

GLOBAL CITIZENSHIP NEWSLETTER

NOVEMBER 10, 2014

VOLUME 5, ISSUE 1



Introducing the Global Distinction Program

By Terry Konn

After presenting about the Global Citizenship Project at Brookdale at a League for Innovation at Community Colleges conference in 2012 and listening to faculty from other community colleges presenting about their student recognition programs, I wanted to create a student recognition program at Brookdale. With the help of a volunteer committee (Tom Berke, Phyllis Shafer, Raj Wesley, Kelsey Maki, Janice Thomas and Howard Miller) in Fall 2012 and Spring 2013, we explored several models. We developed a program model that fits Brookdale's culture and educational philosophy.

As an academic enrichment program open to all degree-seeking students at Brookdale, regardless of major or GPA, the Global Distinction Program is a recognition program for students who engage in globally focused curricular and co-curricular activities as they pursue their degree. The intent of the Program is to provide a framework to encourage students to become global citizens.

The Global Distinction Program goes beyond taking courses with global content or focus. In addition to completing a minimum of 12 credits of globally focused courses, students will participate in a variety of curricular and co-curricular events and experiences that will broaden their exposure to diverse cultures, global issues, and intellectual debate and engage in action on global issues. Students will earn points toward Global Distinction for approved courses, globally focused presentations, actively participating in significant cultural immersion experiences and international or intercultural campus activities, volunteerism, service learning, participating in study abroad experiences or internships, or as a member of the Students for Global Citizenship Club or other globally focused clubs.

As students work toward completing program requirements, they will actively document their experiences through the completion of e-portfolio submissions. Through e-portfolio submissions, students will demonstrate their learning, awareness of global issues, active participation in global activities, and gained interest and understanding as a result of their experiences. E-portfolios will be evaluated on a regular basis, and a final assessment of all included work will be conducted to ensure completion prior to the awarding of the Global Distinction honor. Graduating students who successfully achieve program requirements will be recognized for their exceptional efforts at graduation with "Global Distinction".

Students participating in the Global Distinction Program will gain greater understanding of diverse cultures and global issues, communicate what they have learned to others, enhance

Continued on page 4

How to Save A Life

By Trina Talukdar

Every year in the United States one hundred million people gather together in homes, bars, even churches, to fix their gaze on the Super Bowl.

Something else, however, will be happening with the Super Bowl that few of us can fathom and many don't want to acknowledge.



Here's a hard truth. Sex traffickers *LOVE* the Super Bowl and other major sporting events, whether it is the Olympics in Rio in a year, the World Cup that just ended in Brazil, the Super Bowl. So, what does this mean? Should we stop watching the Super Bowl? No! Of course not! It is part of our identity as Americans. But there are things we can do as individuals to curb sex trafficking, and we'll learn to be vigilantes at this session.

Trina is the founder of Kranti-India.org and a Fellow at Atlas Corps

Come to the International Education Center's 4th annual Global Citizenship Seminar, Thursday, November 20 at 12 in Navesink II & III.

Inside this Issue

Global Distinction	1
How to Save A Life	1
Global Citizenship Awards	2
Mathematics Professional Development	2
Desertification	3
Global Citizenship Calendar	4

*Global Citizenship Awards, 2014**By Howard Miller*

In our fourth year, the GCP was incredibly excited to be able to confer 22 Global Citizenship Awards—eighteen to students for curricular work, three to students for co-curricular activities, and one to a faculty member, Kelsey Maki from English, for her outstanding work in class.



Clockwise from top right: Miranda Levy receiving her GCP Award for her discussion of India's anti-rape laws from Professor Terry Konn; award winner Jayne Malsbury, who discussed Ghana's disabled children, enjoying the ceremony with her family; Students for Global Citizenship awardees Victoria Anderson and Justin Melendez; Radhika Kumar, a GCP winner for her discussion of Hindu Wedding traditions; Professor Barbara Baron with her student, Kleeshay Brunson, a winner for a speech about Joseph Kony; Professor Kelsey Maki receiving her award from IEC Director Janice Thomas; and President Maureen Murphy addressing students and their families as well as other Brookdale dignitaries at the 2014 ceremony.

*Mathematics Professional Development**By Anoop Ahluwalia*

On August 1, 2014, the math department held its annual professional day for the Adjuncts. Howard Miller and I presented ideas on how Math faculty can include global themes in their teaching. We shared some very user-friendly data sets along with project ideas that are easy to incorporate in a math curriculum. The session was attended by about 15 math adjunct faculty. Our ideas were very well received, and several of the attending faculty followed up with me to implement the ideas shared. The survey for feedback given out at end of the day reflected that our presentation was indeed highly praised. I hope I can continue the dialogue on how global ideas can be incorporated into a math classroom. It is truly impressive how meaningful the mathematics at hand becomes when students can see the vast global impact it has.

Anoop is an Assistant Professor in Mathematics



Anoop Ahluwalia and Howard Miller at the Mathematics Professional Development Day.

Desertification

By Caitlin Grasso

It's truly amazing how in an hour of scrolling through internet posts can lead you to a global issue that interests you enough to do more research on it. One day while scrolling through Tumblr, I found a post about "The Great Green Wall" in Africa, with a photo of what it would look like all done. After reading the post and becoming more interested, I started looking up more articles on desertification in the Sahel region of Africa, which The Great Green Wall (GGW) is trying to stop. When I came time to choose a topic for my informative speech in my Speech 115 class, I chose desertification in Sahel and the GGW.

The Sahel region is located in the middle of Africa, directly south of the Sahara desert, and spans 3,300 miles across fourteen countries from the east coast to the west coast. Merriam Webster's definition of desertification is "the process by which an area becomes a desert". Desertification is typically caused by long periods of drought, deforestation, and/or poor agricultural practices. The once fertile land becomes dry, and the ground forms cracks due to the lack of moisture and nutrients. Areas affected by desertification have no water, no plants, and no animals. Desertification turns once beautiful places, into hot, inhospitable hells.

The Sahel region of Africa was once a trading empire. To the north, there was Egypt and the Middle East, and to the south, there were mines that produced diamonds, exotic pelts from native animals, and fruits from the forests. In today's world, Sahel is nothing like it once was. The Sahara desert to the north is quickly encroaching onto the Sahel region's land and exacerbating desertification. The Sahel region has been experiencing a severe drought for the past few years, and with little or no rainfall, there is nothing to stop the ground from drying out. The need for lumber for homes and trade has led to deforestation, and without trees to help hold water and nutrients in the topsoil, the land has become infertile.

Constant drought, deforestation, and overgrazing have left the Sahel in a state of desolation and chaos. With infertile land and no water, the farmers in the region cannot grow crops or feed for their cattle, and in turn are unable to provide for their families. Many families in that region depend on their crops and cattle to produce an income, without which they cannot send their children to better schools. These families are also starting to migrate south where the land has yet to be touched by the desert and still has fertile land to grow crops and raise cattle. However, the people in the southern regions do not want the people of Sahel moving south and taking their lands. The migration has led to violence on both parts, and the death of many. The people of Sahel are being considered terrorists by the southerners, when it's the southerners who refuse to let these refugees cross into their lands.

The only solution that the governments of the fourteen countries of the Sahel region have come up with that will not anger the other African regions is to construct "The Great Green Wall". The idea comes from what some small communities in Sahel have been doing. These communities have been planting drought-resistant trees and shrubs in between their villages and the approaching desert. By planting the drought-resistant plants, these villages have been able to bypass the brunt of desert, destroying their land. Once the governments of the countries heard about this small but effective plan they decided they wanted to implement it on a much larger scale. Along with the funding of the fourteen countries of the region, the UN has also agreed to fund the project.

The GGW is expected to span from the entire width of the Sahel region, which means there will be over 3,300 miles of lush, green forests. Most of the wall will be planted directly between the Sahara Desert and the Sahel region, while the rest of wall will actually be within the Sahel region's countries. The trees and shrubs will be the same types of drought-resistant flora used in the smaller walls. With vast quantities of drought-resistant plants in that region, they will be able to help hold more moisture in soil and keep the soil from cracking. Not only will they hold moisture in the ground but in the air as well, which will lead to more rain falling in that area. Herbivores will start returning the region because there will be shade and healthy plants on which to graze, and since there will be prey, carnivores will also return. People will also return to the region and be able to live off the land like they once did. With the construction of the GGW, the Sahel region can go back to being the beautiful land it once was.

Not only is the idea of the GGW important to the Sahel region, but this practice could be used in the US. The deserts in our southwest areas are starting to move northeastward, towards the farming land in the middle of the country. Soon enough those fertile fields will fall to desertification, and the US will lose its major source of crops. By starting plans and funding to build a similar GGW in the US, farm lands can be saved. Like in Sahel, the trees and shrubs will have to be drought-resistant. Right now there is a drought going on in parts of the western US, but with a sudden increase in trees and other plants, there will be more moisture in the air and ground, which means more rain and fewer droughts. Hopefully the US will not wait until the very last moment to see how well the Great Green Wall in Sahel works, and face the possibility of destroying the country's future.



Global Distinction

Continued from page 1

intercultural competencies, identify the importance of diversity, civic engagement and social responsibility in a global framework, and enrich problem solving skills to include a global perspective through curricular and co-curricular activities. Participants will be prepared to act as global citizens, engage in global activities and encourage fellow students to join them in their pursuit of a larger world perspective.

Global Distinction will increase the number of students on campus exposed to such experiences and help them to be better prepared to meet the needs of future employers, the global economy, and fellow citizens. As the Program grows and more students attain Global Distinction and others become aware of this academic option, Brookdale will gain recognition as a leader in global education.

A list of Global Distinction courses is being developed. Many faculty have already submitted courses to be included on the list that students can take to earn points toward Global Distinction. The course needs to incorporate an assignment that includes research on a global issue, debate and a presentation in some form that allows the students to share what they learned about the global issue, and critique of a possible solution. If you would like your course considered, please submit the course objective and overview of the assignment to Terry Konn, Ph.D. at TKonn@brookdalecc.edu.

We hope to make this Global Distinction Program at Brookdale a reality as soon as possible.

Our Upcoming Global Calendar

By Debbie Mura

Making the goal of global citizenship a reality for Brookdale students, faculty and staff requires so much more than good intentions and a variety of programs. The project's success depends upon everyone being willing to educate themselves and those around them about global issues and their impact on our everyday lives.

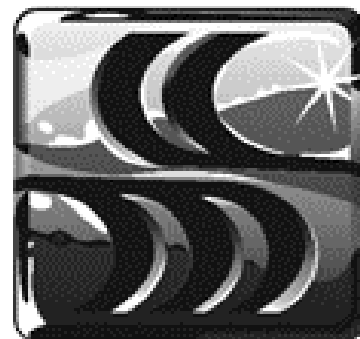
To this end, three important centers on campus have joined forces to educate, inspire and empower as many incoming freshmen as possible. With the cooperation and commitment of HUDV First-Year Seminar instructors across the campus, faculty representatives from the Center for World War II Studies and Conflict Resolution, the International Education Center and the Center for Holocaust, Human Rights and Genocide Education (Chhange) have been meeting with classes to discuss the centers' missions, upcoming programs and ways to get involved.

"Wow, you have a lot going on," said one HUDV student, upon hearing about the centers' upcoming programs. And he was right. It would be impossible to attend all of the upcoming events. However, we are hoping everyone will make an effort to attend a few and to encourage students through extra-credit assignments to do the same.

Here's a list of upcoming programs:

- An art exhibit specifically designed for "In the Time of the Butterflies," (this semester's Big Read novel sponsored by Chhange) opens at the Monmouth County Museum on campus. The exhibit features the work of Dominican artist Carlos Frias. The exhibit runs through November 16.
- Monday, Nov. 17, 1 and 7 p.m., dramatic reading of "In the Time of the Butterflies" at Two River Theater in Red Bank. Admission is free, but registration is required.
- Monday, Nov. 17, the International Center will continue its Passport Cinema Series of dinner and a movie with dinner at the Culinary Education Center at 101 Drury Lane in Asbury Park at 5:15 p.m. and a 7:30 p.m. free showing of the French film "The Intouchables," exploring what happens when the worlds of a Parisian quadriplegic millionaire and an unemployed African meet.
- Tuesday, Nov. 18, Live at Lunch in the Student Life Center will feature Afro Brazilian Dance from 11:30 a.m. to 1:30 p.m.
- Thursday, Nov. 20, noon; the International Education Center's Global Citizenship Seminar titled "How to Save a Life," in Navesink II and III.
- Tuesday, Nov. 25, 10:15 a.m. and 7 p.m. "In the Time of the Butterflies" author Julia Alvarez will give the Big Read's keynote address. Alvarez will address students first in the Navesink rooms and later in the Collins Arena. Free for Brookdale students; however, registration is required.
- Study abroad information sessions are also offered throughout the semester and upcoming short-term study abroad trips are planned to Spain, Rwanda, Italy, Greece and Hawaii.

Two spring semester events to put on your calendar now are the Center for World War II Studies and Conflict Resolution's panel on the effects of imprisonment on March 12 and a talk from Holocaust survivor Leslie Schwartz on April 1.



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

FIND US ON THE WEB:
BROOKDALECC.EDU/CURRENT-STUDENTS/INTERNATIONAL/

GLOBAL CITIZENSHIP PROJECT NEWSLETTER
EDITOR, HOWARD MILLER
CONTRIBUTORS: TERRY KONN, TRINA TALUKDAR, HOWARD MILLER, CAITLIN GRASSO, DEBBIE MURA