

GLOBAL CITIZENSHIP NEWSLETTER



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The 2015-2016 GCP Theme

By David Bassano

Each year, the International Education Center (IEC) at Brookdale Community College facilitates the Global Citizenship Project (GCP). The project aims to educate and engage students and the college community in global issues to improve the world we live in and to foster a life-long commitment to global citizenship.



Coming in the 2015-2016 academic year, the GCP will introduce a topic of global interest and scope, and will provide pathways to learning, both for students and for the Brookdale community. This year, the theme is global health – the study and practice of public health in a global context. It includes not just medical topics, such as vaccination and access to drugs, but also corollary subjects such as nutrition and violence against women. This is one of the most important topics for students interested in global issues. Professors of various topics, ranging from history to literature to mathematics, can address global health within the context of their own fields to educate students on this important topic.

The IEC and GCP are planning several events and projects to facilitate global health education. The keynote event at Scholars Day (May 14) will brief the college community on the Global Citizenship Project, as well as detail this year's focus on global health. Breakout sessions that day will also detail resources available to educators; the GCP will provide "turnkey" activities to educators to take back to their classrooms. This will facilitate learning on this critical global issue.

For more information about the Global Citizenship Project, please contact Anoop Ahluwalia or Howard Miller, or search for the GCP web site on Brookdale's home page.

David is an Instructor in History

2015 GCP Awards

By Janice Thomas

On April 9 the Global Citizenship Project was honored to hand out 22 awards to Brookdale's best and brightest. In our fifth annual ceremony, students won awards for co-curricular work in the Environmental Club and Students for Global Citizenship. They also took home awards in ten different courses including: Biochemistry, Criminal Justice, English Composition, Graphic Design, Immigration & Ethnicity, International Regional Cuisine, Macro Economics, Public Speaking, Statistics, and World Literature.

Thank you to Barbara Baron, Tom Berke, Barbara Gonos, Juliette Goulet, Basem Hassan, Terry Konn, Sarah Leahy, Greg Liano, Kelsey Maki, Howard Miller, Donna Pope, Jack Ryan, Ashley Zampogna-Krug, and Michelle Zuppe for nominating students for these awards.

Janice is the Director of the International Education Center



Left to right above: Janice Thomas, Jack Ryan, Anoop Ahluwalia, David Stout, Debbie DeBlasio, Tom Berke, Raj Wesley, Howard Miller, and Michelle Zuppe at the GCP Awards ceremony.

Below on the left are Mohammad Abuaysha, GCP winner for his work in Criminal Justice and Terry Konn with Melanie Katz who won for her work in Macro Economics.



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A Global Challenge for Brookdale

By Debbie Mura

In Angola, one child in six dies before their fifth birthday. Many of these deaths could be prevented by a simple mosquito net.

In 2000, the United States was considered measles free, but growing concerns about vaccinations and their risks have led to more than 600 measles cases in the western United States in 2014.

In New Jersey, a spike in new HIV/AIDS cases among young people has led to the opening of an LGBTQ outreach center for teens in young adults in Asbury Park known as Project REAL.

In Red Bank, the Parker Family Health Center is a volunteer-based, free health care facility for Monmouth County residents without medical insurance or the ability to pay. There the focus is on primary health care, emphasizing disease prevention, health promotion and patient education.

A major goal of global education is to engage 21st Century students in disciplinary and interdisciplinary study. BCC's Global Citizenship Project has adopted the theme of "global health" for the 2015-2016 school year and is urging faculty across all disciplines to find a way to incorporate these topics into course work. In fact, GCP faculty are eager to work with their peers across the campus to bring this theme into at least one lesson in every course.

But, we want to do more than that.

During the fall and spring semesters, GCP will also host interactive and educational programs for students, faculty and staff and conduct a variety of fund-raising activities to benefit a global health partner. Please help us choose this partner.

GCP is asking Brookdale employees to nominate a charitable organization dedicated to health issues. You might recommend something local such as the Parker Family Health Center or Project REAL, national, such as the American Cancer Society or the ALS Association or go global and consider organizations such as UNICEF, Doctors Without Borders or Smile Train.

Please send your suggestions, along with two to three sentences about the nonprofit organization you are nominating to Anoop Ahluwalia, Faculty Liaison to the International Education Center by the end of the semester.

Once we receive your nominations, we will create a ballot and ask student leaders to vote for the organization or organizations that we will support throughout 2015-1016.

We are confident that with your support, Brookdale can make a very real difference.

Debbie is an Assistant Professor in Journalism

Below, Janice Thomas with IEC Poster Contest winner Rahil Mardiha, Terry Konn with Students for Global Citizenship incoming President Mona Patel, and Jack Ryan with his World Literature GCP winner, Monica Urena.



Join the Global Citizenship Project! Read any article in this Newsletter to find out how.

The Importance of Global Citizenship

By Anne Gaunt

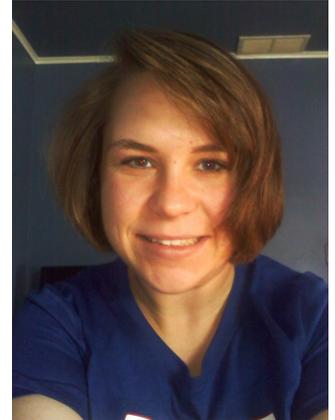
I was recently asked to write why it is important to discuss global issues from a student's perspective and to be honest at first I came up blank. Why is it important? I had to figure this question out first. Why should we as students care about issues that don't seem to affect us personally? What could I say that would make any sort of impact if I wasn't sure what the answer was? I realized that the best I could do was to say what I think. I should try to make my opinion on the matter known and hope that would make other people think and start discussions. I want people especially in older generations to realize people in my age group think about more than just themselves. We should all be able to talk about things that make us uncomfortable. This is why there are so many reason to discuss global issues. Here are just a couple that I thought were the most important.

Reason number one is that we are going to inherit the world's problems. We are all going to college to better ourselves in some way but I also think we all want to make a mark on the world. A major way we can do this is by helping others. We cannot just ignore things and act as if the problem will go away. We are being passed a baton of sorts in that it is our turn to help or to find a solution. The first step is to talk about these issues. We need to talk about the women living in the Middle East who are barely afforded basic human rights. We need to talk about deforestation and the effects it is having on the atmosphere and environment throughout the world. We need to talk about the thousands of children who are dying because they aren't getting adequate healthcare. We need to talk about these things and many others because they are not going to go away. We have to discuss them to make a change. We are being given the opportunity to take part in the world and these issues are a major part of it.

Reason number two is that we all live on this planet. We are slowly destroying our world through pollution, war, deforestation, and just plain bad living. We keep acting as if there is nothing wrong but if we don't change the way we are treating the planet and each other we are not going to have a world to live in. We cannot just turn a blind eye to our neighbors in Africa who are living on a dollar a day. We can't just ignore the people who are being devastated by terrorism. These things could happen to any of us at any time. We should not live in a bubble where nothing bad can get to us. We need to help our neighbors, our family of humanity. To be human we must help people even in the smallest of ways even if that is through kindness.

Discussions on global topics should be incorporated in everything we do. It is sad and heartbreaking, but until we talk about it we can't change it. We have to take this first step. We need to be better humans. I may be one woman but I hope I can one day make a difference. I hope I can make other students realize that even if they don't have money or they do not have the means to go somewhere and help at the very least they can talk about what is going on. They can make an impact by informing others. There is nothing more powerful, in my opinion, than words. We need to learn to use them.

Annie is a GCP Award winner a Brookdale graduate, and an Elementary Education major at Western Governors University



Clockwise from above: Amanda Chapman (International Regional Cuisine), Jason Kahn (Public Speaking), Jessica Druze and Daniel Correa (Environmental Club), Caitlin Grasso (Public Speaking), and Alex Logiudice (Immigration & Ethnicity)

A Global Learning Community, Techniques for Student Retention

By Howard Miller



By this point we're probably all familiar with the research on positive effects learning communities have when it comes to staying in school, completing courses, and making progress toward graduation. If you're not, take a peek at the Achieving the Dream's website at <http://achievingthedream.org/resources/achieving-the-dream-interventions-showcase>. There's some absolutely fascinating work that people at community colleges around the country are doing.

This semester I've had the chance to put that research to the test while working with an amazing colleague from the English Department, Geri Gerard. Geri and I combined SPCH 115 (Public Speaking) and ENGL 122 (English Composition: Writing & Research) so that both courses focused on global issues in our informative units. Since students were conducting the same research for both classes, they felt like they had less of a load. But they were able to learn things and make connections that students outside of the learning community likely would not. For example, by using the same topics and same research for both classes they learned why it might be less advantageous to quote directly in a speech than in a paper. They learned the difference between how to cite aloud and in writing. They learned similarities between introducing and concluding a speech and a paper. When students understand the relationship their classes have to each other and how they all contribute to their educations, the results will follow. And so far the results have been outstanding.

While the semester isn't over yet, the numbers scream that this class is a success. Let's start with attendance. In my regular SPCH-115 classes this semester, my students have attended 89% of the time. That's a disappointing number, though not an atypical one in a course that so many students dread. In this learning community, they are far from dreading it, as an attendance rate of 97% shows. What's more, it seems that the completion rate in this course will be 93%, while the completion rate in my other Public Speaking courses this semester seems like it will be about 71%. Again, that is a tremendous difference.

Much of the difference could be because of engagement. In some classes there's near silence before a class begins because students are engaged with their phones rather than with each other. There's no such silence in this classroom. They talk to each other about their work, about challenges in the other class, and about all sorts of things that have nothing to do with class. They're interested in each other, and they're interested in the curriculum. Learning communities and global citizenship work!

Another positive of working in a learning community is having the opportunity to get to know a faculty colleague. I can't recommend doing this any more strongly. Geri and I shared curriculum, synched course schedules, and deliberated about how to incorporate global themes. We talked pedagogy and classroom management. And we helped each other navigate through the semester. I wish I could have this experience—this type of collegiality—in every class I teach.

Through the GCP, I've long held that if students from different classes share a theme we would see an increase in the quality of student work, improved student understanding, and increased retention. Those things have all happened this semester. Learning communities are a lot of work for faculty. They also take institutional support both in terms of planning and in terms of money. But they work! Our learning community students are succeeding at a rate much higher than those not in the learning community. Going forward, I'm hoping to build additional learning communities assuming continued interest and institutional support.

Howard is an Associate Professor in Speech Communication

More GCP Award winners: left to right, Elizabeth Young (Public Speaking), Ali El Bannan (English Composition), Paula Monzon (International Regional Cuisine), Gabrielle Fox (Public Speaking), and Muna Mahmud (English Composition)



Working on a project that deals with Global Citizenship either in or out of class? Please contact us at globalcitizen@brookdalecc.edu

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