



Students Unite Against Social Injustice

by Debbie Mura, Associate Professor of Journalism

A Brookdale student was wronged one recent afternoon in an ATC lobby. At least, I assume it was a student—it could have been anyone on campus. There were no witnesses. Hours passed before another student noticed the slight. He was enraged and moved to take immediate action. He turned to strangers—random students just chilling in the lobby. They, too, became agitated and rose to his call for action when they learned a social contract had been broken.

In short order about 15 people—all young men—answered the rallying cry. Their professors would have been so proud of them. They worked together and employed the critical-thinking and problem-solving skills they have honed here in their plight for justice. They took physical action, too, because this wrong could not be ignored. Together they moved almost as if choreographed.

Other students, intrigued by this small mob, inquired about the cause. Once informed, most expressed empathy and regret that they could not join the movement as they needed to head to class. In the end, they literally earned freedom for the imprisoned. Their joy was overwhelming. There were shouts of victory and a rousing round of applause that thundered through all three levels of the building.

The Pringles can—paid for but never delivered—that was lodged in the vending machine was liberated. The students were incredibly proud of their ingenuity, and passers-by congratulated them for their social activism. Now, some may look at this scenario and feel frustration that this is the social injustice that inspired these students to action. I see it another way: It's proof that informed about a problem and empowered to fix it, our students WILL take action, and they will succeed. This is why it so important that we teach about global issues in our classrooms!

Another way to look at this: In a nation divided by opposing political ideologies, getting ripped off by a vending machine raises everyone's ire. See, there are core values we can all agree on; we need to start there and build.

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 300-600 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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Going Global for Student Success
by Kelsey Maki, Assistant Professor of English

Our educational system is at its best when well-informed dialog between diverse people provides a foundation for student engagement, learning, and growth; when educators have the autonomy to shape their classes as they respond to issues unfolding on the larger global stage, pushing students beyond their comfort zones, challenging them to think “globally.” “Global learning and diversity” has been identified by the American Association of Colleges and Universities (AAC&U) as one of ten “high-impact” educational practices that can be used to engage students and promote retention and success (2008). According to Professor George Kuh, senior scholar at the National Institute for Learning Outcomes Assessment, “High impact practices benefit all students, but also seem to benefit underserved students even more than their more advantaged peers . . . [In general,] underserved students are the least likely students to have access to [high-impact] practices” (2008). Community colleges tend to have a higher proportion of underserved students, when underserved is defined as “first-generation, minority, transfer, or low-income students” (LEAP 2013).

Unlike other high impact practices, which are much easier to actualize at traditional four-year colleges, as these practices are rooted in residence halls and assume a certain degree of financial freedom on the part of students, global learning is one high-impact practice that can be effectively implemented at a community college, where students commute and are more likely to face financial hardship. But what is “global learning”? And what does it mean to address disciplinary topics from a global perspective? And how might such perspectives fit within one’s existing curricular structure? Of course there are no simple answers, but political science professor Frank Rusciano offers a thoughtful response: “To take a ‘global perspective’ is to go beyond the mere introduction of international issues into a course . . . the exercise goes beyond the assumption that one’s linguistic or symbolic languages are universally shared and utilized” (2014). Rusciano advocates that we “raise question[s] of how specific conventions came to be generally accepted—especially in fields such as mathematics and the sciences, where a variety of cultures contributed to these conventions historically” (2014). The global perspective that Professor Rusciano advocates may prompt us to examine our own paradigms and consider our disciplinary subject matter in a new light.

As a composition instructor who sees the value in global perspectives, I’ve begun to describe Standard Written English as a dialect appropriate for certain situations, aware that my labeling of academic discourse as “good writing” that employs “standard grammar” may be interpreted by my students as a judgment that their home dialect is somehow “bad” or “substandard.” In many cases “nonstandard” dialects are the result of rich geographical and cultural ties. Of course, fluency in academic discourse is an important learning outcome in a composition class, but to label other dialects as “incorrect” proves myopic when conventional discipli-

nary paradigms concerning “good writing” and “standard grammar” are examined through a global lens.

In the humanities and social sciences, students may be asked to examine complex “isms”—racism, sexism, nationalism, etc. and problematize current paradigms. Global learning, then, may seem to fit more naturally in these classes, but there are many ways that one might globalize a STEM or Health Science class. Highlighting the disciplinary contributions of diverse peoples and examining ill-structured problems that affect people around the world are two ways that educators in any discipline can globally enhance their classes.

In addition to being considered a high-impact practice that can boost student engagement, it can be argued that global enhancements serve our nation’s democratic ideals by creating an educated populace that considers many viewpoints before arriving conclusions and making decisions. Global enhancements can also serve our students in the workplace. In a 2015 survey of 400 employers, AAC&U reported that “More than three-quarters (78 percent) agree that ‘all college students should gain . . . an understanding of societies and countries [and issues] outside the United States’” (Hart Research Associates). It can be inferred, then, that incorporating global perspectives into our classes can broaden our students’ minds while preparing them to meet the expectations of future employers.

Recognizing the inchoate nature of the designation “globally enhanced,” Brookdale faculty members involved in the “Global Citizenship Project” (GCP) have recently articulated specific criteria to define the minimum threshold for a globally enhanced class. According to GCP, a class is globally enhanced “if students spend at least six hours learning (via lectures, assignments, or self-directed inquiry) about geographical regions outside the US or considering issues that affect diverse populations in many locations (e.g., climate change, human trafficking, antibiotic resistant bacteria, etc.). Students in a globally enhanced class should complete a significant project or series of assignments in which they wrestle with global issues or respond to global perspectives, examining their own assumptions and biases in the process” (GCP, Nov 2017).

Funding from a BIG Grant for the current academic year allows GCP to offer a limited number of honorary stipends for those who globally enhance their classes. If you’re interested in further engaging your students via global enhancements, please contact your Institute Ambassador: Margo Wolfson (STEM), Ashley Zampogna-Krug (Social Science), Barbara Barrella (Humanities), Diane Booker (Health Sciences), or visit our webpage at www.brookdalecc.edu/international/global-citizenship/globally-enhanced-classes, which provides descriptions of globally enhanced classes and templates to help you compose short descriptions of your globally enhanced class. We hope that you’ll consider globally enhancing your classes, and we hope you’ll attend a GCP meeting this spring and join forces with the passionate faculty who comprise the Global Citizenship Project!



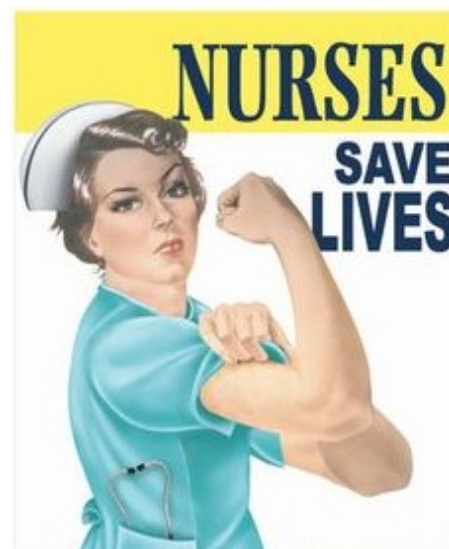
The Nurse's Role in Addressing Global Health Issues
by Diane Booker, Assistant Professor of Nursing

Nursing is inherently a global profession. We care for people from all over the world, people suffering with every disease imaginable. We work in vastly different settings--ranging from the top medical centers here in the US to rural environments in underdeveloped countries. Providing global health care requires planning, preparedness, and cooperation between multidisciplinary professionals, agencies, governments, private companies, and foundations.

Our NURS 165, Nursing Issues, course explores these very issues. As students study global health issues (GHIs) they look at health care systems, the delivery of care, and health equity issues in nations from around the world. In the GHI assignment, students are asked to research emerging global health issues, identify vulnerable populations, provide historical information related to these issues, describe a current action that seeks to solve the problem, and explain how the professional nurse can be part of the solution. Some of the GHIs they may explore are infectious diseases, human trafficking, maternal-newborn health, preparedness for health inequities within a framework of social justice, and the uneven distribution of global health care workers. In addition, our students look at the education of nurses from a global perspective.

We are in the process of implementing a new concept-based nursing curriculum, and as we develop new courses we continue to explore new ways to incorporate GHIs into our nursing lectures. In the cardiac and endocrine lectures, I am exploring ways to look at hypertension, heart disease, and diabetes as it relates to specific ethnic or cultural populations that come to the US from countries where they have never had treatment for these diseases. Tuberculosis is far more prevalent outside this country, so in our respiratory lectures we can examine where this disease is still a major problem, the way in which this disease impacts families, and the efficacy of international agencies that are working to treat it. The global issue of clean water and immunizations is easily addressed in a pediatric/maternal-child lecture. Assignments addressing these issues can be designed in a way that is similar to the one in the Nursing Issues course and can be leveled to match the course.

My greatest wish, however, is to be able to take nursing students on an international mission trip where we're able to provide health care that meets the needs of an underserved population. By including these types of assignments and by providing global health care, I hope to promote a broader understanding of our connection to people across the world, and call our students to action as they become professional nurses and global leaders.



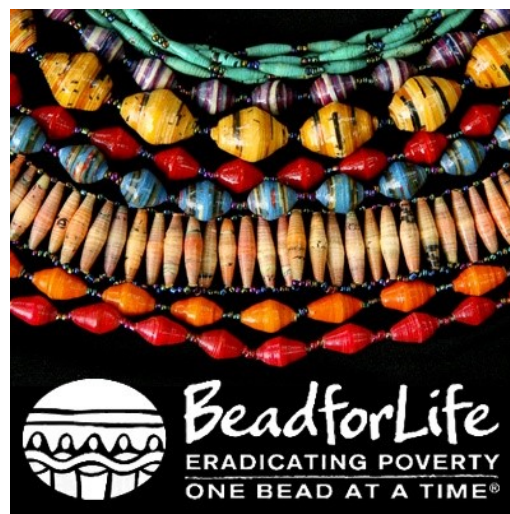
One Bead at a Time: Addressing Global Issues in the Social Sciences**by Ashley Zampogna-Krug, Assistant Professor of History**

By the end of the semester, students in World Civilization I or II have grappled with an extensive list of global issues. They delve into the historical roots of religious conflict, famine, inequality, pollution, climate change, and more. Students enrolled in my section of HIST 105 watch *It's a Girl*, a documentary on female infanticide in India and China. After watching the segment on infanticide in India, my students consider the primary causes of infanticide. I ask them, is it poverty or patriarchy? This is a question that every discipline in the Business and Social Sciences Institute can ask, and in asking this question, we can prompt a deeper understanding of the causes, challenges, and potential solutions to patriarchy and poverty.

A few years ago, I discovered BeadforLife, an organization that specializes in the design and creation of paper bead jewelry. The business began in 2004 in Seattle as a 501(c)(3) after a remarkable encounter in which Torkin Wakefield, Ginny Jordan, and Devin Hibbard discovered Millie Grace Akena making beads out of recycled paper in a Ugandan slum. Inspired by Millie's determination, the three women purchased some of Millie's necklaces. Within a few months, Torkin, Ginny, and Devin founded BeadforLife with a mission to generate sustainable opportunities for Ugandan women to lift themselves and their families out of poverty. Since its launch in 2004, BeadforLife has grown tremendously. In 2005, the first storefront office opened and entrepreneurial training for BeadforLife members commenced. In 2007, the Fair Trade Federation accepted BeadforLife as a certified member. Then, in 2013, BeadforLife opened the Street Business School in Uganda. Roughly 81% of graduates from the Street Business School go on to start at least one business.

This single organization connects to nearly every discipline in the Business and Social Science Institute. Courses in business might examine BeadforLife's business model and entrepreneurial training of members. A psychology course might use the experiences of Ugandan women in this program to illustrate the connection between purpose and self-esteem. A sociology course that discusses domestic violence, poverty, and patriarchy can examine how an increase in women's income can help them overcome those issues. Finally, BeadforLife even shares common ground in fashion and merchandising by serving as an example of sustainable fashion.

Our students might feel overwhelmed by the gravity and scope of global issues. Examining BeadforLife as a successful model demonstrates to our students that the skills and knowledge they learn in college can be used to address global issues and improve the world in which we live.



Global Learning and The Green Belt in Biology (adapted from the STEM Newsletter)

by Margo Wolfson, Assistant Professor of Biology

I began teaching at Brookdale as an adjunct in Environmental Science back in 2006, which was the same time I discovered Dr. Maathai's book *The Green Belt Movement*. Born in a rural area of Kenya, Maathai was the first woman to earn a Doctorate in all of Central and East Africa, but she was not content to stop there: Maathai soon became chair of University of Nairobi's Veterinary Anatomy. I was inspired by her courage and the impact that she had on the natural world and upon the lives of families in Africa. Though Dr. Maathai died in 2011 of ovarian cancer, her legacy lives on. This past month *Sierra Club Magazine* featured a story of women taking the lead in dealing with climate change.

Climate change has hit Uganda particularly hard. What once was dependable rainfall for subsistence farming has been replaced by alternating periods of flood and drought for the past ten years or so. Women trained by the Green Belt Movement have been teaching other women ways to survive beyond subsistence farming: by investing in poultry farming to sell eggs, by providing clean energy so children can complete their homework after dark without having to worry about toxic fumes, and by engaging in a number of other projects that provide services and sustenance in their communities. Lives continue to be salvaged by the inspiring Movement that is Maathai's legacy.

This term I am offering a new option for student reports in one of my courses; this option is called the *Biology Biography*. For this project, the students in my class may choose Dr. Maathai or one of several other biologists who've made a positive impact upon the world. I offer the following introduction for the student report: "This exercise is focused on increasing recognition and understanding of some of the many diverse people who have struggled against many odds to make the world a better place. Your research—and the sharing of your excitement about their work—in turn, can carry on their legacy by making people aware of the wealth of ideas and the many contributions that diverse people have made and continue to make to our world via biological science."



"It's the little things
citizens do.

That's what will
make the difference.

My little thing is
planting trees."

-Wangari Muta Maathai

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 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. (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 to offer appropriate insight on their respective topics or services via a short 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 number: _____

Short description of nominee's work:

ORIENTATION & AWARDS DATES

Global Distinction Orientation: February 8th (Thursday, 11:45 am)

Global Citizenship Project Awards: April 25th (Wednesday, 7 pm)

GCP MEETINGS (12-1 pm in MAC 110)

February 1st (Thursday)

March 6th (Tuesday)

IEAC MEETINGS (11:45-1 pm in MAN 106)

February 22nd (Thursday)

March 22nd (Thursday)

CHHANGE EVENTS (additional events to be scheduled)

- January 25th (Thursday, 7 pm): Chhange welcomes Monika Rice, a leading Holocaust educator and Seton Hall University professor to discuss her book "What! Still Alive?!" which offers a powerful examination of the complex memories of Jewish survivors returning to their homes in Poland after the Holocaust.
- April 13th (Friday, 10 am): Yom HaShoah Remembrance and candle-lighting program with local Holocaust survivors.
- April 19th (Thursday, 7 pm): A discussion of the Armenian genocide with internationally recognized genocide scholar Taner Akcam.
- May 9th (Wednesday): Art opening in the CVA: Stand Up Against Hate

Chhange in Your Classes

by Debbie Mura, Associate Professor of Journalism

Chhange can help improve your classes.

It's true. Chhange has many programs planned this semester that you can bring classes to, assign students to attend, or use as extra credit opportunities.

Additionally Chhange—the Center for Holocaust, Human Rights and Genocide Education—is opening its permanent exhibit this semester and all of you are invited to bring your classes for a tour, which promises to improve classroom discussions and inspire students to get involved.

Years in the planning, *Journeys Beyond Genocide: The Human Experience* looks at the Holocaust, the Armenian genocide and the Rwandan genocide through the eyes of local residents and their descendants. Through narratives, artifacts and touchscreen technology, visitors will come to understand what life was like before, during and after the crisis.

Visitors will choose just one of the three genocides to focus on in each visit before rejoining their full group and learning about ongoing, current global crises. But here is where Chhange lives up to its name. Visitors will not leave the center without learning steps that they can take to help current victims and to change the world.

Professors and club advisers are urged to schedule a tour for your students. Additionally, a full-day open house will be scheduled some time during the week of Feb. 26 when students, faculty and staff can stop by on their own.

Among other upcoming programs are a discussion with Rwandan survivor Consolée Nishimwe on either April 2 or 3 and a screening of the film "Escape from Room 18" along with a discussion with former neo-Nazis during the week of April 23.

As always, Chhange can arrange to have Holocaust survivors speak to your classes upon request. For additional information or to make a reservation, please email Debbie Mura: dmura@brookdalecc.edu.