



Global Citizenship: Needed Now More Than Ever

by Dr. Janice Thomas—Director of the International Education Center

Happy New Year! The Global Citizenship Project (GCP) is in its seventh year and I continue to marvel at all that has been accomplished in those years. The project launched in Fall 2010 with a simple idea: to infuse global perspectives in classes across the disciplines. Since its inception, GCP events have become a fixture in the life of the College. Each fall during International Education Week, we hold a GCP symposium; each spring we honor students, faculty and staff at the GCP Awards Ceremony. We have an active and vibrant Students for Global Citizenship Club. In Fall 2016, we launched the Global Citizenship Distinction Initiative and we're launching our first ever Global Read in Spring 2017. You'll read about these and other exciting initiatives elsewhere in the newsletter.

Global citizenship can mean different things to different people, but as I reflect on our accomplishments, my thoughts are drawn back to the early days of fleshing out the concept and moving from planning to implementation with Tom Berke, Terry Konn, and Howard Miller. In developing the GCP, our aim was to educate and engage students and the college community in global issues, with the end goal of improving the world we live in while fostering a lifelong commitment to global citizenship. But just who is a global citizen? I like the definition offered by Oxfam:

“A Global Citizen is someone who

- has an understanding of how the world works
- respects and values diversity
- is aware of the wider world and has a sense of their own role as a world citizen
- participates in the community at a range of levels, from the local to the global
- is outraged by social injustice
- is willing to act to make the world a more equitable and sustainable place
- takes responsibility for [one's own] actions” (ideas-forum.org)

Now, as many of our communities have become polarized and divided, the work of GCP is even more important than ever. Many Americans are anxious about the future, particularly as we have seen a rise in hate crimes and biased speech on college campuses and in local communities. I believe a true global citizen is uniquely positioned to navigate these times and to be an agent of positive change in our local communities. I am so proud of Brookdale's leadership in this area and so proud of all of the students, faculty and staff who are now a part of the GCP. I remain hopeful—and indeed convinced—that if we keep working hard to produce graduates who are global citizens, we will survive and thrive during moments of our history that challenge fundamental values of global citizenship. I hope you will read on to find out how Brookdaliens are playing an important role in promoting global citizenship and how you can get involved.

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articles curated by Kelsey Maki
(faculty liaison to the IEC)

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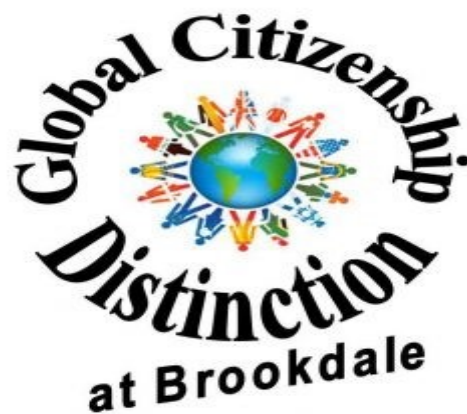
Brookdale Launches New Global Citizenship Distinction Initiative**By Keith Heumiller (College Relations Coordinator)**

Brookdale students now have an opportunity to broaden their horizons and strengthen their résumés by earning Global Citizenship Distinction upon graduation. The Initiative—spearheaded by Professor Terry Konn, the International Education Center, and members of Brookdale’s Global Citizenship Project (GCP)—engages students in a variety of curricular and co-curricular pursuits, as they work toward Distinction, earning points for participating in globally focused courses and activities.

Students can earn points by completing classes in which the standard curriculum addresses global topics and perspectives, such as those found in a World History or Spanish class. Faculty members who choose to integrate global perspectives into their classes may contact Dr. Konn to see if a specific course can be counted as a curricular part of students’ work toward Distinction. In addition to their coursework at Brookdale, students can also earn points by completing a study abroad program, participating in an internship with a global connection, attending campus lectures and community events, participating in TIN projects, sponsoring college fundraising drives, and being an active member in the Students for Global Citizenship (S4GC) Club—to name just a few of the credited endeavors. Students who earn enough points by graduation will receive special recognition, a ceremonial sash, and the official designation of Global Citizenship Distinction (GCD) at commencement.

Faculty can refer interested students to Dr. Konn at any time, but ideal candidates for GCD will have three semesters of coursework remaining at Brookdale, as the requirements for Distinction are quite rigorous. By the time they graduate, in addition to accruing the required points, students enrolled in the program will complete an e-portfolio showcasing their learning and growth. Dr. Konn will work closely with all students enrolled in the program and the e-portfolios will be evaluated by faculty members involved with GCP.

The deeper impact of this initiative lies in encouraging students to think outside their country and to begin to see themselves as powerful forces for change in the world. Dr. Konn asserts that “We have many students on campus who have been very active and very passionate about global issues and who have taken action to address [these issues].” GCD is important as it “provide[s] a framework for future students to become more informed and engaged.” To find out more about the GCD Initiative, visit www.brookdalecc.edu/international/global-distinction/



Delphine Amahoro—a Rwandan student—and Dr. Terry Konn (pictured)

What Makes a Course *Global*?

In addition to many World Languages, Literature, and History courses—which are already designated by the General Education Committee as “Cultural and Global Awareness” (CG)—some Brookdale faculty have integrated global perspectives via lectures, assignments, and presentations into courses that may not normally be considered global or intracultural, courses like Statistics or Chemistry. If you’re interested in having a class you teach meet the additional “global” designation for the purposes of GCD, here are three options, any one of which will qualify your class as “global.”

1. Course itself meets the two “global” criteria established by GCP:

- Class time: Students must examine and engage with global perspectives via lectures, readings, and/or videos; at least three hours of class time should be devoted to in-class engagement, AND
- Class Assignments: Students must complete an assignment or a series of assignments (such as a research paper, oral presentation, short response/reflection, service-learning project, etc.) in which students wrestle with global issues and/or respond to global perspectives; at least ten hours of time should be spent outside of class on the assignment(s).

2. Instructor gives additional “global assignments” to individual students and assignments meet criteria established by GCP.

- Individual Assignments: Instructor assigns individual students additional assignments or projects that address global issues and global perspectives. Students should spend at least thirteen hours on assignment/projects.

3. Instructor meets with GCD coordinator on a case-by-case basis to determine if a student’s work warrants GCD course credit.

- If you’re not sure whether your course or individual assignments can be counted for GCD credit, please set up a meeting with the GCD coordinator, Dr. Terry Konn.



Dr. Terry Konn (pictured) conducts an info session for GCD students

Are you interested in having a class you teach listed as a “global” course option for GCD students?

Please contact Dr. Terry Konn at tkonn@brookdalecc.edu for more information.

The Meaning of Global Citizenship Distinction

By Emily Abrecht (BCC Business major and a candidate for Global Citizenship Distinction)

What is a global citizen? To me, a global citizen is someone who enjoys learning about many different people around the world and their unique cultures; global citizens are people who take action to preserve culture and solve humanitarian issues, both of which are important goals that should be addressed at any educational institution.

In my work with the “Global Citizenship Distinction” (GCD) Initiative at Brookdale, I recently completed a research project on a group of semi-nomadic herders from Namibia, known as the Himba tribe. I learned that the Himba women cover their hair and skin daily in a natural paste of butter, fat and red ochre, known as otjize, and that the women find the distinctive red hue of otjize to be beautiful as it symbolizes the color of the earth and blood, both of which are symbols of life. Information like this is fascinating to me, and this is just one example of what I’ve learned as a new member of the GCD Initiative.

But in GCD, our learning extends far beyond interesting facts contained within the four walls of the classroom. Through GCD, I hope to learn about the multitude of diverse cultures around the world and participate in a few of these cultures’ customs through experiences outside the classroom by studying abroad, working on globally focused service projects, attending local cultural festivals, and talking to international guest speakers at public lectures. As for my classroom experiences, I am ecstatic to let my inner history junkie out by taking classes that are culturally/globally focused: classes such as Native American Studies, African Civilization, and Dimensions of the Holocaust (the list goes on and on). Not only are these classes interesting to me, they will also help me earn points toward Global Citizenship Distinction.

As a business major, being a member of Global Citizenship Distinction will definitely benefit me in my professional career after college. By being more aware of global issues and participating in activities to understand and solve these issues, I will gain a framework of knowledge and experience for how to create an ethical business, which is the type of business I aspire to operate.

But knowledge of diverse cultures and a focus on global issues isn’t only useful to business majors, it’s useful to everyone, regardless of his/her subject of study. It is important that people get involved with the Global Citizenship scene today, as it teaches us so much about other people around the world. By participating in either the Global Citizenship Distinction Initiative or the Students for Global Citizenship Club here at Brookdale, any student can work towards becoming a global citizen!

Emily Abrecht (pictured)



You can get more information about Global Citizenship Distinction at

<https://www.brookdalecc.edu/international/global-distinction/>

or you can email Dr. Konn at tkonn@brookdalecc.edu

Students for Global Citizenship (S4GC)**by Varsha Medidi (BCC Biology major and S4GC President)**

Mahatma Ghandi once said “Whatever changes *you* would like to effect in our society they have to begin with *you*.” He was wise. As citizens, we cannot wait for someone else to work toward peace and prosperity for all. We need to start taking action now. *Students for Global Citizenship* (S4GC) is a club where students have the chance to recognize their identity in a global community and work toward bringing positive change to the world. The club opens doors to those who want to see a change and be the change. We aim to promote awareness by unifying and empowering students to take action.

The club creates educational opportunities (such as speakers, workshops, panels, and action groups) for fellow students and the community. In fact, on October 6, we teamed up with Haitian Partners of America and offered a lecture by Angus Gillespie of Rutgers to discuss the influence of Haitian culture in the US. In addition to campus events, S4GC will also provide resources to enable students to be actively involved in community service projects. S4GC seeks to collaborate with other Brookdale clubs, the International Education Center, Chhange, and other community organizations.

Each year our club chooses a theme upon which to focus our events and activism. In 2013, club members raised funds to buy goats and cows for impoverished families in Rwanda. During a study abroad trip, the students purchased the livestock and presented these gifts to families in the village of Kibuye, which is in the western district of Rwanda. During 2014 and 2015, the S4GC theme revolved around water. Members learned that children, especially girls, cannot go to school because they must travel very long distances in scorching heat to retrieve drinking water. This inspired the club to take action and raise money to build a water well in Africa. Last year, our club did a phenomenal job raising \$3,500 via a Color Run and many other activities. The money we raised supported the water project while heightening awareness about the various water-borne diseases that people from many developing countries face.

This year our theme is global health and our goal is to raise awareness about countries where the health issues are particularly pressing. We want to create an understanding of the need to achieve equity in health for all people worldwide. To this end, we will be working with other clubs on campus like PTK and the Education Club to raise funds to support the Martin Luther King Health Training College in Ghana, where the faculty and students work and learn in a resource-poor environment. In partnership with PTK, we will focus fundraising efforts on sponsoring a faculty member from Martin Luther King Health Training College to come to Brookdale, where he/she will be mentored by Brookdale faculty. This year, we’re doing some really great things! Please do not hesitate to join us or make a donation to the club in support of our global health theme. For more information, please contact the club advisor, Dr. Terry Konn (tkonn@brookdalecc.edu).



Varsha Medidi (pictured) at a recent S4GC trip to the UN

The Global Read in Spring 2017

by Kelsey Maki (Instructor of English)

In the tradition of the “Big Read” and the “Brookdale Read,” Brookdale’s International Education Center (IEC) and The Global Citizenship Project (GCP) will be organizing a common intellectual experience focused on Tracy Kidder’s nonfiction text *Mountains Beyond Mountains*. This engaging book chronicles the humanitarian work of Dr. Paul Farmer, an anthropologist and an infectious disease doctor working in Haiti. The book—rich in its themes, motifs, and allusions—can be integrated into a wide range of disciplines, and in Spring 2017, there will be ample programming that can be used to enhance and inform students’ understanding of the text (please see page 10 for events).

We hope that the “Global Read” will become a capstone event for our faculty-selected themes, which run in two-year cycles. If you’re interested in incorporating this book into any of your classes next semester, please get in touch with IEC or GCP, so we can assist you. There are copies of the text (print and audio) on reserve in the library. Additionally, there will be a display in the Scroll & Pen Bookstore. (If you plan to have your students purchase the text at the bookstore, please place an order with Scroll & Pen to ensure that there are enough copies and that your class is listed.)

We would like to get as many disciplines as possible involved in the “Global Read.” To this end, here are some **possible*** disciplinary connections that you might make to *Mountains Beyond Mountains*:

A math class might use the text as a springboard into the real-world application of mathematical models and concepts; students might also analyze relevant data sets.

An engineering class or architectural design class might use this book to contextualize a project in which students design facilities and devices that will effectively support the delivery of healthcare while taking into account material and environmental constraints.

A health science class might read this text for insight into the treatment of infectious diseases; students might also gain insight into the gap between “ideal” and “real” options for care.

A history or political science class might use this text as an example of the impact of various nations’ political systems and their uses/abuses of power throughout history.

A sociology or anthropology class might interpret the book through the lens of social and cultural hegemony; students might also discuss the importance of both quantitative and qualitative evidence.

A business class might use the text as a springboard into a project in which students create a business plan to ensure the financial sustainability of an NGO.

A psychology class might read this book for insight into people’s motives for their life’s work; students might also discuss the various perceptual biases that prevent empathy and action.

A philosophy class might use this text to spark a debate on the ethical problems of utilitarian thinking and the tension between one’s personal sense of morality vs. society’s rules and laws.

A reading, composition, or speech class might analyze Kidder’s rhetorical strategies (appeals to logos, ethos, and pathos) and the use of outside sources and concrete examples; students might also note the rhetorical effects of formal vs. informal language.

A performing arts or creative writing class might write a story or stage a play that speaks to the themes in the book.

If you plan to use this text, or if you have any suggestions regarding the disciplinary connections, please get in touch with Kelsey Maki (kmaki@brookdalecc.edu)

Happy reading!

The Brookdale Read: Fall 2016 Recap**by Debbie Mura (Associate Professor in Media Communications)**

N. Chiyo Moriuchi didn't know until she was in college that, as children, both her parents had been taken from their homes in California and interned in camps during World War II. Moriuchi told her parents' story to about 50 Brookdale students and staff members who attended a Brookdale Read event on Oct. 6 entitled "Recovery from Hate: What Tak and Yuri Found."

"Love is the answer to hate," Moriuchi emphatically told her audience. During the event, Moriuchi spent about an hour explaining the conditions of bigotry and intolerance that led up to America's Japanese internment camps. She also discussed her parents' memories of life inside these camps and how her family overcame prejudice throughout their lives.

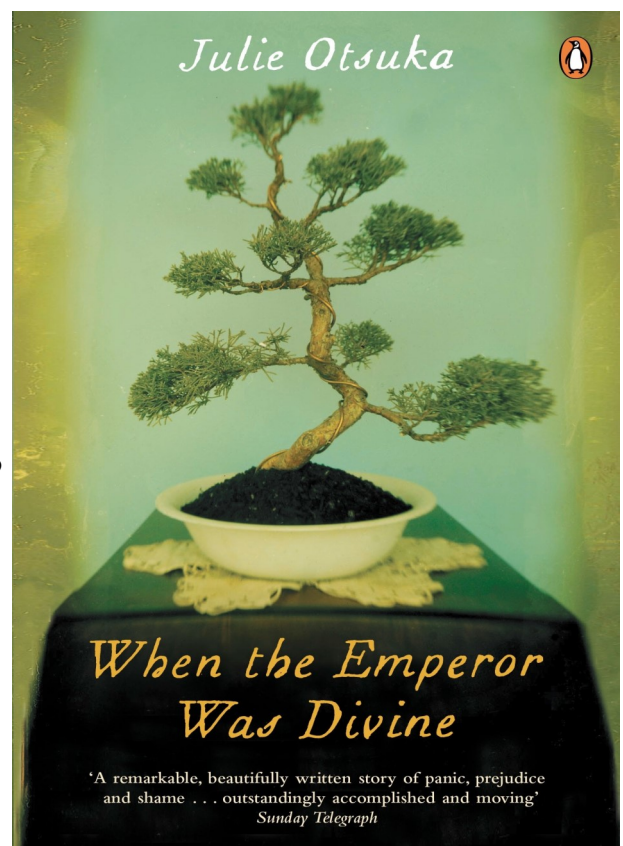
Moriuchi's lunchtime visit was just one of several events held on campus in conjunction with a college-wide embrace of the novel, "When the Emperor Was Divine," by Julie Otsuka. Adopted in many courses across the curriculum, the novel tells the story of one family's experience being forced to leave home and that family's subsequent imprisonment in an internment camp during World War II.

Through the novel and events on campus, students learned about the 120,000 people (62 percent of whom were American citizens) who were forcibly evacuated from the West Coast during the War. The inclusion of the novel also inspired discussions about contemporary issues and prejudices facing us today.

On Oct. 20, a panel of students candidly discussed prejudice they have both faced and felt, as an audience of students and staff listened and asked questions. The main message that was delivered during this event was that when people have opportunities to interact with those who are different from themselves on a person-to-person basis many barriers can be broken and bigotries abandoned.

These are just two of more than a dozen, college-wide events that took place across the campus in support of the College's first-ever Brookdale Read, which was sponsored by CHHANGE, Student Life and Activities, the International Education Center, the Bankier Library, and the Center for World War II Studies and Conflict Resolution. These Brookdale Read events took place in addition to many in-class discussions related to the novel.

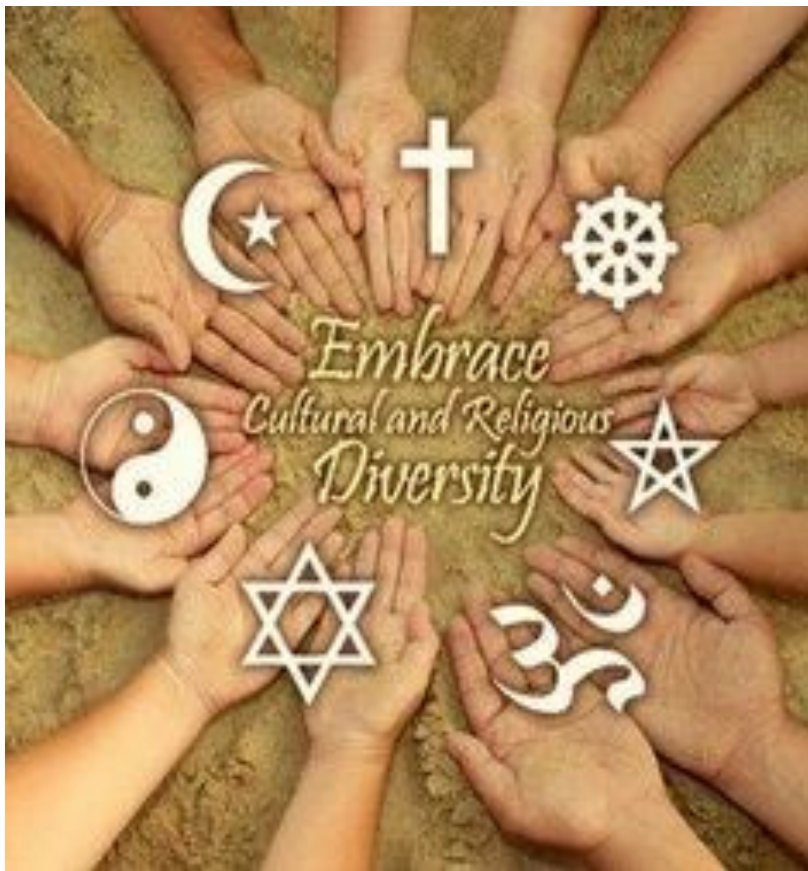
Unfortunately, the planned centerpiece event, which was to be a discussion with the author Julie Otsuka, was cancelled at the last minute when Otsuka had a personal emergency and was unable to attend. "Although Julie had to cancel the program, Student Life was happy to be a part of the Brookdale Read. The students were given an opportunity to read a memorable book about a part of history that they may have never read [about] on their own," said Student Life and Activities Director Lauren Brutsman. "Students learned what the Japanese internment camps were as [Otsuka] made you step back in time to the reality of what happened during World War II," continued Brutsman. Clearly, in the end, the Brookdale Read was successful in raising awareness about the dangers of bigotry and "us vs. them" thinking.



The Safe Haven Initiative: A Response to the Changing Cultural Climate
by Elaine Olaoye (Professor of Psychology)

As faculty who aim to give students the tools they need to succeed in a rational and ordered world, we recognize that, in some spheres, the existence of such a world is in jeopardy. We are all aware of the recent uptick in hate crimes and biased speech. In response to this cultural backsliding, we are offering faculty a tangible opportunity to help students who have been emotionally affected by the changes in our larger cultural climate. This opportunity is called the “Safe Haven Initiative,” and it will begin in the Spring 2017 semester.

The Initiative, which will hopefully expand to include many parties on campus, is simple: empathetic faculty offer their office hours as a place where students who are feeling distressed can find support. The faculty members, who are acting as advocates, will listen and offer BCC resources that may aid students. Prior to announcing their position as advocates, faculty will undergo training from the Office of Diversity and be provided with a “what-if” situational resource, which can be consulted for guidance. Faculty will also be given a folder with materials identifying Brookdale's position on matters of discrimination and harassment, as well as referrals for further assistance. All faculty currently have web access to useful resources for “Student and Employee Support” at Brookdale (brookdalecc.edu/support/).



This web resource, which was created under the auspices of our President and will continue to be updated by Human Resources, can be shared with students during faculty office hours. (The page is new and is a work-in-progress). It's important to note that student engagement with faculty is informational only; faculty will be volunteering to serve as compassionate listeners and will not take action beyond referring students to resources that are listed on the website.

After completing the training and reviewing relevant materials, faculty may announce their advocacy in a class session and by displaying a “Safe Haven” logo (not pictured) on their office door. Students will be told that wherever they see this logo, they are welcome to come and talk about any emotional distress that they might be experiencing as a result of offensive attacks or threats made because of their cultural, racial, ethnic, or religious identities.

If you're interested in participating in the Safe Haven Initiative, please email Elaine Olaoye (eolaoye@brookdalecc.edu) for further information.

The Global Citizenship Project Awards: Nomination FAQs

If you've been to the Global Citizenship Project's Awards, you know that this event is truly special for students and for their families. The ceremony, which will be held in late April, spotlights the work of students, clubs, and Brookdale employees. Below are some FAQs for faculty who want to know more about the nomination process:

Who is eligible and how many people can I nominate?

Faculty may nominate any Brookdale student (part-time or full-time) who completed a global assignment within the past academic year (including summer sessions and winterim). Faculty may also nominate student clubs or Brookdale employees who are committed to the ideals of global citizenship.

When are my nominations due and how will the winners be notified?

The deadline for nominations is the last Friday in March. After the nominations are gathered, the International Education Center will reach out to students via email, phone, and letter. (We will begin contacting students during the first week of April.)

What, exactly, is a "global" assignment? Definitions are contestable and a term like "global" is particularly problematic, but as a working definition that is interdisciplinary, we can consider a project "global" if it deals with a geographical region outside the US or if it considers a problem that affects many locations—e.g., sex trafficking or climate change. The AAC&U defines global learning as "a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability."

What types of assignments are eligible?

There are no limitations on the types of assignments that qualify (papers, projects, multimedia presentations, speeches, etc.). GCP respects each faculty member's choice regarding the work of his/her students and colleagues. All GCP Award nominees should be able offer appropriate insight on their respective topics or services via a three-minute speech at the ceremony.

FIND US ON THE WEB: WWW.BROOKDALECC.EDU/INTERNATIONAL/GLOBAL-CITIZENSHIP/

Global Citizenship Project's Award Nomination Form

(Nominations can also be emailed to the IEC faculty liaison: kmaki@brookdalecc.edu)

Name of nominee: _____

BCC ID number: _____

Short description of nominee's work:

Here are just a few of the IEC-related meetings and events for Spring 2017:

***Mountains Beyond Mountains* by Tracy Kidder** (see article on page 6)

Global Read Events

Event sponsors include *Student Life and Activities*, *The International Education Center*, *The Global Citizenship Project*, *Students for Global Citizenship*, *WW II Center*, and *Dreamers+*.

1/26 Thursday (11:45-1:15 in MAN 103): **Digna Diaz**, who is a certified application counselor, will speak about possible changes in health insurance and how these changes may impact diverse communities.

2/21 Tuesday (11:45-1:15 in SLC Nav): **The HEAL Initiative**, a nonprofit organization, will present on their healthcare work on Native American reservations, in prisons, and in the poorest villages on our planet.

3/28 Tuesday (11:45-1:15—location TBA): **BCC's Students for Global Citizenship (S4GC)** will present on the Global Read text: *Mountains Beyond Mountains* by Tracy Kidder.

3/30 Thursday (11:45-1:15 in MAN 103): **Brett Burk**, a BCC alum and employee, will lead a presentation explaining his work as peace corps volunteer in Lesotho, addressing AIDS/HIV awareness.

4/3 Monday (7-9 pm in SLC Nav.): **Rachel Stine**, a BCC alum, will give a presentation on the health issues that refugees from North Korea face. Stine, who lives in South Korea, has been published in major news outlets.

4/6 Thursday (11:45-1:15—location TBA): **BCC's Health Science Students** will perform health screenings.

Global Citizenship Project Meetings

GCP is a faculty group interested in infusing global perspectives into BCC classes.

ALL FACULTY ARE WELCOME TO ATTEND ANY GCP MEETING!

2/23 Thursday (12-1) MAC 110

3/21 Tuesday (12-1) MAC 110

Students for Global Citizenship (S4GC)

S4GC welcomes all students who care about global perspectives, diversity, and social justice.

PLEASE ENCOURAGE YOUR STUDENTS TO CHECK OUT THIS AWESOME CLUB!

Regular meetings 11:30-1:15 in MAN 106 every other Thursday:

Jan 19, Feb 2, Feb 16, Mar 2, Mar 9, Mar 23, April 13, Apr 20

S4GC—Special Events

Mar 28 (Tuesday, 11:30-1:15) *Mountains Beyond Mountains* Presentation

Apr 22 (Saturday, 10-4 pm) Carnival for College: Family Event

