



## The Global Citizenship Project Newsletter

Issue #18

January 2021

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Newsletter curated by Kelsey Maki, Faculty Liaison to the International Education Center

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#### **The Global Read and Globally Enhanced Classes**

by Kelsey Maki, Assistant Professor of English and Faculty Liaison to the IEC

In Spring 2021, faculty from all disciplines can engage with GCP by attending globally focused events and participating in the Global Read, which allows students in different classes to have a common intellectual experience by reading the same text and examining its content through their respective disciplinary lenses. This semester, as a capstone to GCP's "One World: Environmental Issues" theme, the Brookdale community will be reading [\*Everything Change: Volume I\*](#), an open-access digital anthology of short stories supported by Arizona State's "Imagination and Climate Futures Initiative." The title is taken from a quotation by the Canadian writer Margaret Atwood: "It's not climate change—it's everything change," alluding to the fact that we often think of environmental issues as isolated subjects, when, in fact, these issues are deeply connected to other pertinent problems, such as racial discrimination and COVID-19. This connection becomes apparent when one examines more specific topics such as environmental racism or deforestation, which scientists believe accelerates the spread of zoonotic illnesses. Simply put: Atwood's right. Environmental issues impact everything.

Topics like climate change can be meaningfully addressed in a variety of disciplines, and the stories in this collection offer an impetus for engagement, as they depict environmental threats in ways that stir our emotions. In an interview for the anthology, author Paolo Bacigalupi states, "Fiction is able to move you past the political identity debates. A lot of times, I can set a story in a future where the world is already broken by climate change . . . And that means that you can tell stories to people who otherwise would be completely



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unwilling to look at climate change, or take it seriously . . . Beyond that, fiction has this superpower of creating empathy in people. . ." (207-208). The stories in this anthology present opportunities for educators in all disciplines to emotionally engage and motivate students. The collection includes twelve self-contained stories, so faculty can adopt the text in its entirety or select specific stories to assign. Links to the text and teaching resources are all available on the [Global Read](#) webpage.



***Everything Change: An Anthology of Climate Fiction***

In addition to engaging students in the Global Read, faculty from all disciplines can emphasize the importance of global issues and diversity by globally enhancing their classes. Thanks to the dedication of Brookdale's outstanding faculty members, GCP now offers [globally enhanced classes \(GECs\)](#) in Architecture, Art History, Biology, Business, Chemistry, English, Environmental Science, Fashion, Geography, History, Math, Nursing, Philosophy, Political Science, Reading, and Sociology. Students can take globally enhanced classes and earn credit for [Global Citizenship Distinction \(GCD\)](#). Any faculty member whose coursework meets GCP's established criteria can enhance their classes and be officially listed on GCP's course menu. Global enhancements can help faculty advertise their unique curriculum, attract motivated students, and—most importantly—heighten students' global awareness, boost their intercultural knowledge, and provide them with a rock-solid foundation for their future in a global world—as professionals and as citizens.

The value of global learning at Brookdale is supported by multiple surveys that have been conducted by GCP over a span of several years. Recently, in Fall 2020, 135 students in a variety of globally enhanced classes took an anonymous survey that was vetted by GCP, Diversity Council, and Governance. In this survey, roughly 96% of students either "strongly agreed" or "agreed" that Brookdale's globally enhanced classes "deepened [their] awareness of global issues." In other questions, 87% of students said "the impact (emotional and intellectual) of globally enhanced classes was either "deep" or "moderate," and 78% of students either "strongly agreed" or "agreed" that "classes at Brookdale will be more meaningful if they address global issues more often." In addition to these three Likert-scale questions, the survey included four open-ended questions that asked students to do several things: assess their prior understanding of the global issue that was addressed in their class, consider their unique perspective as students in a US institution, and share some of what they learned during the semester. Students also offered their plans for further engagement and activism—locally and globally. Here are just a few of their responses (edited for brevity and anonymity):

- I learned about how important it is to protect biodiversity, before taking this class I wasn't aware of how little biodiversity we have in the US, and around the world. And that's due to many people hunting, destroying their habitats that's making many species go extinct
- Global issues that we learned about dealt a lot with inequality. We learned about how African American slaves were used for labor during the building of the US Capitol . . . It is interesting to me that still to this day some jobs/countries that a certain person works in they may not always get the same pay due to their race, gender or sexual orientation. It is hard to believe that issues that were prevalent over 200 years ago still play a part of our society in 2020.



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- We learned about the AIDS epidemic and how it still affects people around the world to this day. We also learned about ethical issues in the medical community that get noticed and resolved by recognizing the injustices and abuse onto people. I did not know how AIDS developed in scientific terms prior to this course. Ethical issues are a very important part in testing and science and there are many factors that go into issues.
  - In this class I learned that the immigration issue is even more complex than most people think. I also learned that even through the immigrants suffer a lot this issue affects more people than we think. Learning about this issue made me rethink everything I believed. Before I used to think that it was the border agents' fault that immigrants suffer so much but now I know that the agents are just following orders and that sometimes they suffer just as much as the immigrants.
  - I have learned so much from this class, and it has allowed me to open my perspectives on my ecological footprint. For example, one activity "Daily Log of Water Use," we had to write down how much water we use throughout the day. When the log was submitted, I realized how much water I was wasting, and it allowed me research how I can save water throughout my day.
  - I can apply what I learned in this class by helping immigrants in my community and even around the world. One way that I can do that is donating things to migrant shelters, many times this shelters are so full that they don't have supplies for everyone and donations could be a big help to them. Another way to help could be offering support and friendship, a lot of time the immigrants that come into the country have been through long journeys and they just need someone who they can talk to. There are a lot of things that could be done around the world to improve the immigration situation, one specific thing that could be done to reduce illegal migration is to give people the opportunity to enter the country legally. One way that we could do that is by giving more work visas so people are able to come work in the country legally.
  - We should go to more "mom and pop shops" and support the local community because the local community cares about the areas that surround it more than places like Walmart that just want to push product and not care about any given area where people live
  - Locally, I can cut back on my overuse of water, not waste food, stop consuming so many products that I really don't need. As far as globally, I am donating to help create clean water systems in other countries and will be looking into other ways to make a positive impact.
  - In the future, I simply will try to use the global perspective in taking on the traditional education system of America which celebrates Western prosperity. There is an entire world of knowledge out there about the history of humanity and all the things that make us different. I hate that our education system does not make a notable attempt to address and appreciate other cultures. I think it is going to be an issue that will continue to be talked about for years to come, but change starts with me and my classmates. I will always try to understand history as a whole, even the ugly underlying parts we don't necessarily want to talk about. Because our mistakes are what makes us human, and learning about things shows us how to grow and not repeat the same mistakes . . .

As these responses indicate, globally enhanced classes have had a positive impact on many of our students. Although recent events have challenged us all, it's clear that the work of educators is foundational in establishing a future in which civility, conservation, and citizenship are the norm, not the exception. It starts with us.



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### **Updates on the Global Citizenship Distinction Initiative**

by Raj Wesley, Associate Professor of Psychology and Coordinator of GCD Initiative

The International Education Center is a vibrant hub at Brookdale which has impacted the lives of not only foreign students, but also our local students, significantly. Among the important endeavors of the Center, Study Abroad Programs, International Events, Festivals and the Global Citizenship Project program contribute in expanding the knowledge and awareness of global themes in our students. In recent years, the Global Citizenship Distinction is another primary initiative focusing on international and global themes. Through meaningful learning experiences, we encourage our students to explore and expand their horizons, from their immediate local surroundings to the far-reaching ends of the world. We attempt to build in them an urgent sense of purpose that their knowledge and ideas can make a significant difference across the globe! The goal is to teach them to become “global citizens” who develop deep empathy for all people, thereby becoming a contributing resource to make the world a better place in every way.

The COVID 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; the purpose of the GCD Initiative is to foster a deeper understanding between the two, thus helping students to face the challenges of the future by being better prepared, and with an understanding of their unique roles in the changing horizon worldwide.

The remote learning environment we currently find ourselves in has undoubtedly challenged our work, but our efficient team at the International Education Center has worked with the college community to continue our work online, as we create an awareness in our student body towards critical global concerns and goals. In the Fall of 2020, through the Honors Orientation, the International Students’ Orientation and other announcements, we recruited new students our new cohort of GCD students who worked hard. We had monthly GCD meetings where the cohort discussed and shared ideas for future projects. Students took Globally Enhanced Classes and participated in collegewide activities organized by the Global Citizenship Project, Phi Theta Kappa, and the IEC. It is heartening to note that within the small group of current GCD students, there is a shared sense of community, where students encourage and support each other via their group chats, working remotely and sometimes even from abroad (yes, a student from Singapore!). They come regularly to my office hours, where we discuss their agenda and goal of earning Distinction.

Students who are interested can complete the registration form, which is on the International Education 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 this information about the GCD Program with incoming and existing students, and colleagues who might be interested. In your interactions with students in class or in office hours, please direct them to complete the process. 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!



## Academia and Activism

by David Bassano, Assistant Professor of History

Years ago, my dissertation advisor told me that I seemed to have two muses, academia and activism, sitting on either shoulder, and her wish for me was that the voice of one would never completely drown out the other. As a historian, the academic in me looks backward, but the activist in me looks forward.

That's why I have been so concerned with the approaching crisis of climate change. My academic specialty is the history of human rights, but it is the future of human rights which concerns me most, primarily because of climate change. By 2100, at the latest, climate change is expected to upend most human systems. Increased global temperatures will lead to shortages of food and fresh water, while sea level rise will render many coastal regions uninhabitable. What will the human rights situation look like under such circumstances? People will demand unprecedented action from their governments; will governments reply with relief or repression? What will happen to the tens of millions of refugees fleeing natural disasters and starvation, when our global response to immigration is hardly sterling?

Complicating these terrible problems is the fact that our systems are not designed to respond to them. Politics focuses on national or regional problems, not global ones, and the fact that the global economy is too brittle to weather disruptive climate change will only exacerbate the poverty of the most vulnerable. How will we address these new problems?

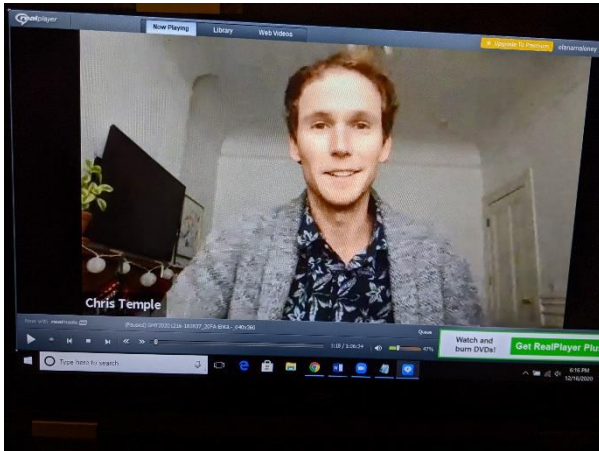


Photo: EPA / Dai Kuroka

Climate change will be the greatest human rights catastrophe in history. That's why I am deeply concerned with what can be done to prevent it or mitigate its effects. In February, I will give a talk with the Global Citizenship Project to outline the human rights consequences of climate change and discuss what steps we can take to prepare for them.

## Using Documentaries to Engage Students in Social Justice Issues

Elana Maloney, Instructor of English



There's nothing like having an expert reinforce what you're teaching. That's exactly what happened to me in last semester's English 122 Writing and Research class. As part of my globally enhanced curriculum, my students watch the documentary *Living on One Dollar*. This 2013 film follows then college students Chris Temple, Zach Ingrasci, Sean Leonard, and Ryan Christoffersen as they try to live on a dollar a day in rural Guatemala.

I had been in touch with Chris, as we are working to bring his latest film, *Five Years North*, to Brookdale for a screening and Q&A in Spring 2021. In one of our email exchanges, I mentioned that I'd just had a great discussion in my class about the issues raised in *Living On One Dollar* and that I was looking forward to the papers my students would write as a result. Chris then generously offered to come to my class and talk to my students.

When I told my students that the director of the film was coming to class, they were beyond excited. I had just been teaching about primary source material, and I was telling them that because of the internet and social media, everyone is within reach; you just have to try. I was living proof of this, as my correspondence with Chris originally began on Instagram.

Chris joined our Zoom on December 14, and he took the time to address my students individually, asking each one of them about their majors and career plans. He explained that *Living on One Dollar* happened because following his sophomore year as an economics major at Claremont McKenna College in California, he wanted to see if what he was learning in class made sense in the real world. He was inspired by reading *Portfolios of the Poor: How the World's Poor Live on \$2 a Day* (Collins, Morduch, Rutherford, and Ruthven), *The Bottom Billion* by Paul Collier, and Muhammad Yunus' *Banker to the Poor*. Originally, the idea was to just document the trip with YouTube videos, but it became so much more than that. He and Zach started an organization, Optimist, because they wanted to do more than just film their experiences. Now, their organization is clearly making a difference in people's lives. He told my class that only now does he consider himself a filmmaker—even though he never went to film school or had that as an original life goal.

This was a great revelation to my class. People talk a lot about finding your passion, but Chris believes that advice is often misleading. His advice was to follow those "Wait, what?" moments that we all have. Start with information that intrigues you then ask the "Wait, what?" questions. Follow that curiosity to wherever it takes you. In that way, you might find yourself doing what you're truly meant to do. This was a great reinforcement to everything I had been telling my students all semester about research and life in general. The best research papers—and life experiences—start with curiosity about the world and a desire to follow your "Wait, what?" moments.



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### Spring 2021 Screening: *Five Years North*

What would make someone leave their home, their family, and their friends to make a dangerous journey toward an uncertain future, a future that surely will be filled with hardship? Is it the promise of a better life, even if that better life is decades away? What if the person who chooses to make this journey and take on this responsibility is still a child? These questions and many more are the foundation of a new documentary called *Five Years North* which follows Luis, a sixteen-year-old Guatemalan boy who comes to New York City in hopes of earning enough to support his family back home. Directors Chris Temple and Zach Ingrasci of the award-winning documentaries *Living on One Dollar* and *Salam Neighbor* have turned their lens on the complicated subject of immigration.

Once the prime topic of debate, immigration has been overshadowed recently by economic and social issues due to the pandemic. There is no doubt though that immigration is—and will continue to be—an issue that must be addressed by our society. According to the Brookings Institute, there are approximately 12 million undocumented immigrants in the US, and according to New American Economy, a nonprofit, bipartisan immigration research organization, those undocumented immigrants contribute approximately \$13 billion to Social Security and \$3 billion to Medicare. Clearly, our economy cannot thrive without the contributions of our immigrant population. Yet the issue of citizenship—the people who are eligible and the process that they undergo—continues to divide us.

The movie *Five Years North* does what Temple and Ingrasci do best: it shows the human side of a controversial issue. Just as *Living on One Dollar* addressed poverty and *Salam Neighbor* brought us into the world of Syrian refugees in Jordan, *Five Years North* takes us to our own backyard, as the film was shot in New York City. This is not just the story of one immigrant boy, but also addresses Judy's story, the Cuban-American ICE agent tasked with upholding the law every day, on the street, in real time. Executive orders might be signed in Washington, but Judy sees their impact in the neighborhoods she patrols, including Luis' neighborhood.

Brookdale is fortunate to be hosting a virtual screening of *Five Years North* along with a Q&A with the directors this semester (time TBA). Please consider participating in this unique opportunity to hear from the directors of this film. All of Temple's films can be incorporated into a multitude of disciplines and they promise to deeply affect you and your students.

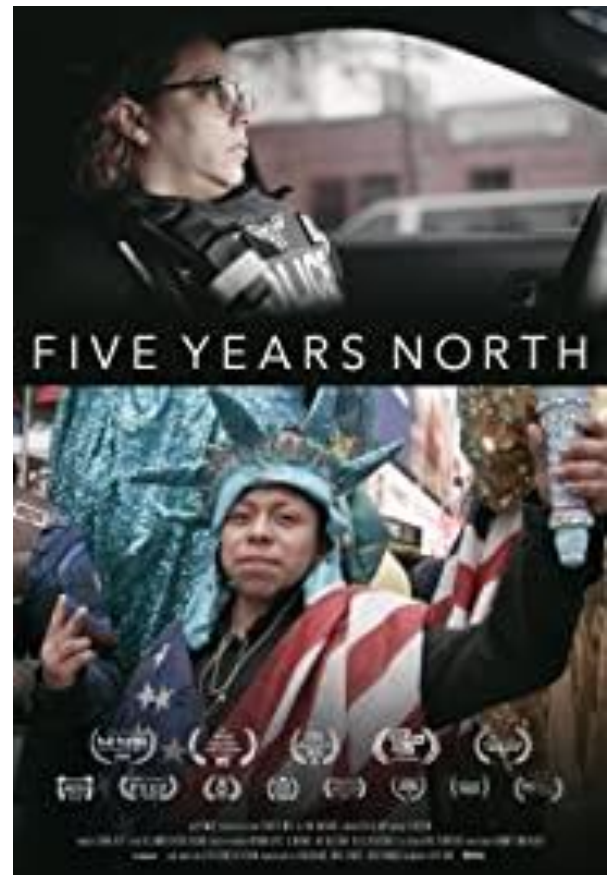


Photo: IMDB





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### **Awareness of Global Environmental Issues through Reading and Beyond**

Barbara Barrella, Associate Professor of Reading

*The only way forward, if we are going to improve the quality of the environment, is to get everybody involved. – Richard Rogers*

*Saving our planet, lifting people out of poverty, advancing economic growth... these are one and the same fight. We must connect the dots between climate change, water scarcity, energy shortages, global health, food security and women's empowerment. Solutions to one problem must be solutions for all. – Ban Ki-moon*

The world is ours to take care of. I believe this and want my students to come away from my class understanding how important it is. This past fall, the inclusion of environmental issues into my READ 095 curriculum required my students to read a novel and several articles about environmental issues, research an environmental topic, and present what they learned. They focused on how these issues affect their own neighborhoods as well as its effects across the globe. The students chose to research coral reefs, sustainability, fast fashion, food waste, renewable energy, oceans, and deforestation.

Through class assignments and discussion posts, the students reflected on the effects of climate change and water scarcity, which were two of the main themes in the assigned novel *Dry* by Neal Shusterman. While learning about these global environmental issues, the students practiced critical reading strategies like inferencing, marking the text, notetaking and vocabulary strategies, all of which gave them a better understanding of the text. Two students did research on environmental topics that were so informative I asked if they would share what they learned.

#### The Environmental Problems Within Fast Fashion by Alyssa Hendrickson

The "fast fashion" industry has many negative environmental effects, and all companies and individuals must do their part to stop these damages. Fast fashion is a term used to describe clothing mass produced to meet new seasonal trends at low production costs that will be sold at affordable prices. This means cheap materials and toxic dyes are used, and the consumers often buy more than they need. This kind of production and consumption leads to textile waste piling up in landfills, which produces greenhouse gasses and synthetic microfibers seeping down into groundwater and waterways. During manufacturing and transport, more greenhouse gasses are emitted than all international flights and maritime shipping combined! Not to mention, the fashion industry is the second biggest consumer of water and produces 20% of wastewater. One very effective solution to this growing issue is consumer responsibility. It's important to know what you are purchasing by reading labels. Look for non-toxic dyes and natural fibers like organic cotton, linen, or silk. Higher quality clothing will last longer and will be better for the environment. Additionally, look for take back programs or ways to donate your unwanted items. One way we all can help make a change is to purchase less clothing and stop impulse buying. When we must purchase new clothes, we should make sure they are made of eco-friendly materials and dyes. Personally, I know there's an abundance of clothing in my own closet that I bought just because it was cheap, clothing that I haven't worn at all. Like many, I'm guilty of buying clothes without giving a thought about what it is made of and the environmental effects. But, from now on, I will use the strategies of consumer responsibility to buy ethical and sustainable clothing.







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### **ALA Resilient Communities Grant: Libraries Respond to Climate Change**

by Judi Ungar, Assistant Professor in the Library

In the summer of 2020, I read about a grant opportunity from the American Library Association concerning libraries and their response to climate change. I had been looking for ways for the library to partner with other college departments and the Monmouth County community, and since the topic for the Global Citizenship Project (GCP) for 2020-2021 was climate change, I felt that this grant met both objectives perfectly.

I reached out to local climate groups in Monmouth County. Several groups were willing to write letters of recommendation, and others were interested in offering speakers for lectures. I received assistance from Steve Chudnick and Kelsey Maki from the Global Citizenship Project in the writing of the grant. Joan Scocco, Dean of Continuing and Professional Studies, provided me with a contact at the Girl Scouts of the Jersey Shore which has led to some promising collaborations with TIN (The Innovation Network) at Brookdale.

The ALA Grant was very competitive. Only 25 libraries across the country (academic, school, and public) would be selected to receive the full grant. On October 5, I was notified that Brookdale would not be selected for the first round of grant money, but based on our wonderful programming through GCP and TIN, we would be in the second cohort of awardees and we would receive \$500 in grant money, plus the rights to stream several films on climate change.

The Bankier Library started planning Zoom events immediately upon receiving news that we had won a partial grant! Kevin Burkitt agreed to present a Zoom lecture on his photography related to Superstorm Sandy. The lecture, "[91 Days and Countless Nights](#)" can be viewed on Brookdale's YouTube Channel.

The next event will be a Zoom lecture on Tuesday, February 9 at 11:30 am. Dr. Thomas Herrington, Associate Director of the Urban Coast Institute, will present a lecture entitled "Impact of Climate Change Driven Sea-Level Rise on Coastal Communities". The session will be recorded and shared to Brookdale's YouTube channel.

On March 11 at 3pm, the Bankier Library will be hosting a book talk featuring Deb Mura, Professor of Communications. She will be discussing her book [Stronger Than the Storm](#) (proceeds from the book will be donated to Helping Hands and People's Pantry). Mura's novel depicts SuperStorm Sandy through the eyes of a fifteen-year-old girl named Lacey. This session will also be recorded.

Additionally, the Bankier Library will be holding a virtual showing of the film *Fire + Flood: Queer Resilience in the Era of Climate Change*. The date and time, along with programming related to this screening, will be announced at a later date. The Bankier Library also has a wonderful research guide on the Global Citizenship Project's Environmental Issues theme, which you are more than welcome to use in your classes:

<https://libguides.brookdalecc.edu/GCPEnvironment>

We're planning additional events related to this grant in the Spring 2021 semester. Stay tuned!



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### **Updates on the Global Citizenship Project Awards**

by Kelsey Maki, Assistant Professor of English and Faculty Liaison to the IEC

Although the COVID-19 pandemic prevented us from gathering to celebrate in Spring 2020, several outstanding students were still honored as GCP Awardees and received their certificates by mail. These students were selected by their professors and asked to share their learning in a video format, which was then uploaded to YouTube and linked on the webpage for the [GCP Awards](#).

GCP would like to offer special recognition to Felicia Russell, who was nominated by Professor Maki for her exceptional example of global learning in Spring 2020. During quarantine, while continuing her excellent coursework in English 122, Felicia wrote, directed, and produced an original play about the fascinating women of Russia's Romanov family: "[And At the Hour](#)". Other stellar examples of global learning include Zachary Chin, a student in Professor Maloney's English class, who created a video titled "[Observations on the State of Renewable Energy](#)". In History, Professor Zampogna-Krug honored Sydney Rose Attanasio for her video on "[Female Infanticide](#)". Art student Abbey King was recognized by Professor Maber for "[Art Around the World](#)". All videos are available online, where they may serve as an inspiration to all for years to come. A tentative date has been set for the Spring 2021 Awards Ceremony (April 29<sup>th</sup>), but the format for this event has yet to be determined. Regardless of format or medium, GCP plans to honor our students' outstanding coursework and engagement during the 2020-2021 academic year. Below are some FAQs for employees:

#### **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). Brookdale employees may also nominate student clubs, employees, and community members 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.

#### **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.



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### Spring 2021 Meetings & Events

All events will be on Zoom

#### **GCP & IEC Events \*free for students, employees, and community members**

Please see the [IEC's website](#) for Zoom registration links

- Feb 9 (Tuesday) 11:30 – 1, Tom Herrington (Urban Coast Institute): "Impact of Sea Level Rise "
- Feb 22 (Monday) 2 – 3, David Bassano: "Climate Change and Human Rights"
- March 11 (Thursday) 3 – 4:30, Debbie Mura: "*Stronger than the Storm* Reading and Discussion"
- March 30 (Tuesday) 12 – 1, Harry Compton: "Federal EPA's Environmental Response in West Africa"
- April 8 (Thursday) 12 – 1, International Festival
- April 15 (Thursday) 12 – 1, Terry Konn: "Poverty, Health, and the Environment"
- TBA, Screening and Discussion of "Five Years North" (documentary about immigration)

#### **GCP Meetings & Awards**

- GCP Meeting: 2/16 (Tuesday) 1 – 2 PM: Faculty Share (faculty only)
- GCP Meeting: 3/11 (Thursday) 1 – 2 PM: TBA (all employees)
- GCP Meeting: 4/9 (Friday) 1 – 2 PM: Global Read Discussion (employees & students)
- GCP Awards: 4/29 (Thursday) 7 – 9 PM (employees, students, and community members)

#### **IEAC Meetings**

- January 28th 11:45 – 12:45
- February 25th 11:45 – 12:45
- March 25th 11:45 – 12:45
- April 22nd 11:45 – 12:45

#### **GCD (Global Citizenship Distinction) Meetings**

- February 2 (Tuesday) 4:30 – 5:30—Orientation
- March 2 (Tuesday) 4:30 – 5:30—Meeting
- April 6 (Tuesday) 4:30 – 5:30—Meeting
- May 4 (Tuesday) 4:30 – 5:30—Meeting

#### **About Global Citizenship Distinction**

##### **(an initiative for BCC students)**

This academic enrichment program is open to all degree-seeking students at Brookdale who wish to engage in globally focused curricular and co-curricular activities as they work towards graduation. Being involved in GCD helps students enhance their intercultural competencies as they consider the importance of diversity, civic engagement, and social responsibility within a global framework. Through meaningful learning experiences, GCD encourages students to expand their horizons—from their immediate local surroundings to the far-reaching ends of the world. Students in the initiative gain urgent sense of purpose and an understanding that their knowledge and ideas can make a significant difference across the globe! For additional information, please visit [GCD's webpage](#) or contact the GCD Faculty Coordinator, Dr. N. Rajkumari Wesley: [rwesley@brookdalecc.edu](mailto:rwesley@brookdalecc.edu).

