her own teachers, who have shaped her life in enduring ways, and by her profound respect for the importance of education. She looks forward to learning alongside the various students she interacts with in Chernivtsi, recognizing that just as she will be a teacher to them, they too will teach her. This collaborative exchange is what Ms. Palmquist most looks forward to during her upcoming year as a Fulbrighter in Ukraine.

**Jonathan, Sanchez Leos**

University of Chicago, Chicago, IL

Social Work and Substance Abuse | *NGO-State Partnerships
in Substance Abuse Treatment and Prevention*

Ministry of Youth and Sports of Ukraine, Kyiv

10.10.2015 – 1.07.2016

jsleos@gmail.com

Jonathan Sanchez Leos received a placement with the Ukrainian Ministry of Youth and Sports of Ukraine as a Fulbright-Clinton Fellow. This is the first year that Ukraine has participated in the Fulbright-Clinton Fellowship, a program which provides opportunities for U.S. citizens to serve in professional placements in a foreign government ministry or institution in partner governments. Mr. Leos graduated with a master's degree from the School of Social Service Administration at the University of Chicago and a bachelor's degree in Slavic Languages & Literatures, also from the University of Chicago. After working for the Office of the Mayor, City of Chicago, and the Cook County Juvenile Detention Center, Mr. Leos was selected as a Presidential Management Fellow (PMF), and worked on programmatic initiatives for both the U.S. Department of Health & Human Services and the Department of Justice. He most recently worked for the Centers for Medicare & Medicaid Services as a Senior Policy Analyst. Prior to accepting the Fulbright-Clinton Fellowship, he was a visiting Professor of Social Work at St. Augustine College. As a Fulbright-Clinton Fellow, Mr. Leos will research policy initiatives in the area of substance abuse treatment and prevention, as well as youth diversion programs. He is especially interested in the development of state and NGO partnerships in this area, and how to foster public/private partnerships in outreach and education efforts.

**Ramos, Alexis Ashley**

Fordham University, Bronx, NY

Higher Education Policy | *The Face of Higher Education Reform in Ukraine*

Ministry of Education and Science of Ukraine, Kyiv

7.09.2015 - 7.06.2016

alexis.ramos@coleurope.eu

Ms. Ramos will utilize her educational background to help implement pending higher education reform plans in Ukraine. Ukraine is currently in the process of implementing a higher education reform plan that will further align its higher education system with that of the European Union, in accordance with the goals set under its recent signing of the European Association Agreement in 2014. The reform plan has ambitious goals to transform Ukraine's higher education landscape by the year 2020.

Ms. Ramos' project will trace the trajectory of the implementation of Ukraine's educational reform plan in the year 2015-2016. Many of the goals outlined in the plan have 2016 deadlines and Ms. Ramos' hands-on involvement will allow her to delineate the plan's progress and challenges, while positing some possible strategies for carrying out some of the more challenging aspects of the plan.



The Virtual Fulbright Ukraine:

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In our Gallery this month:

"Journeys of Creative 'Dugout House' (Tvorcha Kryivka). Creative Kilometers"
An Exhibition of art-therapy paintings by Ukrainian soldiers.



Fulbright Office
20 Esplanadna Street, Suite 904, Kyiv

Runs: September 24, 2015 – October 18, 2015;
10 a.m. – 5 p.m. every day except weekends and holidays

Save the Dates

Please visit our website for updates, application guidelines, and program deadlines.

Fulbright Scholarships for Ukrainian Scholars, Junior Faculty and Researchers
FULBRIGHT SCHOLARSHIPS FOR UKRAINIAN SCHOLARS, JUNIOR FACULTY AND RESEARCHERS

Fulbright Scholar Program: October 15, 2015

Fulbright Faculty Development Program: November 1, 2015

Fulbright Program for Ukrainian Institution
FULBRIGHT PROGRAM FOR UKRAINIAN INSTITUTIONS
U.S. Fulbright Scholar Program: October 31, 2015

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

Veronica Aleksanych, Editor
Marian Luniv, Designer

