

GLOBAL CITIZENSHIP NEWSLETTER

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An Opportunity for Engagement: The Global Read by Kelsey Maki, English

Every two years Brookdale faculty select a theme to engage students in curricular and co-curricular learning across a variety of disciplines. In Spring 2019, as a capstone to our current theme of “Immigrants and Refugees,” the Global Citizenship Project (GCP) will welcome students, educators, and community members to participate in “The Global Read” and its associated programming.

Thanks to the leadership of English Professor Donna Pope, and to the passion and dedication of GCP, this year we proudly offer *Pointed Toward the Sun*, a homegrown text showcasing the writing of Brookdale students and faculty. Printed copies can be ordered for a nominal fee from the campus bookstore, and electronic copies can be downloaded at no cost from the “Global Read” webpage (search “Global Read” on BCC homepage).

In Spring 2019 there will be events relevant to our theme throughout the semester, programming that will engage and enlighten the campus community. Hear Dr. Cody, a Cather scholar, discuss the remarkable friendship between Willa Cather and Annie Pavelka, the immigrant who inspired Cather’s American classic: *My Antonia*. Dr. Cody will also moderate a student-led panel discussion on scenes from the poignant film *Illegal*. In other programming, there will be two events centered on readings in *Pointed Toward the Sun*. In Lincroft, English Professor Donna Pope will organize a reading and topical discussion of selected passages from the Global Read text. At Long Branch, in an event organized by Associate Vice President Anita Voogt, who is also a Long Branch City Council representative, a panel of community leaders will speak alongside students, shedding light on the unique challenges that our local immigrant community faces. Another highlight of Spring 2019 will be the International Festival, which showcases the rich diversity represented at Brookdale.

We hope you’ll join us for what looks to be a very memorable semester! Please consider reading this timely text and engaging in the many co-curricular events related to the theme of “Immigrants and Refugees” in Spring 2019. If you’d like access to our Canvas course for the “Global Read,” please email Kelsey Maki (kmaki@brookdalecc.edu) and Donna Pope (dpope@brookdalecc.edu).



Participants in “The Global Read” Kickoff event (November 2018)

Call for Submissions

Are you addressing global issues or international themes in your curricular or co-curricular work? If so, please consider sharing your insight and experience with the Brookdale community in an article for the GCP Newsletter. Articles should be 300-500 words in length and emailed to Kelsey Maki, the faculty liaison to the International Education Center: kmaki@brookdalecc.edu

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articles curated by Kelsey Maki

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Global Read Thematic Content
by Donna Pope and Kelsey Maki, English

Information Resources and Statistics

“Research Guide on Immigration” by Valerie Bonilla (Librarian)

- An overview of statistics, search terms, and educational resources

Bold Beliefs: Personal Essays

“What Would I Do?” by Ashley Zampogna-Krug (History Professor)

- An American mother contemplates the plight of immigrants and refugees

“The Reverse of Life” by Garingchar Compas (Student)

- A student recounts the way in which the earthquake in Haiti affected his future

“Sati and Sampajanna” by Bulan Thassanid (Student)

- An examination of how the teachings of Buddhism helped one student persevere through hard times and find happiness

Historical Research and Ancestry Studies

“The Message is in the Bell” by Nathalie Darden (Math Professor)

- An educator researches her French family history, detailing the challenges of immigration, interracial marriage, civil rights, and how her mother’s singular focus kept her going

“Excerpt from *Bridget’s Hanging*” by Sheila Duane (English Professor)

- An accomplished writer weaves a beautiful, yet tragic, tale of Irish immigrants on a boat headed for the United States (from a larger work of historical research)

“My Immigrants” by Caroline Calogero (Sociology Professor)

- The story of a hardworking family from Italy, whose cultural connections persist through generations

“An Ancestry of Assimilation: Russian Ashkenazi Immigration to the US” by Adam Hostetter (Student)

- An essay that blends research and family history to shed light on the plight of Russian Jews

“A Hungarian Immigration Story of 1978” by Hope Kubinak (Student)

- A research essay depicting a Hungarian family’s escape from communist Romania

Dreamers: Personal Stories and Research Writing

“Carrying Our Dreams” by Veronica Vasquez Mendez (Student)

- A mother shares her hopes for her children in the United States

“Nine Numbers” by Noelia Jimenez-Rojas (Student)

- An education major recalls her path to be the first associate degree holder in her family

“Dreaming in a Foreign Land” by Jesus Mamani (Student)

- A research essay that argues for citizenship for DACA recipients

Personal Stories: Crossing Borders and Striving for Something Better

“The Power of Change” by Rania Targali (Student)

- A mother leaves Jordan to join her husband in the US and unify her family

“Was I Right?” by Cristiane da Silva (Student)

- A young woman leaves home to pursue her education and better the lives of her family members

“Together Once Again” by Yaet Martinez (Student)

- An emotional story detailing a mother’s separation and eventual unification with her children—as they make a home in the US

“Saying Goodbye” by Sandra Da Silva (Student)

- A powerful story in which a mother and her children flee an abusive home

Personal Stories: Ambitions and Accomplishments

“No Longer Alien” by Maryam Salib (Student)

- The vivid story of a woman who leaves Egypt as a young girl and eventually overcomes her profound sense of cultural dislocation

“2,904 Miles Later” by Kimberly Fawcett (Student)

- A daughter pays homage to her heroic mother, originally from Ecuador

“Being a Leader While Being an Introvert” by Angela Casallas (Student)

- A Columbian chef and business owner realizes her dream to study in the US and advance her career

“A Better Future” by Maryam Shafai (Student)

- An Iranian woman recounts her challenges and those of her husband to obtain a visa to enter the US

Personal Stories: The Challenges of Home

“Huge Changes” by Ruija Lin (Student)

- A young woman struggles to live without electricity and running water, but realizes that these challenges pale in comparison to the physical decline of a loved one

“Earthquake in Kashmir” by Abdullah Khan (Student)

- A college student in Kashmir offers a first-hand account of the earthquake that killed many of his peers

Personal Stories: Search for Belonging

“An Adventurous Experience” by Ping Phillips (Student)

- A mother’s quest to find a suitable home for herself and her daughter in Ocean County, NJ

“My Odd English Speaking” by Nhu Vu (Student)

- A woman recounts her challenging and humorous experience with personal pronouns in English

“My Immigration Experience” by N. Rajkumari Wesley (Psychology Professor)

- An immigrant, and future academic, tells the heartening story of the way in which her family from India enriched a community

“Identity, with Subtitles” by Donna Pope (English Professor)

- The experience of a privileged American college student in Honduras—it could be an existential crisis, or just a coming of age tale

“Remember”
by Nicholas Roerich
Original Title: Помни
Date: 1924



Plus One: Co-curricular Commitment
by Debbie Mura, Associate Professor of Journalism

Student success. As educators, our lives revolve around these two words. When we're not directly working with students, we're contemplating better ways to achieve this.

According to "Involvement in Learning," a report sponsored by the National Institute of Education, "the amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program." You know, student engagement. Put simply: It's vitally important to get students involved in their education beyond attending classes and doing homework.

We're not powerless against an apathetic and often frightened student population that wants to sit on the sidelines where it's safe. Instructors have the ability to require, or at least, highly incentivize, student participation in college life beyond our classrooms.

At recent GCP meetings (open to all BCC employees), members have been discussing how we could start a movement among faculty to make our courses "Plus One," encouraging all students to do at least one thing on campus beyond their work in classroom.

Of course, we would love it if every instructor required attendance at a globally-themed event. For instance, photography students could attend a discussion (Feb. 7, 7 PM) with Tima Kurdi, whose nephew is the 2-year-old child whose lifeless body on the shores of Turkey was captured in a heartbreaking and unforgettable photograph that brought increased global attention to the refugee crisis. Film students could attend the screening of "Illegal" (Feb. 19, 7 PM) to critique filmmaking elements being discussed in class.

However, such Plus One activities need not be global. They might include requiring a creative writing student to attend a Visiting Writers event or a meeting of the Creative Writing Club or an environmental science student to attend a Science Monday presentation. Speech students could be asked to attend any number of events on campus where guest speakers present.

In teaching English 121 this semester, I required students to attend an author's talk on campus and found eight different opportunities on a variety of topics, at different days and times. Most students completed the assignment, and two joined the Creative Writing Club.

After seeing the national data that students' GPAs are higher when they're also involved in co-curricular and extra-curricular activities on campus, Student Life and Activities ran the numbers for Brookdale and found the average GPAs of Brookdale's club members are several points higher than those of students who are less involved. This is something we can build upon to improve engagement, retention and ultimately, our classes.

GCP members have also weighed whether a Plus One movement might increase barriers for some students, and this is a discussion we should have as a community. However, it is well past the time to look at the data and shake our heads. We need to engage as a community in a serious discussion on what our next steps should be.

A Trip to the United Nations

by Andrew Anderson, Vice President of Students for Global Citizenship (S4GC)

Club members discussed where we wanted to go at the end of the spring semester in 2018 and I suggested The Hague in the Netherlands, but I was quickly shut down with, "Andrew, you go to a community college."

Dr. Konn, our advisor, was on board with going to the U.N. for her 4th time, and this happened to be my first time going, so I was enthusiastic about experiencing something new. Our previous trip to Ellis Island Hospital and The Statue of Liberty was also a first for me, so my agreement was easily given.

As the vice president of the club, I had the privilege of working with our skilled president Dmytro Korsunsky and Dr. Konn in securing our trip to the U.N. in New York City on November 9th.

Walking through the U.N. was humbling—seeing all the history, the architecture, and artwork was a moving experience. Our Italian tour guide was highly knowledgeable and took us through each room and explained the U.N.'s sustainable development goals, peacekeeping missions, and the artwork within the building. We were also given a walk-through of each Assembly where two sessions were in progress. The most important takeaway was that the U.N. is only as powerful as the participation and cooperation of the nations allows it to be. We learned that the U.N. can only *advise* countries on what to do and doesn't actively enforce laws. Yet it still upholds the standard for global affairs. It's an intriguing balance to say the least.



Students for Global Citizenship's tour of the UN

We booked a speaker for the next part of the tour, Yasmina Guerta, who explained the impact of humanitarian aid. Guerta, who had just finished a 2.5 year mission in Africa, shared what her job means to her, and how it affects people on micro and macro levels. I had asked her a hard-hitting question about integrity to which she replied with a sincere return and earned my respect.

Not only was this trip credited toward my requirements for Global Citizenship Distinction (GCD), it was a credit to my professional development, as I plan on becoming a diplomat/ambassador. Going to the U.N. was a necessary step in my journey toward that goal.

GCD is an uncommon, unique opportunity for the students here at Brookdale, and taking advantage of it is easier than one may think. This journey has propelled me toward my life's goals. It has put me in situations I wouldn't have gone into on my own. It has allowed me to meet special individuals, learn more about myself and the world around me, and refine my leadership skills.

This program offers so much more than a resume boost. It can have a transformative effect on an individual. Participation in GCD offers opportunities for you to serve others and gives you the opportunity to form connections with people you may not have known before. I highly recommend all faculty to endorse the program and to encourage your students to participate regardless of their major. I am better for it.

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 their families. The ceremony, which typically occurs 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 service and 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 IEC will reach out to students via email during the first week of April. We respect the choices of our employees and seek to honor all nominations at the ceremony.

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 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., human 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 type 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 to offer appropriate insight on their respective topics or services via a short verbal summary of their learning at the ceremony.



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 # and/or email: _____

Short description of nominee's work:

Spring 2019 Events at Chhange

Chhange educates, inspires, and empowers individuals to stand up to injustice. Most events are free to Chhange members & Brookdale students (\$10 for community members, unless noted otherwise). Please register for all events at chhange.org

Survivor Speaker Series

Holocaust Survivor: Manny Lindenbaum (February 19, 2019 at 12:00 pm, Twin Lights I & II) A survivor of the Kindertransport, Manny will share his experiences as a child refugee in a new country and his current work with refugee children today.

40th Anniversary of the Cambodian Genocide (March 7, 2019 at 7:00 pm, Navesink Rooms) Chanty Jong, a child survivor of the Cambodian Genocide, will share her testimony and discuss how she deals with the PTSD and trauma of survival.

25th Anniversary of the 1994 Genocide against the Tutsi in Rwanda (April 2019, More Details TBA) Eugenie Mukeshimana was 8 months pregnant when genocide tore apart her family and forced her into hiding. She'll share her testimony and bear witness to life in Rwanda before, during, and after the genocide.

Educator Workshops

Student Art Installation We are the Change: Our Voices Matter (Thursday, January 10 at 8:30 am, Navesink Room) A new wave of student activism is sweeping our country— your students' voices matter now more than ever! Join us to learn innovative ways to engage your students. Art installation opens May 15, 2019. Workshop fee: \$50.00

Etty by Susan Stein, A One-Woman Play (Monday, February 4 at 7:00 pm, Navesink Room) Using only Etty's words, Susan Stein brings us to 1941 when Esther "Etty" Hillesum, a young Dutch Jewish woman, is living in Amsterdam. Etty's words, insights and beliefs reach out from the Holocaust and allow us to see the power of hope and individual thought in the most extreme circumstances.

The Boy on the Beach (Thursday, February 7 at 7:00 pm, Navesink Room) On September 2, 2015, the world was shocked by the photograph of 2-year-old Alan Kurdi's body washed up on the shores of Turkey. Join us to hear the harrowing testimony of Alan's aunt, Tima Kurdi about how his death affected her family, Syrian refugees, and the entire world.

Reconstruction and Racism at the Jersey Shore (Thursday, March 28 at 7:00 pm, Navesink Room) Dr. David Goldberg will share his research on the realities of racism in New Jersey from the end of the Civil War through the beginning of the Civil Rights Movement.

Armenian Genocide Commemoration (April 2019, More Details TBA) Please join Chhange, community members, students, and educators to honor the victims of the Armenian Genocide.

Save the Dates

May 3, 2019: Yom HaShoah Commemoration 2019

May 15, 2019: Women's Experiences in the Holocaust

May 19, 2019: Chhange Colloquium: We Are the Change: Our Voices Matter Chhange 40th Anniversary Celebration



Center for Holocaust, Human
Rights & Genocide Education

AT BROOKDALE COMMUNITY COLLEGE

GCP & IEAC Spring 2019 Meetings

Global Citizenship Project (GCP) Meetings

- 1/31, Thursday (1:15-2:15 in MAC 110)
- 2/21, Thursday with IEAC & TLC (11:45-1:15, MAC 203)
- 4/4, Thursday (1:15-2:15 in MAC 110)

International Education Advisory Council (IEAC) Meetings

- 2/21, Thursday with GCP & TLC (11:45-1:15, MAC 203)
- 3/28, Thursday (11:45 – 1:15, in MAN 108)
- 4/25, Thursday (11:45 – 1:15, in MAN 108)



IEC Spring 2019 Events

2/19 (Tuesday, 7 pm) Film Screening and Discussion of *Illegal* (Lincroft, SLC, Twin Lights I)

Join us for a provocative, student-led discussion of selected scenes from *Illegal*, an obscure, yet penetrating, film about several Mexican citizens who confront legal and social challenges when entering the United States. English Professor Jim Cody will moderate this event. *Sponsored by IEC, GCP, & Student Life (free and open to all)*

3/12 (Tuesday, 12:00-1:30) Global Read Book Discussion (Lincroft, SLC, Twin Lights I)

Join the creator of “Pointed Toward the Sun,” English Professor Donna Pope, in the reading and discussion of selected excerpts from Brookdale’s multidisciplinary text that focuses on the topic of immigration. Students, faculty, and selected authors will discuss relevant readings. *Sponsored by IEC, GCP, & Student Life (free and open to all)*

3/27 (Wednesday, 12:00-1:30) From Authors to Leaders: Supporting Immigrant Communities (Long Branch, room TBA) At this exciting event, student authors and community leaders will share their stories, outline their challenges, and discuss their work as it relates to issues affecting immigrant communities. *Sponsored by IEC, GCP, Student Life, and Long Branch HEC (free and open to all)*

3/28 (Thursday, 11:30-1:30) International Festival (Lincroft, SLC, Navesink I, II, & III)

The International Festival provides a space for Brookdale clubs and organizations to celebrate their international connections. The Festival is run by the International Student Association and may feature food, music, and displays. *Sponsored by IEC & Student Life (free and open to all)*

4/2 (Tuesday, 11:45-1:15) Annie Pavelka and the Great American Novel (Lincroft, MAN 103)

English Professor Jim Cody will present an interactive timeline that spotlights the friendship of Annie Sadilek Pavelka and Willa Cather, the famous American author. Hear the fascinating story of how Cather fictionalized the life of her immigrant friend in this classic American novel. *Sponsored by TLC, IEC, GCP, & Student Life (free and open to all)*

4/25 (Thursday, 7 pm) The Global Citizenship Project Awards (Lincroft, SLC, Nav. I & II)

At the 10th annual Global Citizenship Project (GCP) Awards ceremony, Brookdalians will be celebrated for their globally minded coursework and/or their service to the community. Please join us for an inspiring night! *Sponsored by TLC, IEC, GCP, & Student Life (free and open to all)*

4/29 (Monday, 7 pm) Visting Writers Series: Bushra Rehman (Lincroft, SLC, Nav. III)

Bushra Rehman is a poet, novelist and cultural activist. The daughter of Pakistani immigrants, her novel, *Corona*, is a dark comedy about being South Asian American, queer, and Muslim in Queens, NY. *Sponsored by The Creative Writing Club, SLA, & IEC*