



carolina
PASSPORT

2020 ISSUE

The University of North Carolina at Chapel Hill

carolina PASSPORT

SENIOR EDITOR AND DIRECTOR OF GLOBAL RELATIONS

Katie Bowler Young

MANAGING EDITOR

Rawan Abbasi

DEPUTY EDITORS

Emmy Grace

Elizabeth Hasseler

Lydia Yount

CONTRIBUTING EDITOR

Charlotte Eure

ASSOCIATE EDITORS/ GLOBAL RELATIONS INTERNS

Rachel Matsumura

Maria Morava

Sasha Schroeder

Brent Van Vliet

ART DIRECTOR

Sarah Chesnutt

COPY EDITOR

Melissa McMurray

SPECIAL THANKS TO:

Rudi Colloredo-Mansfeld, Katie Costanza, María DeGuzmán, Charles Kurzman, Louis A. Pérez Jr., Ingrid Smith, Angela Stuesse, Kristen Chavez, Emily Baxter, Heather Ward, and the College of Arts and Sciences Communications Team.

Cover photo of the northern lights, aurora borealis, in Kiruna, Sweden by Shelby Casey '20.

This publication is funded by the Global Relations office with support from the Chancellor's Global Education Fund. Carolina Passport is produced through the internship program in the Global Relations office. Internships typically open in August each year. Interested students should contact global_intern@unc.edu. All other inquiries should be submitted to Katie Bowler Young, kby@unc.edu.

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



KRISTIN 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.

FOR THE THIRD year in a row, we—the communications interns in Global Relations, an office within UNC Global—have been the driving force behind *Carolina Passport*. We write most of the stories and take charge on both the managerial and editorial processes, including assigning stories to freelance writers and collaborating with our art director. Over the past year, *Carolina Passport* has become much more than a magazine to us.

Throughout the course of this project, we have interviewed students, faculty, and staff to showcase global activity occurring both on and off Carolina's campus, which has allowed us to develop a multitude of professional and personal skills that will benefit us throughout college and beyond. We've also been privileged to seek

out and explore the intimate, important stories that display how crucial Carolina's global interconnectedness is to our university.

Creating this magazine becomes a more collaborative process among the intern team every year. We work together to pitch, write, and edit the stories, as well as design the magazine's layout, every year. Not only that, but working as a team gives us the ability to understand every facet of what goes into making a publication like this a reality each year. This ranges from the minutiae of a page's layout to large-scale editorial decisions that encompass all of the global stories and opportunities presented in the magazine. This collaborative process and the stories we feature, will, we hope, give the magazine a feeling of community in line with Carolina's community values.

We've been hard at work on the 2020 edition of *Carolina Passport* since the publication of the previous year's magazine in January 2019. Now, we are eager to share all that we've worked on and hopefully to broaden the horizons of readers to show not only how far Carolina's community expands globally, but how impacted we are right here on campus by the intersection of different cultures and people. We hope that you enjoy the magazine as much as we have enjoyed creating it.

Brent Van Vliet *Rawan Abbasi*
Sasha Maria Morava *Kristin Chavez*
Schroeder

Contents

Science Majors Abroad	2
STAR Global	5
Latin American Studies	6
Creative Connections	10
Journalism and Media Immersion Programs	12
Related Reading	15
Global Photos	16
Carolina Navigators	20
Meet an International Educator	25
Global Heels	26
Funding Opportunities	28
Traveling Heels	31
Parting Words	32



Studying and working with media around the world 12

Carolina Navigators in classrooms around the state 20



Contributors



Rawan Abbasi is a junior from Charlotte, North Carolina, pursuing a degree in public policy.



Emily Burrill is an associate professor of history and women's and gender studies at UNC-Chapel Hill and director of the African Studies Center.



Elizabeth Hasseler is an assistant professor of history at Texas A&M University-San Antonio. She earned her Ph.D. in history from UNC-Chapel Hill in 2018.



Katie King graduated from UNC-Chapel Hill in 2015 with a degree in journalism and global studies. She is an assistant editor at *Our State* magazine.



Rachel Matsumura is from Cary, North Carolina. She graduated from UNC-Chapel Hill in 2019 with a degree in economics and global studies.



Maria Morava is a junior from Hendersonville, North Carolina, pursuing degrees in media and journalism and global studies.



Sasha Schroeder is a sophomore from Raleigh, North Carolina, pursuing degrees in media and journalism and global studies.



Brent Van Vliet is a senior from Harrisburg, North Carolina, pursuing degrees in political science and global studies and a minor in Spanish.

Science Majors Abroad Find Learning Opportunities Beyond the Laboratory

WRITTEN BY KATIE KING '15 PHOTOS BY JACKSON SEYMORE '20

FIFTEEN METERS below the Pacific Ocean's surface, Jackson Seymore had never seen so many sharks. After an exciting dive in the waters surrounding the Galápagos Islands, where Seymore was studying abroad, he and his host father, a dive instructor known as "Papá José," were making a safety stop when a school of thirty to forty hammerheads swam right past them. Two curious sharks broke off from the group to investigate, coming within a few feet of them. Seymore froze, in awe of the inspiring place he'd soon come to learn about.

In addition to being a prime diving destination, the Galápagos Islands are an ideal location to study environmental science. As part of a cold-water upwelling zone, the current brings nutrients from deeper waters which then mix with the sunlight to create an abundance of photosynthetic activity, making it one of the "must-dive places in the world," Seymore says. "So much life is supported in the waters around the islands, so it's just fascinating to dive. Every free weekend that I had, every spare minute, it was me and Papá José on the dive boat."

In 2018, Seymore participated in the University of North Carolina at Chapel Hill's Environmental Studies in Galápagos Summer Program, where he took classes on tropical ecohydrology and atmospheric chemistry. For Seymore, a UNC-Chapel Hill class of 2020 chemistry major and marine science minor, his time on the islands was part of a broader learning experience as he prepares for a career in chemical oceanography.

"The ecosystem is such an integral part of life there," he says. "People live connected to the nature on the islands. You walk down to the fish market, and there are three, four seals just sitting there while someone cleans a fish that they just got off the boat."

Thirty years ago, it would have been much harder for a chemistry major like Seymore to study abroad. Programs tended to be designed for foreign language or area studies majors, not science majors. That's not the case anymore, says Heather Ward, associate dean for study abroad in the UNC College of Arts & Sciences.

"I'm excited that we're seeing more STEM students participate in education abroad," Ward says. "There's growth in interest at Carolina and at the national level. UNC-Chapel Hill has been out ahead of that curve for many years. In 2016-17, there were far more biology majors studying abroad than foreign language majors. About a third of UNC faculty-led study abroad programs are in STEM fields."

The growth in study abroad participation for science majors is due largely to concerted efforts by the Study Abroad Office to make programs more accessible to all students. One of the main challenges for science majors hoping to study abroad has been strict course progression for certain degree programs or tracks of study. Factors such as these make it challenging for students to take time away from campus.

"As a chemistry major, I found it difficult to find a time to go abroad," says Emma Ehrhardt, a class of 2020 chemistry and psychology double major.



Natalie Jordan '20 feeding sugar cane into a press at Milton Agua's farm in Finca Guadalupe at San Cristóbal Island, Ecuador. Sugar cane is pressed to squeeze out the juice, which is then made into cane sugar.



Students go diving at Kicker Rock on San Cristóbal Island, a highly bio-diverse landmark in the Galápagos famous for snorkeling and diving.

To address that, study abroad program directors have done significant outreach to various departments to identify study abroad programs that would be able to satisfy requirements for affected majors. The result has been a number of new programs designed just for STEM majors, including semester-long science offerings from Carolina's existing strategic partners and faculty-led programs that take place during the summer.

In fact, for many science majors, summer programs are the easiest way to study abroad. Ehrhardt found her match in a summer program in Ireland in 2018, where she took an organic chemistry class led by UNC-Chapel Hill teaching assistant professor Josh Beaver. This allowed her to take a course that was required by her major in a more intimate setting, while also getting the cultural experience of studying abroad. "It's really neat that this program offers you the opportunity to take a class that you would otherwise take in a hundred-plus person lecture hall," says Ehrhardt, who enjoyed being able to instead take the course with about twenty peers and a UNC-Chapel Hill faculty member.

Because the program was led by a Carolina professor, Ehrhardt also knew that the credits would transfer. The study abroad office has been working with academic departments to approve study abroad credit so that it counts toward the major. "That's a really direct way that we can have an impact on participation in science programs," Ward says.

In addition to course credit, Ward says that there are other experiences that are in high demand for students wanting to go abroad, including internships, service-learning or undergraduate research. The office's goal is for study abroad programs to blend seamlessly with students' on-campus curriculum.

"The study abroad experience should be an extension of the academic program at Carolina," Ward says. "Eventually, I would hope that whole experience is integrated for the students, so that what they learn on campus helps them make sense of their experience abroad, and, in turn, the experience abroad comes gives them a new lens on what they learn in the classroom. I've seen a number of students who study abroad discover that their major has applications globally that they've never considered before."

That was certainly the case for Will Blanks, a class of 2019 biostatistics and chemistry double major who participated in a summer research program at the National University of Singapore in 2018. He paired up with a professor at Singapore's National Cancer Centre to

The Study Abroad Office has many new programs designed for STEM majors, including semester-long science offerings and faculty-led summer programs.



A student poses with an alpaca in Quito, the capital of Ecuador.



Chickens get cozy on a Jeep in San Cristóbal Island in the Galápagos.



Two students capture scenic views at Isla Lobos on San Cristóbal Island in the Galápagos.



A vibrantly colored crab lies against a dark rock at Isabela Island, the largest island of the Galápagos in Ecuador.



A student takes a break from photography to gaze out of a bus window.

conduct research on biomarkers in the early detection of liver cancer, which he continued to pursue after returning to Carolina.

"Singapore is rated the most technologically advanced city in the world, but it's becoming one of the top biomedical research centers in the world, too, just because of the amount they're investing in research money and because of the close coordination everyone has," says Blanks, who is now considering applying to medical school at the National University of Singapore. "I wouldn't have had this experience had it not been in Singapore just because of the amount of resources they have and the interconnectedness of the scientific community."

While Seymore's program in the Galápagos was not for research specifically, he was still able to get involved in research related to his field of study, which he has been able to continue even after the program ended by becoming a co-author on a scientific paper related to his research. Blanks too was able to co-author on a scientific paper during his study abroad.

"My time on the islands has afforded me the opportunity to get involved in real research, and that sort of experience is invaluable going into the academic field," Seymore says. "The fact that I was able to do something that I love—dive—while also learning and being involved in research just melds the entire experience together to show that this is a thing that I can do, and this is the reality that I want."

After all, study abroad experiences are about more than just the curriculum. They're about offering a broader perspective on the world and global issues.

"More and more, we see multinational communities of scientists or engineers coming together to solve problems like water quality or soil conservation or infectious disease" says Ward. And, of course, there's cultural learning as well, experiencing cultures different than one's own and experiencing ways of life that students might not have been exposed to before. Complementary classes about local history and culture or excursions can be a fulfilling aspect of the study abroad experience beyond the laboratory.

On the boat ride back from a snorkeling trip at the Galápagos Island of Isabela, Seymore and his classmates came across an astonishing sight: manta rays, dozens of them, breaching as they fed on krill at the water's surface.

One of the students asked if they could get in the water. The boat was stopped and the students dove into the ocean to watch manta rays up close — nine feet wide, with shiny black skin glistening in the sun, flipping and gliding through the clear ocean waters. As Seymore watched, a ray swam right up to him, stopping about a meter away before diving down deeper into the water, as if in slow motion.

"That's when it just hit me that this is the world I live in," Seymore says. "There are so many interconnecting pieces, and it's right there, and it's tangible, and you can reach out and almost just touch it." 🌻



STAR Global Program Gives Carolina Business Students International Consulting Experience

WRITTEN BY BRENT VAN VLIET '20

IN THE WORLD OF MODERN BUSINESS, a global perspective has become increasingly crucial to the success of those hoping to enter the field. The Kenan-Flagler Business School provides the opportunity for Carolina students to gain hands-on global business experience before they even graduate.

The Student Teams Achieving Results (STAR) Global Program allows undergraduate and MBA students in the Kenan-Flagler Business School to collaborate as business consultants on an international project. Students are organized into teams that partner with international businesses to tackle a problem over

Students have four project deliverables to present to the client over the course of the semester in order to learn how consulting work is structured and conducted. In the past, STAR Global students have worked with GlaxoSmithKline, TIAA, Red Hat, Domino's Pizza, and Strata Solar.

Cochran also said that clients come from a wide range of industries, which provides a variety of work for students to participate in, noting that they frequently work on marketing or strategy projects. Cochran also explained that students can get involved in product or brand development, creating a business plan, or working on process improvement.

After a semester of research and formulating ideas for their clients, students then travel to the country in which their team's partner operates to do on-the-ground research in order to better inform their work. Cochran said the in-country visit works as a way to test out the research and potential solutions the team has been researching over the course of the semester.

Last year's STAR Global team partnered with consumer goods corporation Proctor & Gamble (P&G) to help increase sales in megacities and traveled to Shanghai, Guangzhou, and Hong Kong to conduct research. The students interviewed local business owners, visited P&G's Chinese headquarters, and even met with local families in their homes to better understand their needs. The students were then able to create a series of recommendations that they presented to P&G back at the corporation's U.S. headquarters in Cincinnati.

Cochran said that in today's business environment, a global education is essential to the success of future business leaders – making them more well-rounded and creative and enhancing their problem-solving capabilities. "Most companies are having to think globally about where their products are made or their services are provided, or who their customers are. So in order to work for an organization, you have to have a global perspective," Cochran explained. "Going there ... introduces the concept that there are more ways to deliver a product, to make a product, to be a customer. It stretches our thinking so that we don't get too insular in how to work with people."

STAR Global is open to all undergraduate and MBA students in the Kenan-Flagler Business School. 🌟



A STAR Global team celebrates at Coca-Cola's China headquarters in Shanghai after completing their final presentation to the company.

the course of the spring semester. The program concludes with a two-week visit by each team to the country of the company they worked with.

Karin Cochran, professor at Kenan-Flagler and co-director of the STAR program, said that the program aligns with one of Kenan-Flagler's core values – providing action-based learning to students.

"Both parties [MBA students and undergraduates] ... get an opportunity to work with a real corporate partner, a real client, addressing a real, current business challenge," Cochran said. "They have the support of a faculty and peers to guide them along in the process and use the methodology we teach and learn how to present information."

A Century of Latin American Studies at the University of North Carolina at Chapel Hill

WRITTEN BY ELIZABETH HASSELER '14 (MA), '18 (PHD)




A group of 15 student leaders from Cuba participated in an exchange program through the U.S. Department of State in 1960. The program brought them to UNC-Chapel Hill for six weeks of sociology courses. Photo courtesy Beatriz Riefkohl Muñiz and Louis A. Pérez Jr.

SINCE THE EARLY TWENTIETH CENTURY, Latin American studies has been one of the central pillars of area studies at the University of North Carolina at Chapel Hill, enriched by frequent scholarly exchanges and the support of affiliated scholars and administrators. Like other area studies fields, Latin American studies at Carolina boomed during the post-war and Cold War periods, while over the last few decades, it has evolved beyond a traditional focus on nation states to engage with borderlands, diaspora, and transnational interaction.

THE BEGINNINGS OF LATIN AMERICAN STUDIES AT CAROLINA

The establishment of the Inter-American Institute (IAI) in 1940 provided the first formal structure for curricular and program development in Latin American studies at UNC-Chapel Hill. With the founding of the IAI, the smattering of course options in Latin American history, geography, and languages were organized for the first time into a cohesive subject of instruction.

Like other area studies fields, Latin American studies at Carolina boomed during the post-war and Cold War periods, while over the last few decades, it has evolved beyond a traditional focus on nation states to engage with borderlands, diaspora, and transnational interaction.



In addition to forming the Latin American curriculum, the establishment of the IAI—which was renamed and reorganized as the Institute of Latin American Studies (ILAS) in 1949—provided the framework for a series of scholarly exchanges with Latin American universities throughout the 1940s.

One of these, the Winter-Summer School Program, was among the earliest of its kind in the United States. It was organized by Sturgis Leavitt, professor of romance languages and a pioneer of Latin American studies at Carolina; University President Frank Porter Graham; and Víctor Andrés Belaúnde Terry at the University of San Marcos in Lima. The Winter-Summer School Program brought students from seven Latin American countries to Chapel Hill, where they participated in English-language courses and could enroll in any of the University's regularly scheduled courses. The program's organizers billed it as an important milestone in "educational diplomacy," while Graham wrote that he hoped that "the ramifications of its values will extend across two continents."

UNC-Chapel Hill's efforts to foster interpersonal and inter-institutional relationships with Latin America mirrored a broader national interest in the region during the 1940s, a period in which the U.S. and Latin American nations enjoyed close ties. The U.S. had strong commercial and trade as well as strategic interests in the region, and while many in Latin America remained wary of their northern neighbor, President Roosevelt's "Good Neighbor" policy promised reciprocity and non-intervention in the U.S.'s relations with Latin American nations.

Faculty at UNC-Chapel Hill recognized the role that Latin American studies had to play in fostering these relationships. In a 1947 report to the Rockefeller Foundation, Leavitt wrote that his field at Carolina had three goals: "to make contacts with North Carolina business firms interested in Latin American trade...to provide adequate training for men and women planning to enter government service in Latin America, [and] to encourage talented students to specialize in Latin American studies and make it a career."

THE BOOM YEARS OF THE COLD WAR

UNC-Chapel Hill's dedication to Latin American scholarship and inter-American exchange throughout the midcentury made it one of the premier institutions for Latin American studies in the southern United States. During the early years of the Cold War, public and scholarly interest, mirroring contemporary geopolitical concerns, shifted away from the region. The events of the late 1950s, however, soon made Latin America an important stage in the ongoing global struggle. As

the maneuvering between the U.S. and the Soviet Union made the non-interventionism of Roosevelt's "Good Neighbor" policy untenable, anti-American hostility became increasingly visible in many places across Latin America. The success of the Cuban Revolution in 1959 and the installation of Fidel Castro as the ruler of Cuba led many in the U.S. to fear that communism had gained a foothold in "America's backyard."

In terms of U.S. educational policy, the emergence of a North-South divide between the Americas translated into a greater need for linguistically proficient experts who were well-versed in Latin American politics and culture. From the late 1950s onwards, Latin American studies programs in universities throughout the United States enjoyed a new influx of federal and private funding.

In Chapel Hill, a 1959 ILAS report noted that "academic institutions can make substantial contributions in the fields of international relations and foreign policy." With such expectations, the University expanded its offerings in Latin American studies to meet the new demand for regional proficiency.

Despite the rising tension in inter-American relations, scholarly exchanges and partnerships within Latin America continued at Carolina throughout the Cold War. In 1960, a State Department-sponsored program brought fifteen Cuban students to UNC-Chapel Hill to participate in six weeks of sociology programs. The program's organizers saw this as another particularly valuable experience in educational diplomacy, noting in their final report that "the warm welcome that awaited [the Cuban visitors] and the pleasant atmosphere of our college community created in them a new appreciation of the American character, while the academic instruction received bred respect for the intellectual and cultural standards of our country."

GLOBALIZING THE FIELD

Since the end of the Cold War, the Latin American studies at UNC-Chapel Hill has again been transformed, reflecting the way that globalization has reshaped scholarly approaches to area studies over the past several decades. The dynamics of inter-American migration in particular have meant that the traditional focus on the nation state has receded in favor of new ways of thinking about movement, borderlands, and diaspora.

This shift in scholarly focus has also been reflected in institutional change and development. UNC-Chapel Hill and Duke University collaborated to found the Consortium in Latin American and Caribbean Studies, which first received Title VI National Resource Center and Foreign Language Area Studies (FLAS) funding in 1991 and has since

CAROLINA OPENS NEW LATINX CENTER

SASHA SCHROEDER '22

Ten years after the establishment of the Carolina Latina/o Collaborative, the UNC Carolina Latinx Center was launched in Fall 2019 in a new space in Abernethy Hall. The collaborative began in 2009 within the University Office for Diversity and Inclusion. Formerly housed in Craige North Residence Hall, the collaborative had access to offices and classrooms in which Latinx students and faculty could host programming and discuss topics relevant to the campus community.

The collaborative grew quickly in size, programming, and impact. They organized the first Latinx Alumni Reunion to celebrate the growing identity of Latinx students and faculty on campus, UNC's Hispanic Heritage Month Celebration, and the Latinx Mentoring Program, which involves UNC student peer, faculty, and staff mentors. The program currently has over 400 mentees and over 50 mentors.

Though the Collaborative was making the most of their space at Craige North, they always had their

sights set on becoming a fully-fledged Center, with autonomy, the ability to be overseen by Latinx leaders on campus, and control over their own budget and destiny.

The need for a full center grew over time, and in 2014, a committee of faculty, students, and staff formed to petition the UNC Administration to create a Latinx Center. In January 2019, the UNC Latinx Center was finally approved by the UNC Board of Trustees in a unanimous vote. The elevation of the collaborative to a center has had a powerful impact on the amount and quality of programming, events, resources, and support available to Carolina's Latinx community.

The Carolina Latinx Center's mission is to support UNC-Chapel Hill's Latinx communities and educate the campus community and beyond through engagement, scholarship, cultural awareness, and public service. The Center houses many Latinx student organizations including Mi Pueblo, Por Colombia, Lambda Pi Chi Sorority, the La Unidad Latina, Lambda Upsilon Lambda Fraternity Inc., and Omega Phi Beta Sorority.

In addition to supporting student organizations, the center also hosts lectures, workshops, film screenings, and other cultural events that celebrate and focus on Latinx communities. 🌞

Director of the Carolina Latinx Center Josmell Perez, center, stands with students and staff at Abernethy Hall, home to the new Latinx Center at Carolina.



ADRIANNE GIBILISCO

A Partnership to Provide Language Access

In November 2019, the Town of Chapel Hill approved a Language Access Plan as part of the Building Integrated Communities partnership, a two-year collaboration between the UNC Latino Migration Project and the town. This plan provides for interpretation and translation services for town services and programs; translation of emergency communications and vital documents in the town's primary languages other than English—Burmese, Karen, Mandarin Chinese, and Spanish; and educational opportunities for town staff to learn more about diverse cultures represented in Chapel Hill.

Learn more at www.townofchapelhill.org/languageaccess.

remained a federally designated National Resource Center. In 2007, ILAS was again reorganized and renamed as the Institute for the Study of the Americas (ISA).

The current ISA director and J. Carlyle Sitterson Professor of History Louis A. Pérez, Jr., sees ISA's reorganization as a reflection of the current state of the field. After the end of the Cold War, Pérez says, "the old paradigm of area studies – Latin American studies as a geographic field – wasn't working anymore." The idea that the Latin American world began and ended at the U.S.-Mexican border gave way to a more nuanced consideration of how demographic change, movement, and migration had transformed Latin communities in the north and south alike. "The idea now," Pérez says, "is that we are studying the Latin American experience in the Western hemisphere."

The linking of communities in the U.S. and Latin America through familial, financial, and cultural ties has transformed the Latinx presence at UNC-Chapel Hill. As of 2019, 8.5 percent of the undergraduate

The idea that the Latin American world began and ended at the U.S.-Mexican border gave way to a more nuanced consideration of how demographic change, movement, and migration had transformed Latin communities in the north and south alike.

population and 6.8 percent of the graduate population at Carolina belonged to the Hispanic community – statistics that have increased markedly over the past decade. In 2019, the University's Board of Trustees approved the creation of the Carolina Latinx Center to foster scholarship, service, and community engagement, while also providing a communal space for Carolina's Latinx students, faculty, and staff.

Josmell Perez, who ran the Carolina Latinx Collaborative within the Office for Diversity and Inclusion for nearly a decade, will serve as the new center's director.

Like the student population at UNC-Chapel Hill, the population of North Carolina identifying as Hispanic has also recently risen, to 9 percent as of 2014. New service- and community-focused programs at Carolina have driven outreach into the state's Latinx communities. Much of this work has taken place under the guidance of the Latino Migration Project, directed by Hannah Gill, which supports research on topics related to migration in the Americas and organizes K-12 outreach and public engagement events. An important initiative of the Latino Migration Project is Building Integrated Communities (BIC). Founded in 2010, BIC works with local municipalities to develop plans for the support and integration of Latinx immigrants into the community. So far, the cities of Winston-Salem, Sanford, High Point, and Greenville have participated in the program, while Siler City and Chapel Hill are in progress.

As the world has transformed over the course of the twentieth and early twenty-first centuries, so too has the field of Latin American studies at UNC-Chapel Hill. The transformation of area studies scholarship in the post-Cold War period has been accompanied by a broadening of the University's community outreach and public service mission. Faculty, students, and staff dedicated to the study of the Latin world no longer look only to the nations beyond the borders of the U.S., but also to their own local communities in Chapel Hill and North Carolina. Through the programming of ISA, as well as initiatives such as the Latino Migration Project, UNC-Chapel Hill has continued to build on its strengths as one of the premier institutions for the study of Latin America in the U.S. South.

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.'" 🌻

CREATIVE CONNECTIONS

Each semester, UNC Global hosts art exhibitions in the FedEx Global Education Center, featuring the works of global artists from many backgrounds. From the first floor to the third, the works of art touch on a range of places, histories, and peoples while conveying themes that are universal. The artwork featured on pages 10 and 11 highlight two exhibitions that took place in Fall 2019.

EMILY BAXTER



Ramón Nse Esono Ebalé at the opening reception for *The Art of Resistance*.



Trazando: Esono Ebalé uses the classic symbol of the lightbulb to represent the recognition by post-colonial or independent African nations that new ideas were imperative to increase prosperity for the continent. The broken light bulbs represent the mistakes along the way, while the kerosene lamp represents countries that did not prosper — an acknowledgement that not all African countries are wealthy.

Artist: Ramón Nse Esono Ebalé

Medium: Ink pen

Date: 2007-08

The Art of Resistance

The Art of Resistance featured work by Equatoguinean political cartoonist and artist Ramón Nsé Esono Ebalé. Esono Ebalé, a world-renowned graphic novelist and political cartoonist, gained notoriety for criticizing the long-ruling, oppressive government of his native Equatorial Guinea. After living in exile from 2011 until 2017, Esono Ebalé was imprisoned upon his return home. To call for his release, artists from around the world began a virtual collective and social media campaign using #FreeNseRamon, inspiring others to contribute their own art in support of Esono Ebalé, culminating in his freedom in March 2018.

The exhibition featured work created by Esono Ebalé prior to and during his imprisonment, the art of those who participated in the #FreeNseRamon movement, and new original art created for the exhibition by the artist.

The pieces featured here are artwork commissioned by the African Union to commemorate its 50th anniversary, wherein Esono Ebalé provides commentary on Africa's past, present, and future.



Art of Resistance: For Esono Ebalé, women are the key to Africa's economic future. In this piece, he looks towards the future of Africa, which he sees as being led by the women of the continent.

Artist: Ramón Nse Esono Ebalé

Medium: Ink pen

Date: 2007-08

Flowing Beneath the Center

Flowing Beneath the Center is a ceramic piece that was first displayed in the Florence and James Peacock Atrium of the FedEx Education Center beginning in the Fall 2019 semester. The vessel was created in a collaborative effort by award-winning ceramic artist Judith Ernst and North Carolina Poet Laureate Jaki Shelton Green.

The piece was inspired by the seminal poem “The Second Coming” by W.B. Yeats, which passed its 100th anniversary in 2019.

Green originated a 33-lined poem that flipped the dark themes of the Yeats poem on its head. Ernst envisioned the installation to be symbolic of community and its ability to hold together, even during difficult times.

Ernst then selected lines from Green’s poem to place onto the ceramic vessel, one of many steps in the construction process. Out of the 33 lines of poetry Green wrote, the poem was narrowed down to 10 lines that spiral up to the top of the vessel:



INGRID SMITH



INGRID SMITH

The earth will wail
ceremony will collapse
the falcon will fly backwards
but the caladrius will fly inside smoke and shadow
allowing its wings to hold the center.
Cradles will rock
a new conviction inside this abyss
we the people will reclaim the center
we the people will set the center free.
A center that does not bend.

Ernst placed the final line at the top of the vessel to reinforce the significance of the inside of the vessel, a center itself that does not bend.

“The inside,” said Ernst, “is always a mystery because you don’t see it. The walls of vessels always go around and up to the opening at the top, implying that entering the vessel is entering into the mystery, the parts that which is hidden.”



KRISTIN CHAVEZ

Ernst and Green answer questions from the audience during the opening reception for *Flowing Beneath the Center* at the FedEx Global Education Center.



Journalism and Media Courses Integrate International and Professional Experience

WRITTEN BY RACHEL MATSUMURA '19

Patty Matos walks through a museum in Medellín, Colombia, during a spring international projects course through the school through the UNC Hussman School of Journalism and Media.

NASH CONSIGN '21

FOR STUDENTS of the UNC Hussman School of Journalism and Media, experiential education is an essential element of coursework. By providing students with global and professional experience within and beyond the classroom, students build skills, repertoires, and project portfolios that they can draw on in their future careers.

Some of this experiential education, including international media market courses, an international projects course, and the FashionMash program, feature a travel component that allows students to venture into the field outside of North Carolina and, in some cases, beyond North America. "I was excited to find courses that let me explore how I would fit into the international media landscape," said Patty Matos '19, a media and journalism major with a concentration in public relations.

Matos joined the UNC Hussman School after transferring to UNC-Chapel Hill her junior year. She found courses that she felt gave her an alternative to semester-long study abroad programs while providing her with international travel and work experience. She enrolled in an international media market course her junior year and applied for the international projects course the following year when she learned it would cover the Venezuelan migrant crisis in Colombia.

The international projects course is a spring semester class designed for students to produce a multimedia documentary on an international topic. Students apply for specific media roles in the class, working together in small groups to outline and create seven- to ten-minute films featuring interviews and narration on facets of the course's main subject.

Matos, who spent her childhood in Venezuela before moving to the U.S., was drawn to the course and took up a role in public relations. She and her teammates found, researched, and planned stories to include in the documentaries and traveled to Colombia over spring break to film their content.

"The work I did to plan, storyboard, create, travel, and showcase the documentaries is professional experience that I'm proud to add to my portfolio," Matos said. "As difficult as these kinds of projects are, they're extremely rewarding."

AN INTERNATIONAL JOURNEY OF PROFESSIONAL DEVELOPMENT

The international media market courses offer an overview of the history of media in China or the United Kingdom, with special attention to news coverage. The China course is offered as a two-week session during Maymester, and the U.K. course is available as a semester-

long course in the spring. Students explore the contemporary media landscape and culture of the country and work in small groups to produce a research paper that they present at the end of the course. The U.K. course incorporates a week-long trip to London over spring break, where students visit various media organizations to meet and network with professionals in the industry.

For Lindsey Hoover '19, who earned a B.A. in media and journalism with a focus in public relations, traveling to the U.K. as part of the media market course provided her first opportunity to travel outside the U.S. In addition to sightseeing and visiting news organizations such as the BBC and Bloomberg, Hoover had the chance to speak with representatives from advertising, media, reporting, and public relations. They offered insights into their careers in media and journalism. She said that the experience encouraged her to examine her pathway to finding a job after graduation. "The path to [a career in] journalism isn't always linear," Hoover said. "I'm still figuring out where I'd like to be, but I'm more comfortable with seeing my career as a process, a journey—I'm working to get there."

"I was excited to find courses that let me explore how I would fit into the international media landscape."

— PATTY MATOS '19



The 2019 cohort of FashionMash students met with the Issey Miyake design team in Tokyo, Japan, over spring break.

Renata D'Agrella '19, who also majored in media and journalism with a specialization in public relations, heard about the MJ-School's FashionMash program during her second year from fellow students and was immediately interested.

FashionMash is a non-credit year-long program within the Hussman School's, focusing on entrepreneurship, experiential marketing, and professional experience in the fashion industry. "I love creative work, and this was an opportunity to learn and develop skills I need for [working with] the evolving fashion market," D'Agrella said.

During the fall semester, students work with a client to produce an interactive exhibit and visit a related industry or agency over fall break. The spring semester focuses on product design and entrepreneurship and features

“The program taught me that I am capable of doing involved, client-based work ... and that I can do this work on a greater scale in the future.”

— RENATA D'AGRELLA '19



Student participants of the UNC Hussman School of Journalism and Media's international projects course gather around a Medellín sign in Colombia.

international experience at a global fashion capital outside the U.S., as well as a final gallery of student-produced items.

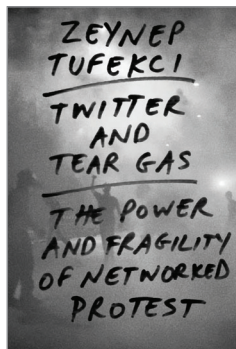
During the 2018-19 academic year, FashionMash students traveled to New York over fall break and Tokyo over spring break. There, they examined the relationship between fashion and environmental sustainability while working with representatives from Gucci.

“The program taught me that I am capable of doing involved, client-based work in the fashion industry,” said D’Agrella, “and that I can do this work on a greater scale in the future.”

The opportunity to learn from industry professionals at home and abroad is highly valuable for students’ professional development. As media becomes increasingly globalized, the UNC Hussman School ensures its students are well prepared after they graduate through programs such as these. 🌟

RELATED READING FROM CAROLINA FACULTY

On media, culture, and identity



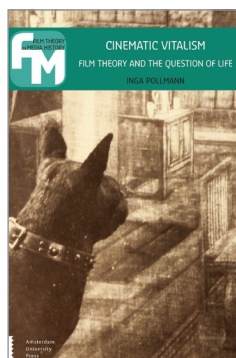
Zeynep Tufekci

Twitter and Teargas: The Ecstatic, Fragile Politics of Networked Protest in the 21st Century

Yale University Press, 2017

Tufekci is associate professor in the UNC School of Information and Library Science and adjunct professor in sociology.

Twitter and Teargas is a close analysis of the challenges and strengths of modern social movements, from the Zapatista uprisings in Mexico to the Occupy Movement in the United States and beyond. With firsthand accounts and scholarly insight, Zeynep Tufekci explains modern protests around the world as they have been both empowered and hindered by new technologies, as well as how governments have responded by using their own digital tools in surveillance and the spread of misinformation.



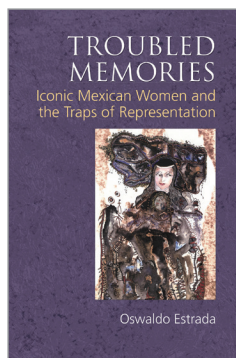
Inga Pollmann

Cinematic Vitalism: Film Theory and the Question of Life

Amsterdam University Press, 2018

Pollmann is associate professor of German in the Department of Germanic and Slavic Languages and Literatures and adjunct and adjunct faculty in the English and comparative literature department.

Cinematic Vitalism considers 20th century German and French film theory in the context of philosophical and scientific texts of the time. Focusing on rhythm, environment, mood, and development in film, Inga Pollmann reveals the ways in which filmmakers and theorists mapped out connections amongst human beings, their social environments, and technologies.



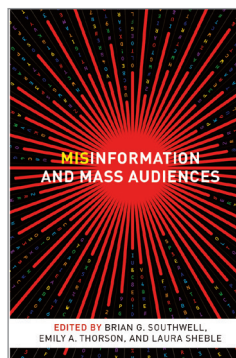
Oswaldo Estrada

Troubled Memories: Iconic Mexican Women and the Traps of Representation

Albany: SUNY Press, 2018

Estrada is professor of Spanish and Latin American Studies and director of graduate studies in the Department of Romance Studies.

In Troubled Memories, Oswaldo Estrada examines the literary and cultural representations of iconic Mexican women, including Malinche, Sor Juana Inés de la Cruz, Leona, Vicario, the soldaderas of the Mexican Revolution, and Frida Kahlo. In tracing the mythical status of these women as their lives are re-created from contemporary perspectives in novels, plays, film, and television, Estrada traces problematic and innovative narratives that fuse history, memory, and fiction.



Edited by Brian G. Southwell, Emily A. Thorson, and Laura Sheble

Misinformation and Mass Audiences

University of Texas Press, 2018

Southwell is adjunct associate professor in the health behavior department in the Gillings School of Global Public Health.

Misinformation and Mass Audiences investigates misinformation, how it spreads, and how to counter it. Brian G. Southwell and co-editors Emily A. Thorson and Laura Sheble bring together ideas and evidence from fields including communication, public health, psychology, political science, environmental studies, and information science in a comprehensive text that examines the crucial issue of misinformation in internet and broadcast media.

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 this page. The following pages feature photographs that Carolina Passport student editors selected from the 2019-2020 competition.



2019-2020 First Place | Crafting Leaves into Bowls

Madanpokhara, Palpa, Nepal

Rachel Holtzman '14, JD/MPP '23

In the mid-hills of Nepal, some families use local tree leaves and small twigs to craft bowls for festivities. During my Peace Corps service, I spent hours trying to master the craft, and my host sister, Niruta, always took the time to reteach me. I paused from crafting bowls to take this photo, loving how her red kurta surwal contrasted with the green leaves.



2019-2020 Second Place | Anokhi

Amer, Rajasthan, India Rodrigo Bustamante '20

While researching sustainability in the fashion industry in Jaipur, India, I visited the Anokhi Museum of Hand Printing. This museum displays various block-printed textiles and provides an in-depth look into the complexity of this tradition. As local markets struggle to keep up with global consumer demands, practices like block and hand printing could be lost—erasing this craft and its heritage from future generations.



2019-2020 Third Place | Veiled History

Tunis, Tunisia Nour Zarrouk '21

While my grandma was guiding me through the streets of Tunis, Tunisia, I saw two older women wearing safseris, Tunisian white veils, covering the whole body. Though I've visited Tunisia many times over the years, this was the first time I saw a safseri in person and worn in public. It was refreshing to see a combination of history and tradition within the modern streets of Tunis as the veiled women unveiled history.



Mkuze, KwaZulu-Natal, South Africa

Anna Zhao '17 MS

In my first foray into wilderness photography, I discovered how much patience and luck are required to capture the perfect photo. Animals don't follow a schedule, or pose as they're told — but sometimes, when you've stayed up until sunrise with bated breath and aching limbs, you're rewarded when a lion comes and stares straight into your soul.



Rwanda, Kigali, Rwanda

Caroline Kennedy '20

A young artist paints a mural to serve as a backdrop for his friend's music video in the heart of "Hollywood," the Rwandan Hollywood. While in Rwanda, I shadowed professionals in the entertainment industry and learned that Rwandans are embracing the opportunity Hollywood offers through audio-visual storytelling to build an authentic identity for their country.



Jaipur, Rajasthan, India

Rodrigo Bustamante '20

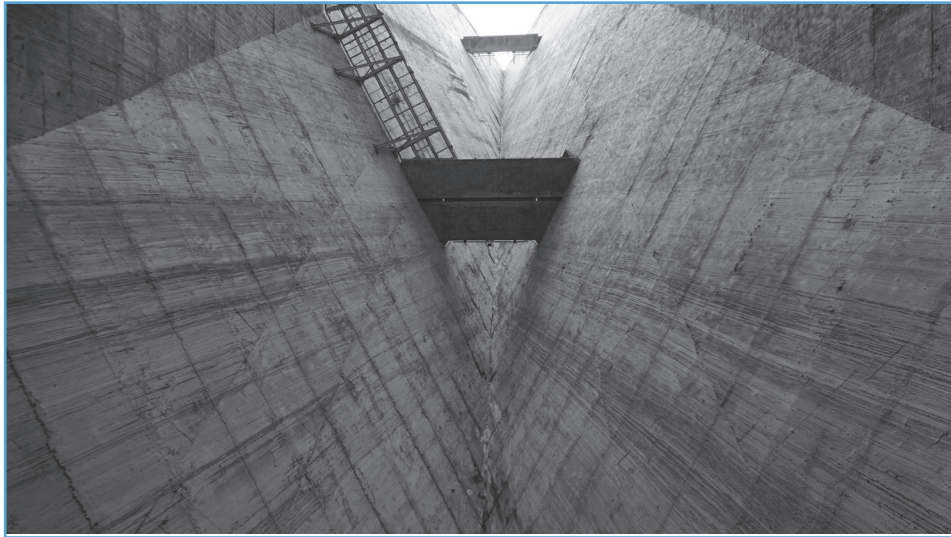
Needing a quick coffee break, my group and I stopped for a moment at the Wind View Cafe in Jaipur, India. Little did we know that its roof had a prime view of the iconic Hawa Mahal, a palace with beautifully carved, honeycomb-shaped windows. We spent a large part of our afternoon admiring its beauty and grandeur over good conversation and food.



Lake Issy Kul, Kyrgyzstan

Judith Glasser

I was en route to Lake Issy Kul, the second largest saltwater lake in the world, when I saw this lovely man [wearing a kalpak].



Foz do Iguaçu, Paraná, Brazil

Barbara Blaschke '21

Standing before Itaipu, one of the largest hydroelectric dams in the world, it is easy to see how powerful the unity of two countries can be, and it makes one wonder how phenomenal the unity of humanity could be.



Kukmor, Tatarstan, Russia

Ideliya Khismatova '23

While I was in Kukmor visiting my extended family, I observed cows walking home after eating grass in the fields all day. The cows' ability to know where to go and travel independently was impressive. I learned that rural villages in Tatarstan have different ways of treating animals than compared to large scale commercial farming around the world.



Fes, Morocco

Sarah Jeffrey '20

Breaking fast at sundown with new and old friends in Morocco during Ramadan.



Torres del Paine National Park, Chile

Poolak Bhatt '23

The striking peaks of Paine Horns are grey granite tipped with black slate, which rise at the southern tip of the Andes overlooking the Patagonian steppes.



Hong Kong

Julian Lobo '22

My cousins took my family and I to Victoria's Bay where I witnessed the spectacular glow from the bright and colorful city lit up the water in ways.



Chefchaouen, Morocco

Mia Shang '20

The "blue pearl of Morocco" is foregrounded by traditional Berber rugs of various designs.



Kiruna, Sweden

Shelby Casey '20

I was able to travel to the Arctic Circle to see the Northern Lights while studying biology at the University of Gothenburg in Sweden. Traveling to another country and seeing different ways of life was an eye-opening experience for me. This was the most beautiful thing I've ever seen. From deserts of ice and sand, to mountains of rock and jungle, there is truly not enough time to enjoy this wonderful planet.



Ollantaytambo, Peru

Helen Johnston '22

This was taken in the Plaza de Armas in Ollantaytambo, Peru, where I lived for ten weeks during the summer. Choquekilka is Ollantaytambo's biggest celebration of the year, lasting for four days, featuring numerous dances unique to the area with performers wearing beautiful embroidery.

Carolina Navigators: Connecting K-14 Students to a Global Education

WRITTEN BY MARIA MORAVA '21

THE MONTAGNARDS, an ethnic minority in the central highlands of Vietnam, grapple with a history largely erased by colonialism. Having had little-to-no representation in their native Vietnam, both collective and individual Montagnard identities suffer. Since Montagnard culture remains largely underrepresented in Vietnam, it seemed unlikely that knowledge about this ethnic minority would reach Americans. This was H'Abigail Mlo '20's belief about her identity as a Montagnard, until she created a culture kit for Carolina Navigators as a Center for Global Initiatives (CGI) Awardee.

Now, students in K-14 classrooms, which includes community colleges, all over North Carolina have the opportunity to learn about Montagnards — to wrap weaved bracelets made by Montagnard artisans around their wrists, to explore the dimensions of a rice pouch from the highlands of Vietnam, and ultimately, to understand and celebrate a

culture in a way that Montagnard students like Mlo could have never imagined growing up.

The culture kit was born out of a project Mlo started alongside two other Carolina students with Montagnard heritage, Ly Nuin '19 and Phun H '20, to document elements of Montagnard culture in an effort to preserve it for the diaspora community in North Carolina. With approximately 20,000 Montagnard diaspora community members in the state, North Carolina has the largest Montagnard population outside of Southeast Asia.

"One of the main reasons Ly, Phun, and I applied for the grant through the Center for Global Initiatives and started this project was the underrepresentation we felt growing up," she said. "Our stories weren't told, and our histories weren't taught in schools, so it was easy to grow up not appreciating our heritage. The culture kit... [is] a means



An artisan in Bão Lộc, Vietnam, works on a basket or bag from bamboo that has been shredded and refined into a strip malleable enough to bend and curve, but strong enough to be held firmly in place.



H'Abigail Mlo '20 and her extended family members and family friends in Pleiku, Vietnam. They were dressed in traditional wear to demonstrate a dance on film for Mlo and her friends.



An artisan in Bảo Lộc, Vietnam, works on a basket or bag from bamboo that has been shredded and refined into a strip malleable enough to bend and curve, but strong enough to be held firmly in place.

for Montagnards to feel connected to their heritage and to realize that Montagnard stories are valid and important.”

These culture kits are only one of many initiatives led by Carolina Navigators, a program within CGI that provides free global education resources to North Carolina classrooms while also creating global engagement opportunities for Carolina students. Students at UNC-Chapel Hill are able to work with Carolina Navigators in multiple capacities: as service-learning students, interns, or CGI awardees, who are encouraged to create culture kits reflective of the culture and community in which they were immersed.

Students pursuing service-learning experiences with Navigators focus their work on one of three different tracks: a culture kit track; a multimedia track; or Zoom, a virtual presentation track.

Culture kits, like the one created by Mlo and her collaborators, hold special meaning for Carolina Navigators. They are created by UNC-

Chapel Hill students who have traveled abroad, live abroad, or come from multicultural families, and therefore hold personal meaning as well as instructional value.

Elizabeth Bucek, program manager and instructor for Carolina Navigators, believes that student input in the culture kits is key to their value. “The students are the experts, and they are the ones writing the descriptions of each item,” she explained. “They have expertise on these countries through personal experience, which allows them to bring their voices to [the kits]. We believe it is important for Carolina students to share their stories.”

After the kits are created, K-14 educators from around the state are able to reserve them and have the kits shipped directly to their classrooms. Around sixty to seventy-five percent of Carolina Navigators’ culture kits go to Title I schools, which educate large concentrations of low-income students. The tangibility of the culture

Culture kits, like the one created by Mlo and her collaborators, hold special meaning for Carolina Navigators. They are created by UNC-Chapel Hill students who have traveled abroad, live abroad, or come from multicultural families, and therefore hold personal meaning as well as instructional value.



Students use technology to complete a worksheet on the items within their French culture kit.



Students help each other put on scarves, a staple of French fashion included in their culture kit.

kits inspires educators and students of all backgrounds to seek more global experiences. Bringing those experiences to local communities is a crucial part of CGI's pan-university initiative to open access to global opportunities that transcend financial, cultural, and institutional barriers.

Bucrek also sees the culture kits as a tool to help students move past dangerous cultural stereotypes. The first item on Bucrek's syllabus for her service-learning students is to watch author Chimamanda Ngozi Adichie's TED talk, "The Danger of a Single Story," and consider the limitations of relying on singular narratives about entire nations or cultures that can perpetuate stereotypes and leave little room for nuance.

"You can't fit a whole country into a bag," Bucrek said. "We try to include more complex items than what people expect."

Beyond culture kits, Carolina Navigators has also created a variety of virtual resources for educators to share in classrooms. They operate a YouTube channel, where UNC-Chapel Hill students can share their intercultural experiences and host a semi-annual virtual cultural festival. This festival has historically drawn participation from up to a hundred different classrooms and involved up to two thousand students from North Carolina schools.

Alexis Strang '17, MA '19, a graduate student in the TransAtlantic Masters Program at Carolina, says that she valued the time she spent with Carolina Navigators as an undergraduate service-learning student, intern, and CGI awardee. She contributed to the virtual cultural festival, giving a presentation about animals from different countries. "I remember just looking at the screen and seeing all these kids just jumping around, raising their hands and asking questions," she said. "That is the image that stands out — just how excited the kids were to do something different and talk to people outside of their own classroom."

As it stands, demand for culture kits is increasing yearly, and attendance at Carolina Navigators' virtual cultural festivals is rising. With this success, Carolina Navigators continues to be an initiative at the forefront of open-access global education, utilizing both in-person and online resources to spark desire for cross-cultural understanding throughout North Carolina. During the 2018-2019 academic year, 52 Carolina students participated in the Navigators program to have an impact on 89,132 K-12 students and 3,379 educators from 271 different schools in 59 counties.

While this may be the most obvious measure of their impact, Carolina Navigators' work has an important effect on Carolina students as well. After their experiences with Navigators, both Mlo and Strang are considering global education as a career path.

"My experience with Navigators made me reflect on how insular our education

system can be,” Strang says. “It showed me how important it is to bring these ideas to people; how it makes people more sympathetic and understanding and curious.”

The work of Carolina Navigators in developing intercultural knowledge and understanding is ongoing. Currently, they are focusing efforts on securing more funding as demand for culture kits increases.

Demonstrating an intention to deepen local connections, Carolina Navigators are also developing a new partnership with Teachers 2 Teachers International and Chatham County schools, in which they will help teachers plan lessons around culture kits. Carolina Navigators works with CGI to bridge the local and the global, and their strategies for doing so continue to deepen and diversify with each passing year. 🌟



Students take turns wrapping one another in a kanga, printed fabric worn typically by women in the Democratic Republic of the Congo.

“The students are the experts, and they are the ones writing the descriptions of each item,” she explained. “They have expertise on these countries through personal experience, which allows them to bring their voices to [the kits]. We believe it is important for Carolina students to share their stories.”

— ELIZABETH BUCREK

A Close Look at a Kit

LEFT: A Carolina student who visited the Democratic Republic of the Congo chose items for a culture kit, including a jerrycan, mosquito net, Congolese newspaper, a wash basin for clothes, a boy’s school uniform, a music video, a DRC flag, and cloth from a market in the capital city of Kinshasa. RIGHT: A pair of vibrant French soccer cleats are center-stage in this culture kit from Carolina Navigators, as well as a number of other common everyday items, including euro coins, a newspaper, and train tickets.





Meet an International Educator: Q&A with Jing Liu

Jing Liu is the Study Abroad Asia-Pacific and Domestic Programs Director at the University of North Carolina at Chapel Hill School Study Abroad Office in the College of Arts & Sciences. Her interest in international education began after teaching at a U.S. university in China.

INTERVIEW BY RACHEL MATSUMURA '19

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

The Study Abroad Office promotes credit-bearing international opportunities to all undergraduate students at Carolina, working collaboratively with other schools on-campus. Our programs take the form of traditional study abroad and exchange programs but can also involve internships, research, and service learning. I think students have unique motivations and face their own challenges when it comes to study abroad. In the Study Abroad Office, we try to identify programs that address individual needs.

What is a typical work day like for you?

It really depends on the time of the year. Some days are very quiet and I'm mostly working on emails, budgets, and contracts. In the season leading up to programs abroad, it's more about preparing faculty and students to go abroad through workshops and pre-departure sessions.

Are there existing or upcoming programs you're excited about?

So many! My portfolio includes veteran faculty-led programs that have run for decades, such as UNC Summer in Japan or UNC Summer in India, to completely new programs such as the UNC Phillips Summer in Shanghai. We also just added a semester program in Bhutan and summer internship programs in New Zealand.

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

It began quite serendipitously after I graduated from college and somehow fell into a "gap year" teaching abroad at a branch of a U.S. university in China. That experience allowed me to observe intercultural exchange and ignited my interest in the field. From there, I earned my master's in international

education policy and worked as a graduate assistant in the Office of International Programs. Over the last ten years, I've worked in study abroad offices at several institutions.

Tell us about a memorable travel experience related to your work.

The most memorable aspect of work travel for me is seeing our students navigate their host communities abroad. I remember our students on the UNC Institute for the Environment's Thailand Field Site giving me a tour of their campus and apartment when I visited Bangkok last spring, and it was so gratifying to see them use the Thai they had learned and hopping on tuk-tuks.

Before starting this job, I was able to travel around New Zealand for a few weeks hiking, reading, free-camping in a car, and eating lots of meat pies. That was probably the most zen and liberated I've felt traveling abroad.

Why is global experience important for academic and professional development?

As someone who has completed a lot of formal education, I fiercely believe that my global experiences were equally, if not more, educational and formative. Having global experiences will give you an edge and a talking point on resumes, but you have to look beyond what's on paper. It's also crucial for personal development. Students often come out of a global experience with more confidence, patience, and compassion and a greater ability to deal

with ambiguity and to see the world in a more nuanced way.



2017 UNC Summer in India students gather at the Amer Fort in Jaipur.

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

I'd encourage them to nurture that interest by leaning into it and taking action. Sometimes students simply allow an opportunity to pass them by or

talk themselves out of it before it even starts. Please don't allow perceived or amplified challenges in your head prevent you from a potentially life-changing experience. Ask questions, make a plan, be deliberate.

Tell us about your hobbies.

I really enjoy live music, hiking, and DIY projects. Currently, my most time-consuming hobby is renovating an Airstream trailer and attempting to turn it into a functional tiny house. It's been a tremendous learning process. 🌟

"Students often come out of a global experience with more confidence, patience, and compassion and a greater ability to deal with ambiguity and to see the world in a more nuanced way."

GLOBAL HEELS

Anum Imran '21 Draws on Her Global Background and Entrepreneurship to Make a Difference in Chapel Hill's Refugee Community

WRITTEN BY RAWAN ABBASI '21



KRISTIN CHAVEZ

Anum Imran

ANUM IMRAN and her family lived in three international cities—Karachi, Pakistan; Dubai, United Arab Emirates; and Geneva, Switzerland—before returning to the United States, so she has had her fair share of global experiences, which she attributes to many of her goals and passions. After several years abroad, Imran still channels her global upbringing into her

activities and education at the University of North Carolina at Chapel Hill—most notably through her work with Refugee Community Partnership to launch Traditional Kitchens.

In Karachi and Dubai, Imran remembers that her communities were somewhat similar, particularly at the socio-economic level, and comprised mostly of Muslims and members of the upper-middle class, much like her own family. That changed when she and her family moved to Geneva, where Imran made friends from backgrounds different than hers, including Somali, Albanian, and Portuguese immigrants and refugees. As a result of being raised in international cities, Imran became fluent in French in addition to her native English and acquired a working knowledge of Urdu and Arabic.

These multicultural and multilingual experiences influenced the person Imran is today, leading her to pursue one of her fields of study at the University of North Carolina at Chapel Hill: political science. Having lived abroad for the majority of her childhood, Imran knew little when it came to U.S. government and politics, but that only fueled her desire to study political science at UNC-Chapel Hill.

Imran also studies statistics and analytics and their impact on policy. Both of these fields serve as an asset to her entrepreneurial work today.

In the fall of 2017, Imran was quickly introduced to entrepreneurship through a First Year Seminar on social innovation.

"Because of that class, I was able to understand what social entrepreneurship looks like and realized that this kind of work is what I've been envisioning for myself for a long time," says Imran.

After completing the course, Imran joined the Campus Y's CUBE under the guidance of Melissa Carrier, her social

innovation professor and the director of the Office of Social Innovation at UNC-Chapel Hill. CUBE, Creating University Born Entrepreneurs, is a social innovation incubator that is a resource for social entrepreneurs to develop and implement their ventures. While working in the CUBE and taking a special topics course with Carrier, Imran designed a business model, and in the summer of 2018, she was able to successfully implement what she learned about social entrepreneurship to help develop Traditional Kitchens.

In collaboration with Refugee Community Partnership, an organization that provides opportunities and resources for refugees in the Piedmont region, Traditional Kitchens is a cooperative culinary social enterprise. The organization provides refugee women with an accessible pathway to economic development by way of culinary entrepreneurship of their own traditional cuisines through pop-up community events and catering. The mission of Traditional Kitchens centers on two main goals for refugee families: financial sustainability and social engagement with the community.

The organization is also dedicated to ensuring their artisans have as much autonomy as possible. "Their goals are very instrumental in every decision," says Imran. "They have full culinary authority, and they help us decide when we take on an event for catering and what food we're making."

The biggest goal and challenge for her is developing the most sustainable business model, one that builds upon her hopes for the future of Traditional Kitchens.

"The artisans are the heart of Traditional Kitchens," Imran explains, and so the future of the venture primarily depends on what their interests are. However, she does envision a future where Traditional Kitchens expands, finding more opportunities for women to create and maintain their own success. "From there," says Imran, "I would like to introduce the model to other communities, whether it be in the state or in the country, because it's a flexible model that focuses on community-led economic development, and it can exist in a lot of different ways. I want to benefit communities as a whole."

For students eager to create a start-up business themselves, Imran recommends seeking out the many resources available on campus. "Connect with entrepreneurs who have ventures and interests similar to your own, as they have been through what you have been through."

Though Imran's career as an entrepreneur has only just begun, her work with Traditional Kitchens is a culmination of her unique global experiences and skills, which help her create positive changes in her community, starting with refugees and their culinary histories. 🌻

Diego Riveros-Iregui Connects UNC and USFQ in the Study of Water

WRITTEN BY MARIA MORAVA '21

DIEGO RIVEROS-IREGUI teaches courses in hydrology, watershed systems, and environmental systems as an assistant professor in the Department of Geography in the UNC College of Arts & Sciences—and considering the global nature of his work, he observes that there is no resource more global than water.

In his early college years in Bogotá, Colombia, he studied geology, but his academic career evolved when he decided to further his studies and attend graduate school to engage with the environment in different capacities.

A series of moves took him across Latin America before he came to the United States. As a young scholar, Riveros-Iregui found a passion for water cycles: the ways in which water is circulated between the oceans, atmosphere, and land. Now in his fifth year as a faculty member in Chapel Hill, he continues to explore the interactions between water and ecosystems.

It was through his interest in water cycles that Riveros-Iregui first began to develop a global vision for his work, as his first instinct was to pursue projects in his home country of Colombia. “Initially, I was thinking about



JACKSON SEYMORE '20

Riveros-Iregui during his summer course in San Cristóbal in the Galápagos Islands, where Carolina has a joint research center with the Universidad San Francisco de Quito.

studying water are unevenly available, especially in countries like Ecuador, where hydraulically dense areas often go unexplored. These discrepancies drive Riveros-Iregui's value

Colombia because it is a country with so much water and biomass,” Riveros-Iregui said. However, upon learning about the University's strategic partnership with the Universidad San Francisco de Quito (USFQ) in Ecuador, Riveros-Iregui's interest was piqued. “Having support from both institutions is logistically huge...to have partners who are fully invested in the same things that you are. I thought, ‘Well, it's not Colombia, but it's close.’”

Despite the globality of water, Riveros-Iregui is aware that resources for



Riveros-Iregui collects samples in Chingaza National Park in Colombia to further study hydrology and watershed systems.

of collaboration, and he says it is the “best of both worlds to take what we've learned here and apply it in collaboration with local scientists there.” In this way, opportunities available in countries like the U.S. allow researchers to gather data from long-term monitoring, which can begin to shape other locations. “These are the local scientists' territories. They are already asking fantastic questions and producing beautiful data sets,” says Riveros-Iregui. “While we can bring insight from long-term monitoring, we do miss a lot of the scientific dynamics happening while we're away.”

In 2018, Riveros-Iregui taught UNC's annual summer course on environmental studies in the Galápagos Islands. A number of his students subsequently returned to the Islands to conduct their own research. Riveros-Iregui says the course gives students the confidence that they are fully capable of field-learning and conducting research abroad.

Next for Riveros-Iregui is a new project looking at the role of small wetland connectivity in controlling greenhouse gas emissions and downstream carbon fluxes from headwater tropical streams, funded by a National Science Foundation grant, offered by the Faculty Early Career Development (CAREER) Program to support faculty who have the potential for lifetime leadership in education and research. Riveros-Iregui's five-year grant combines research, education, and outreach along with graduate and undergraduate training. This new project excites Riveros-Iregui, and along with his thriving study abroad initiative, it is clear that his spirit of finding invested, excited collaborators isn't slowing down. 🌻

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

Foreign Language and Area Studies (FLAS) Fellowship

DESCRIPTION: Conduct study of less commonly taught languages and area studies coursework. 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-Chapel Hill.

ELIGIBILITY: Full-time undergraduate students and graduate students accepted or enrolled in full-time programs. 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: Usually in January or February.

MORE INFO: areastudies.unc.edu/flasunc

Burch Fellows Program

DESCRIPTION: Burch Fellows must have the imagination and resourcefulness to plan a fellowship experience that allows them to pursue of an intense interest beyond the scope of an academic course or summer internship.

ELIGIBILITY: Full-time undergraduates who have completed at least one but no more than six semesters at UNC-Chapel Hill. Must have two semesters remaining after completion of the Burch Fellowship.

AMOUNT: Up to \$6,000.

DEADLINE: January.

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

Carolina for Kibera Florence and James Peacock Fellowship

DESCRIPTION: The fellowship provides an immersive experience to complete health-related or outreach projects in collaboration with Carolina for Kibera. The fellowship is comprised of a semester of project development, two to three months abroad for implementation, and a semester-long internship upon return.

ELIGIBILITY: 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, non-credit-bearing 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.

ELIGIBILITY: Full-time, returning undergraduate, master's students, and professional students; international PhD students (excluding domestic PhD students); all must demonstrate financial need and have no or limited prior global travel.

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

DEADLINE: Five deadlines throughout the academic year.

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.

ELIGIBILITY: Sophomores, juniors, or seniors planning on a 5th year of coursework. Must be a U.S. citizen; permanent residents are not eligible.

AMOUNT: \$5,000; the number of fellowships and monetary

amount offered each year are subject to approval by the 1938 Endowment Committee board members.

DEADLINE: January.

MORE INFO: isss.unc.edu/class38/

Frances L. Phillips Travel Scholarship

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

ELIGIBILITY: Full-time juniors and seniors who are U.S. citizens in good academic standing in the College of Arts & Sciences, with financial need. Graduating seniors do not have to be enrolled at the time of their experience. Must have attended a high school in North Carolina.

AMOUNT: Up to \$9,500.

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.

ELIGIBILITY: Full-time undergraduate students in good academic standing. Funding available for students participating on an approved program abroad for academic credit.

AMOUNT: Varies.

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

MORE INFO: studyabroad.unc.edu/students/costs-funding/study-abroad-office-scholarships/

Summer Undergraduate Research Fellowships (SURF)

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

ELIGIBILITY: Full-time undergraduate students in good academic standing. Projects must last at least nine weeks during the summer for a minimum of 20 hours per week. Morehead-Cain, Robertson, and McNair Scholars are not eligible.

AMOUNT: Typically, \$3,000; students in certain disciplines are eligible to receive additional funding

DEADLINE: February 1.

MORE INFO: our.unc.edu/surf/

Robert E. Bryan Social Innovation Fellowships

DESCRIPTION: For teams of students interested in creating social impact locally and/or globally through the creation of an innovative project that addresses a community-identified need.

ELIGIBILITY: Returning, full-time undergraduate student teams.

AMOUNT: Up to \$1,500.

DEADLINE: October 21.

MORE INFO: ccps.unc.edu/apples/bryan-social-innovation-fellowships-3/

Sonja Haynes Stone Center Undergraduate International Studies Fellowship

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

ELIGIBILITY: Full-time second-term first-years, sophomores, juniors, and seniors 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: February-March.

MORE INFO: [stonecenter.unc.edu/category/fellowships/Honors Thesis Research Grants](http://stonecenter.unc.edu/category/fellowships/Honors-Thesis-Research-Grants)

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

ELIGIBILITY: Undergraduate 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/

PASSPORT TO GO!

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. **For more information, visit global.unc.edu/travel-info/additional-resources/passportdrive/**

FUNDING OPPORTUNITIES

Phillips Ambassadors Program

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

ELIGIBILITY: Undergraduate students accepted to a UNC study abroad program in Asia with minimum 3.0 GPA. Additional consideration may be given to students who have not previously studied abroad in Asia, as well as to students applying to programs with experiential learning and internships.

AMOUNT: \$5,000

DEADLINE: Coincides with program deadlines set by the Study Abroad Office.

MORE INFO: phillips.unc.edu/

UNC Medical Horizons Fellowship

DESCRIPTION: Funding for one pre-medical or health student to participate in the UNC School of Medicine's global health student group combining UNC clinical faculty and medical students. The selected undergrad will spend the spring semester in a weekly medical student course to prepare for a three-week trip to Honduras to observe a clinical setting.

ELIGIBILITY: Junior or senior, pre-medical or health undergraduate student with financial need. Must have advanced proficiency in Spanish. Must be a U.S. citizen. Preference for students who have never traveled globally and for students interested in women's health.

AMOUNT: Full trip cost (up to \$4,000).

DEADLINE: November.

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

Bender Curry Family Undergraduate Public Health Global Internship Award

DESCRIPTION: The award supports an undergraduate public health student to pursue an internship in a country they have not previously worked in.

ELIGIBILITY: Must be an undergraduate in the Gillings School of Global Public Health.

AMOUNT: Varies.

DEADLINE: Varies.

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

Davis Projects for Peace

DESCRIPTION: Students are invited to design grassroots projects that they will implement during the summer.

ELIGIBILITY: Any undergraduate students at UNC-Chapel Hill.

AMOUNT: \$10,000 per project.

DEADLINE: February 8.

MORE INFO: <https://ccps.unc.edu/awards-fellowships/davis-projects-for-peace-award/>

Mingma Norbu Sherpa Fellowship

DESCRIPTION: The Mingma Norbu Sherpa fellowship supports engaged environmental research at field sites in the U.S. or abroad.

ELIGIBILITY: Any undergraduate or graduate student who will be continuing study at UNC-Chapel Hill following completion of the fellowship.

FUNDING: Typically \$1,750; varies.

DEADLINE: February 8.

MORE INFO: <https://ccps.unc.edu/awards-fellowships/sherpa-fellowship/>

Anne L. and S. Epes Robinson Honors Fellowship

DESCRIPTION: Robinson Honors Fellows are passionate about the study of the history and culture of Europe and the Mediterranean, from 500 BCE to 1918 CE. Applicants plan an independent fellowship.

ELIGIBILITY: Full-time undergraduates who have completed at least one but no more than six semesters.

AMOUNT: Up to \$6,000 towards budgeted expenses.

DEADLINE: January.

MORE INFO: honorscarolina.unc.edu/fellowships/robinson-honors-fellowship/

Carolina Blue Honors Fellowship

DESCRIPTION: Carolina Blue Honors Fellows want to learn about the business of sports from the inside of an organization while living internationally. Fellows identify an internship in an entrepreneurial venture abroad.

ELIGIBILITY: Full-time undergraduates who have completed at least two but no more than six semesters at UNC-Chapel Hill.

AMOUNT: Up to \$5,000 towards expenses.

DEADLINE: December 1, 2020.

MORE INFO: honorscarolina.unc.edu/fellowships/carolina-blue-honors-fellowship/

William D. Weir Honors Fellowship in Asian Studies

DESCRIPTION: Weir Fellows advance their study of the Chinese language and apply it in an internship in their prospective career field. Students study intensive language in Beijing in the spring semester, followed by a summer internship in Shanghai.

ELIGIBILITY: Full-time undergraduates who have a 3.2 GPA who have completed at least three semesters of Chinese.

AMOUNT: All program costs above tuition at UNC.

DEADLINE: September 2020.

MORE INFO: honorscarolina.unc.edu/fellowships/weir-fellowships/

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.

STUDY ABROAD STUDENTS

Total 2017-2018	2,416
Total Undergraduate	1,824
United Kingdom	471
Spain	270
Italy	117
India	116
Australia	109

ALUMNI PROFILE

Total Living Internationally 2019	6,294
China	661
United Kingdom	528
Canada	476
South Korea	360
India	301
Thailand	256



At the start of each fall semester, UNC Global hosts a welcome social for international students and scholars and students returning from study abroad programs in the FedEx Global Education Center.

INTERNATIONAL STUDENTS AT UNC

Total Fall 2018	2,335
Total Undergraduate	651
China	1049
India	281
Korea	137
United Kingdom	60
Canada	52

MORE THAN

309

FULBRIGHT FELLOWS

39

LUCE SCHOLARS

49

RHODES SCHOLARS



Emily Burrill

Emily Burrill Reflects on Roots of Her Scholarship on Francophone West Africa

I GREW UP in a small farming community in northern Vermont, not far from the Canadian border, that was immersed in the French language. The large and old families with deep roots in our

community had French names; the names of many of our roads and tracks of land were in French. Due to our proximity to the northern border and our distance from major East Coast U.S. cities, most of our radio and television stations were in French. My mother, who did not have French-Canadian heritage, was a French teacher.

Because my parents moved to Vermont as adults, my sisters and I were jokingly considered flatlanders, or people who were not really of Vermont. Ironically, my friends of French-Canadian heritage, whose families had lived in the area for generations and who called their grandmothers *mémère*, often spoke less French in their homes than my family did. For many of my peers, their grandparents were discouraged from speaking to their children in the

who opened up my eyes to a world of francophone literature outside of France. We read African literature written in French, ranging from Albert Camus' *L'Étranger* to Cheikh Hamidou Kane's *l'Aventure ambiguë*. I became hooked on African francophone literature and history, which led me to pursue a French language program in Dakar, Senegal, during my junior year.

The second thing that happened was the Rwandan Genocide, which unfolded during my first year. Enrolled in a modern African history course at the time, I was shocked by the absolute brutality I was seeing and hearing on the news, and the suffering and violence in Rwanda, but also how confused I was about what was happening and why. Why hadn't I ever learned about the brutality of Belgian rule in Central and East Africa? What did Hutu and Tutsi identity mean? How could this violence be happening while the world watched? These early college experiences influenced me to study the history and culture of West Africa, with a specific interest in Senegal and Mali.

My interest in area studies was also informed by the formation of my identity as a feminist, which began when I was in high school, and was galvanized during my years at a women's college. Pursuing African Studies at a women's college framed my curiosity and commitment to understanding the gaps in the literature in African history, and why, at the time, there was so little scholarly history on African women's history.

"Pursuing African Studies at a women's college framed my curiosity and commitment to understanding the gaps in the literature in African history, and why, at the time, there was so little scholarly history on African women's history."

French language, and English was strictly enforced in schools. As a result, the French-Canadian language began to die out in northern Vermont.

Inspired by my childhood, I have always thought about the relationship between identity and place, the construction of the insider and the outsider, the hidden silences of the past, specifically the contours of French empire. Of course, I didn't know that I was interested in "the contours of French empire" as a child, I just knew that I was interested in understanding why there were people with French heritage so far away from France. As a result of these interests, I majored in Anthropology and French when I went to college.

Early into my college years, two important events occurred. The first was that I took a French literature class taught by a Senegalese professor,

The foundation of my early interests and awareness of difference and identity were also tied to gender and power.

I see my present-day work as a professor of women's and gender studies and history as directly tied to key themes in my own identity formation: growing up along a national border, exposure to foreign language, strong mentorship from teachers and professors, the opportunity to study abroad, and the fateful connection between global events and my desire to make sense of the world around me.

Emily Burrill is an associate professor of history and women's and gender studies at UNC-Chapel Hill and director of the African Studies Center. 🌻



This photo of a government-funded residential area in Hong Kong is from the 2019-2020 Carolina Global Photography Competition.



UNC
GLOBAL

UNC Global
The University of North Carolina at Chapel Hill
1206 FedEx Global Education Center
301 Pittsboro St., CB #5145
Chapel Hill, NC 27599
USA
Tel. +1.919.962.4504 | global@unc.edu