

Volume II | August 2024

What is INT?

MAKING
CONNECTIONS
ACROSS DISCIPLINES—
ARTS AND SCIENCES,
HUMANITIES AND
TECHNOLOGY



SHOWCASING
STUDENT WORK
FROM INT 101, 201,
AND 301

MERCER
UNIVERSITY

What is INT?

Volume II, August 2024

Credits

WHAT IS INT? MAGAZINE V.II

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Contents

Letter from the Editors	6
-----------------------------------	---

INT 101: UNDERSTANDING SELF AND OTHERS

In the Shoes of Others	10
----------------------------------	----

Helping Animals	12
---------------------------	----

INT 201: BUILDING COMMUNITY

Demystifying Disability	22
-----------------------------------	----

Macon's Pleasant Hill Neighborhood	26
--	----

INT 301: ENGAGING THE WORLD

Re(Constructing) Latin American Identity	30
--	----

All Things Ukraine	34
------------------------------	----

Politics and Ideology in World's Children's Books	38
---	----

Russian Literature and Life	42
---------------------------------------	----

Hindu Epics	46
-----------------------	----

Understanding the Middle East	48
---	----

World Politics and the United Nations	50
---	----

AWARDS

Integrative Inquiry Award	56
-------------------------------------	----

INT Questionnaire	58
-----------------------------	----

Spirit of INT Award	60
-------------------------------	----

Outstanding Bears Roar Award	64
--	----

MEET THE PROFESSORS

Faculty	68
-------------------	----

Acknowledgements	70
----------------------------	----

Letter from the Editors

Dear Reader,

We received a lot of positive feedback on our first issue of the *INT* magazine. Many readers said it was a beautiful way to showcase the unique activities and three-course sequence offered by our liberal arts program at Mercer. The magazine has proven to be a valuable tool for students and instructors. It answers the common student question of “Why do I need to take INT?” and provides INT instructors with ready-made resources for their courses. It is like a printed version of the INT workshop many years ago, where we shared interesting classroom assignments.

In my INT 101 course this past fall, I used Dr. Jim May’s assignment from the first issue, which tasked students with uncovering the culinary history of a substantial meal. This assignment perfectly complemented our discussions on the relationship between humans and nature in the book *Eating Animals*. We had a fascinating class discussion as students shared their research on various international meals, including Pakora from India, Bangers & Mash from the UK, and Frikadeller from Germany. The students enjoyed the activity, and it provided a platform to share unique dishes their parents had prepared for them throughout their childhood.

Teac with

A PRACTICAL
NEW ERA OF HU

José Antonio
C. Edwards

SONG OF REDEMPTION

one day be reunited with her family. Her love for them gave her the will to survive the seemingly endless days of terror and cruelty. But the farther away from home they traveled and the more unfamiliar the terrain became, the more she felt her hope trickling from a cracked jar.

What Is INT?

hing h AI

L GUIDE TO A
UMAN LEARNING

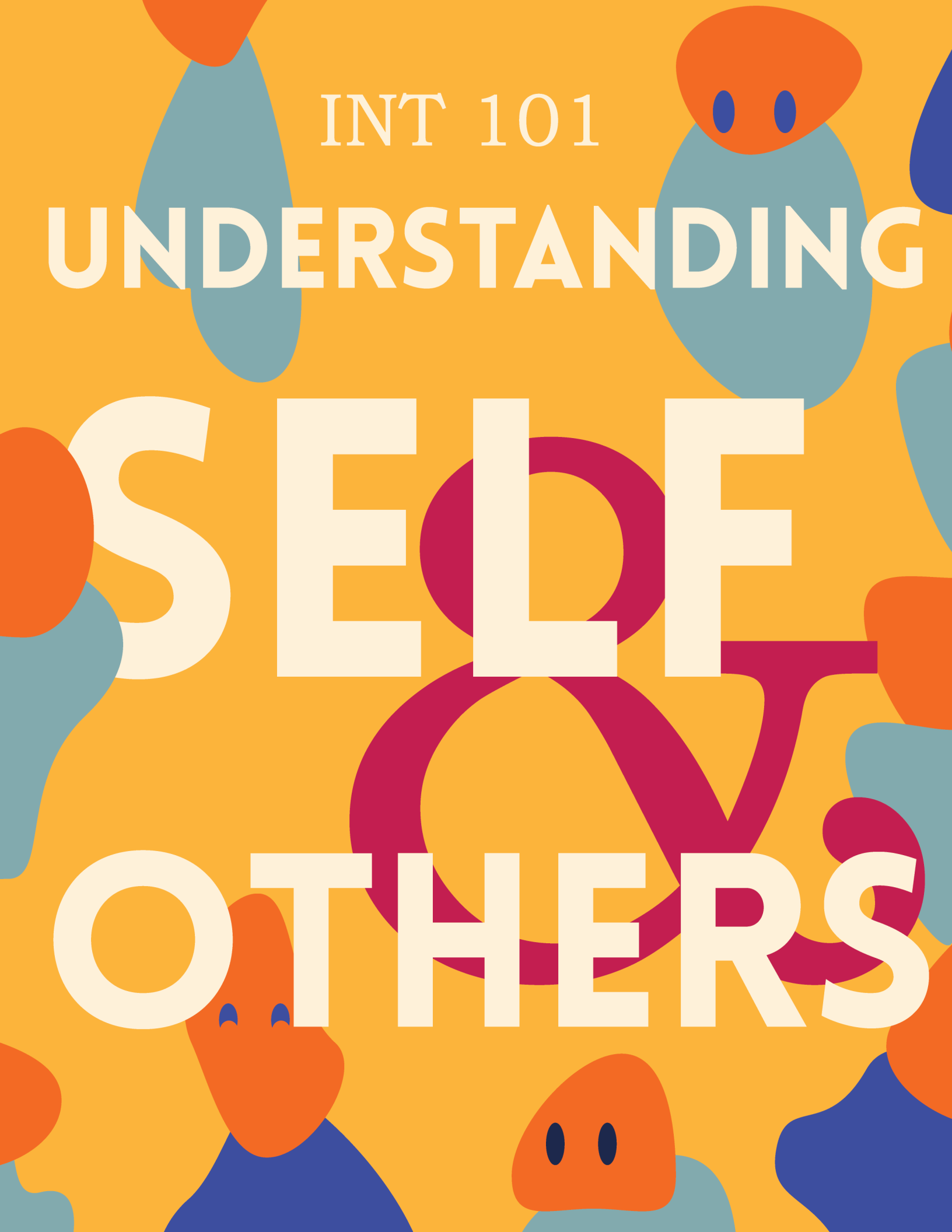
o Bowen and
d Watson

We are thrilled to present the second issue of our magazine, brimming with practical ideas to invigorate your INT course curriculum. In addition, two new books are pictured below that INT instructors will find particularly helpful in enriching their courses. Geoffrey Cohen's latest book, *Belonging: The Science of Creating Connection and Bridging Divides*, is inspiring. Chapter 9 resonated deeply, particularly the section on creating situations to help students thrive. The book *Teaching with AI: A Practical Guide To A New Era of Human Learning* was written by respected researchers and authors. It is engaging and accessible, offering a balanced perspective on using AI in your classroom. While it acknowledges the potential challenges of AI in education, it also provides a wealth of practical suggestions and clear steps for educators interested in incorporating AI into their teaching.

We are so grateful for your creative contributions. Please keep them coming for the next issue.

Andy



The background is a vibrant orange color. It is decorated with several abstract, organic shapes in shades of blue, teal, and magenta. Some of these shapes resemble stylized figures or faces, with small dark blue oval eyes. The overall aesthetic is modern and playful.

INT 101

UNDERSTANDING

SELF

OTHERS





In the Shoes of Others

CHRIS GRANT

“In this collaborative activity, we acted out a character’s scene from Kazuo Ishiguro’s *Never Let Me Go*. It was a delightful experience that deepened my connection with the book. Immersing yourself in the book and bringing the stories alive can significantly enhance our understanding of the novel.

Jahani Simone Binion

Harris, Callie, and I acted out a scene in which a student shows off their pencil case to their friend. I learned from acting out this scene with my two friends how reenactments from books can bring a scene to life and help us put ourselves in the shoes of others.

Benjamin Cohen

This activity was a deeply enjoyable way to view the events of the novel through the eyes of the characters we represented. By collaborating on this project, we gained a greater understanding and a profound insight into the friendship, passion, and loss experienced by these characters.

Harris Goodman Wallace



Benjamin Cohen, Harris Wallace, and Callie Armour's insightful interpretation of a classroom scene from the novel.



Kiara Randall, Hope Emmanuel, and Nia Jackson reenact the moment in the novel when the clones leave their school's security.

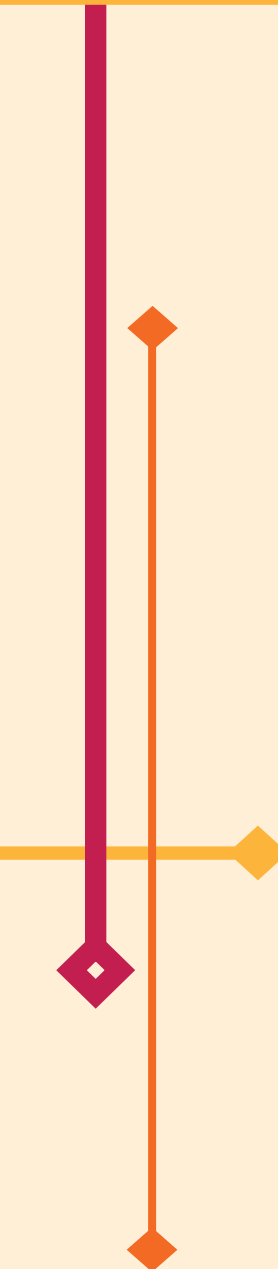


Jahani Binion and Benita Ekwalla portray a carer and a donor in this scene.



Helping Animals

VASILE STANESCU



Our unique 'Helping Animals' course transforms students into nonprofits, engaging them in competitive writing activities. These activities simulate the real-world challenges nonprofits face, with 'funding dollars' as the prize. The students can later redeem these for extra credit. As part of this immersive experience, each group undertakes a service project that applies their writing skills to address the issue of their nonprofit.

The class nonprofit, 'NAAPS' (North American Animal Protection Service), took up the cause of endangered species. They discovered the presence of Atlantic Sturgeon in the Ocmulgee and Oconee River basins in Macon. Their efforts included creating awareness through campus flyers, social media posts, and organizing a park clean-up. This initiative aimed to reduce the risk of plastic pollution harming sea life, including the Atlantic Sturgeon, in the Macon area.

STUDENT SUBMISSIONS:

AHILYNN GRAYSON, HARPER JONES, JENADYHIA BERRIOS,
KAJA BROWN, KATHERINE MARSZALEK



Amerson River Park Clean up



*North American
Animal Protection
Service*

This is one of the flyers to raise
campus awareness.

Why A Park Clean Up?

We decided to clean up Amerson Park because clean, healthy habitats are the safest for animals to thrive in.



Stuff put into the project

- We made social media accounts to promote the event
 - @naaps2023 on twitter, instagram, and facebook
 - Made by Ahilynn, Katherine, and Jenadyhia respectively
- Sent Emails to the park event planning
 - Did not get a response
- Made a flier
- Invited people

The Atlantic Sturgeons



- Found on east coast including the Ocmulgee and Oconee river basins
- Migrate to rivers and estuaries to spawn
- Existed for over 120 million years
- Can grow to be 14 feet long and over 800 pounds
- Scutes not scales just like alligators, crocodiles, and other reptiles

Some background Information

ATLANTIC STURGEONS

Such a majestic beast!!



Fun Facts about the Atlantic Sturgeons:

- o They are found near the east coast of N. America
- o They migrate to estuaries and rivers for spawning.
- o They can be traced back 120 million years!
- o Can grow to be 14 feet long! And weigh 800 pounds!!
- o They don't have scales! They have scutes!!!

Not-so-Fun Facts about the Atlantic Sturgeons:

- o They are victims of habitat loss, overfishing, and pollution. Making them endangered @
- o Varies fishing seasons leave them near-constant victims of bycatch

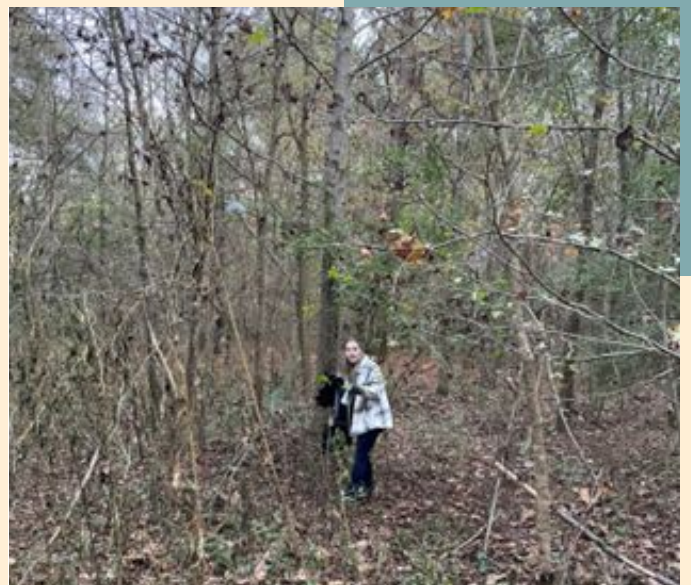
November 30, 2023 4:45-5:45

Amerson River Park, Macon, GA

Help us protect this endangered animal! Come to the park clean up!











INT 201

BUILDING COMM

The image features a vibrant orange background. In the top left corner, there is a blue organic shape. A large, stylized yellow gear is positioned behind the word 'COMM'. In the bottom right corner, there is another blue organic shape. The text 'BUILDING' is in a bold, white, sans-serif font, and 'COMM' is also in a bold, white, sans-serif font, with the gear partially obscuring the 'O'.

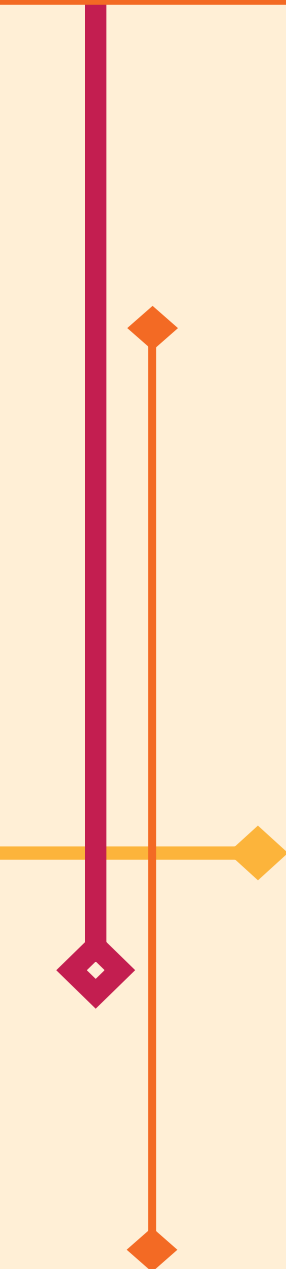


UNITY



Demystifying Disability

JOHNA A. WRIGHT



Disabled people are often “othered” and dehumanized, making it easy for people to dismiss systemic accessibility issues that hinder their ability to participate fully in society. One example of how disabled people are “othered” is the inaccurate portrayal of disability in Hollywood. Students wrote a comparative essay that detailed how two films of their choice (mis) represented disability and the potential impacts of these choices. To prepare for this assignment, students watched *Forrest Gump*, *A Quiet Place* and *Crip Camp* together in class and discussed them before writing the essay.

EXAMINING ABLELIST PERSPECTIVES OF DISABILITY: A COMPARISON BETWEEN *FORREST GUMP* AND *CRIP CAMP*

MANDIA ROBERTS

“

Ableist views are extremely persistent within our society and this system of defining individuals as worthy or unworthy portrays disabled individuals as inferior and outside of the norm. Though these ableist ideologies persist within many realms, it is particularly highlighted within films. Cinematography and society reciprocally influence each other, as what is commonplace in society inspires movies, and what is demonstrated in movies can also become reality within society, as many persons want to reenact films or



become influenced by their portrayals. In this essay, the movie, *Forrest Gump*, and the documentary, *Crip Camp*, will serve as points of analysis for three ableist perspectives. This comparative analysis will focus on the following perspectives; disability and success, sexuality, sexual agency and intellectual ability, and intellectual disabilities and incompetence, and determine which film has a superior approach to these problematic views.

”

- Mandia Roberts



Click or
scan to
read!





Macon's Pleasant Hill Neighborhood

MATTHEW HARPER

We studied Pleasant Hill, Macon's historic Black neighborhood. We walked the neighborhood with residents, read a novel by Pleasant Hill's Pulitzer-nominated author John Oliver Killens, studied its history of redlining and urban renewal, and talked with activists working to strengthen the community today. The central project was to research and write biographical entries for those buried in the neighborhood's Historic Linwood Cemetery.

Our efforts were bolstered by a fruitful partnership with local leader Yolanda Latimore, who facilitated our collaboration with the Macon Cemetery Preservation Corporation. Together, we endeavored to provide the nonprofit with our meticulously researched findings, which will be showcased on their website and incorporated into future grant applications. Our students delved deep into local newspaper databases and the archives at Washington Memorial Library, unearthing the life stories of those interred in the cemetery. These narratives include the likes of Jefferson Long, Georgia's first Black US Congressman; Ruth Hartley Mosley, educator and philanthropist; Louis Persley, Georgia's first Black architect; Rodney Davis, Macon's only U.S. Medal of Honor recipient, and numerous other pioneering writers, artists, musicians, veterans, civil rights activists, and professionals.

Our service learning partner required succinct entries for their website, which presented us with a unique challenge. How can we encapsulate a life's story in a few impactful words? This concise writing exercise honed our skills and allowed us to give back to the community. The neighborhood itself served as a profound teacher, imparting invaluable lessons on community building, which we, in turn, shared through our writing.

“

BEING AN INT STUDENT MEANS TO BECOME PART
ARCHAEOLOGIST AND PART ANTHROPOLOGIST

”



INT 201 students conducting archival research at Washington Memorial Library, October 24, 2023 (Photo credit: Matthew Harper)

STUDENT SUBMISSIONS

Click or scan to read!

CHLOE
COLLINS



GERRELL
GLENN



LISVET
LOPEZ



AMBER
TUCKER



HORMONIE
VEALS



INT 301

ENGAGING

the

WO



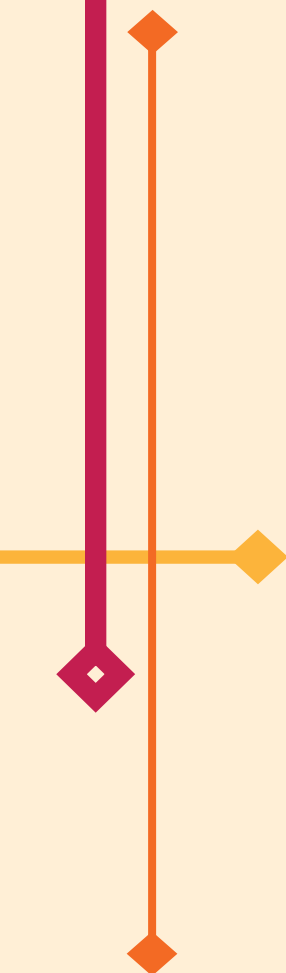


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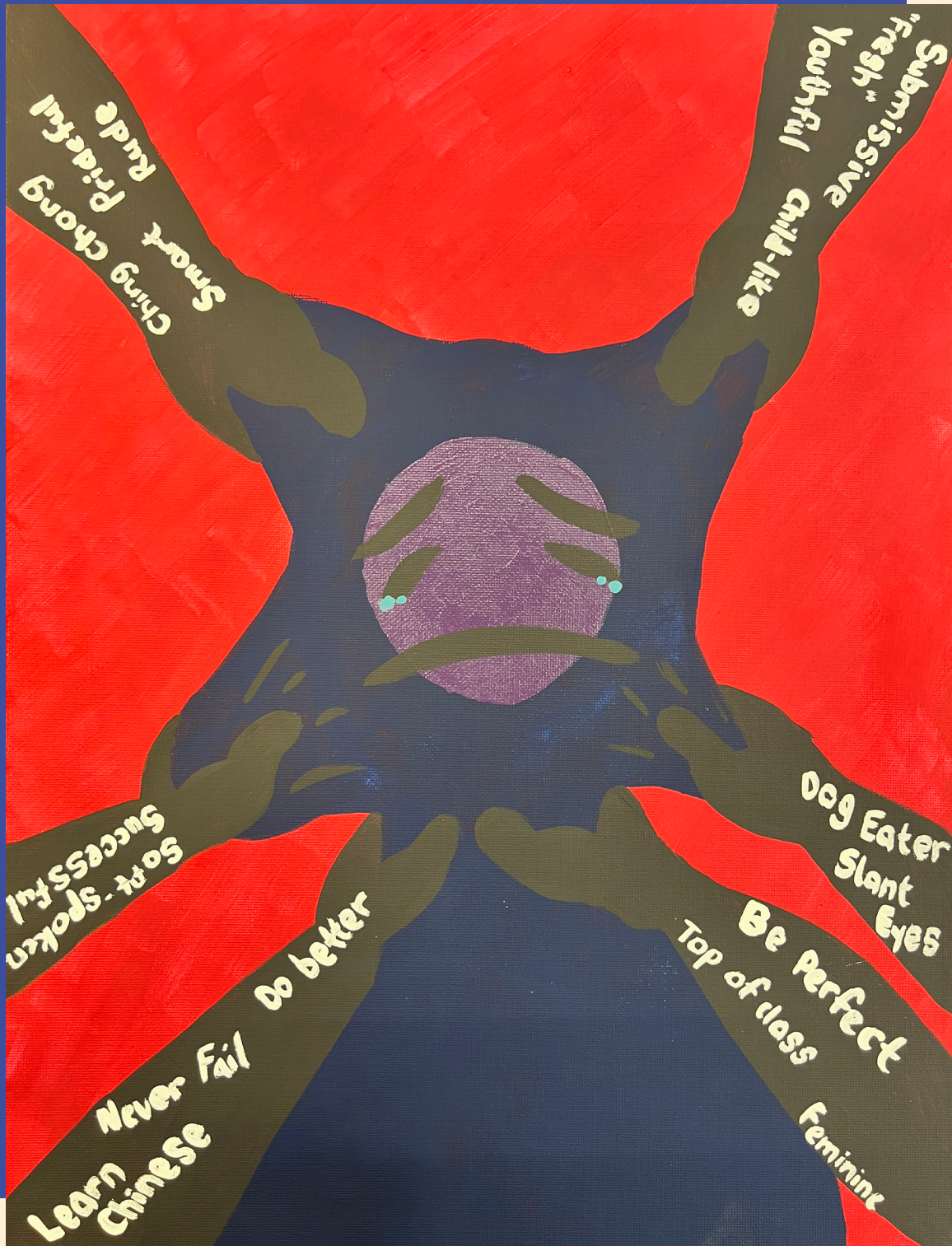


Re(Constructing) Latin American Identity

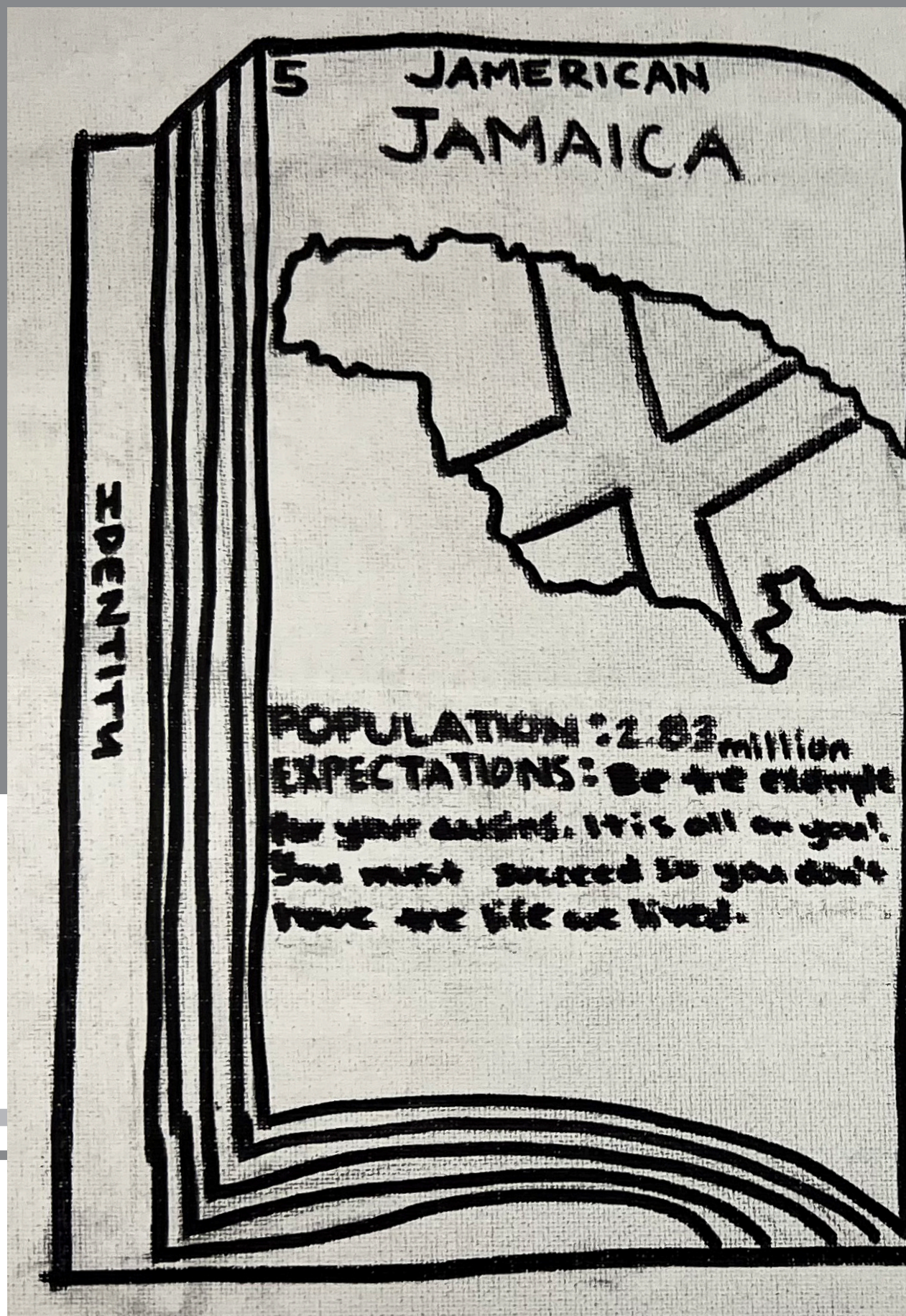
ALANA ALVAREZ

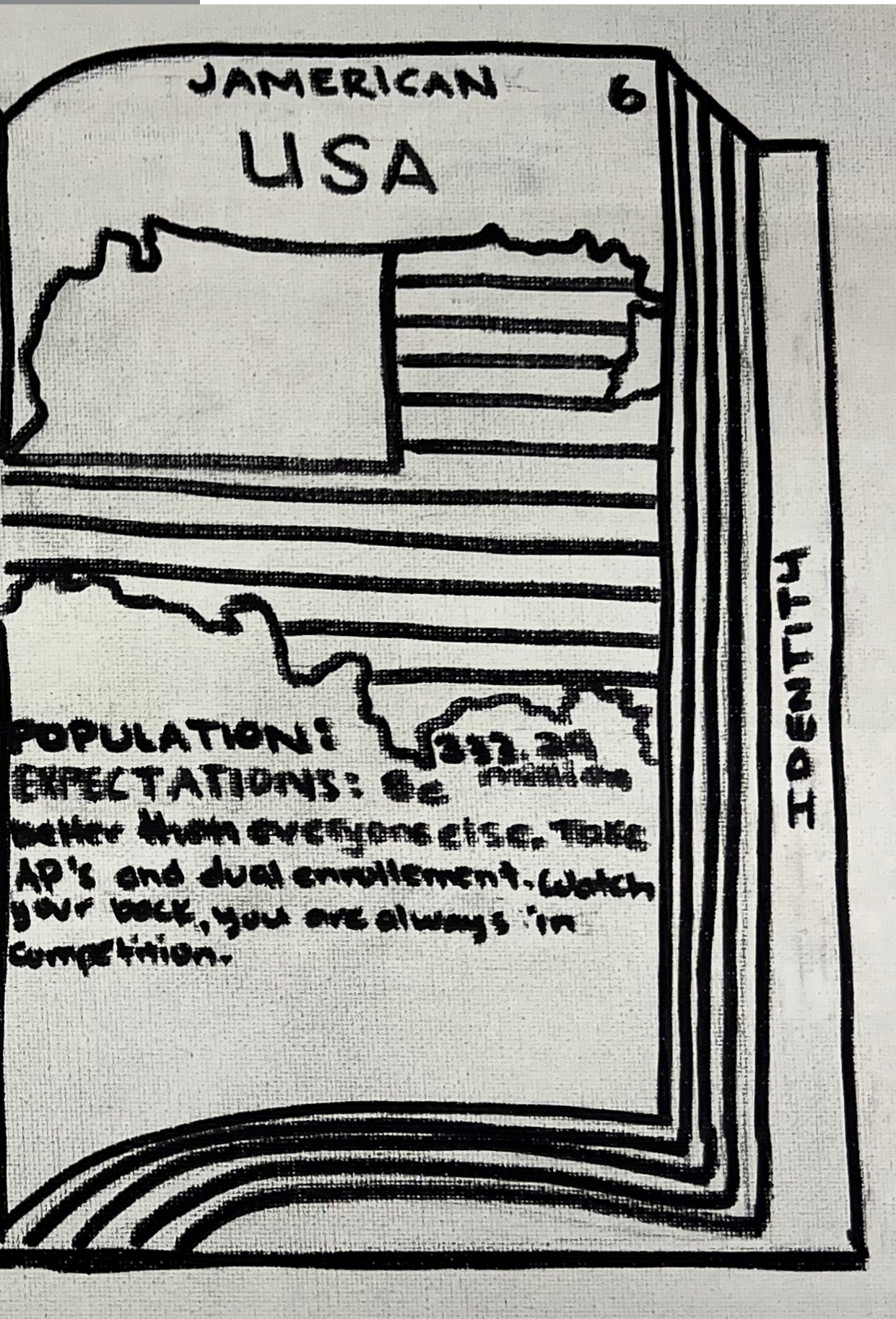


At the end of the course, students could express what a third space means to them. They questioned their identity and whether it was imposed on them. The goal of the activity was to be creative and use other methods of expression that were not tied to standard ways of assessment.



Students submission by Rachel Chen.



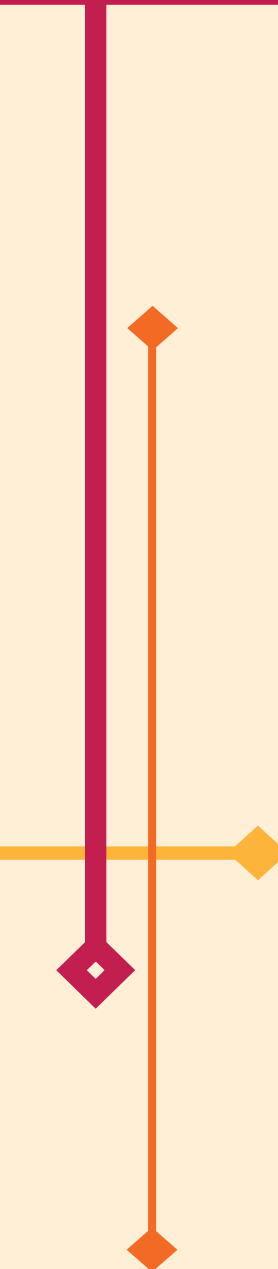


Student
submission by
Annalise Thomas



All Things Ukraine

CHRIS GRANT



“A Mercer University professor studying in Ukraine as a Fulbright Scholar has evacuated the country at the request of the U.S. Department of State as Russian troops gather on the border.”

"MERCER PROFESSOR EVACUATES FROM UKRAINE AMID THREAT OF RUSSIAN INVASION"

By Jennifer Falk | January 28, 2022

A Mercer University professor studying in Ukraine as a Fulbright scholar has evacuated the country at the request of the U.S. Department of State as Russian troops gather on the border.



Dr. Chris Grant in Kyiv

Dr. Chris Grant, professor and chair of political science in the College of Liberal Arts and Sciences, left Ukraine on Jan. 27, just weeks after arriving in the country as part of the

**"TENSIONS WITH
RUSSIA ARE A PART
OF UKRAINIAN LIFE."**

Fulbright U.S. Scholar Program. He and his daughter — 12-year-old Olivia Edwards, who was traveling with him — are now in Warsaw, Poland, until Feb. 2 when they will return to Georgia.

They had been staying in the capital of Ukraine, Kyiv, which is about 100 miles south of the border with Belarus, where an estimated 100,000 Russian troops are assembled, prompting fears of a Russian invasion.

Ukrainians have experienced Russian aggression for eight years as part of an ongoing conflict in the Eastern part of the country. In addition, Russia annexed Crimea away from

**"THE EVACUATION OF U.S.-
SPONSORED INDIVIDUALS
HAS MADE UKRAINIANS MORE
CONCERNED."**

Ukraine in 2014, “so tensions with Russia are a part of Ukrainian life,” Dr. Grant wrote in an email to The Den.

However, the evacuation of U.S.-sponsored individuals has made Ukrainians more concerned.

“There is a deeper sense of urgency in the last few days, (leading to) spontaneous demonstrations — singing patriotic songs in metro stations, flying the Ukrainian flag more and more,” wrote Dr. Grant, who also was in Ukraine in 2019, 2010 and 2006. “So, I do think there is a heightened level of concern that has not been present in the past.”



Dr. Chris Grant kept a vlog during his time in Ukraine, and he plans to continue it for about 10 more episodes.

[...]

As part of his Fulbright award, Dr. Grant taught at Kyiv Mohyla Academy and was researching the emergence of civil society in Ukraine as a former Soviet republic.

“I am conducting a five-state (Armenia, Azerbaijan, Georgia, Moldova and Ukraine) study of how civil society emerges in states that

do not have physical sovereignty over their territory,” he explained. “At core are issues of national identity, the role of the NGO (nongovernmental organization) in fostering tolerance, and how can we all learn to find tolerant society from these experiences.”

“DR. GRANT’S WORK HAS GIVEN HIM A STRONG SENSE OF UKRAINIAN IDENTITY, SOMETHING THAT TRANSCENDS LANGUAGE, ETHNICITY AND RELIGION.”

He has conducted over 100 interviews as part of the project and was to complete his research in Ukraine. He finished his first interview the day before he flew out.

Dr. Grant’s work has given him a strong sense of Ukrainian identity, something that transcends language, ethnicity and religion.

“People see themselves as Ukrainian and overwhelmingly do not want to be under Russian dominance,” he wrote.

[...]

When Dr. Grant returns to Macon, he will reconsider his options for the Fulbright grant. He’s unsure what will happen but wrote that he is fortunate to be an American and grateful to be a citizen of a country that values protecting the lives of its citizens.

“I come from a large, rich and powerful country, and that is a true benefit in this world,” he wrote. “I had said from the beginning of this process I would follow the embassy directives; our diplomats tend to be very cautious, and I trust them. They said go, and I went.”

“May my Ukrainian counterparts enjoy such status in the future.”

Click or scan
to read the full
article!



Click or scan to watch!

The video player shows a street scene in Warsaw, Poland. In the background, there are several tall buildings, including the Palace of Culture and Science. A yellow tram is visible on the street. In the foreground, there is a blue parking sign with a 'P' and a 'Koniec' (End) sign below it. A large, stylized orange and yellow graphic with a splatter effect is overlaid on the left side of the video frame.

Vlog 18: Goodbye Warsaw

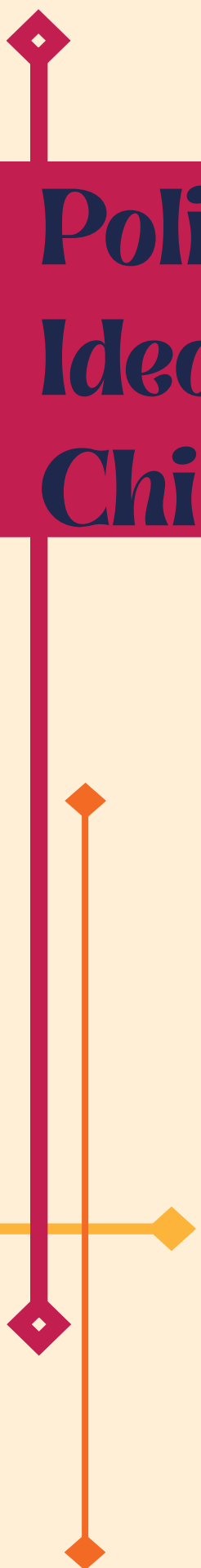


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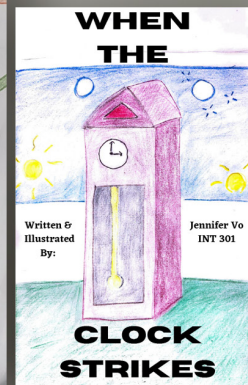
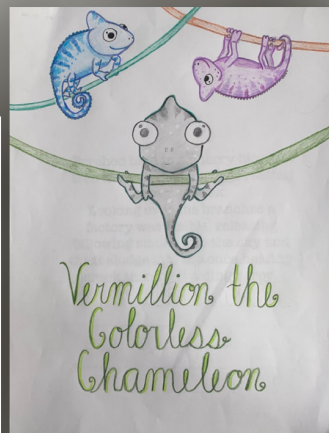
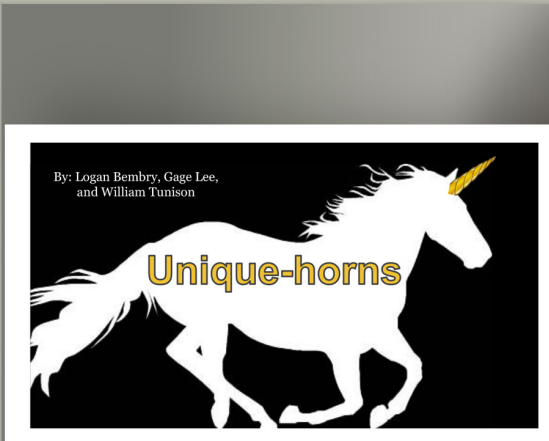
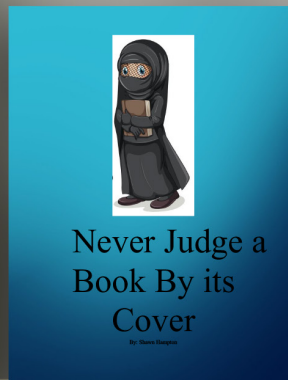
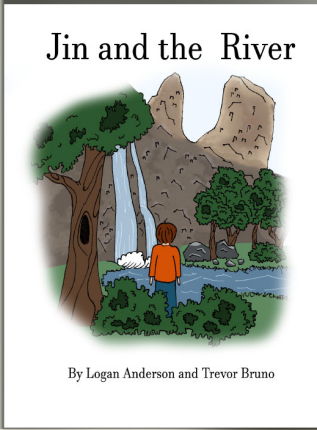


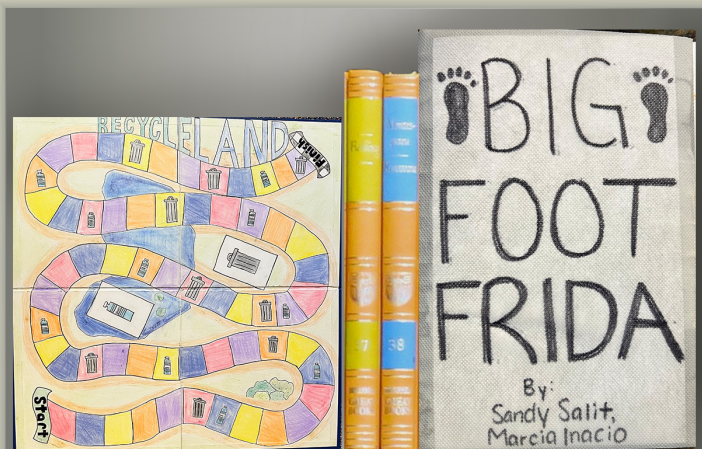
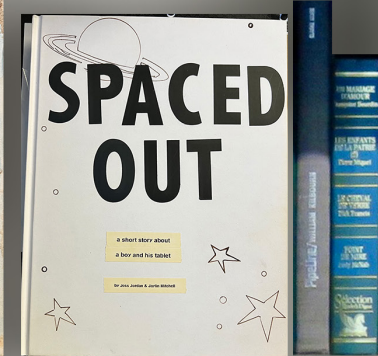
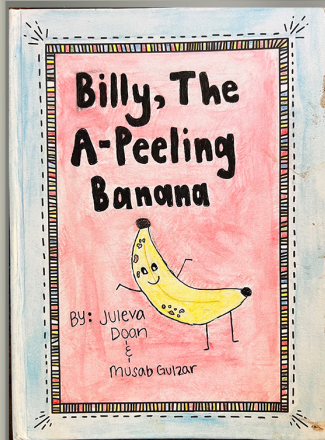
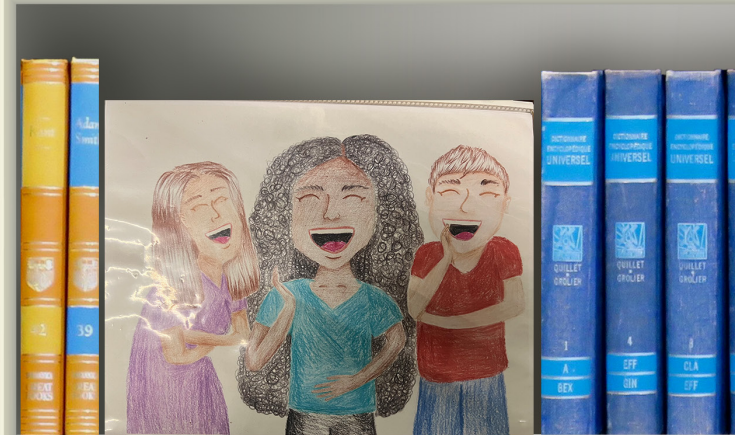
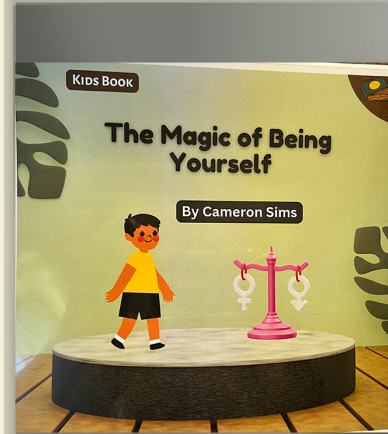
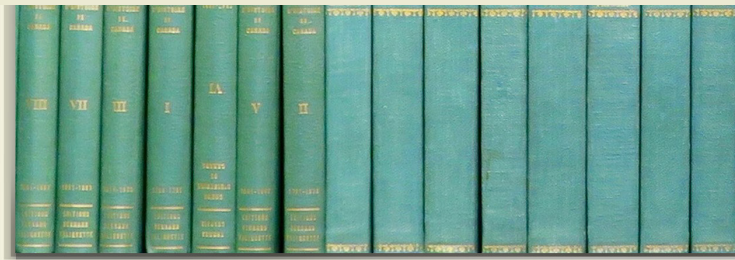
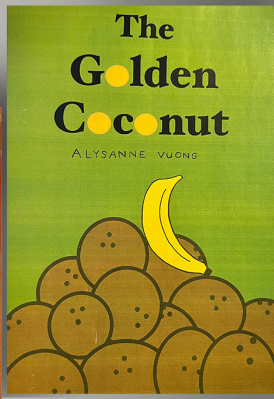
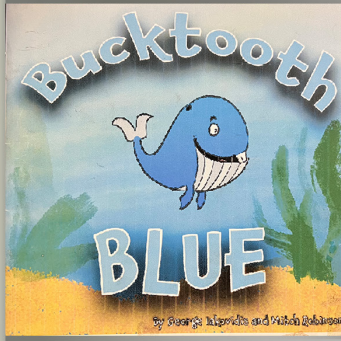
Politics and Ideology in World's Children's Books

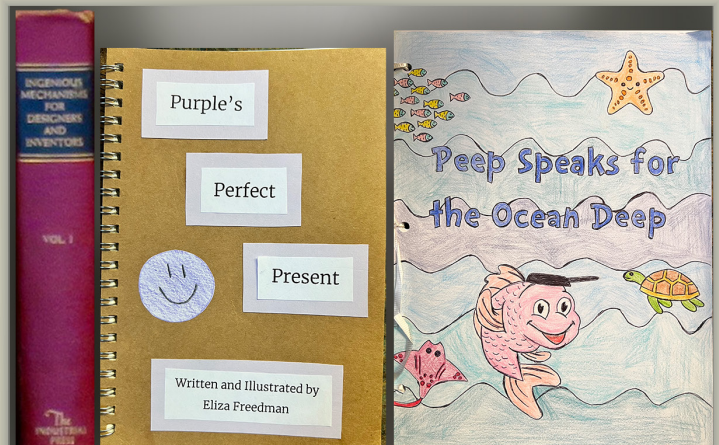
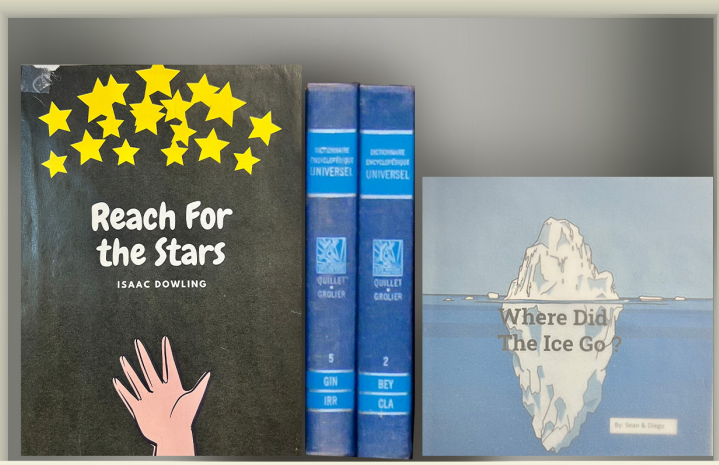
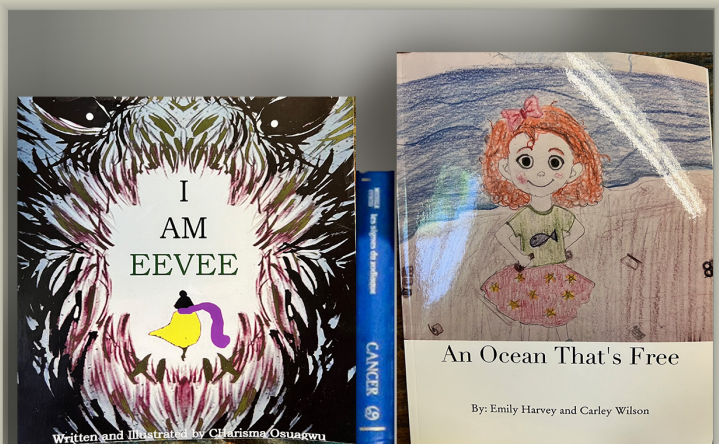
CLARA MENGOLINI

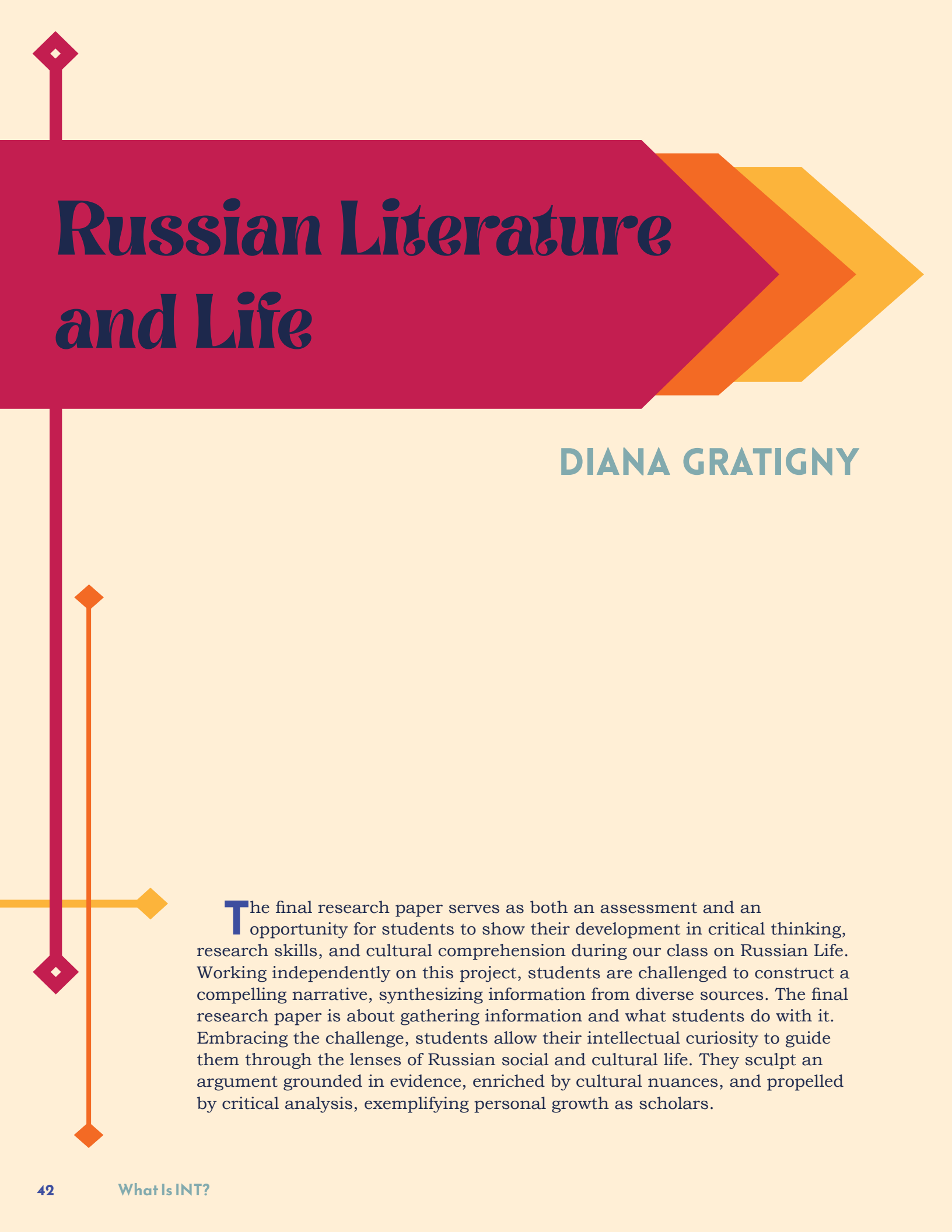


These final projects from INT 301, “Politics and Ideology in World’s Children’s Books” (2018-2023), testify to each student’s creativity and thoughtfulness. Their task was creating, designing, and illustrating their children’s books, resulting in a diverse collection of beautiful stories. These books explore diversity, environment, health, gender, race, and more themes, reflecting the students’ engagement with pressing global issues. Through captivating narratives and vibrant illustrations, they address complex topics in a way that resonates with young readers, fostering empathy, understanding, and critical thinking. Reading these works is enjoyable and rewarding, offering insights into the students’ diverse perspectives. The projects highlight the power of children’s literature to inspire change, promote inclusivity, and spark meaningful conversations about the world.









Russian Literature and Life

DIANA GRATIGNY

The final research paper serves as both an assessment and an opportunity for students to show their development in critical thinking, research skills, and cultural comprehension during our class on Russian Life. Working independently on this project, students are challenged to construct a compelling narrative, synthesizing information from diverse sources. The final research paper is about gathering information and what students do with it. Embracing the challenge, students allow their intellectual curiosity to guide them through the lenses of Russian social and cultural life. They sculpt an argument grounded in evidence, enriched by cultural nuances, and propelled by critical analysis, exemplifying personal growth as scholars.



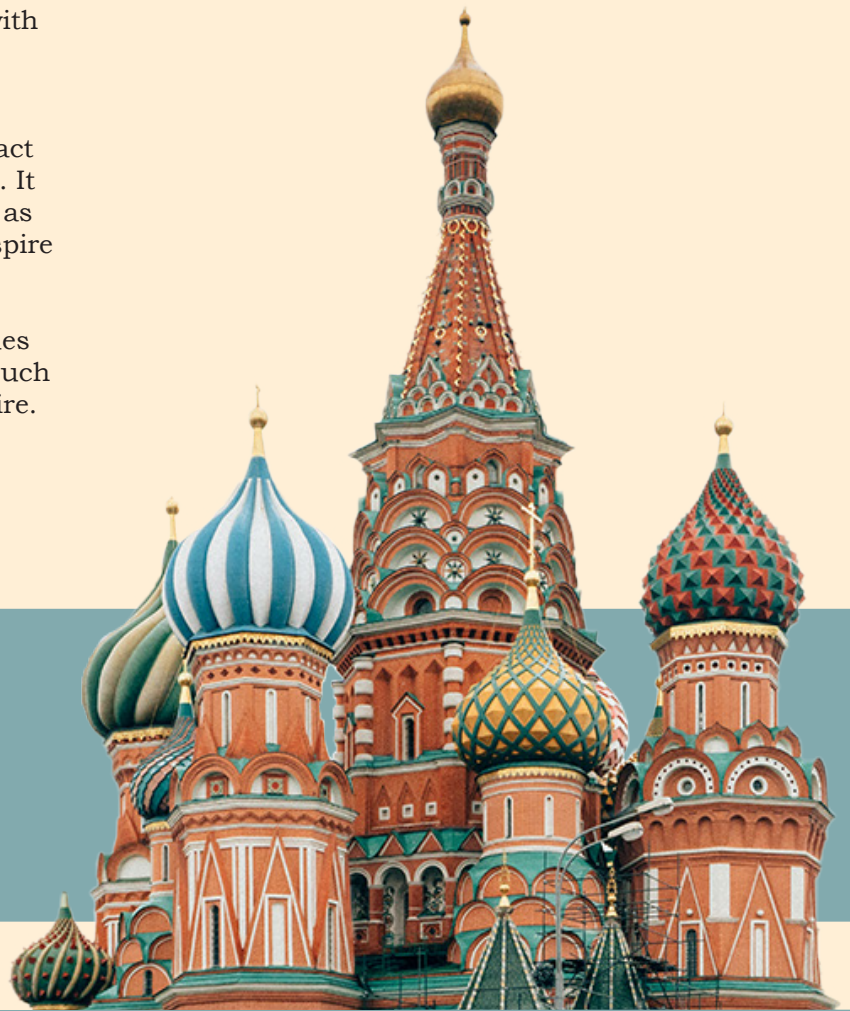
In the INT 301 course about Russia, the final research paper culminates students' exploration and understanding of Russian culture. It allows students to showcase their independent research skills and critical analysis within the context of the course themes. Students deepen their comprehension of cultural contributions made by other countries, fostering a more nuanced understanding of the interconnectedness between art, society, and the history of the world.

The final research paper measures academic achievement, allows students to engage deeply with the course material, and contributes to ongoing scholarly discourse in international studies.

Keerthi Athota's final paper is about the impact of Russian animation on the global film industry. It highlights the significance of Russian animation as a cultural and artistic force that continues to inspire and shape the world of animation.

The paper provides a historical overview by examining key figures. Keerthi explores techniques that shaped Russian animation's development, such as stop-motion animation and socio-political satire.

The paper explores the thematic depth of Russian animation, including its fusion of fantasy, realism, nature, folklore, and social commentary, illustrating how these elements have made Russian animation a distinctive and influential art form. Keerthi also emphasizes the lasting impact of Russian animation on the global film industry, citing examples such as Hayao Miyazaki's acknowledgment of Russian animators as inspiration and the influence of Russian animation on acclaimed works like "Spirited Away."





THE EMERGENCE OF RUSSIAN ANIMATION AND ITS LASTING IMPACT ON THE FILM INDUSTRY

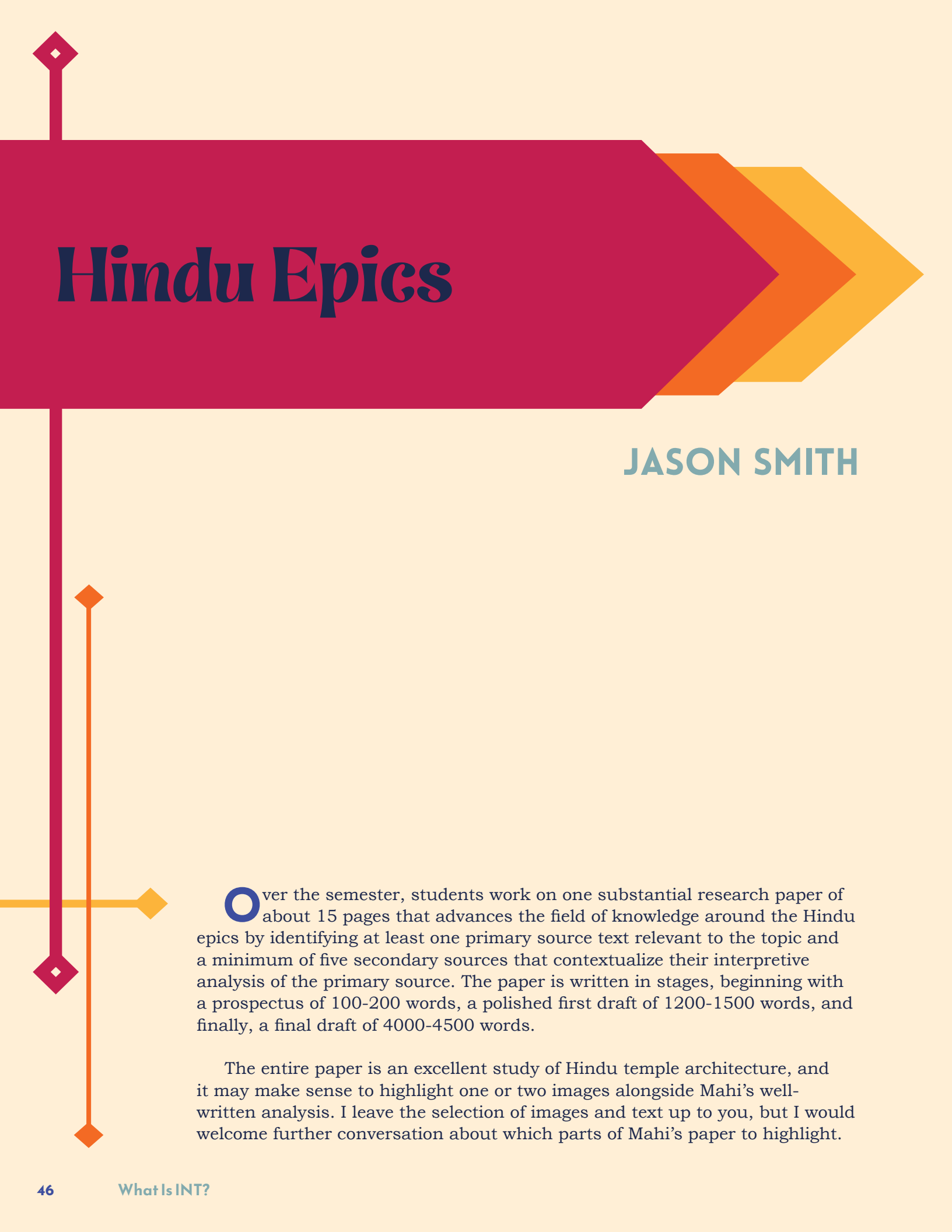
KEERTHI ATHOTA

Click or scan to read!



Click or scan to read!





Hindu Epics

JASON SMITH

Over the semester, students work on one substantial research paper of about 15 pages that advances the field of knowledge around the Hindu epics by identifying at least one primary source text relevant to the topic and a minimum of five secondary sources that contextualize their interpretive analysis of the primary source. The paper is written in stages, beginning with a prospectus of 100-200 words, a polished first draft of 1200-1500 words, and finally, a final draft of 4000-4500 words.

The entire paper is an excellent study of Hindu temple architecture, and it may make sense to highlight one or two images alongside Mahi's well-written analysis. I leave the selection of images and text up to you, but I would welcome further conversation about which parts of Mahi's paper to highlight.

THE MODEL OBSERVER: THE MAHABHARATA'S INFLUENCE ON SOUTH ASIAN HINDU TEMPLES

MAHI PATEL



Click or
scan to
read!



Understanding the Middle East

LODY ODEH

Middle Eastern Affairs: Iraq and Syria Instructions for Final Research Paper

You must write a final research paper on a topic related to Middle Eastern Affairs. Based on class discussions, reading selections, and news presentations, you must develop a topic you want to explore further. You should be able to explain issues of responsibility and ethics related to the region and different ways of understanding the area through a cross-cultural context. Your paper should analyze recent regional events, conduct original research, and integrate one or more concepts and themes from the course. You are encouraged to make connections, identify similarities, and analyze essential differences between the United States and the broader Middle East region regarding beliefs, global perspectives, socio-economic norms, political aspirations, historical experiences, and national identities. Good research topics should be able to highlight essential interdependencies and areas of contention and allow for more nuanced understandings of the world around us. Please select issues that do not closely duplicate other topics presented at length in the class. Since research topics are going to be presented at the end of the semester, topics should not be repeated by more than one student. Each student should discuss their topic in class to ensure that themes are distinctive and do not duplicate the ongoing work of other students. Research topic proposals are due by October 10th.

HOLOCAUST DENIAL IN THE MIDDLE EAST: IMPACT ON THE ISRAELI-PALESTINIAN CONFLICT

KATELYNN DIXON

Click or
scan to
read!



HOLOCAUST DENIAL IN THE MIDDLE EAST: IMPACT ON THE ISRAELI-PALESTINIAN CONFLICT

Katelynn Dixon

INT 301

November 28th 2023

HOW WAR IMPACTS MENTAL HEALTH IN THE MIDDLE EAST

Created by Nadhra Hussein



HOW WAR IMPACTS MENTAL HEALTH IN THE MIDDLE EAST

NADHRA HUSSEIN

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scan to
read!



HOW THE ROLE OF FOREIGN INTERVENTION CONTRIBUTED TO THE CONFLICT BETWEEN THE PALESTINANS AND ISRAELIS

KASHIF MOMIN

Click or
scan to
read!



How the Role of Foreign Intervention contributed to the conflict between the Palestinians and Israelis



Kashif Momin



World Politics and the United Nations

PHOEBE MOON

Dr. Moon's primary aim in crafting her inaugural INT 301 course was to foster a deep understanding of diplomacy and the United Nations among her students while ensuring an enjoyable and unique learning experience. To achieve this, students actively participated in an online platform known as the 'Statecraft Simulation,' where they assumed the roles of policymakers. This interactive approach allowed them to navigate the complexities of governance, striving to keep their citizens and interest groups content while engaging with each other in both formal and informal settings.

Each Thursday, the class dedicated 75 minutes to the Statecraft Simulation system, engaging in activities such as negotiating trade deals, bidding on government projects, strategizing for wars, and plotting their next moves. These scenarios mirrored real-world crises like global warming, terrorism, and warfare, providing students with a practical understanding of the challenges policymakers face and empowering them with the skills to tackle such issues. On Tuesdays, the class either participated in a Model United Nations meeting or delved into the theoretical underpinnings of the United Nations, further grounding their learning in real-world contexts.

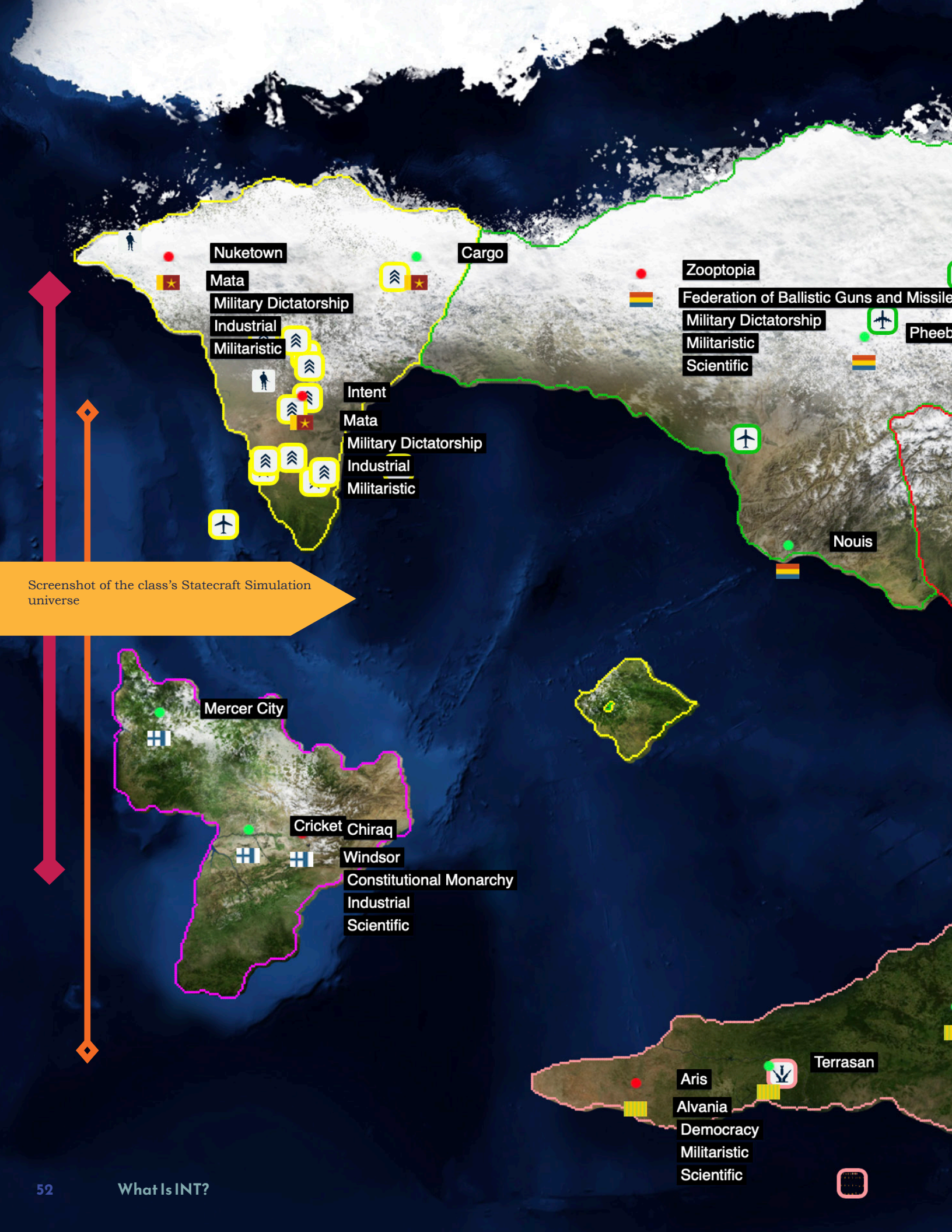


The final class assessment was a formal debriefing presentation on the students' experience working as policymakers. Here, the delegates had the opportunity to reflect on their country's goals, what went well, and their regrets. This reflective process is a valuable part of the learning journey, allowing students to feel heard and valued for their insights. Some said they wished they put more resources into fighting climate change instead of being in wars with each other, which may or may not be a good reflection of what we face in real-world politics!



Delegates of Godsey 4th, Windsor, and Lycmia during their debrief presentations.

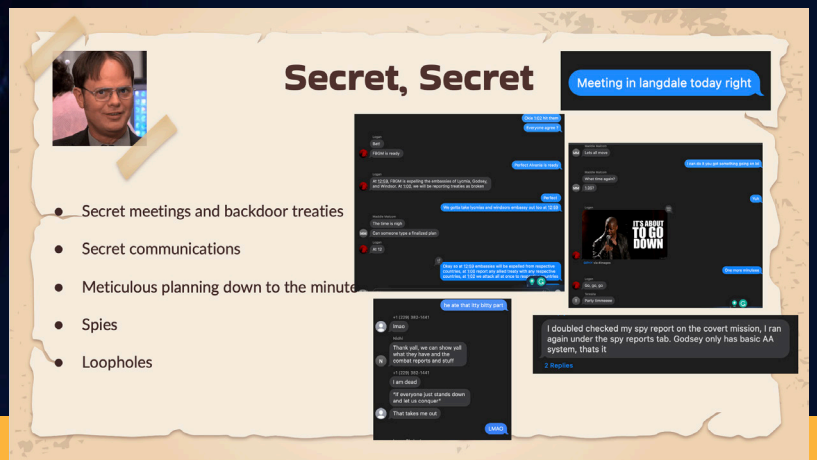




Screenshot of the class's Statecraft Simulation universe



The Justice League, after their first war victory



Alvania's debrief presentation slide

AWARDS



Integrative Inquiry Award

ASHLEY BOONE AWARD WINNER

Ashley is a rising senior from Huntersville, NC, majoring in Psychology with minors in Africana Studies and Women's and Gender Studies.

"Ashley is among the best students I have worked with at Mercer. I have been privileged to have her in both INT 101 and 301, and in both classes, she distinguished herself as one of the most vital students in the room. In the classroom, she contributes to discussions with great thoughtfulness and insight. She also dares to ask challenging questions and motivates her classmates to think deeper about complex topics. Ashley takes the initiative and is eager to take on more complex work.

For a research project in INT 301, I gave students the option to propose a topic of

their own, and Ashley was one of only two students who embraced the opportunity. She integrated her personal and academic interests with the assignment expectations, creating an original and engaging presentation. In the final assignment, she addressed current-day discrimination against people of color in Ireland, proposing a cultural day for high school students that synthesized several diverse course elements in a way that made their contemporary relevance concrete.

What is overwhelmingly evident in Ashley's work is her dedication to uniting her academic pursuits with her commitment to advancing the values of INT, especially advocating for equity and social justice in her community and the world." -Professor Crescent Rainwater, Professor for INT 101 & INT 301.



INT Questionnaire

AN INTERVIEW WITH ASHLEY BOONE, RECIPIENT OF THE 2024 INTEGRATIVE INQUIRY AWARD

1. WHAT IS THE QUALITY YOU MOST LIKE IN A PROFESSOR?

The quality I like most in a professor is enthusiasm. A professor who is enthusiastic about teaching and the subject matter makes it more fun to learn from them.

2. WHICH WORDS OR PHRASES DO YOU MOST OVERUSE IN YOUR ESSAYS? HOW WOULD YOU DESCRIBE YOUR WRITING IN ONE WORD?

The phrase I most overuse in my essays is “the manner(s) in which.” I would describe my writing as idiomatic.

3. WHEN AND WHERE WERE YOU THE HAPPIEST DURING YOUR TIME AT MERCER?

I have been on the Mercer University Dance Team for three years now. As a rising senior going into her fourth year on the team, I have been happiest performing on the football field sidelines or basketball stadium court. I have been dancing since I was three, so dancing has been essential to my life. A more cliché answer would be the classroom. I am majoring in psychology with minors in WGS and AFR, and I thoroughly enjoyed every class I took in these departments.

4. WHAT DO YOU CONSIDER YOUR MOST OUTSTANDING ACHIEVEMENT THIS PAST YEAR?

My most extraordinary achievement this past year was winning the Integrative Inquiry Award. It is a tremendous honor to have received this prestigious award and be celebrated at the Honors Convocation. I sincerely appreciate everyone involved in the selection process.

5. DESCRIBE YOUR IDEAL READING EXPERIENCE WHEN, WHERE, WHAT, HOW.

My ideal reading experience is sitting in a comfy chair



under a window while it's raining. I love how soothing the raindrops sound on the windowpane. It's a bonus if there is some thunder as well!

6. WHAT IS YOUR FAVORITE BOOK?

My favorite book is *The Sun is Also a Star* by Nicola Yoon. It's one of the first books I read by her, and I would read it forever if I could. It's the story of an immigrant family from Jamaica about to be deported. Set in modern-day New York City, the main character, Natasha, meets Daniel, a Korean American whose parents are also immigrants, and they fall in love in a day. As cliché as it is, the added layer of tension from Natasha attempting to reverse her family's deportation by the end of the day, coupled with the anecdotal stories of minor characters throughout the book, makes for a great read. I could go on forever about how brilliant this book is, but do yourself a favor and read it yourself!

7. ARE THERE ANY BOOKS THAT CHANGED YOUR LIFE AND WHY?

I read *Torn Apart: How the Child Welfare System Destroys Black Families – and How Abolition Can Build a Safer World* this semester for one of my Women's and Gender Studies courses. Written by Dr. Dorothy Roberts, she exposes the foundational racism of the child welfare system and calls for radical change. This book completely changed my thoughts about abolition and the child welfare system. I strongly recommend this book to everyone.

8. WHICH WRITERS ALIVE TODAY DO YOU ADMIRE MOST?

Nicola and David Yoon are young adult book authors who are married to each other. They inspire me so much because of their writing styles and relatable yet dramatic stories. I also profoundly admire Dr. Dorothy Roberts. She is a sociologist, advocate, lawyer, and successful author of multiple books that endorse Black people, particularly women's rights.

9. YOU'RE ORGANIZING A LITERARY DINNER PARTY. WHICH THREE WRITERS, DEAD OR ALIVE, DO YOU INVITE?

Mary Shelley, Charlotte Perkins Gilman, and William Golding.

10. WHAT IS YOUR FAVORITE WORD?

My favorite word is circuitous.

Spirit of INT Award

INT 101 RECIPIENTS

MILES AIKENS: Miles may have seemed a bit quiet in the classroom at first, but by the end of the semester, we all knew that Miles was an amazingly witty comic. He often said the right thing at the right moment, turning serious (and maybe a little tense) conversations into hilarious insights. I wonder if others in the class also knew that his remarkable way with words extended to his impeccable writing.

CALLIE ARMOUR: Thoughtful and humble are two words that come to mind as I think of Callie and her contributions to our INT class. Callie came to class ready to participate and consistently demonstrated a deeper understanding of the reading. She supported others in the class and assisted them in developing their writing and critical thinking skills.

IVY BLOODWORTH: Sometimes, we are lucky enough to have a brilliant student in our classes who becomes the moral compass for the rest of us. Ivy is the guide who helped us find our conscience as we waded through numerous moral entanglements. She is a fierce advocate for compassion and justice.

HASANIA CLARKE: Hasania is unflinchingly direct about challenging and essential topics, but she also encourages her classmates to think outside their comfort zones and be the best versions of themselves. In addition, Hasania worked tirelessly to improve her writing so that her essays could effectively communicate the complexity and intelligence of her poignant and powerful ideas.

DANICA DILIONE: Danica is an exceptionally thoughtful,



hard-working student who strives for excellence with every assignment. Her attention to detail and openness to seeing the Other as Self meant that her contributions to discussion and her essays were always elegant, compassionate, and thought-provoking.

KENDALL HARRIS: More than anything, I remember Kendall's drive and his competitiveness with himself when it came to mastering content within the class and especially perfecting his writing. Without question, he was an exceptional student who inspired others. Throughout the semester, his enthusiasm and good humor improved the INT 101 experience for us all.

ALLIE HODGES: Allie is a tinderbox full of ideas. Approaching texts with imagination and wonder, she partners her curiosity with a habit of looking for deeper meanings. She is an exceptional student and a thoughtful participant in class discussions. Kevin Cummings

MARISSA HOGAN: Marissa is a gifted writer, a great partner in class deliberations, and the kind of participant every seminar needs to be successful. She has a marvelous ability to distill complex problems into sensible questions to work through.

COURTNEY KYNARD: Courtney is a rare student who writes elegantly across various genres, from telling stories to analyzing arguments. Her gift for creating thoughtful meditations on a range of subject matter made her essays a joy to read. Kevin Cummings

SARAH LAWSON: The expression that still waters run deep comes to mind when thinking about Sarah. Never one to aggressively assert herself in a discussion, she is a thoughtful listener and offers insightful comments in response. She brings wisdom beyond her years to the class discussion. Chris Grant

JASYRIA MOODY: Jasyria is exceptionally thoughtful and speaks with quiet authority. She contributes brilliant insights to the discussion.

Her essays are equally precise and poignant, developing incisive arguments about issues that matter.

IFEOLUWA "IFE" OGINDIPE: Ife willingly explores questions and perspectives in class discussions and is interested in honing her writing skills. She is a thoroughly enjoyable and respectful student.

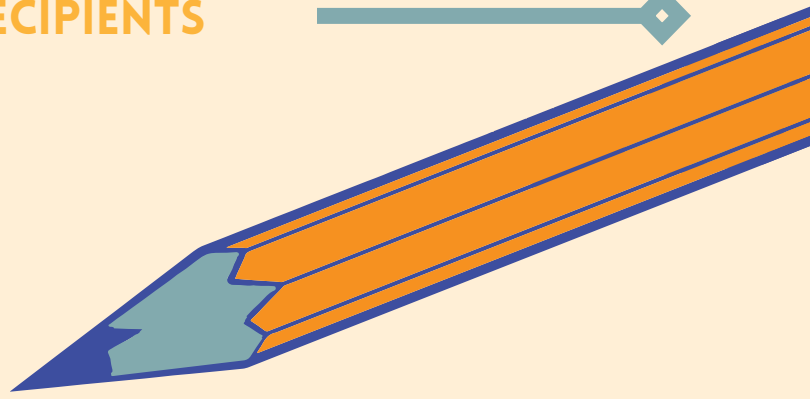


BRAEDEN PRINCE: Braeden exhibited enthusiasm for the material, engaged thoroughly in class discussion, and encapsulated an excellent writing ethic. He was willing to learn from academic feedback and sought the professor's help to improve his strong writing skills.

HARRIS WALLACE: Bold and open are two words that come to mind as I think of Harris and his contributions to our INT class. He is never afraid to share his ideas, which were always well-grounded in the readings for each class. His generosity of spirit engages everyone.

INT 201 RECIPIENTS

VIRGINIA FOX: Virginia consistently made thoughtful and insightful contributions to class discussions and did exemplary work on all written assignments. Her most significant contributions to the class were her care and attention to helping other students with their writing during peer review.



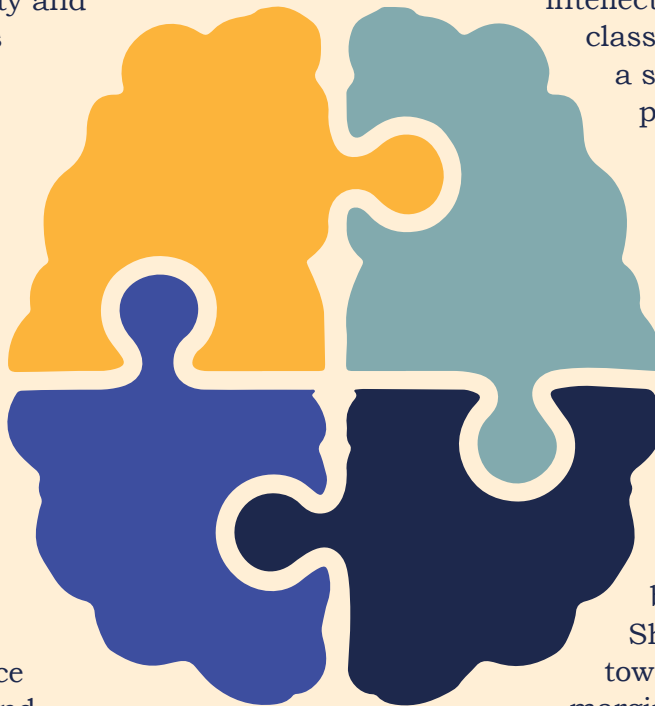
INT 301 RECIPIENTS

KRISTEN CARTER: Kristen is an excellent student. Her thoughtful commentary enriched every classroom discussion. She exhibits solid moral integrity and continuously demonstrates the ability to resolve problems positively. She is an exemplar of the ethically considerate and intellectually inquisitive Mercer student.

JAILEN JACKSON: Jailen was already a strong speaker and writer at the start of our class, but she challenged herself to improve with every assignment, no matter how small. Jailen's insightfulness and commitment to social justice enriched our discussions and informed her incisive, inspiring presentations.

DAVID WAYNE SHELL: David is a dynamic and thoughtful student. He is an excellent public

speaker. David articulated complex ethical problems and found novel solutions with humor and grace. His demeanor and intellectual veracity enriched our classroom discussions. David is a student that Mercer can be proud of.



EMMA SIMMONS: Emma was an 'out-of-the-box' thinker and an exceptionally engaged student in a class that demanded critical analysis, drawing parallels, and making connections. She sincerely appreciated justice, equity, and broader social participation. She also exhibited empathy towards the suffering of marginalized communities, showcasing both integrative and intellectual growth. Always open-minded, Emma never hesitated to ask insightful questions and consistently contributed positively to class discussions.

ABBY STRICKLAND:

Abby approached every discussion and every assignment with thoughtfulness, creativity, and dedication. Her impressive final project integrated knowledge from our course with knowledge from her major to propose an educational initiative with relevant real-world application.

ALYSON TIDWELL: Aly embodies the spirit of INT. She brings curiosity, critical thinking, and passion to every text, every assignment, and every discussion. In 101 and 301, Aly contributed valuable insights and posed challenging questions, encouraging her classmates to push their thinking into new territories. In each of Aly's essays and presentations, she enthusiastically and thoughtfully engaged topics centered on issues of equity and social justice. In her scholarship and personal life, Aly prioritizes engaging the

world, engaging her community, and breaking down the barriers that separate the Self from the Other.

ABIGAIL VAN PELT: Abigail was one of the most active students in Statecraft Simulation and class debates. She went above and beyond by directly communicating with the online simulation company to fix any errors and ask questions. She was eager to share her knowledge with the rest of the class and strived to produce plans for "countries" to cooperate on bigger goals, such as solving climate change and achieving world peace.

GRANT WILLIAMS: Grant is an exceptionally gifted student. He exemplifies academic excellence and integrity. Grant always used his persuasive critical analysis to augment and enrich classroom discussions. He demonstrates the educational and personal qualities that set the standard for all Mercer students.



Outstanding Bears Roar Award

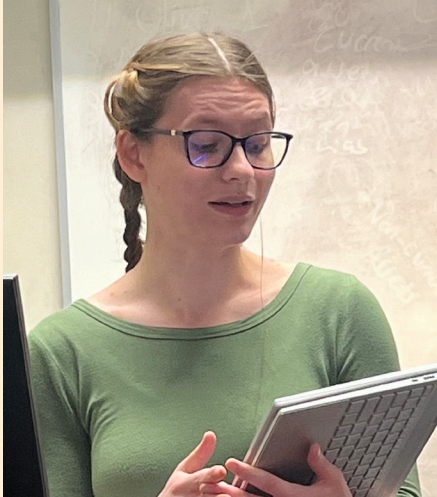
AND THE OUTSTANDING BEARS ROAR AWARD GOES TO....!

We are thrilled to introduce a prestigious new award, *the Outstanding Bears Roar Award*, dedicated to honoring exceptional oral communication skills. Four students whose professors nominated them for excellence in delivering oral presentations were carefully selected. These nominations are a testament to the professors' keen eye for talent and commitment to fostering excellence. The students were privileged to present their remarkable work at a Bear Day Panel held on April 19 from 1:00 to 2:20 in STN 243. After much deliberation, the INT committee determined the award recipient at our Annual INT Awards Ceremony, where all four participants were recognized. One student was bestowed with the highest honor from these presentations for their outstanding oral communication skills.

In celebrating these remarkable achievements in oral communication, we look forward to fostering continued excellence and innovation within our INT community.

BEARS ROAR AWARD

ANNA STEIN



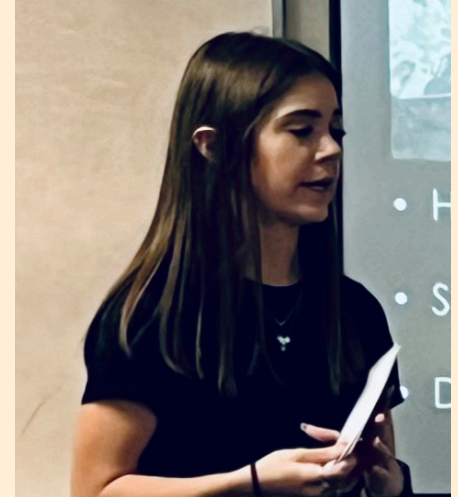
Anna Stein, nominated by Diana Gratigny, "The Treatment of Minor Slavic Deities in Russian Literature."

LUKE JOHNSON



Luke Johnson, nominated by Diana Gratigny, "The Space Race."

EMILY ADAMCZYK



Emily Adamczyk, nominated by Diana Gratigny, "Mikhail Vrubel, The Man Obsessed with Demons."

OUTSTANDING BEARS ROAR AWARD

WAYNE SHELL



Wayne Shell, nominated by Bradley Lenz, "The Ethical Implications of the Counterfeit Sneaker Market"



Chair Janel Johnson

MEEET
the
PROFE



SSORS

Faculty



**CLARA
MENGOLINI**



**ANDY
DIGH**



**MATTHEW
HARPER**



**ALANA
ALVAREZ**



**DIANA
GRATIGNY**



**CHRIS
GRANT**



**VASILE
STANESCU**



**JOHNA
WRIGHT**



**JASON
SMITH**



**LODY
ODEH**



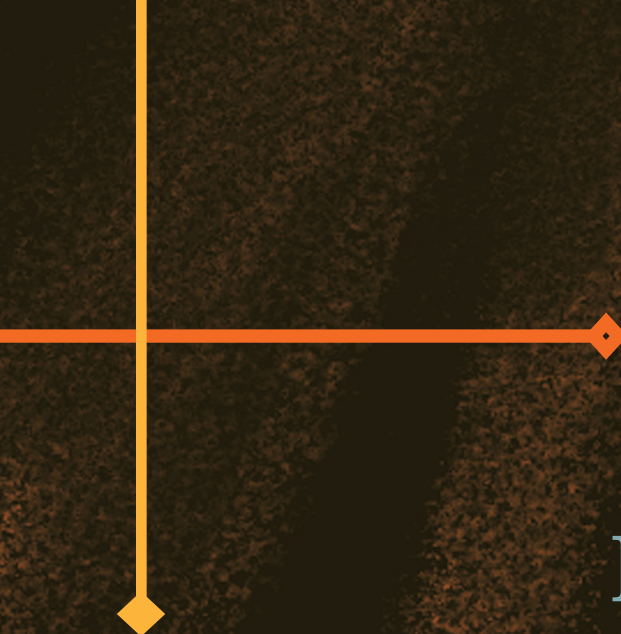
**PHOEBE
MOON**

Acknowledgements

We thank Chair Janell Johnson for her support and encouragement throughout this project. Our gratitude goes to all the students and professors who enthusiastically sent us their work.

Finally, we thank Harumi Carolina Kano Torres for the beautiful design.

Clara Mengolini and Andy Digh:
What is INT? Visionaries and founders



Being an
INT STUDENT
means to become part
ARCHAEOLOGIST
and part
ANTHROPOLOGIST

