



The Global Citizenship Project Newsletter

Issue #17

September 2020

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All Will Be Well: International Education During a Global Pandemic

by Janice Thomas, Director of the International Education Center

During any period of significant challenge, I'm reminded of one of my favorite quotes: "*All will be well, All will be well, All manner of thing will be well*" – St. Julian of Norwich.

The worldwide pandemic certainly put international education to the test. As of this writing, U.S. citizens are not permitted entry to many parts of the world. Air travel is still suspended in several countries and many U.S. embassies and consulates remain closed for visa applications. And, health care systems and economies have been severely stressed. Despite these serious challenges, COVID-19 has provided opportunities for the International Education Center (IEC) and the College.

Like every department on campus, we have successfully moved our operations to provide support services remotely. But, due to their efficiency, many of our new online workflow processes will remain in place long after we return to in-person services. For example, we have developed online tools that allow international students to request routine services from the IEC to help maintain their immigration status. We have become proficient in utilizing web conferencing technology to meet with students and review applications for variety of immigration benefits. And, we have already begun developing virtual global programs, which can provide greater access to international experiences for students who cannot afford to travel.

In the past few months, we have also completed our five-year Administrative Unit Review (AUR) and presented to the Cabinet. Below is a synopsis of what the Center has been engaged in since March.



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U.S. CONSULATE GENERAL CAPE TOWN AND EDUCATIONUSA
f LIVE INVITES YOU TO ATTEND f LIVE

Virtual Information session on:
"Where Learning Begins:
Exploring Postsecondary Study
Options in New Jersey"

Date: August 06, 2020
TIME: 10AM EDT/4PM SAST
Venue: Facebook (@ACCape)

We're Celebrating Women's Month

Brookdale Worldwide: As the Center's newest operational area, we moved to 100% online for summer and will continue at about 90% online for the fall. This move has provided an opportunity to pilot our online ESL classes, which started in Summer 2020. Of the 15 new summer ESL students, 8 were newly recruited students for online ESL. We continue to aggressively promote our online programs, as they have always been done virtually. With the expansion of web conferencing technology, we now routinely hold information sessions and individual appointments with prospective students.

International Student Services: One of our biggest challenges has been keeping up with federal government policy, procedural changes, and mandates. Each new pronouncement generates more questions and confusion. Under normal circumstances, federal regulations do not allow international visa students to take more than one online class as part of their full-time course load. The good news is that international students who were in the U.S. as of March 2020, can remain here and continue their studies no matter the teaching modality. At the IEC, we have remained connected to our students via email, WhatsApp, and Zoom. Thus far, we've had five COVID-19 and BCC info sessions and webinars. We addressed issues such as health, safety, financial concerns, employment, academic concerns, and implications of changing government policies on international and immigrant students. In addition to a series of virtual info sessions for our online ESL program, we have also done three presentations promoting Brookdale to international audiences through EducationUSA – a U.S. Department of State agency. We presented for EducationUSA Pakistan, Ukraine, and South Africa. And, we are encouraging admitted students who are outside the U.S. to begin their studies with us online, as this represents a 40% reduction in tuition for them.

Education Abroad: While outgoing travel is currently not possible, planning and preparing for the return of BCC students to the US has not ceased. From March through July, we've followed up with remaining tasks surrounding twenty students who were recalled from their study abroad programs in Europe. These included advocating with our international partners for refunds of any recoverable costs, receiving and forwarding transcripts. We are happy to report that all of our partners were able to provide a refund of some costs, mostly related to housing. All of us in the Education Abroad field are reviewing and revising risk and liability documents and contracts with providers to ensure the greatest amount of flexibility regarding refunds and cancellations. Brookdale faculty members have expressed interest in leading short-term programs in Summer 2021, if conditions allow. And, we are actively promoting 2021 J-Term, Spring, Summer and Fall programs, with the caveat that we cannot approve any travel unless pandemic conditions improve. Nevertheless, we are advising students about options for the future. As you may know, we follow guidelines of the State Department and Center for Diseases Control, and we rely on local intelligence from our international partners to guide our decisions about travel. Virtual internships, which are not new, provide another opportunity for students, as COVID-19 has required us to expand virtual global programs. Our partner, the Institute for American Universities, has added virtual internships, social impact practicums, consulting projects, and classes



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to their portfolio of offerings. These programs have the potential to open up international experiences for students who do not have the resources to travel.

Programming and Curriculum Integration: We are currently planning our Fall 2020 events and activities, many of which will focus on our theme One World: Environmental Issues. In particular, we hope to shed light on the intersection of social justice and environmental issues. On the Brookdale calendar and on the IEC website, you'll be able to find all of our fall programs.

While these times are certainly challenging, our online work in all these areas has resulted in some benefits for the IEC. When we take the long view, the experience of the last hundred years of pandemics reveals that global student mobility always rebounds (Institute for International Education, 2020). Secondly, the solutions to this crisis require a global effort. As an academic community, we have committed ourselves to "educating and engaging students and the college community in global issues to improve the world we live in and to foster a lifelong commitment to global citizenship." Our local and global response to the pandemic and its impact offers many opportunities for curricular and co-curricular learning. So, in the final analysis, I truly believe that *"All will be well."*



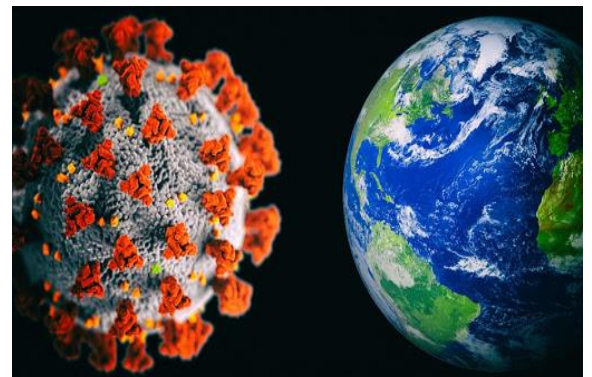


One World: Environmental Issues as an Opportunity for Global Learning at Brookdale
by Kelsey Maki, Assistant Professor of English

News outlets often favor flashy stories that have clearly defined criminals and victims. Yet, somehow, the story of a slow-moving catastrophe that impacts us all has been largely neglected. Recently, a Media Matters study demonstrated the lack of reporting on climate change in broadcast news: “In spite of the increase in coverage from 2018 to 2019, climate coverage as a whole still made up only 0.6% of overall corporate broadcast TV nightly news in 2019, showing that these programs’ climate coverage does not adequately reflect the urgency and severity of the climate crisis” (Yvette Cabrera, Feb 2020).

Even reputable mass media outlets that adhere to high journalistic standards and avoid trafficking in misinformation have been neither fair nor accurate in covering environmental issues, as they fail to represent the full magnitude of the current catastrophe. Instead of situating individual stories within a compelling, overarching narrative that depicts a planet in crisis, we get disconnected anecdotes made available in bite-sized, easily digestible portions. Such anecdotes rarely cause indigestion or discomfort, as they ignore the complex interaction of causes and effects and fail to illustrate our complicity in perpetuating the problem.

In 2020, two of the most salient stories in US mass media outlets are violence rooted in racism and COVID-19. But the way in which these issues relate to climate change is rarely addressed. Instead of connecting the disproportionate killing of Black Americans to the same systems of power that allow pollution and natural disasters to impact communities of color with greater frequency, mass media outlets remain silent. Additionally, when we tune into the nightly news, we rarely learn about the connection that pandemics have to climate change.



Fortunately, there are other avenues for examining environmental issues. One such avenue is the college classroom, where complexity, connection, nuance, and extended study are all encouraged. And while the work of elevating the global conversation about environmental issues should fall to all people and extend to all areas of public and private life, college educators are uniquely positioned to facilitate deep learning about an issue that intersects with every discipline and exacerbates our most pressing social ills.

In fact, academics seem to be among the few public voices making the “real-world” connection between climate change and other issues. For example, according to Harvard’s T.H. Chan School of Public Health, “[m]any of the root causes of climate change also increase the risk of pandemics. Deforestation, which occurs mostly for agricultural purposes, is the largest cause of habitat loss worldwide. Loss of habitat forces animals to migrate and potentially contact other animals or people and share germs. Large livestock farms can also serve as a source for spillover of infections from animals to people. . . We have many reasons to take climate action to improve our health and reducing risks for infectious disease emergence is one of them” (<https://www.hsph.harvard.edu/c-change/subtopics/coronavirus-and-climate-change/>).

Similarly, we have many reasons for addressing climate change and other environmental issues in our classes. In fact, it is our duty as educators to present students with complex problems and allow them to make connections and challenge current thinking and practices. Climate change is an important issue that impacts all facets of our lives, and, as such, it should be examined through different disciplinary lenses in conjunction with other issues. At Brookdale, the Global Citizenship Project, or GCP, provides a forum where educators can engage in many unique global learning opportunities, all of which cross disciplinary divides.

The 2020-2021 academic year marks the conclusion of our two-year global theme centered on environmental issues. Last year, the Biology Department, PTK, VWS, and SLA, offered ample programming on this topic. This year, we have a number of dedicated faculty who will offer co-curricular opportunities in the form of Zoom lectures addressing environmental issues (see page 14), which will be open to students and the campus community. Within the pages of this newsletter, you'll read about some of our Fall 2020 Events.

Additionally, this fall, Brookdale will vote on a text for the Spring 2021 "Global Read" on environmental issues (see pages 10 - 11 for a summary of potential texts). And while this semester will certainly present many challenges for all of us, we at the International Education Center are hopeful that Brookdale can continue to engage in global issues and facilitate important opportunities for learning about our world in all its complexity.



image by Chris Yakimov (2019)

Update on The Global Citizenship Distinction (GCD) Initiative
by Raj Wesley, Associate Professor of Psychology

I have always loved the fact that my teaching career creates a very natural opportunity for me to interact with young adults, who are the voice and the promise of the future! To be a part of their dreams and help steer them in that direction has given us educators and everyone who works for this noble cause a deep sense of joy and satisfaction. To know that we walk alongside cheering them while imparting the knowledge and experiences we have acquired over a lifetime is often humbling, especially when a former student returns to visit or sends a note to say how much we impacted their careers and lives.

While we continue to groom our students in that direction, we are becoming aware that in these unsettling times, that task is more challenging than ever! When we look around, whether in the social, environmental or geographical aspects, we realize that what we do in our classrooms and at the College, will have a long-lasting impact on these young minds, the citizens and leaders of tomorrow. Through meaningful learning experiences, we have to encourage them to explore and expand their horizon from their immediate local surroundings to the far-reaching ends of the world. We have to empower them to know that the effects of an individual's knowledge and ideas can make a significant difference across the globe! We have to teach them to live beyond being 'ethnocentric' and become an empathetic and a contributing resource.

It is with this intention that the Global Citizenship Distinction (GCD) Initiative came into being at Brookdale, under the dynamic leadership of Dr. Terry Konn. A professor of Radiology, Dr. Konn has the distinction of having travelled widely while providing service-learning opportunities to nursing students. More importantly, Dr. Konn brought that passion to our young students, helping them realize that they each have a role to play as 'global citizens,' people who make our world a better place.

The COVID-19 pandemic and the never-ending humanitarian issues of violence, environmental degradation, migration, and refugees has implications for every academic discipline. Nested within every domain of studies are these very concepts and processes that are transforming the world every moment. The strong connection between academia and world issues is not new, yet the purpose of the GCD Initiative is to thus help students face the challenges of the future better prepared, and with an understanding of their unique roles in the changing horizon.



image from UNICEF.org

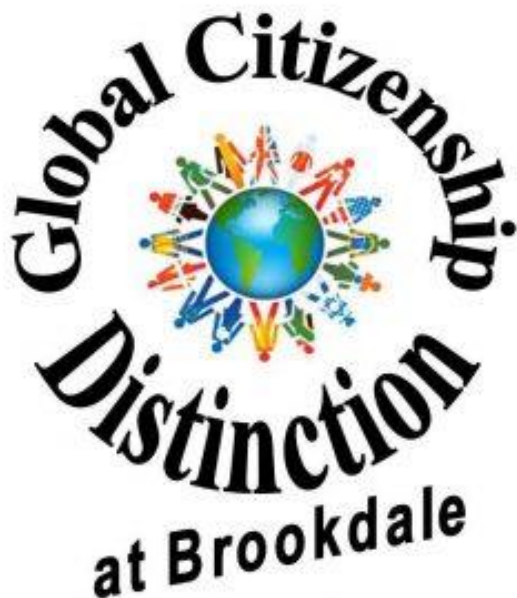


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We were off to a good start in Fall 2019, but when COVID hit in early Spring, our community activities came to a halt, though coursework credits continued to come in. We at the International Education Center are working hard with the college community to continue our work online, as we create an awareness in our student body towards critical global concerns and goals.

For those who are new or unfamiliar with this initiative, GCD is an academic enrichment program open to all degree-seeking students at Brookdale; it is a recognition program for exemplary work by students who engage in globally focused curricular and co-curricular activities as they work towards graduation. Students who have successfully completed the requirements are recognized for their exceptional efforts upon graduation with "Global Citizenship Distinction." Being involved in GCD will help students enhance their intercultural competencies as they identify the importance of diversity,

civic engagement, and social responsibility within a global framework. Most significantly, students communicate what they have learned to institutions and potential employers via the completion of an e-portfolio.

Students who are interested in the Initiative can complete the registration form, which is on the [International Center's webpage](#). Registered participants become members of a GCD Program Cohort. These students will then commence to work on program requirements; they will have guidance and opportunities to fulfill those needs.

Please share information about the GCD Program with incoming and existing students and colleagues who might be interested. It is not possible to run this Initiative successfully without your support and engagement. Although we miss seeing our students in person, we are nevertheless excited about being able to offer such a rich and engaging experience to our students in the virtual environment!

For additional information, please contact me at rwesley@brookdalecc.edu

Dr. N. Rajkumari Wesley
Associate Professor of Psychology
Office phone: 732-224-2170



A Walled Landscape

by Ashley Zampogna-Krug, Assistant Professor of History

Maps can be problematic. Sure, they help situate the physical location of a city, country, or body of water, but they also skew the size and shape of countries and continents. They simplify rugged landscapes and disguise the complexity of local cultures. On a map, the 1,933 miles of land that stretches across the United States' border with Mexico is a thin black line. From that perspective, an observer cannot see the jaguars that migrate back and forth across the border, the Madrean Sky Islands that rise from the desert and support some of the most unique species in the world, or the ancient artifacts left behind from some of North America's earliest human societies. When such palpable realities are considered, building a wall becomes far more complex and controversial than drawing a line on a map.

The United States began adding fencing along the California-Mexico border in 1945. The chain link fence, roughly ten feet high, had been used at the Crystal City internment camp to imprison Japanese Americans during World War II. The U.S. government hoped that the 4,500 feet of fence would help Border Patrol contain unauthorized border crossings. Gradually, with the passing of decades and legislation, the fence along the southwest border evolved into a border wall. As reported by Astrid Galvin in the *Canadian Press*, the border wall that President Trump celebrated in Arizona this summer is a 30 feet high barricade made of steel and concrete. To date, roughly 200 miles of this border wall have already been constructed. President Trump promises to build 450 miles of concrete and steel barricade by the end of 2020.



image from NPR.org

The efficiency of President Trump's border wall for immigration regulation and border security remains to be seen, although history has shown that a wall is a naive attempt to apply a simple solution to a complex issue. However, previous wall projects like those constructed during the George W. Bush administration have already impacted natural landscapes and human communities by causing flooding, destroying habitats, blocking wildlife migrations, and disturbing historic sites. According to Mark Joseph Stern, a writer for *Slate*, the border wall currently being constructed under the Trump administration is expected to cause similar issues since the Department of Homeland Security, using a provision of the 2005 Real ID Act, has already waived nearly 50 state and federal laws that protect the environment, wildlife, water and air resources, and archeological sites. To no one's surprise, on July 22, 2020 the Sierra Club, the American Civil Liberties Union, and the Southern Border Communities Coalition asked the Supreme Court to stop construction of the border wall. The three groups have advised that the Supreme Court lift the stay (halt in the legal process) that allowed the Trump administration to redirect \$2.5 billion away from military pay and pension funds toward border wall construction. Being that the Trump administration has carried on with wall construction despite losses in every lower court, it appears as though the fate of southwestern communities and habitats rests with the Supreme Court.



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Environmental Disaster Response in Sri Lanka and Haiti

by Harry Compton, Instructor of Environmental Science

After spending 34 years working for the U.S. EPA as part of a national and international environmental disaster response team, which was part of the Superfund mandate, I have witnessed environmental damage firsthand. At the EPA, I investigated, designed, and engineered sustainable solutions to hazmat releases. My work with the EPA took me to every US state and to six developing countries. In the Spring of 2018, I transitioned into a new career: teaching environmental science classes at Brookdale.

In collaboration with the International Education Center and GCP, I plan to offer a virtual lecture on global environmental problems that can emerge when robust communication is absent (Sri Lanka) and hazardous pollutants are not tracked (Haiti). Despite the name, the federal US EPA does, in fact, perform a substantive amount of work on the international scene. The bulk of the international requests, involving boots on the ground and investigative field work, have been in developing countries.

While most of my assignments were throughout the US, Sri Lanka offered me my first taste of international environmental work. At the time, Sri Lanka was a peaceful island whose main source of income was tourism. They also produce a lot of tea, textiles, and rice for export. Think: beautiful island resort in the Indian Ocean frequented by Europeans. The US has an embassy in the capital city of Columbo and provides all manner of assistance to the country. The US Agency for International Development (US AID) plays a very big role facilitating US goods and technology. The US AID does an admirable job helping where they can, but the environmental problems in Sri Lanka arose through a lack of technical knowledge and a gap in understanding about the problems associated with pesticides that the US had donated to control mosquitos.

Haiti, the poorest country in the Western Hemisphere, often ends up being dumping ground for waste from many industrialized countries, including the US. The government of Haiti has changed hands numerous times over the past 200 years. It was predominantly ruled by either the mulatto elite (wealthy people) or the military (powerful people), with the exception of one short stint by the working-class priest Bertrand Aristide. After the deposition of Jean-Bertrand Aristide, however, the Haitian political system entered a period of relative stability.

We arrived on the scene immediately after Aristide was removed from power while the country was still in turmoil. The constant changing of leadership had led to dysfunction and corruption in many parts of the country and economy. The environmental issues we dealt with here illustrate what happens when many unscrupulous business owners make deals behind the scenes with local government factions. Once the waste is dumped in a country like Haiti, there is little political will from the US and elsewhere to remediate the problem. Greenpeace lobbied US Congressional representatives heavily to force acknowledgement of the problem and provide technical advice. In this lecture, I'll offer some background on the situations in Haiti and Sri Lanka, while sharing the issues I encountered on the ground in these two nations.



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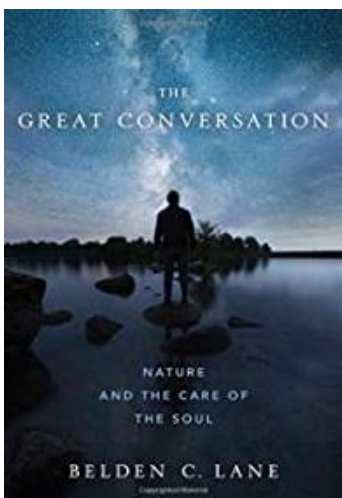
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Finalists for The Global Read

by Kelsey Maki, Assistant Professor of English

This summer I read numerous books addressing environmental issues in an effort to establish a relevant and diverse selection of texts for our Spring 2021 Global Read. Soon, the Brookdale community will vote on a book for the Global Read, which will occur in the Spring 2021 semester and serve as the capstone to our two-year theme of "One World: Environmental Issues." The Global Read offers an opportunity for Brookdale faculty to integrate a shared text into different courses, an effective educational practice that creates a common intellectual experience and encourages cross-disciplinary dialog. Below are the finalists for our Global Read, books which offer variety in their focus and approach to environmental issues. Please look for a survey via email in October so you can cast your vote for our shared Global Read text.

Everything Change: An Anthology of Climate Fiction is a digital, open textbook that was published in 2016 by Arizona State University. It features a variety of authors and twelve different short stories (10-20 pages per story). The name of the anthology comes from an apropos quote by Margaret Atwood: "It's not climate change, it's everything change." The stories do a great job showing how all facets of the world (or "everything") will be impacted by climate change. This genre of writing is labeled "cli-fi" because, like sci-fi, the stories are fantasy-based. However, unlike sci-fi, many of these stories imagine a future in which the climate crisis has spiraled out-of-control, which scientists warn is a very real possibility. The writing in this collection is engaging and the stories are both creative and eye-opening. The positives of this book as our selected Global Read text include access, cost, global subject matter and the fact that individual stories can be assigned at the discretion of the instructor.



The Great Conversation: Nature and Care of the Soul by Belden C. Lane takes a unique approach to the topic of environmental issues. As a retired Theological Studies professor, Lane's perspective is informed by various spiritual traditions. Each chapter centers on a specific place and spiritual teacher. Lane's selection of teachers includes "a Sufi mystic, a Jewish rabbi, a Taoist philosopher, five Roman Catholic sisters and brothers, three Eastern Orthodox writers, and a Greek novelist who was declared a heretic" (12). Although he's a scholar, Lane describes himself as a "recovering academic," as he attempts to recapture his childlike wonder and reverence for nature. In a passage that embodies his approach to connecting with the natural world, Lane writes, "Carl Jung regrets that we've lost our 'emotional participation' in nature's mystery. We don't talk to trees anymore. We hear thunder, and it's no longer the voice of the spirit coming on the wind. We notice raindrops glistening on a spider's web without being astonished. '[Our] immediate communication with nature is gone . . . and the emotional energy it generated has sunk into the unconscious.' That's a great loss, one that signals our spiritual poverty while allowing us to destroy a world we once held in reverence" (21). The positives of this book as our selected Global Read text include its global subject matter and focus on wellness. It is the most hopeful and personal book of those surveyed.



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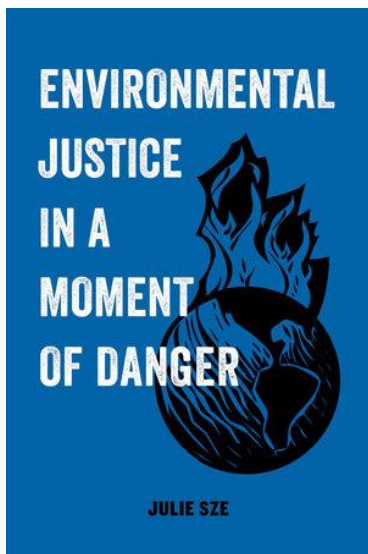
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The Green-Collar Economy by Van Jones is a work of nonfiction that argues that climate change and poverty in America can be solved by investing in green energy and making a concerted effort to bring green jobs to distressed communities. In addition to detailing environmental issues in the US and eloquently explaining how different groups—from conservative churchgoers to liberal environmentalists—need to better facilitate a wider dialog on environmental issues, Jones does an excellent job addressing the way in which environmental issues intersect with other problems, such as poverty and systemic racism. Jones writes, “To solve our global problems, we need to engage and unleash the genius of all people at all levels of society. Some of the minds that can solve our toughest problems are undoubtedly trapped behind prison bars, stuck behind desks in schools without decent books, or isolated in rural communities. A green economy that is designed to pull them in—as skilled laborers, innovators, inventors, and owners—will be more dynamic, more robust, and better able to save the Earth” (79). The positives of this book as our selected Global Read text are its readability and relevance. Jones is an African-American author, activist, and media personality who does a great job showing readers how environmental and racial issues intersect.

Environmental Justice in a Moment of Danger by Julie Sze offers a strong critique of systemic injustices that have resulted in poor people and communities of color disproportionately suffering and dying due to environmental degradation. In this short, yet searing, text Sze provides a framework for understanding environmental racism. While diverse peoples are addressed in this text, it has a singular emphasis on issues in the United States, focusing on the Dakota Access Pipeline, the water crisis in Flint, environmental racism in the farmlands of California’s Central Valley, and environmental disasters in New Orleans and Kivalina, Alaska. In the introduction to this text, Sze writes, “In a nation where rapacious corporate capitalism is plundering natural resources, and oil and gas interests fund climate change denial and direct what passes for environmental policy, a world with clean air and without war, rampant consumerism, and extractive capitalism seems nearly impossible to imagine. It is precisely now that imagination and action become essential” (1). The positives of this book as our selected Global Read text include its academic subject matter, strong voice, and compact size.



Sustainability: Approaches to Environmental Justice and Social Power edited by Julie Sze is a collection of ten essays written by a diverse group of authors. This text is global and multidisciplinary; the essays in this collection contain perspectives that are informed by environmental science, sociology, gender studies, anthropology, and history. In the introduction, Sze poses three lines of inquiry central to the text: “1. What does sustainability mean? How does sustainability function in multiple dimensions, including pragmatic, ideological, and discursive dimensions? 2. What are the key contexts for how sustainability is conceptualized, enacted, and contested? 3. What is sustainable, for whom, why, and how? Where and how do social justice and sustainability connect? How is that connection achieved?” (3). The positives of this book as our selected Global Read text include its global subject matter, diversity of authors, and the fact that sections of it can be assigned at the discretion of the instructor.



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Student Club Spotlight: TIN

The Innovation Network (TIN) met virtually throughout the summer. The group is launching *Environmentality*, an online magazine, that will focus on global environmental issues through a local lens. Students who would like to contribute to the magazine are urged to email Professor Debbie Mura, dmura@brookdalecc.edu. TIN is also working to plan a butterfly garden, a place for learning and reflection, that would be created for all students. Clubs interested in collaborating on this initiative or individuals who would like to become part of the club are more than welcome. TIN meetings are held via Zoom at noon on Tuesdays. Please contact dmura@brookdalecc.edu for additional information.



“Hiroshima & Nagasaki 75 Years Later” with Dr. Laura Neitzel

Presented by The Center for WWII Studies and Conflict Resolution

October 8th (7 – 8:30 pm) on Zoom (event description adapted from WWII Center’s website)



August 2020 marks the 75th anniversary of the end of WWII when the US dropped atomic bombs on Hiroshima and Nagasaki. In this lecture, Dr. Neitzel, the Academic Director for the Committee on Global Thought at Columbia University, will look back at the bombings while explaining the outlook for preventing nuclear conflict in the future. *This event is sponsored by The Center for WWII Studies; please register in advance by calling (732) 224-2315 *This event is free for Brookdale students and open to the public for a fee of \$19.** for more info and additional WWII events, please visit <https://www.brookdalecc.edu/center-for-world-war-ii-studies/upcoming-programs/>

Fall 2020 Events at Chhange

by Nicole Rizzuto, Program Manager at Chhange

Chhange is excited to continue to serve and collaborate with the Brookdale community this fall! We hope to “see” everyone at our upcoming events, and can’t wait to welcome you back to our exhibit, library, and archives soon.



During the 2019-2020 academic year, Chhange ran 66 programs that reached over 55,000 individuals. Chhange’s exhibit, *Journeys Beyond Genocide: The Human Experience*, was instrumental in the successful passage of House Resolution 296, in which Congress officially recognized the Armenian Genocide.

Since the start of the pandemic, we’ve worked to create educational, inspiring, and empowering virtual programs—all of which are free to the Brookdale community. You can access our programs on our website at www.chhange.org.

This fall, Chhange has a full calendar of programs focused on racial justice, fighting antisemitism, and learning about the Holocaust and genocide. Join us at the free events listed below:

Internment and Destruction: Concentration Camps during the Armenian Genocide

Wednesday, September 16, 2020 at 11:30 am EDT
 Led by Dr. Khatchig Mouradian

True Justice Screening and Discussion

Monday, September 21, 2020 at 7:00 pm EDT
 Led by Dr. Walter D. Greason

This event is co-sponsored by [Brookdale Community College's History Department](#), the [New Jersey Social Justice Remembrance Coalition](#), and the [NAACP of Greater Red Bank](#).



Black Experiences in New Jersey: Using Public History in the Classroom

Thursday, October 8, 2020 full day workshop
 Led by the Sankofa Collaborative and Chhange Educators

Book Club: *What the Eyes Don't See: A Story of Crisis, Resistance, and Hope in an American City*

Book by Mona Hanna-Attisha
 Tuesday, October 27, 2020, Time(s) TBA



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Fall 2020 GCP Environmental Events on Zoom

all events are free and open to the public 😊

Monday, Oct. 5 (3 – 4 pm) “Food Sustainability and Our Environment” hosted by Laura Zselezcky, Program Manager at the International Food Policy Research Institute (IFPRI). In this session, Ms. Zselezcky, a former Peace Corps volunteer, will discuss her work with IFPRI to “provide research-based policy solutions that sustainably reduce poverty and end hunger and malnutrition” (IFPRI Mission). Ms. Zselezcky will also explain how climate change is impacting our food supplies.

Zoom link: <https://brookdalecc.zoom.us/j/97205562510> (Meeting ID: 972 0556 2510)

Thursday, Oct. 22 (11:30 am – 12:30 pm) "The Importance of Sustainability and Social Justice in the Fashion Industry (pre and post-COVID)" hosted by Professor Annmarie Hughes. Professor Hughes will share her experience as an entrepreneur as she discusses the subjects of global sourcing, sustainability, and social justice as they pertain to the fashion industry. Professor Hughes will also discuss historical practices and explore innovative technologies and pathways for the future of the fashion industry as it grapples with COVID-19 and systemic racism.

Zoom link: <https://brookdalecc.zoom.us/j/98170450731> (Meeting ID: 981 7045 0731)

Thursday, Nov. 12 (11:45 am – 12:45 pm) "Effects of Poverty on the Environment" hosted by Dr. Terry Konn. Dr. Konn is a Fulbright scholar who has traveled to several developing nations and impoverished parts of the United States and has seen firsthand the environmental impact of poverty and poor governmental infrastructure. In this session, Professor Konn will discuss various impediments to the reduction and management of waste and its effect on public health.

Zoom link: <https://brookdalecc.zoom.us/j/98963529775> (Meeting ID: 989 6352 9775)

Monday, Nov. 16 (5 – 6 pm) “Environmental Disaster Response in Sri Lanka and Haiti” hosted by Professor Harry Compton. Having worked at the Environmental Protection Agency for 34 years (prior to his arrival at Brookdale), Professor Compton has traveled to many communities to mitigate the impact of environmental disasters. In this session, Professor Compton will share his extensive experience in responding to crises in diverse locations, paying particular attention to his governmental work in Sri Lanka and Haiti.

Zoom link: <https://brookdalecc.zoom.us/j/98942597898> (Meeting ID: 989 4259 7898)

Tuesday, Nov. 17 (12 – 1 pm) “The Environmental Impact of a Border Wall” hosted by Dr. Ashley Zampogna-Krug. A scholar in the field of immigration studies, Dr. Zampogna-Krug will address the polarizing and complex issue of a border wall from an environmental perspective, shining a light on the history of the US-Mexico border wall and the communities and living organisms most impacted by its construction.

Zoom link: <https://brookdalecc.zoom.us/j/93645968997> (Meeting ID: 936 4596 8997)