



***It's Not Easy Teaching Climate Change: Honoring Student Response through Art***  
by Margo Wolfson, Assistant Professor of Biology

It's not easy to teach climate change these days when the news is so dire. There can be a serious psychological toll. In medical news published by Kaiser this summer (July 18, 2019), counselors and therapists reported an increasing number of patients who were overwhelmed or depressed by the scope of climate change.

My students admit to the same feelings as well. This past year more of my students chose to focus their efforts on climate change for their bioethics topic, and their efforts were more impassioned. I urge them to include solutions as well as the causes, effects, the scope, and the predictions dealing with climate change. But the solutions require inspired collective political will, which is not easy!

This past year, a 16-year-old Swedish climate heroine named Greta Thunberg captured my students' imaginations. She echoes the feeling of young people who are angry, scared, and overwhelmed, but gives them hope as well. Greta has shown that "nobody is too small to make a difference." Upon learning of climate change, Greta was so upset that she stopped speaking or going to school, feeling that without a future, there was no point. At fifteen years old she rallied from this depression, determined to spur change, sitting herself down in front of the Swedish Parliament with a protest sign. Within the year, hundreds of thousands of school children around the world began political protests and school strikes. Greta has been a spokesperson for her generation throughout Europe. Ironically, though she gives us hope with her actions, she has spoken out against false hope: "Adults keep saying: 'We owe it to the young people to give them hope.' But I don't want your hope... I want you to panic. I want you to feel the fear I feel every day. And then I want you to act."

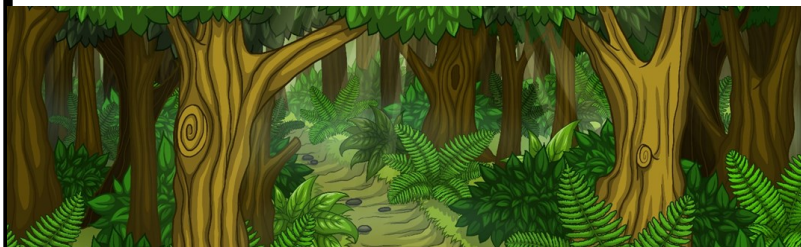
Some of our students are talented artists, composers, or poets. Fifty years ago this summer we celebrated Woodstock. We believed a song or poem could change the world! The themes and emotions surrounding Climate Change: hope, fear, nature, and the changing of generations are best reflected by the arts. If you are a Brookdale artist, join me in encouraging students to express themselves artistically, so we can publish and display these collective works this spring on the fiftieth anniversary of Earth Day.

***To get involved with this project, please contact Margo Wolfson***  
x. 2872, [mwolfson@brookdalecc.edu](mailto:mwolfson@brookdalecc.edu)

*Margo Wolfson has a Masters in Science from New York University in Biology, with majors in Cell Biology and Biochemistry. At NYU, she studied the ultrastructure of the venom gland of the Cottonmouth moccasin and dissected the imaginal disks of fruit flies, researching the possible evolution of the dehydrogenase enzyme family. Her love of Biology was sparked by love for the natural environment, and a passion to appreciate and understand the wonders of nature.*

**GCP's 2019-2021 theme is**  
***One World: Environmental Issues***

Join us in engaging students in curricular and co-curricular activities related to this theme.



**Inside this Issue**

articles curated by Kelsey Maki

<b>Yes, You Should Sweat the Small Stuff</b>	2
<b>The Environmental Harm We Inflict</b>	3
<b>Resolution</b>	4
<b>Global Citizenship Distinction</b>	5
<b>Thanksgiving Dinner Host Program</b>	6
<b>Global Learning Gets Real with TIN</b>	7
<b>Fall 2019 Events and Meetings</b>	8

***Yes, You Should Sweat the Small Stuff*****by Harry Compton, Adjunct Professor of Environmental Science**

Far too long we have been myopically transfixed on convenience or motivated by profit, sometimes both. Recent headlines in the mainstream news media were about Greenland's ice-sheet melting at an unexpectedly accelerated pace largely due to the anthropogenic increases of CO<sub>2</sub> in the atmosphere.

As a "Principles of Sustainability" professor, I give the students full disclosure up front; the burden to turn the ship and ameliorate climate change will fall upon them. They will have to make thoughtful day-to-day decisions and will have to sacrifice the conveniences that prior generations have taken for granted.

Thus, a mandatory assignment for my students is to take an action that will move the sustainability ball forward. They have full flexibility to choose their action. At the end of the project they must present a summary in front of their class along with a data table that illustrates how the action made a difference. The most valuable part of the assignment is the student realizing the actions are not a heavy lift. Even small steps, taken together, can make a big difference.

There are any number of actions that can be taken and I have been impressed by the wide spectrum and creativity of the students. The subtle majority usually cut back on water use by taking shorter showers, going vegetarian for a month, reducing their purchases of plastic water bottles, or by carpooling or biking. All good and simple steps; however, an ambitious minority of students fully embraced the challenge.

A quick rundown of memorable actions: a culinary major worked at a restaurant and he was frustrated by the food waste (in America, 40% of all food produced ends up in a landfill). It was mostly vegetable "ends" that did not present as appealing to customers' salads and sides. The student's solution was to put the unappealing veggies in sauces, soups, even homemade ketchup. His boss loved the idea and was thrilled to have so little food waste. Another student worked as a barrister and collected wasted coffee grounds that end up in landfills and made a mass of high quality compost. A student who liked make-up, but hated the expense and the unethical ingredients (i.e., most cosmetics are formulated from animal fats), made her own full line of cosmetics from natural materials-herbs, spices, clay. Another student chose to use a "period cup" instead of using disposable tampons and plastic applicators.



The Brookdale Global Citizen Project campus organization is embarking upon a two year effort to bring awareness of the breadth of problems associated with climate change. GCP is hoping to inspire students to take on a challenge of their own. Everyone can have an impact. Go to the website "[eco-challenge.org](http://eco-challenge.org)" and check out "Campus Eco-challenge" for ideas surrounding different actions students can take. Everything is impossible until somebody does it.

*Harry Compton graduated from U Penn with MFA in Regional Planning and worked as a environmental engineer and manager for 34 years at the federal EPA. Since retiring two years ago, he has dedicated his time to writing a memoir and educating the students of Brookdale about the environment and how we can help heal it. Harry has worked at Brookdale for three semesters and was recently honored with the "Stole of Gratitude" from Phi Theta Kappa this past spring.*

***The Environmental Harm We Inflict on Ourselves***  
by Jim Cody, Professor of English

Over the years, both my study and teaching of Willa Cather have really allowed me to see how literature and the natural environment are intertwined. The natural environment, especially native to Cather's Red Cloud, Nebraska, is where her imagination flourished. Natural spaces are where characters influenced by changes due to a host of issues seek to preserve of what makes them feel fully human. In addition, the places characters store in their memory associated with the natural environment arrest and sometimes even eradicate their seemingly inexorable diminishment in the face of debilitating forces that are working to deprive them of what makes them feel whole. Cather imagines characters with minds that equip them with ways to survive in a world that threatens their perception of what it means to be human.

Cather also ties nature to the lives of people, depicting the psychological disorientation caused by over-development. The natural spaces she creates for characters have restorative and even redemptive effects. She advocates the undoing of the harm caused by human intrusion on native, natural environments and landscapes. Cather's aim to depict the effects of industrial invasion and materialism on her characters can be read as a call to restore and preserve ecological arrangements between mankind and nature.

As Thomas J. Lyon, says, "Almost eighty years later, with a lot of hindsight, we can perhaps see some of what she [Cather] meant by 'broke in two.' Certainly, the phrase has proved environmentally accurate. Where formerly there were contiguous, intact ecosystems, we live among fragments. Among the shards, we scurry toward a global life given completely to possession, cunning, and short-term prudence. With wild nature in tatters, it seems inevitable we will have a diminished sense of the whole. We might all become experts in contracts, guarding above all the inviolability of the self, and know little or nothing of the great contract" (101).

The warning present in Cather's 1923 essay, "Nebraska—The End of the First Cycle," is that the impetus for this willful intrusion on the environment—bringing nature into humankind's own subjugation—is created by a marketplace mentality (238). The mutilation of our environment results in a mutilation of both our conscious and unconscious human responses to nature inextricably tied to "interrelatedness, mutual dependence and equality within the world community" ("Willa Cather's Ecological Vision"). Owning land should mean loving it and understanding it. Possessing the natural environment means finding in it the life-giving qualities (loving and understanding) associated more with a healthy fruitful relationship.

Those whose wholeness was tied to natural spaces now must find ways to heal or restore themselves or perish. A broken world caused by despoiling of natural resources, encroachment, and intrusion on the natural environment results in the need to find natural unifying forces or energies essential for personal fulfillment. Our relationship with the natural environment is much more than a physical one, so the care and respect we give it becomes a crucial linchpin to maintaining the part of us that makes us human.

Co-existence with the natural world presumes a protection of it tied to reverence for it (ecopiety). In our current times, however, wide open spaces may become harder to find. The more our constructed spaces, especially those tied to commercial pursuits, encroach upon the natural environment, the more we live in an endangered world where the physical spaces that help make us complete disappear along with the emotionally and psychologically restoring memories and metaphors associated with them. When we destroy the environment we diminish our authentic selves.

*Jim Cody completed his doctoral degree at Drew University, where he was awarded the University's Robert Campbell Prize. His poetry has been published in numerous outlets and his scholarly articles have appeared in national publications such as Teaching English in the Two-Year College, The Journal of Basic Writing, California English, and Teaching Cather. His most recent publication was an article for the 2017 anthology, Tearing the World Apart, which is a study of Bob Dylan's music.*



**Resolution**  
by Elana Maloney, Instructor of English

My New Year's resolution this year was to take action. I decided to "make it happen" instead of saying "I've always wanted to..." I joined a gym. I signed up to host a child from the Fresh Air Fund. I tackled the stack of books on my nightstand. This summer, I also took some of my Brookdale DACA students and their families to Niagara Falls.

It started as a conversation with my English 122 class in Long Branch last fall. I'm always talking about travel and how it opens your eyes to different cultures, perspectives, and the beauty of the world. I have been traveling with students (and my own kids) for over 20 years, and I'm always planning and fundraising for a new adventure.

During one of my regular conversations about getting out into the world, one student said, "Miss, do you ever go in the United States?" I told her yes, that I had been back and forth across the country many times. Then she asked, "Where is that big waterfall? Is it in the United States?"

"You mean Niagara Falls?" I asked, and I explained that there is an American side and a Canadian side.

"Can we go to the American side?" she asked, "because I can't go across the border because I'm DACA." The reality of her situation swept over me. I realized that in this land of freedom, there are still many who are not free, living in constant fear and uncertainty. I knew I had to make this trip happen.

I kept in touch with my class throughout the spring, but by the end of the semester, I only had two students who were able to go to on the trip. Those students soon started emailing me: "Can my mom come, too?" "Can my boyfriend's brother come?" Of course, I said yes. By the time we left, there were the original two students, a mom, a dad, a boyfriend, his brother, and two younger sisters in my 12-passenger van.

It was a great, classic road trip. I sharpened my Spanish skills, and they got to see cows in fields (a first for several people). We ate snacks, played the alphabet game, and held it until the next rest area. We stayed in an Air BnB in Buffalo to save money, and my friend who lives in Buffalo made an excellent local tour guide.

Looking out over the falls as the sun set and the mist formed rainbows, one of my students said, "So, that's Canada over there, right across that river?"

"Yes," I answered.

"Wouldn't it be awful if there was a wall right there, separating the two countries?" she asked.

"It would," I answered.



*Elana Maloney has an MEd in English Education from Old Dominion University. She has taught in public and private schools and had led her students on six study abroad trips to five countries in Europe and Central and South America. Her work with Design Thinking was published in EF Inspire magazine. Elana values the opportunity to use the themes of the GCP to inspire empathy, empower her students' writing, and engender curiosity about the world.*

*Raj Wesley, New Coordinator of Global Citizenship Distinction*  
by Terry Konn, Professor of Radiologic Technology

Beginning in Fall 2019, Dr. Rajkumar Wesley will assume the role of coordinator for the Global Citizenship Distinction Initiative (GCD), a position previously held by Dr. Terry Konn, who created the Initiative. To this position, Dr. Wesley brings years of experience mentoring students and facilitating their successes. Her immigrant story and her strong desire to enrich the lives of our students will be a great asset to GCD.

Three years ago, in Fall 2016, GCD admitted its first cohort of students. As an academic enrichment program open to all degree seeking students at Brookdale Community College, the Initiative is a recognition program for students who engage in globally focused curricular and co-curricular activities as they work toward graduation. The purpose of GCD is to provide a global framework to prepare students for both academic and professional endeavors while encouraging them to become global citizens.

Students enrolled in the GCD Initiative should (1) complete a variety of globally focused courses (minimum of 12 credits as part of their degree); (2) participate in a variety of curricular and co-curricular events and experiences that will broaden the students' exposure to diverse cultures, global issues, and intellectual debate; and (3) document their experiences through a portfolio that reflects their learning. Students who have successfully achieved the requirements will be recognized for their exceptional efforts upon graduation with "Global Citizenship Distinction," where they will receive a blue and gold medallion with the Global Citizenship Distinction logo.

GCD helps students enhance their intercultural competencies, as they identify the importance of diversity, civic engagement, and social responsibility in a global framework GCD enriches students' problem-solving skills by awakening a global perspective through curricular and co-curricular activities. Most significantly, students communicate what they have learned to colleges and potential employers via the completion of an e-portfolio.

Students who are interested in the Initiative can complete the registration form, which is on the International Center's webpages: [www.brookdalecc.edu/international/global-citizenship](http://www.brookdalecc.edu/international/global-citizenship). Registered participants become members of a GCD Initiative cohort. The registration form will notify the coordinator of the student's intent to complete the requirements and work toward achieving distinction. Once a student registers, he/she will receive an invitation to access the GCD Canvas course and receive a notification about an orientation workshop. Registered students will meet with the GCD Initiative coordinator, Dr. Wesley, to discuss program requirements and opportunities to fulfill said requirements.

Please share this information about the GCD Initiative with incoming and existing students, parents, friends, fellow students, and anyone else who might be interested. We are so excited about being able to offer such a rich and engaging experience to our students! For additional information, please contact Dr. Raj Wesley at [nwesley@brookdalecc.edu](mailto:nwesley@brookdalecc.edu).

*Terry Konn, PhD, is professor of Radiologic Technology/Public Health. Dr. Konn is a two time Fulbright Scholarship recipient who has taught and conducted research in Rwanda and Ghana. She is the co-founder of the Global Citizenship Project and the original program coordinator and architect of the Global Citizenship Distinction Initiative at Brookdale. Dr. Konn plans to co-lead a study away trip in summer 2020 to the American Southwest.*

***What's New? / What to Expect Registering as a Thanksgiving Dinner Host***

by Nathalie Darden, Associate Professor of Mathematics

This Fall semester, Brookdale will offer the 3<sup>rd</sup> Annual Thanksgiving Dinner Host Program. This program was developed by Professor Nathalie Darden collaboratively with Dr. Janice Thomas and Lucyna Wadych-Ketley of the International Education Center.

This year, we are expanding the guests to include Brookdale's international employees who never experienced a Thanksgiving dinner, or who don't have a place to go for Thanksgiving. The registration form for International Brookdale Employee Guests is available online (see below). As always, hosts can be any Brookdale employee: administrator, staff, faculty, adjunct faculty.



*Thanksgiving Dinner Host Program 2018, with Instructor Elana Maloney, her family, and two Brookdale student guests from China*

Please consider registering as a host and know that we need more than enough hosts in order to accommodate unpredictable student needs. In fall 2017, all three students who registered loved dogs. In fall 2018, six of the nine students who registered were either afraid of dogs or had pet allergies. One student followed an Islamic diet, while other student guests needed transportation to/from the dinner location. It's helpful to match students with their own transportation with a home that is close to theirs. Some students are very quiet and reserved, as were the two returning guests matched with Instructor Elana Maloney.

Since we can't pre-determine the needs of the students who sign-up for the Thanksgiving Dinner Host Program, successful matching of guests and hosts happens when we have a large pool of hosts. Student guests are placed in host homes based on the following details: transportation needs; location proximity; the number of students in a party (a single student, a student with a friend, or a student with family, taking into account the age of the children); smoking in the home; pets in the home; and dietary restrictions such as food allergies, vegetarian, vegan, Kosher, or Islamic diet. If you are not selected as a host, please do not take it personally; instead know that your offer helped us provide the best match possible for the participating guests and hosts. Keep in mind that we will not match you with your current student from this fall 2019 semester. To register either as host or guest, please go to the International Education Center website's "**Opportunities for Employees**" and use the link to access the appropriate online form.

*Nathalie Darden graduated from The College of Engineering at Rutgers University with a B.S. in Civil Engineering. For over a decade she worked for several consulting firms before returning to Rutgers University to earn her M.S. in Applied Mathematics. As a full-time faculty member, Nathalie finds joy in infusing engineering scenarios into her lectures and assessments. She had been highly engaged in International Education—from globally enhancing her classes, to creating the Thanksgiving Dinner Host Program and contributing to last year's Global Read "Pointed Towards the Sun."*

*Global Learning Gets Real: About the TIN Project*

by Tom Berke, Professor of Chemistry

TIN, The Innovation Network, is a student-centered pedagogical approach that the TIN Council initiated in 2015, based on a concept created by Professor Tom Berke. Students in TIN work in multidisciplinary project teams to solve local, real-world problems that mirror larger global issues. Students decide how to solve their problem and what role each team member plays. Teachers act as facilitators.

Students find this self-directed approach exciting and liberating. This simple change turns education on its head. Participants say that being on a TIN team is like having a job, one that matters to both them and their communities. Project team members learn the 21st Century skills that employers are seeking. At many prestigious universities (Cornell, Stanford, U of Wisconsin) this active learning approach is mainstream. A pioneering group of Cornell students worked in NYC to help create the University's Technology Hub.

Closer to home, Brookdale's TIN Rain Gardens project was a typical TIN effort, where students chose a project that could be accomplished on our campus, while reaching out to county and state officials for help. Project teams originally met once a week, then weekends and holidays, to achieve their goals. They also democratically changed team leaders.

As the semester wound down, the team was asked to write a final report that outlined their project plan. Instead, the students summarized how they implemented their problem solution. Without a budget, the team wound up fixing the aging gardens using volunteer labor and donated supplies. Three project team members later opened small businesses, something they would not have had the courage to do before participating in TIN, which gave them the necessary entrepreneurial skills.

In connection with the GCP's biennial environmental theme, TIN teams will work on environmental issues facing Monmouth County. TIN has undertaken environmental projects in the past. This includes a study of recycling food from the cafeteria, a solar energy study, and the Rain Gardens Project. These project teams will not only have a significant impact on the county, but will also reflect well on our students and Brookdale. GCP will be working to motivate faculty and students across campus to become involved in activities that promote responsible interactions with our environment.

In tackling environmental issues, the TIN teams will work on projects they have chosen. They will be thinking globally and working locally. Participating faculty members will serve as facilitators and mentors. Students will be at the center of the projects and will do their own planning and leading. We envision project teams working with local environmental groups, such as Clean Ocean Action, and governmental entities with the goal of increasing awareness and action.

For more information or to become part of this sustainability effort, contact Tom Berke ([tberke@brookdalecc.edu](mailto:tberke@brookdalecc.edu)) or Debbie Mura ([dmura@brookdalecc.edu](mailto:dmura@brookdalecc.edu)); to see TIN students reviving one of the seven Rain Gardens on Brookdale's campus: <https://news.brookdalecc.edu/project-based-learning-takes-root-at-brookdale/>.

*Tom Berke earned a PhD in Physical Chemistry from CUNY and a Masters in Mathematics and Computer Science from Stevens. During his fifty years at Brookdale, he has continued to innovate--from creating a committee to utilize computers in our classes in 1970, to establishing and running Educational Computing, to assessing and fully revising the course and exams until Chemistry was voted a favorite non-Nursing course by Nursing students. In addition to co-founding GCP and TIN, Dr. Berke has been involved in many other initiatives and is the proud recipient of a Barringer Award.*



**GCP Meetings**

9/24 (Tuesday) 12-1

10/15 (Tuesday) 1-2

11/7 (Thursday) 1-2

**IEAC Meetings (during College Hour)**

10/31 (Thursday)

11/26 (Tuesday)

12/17 (Tuesday)

**Fall 2019 Programming (more to come—stay tuned!)**For more information, call 732-224-2799 or email [international@brookdalecc.edu](mailto:international@brookdalecc.edu)

**Study Away Fair** (Sept 19<sup>th</sup>, Thursday, 11:30-1:15 in SLC): Learn about the educational opportunities that Brookdale has to offer: from our faculty-led trips to the American Southwest, Costa Rica, Paris, and Italy; to our semester programs at partner campuses in Costa Rica, China, Denmark, Greece, Ireland, Italy, Japan, Northern Ireland, Scotland, and Spain. *Sponsored by IEC*

**One World: Environmental Issues Kick-Off Event** (Sept 26<sup>th</sup>, Thursday, 11:30-1:15 in SLC): Stop by the Student Life Center to learn how Brookdadians are honoring our environment and making a difference in the world! Participate in an eco-challenge, register to vote, and talk to representatives from groups like GCD, TIN, PTK, and The Biology Club. *Sponsored by IEC & GCP*

**Masculine Imaginations: Money, Success, and International Migration among Punjabi Sikh Men** (Oct 10<sup>th</sup>, Thursday, 6:30 – 8:30 in Twin Lights I): Attend a lecture by Professor Diditi Mitra, whose research focuses on the migration patterns of Sikh immigrants from the Punjab region in India. *Sponsored by IEC*

**EOF Volunteer & CommUNITY Organization Fair** (Oct 24<sup>th</sup>, Thursday, 11:30-1:15 in SLC):

Join EOF as they address environmental themes and host activist organizations (contact Advisor Danielle Jones for more information). *Sponsored by EOF Student Alliance & XAE Delta Alpha Chapter*

**Global Perspectives on Environmental Issues: Panel Discussion** (during International Education Week, which is 11/18 - 11/22, details TBA;): Hear students from diverse countries describe the environmental challenges that each nation faces. Panel participants will also discuss solutions and innovations specific to their regions. *Sponsored by IEC, ISA, and GCP*

**Clinton Crocker Memorial Lecture**: (November, details TBA) Listen to a lecture about the issue of climate change in the Caribbean. *Sponsored by The NJ Haiti Partners & BCC Governmental Affairs*

**Science Mondays**: Learn about environmental issues during Science Mondays, which occur on the last Monday of each month at 6:30 PM. *Sponsored by the Jersey Shore Group of the NJ Sierra Club and Brookdale's Environmental Science and Biology Clubs* (contact Professor Pat Dillion for more information).

**A Year of Earth Day Events**: Join the Biology Department in celebrating the 50th anniversary of Earth Day! Starting in September 2019, the Biology Club and the Biology Department will host monthly events highlighting environmental issues, culminating in a celebration of Earth Day during the week of April 20<sup>th</sup>, 2020 (contact Professor Carey Fox for more information)

**Fall 2019 Projects and Initiatives**

**GCD Initiative**: Professor Raj Wesley will advise students who wish to partake in global coursework and activities and receive special recognition for their efforts. To learn more about GCD, please email [nwesley@brookdalecc.edu](mailto:nwesley@brookdalecc.edu) and check out the article (page 5).

**TIN Projects**: Professors Tom Berke and Debbie Mura lead the charge for project-based learning at Brookdale. To get involved with TIN, please email [tberke@brookdalecc.edu](mailto:tberke@brookdalecc.edu) or [dmura@brookdalecc.edu](mailto:dmura@brookdalecc.edu) and check out the article (page 7).

**Eco-Challenge**: Environmental Science Professor Harry Compton is spearheading Brookdale's "Eco-Challenge!" For more information, please read the article (page 2) or email Professor Compton: [hcompton@brookdalecc.edu](mailto:hcompton@brookdalecc.edu)

**PTK: Honors in Action & College Projects**: PTK plans to engage Brookdale and the community in environmental issues, which will be the theme of their college projects and "Honors in Action" presentations. For more information, please contact Professor Angela Saragusa.

**Thanksgiving Host Dinner Program**: Volunteer to host international students for Thanksgiving. To learn more, please read the article (page 6) written by the creator of the program, Professor Nathalie Darden.