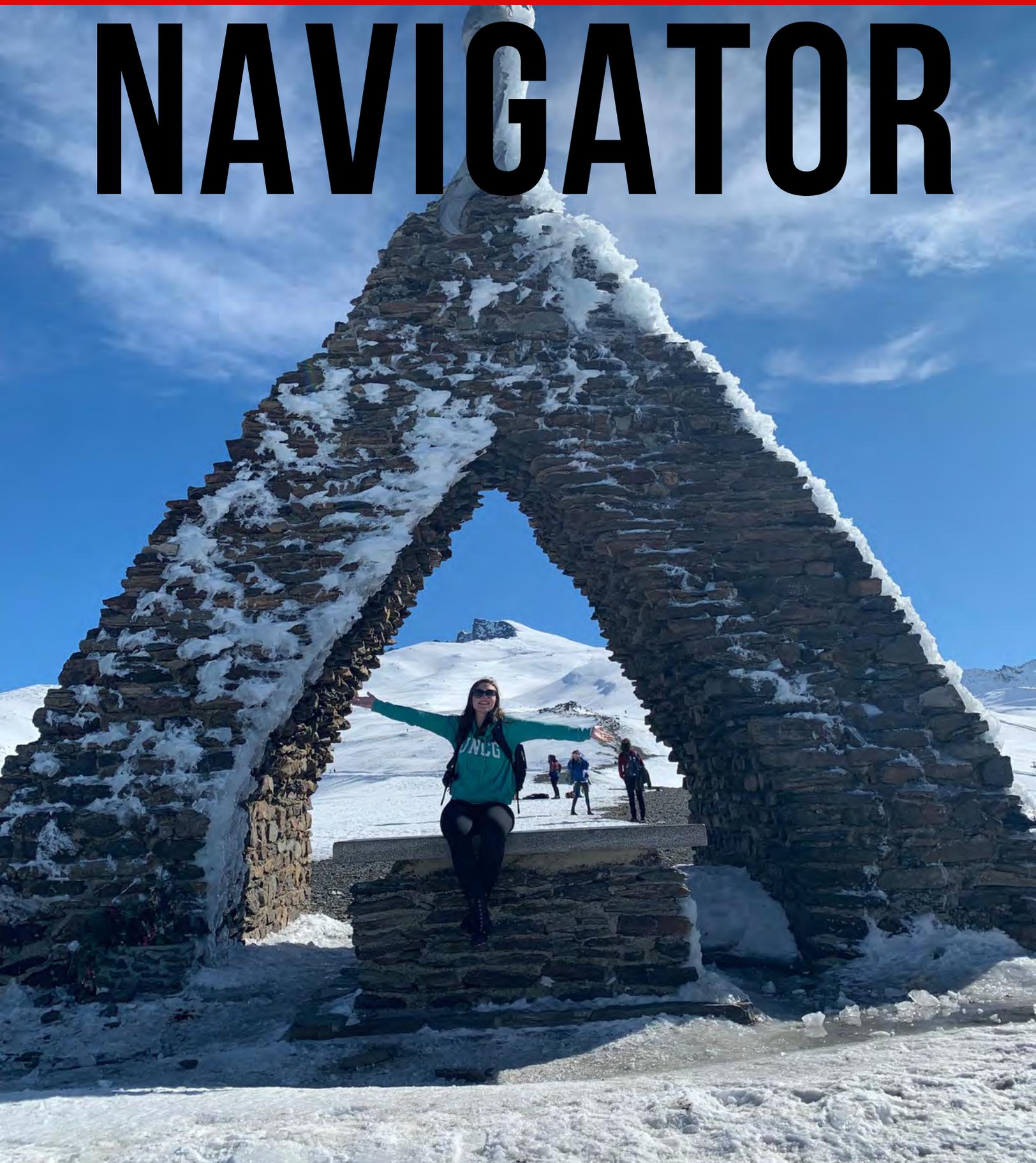


# NAVIGATOR



# NAVIGATOR STAFF



James Stephens  
International Honors  
Biology Major



Kellie Thomas  
International Honors  
Political Science Major



Destiny Brooks  
Disciplinary Honors  
English Major



Morgan Neering  
International Honors  
Elementary Education

# ABOUT



The UNC Greensboro Honors Program began in 1947, when UNC Greensboro was still the Woman's College of the University of North Carolina, and initially had six students. In 1962, Chancellor Otis Singletary supported the expansion of the program with a grant from the Ford Foundation, to 100 students.

Ten years later, the Program had grown to 200 Honors students, who completed Honors courses and wrote a senior thesis. UNC Greensboro went co-ed in 1963, and the Honors Program continued under a series of directors until 2006, when, thanks to the largest alumni gift in UNC Greensboro history, it became the Aubrey Paul and Georgia Garrison Lloyd International Honors College at the request of Rebecca Lloyd, an alumna of the Woman's College.

The International Honors College is now a robust community of approximately 1,000 students pursuing International Honors and Disciplinary Honors. Students who complete the requirements of both programs are awarded Full University Honors.



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# HONORS AROUND THE WORLD

The Lloyd International Honors College provided over 70 travel grants to International Honors Students for the 2018-2019 academic school year. With over 80 students approved to study abroad here is where some of our students landed.



Miracle Johnson  
International Honors  
Summer Language and Culture Immersion  
Heredia, Costa Rica



Christian Cagle  
International Honors  
Keele University  
Keele, England



Carolyn Garner  
Full Honors  
Universidad San Ignacio de Loyola  
Lima, Peru

# COMPETING FOR A CAUSE

BY JAMES STEPHENS

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In February 2019, the Spartans in Tourism and Hospitality (STH) club, led by Honors students, partnered with the Honors College's Spencer Residence Hall to implement a recycling competition, the first of many recycling initiatives at UNC Greensboro geared towards creating a more sustainable campus lifestyle.

The goal of the project was to bring awareness to the need for recycling in our everyday lives and educate the dos and don'ts of recycling, while using the competitive nature of college students to make the project more successful.

The STH club began developing an idea for a recycling initiative in the Fall of 2018 in consultation with the director of the Sustainability Office, Sean MacInnes. The idea was to implement a month-long recycling competition at one residence hall to slowly expand to other residence halls as time went on. The Spencers Residence Hall, was selected for the flagship competition.

The implementation was done in collaboration with Shawn Copeland, the Coordinator for Housing and Residence Life at the Spencers, and Portia Harris, an Advisor and the Coordinator of Programming for the Lloyd International Honors College, who provided the STH club with insights on how to best reach and engage students in the initiative.

At the conclusion of the competition, nearly 473 pounds of recycling were collected. The STH club concluded that the average college student recycles approximately 2.26 pounds of waste each month. This is in contrast to a Columbia University Green study\* which found that college students, on average, produce 640 pounds of waste annually. With this recycling initiative, the STH club only captured a small piece of a much larger picture.

Students involved in the STH club feel that this recycling competition was a great start to a future of sustainability at UNC Greensboro, and that Honors students led the charge in what they hope to become a campus-wide initiative, creating camaraderie within the Honors residence hall and bringing awareness to the need for better recycling practices.

\* Moscone, A. (2014). *Waste Not, Want Not: A Student Manual To Create Zero Waste College Campuses*. [online] Scholarworks.umass.edu. Available at: [https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1003&context=sustainableumass\\_studentshows\\_waste](https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1003&context=sustainableumass_studentshows_waste) [Accessed 11 Apr. 2019].



# CREATIVITY AND THE ARTS

*with Professor Larry Lavender*

INTERVIEW BY MORGAN NEERING

Dr. Larry Lavender is a Professor of Interdisciplinary Arts in the College of Visual and Performing Arts and a Faculty Fellow in Lloyd International Honors College. He holds an MFA in Dance from UC Irvine and a Ph.D. in Dance Education from New York University. His primary areas of research and teaching are choreography, improvisation, and performance art, critical animal studies in the arts, and creativity theories and practices. Dr. Lavender has lectured and taught all over the United States and in many parts of the world, including Canada, Mexico, and New Zealand.

Dr. Lavender teaches **Creativity and the Arts** and **Animals and Ourselves** in the Honors College. He views the **Creativity and the Arts** course as helping students exercise their creative muscles in areas that includes art and their everyday lives. Students in Professor Lavender's class explore various practices that help unleash creative thought and action to strengthen student's abilities to overcome perceived obstacles, and to generate and harvest new and useful ideas.

**Neering: What Honors courses have you taught this year?**

Lavender: In Fall I taught Creativity and the Arts, a 100-level class that explores approaches to and techniques for creative thinking and problem solving, with a special emphasis on artistic creativity. In spring I taught "Animals and Ourselves in Art and Performance", a 200-level class that explores the so-called human-animal divide as it is expressed in the use and representation of non-human animals in various cultural contexts.

**Neering: How did you end up teaching at UNC Greensboro?**

Lavender: I came to UNC Greensboro in Fall 2002 as the Head of the Dance Department, after having served as Head of Dance at the University of New Mexico from 1993-2002.

**Neering: What inspires your teaching practices?**

Lavender: The opportunity to engage in productive dialogue with colleagues and students around issues and topics of mutual interest is deeply rewarding. Facilitating the development in students of new ideas and the confidence to try them out and share them with others is always exciting. I never grow tired of all that I learn by engaging in teaching.

**Neering: How does teaching an Honors course change the dynamic/structure of your class?**

Lavender: Honors students in my experience bring a consistent discipline and focus to the work that enables rapid growth and progress. They come to the work already possessing significant academic, personal, and interpersonal skills, and this allows us to go deep into ideas, and to problematize ideas with rigor. In addition, because Honors courses are stand-alone courses (not positioned within a sequence of courses in a major) they draw students from diverse areas of study, and this engenders rich dialogue and cross-pollination of ideas.

**Neering: What is your favorite part of teaching Honors level courses?**

Lavender: Two main things. First, the freedom to explore ideas within a course that are multi-disciplinary and sometimes a bit beyond or outside of the mainstream. Second, to do so with students who have genuine curiosity and the courage to go places intellectually that are unfamiliar, and perhaps challenging to their previous views.



# SERVICE IS OUR MOTTO: ONE HONORS STUDENT'S APPROACH

## BY JAMES STEPHENS

At an institution where service is the motto, the Office of Leadership and Civic Engagement (OLCE) is viewed with high regard as the department that handles much of the leadership and service oriented activities within the University. It is no surprise, then, that many Honors students are at the forefront of advancing the University's mission through their dedication to service.

One of these students is Yasmin Torres, a graduating senior who came to UNC Greensboro after graduating from a local Greensboro high school. She is a Disciplinary Honors double-major in Sociology and Psychology, and plans to attend graduate school after taking a gap year. Yasmin is a recipient of the Gold Leadership Challenge, the most prestigious award granted by the OLCE, that requires students partner with a community organization; overseeing the planning, development, and implementation of a new program to improve or expand the delivery of service.

Yasmin chose to work for the Office of Intercultural Engagement (OIE) on campus with their House of Privilege--an immersive experience to help students and faculty better understand the intersections of identity and privilege in our society. Through her work with the House of Privilege, she was also able to partner with Carla Fullwood, Assistant Director for OIE, working on the planning committee for the Tunnel of Oppression--another interactive event that illustrates various forms of oppression.

She is very proud of the hard work that she and her fellow Gold Leadership Challengers put in to making these events happen, and particularly appreciated the opportunity to plan, develop, and implement such phenomenal events for the broader UNC Greensboro community. Yasmin feels that being an Honors student has given her the opportunity to focus on topics in her discipline that she is especially interested in, and that the Honors College has allowed her to become more dedicated to her education through motivating her to learn more about the broader global community.

### What We're Reading

A list of suggested books by the Lloyd International Honors College Administration and Staff.

*A Head Full of Ghosts*

by Paul Tremblay

-Dr. Angela Bolte

Assistant Dean

*Hillbilly Elegy: A Memoir of a Family and Culture in Crisis*

by J.D. Vance

-Dr. Rebecca Muich

Assistant Dean

*Landmarks*

by Robert Macfarlane

-Chris Kirkman

Honors Advisor & Coordinator

*The Witch Elm: A Novel*

by Tana French

-Maria Hayden

Honors Advisor & Coordinator

*The Tattooist of Auschwitz: A Novel*

by Heather Morris

-Julie Boyer

Honors Advisor & Coordinator

*The Seat of the Soul*

by Gary Zukav

-Portia Harris

Honors Advisor & Coordinator

# STUDYING "ABROAD"

BY DESTINY BROOKS

Xinru Yan, known here in America as "Cindy," is an international student from China pursuing Honors at UNC Greensboro. Cindy decided to pursue her studies outside of China because she wanted to explore and experience different cultures. With college being a large moment and turning point in her life, she thought it was the perfect time to expand on her experiences. She has always believed that going to another country would challenge her and make her a better person.

Although Cindy had many options for college, it was stories her father told her about his experiences as an international student that helped her decide to come to the US. Her father had studied in New York when he was in college and often told Cindy stories about his challenges and experiences. Cindy believed that her coming to the US would create an amazing connection between her and her father, and they could both enjoy her experiences and journeys.

When Cindy first arrived in America, she could only speak and understand very basic English and she knew limited grammar. This language barrier made her experiences here at UNC Greensboro overwhelming at first. It was difficult for her to know if she did not understand some things because of the language barrier or because of an academic challenge. Although math and science classes were easier for Cindy than English classes, she did not let this hold her back. She has always talked with her professors about the difficulties she faces, and they have been very helpful for her in her time here at UNC Greensboro. Despite this barrier, Cindy is working hard to complete an elementary education major with a minor in English.

Cindy has been in the US for almost three years now, only going back home for summer break. Before attending UNC Greensboro, she took some college classes back in China. The main differences that Cindy noticed about college here and in China is that here at UNC Greensboro we have more flexible class periods, whereas China has more morning classes. China is more major oriented and here we have general education requirements. Also, in China students are assessed mostly through exams and writing assignments and here we have many different forms of assessment from class work, homework, essays, exams, presentations, etc.

Cindy decided to join the Honors College after she received an email invitation to apply. When she received the email, she was ecstatic because she felt that her talents were being seen. After applying and being accepted to the honors college, she has continued to work hard and overcome any obstacles that try to get in her way.

Cindy's favorite thing about UNC Greensboro is its student diversity. When she attended school in China, she said that everyone was very similar. However, here there are people of many different cultures, religions, race, etc. Although Cindy has had many great experiences here, including learning to drive a car and having her short story, "The Sparkle of Time," published in UNC Greensboro's Coraddi magazine, she can't help but to miss her family back home. She always looks forward to the summer when she can return home to her parents who have always been supportive of her dreams, and her dog. She remains grateful for her experiences abroad and looks forward to her remaining year here at UNC Greensboro.



# PRACTICING PERFORMANCE THROUGH THE LENS OF THE AUTISM SPECTRUM:

## A REFLECTION

BY NILS SKUDRA

As an individual with Asperger's Syndrome (which is currently referred to as high-functioning autism), throughout my life I have had to learn the art of performance in both social skills groups and theater classes in order to improve my skills in social interaction. Through my participation in these programs, I have gained an increased self-confidence in my ability to engage in small talk with my peers and to speak up in front of audiences. Nonetheless, in spite of the significant advances that I have made, social intercourse can still be challenging for me since there are occasions when I do not show an inclination to participate in group activities due to my particular mood in those moments. However, by taking part in the Honors College team as a Research Assistant, I feel that I have come to appreciate the value of the notion that life is a continuing performance, and this is particularly true of my own experience with being on the autism spectrum due to the constant adaptation which I must practice in order to succeed in social situations, both on a personal and professional level.

On the professional level, I have learned to practice performance in the workspace by regularly attending staff ensemble meetings at the Honors College, taking notes on their discussions and participating in their activities. In conducting interviews with different faculty and staff as a Research Assistant, I always maintain a professional demeanor and behave courteously in my interaction with them, making appointments for a meeting, showing up in a timely manner, and paying keen attention to them when recording their answers. In addition, as a part-time server at Chez Genèse in Greensboro, I regularly engage with customers, always displaying enthusiasm when greeting them, writing down and repeating their food orders, serving the food, conducting the two-bite check-back and asking if they need anything else, pre-busing their tables and then bringing the check to them. Since social interaction has been and can still be a significant challenge for me, I find that practicing performance in these capacities is proving to be highly beneficial for my comfort level and self-confidence, which will hopefully continue to grow as I gain further experience.

I have also found a venue for performance in autism advocacy. During my first semester of the History MA program, Prof. Ali and I co-founded Spectrum at UNC Greensboro for students with autism, and throughout the course of my graduate History studies I served as the group's president. In this capacity I would host regular group meetings, conduct tabling in which I would pass out flyers and encourage passerby to sign up for Spectrum, and facilitate panel discussions in which fellow group members and I would relate our experiences of living on the autism spectrum to classes of students. Outside of the organization I have also conducted public speaking at the Arc of North Carolina's Autism Advocacy Conference and regularly write reviews of autism-themed films for the Art of Autism blog and Pittverse Magazine. In both realms, I have discovered that I can apply the art of performance by assuming the role of a spokesperson who can draw upon a combination of observations and personal experiences, and I feel that this has proven very effective in raising autism awareness and in furthering the development of my professional skills.

In summation, living on the autism spectrum has in many ways constituted a continual performance for me since it has required constant learning and adaptation in order to work with and grow from the particular challenges that are characteristic of my diagnosis. Through my professional involvement with the Honors College, I have come to realize how the concept of performance relates to my experiences as an individual with Asperger's Syndrome, and consequently I readily apply this notion to my everyday pursuits in both the professional and personal worlds. By practicing performance in these respective realms on a recurring basis, I continue to thrive in building my social interaction skills and professional demeanor, and it is my fervent hope that this will eventually land me the full-time career in the historical field that I have worked toward throughout my academic life.

# WAR CRIMES AND GLOBAL JUSTICE

*with Professor Joseph Ross*

INTERVIEW BY KELLIE THOMAS

Dr. Joseph Ross has taught at UNC Greensboro over the past 10 years, including courses in American, European, Asian and World History, as well as the History and Philosophy of Sport and Physical Education. His research and teaching focus on the history of human rights, genocide, international law, American foreign relations, and the globalization of the United States. Dr. Ross earned his M.A. in European History and his Ph.D. in American History from UNC Greensboro.

Professor Ross teaches War Crimes and Global Justice as an Honors course geared towards first year Honors students. The course examines the impact of war and conflict throughout the nineteenth and twentieth centuries that explores the development of human rights.

**Thomas: How did you get started teaching in the Honors College?**

Ross: I approached Dr. Ali about teaching a course on the history of human rights and war crimes trials, and he liked the idea. I drafted a course syllabus, the Honors College council approved the class, and I started teaching for Lloyd International Honors College in Fall 2018.

**Thomas: How has the Honors College informed your pedagogy?**

Ross: The Honors College emphasizes play and performance, and this aligns with my pedagogy of using role-playing to teach students about the past. I will be teaching the same honors course for the LIHC next fall, and I'm already thinking of ways of improving the course by enhancing the role-playing aspects and motivate students to think more critically about previous war crimes trials.

**Thomas: How has the Honors College challenged you?**

Ross: The students in Lloyd International Honors College are amazing! They come to class prepared to discuss the readings and engage each other in a constructive dialogue about people and events from decades or centuries ago. This in turn challenges me to raise questions and issues that students care about and want to discuss passionately. I spend more time planning each class meeting so that we build off of the conversation from the previous class and continue moving forward with new topics and ideas.

**Thomas: What have you learned from teaching in the Honors College?**

Ross: Don't be afraid to try new things in the classroom. I had experimented with smaller role-playing exercises in the past, but teaching for the Lloyd International Honors College gave me the push I needed to take a risk and immerse the class in two full weeks of a role-playing simulation. It could have been a disaster if the students hadn't taken it so seriously, but it turned out to be one of the most rewarding teaching experiences of my career. The fact that students were talking about the simulation outside of class demonstrated that they were fully engaged.

**Thomas: Do you have any other thoughts you'd like to share?**

Ross: The Lloyd International Honors College is a wonderful place to grow as an educator. The students are bright, motivated, and eager to contribute, and I am grateful for the opportunity to teach in the Honors community.



# THE PEDAGOGY OF BECOMING

BY MIKE HARRIS OF UNCG CAMPUS WEEKLY

If you want new things to happen, you have to create new possibilities. That was one of the key messages of political pioneer and developmental psychologist Lenora Fulani. Fulani spoke in the EUC Auditorium, in a talk sponsored by the Lloyd International Honors College. “Growing up Poor and Black in America: The Impact of the 60s from the Vantage Point of an Intellectual and Community Organizer” was the title of her talk.

Afterward, she and Dr. Omar Ali, dean of the honors college, shared a conversation onstage with Ali asking questions. A Q&A with the audience followed. Six UNC Greensboro students welcomed the audience and introduced Ali.

Ali explained the impact Fulani has had on his life. He became acquainted with her on a research trip to New York City when he was an undergraduate at the University of Michigan. She was running for governor of New York and he saw her speak at a rally. She was working to empower ordinary people through the electoral arena. “Lenora Fulani became my mentor,” explained. He added, “She is the quintessential bridge builder.”

In 1988, Fulani became the first woman and the first African American to be a presidential candidate in all fifty states. Ali showed an interview of her on the McNeil/Lehrer Newshour from that year. She was an Independent and told McNeil about her political position and why American of varying constituencies should vote for her. What shone through was her passion for all people, particularly those in poor neighborhoods and those whose political voices were not being heard. “I have a lot of faith in ordinary people,” she said.



# STUDENT HIGHLIGHTS

## SEAN THORTON



Honors students are involved in the UNC Greensboro campus life in all capacities. Many honors students, especially those doing disciplinary or full university honors, are able to enhance their education through researching with faculty. One such student is Sean Thornton, a Junior in the Biology department with a concentration in pre-medicine and two minors in Chemistry and Spanish. Sean Thornton is a disciplinary Honors student, and came to UNC Greensboro from Apex, NC. Sean plans on attending medical school after taking a gap year to work as a Certified Nurse Aide and gain relevant clinical experience, and is mainly interested in Neurology, as well as Pediatrics and Internal Medicine. He is projected to take neurobiology in the Fall of 2019 to help him explore his interest. As a disciplinary Honors student, he is conducting research with Dr. Tomkiel Dean, a professor of Genetics in the Biology department, and his research will culminate into a final research paper.

## LAUREN KALO



Lauren Kalo, a rising Junior majoring in Marketing and Entrepreneurship, is an International Honors student from Gibsonville, North Carolina. She was immediately drawn to the Honors College since it gave her the opportunity to take interesting classes outside of the normal curriculum, a chance to study abroad, and created a great community of people to meet during her first year at UNC Greensboro. Outside of being an Honors student, Lauren serves as the Student Body President for the Student Government Association, a Team Leader for BUS 126, a Chancellor's Ambassador, a member of the Bryan School Presidents' Council, and a member of the National Millennial Community. Being an Honors student at UNC Greensboro has given her the opportunity to study abroad and create incredible bonds with other Honors students. Lauren considers UNC Greensboro her home and the Honors College has helped foster a great environment for both learning and creating a great community on-campus.

## SARAH SEYLER



Full University Honors student, Sarah Seyler is a senior majoring in Media Studies with a Political Science minor. Sarah has been a part of the Honors community since her first year at UNC Greensboro, as a recipient of the prestigious Katharine Smith Reynolds scholarship. Sarah credits the Honors college for preparing her with soft skills and valuable work experience that will aid her into a prominent career. Sarah was the Honors college's first Media Intern where she captured film and photographs of special events for the Honors college. While working on an assignment as an intern, Sarah was then granted an opportunity to work with UNC Greensboro's University Communications department producing major projects like TEDxUNCG" and "A Week at the G". Sarah has accepted her first job directly out of college in Wisconsin as a Project Manager while continuing to create films in her spare time.





The Welsh Dragon, Y Ddraig Goch, is the official mascot of the Honors College and honors the Welsh heritage of UNC Greensboro alumni Aubrey Paul and Georgia Garrison Lloyd, whose daughter, Rebecca, provided the Honors College with a generous gift. The dragon also reinforces the international and global character of an Honors education at UNC Greensboro.

*Cover photo courtesy of Isabella Clark, studying abroad at the Universidad de Granada;*

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