

carolina
PASSPORT

2019 ISSUE

The University of North Carolina at Chapel Hill

carolina PASSPORT

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Cover photo of Victoria Peak, Hong Kong by Leslie Leung '17. Leung, a Buckley Public Service Scholar, traveled to Hong Kong in 2014.

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ABOUT THE GLOBAL PHOTOS

Images in the Global Photos section of *Carolina Passport* are drawn from the Carolina Global Photography Competition, which is held annually and in conjunction with an exhibition at the FedEx Global Education Center each spring semester. For more information, visit globalphoto.unc.edu.

A Letter from the Global Relations Interns at UNC Global

KRISTEN CHAVEZ



The FedEx Global Education Center houses classrooms, student and faculty services, and programs and research. Centers, institutes, and offices housed in the building support international activity across campus.

Carolina Passport has taken a journey from a collection of essays on global experiences by Carolina students to a new approach in which we produce this magazine through an internship program. This is the second issue in which the communications interns in Global Relations, an office within UNC Global, are telling many of the stories. We have been responsible for a great deal of the organization of this issue, including taking on increased editorial responsibilities such as assigning stories to freelancers and collaborating with the art director.

The process of interviewing students, faculty, and staff to share their global experiences has given the magazine a different feel, and has given us a multitude of new professional and personal skills to

take with us for the rest of college and beyond. We have been honored to work on a publication centered around the interconnectedness among many people and cultures within the Tar Heel community, both here on campus and throughout the world. Our goal is to give the magazine a communal tone, in line with the community values Carolina holds dear.

The writing and organization of the magazine has become an incredibly collaborative process among the interns and staff of Global Relations. Writing, editing, design, and story assignments are all carried out in ways that involve the communications interns with almost every story in some form or another, with assistance and guidance from staff. This has enabled us to understand the many different aspects that come with producing a publication like this, from how to make big-picture editorial decisions about stories to understanding the small details of the physical layout of the magazine.

Just as *Carolina Passport* has taken a journey over the past few years, we as interns have been on our own journey through the creation process, learning the process of producing this magazine together and working collaboratively to make the best publication we can. We hope you enjoy reading the 2019 issue just as much as we enjoyed putting it together.

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Contributors



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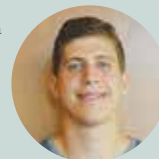
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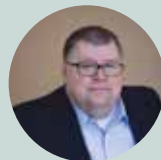
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UNC-Chapel Hill and NUS Joint Degree Program Links Academics, Cultures, and People

WRITTEN BY BRENT VAN VLIET '20

LEE MUN YEE'S passion for literature has led her to many places out of her comfort zone, but none more so than the University of North Carolina at Chapel Hill. As an English literature major at the National University of Singapore (NUS), Yee joined a growing joint degree program (JDP) between Carolina and NUS. Yee saw a way to broaden her studies in literature further than she could at just one school, and she found that her passion burned even brighter after spending time in Chapel Hill.

The JDP is a rare program in undergraduate higher education that Carolina and NUS, the top-ranked university in Asia, embarked upon together in 2007. The program requires students to spend at least two semesters at each institution, and upon graduation they receive a joint degree from both schools. Currently the program is offered for seven

Carolina majors: global studies, history, political science, economics, English literature, geography, and biology.

Jing Liu, Asia programs director for the Study Abroad Office in the UNC College of Arts & Sciences, views the program as an opportunity for students to become more immersed in another culture than they would in a semester-long or summer study abroad program, as well as to explore an area of the world that is at a crossroads of a variety of cultures.

"Most students study abroad for shorter terms, but the JDP requires one year, so they get to really know the culture, and just how to navigate a global landscape," Liu said. "Plus the experience is an attractive talking point on resumes and gains students further global recognition by attending a world class university in Asia."



National University of Singapore campus.

JING LIU



Joint degree program students and other exchange students at a football game.

Yee found that she was able to combine two different approaches to looking at literature by joining the program. While at NUS, she took a deep dive into texts and read critical interpretations of literature. At Carolina, she explored interdisciplinary studies, combining her knowledge with other fields and expanding on her own literary ideas.

"I've seen the way my essays have changed. Before I came [to Carolina], I didn't really feel like I had a personal voice," Yee explained. "If you look at my essays in the past, there's so many quotes from different critical authors, and now, there's a good balance between my thinking and critical thinking from other works."

International and Local Impacts

Bill Wang, an economics major and 2018 graduate of the program, saw an opportunity to challenge himself by leaving Chapel Hill, the place where he not only went to school but had also grown up.

"I love Carolina, it's a great place, but I was kind of feeling not really challenged socially. Everything felt very familiar, and I wanted to take myself out of my comfort zone a bit. Here I've had professors that I've known since I was a kid. For me it's a very easy, 15-minute bus ride home, and so I was like 'This is a great school, I love my friends here, but I really want to go to a place where I'm going to be put outside of my comfort zone, and see what I'm capable of,'" Wang said of his reasons for choosing the program.

In addition to being challenged in a new environment, Wang found enriching opportunities at NUS, such as a volunteer position with migrant workers' advocacy group Transient Workers Count Too. His work with this nonprofit led him to the topic of his honors' thesis back at Carolina, on middlemen-facilitated migration to Singapore from Bangladesh. He also interned with a development consulting firm that works closely with the Asia-Pacific Economic Cooperation, the regional intergovernmental

organization that facilitates trade between 21-member economies around the world.

Wang says the program influenced his post-graduation plans, spending the summer in Indonesia on a Critical Language Scholarship offered through the U.S. Department of State. "This is something – the history of Indonesia and the culture – that I really first learned about while I was in Singapore, in a class I took there called 'History of Muslims in Southeast Asia,'" Wang said, "And it really spurred my interest."

In addition to discovering academic and career opportunities, students in the JDP experience significant personal growth during their time away from their home institution.

Swee Yik Goh '18 is a history major originally from Singapore who had never been to the United States before coming to Carolina as part of the joint-degree program. "It was actually kind of rough for myself at first, because I didn't really prepare for what I needed to do, and I'm also a bit of an introvert," Goh remembered.

Being immersed right away in a different culture can be a challenge for many students, but it can also lead to personal growth and expand the ways they think about themselves and others along the way.

"I found the courage to reach out to people, to make new friends," said Goh, "because back home your friends are all around you, so there isn't really a need for you to go out there and meet new people. But here I have to reach out to people of a completely different culture. So I reached out to them, and after a few weeks, I had been able to make some new friends, and I felt a lot more at home at Carolina."

Wang found that attending university in the diverse metropolis of Singapore gave him the ability to easily meet up with people who were not always associated with his home institution.

"For me, I really appreciated the opportunity to meet people outside of



Joint degree program alumni from the Class of 2008 reunite in Singapore.

the normal university setting,” he said.

“I had trouble adjusting to the fact that I was from a bustling city, and now I’m here in such a suburban area,” Yee recalled, but added that there were aspects of Carolina that immediately appealed to her.

“What I really love about my classmates and my friends is that they’re very open to discussing topics... and I’ve been learning more about the social justice scene. I’ve grown so much from that. It’s really lent me an empathy to people that are different from me.”

The program can be a leap of faith for some, but those who take it have the possibility of gaining opportunities and experiences they never imagined. 🌟

“Most students study abroad for shorter terms, but the JDP requires one year, so they get to really know the culture, and just how to navigate a global landscape.”

— Lee Mun Yee



An Inside Look at the UNC-NUS Joint Degree Program

Established in 2007, the University of North Carolina's Joint Degree Program with the National University of Singapore offers students the opportunity to earn an international joint degree in one of seven fields: biology, economics, English literature, geography, global studies, history, or political science.. Students majoring in these fields who are interested in study abroad are encouraged to consider the JDP as an option that provides an enriching, international experience while also ensuring timely degree completion. Students will live and learn at NUS's main Kent Ridge Campus in southwest Singa-

pore, where they take courses that fulfill graduation requirements at NUS and Carolina.



NUS, which has been ranked as the leading institution of higher education in Asia by *Times Higher Education*, has a wealth of resources, providing students with world-class professors and resources as well as the chance to expand their networks and cultural awareness. Participants in the JDP will meet other students, faculty, and professionals from both institutions and cultures and make contacts that will help students during their undergraduate degree and beyond.

Graduate Students Travel Abroad to Teach

WRITTEN BY ASHTON ELEAZER '19



Scovell, along with her husband Josh and stepdaughter Bella, visited the fortified city of Carcassonne in the Languedoc region of France.

TIME seemed to stand still for Monica Scovell, a graduate student at the University of North Carolina at Chapel Hill, as she soaked in the sounds of an accordion tune while the sun melted behind the hills in southeast France. The anxieties of completing her Ph.D. all rushed into the nearby Tyrrhenian Sea on the clear spring afternoon.

While the path students take to study abroad at Carolina as an undergraduate may be relatively simple with more visible resources, the routes to study abroad as a graduate student are not as widely known.

In fact, there is not currently a university-wide formal study abroad program for graduate students, but there are alternative routes. Exchange programs are often available through academic departments.

The Department of Romance Studies sends one graduate student each year to Université Paul-Valéry Montpellier in France. For Scovell, there was no question of whether she wanted to participate in the program, only when she wanted to go.

"The year abroad puts a stopwatch on the graduate program. So there is no worry about it taking extra time or losing funding for school," said Scovell.

Working as a teaching assistant at Carolina is part of the training in the Department of Romance Studies graduate program. If a student decides to go teach abroad for a year, the department pays for airfare, and the receiving institution covers living expenses. Romance studies graduate students can teach and study in Seville, Spain; Florence, Italy; or Montpellier, France. A new opportunity is also being developed in Paris.

Students will often teach introductory language courses at the host university. Instead of teaching Spanish at Carolina, for example, they would be able to teach English in Seville.

Scovell explained that the university experience in Montpellier was very different from what one might have at UNC-Chapel Hill, because the language proficiencies in a class vary drastically. All students studying in the same department take the same English class regardless of their level of fluency in the language.

The proficiency differences inspired Scovell to be creative in how she taught her class, and she decided to involve advanced students in the process of teaching students with more limited skills. Creating the opportunity for students to teach and learn from each other proved important for building language and teamwork skills.

Scovell transferred this method to her French teaching at Carolina, pairing students with high speaking proficiency and high written proficiency to encourage skill-sharing. The trade-off pushed students to not only finish assignments in French, but to communicate how they completed it to their peers.

“Our graduate students that spend a year abroad will have a tremendous increase in their ability to communicate in [the foreign language], linguistic fluency, [and] cultural fluency.”

— SAM AMAGO

“Our graduate students that spend a year abroad will have a tremendous increase in their ability to communicate in [the foreign language], linguistic fluency, [and] cultural fluency,” said Sam Amago, former chair of the Department of Romance Studies at UNC-Chapel Hill and now professor of Spanish literature at the University of Virginia.

Scovell decided that completing her dissertation abroad would make it a global experience, rather than writing it in a library at home. She also took extra time to complete her dissertation, so that she could take advantage of more cultural experiences while abroad.

The trip to Montpellier was Scovell’s third time at a university in France. She loves the small size of French classes both abroad and at UNC-Chapel Hill, which allowed her to know her students on a personal level.

Scovell, the first in her family to attend university, said she always looked up to her professors’ knowledge and knew that she wanted to join their ranks one day.

“I thought I would follow in my communication major, but French was always there,” Scovell said. “There was never a point I woke up and was really interested in it, but more like an ‘oh, I can pursue this as a career [and] not just because I like it.’” 🌻



MONICA SCOVELL

St. Guilhem-le-Désert, a medieval village located outside of Montpellier, was one of Scovell’s favorite places to take visitors.



MONICA SCOVELL

The port of Cassis. Scovell hiked from Marseille to Cassis while abroad.

Why U.S. Graduate Students Are Often Teaching Assistants

In the United States, graduate students commonly fund their study in part through their responsibilities as a teaching assistant (TA), a role that they typically pursue for 12 to 15 hours per week as master’s students and 15 to 20 hours per week as doctoral students. This service provides them with financial support and the experience they need to be effective teachers and to compete on the academic job market.

While financial circumstances for TAs vary across U.S. institutions, there are commonalities among public institutions. For example, TAs often receive full tuition support or tuition remission awards, which can reduce out-of-state tuition to in-state rates. In some cases, students also receive a stipend for their responsibilities.

Students may have full responsibility to teach a course or take on duties that support a course taught by a faculty member,

such as leading discussion sections, grading papers and exams, or supervising laboratory sections. TAs are always under the supervision of a faculty member.

While “TAing” offers graduate students experience and financial resources, the commitment can make semester-long international study more complicated, since students likely need to fulfill TA obligations at their home institutions. But teaching abroad is both fulfilling and a career boost, providing students with a better understanding of differences in teaching styles and educational systems. Opportunities to teach abroad vary by academic department; some of UNC-Chapel Hill’s partnerships and linkages with universities around the world also provide students with potential teaching opportunities. Likewise, some departments at UNC-Chapel Hill host visiting graduate students who teach at Carolina for a semester or two.

Campus Y: An Early Campus Leader in Global Engagement

WRITTEN BY KENNETH JOEL ZOGRY, MA '97, PHD '08

THE Campus Y at the University of North Carolina at Chapel Hill was one of the first University organizations to understand the importance of involving students in the world outside of Chapel Hill. Throughout its history, as both a functioning YMCA from 1860 to 1976 and after as the campus center for social justice, the Y has served as a vibrant “idea lab” for global student engagement. From a very early date, the Campus Y has emphasized a broader world view for Carolina students at home and

abroad and has also at times served as a welcome and aid center for international students.

In 1891, the YMCA formed a Missionary Volunteer Band, which raised funds to send a student to Japan to teach in a public school and do “Christian work.” By 1907, the YMCA was raising enough money annually to send three students to various low-income countries around the world for similar purposes. These were in essence the first study abroad

After World War II, as the Y's emphasis on religion gradually shifted toward secular humanism and cross-cultural understanding, the organization's global activities shifted as well.



UNC-Chapel Hill 2012 Global Gap Year Fellows meet up at the Y.



Campus Y building at the University of North Carolina at Chapel Hill.

or “gap year” programs at UNC-Chapel Hill and included equal parts humanitarian service and non-denominational evangelicalism. Many Carolina students went to Asia, which helped to build a strong exchange student program with Japan, especially in the 1930s and 1940s.

After World War II, as the Y’s emphasis on religion gradually shifted toward secular humanism and cross-cultural understanding, the organization’s global activities shifted as well. Missionary service was replaced in the 1950s with summer trips abroad led by Campus Y directors, turning the focus away from tourist destinations toward activities engaging students directly with local citizens and families. With its long history of sending students abroad in humanitarian service, the Campus Y was a natural fit to serve as the Carolina headquarters of the Peace Corps when it was created in the early 1960s.

The Campus Y has been involved historically in numerous programs, conferences, and events designed to encourage students to develop a broad worldview and engage with global issues and cultures on the Carolina campus. From the late 19th century to the present, the Y has sponsored speakers from around the world, as well as academics and experts on a variety of contemporary international topics. Periodically between 1926 and 1943, the Y organized the Institute for Human Relations, a conference that addressed national and international issues of the day. After World War II, the Carolina Symposium was established to facilitate campus dialogue on global affairs, such as nuclear non-proliferation and the Cold War.

Following the creation of the United Nations in 1948, a series of regional “Model UN” sessions was established in colleges across the country to provide a forum for students to discuss current world problems, and the UNC-Chapel Hill chapter was operated by the Campus Y. (The Model UN was resurrected in 2000 by the Carolina International Relations Association, and now engages high school students.) The Y helped establish the International Student Service offices in the 1960s and led the campaign in the 1980s to divest the University’s endowment of companies doing business with the apartheid government in South Africa.

One of the most popular festive events organized annually by the Campus Y from the late 1950s into the 1980s was the International Bazaar, held annually to expose students at Carolina to a wide range of world arts and food, and to allow international students an opportunity to share their culture. The Bazaar also provided a critically important revenue stream that financed the student activities of the Y at that time.

Over the past two decades, the Y’s focus has shifted to assist students and faculty in launching global companies and initiatives that address issues such as worldwide hunger, rural healthcare, micro-finance, and access to clean water.

Along with inspiring and incubating global projects, in 2011 the Campus Y designed a high impact “gap year” program for incoming first-year students who defer their acceptance to UNC-Chapel Hill to pursue a combination of work, travel, and volunteer service outside of the United



Photo of the Y from between 1868-1912 from *Documenting the American South*, a digital publishing initiative housed within the UNC-Chapel Hill Libraries.

From its inception, the Campus Y has encouraged generations of students to translate their commitment and passion for social justice and human rights into sustainable action, providing a physical and intellectual space for them to meet with peers, work in teams to design and execute projects, and to reflect on what they are learning.

States. The Global Gap Year Fellowship (GGYF) was only the second such university program in the United States, and the only one to specifically recruit first generation, low-income students and students of color. Uniquely, it also allows participants, with the support of Campus Y staff and Carolina faculty, to design their own gap-year experiences. When fellows return to Carolina, the Y helps them integrate their global experiences into coursework and leadership roles on campus. The GGYF endowment provides stipends for seven incoming first-years to take a

gap year and offsets a portion of the operating costs of administering the program. Selection is highly competitive, with approximately 100 applicants a year. As of 2018, there were 28 returned Fellows on campus at Carolina and six in the field; the first cohort graduated in May 2016. With the help of new donor, the Meantime Café, the Y funded two students in 2017 and two in 2018 to take a bridge year between their second and third year of college.

In partnership with the Center for Global Initiatives and the APPLES Service-Learning program at the Carolina Center for Public Service, the Campus Y helped design UNC-Chapel Hill's Global Orientation on Ethics and Culture (GO!) in 2007, a one-day "crash course" to prepare undergraduate students before they embark on internships, public service projects, and research abroad. A few years later, the Y launched the Global Circle to extend the capacity building and intercultural learning objectives of GO! throughout the academic year, so that students received assistance while developing their projects. The Y staff and student leaders currently organize workshops and invite speakers to prepare students for potential cultural and ethical challenges of engagement in grassroots communities overseas, and a six-module online toolkit is available to all Campus Y Global Gap Year Fellows.

Over the past ten years, the Campus Y has raised and awarded \$100,000 in global engagement fellowships to support undergraduate public service projects outside of the United States. Global Fellows have drafted business plans for a women's cooperative in Turkey and an orphanage in Ecuador; volunteered at a Burmese refugee camp on the



Campus Y Director Richard Harrill and Chancellor Carol L. Folt welcome Peace Corps Director Carrie Hessler-Radelet to campus at the University of North Carolina at Chapel Hill.

border with Thailand; assisted in construction of public health infrastructure in rural parts of Ghana and Uganda; taught English in a middle school in Rwanda; and digitized adoption records for an orphanage in Nairobi, among other endeavors.

From its inception, the Campus Y has encouraged generations of students to translate their commitment and passion for social justice and human rights into sustainable action, providing a physical and intellectual space for them to meet with peers, work in teams to design and execute

projects, and to reflect on what they are learning. Both locally and globally, the Y challenges students to put academic learning into practice — before, during, and after their time in college. Carolina's global outreach began at the campus YMCA more than a century and a quarter ago. Today's Campus Y, the center for social justice at Carolina, is a leader in helping students develop skills and core competencies before they go abroad, as well as providing assistance for them to weave those global experiences into their lives and work on campus and in the community. 🌻

Projects and Organizations Incubated at the Campus Y

NOURISH INTERNATIONAL: Hunger kills more people each year than AIDS, malaria, and tuberculosis combined. In 2003, Campus Y member Sindhura Citineni '04 (BSBA), '10 (DDS) founded Hunger Lunch, a student-run program that raises funds through business ventures that are invested in sustainable development projects each summer. In the first year, \$7,500 was raised to provide a high-protein, high-calcium drink to children in Citineni's native city of Hyderabad, India. Now known as Nourish International, the program has expanded to 60 college campuses around the country.

LAST MILE HEALTH: The global healthcare crisis inspired UNC-Chapel Hill medical student and Campus Y member Rajesh Panjabi '07 (BSCH), '07

(MD) to start Last Mile Health in 2007, an effort to bring critical medical care to war-torn and impoverished sections of Liberia, where he was born. By training thousands of community health workers, the organization brought the first rural public HIV program to the country; treated some 22,000 cases of malaria, pneumonia, and diarrhea in children; and was on the frontlines of the battle against Ebola.

BUILD THE HILL: Carolina student Evgeniya Serdetchnaia '12 approached Muhammed Yunus after his talk at the Campus Y and secured a summer internship with the Grameen Bank in Bangladesh. Drawing on this experience, Serdetchnaia started a committee called the Carolina Micro-Finance Initiative, to fund startups in Bangladesh. It evolved

into a micro-finance project operated by UNC-Chapel Hill undergraduate students during summers in Guatemala City for three years, then pivoted to become Build the Hill, an independent organization focused on micro-lending for early stage startups in Chapel Hill and Carrboro.

AQUAGENX: Mark Sobsey, Kenan Distinguished Professor of environmental sciences and engineering and a global water expert at UNC-Chapel Hill's Gillings School of Global Public Health, translated his renowned research into portable water quality test kits and launched Aquagenx out of the Campus Y's CUBE incubator during a two-year residency. The product can remove 99.9% of viruses from drinking water.

CREATIVE CONNECTIONS



Local Is Global

Photography

2016

Photographer Ryan Seguin '17 MPH watched a Vietnamese man and his family cast their fishing net into North Carolina's Jordan Lake for hours. When Seguin asked if they had caught anything, the man smiled and said, "Not really." This photo won third place in the 2016-2017 Carolina Global Photography Competition.

Migrant

*Francisco Laguna Correa
Siracusa (Sicily)
May 10, 2018*

to my mom

When I close my eyes,
I know that I love my family.
I imagine that one day, all of us
will arrive to the same port
after many years without seeing
one another. I just imagine that day.
We look at each other's eyes, thinking
that we have finally overcome
our sorrows—the distance—and that we
love one another beyond walls, because that is
the only day we've ever wanted to live.
Love. Then I close my eyes.

Migrante

a mi mamá

*Cuando cierro los ojos,
sé que amo a mi familia.
Imagino que un día todos
ilegaremos al mismo Puerto
después de muchos años sin
veinos. Lo imagino. Nos miramos
a los ojos pensando que hemos
logrado desmenuzar el dolor.
Que nos amamos, porque es lo
Único que siempre hemos querido.
Amor. Entonces cierro los ojos.*



Refugees

Oil on canvas
2009

Refugees is an oil on canvas painting by Olena Zintchouk, a North Carolina-based Ukrainian artist whose Petrykivka paintings were featured in UNC Global's Fall 2017 "Image of Ukraine" art exhibition.

Petrykivka is a traditional Ukrainian style of painting that originated from the village of its namesake and is characterized by the use of bright colors and stylized floral and animal motifs. This piece is dedicated to women who left their home countries due to political circumstances or conflicts and reflects Zintchouk's immigration story.

Building a New Life in Orange County: Refugee Experiences

WRITTEN BY HALEY MCDUGAL '18

ORANGE County in North Carolina has an estimated 1,200 refugees. While they represent a small portion of the more than 65 million individuals displaced worldwide, their resettlement process can prove challenging.

Local organizations like the Refugee Community Partnership (RCP) and the Transplanting Traditions Community Farm work to address the issues refugees face and support them in their resettlement. These organizations are also fostering understanding between refugees and the community at large.

In addition to community groups, there are a number of programs and projects at the University of North Carolina at Chapel Hill that students can take part in to connect with the refugee population.

Olivia Ballard '18, a political science and public relations major, first connected with the local refugee community by volunteering with the Refugee Support Center (RSC) her junior year. She worked as a tutor, meeting with elementary and middle school students to help them with English, math, and reading comprehension, all while building meaningful relationships.

"Learning more about the issue of refugee resettlement in this country, especially in light of the negative rhetoric about refugees, made me want to get involved," she said.

After volunteering with RSC, Ballard continued to be involved in refugee resettlement by working at the North Carolina office of the U.S. Committee for Refugees and Immigrants, where she engaged with clients who had been in the U.S. for less than 90 days. She said helping refugees gain self-sufficiency during their resettlement time is important in their adjustment to life in the United States because government assistance is not permanent.

UNC-Chapel Hill also has programs in place to assist the local refugee population, and has hosted events and exhibitions to raise awareness about the refugee experience in the Chapel Hill-Carrboro community and around the world.

The statewide Building Integrated Communities initiative (BIC) is a multi-year community planning process that helps North Carolina local governments successfully engage with local, foreign-born, refugee, and Hispanic/Latinx residents in order to improve relationships, enhance communication, and promote newcomers' civic participation and leadership in local government. Chapel Hill was one of two cities in North Carolina

selected as BIC's next government partners for new community planning projects to support the integration of foreign-born, refugee, and Hispanic/Latinx residents.

As part of the initiative, Chapel Hill is receiving research, facilitation, technical support, and project coordination from BIC staff at UNC-Chapel Hill for the two-year project period. The initiative is part of the Latino Migration Project, a collaboration between the Institute for the Study of the Americas and the Center for Global Initiatives at UNC-Chapel Hill.

"We hope to expand inclusive, integration-focused planning with local governments across the state and create opportunities for newcomers' leadership and civic engagement," said Hannah Gill, director of the Latino Migration Project.

In addition, The William and Ida Friday Center for Continuing Education honored refugees' stories and experiences with *REFUGEE*, an art exhibit that ran from September 25 to November 3, 2017. In a series of events coinciding with the exhibit, the Friday Center covered various topics related to the resettlement process to help community members understand and engage with refugee community leaders.

Topics ranged from strategies for refugee protection to the experience of resettlement and the realities of post-resettlement life. The series ended with a panel discussion, "In Our Backyard: The Realities of Post-Resettlement Life and Community-Based Approaches to Rebuilding Home," in which Madison Hayes, executive director of the RCP, and Nicole Accordino, project co-director of Transplanting Traditions, spoke about what their organizations are doing in the community.

The exhibit and panel addressed important topics surrounding the shortcomings of the system in facilitating the resettlement process and featured some of the local organizations that work to bridge the gaps in the system.

Since many of the refugee populations in Orange County were used to the farming culture of their homelands, Transplanting Traditions started a farm in 2007 with community gardens for Chapel Hill and Carrboro. Accordino said the organization formed around the idea of putting control over resettlement in the hands of the displaced and fostering a continued connection with their cultures. The farm has grown to its current size of eight acres, involving about 35 Burmese families who came to the U.S. as refugees.



JON GARDNER

"Learning more about the issue of refugee resettlement in this country, especially in light of the negative rhetoric about refugees, made me want to get involved."

— OLIVIA BALLARD '18



Farmers and customers fill their plates at the Translating Traditions potluck.



JON GARDINER

Transplanting Traditions farmers Paw Lei (left) and Zar Ree (right) are Karen refugees from Burma and work as University housekeepers.

Over 112,000 pounds of food are grown at the farm each year, and families share and sell the food within the community.

The Transplanting Traditions Community Farm has three goals: to give refugee families access to grow food and medicines; to provide the farmers with economic support; and to use the farm as a site for community gathering. Over 112,000 pounds of food are grown at the farm each year, and families share and sell the food within the community.

"There was a want directly from the [refugee] community to grow from a garden to a farm" Accordino said. "The gardeners [said], 'Hey, we want more space; let's move to a farm scale.'"

Meanwhile, Hayes said the RCP's mission is to be a refugee-led initiative that helps refugees navigate daily barriers and centers around

long-term, reciprocal relationships between families and volunteers. The organization's Bridge Builders program matches local resident volunteers with refugee families.

RCP has over 90 community volunteers and over 300 refugee members who participate in the programs, as well as interpreters who help the two groups connect. "The idea is to empower the refugee community to make decisions for the organization themselves." This includes leading a women's group, a college preparation group, and more.

Carolina students, faculty, and staff participate in projects and initiatives related to the refugee experience and migration more broadly in other ways. In the fall of 2016, for example, the FedEx Global Education Center featured a 'Migration Narratives' Exhibition that highlighted four projects undertaken by recent alumni, graduate, and undergraduate students at UNC-Chapel Hill to consider the local impacts of global migration. Featured in the exhibition was Zubair '18, a former Syrian refugee and now U.S. citizen. Though adjustment to life in the U.S. was a long process for Zubair, he eventually came to call North Carolina a place he belonged:

"Home. It is home with all the details of home," he said. "I found love here, welcoming people; I found peace and a future." 🌻



RELATED READING FROM CAROLINA FACULTY

On migration, belonging, and identity

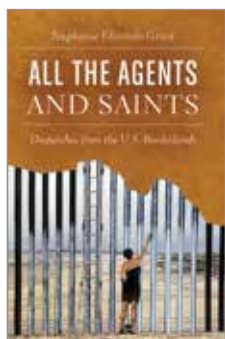
Daniel M. Cobb

Say We Are Nations: Documents of Politics and Protest in Indigenous America since 1887

The University of North Carolina Press, 2015

Cobb is director of undergraduate studies in the American studies department.

Daniel Cobb presents an extensive and thoughtful collection of documents and narratives from Indigenous peoples involved in the struggle for Native American rights. From the late nineteenth century to present day, *Say We Are Nations* explores how American Indian peoples have navigated government and politics to define sovereignty.



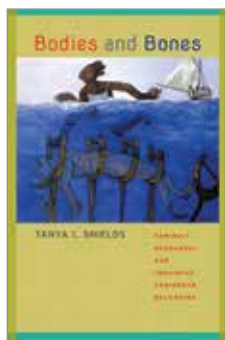
Stephanie Elizondo Griest

All the Agents and Saints: Dispatches from the U.S. Borderlands

The University of North Carolina Press, 2017

Griest is assistant professor in the English and comparative literature department and Margaret R. Shuping Fellow of Creative Nonfiction.

All the Agents and Saints is an engaging examination of the stories and lifestyles of individuals who navigate life in the U.S. borderlands. Combining description, analysis, and memoir, Griest blends reporting with sociological understanding and poetic insight. She examines circumstances that are both familiar in our national dialogue, as well as revelatory reporting, such as sections on Mohawk struggles that have received scant media attention.



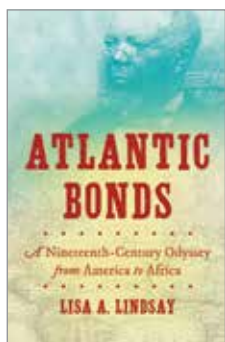
Tanya Shields

Bodies and Bones: Feminist Rehearsal and Imagining Caribbean Belonging

University of Virginia Press, 2014

Shields is associate professor and director of undergraduate studies in the women's and gender studies department.

Bodies and Bones illuminates the history of gender, art, culture, and representation in the Caribbean, using Tanya Shields' methodology of "feminist rehearsal" to examine varied interpretations of historical events. Shields analyzes literature, poetry, drama, painting, and sculpture to engage in an empathetic dialogue that challenges oppressive histories of hierarchy and nationalism. *Bodies and Bones* influences scholarly discussion of intersectionality between art, history, and belonging.



Lisa A. Lindsay

Atlantic Bonds: A Nineteenth-Century Odyssey from America to Africa

The University of North Carolina Press, 2017

Lindsay is Bowman and Gordon Gray Distinguished Term Associate Professor and chair of the history department.

Lisa A. Lindsay illustrates the journey of James Churchwill Vaughan, following the wishes of his formerly enslaved father to return to Africa and start a new life there. *Atlantic Bonds* addresses freedom and autonomy, and the economic, political, and personal experiences of Vaughan and his family. Through the Vaughans, Lindsay provides insight into complex circumstances for African Americans, whether they sought a new life in Africa during the early nineteenth-century back-to-Africa movement or stayed in the U.S.



Kumarini Silva

Brown Threat: Identification in the Security State

University of Minnesota Press, 2016

Silva is assistant professor in the communication department.

Kumarini Silva argues that "brown" is no longer solely a cultural, ethnic, or political identity, but a concept and strategy of identification rooted in xenophobic, imperialistic, and racist ideologies. *Brown Threat* explores personal narratives and popular media that emerged after 9/11, the Patriot Act, and wars in Iran, Iraq, and Afghanistan, offering insights into the relationship between reality and representation.

CAROLINA GLOBAL PHOTOGRAPHY COMPETITION WINNERS

Each year, the Carolina Global Photography Competition receives hundreds of submissions from students, faculty, staff, and alumni. This year's winning images are featured on pages 18-19, and the following pages feature photographs that *Carolina Passport* student editors selected from the competition archives.



2018-2019 First Place | Living Among the Mountains, Raymond Tu '21

Hiking through the rice fields of Northern Vietnam, I asked my guide, Cha, a Hmong woman, "How many rows of rice do you think I've eaten in my life?" She laughed, and said matter-of-factly, "Fifteen."



2018-19 Second Place
| Cultural Diplomacy
through Hip-Hop,
Mark Katz

American rapper, Mahogany Jones, is pictured in the center. She and Mark Katz were visiting Uzbekistan in advance of a hip-hop residency she would be managing for the State Department program Next Level, which uses hip-hop music, dance, and art to foster cross-cultural creative exchange in diverse global communities.



2018-19 Third Place | We Are All Americans,
Alexander Kormann '19

Félix, a Puerto Rican Vietnam War veteran, shared his hopes for Puerto Rico after Hurricane Maria. He said that we're all Americans, and we need to work together as Americans to rebuild this island. Right now, he says, Puerto Ricans are doing it on their own.

2017-18
BASKING "IMPS OF DARKNESS,"
FRANCISCO LASO '20 PH.D.
Marine iguanas bask in the sun
on Pinta Island in the
Galápagos, Ecuador.



2017-18 FOLDED, SARAH KREITZER '19
Women fold colorful cloth lanterns by hand in a corner shop in Quang Nam Province, Vietnam.



2018-19 NAXOS AT SUNSET, SHEPARD BARNES '20
Exploring an oceanside market at sunset in Naxos, Greece.



2017-18 SHEEP OF THE GAELTACHT, TAYLOR MARKS '18
Sheep in the mountains of rural Connemara, Ireland.



2017-18 EL VUELO, KATHLEEN RICE '18
The afternoon sun illuminates the world-famous bitter oranges of Seville, Spain.



2018-19 SUNRISE AT BIR AL-ABED, EGYPT, JENNIFER GATES-FOSTER
Excavation team members are bundled against the cold desert morning in Egypt's Eastern Desert.



2018-19 WOVEN HISTORY, RACHEL HOTONG '21
Women weave tablecloths, purses, and other homemade fabrics in Antigua, Guatemala.



2017-18 GOLDEN FIELD, YUHE DING '18
Yellow flowers brighten the fields in the small village of Xuancheng, Anhui, China.



2018-19 MORNING BUSTLE, RYAN SEGUIN '17
The daily bustle in Malawi begins with the sunrise.



2017-18 UNVEILED IMPRESSIONISM, EMILY VENTURI '18
The reflection of a house and tree in the Somme River estuary in Picardie, France. This photo won the Chancellor's Choice distinction, and the photographer, Emily Venturi, is featured on page 29.



2018-19 CLOSE ENCOUNTERS IN EL CAJAS, HANNAH HARRINGTON '19
A llama before a storm in El Cajas National Park, Ecuador.



2018-19 OCEAN OASIS, LIAH MCPHERSON '19
The view from beneath a floating raft of sargassum algae in the Atlantic Gulf Stream.



2018-19 ON A TRAIN, SUZANNE NIEDERLAND '19
A snapshot of a train ride from Bangkok to Phitsanulok in Thailand.



2014-15 AMAHORO, MAGGIE LATTA '15
A woman in Cyaruzinge, Rwanda, weaves traditional baskets, called amahoro, or peace baskets.

Urban Development at UNC-Chapel Hill and Beyond

WRITTEN BY RACHEL MATSUMURA '19

AS DIRECTOR of the Program on Chinese Cities, an initiative within the University of North Carolina at Chapel Hill's Department of City and Regional Planning to study urbanization in China, Yan Song has seen how the evolution of networks has impacted city design as well as the natural environment. Song's work with smart, sustainable cities and land development and management have helped her understand the importance of networks on physical, social, societal, and developmental levels. She founded the program in 2008 to provide Chinese scholars the opportunity to observe and study these kinds of networks at UNC-Chapel Hill.

"Half the [Chinese] population is living in cities now," she says. "That number is projected to grow to 70 percent in the next twenty years."

Many things happen behind the scenes of urbanization. City development struggles to meet the needs of the people, not simply in terms of population growth, but with regard to resources and health. The program's mission is to document these phenomena through research and observation, analyze the data with respect to current issues and policies, and use its findings to influence urban development policies and practices in China.

Song expresses concerns about the global implications of China's rapid metropolitan development, which led her to expand the program. Over the course of ten years, the program's urban planning research has grown to encompass other disciplines including environmental science, regional science, urban economics, transportation, and ecological planning.

Through the program, scholars come to Carolina for one year, during which they research aspects of local development in relation to their fields of study. Development is a process and phenomenon that needs to be evaluated on multiple levels, and especially in regard to equality. In the face of climate change, Song emphasizes that urban development and policies need to respond to environmental stresses, not worsen them. The program has increasingly emphasized sustainability, encouraging scholars to use a 3E approach of analyzing equity, economy, and environment in an interdisciplinary context.



BILL ROHE



Tian Tong Yuan, a new northern suburb of Beijing features affordable housings for those being displaced from central Beijing.

As the rapid growth of Chinese cities continues, it is increasingly important for scholars to observe, analyze, and research the associations between the urban form and issues like pollution.



BILL ROHE

Construction of infrastructure, including a highway and subway line for the Qianhai Cooperation Zone (QCCZ) in Shenzhen, China and on the Hong Kong border. The QCCZ will be a free-trade zone and center for sustainable economic development that links China and Hong Kong.

The program's mission and 3E approach echo the sentiments of the eleventh goal in the United Nations' Sustainable Development Goals: Make cities inclusive, safe, resilient, and sustainable. This means employing measures to include marginalized and underserved communities in decision-making, ensure the overall welfare of the people, design cities to better withstand crises, and protect the environment from further degradation.

"We talk about not only just building strategies but also talk about planning [and] the bigger scale," she says.

As the rapid growth of Chinese cities continues, it is increasingly important for scholars to observe, analyze, and research the associations between the urban form and issues like pollution. By comparing knowledge of their cities with the development that has occurred on Carolina's campus and in the wider North Carolina area, scholars can improve policy recommendations in China.

Song explains that urbanization is not limited to the construction and restructuring of cities—it also concerns shifts in populations, residency, and society. For example, the government seizing farmland to repurpose for urban development displaces farmers and their families; measures

should be taken to reintegrate displaced peoples into society, through education and work, as well as programs to support their health through the transition.

URBAN SPRAWL AFFECTS THE LIVELIHOODS OF PEOPLES AND NATURE ALIKE

Tongyu Li and Binxia Xue of the Harbin Institute of Technology came to Carolina in spring 2017 to study urbanization, landscape architecture, and horticulture therapy, a form of healing that engages individuals with gardens and other natural environments. Participation in activities that involve nature or take place in natural spaces has been shown to alleviate mental and physical ailments.

"We came here to study resilient cities and city planning, to make the city structure more adaptive to the natural environment, to population growth, and economic growth," says Xue.

Li and Xue toured the Carolina campus many times, in addition to attending classes at other universities in North Carolina. Taking note of



2017-2018 Cohort of Program on Chinese Cities Scholars after the program luncheon in February.



Expectations for what the Qianhai Cooperation Zone project will look like upon completion in 2020.

landscape, design styles, and the variety of architectural structures, they hope to improve the trend of urban development within China, paying special attention to the mental health effects of urbanization.

"I think that most people are under pressure," Xue says. "In China, we have very serious environment and pollution problems. Tuition fees for children are very high, and housing fees are very high."

Song connected Li and Xue to the American Horticulture Therapy Association and directed them to a mental health treatment research program in Atlanta, where they were able to observe horticulture therapy in practice, interact with clients, and learn about their activities and interactions with nature.

Li and Xue emphasize that their experiences with the Program on Chinese Cities gave them new insights into horticulture therapy and landscape design, and they are excited to use their findings to conduct more research and improve urbanization policies in China.

Song hopes that all Program on Chinese Cities scholars leave Carolina with, as she says, ideas for "how to better guide cities to grow." 🌱

GLOBAL HEELS

WRITTEN BY BRENT VAN VLIET '20

Justin Myers Works Globally to Advance the Practice of Emergency Medicine

RACHEL MATSUMURA



Justin Myers is a clinical assistant professor of emergency medicine at UNC.

AFTER completing a month-long elective at a hospital in Nairobi, Kenya during medical school, Justin Myers knew he had found the work he wanted to do for the rest of his life. Service work in El Salvador, among other countries, cemented his and his wife's commitment to global medicine.

"We enjoyed it, and we thought: 'If only we could do this full time,'" Myers says.

His desire to combine his interests in emergency medicine and global health brought Myers to the University of North Carolina at Chapel Hill when he became a fellow of the Global Health and Leadership Program, which supports physicians interested in emergency medicine in lower-income countries. Myers says Carolina has been a great fit, and that he was impressed with the opportunities it offered him.

Myers spent six months in Kenya as part of the fellowship, immersing himself in how emergency medicine works there. Upon completion of the two-year fellowship, he had obtained a master's degree in global health and knew he had found his home at Carolina, a place where he could pursue his passion. Myers

stayed on as faculty and assistant director of the Global Health and Leadership Fellowship.

In 2016, he became the director of the program and has since taken on additional roles as associate director in the School of Medicine's Office of International Activities and head of the Global Health and Emergency Medicine division. Myers works closely with Kenyatta National Hospital and the University of Nairobi in Kenya on collaborative research programs and coordinates rotations that allow exchanges between medical students at Carolina and in East Africa.

Myers hopes to inspire medical students to serve others and provide resources for those who share his passion for global health. "I think it goes to show that it helps people see the need that's out there for improved emergency care... Maybe they don't want to work globally, but maybe they want to work with Samaritan Health Center and work with underserved populations in the U.S.," says Myers. "So I think that if we can inspire physicians to want to serve..., then I think we've done our job."

In many countries, emergency medical systems are underdeveloped despite their potential to address some of the most pressing health concerns. For Myers, the development of emergency medicine as a specialty throughout the world is one of the most important issues in modern medicine. He feels emergency medicine can be uniquely adapted to meet varying health needs worldwide.

At Kenyatta National Hospital, Myers focuses on the development of a triage system, ultrasound development, and training staff in

emergency care skills. He also points to new health problems surfacing in low and middle-income countries such as strokes, diabetes, and heart disease.

Myers says his goal in the development of emergency medicine in low and middle-income countries is "figuring out what the need is, so we can work on implementation strategies to improve that need immediately."

Myers stresses the importance of creating an effective, in-depth program, and continuing to focus on established programs in Kenya. He sees these connections as the chance to be part of something bigger, making emergency medicine a commonplace specialty across the world, while each institution has the chance to gain something from the other's expertise. 🌟



Myers in Kibera, Kenya in summer 2018. Myers worked with UNC School of Medicine student Chloe Chabanon-Hicks (second from right) on a project in conjunction with Carolina for Kibera to pilot emergency care training programs.

Emily Venturi '18 Came to Carolina for an International Experience

WRITTEN BY JAMIE GNAZZO '13



Emily Venturi stands outside of the Italian Ministry of Foreign Affairs and International Cooperation in Rome after concluding her policy interviews for her thesis research.

FOR Emily Venturi '18, international education began the moment she set foot on campus at the University of North Carolina at Chapel Hill. A native of Trieste, Italy, Venturi came to Carolina on a Morehead-Cain Scholarship with the goal of pursuing a double major in political science and economics. "My dad is Italian, and my mom is British, so my whole childhood was an interaction between two cultures," says Venturi. "I've always had an interest in international relations and the interactions between different cultures, because that was my experience."

During her sophomore year at Carolina, Venturi returned to Europe on a semester study abroad program at the Paris Institute of Political Studies (Sciences Po), where she had the opportunity to study economics, law, and political science in French. While not in class, Venturi spent some of her time working in the refugee camps north of the city, which sparked her interest in learning more about responses to the migration crisis in Europe and the European Union. The following summer, Venturi designed her own independent research project around that very subject.

"[My independent research project] was one of the most challenging times of my life, with nine weeks on the road between Dakar, Senegal; Brussels, Belgium; and Rome, Italy," Venturi says. "I studied the role migration plays in EU foreign policy, and how

new agreements being signed into law are affecting EU relations with other countries like Senegal."

Venturi compiled scores of data and direct accounts that fueled her senior honors thesis by conducting interviews with ranking officials in organizations such as the Senegalese Ministry of Foreign Affairs, the Italian Embassy in Dakar, the EU Delegation in Dakar and the EU offices in Brussels. After spending the past year back in Chapel Hill writing her thesis, Venturi notes her research and experience abroad played a very significant role in her subsequent coursework.

"UNC-Chapel Hill is a great place to start looking beyond North Carolina and to do so in a supported, structured environment," Venturi says. "I learned that you should never be afraid to just email someone and talk about the ideas you have — you'll be amazed at the resources you can find."

Despite cultivating a robust international education during her time at Carolina — she even served as senior editor for *The Internationalist*, the undergraduate international affairs research journal — Venturi believes that immersion in the

North Carolina community is an equally fulfilling and important component of the college experience. "A global education needs to be coupled with local engagement. That comes first, and when you're able to connect that local experience to global opportunities, I think that is the ideal combination."

Venturi volunteered weekly with the gang prevention program at the Durham County Detention Facility as part of her involvement with the campus group Criminal Justice Awareness and Action. Her ultimate goal after graduating is to pursue a career at the intersection of law and international relations with a focus on human rights.

"Especially in times today that are politically uncertain, it's easy for people not to make the effort to understand different cultures, but that's also why it's so important," Venturi says. "At a school like Carolina, you can meet so many different people and have the opportunities to understand different ways of thinking."

While Venturi doesn't have an immediate plan for post-graduation, aside from moving back to Europe

to live in a major international city, she isn't worried about not having a set course. "My independent research summer taught me to be okay with being in foreign places without a plan," she says. "Because of my experience, I know I can just trust myself." 🌻



EMILY VENTURI

Venturi attended a high-level conference on migration management at the European Parliament in Brussels in June 2017. The picture shows the Libyan Prime Minister Faye al-Sarraj addressing the European Parliament.



Meet an International Educator: Michael Penny

Michael Penny is director of the Global, Immersive and Professional Programs office at the University of North Carolina at Chapel Hill School of Media and Journalism. His interest in international education was piqued when he studied abroad at UNC-Chapel Hill as an undergraduate student.

INTERVIEW BY HALEY MCDUGAL '18

What is a typical work day like for you?

My days are very varied. I can go from assisting a professor with planning an international class trip to meeting with a student about what credit they can get from a study abroad semester. Then I might have a meeting with a company about a professional education workshop we're organizing together, followed by researching international alumni for a meet-up during an international student trip. It keeps things interesting.

When did your career in international education begin and how has it developed?

I am originally from England and studied abroad at Carolina as part of my undergraduate degree. That experience had such an impact on me and my life that I wanted to work in this field, so I could help students have similar experiences. When I started working at the MJ-school, international education was a relatively small part of my job. Since then, I have helped expand and develop global opportunities.

What kind of international opportunities do you promote? For which students?

I help any MJ-school student who wants to build a global experience into their time at Carolina identify what works best for them. I highlight programs through the UNC Study Abroad Office – there are a number of MJ-school specific study abroad programs with top media schools around the world, and we have some global programs within the school. [These include] semester-long classes with a spring break trip abroad, a short-term summer program in China, various classes that can have global travel opportunities, and new programs that come up each year.

Tell us about an intriguing or memorable travel experience related to your work.

I love visiting news outlets in Hong Kong with students as part of our short-term summer program in China. Hong Kong is at a fascinating place politically, socially, culturally, and journalistically. Many outlets are trying to work through the competing pressures of a history of free and open press while under British rule, with increasing pressure from Beijing to highlight certain stories and downplay others. With help from our partner journalism school at the University of Hong Kong, our students can see how these forces are playing out in the newsroom.

Why is global experience important for academic and professional development?

Especially in the media and communication industry, audiences and workplaces are now global. No matter where MJ-school graduates end up working, they need to have an awareness of how the content they produce is consumed by people around the world. They need to appreciate global cultural differences so they can work with people from around the world and produce content that can be shared and consumed through social media networks that now cover all areas of the world. A global experience at Carolina is one of the best ways for our students to think about these issues and begin to develop a truly global outlook.

What advice do you have for students interested in an international experience?

You don't have to leave campus to have an international experience. Carolina has thousands of international students, visiting scholars from around the world, and faculty and staff from all corners of the globe. We have amazing departments and organizations

that teach about different countries and spread understanding about different cultures. Get involved with these on campus. Meeting people here might inspire you to explore an area of the world that you may not have ever thought of.

What is most rewarding about your work?

Meeting a first-year student who has never left the country and helping them through the process of getting a passport, making international connections on campus, identifying global opportunities, and helping them turn plans into reality. Seeing them graduate

four years later as a true citizen of the world is an amazing feeling, and I'm honored to play some role in that process.

What book are you currently reading?

I have just finished re-reading Philip Pullman's *His Dark Materials* trilogy, and each time I read those books, I am blown away by the ideas, characters, and emotion. If you ever saw me riding the bus to work surreptitiously wiping away tears, now you know why. 🌟

You don't have to leave campus to have an international experience. Carolina has thousands of international students, visiting scholars from around the world, and faculty and staff from all corners of the globe.

FUNDING OPPORTUNITIES AT CAROLINA

Many centers, programs, schools, and offices provide funding to support undergraduate and graduate students in their international and area studies interests. The following list features some of the opportunities available at Carolina. Resources such as embark.unc.edu include additional funding opportunities.

Foreign and Area Studies Language Fellowship (FLAS)

DESCRIPTION: Conduct study of less commonly taught languages and area studies course work. There are two types of grants offered: summer intensive language study and academic year course of study. Made possible through U.S. Department of Education Title VI-funded National Resource Centers at UNC.

REQUIREMENTS: Full-time or incoming undergraduate and graduate students. The fellowships are only open to U.S. citizens and permanent residents. Language requirements vary by program.

AMOUNT: Varies by program; can include stipend, tuition, and fees.

DEADLINE: January

MORE INFO: areastudies.unc.edu/flasunc

Burch Fellows Program

DESCRIPTION: For students with self-designed off-campus experiences pursuing a passionate interest.

REQUIREMENTS: Full-time undergraduates who have completed at least one but not more than six semesters at UNC. Must have two semesters at UNC after the Burch experience.

AMOUNT: Up to \$6,000

DEADLINE: Late January

MORE INFO: honorscarolina.unc.edu/fellowships/burch-fellowship/

Carolina for Kibera Florence and James Peacock Fellowship

DESCRIPTION: For graduate or undergraduate students to complete health-related or outreach projects in collaboration with Carolina for Kibera. Projects may be developed for academic course work, thesis, or dissertation purposes.

REQUIREMENTS: Undergraduate and graduate students

AMOUNT: Up to \$1,000

DEADLINE: December

MORE INFO: carolinaforkibera.org/take-action/fellowship

Carolina Global Initiative Award

DESCRIPTION: For students who have strong financial need to undertake an independent internationally oriented experience during the summer, either in the U.S. or abroad. Made possible through C.V. Starr Foundation, Lori Schipper International Internship Fund, Stephens International Internship Fund, and Chancellor's Global Education Fund.

REQUIREMENTS: Full-time, returning undergraduate, masters, and professional students; international PhD students; all must demonstrate financial need

AMOUNT: Typically \$1,500-\$6,000

DEADLINE: February

MORE INFO: cgi.unc.edu/funding-opp/carolina-global/

Class of 1938 Summer Study Abroad Fellowships

DESCRIPTION: For U.S. students interested in pursuing independent career or personal projects outside the U.S. The number and amount of fellowships offered each year are subject to approval by the 1938 Endowment Committee board members.

REQUIREMENTS: Sophomores, juniors, or seniors planning on 5th year of coursework. Must be a U.S. citizen.

AMOUNT: \$5,000

DEADLINE: Late January

MORE INFO: isss.unc.edu/class38/

Frances L. Phillips Travel Scholarship

DESCRIPTION: For students with individual, self-designed/directed international travel experiences of two to six months. Priority will be given to applicants with less travel experience.

REQUIREMENTS: Juniors and seniors in the College of Arts & Sciences with financial need. Must have attended a public or private high school in the state of North Carolina. Must be enrolled full time and in good academic standing.

AMOUNT: Up to \$9,000

DEADLINE: October 15

MORE INFO: studentaffairs.unc.edu/students/phillipstravel

Study Abroad Office Scholarship Opportunities

DESCRIPTION: For students to participate in study abroad programs approved by the College of Arts & Sciences.

REQUIREMENTS: Full-time undergraduate students in good academic standing. Projects must last at least nine weeks (min. 20 hrs/wk).

AMOUNT: Varies

DEADLINE: Early February for summer/fall programs; mid-September for spring programs.

MORE INFO: studyabroad.unc.edu

Summer Undergraduate Research Fellowships (SURF)

DESCRIPTION: For students to enhance their educational experience by engaging in domestic or international research opportunities.

REQUIREMENTS: Full-time undergraduate students in good academic standing. Projects must last at least nine weeks (min. 20 hrs/wk).

AMOUNT: Minimum \$3,000

DEADLINE: Late February

MORE INFO: our.unc.edu/surf/

Robert E. Bryan Social Innovation Fellowships

DESCRIPTION: For teams of students interested in making a significant contribution locally, nationally, or internationally through the creation of an entrepreneurial project that addresses a community issue or need.

REQUIREMENTS: Any returning, full-time undergraduates and teams.

AMOUNT: Up to \$1,500

DEADLINE: Mid October

MORE INFO: ccps.unc.edu/awards-recognition/bryan-social-innovation-fellowships

Sonja Haynes Stone Center Undergraduate International Studies Fellowship

DESCRIPTION: For students pursuing academic research or study in an international setting.

REQUIREMENTS: Full-time second-term first-years, sophomores, and juniors who are U.S. citizens or permanent residents. Preference for students with financial need from underrepresented groups and for programs in areas of the African Diaspora.

AMOUNT: Up to \$2,500

DEADLINE: Twice per year

MORE INFO: stonecenter.unc.edu/2018-undergraduate-international-studies-fellowship-application-now-open/

Honors Thesis Research Grants

DESCRIPTION: For students carrying out research for senior honors thesis projects.

REQUIREMENTS: Undergraduates performing research for senior honors theses. Students apply directly to their departmental Honors advisor.

AMOUNT: Up to \$500

DEADLINE: Varies by department

MORE INFO: honorscarolina.unc.edu/faculty/senior-honors-thesis/

Phillips Ambassadors Program

DESCRIPTION: For students across all majors who are applying for a university-approved study abroad program in Asia.

REQUIREMENTS: Undergraduate students accepted to a UNC study abroad program in Asia with minimum 3.0 GPA. Additional consideration will be given to students who have not previously studied abroad in Asia.

AMOUNT: \$5,000

DEADLINE: Early February for summer/fall programs; mid-September for spring programs.

MORE INFO: phillips.unc.edu/

UNC Medical Horizons Fellowship

DESCRIPTION: Provides funding for a pre-medical or health student to participate in a summer health project in Honduras for three weeks with medical students from UNC School of Medicine.

REQUIREMENTS: Junior or senior, pre-medical or health undergraduate student with financial need. Preference for students who have never traveled globally.

AMOUNT: Expenses up to \$4,000 may be covered

DEADLINE: November

MORE INFO: cgi.unc.edu/funding-opp/unc-medical-horizons-fellowship/

Office of Global Health Funding Opportunities

DESCRIPTION: Opportunities for undergraduate and graduate students to pursue global health internships.

REQUIREMENTS: Students in the UNC Gillings School of Global Public Health.

AMOUNT: Varies

DEADLINE: Varies

MORE INFO: sph.unc.edu/global-health/ggg-internships-and-funding/

Vimy Team Award

DESCRIPTION: For a self-directed team of three to five students to pursue research, service, or documentary work outside the U.S. Supported by the Chancellor's Global Education Fund.

REQUIREMENTS: Interdisciplinary teams of undergraduate, master's, and/or professional students. The program is not open to Ph.D. students.

AMOUNT: Up to \$15,000

DEADLINE: February

MORE INFO: cgi.unc.edu/funding-opp/vimy/



PASSPORT TO GO!

As a Passport to Go! (P2G!) recipient, Juliana Hemela '22 was able to get her first passport for free. The Center for Global Initiatives' P2G! award provides a fully funded opportunity for first-year or new transfer students to obtain their first U.S. passport.

Up to twice a year, the Global Relations office hosts a passport drive at the FedEx Global Education Center in collaboration with the U.S. Department of State, providing campus community members with a convenient place to apply for new or renewal passports.

TRAVELING HEELS

UNC-Chapel Hill has one of the highest study abroad rates among U.S. public universities, with 36 percent of undergraduates studying outside of the United States before they graduate.



DONN YOUNG

Each fall, UNC Global hosts a welcome social for international students and scholars, and students returning from study abroad programs.

ALUMNI PROFILE

Total Living Internationally 2018	6,927
China	604
Canada	597
United Kingdom	581
South Korea	416
India	324
Japan	289

STUDY ABROAD STUDENTS

Total 2016-2017	2,244
Total Undergraduate	1,652
Multiple Destinations	407
United Kingdom	290
Spain	223
Italy	119
Argentina	113

INTERNATIONAL STUDENTS AT UNC

Total Fall 2017	2,057
Total Undergraduate	472
China	877
India	268
Korea	138
United Kingdom	60
Canada	53



UNC-CHAPEL HILL DISTINGUISHED SCHOLARSHIP RECIPIENTS

49

RHODES
SCHOLARS

39

LUCE
SCHOLARS

MORE THAN

270

FULBRIGHT
FELLOWS

PARTING WORDS

There Is No Home



"NORTE Carolina,"¹ as most immigrants from rural Mexico call the Tar Heel State, has been the stage of half of my life in the United States. I left my Mexico City home when I turned eighteen, in the wake of the year 2000. First I moved to the countryside, to Ciudad Hidalgo, Michoacán, where I worked in agriculture with my tío Rodolfo. You could imagine tío Rodolfo better if I were to tell you that on Sunday morning, we stayed home listening to Deep Purple and REO Speedwagon while drinking vodka cocktails in the garden. And on and off, when all Ciudad Hidalgo was at church, my tío would produce a metallic roar with his electric guitar that would shake the town's Christian silence.

After some six months in Ciudad Hidalgo, I briefly went back to The School of Philosophy and Letters of the National University (UNAM) in Mexico City. Having been born in Mexico's capital brought to my individual experience various inherent privileges, such as access to top schools, including the elementary school Instituto Latino Americano and the Escuela Nacional

¹Pronunciation: Nor-Tè-Ca-Ro-Lee-Na

Francisco Laguna Correa is assistant professor of Mexican/Latinx Studies at the University of Denver. He earned his PhD in cultural and literacy studies from UNC-Chapel Hill in 2016.

Preparatoria. It was after a summer trip to Central America that I decided to live in as many places as possible for the rest of my life: seeing how people in San Salvador, Managua, and Belmopan managed their quotidian obstacles somehow made me lose my fear of discomfort and yearn for a more challenging lifestyle.

For about twelve years, I moved as much as I could, working at various times as a hotel receptionist, waiter, house painter, ambulant vendor, barista, and tutor in dissimilar places like San Cristóbal de las Casas, Prague, Barcelona, Cabo San Lucas, Tulum, Genova, and Portland, Oregon. Everywhere I went, including Morocco and Canada, I encountered transient people, each of them moving around for various reasons. Often it was to reunite with their relatives in the so-called "First World" or to seek adventures and new experiences elsewhere, but no matter the reason behind their personal migrations, their cosmopolitan life-

style made me realize that being a nomad was an ancient human craft.

The morning that I first arrived on UNC-Chapel Hill's campus was for the new graduate student orientation. Passing through Polk Place, I asked a gardener about my age for directions to Dey Hall. We looked at each other with a glare of complicity and simultaneously asked if we spoke Español. His name was Raúl and he was from "Ciudad Hidalgo, Michoacán." We laughed when we remembered the burritos al pastor con queso—the best ever!—from Los Abuelos de Los Portales.

My most recent move has brought me to Colorado for a faculty position in Mexican/Latinx Studies at the University of Denver. I'm working towards tenure, an academic endeavor that suggests that learning to stay in one place—and staying there—is also an old human craft. To the idea that "there is no home" for those who are always migrating, I'd like to reply, paraphrasing Bernardo Soares in *The Book of Disquiet*, that home is what we make of it, and "What we see isn't what we see but what we are" (*Book of Disquiet*). 🌻



The sun sets behind Table Mountain as the flowers of Kristenbosch National Botanical Garden bloom in Cape Town, South Africa. Photo by Diane Youngstrom '21.



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