



The Global Citizenship Project Newsletter

Issue #20

January 2022

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Transcending Divisions at the Bankier Library

by Judi Ungar, Assistant Professor in the Library

The Bankier Library is supporting the Global Citizenship Project (GCP) theme of Transcending Divisions in several ways.

Book Display

The library has curated a display of books on the topic of transcending divisions. Click on this link to the research guide to see some pictures of the display and to obtain the list of books in the display-

<https://libguides.brookdalecc.edu/transcendingdivisions1>

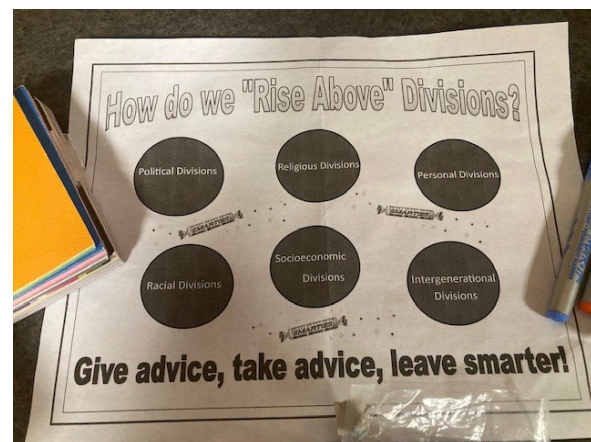
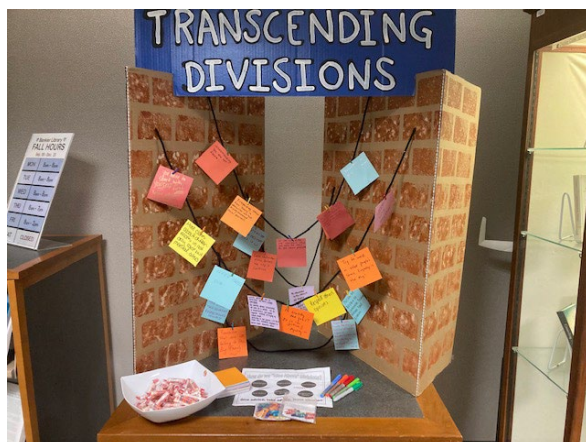
Feel free to ask a staff member for assistance if you want to check out a book from the display.





Interactive Exhibit

GCP, with ingenuity and assembly skills from English Professor Elana Maloney, created an interactive exhibit that encourages visitors to the library to answer the question “What are ways we can transcend divisions in our world?” Contributors, including Brookdale employees and students, wrote responses on post-it notes and hung them on the display. Please stop by to see the thoughtful responses and write one of your own!





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Reading Circle

The Bankier Library and Diversity and Inclusion are proud to partner in the reading of Resmaa Menakem's "My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies." Open to all, from our home to yours, please join us for deep reflection and building community together. For more information on the ways to participate and register, scan the QR code found below.

The poster has a dark red background with a large, abstract, swirling blue and white graphic on the left. At the top left, it says "Brookdale Community College's Movement Generation". In the center, the words "READING CIRCLE" are written in large, white, serif capital letters. To the right of this, the Brookdale Community College logo is visible. Below the title, the text "DISCOVER NEW PERSPECTIVES" is written in white. Underneath that, a paragraph states: "The reading circle is open to all - Brookdale staff, faculty, students, families, community, from our home to yours. Everyone is welcome here." To the right of this text is a small image of the book cover for "My Grandmother's Hands" by Resmaa Menakem. At the bottom left, there are three steps listed: "Step 1. Register to participate in the event", "Step 2. As you read the book, share your thoughts to the prompts on padlet", and "Step 3. Participate in the Zoom Reading Circle. Registration is required". At the bottom right, there is a QR code with the text "Scan to get started" below it.



Researching Transcending Divisions in a Reading Class

By Barbara Barrella, Associate Professor of Reading

Including the new GCP theme in my class last fall was a truly eye-opening learning experience for me, as well as for my students. My classes read a novel called *The Book of Lost Friends* by Lisa Wingate. In short, it was a story about how the experiences and events that took place during the post-Civil War South affected the community and the people of Augustine, Louisiana. Along with the novel, my classes watched the film *The Long Shadow*, which focused on Frances Causey's personal journey of exposing her own family's history of slaveholding and how the institution of slavery continues to have an impact today. Through discussions about the novel and the movie, my students came up with a number of related topics to research. Some of those topics included the color line, free blacks and slaves, the Reconstruction Era in the U.S., the African slave trade, racial segregation, Jim Crow Laws, bias, prejudice, discrimination, antiracism, Civil Rights, Confederate remembrance, Equal Rights Amendment, race relations, racial profiling, racism, and social justice.

After my students evaluated their research articles, using active reading strategies, they prepared a presentation. What follows are some reactions from my students about what they learned through this assignment:

"My reaction is that society although not perfect can become better if we put aside differences and stand together as one."

"I learned that civil dialogue, compromise, conviction, and openness to being wrong is required for the common good of society"

"I learned that diversity, equity, and inclusion (DEI)- or antiracism aren't the same thing. Also, none of them involves quick fixes."

"I learned it's important for teachers to feel safe and to not be discriminated against just for their sexual orientation or gender identity. Also, if teachers are allowed to be open about these things then it shows their students that they can come to their teachers for advice or to ask questions. Finally, it is also important for teachers to feel safe so that they can do their best performance in their workplaces."

"I learned that everything that happened in the Black Lives Matter movement is relevant and should be more recognized by students that this program is a real thing and people are working more and more everyday to fight to change the inequality within the education system. This is an ongoing, important topic that needs to be talked about until it is gone, no matter in schools, on the streets, and in the home."

Needless to say, my students researched and evaluated articles that answered many of the questions they formed about their topics. They also learned that knowing about what happened in the past can help us make things better in the future.



Globally Enhanced Classes at Brookdale

by Ashley Zampogna-Krug, Assistant Professor of History and Faculty Liaison to the IEC

In October 2021, I attended the American Association of Colleges & Universities 2021 Conference on Global Learning. During the sessions, I was happy to see that Brookdale's global learning course offerings and co-curricular engagement is at the level of larger four-year colleges and universities. That is impressive! I was also inspired by conversations in numerous sessions on the reciprocal relationship between global learning and diversity/inclusion efforts. This relationship is just another reason why globally enhanced classes are so important. They offer more than a global perspective. They offer a way to support belonging.

John A. Powell states, "belonging means more than just being seen. Belonging entails having a meaningful voice and the opportunity to participate in the design of social and cultural structures. Belonging means having the right to contribute to, and make demands on, society and political institutions." Here are some ways we can support belonging during a time of division, isolation, and fear:

1. Bring diverse voices into our learning environments and curriculum
2. Center the student voice as knowledge creator and contributor
3. Build connections between course content and students' lived experiences
4. Empower students as global citizens through action

Surveys given to Brookdale students enrolled in Globally Enhanced Classes (GECs) during the Fall 2021 semester confirm the positive impact of global learning. Seventy-nine percent of students surveyed responded "agree" or "strongly agree" to the statement, "classes at Brookdale will be more meaningful if they address global issues more often." Thirty-four percent of students surveyed responded that studying a global issue had a deep impact on them. Another fifty percent responded that studying a global issue had a moderate impact on them. Below is a brief sampling of student responses when asked, "How can you apply what you learned in this class to address a global issue that you studied?"

"I can begin by consuming less. I realize that we are a consuming country and are desensitize to some things that need to be taken seriously. I looked into a website that stated consuming meat is responsible for 15% of global carbon emissions and contributes to water pollution and land use. Also, consuming water, we need to be able to turn off the water when not in use. Consuming less electricity for appliances not in use. As I started looking into this I noticed I can do so much more to resolve the climate change the world is experiencing."

"Voting is always a good solution. I cannot vote currently, but voting in as many elections as possible can help affect what my government does about these problems, both domestically and internationally."

"I can realized that Covid-19 is affecting people all over the globe differently. And because of this there may not be a cut and dry solution to end COVID everywhere at once."



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"I think these classes give perspective, which is a great tool when dealing with worldly issues because if you can't understand the reasoning behind why someone from a different part of the world does something a certain way then the issue will never be resolved."

"While enrolled in this class I went to Maine. There I pointed out so many geographical landmarks that I have just studied in class. I was able to teach the people around me why these mountains formed this way. I feel that bringing awareness to the natural beauty of the world, allows people to be more sympathetic with caring for the earth."

"I believe that it is important to raise awareness to these global issues to others in my community. Social media is a great way to raise awareness of these issues. I can use Facebook to create an organization to raise money for other countries or even create a Go Fund Me. I can also create a little organization and have a display at my town community day."

"I can apply this knowledge to address a global issue I have studied, by locally trying to lessen the environmental impact that population has on our world. For example, opt for more sustainable products when shopping and help educate others on sustainability in my community."

In these responses, we witness students intellectually connecting their learning to action, and we can see them relate their knowledge to their lived experience. We would love to add a few more courses to our list of GECs to support belonging during these difficult times. To see the list of current GECs click [HERE](#).

Funding is available for faculty who would like to globally enhance a course that is not already designated as "CG" (cultural and global awareness). To be eligible for funding, a class must (1) meet the minimum requirements (see below), (2) offer a short description on our website, and (3) require students to complete a short **assessment survey**. Any faculty member whose coursework meets GCP's established criteria can enhance their classes and be officially listed on GCP's course menu. Our students in the GCD program take these globally enhanced courses.

The minimum threshold for a globally enhanced class:

Brookdale's "Global Citizenship Project" considers a class 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 multiple locations (e.g., climate change, human trafficking, antibiotic-resistant bacteria, etc.). In these classes, students will share their learning with others after they complete a significant project or series of assignments.

To assist you in writing your description, GCP has created a [**template for globally enhanced classes**](#). If you would like to add your class to this list, please email Ashley Zampogna-Krug (azampognakrug@brookdalecc.edu). Please note, also, that Foundational Studies classes can be globally enhanced, and students can earn credit toward Global Citizenship Distinction while taking these classes.



What it Means to Have Global Awareness

by Taiphane Orange, Belinda Asamoah, and Norkiris Concepcion – GCD Students

We initially joined the Global Citizenship Distinction Program (GCD) because the idea of furthering our understanding of the globe was intriguing, and being surrounded by the diverse body of students that compose Global Citizenship Distinction, was comforting. Each of us brings a distinct ethnic background, making us all a part of a large and diverse family: we felt that we could fit in here!

We hoped that Global Citizenship Distinction would serve as an oasis of knowledge of global nationalities, cultures, and experiences similar and unlike our own, and it truly has! In this close-knit community, one can feel at home because of the uniqueness that each brings to the group. Most recently, we had exciting endeavors such as partnering with a University in another country, to fulfill meaningful and thought-out projects such as the Human Trafficking Panel presented during the International Education Week, in November 2021. Global Citizenship Distinction has been an academically and culturally invigorating experience that we are proud to be a part of.

As we reported in our Fall 2021 Newsletter, GCD focused on the theme of Human Trafficking for this academic year. Human Trafficking is the trade of humans for forced labor, sexual slavery, or commercial and sexual exploitation for the trafficker or others: it is a form of modern-day slavery where humans are sold to be exploited. Human trafficking occurs everywhere making it a global concern - it even takes place in developing countries such as the United States! This year, the Global Citizenship Distinction Cohort at Brookdale is working to spread awareness and work on prevention of this social issue.

We three "Brookdale-GCD" students, along with our Professors, Dr. Janice Thomas and Dr. Rajkumari Wesley, worked with a Brazilian Panel (composed of four students and three Professors), as part of the Collaborative Online International Learning (COIL) Project. It was a pioneering academic initiative between Pontifícia Universidade Católica de Goiás in Brazil and Brookdale Community College. The goal of this joint research was to spark a light of reflection on the audience, and make them think about how important it is to get information about Human Trafficking, and how to prevent it from happening to save the lives of thousands who are a prey to this process. The research has made us think about this subject deeply and has driven us to realize that it is more common than we think: Human Trafficking is all around us! Every person needs to be made aware and be able to recognize signs of this problem affecting individuals globally. Through the presentation, we spread awareness and made sure that participants had a good idea on how to protect themselves from being victimized by this issue, as well as become engaged global citizens to help eradicate this social problem in the near future.

From the initial shaping of the idea to the preparation at the event, we felt empowered on the day of the presentation, by the sheer amount of knowledge we had acquired from collaboration and research with the Brazil Panel. Having had personal assumptions about Human Trafficking, it was enlightening to understand the deeper issues of the problem. A few hours before the presentation on the 18th of November, we could not help but feel nervous. However, to our surprise, the number of attendees exceeded our expectations! People



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did care about Human Trafficking, and they wanted us to share our knowledge on the topic. The Q & A session was our favorite part of the presentation, as the audience discussed and questioned us, the panelists of both schools.

Working on the panel was an extremely demanding effort: there were countless drafts and documents of research curated toward the final product, but the cause was ultimately worth more than the time spent on creating and preparing for the event. Overall, this experience has been an incredibly enlightening, educational, inspiring and rewarding one.

Our time in Global Citizenship Distinction has been thrilling in terms of the unfolding nature of our assignments, both curricular and co-curricular. We can say with confidence that it has led us to accomplish great things in the short time we have spent at Brookdale. As we look to the Spring semester, we hope to expand our goals in advocating against Human Trafficking on our campus. We would like to host events, incorporate intellectual vitality alongside hobbies, and continue pairing up with Pontifícia Universidade Católica de Goiás, to spread awareness on the matter of Human Trafficking. We also hope to work jointly with another community college in the state of New Jersey, in hopes of widening our audience. Every small action helps and together, we can make a difference in coming one-step closer to stopping this woeful plight for many.



The World Walk: Coming to the CVA Gallery

by Sean Cahill, Adjunct in Graphic Design

The Brookdale Graphic Design department is excited to announce that we will be hosting, in collaboration with the Global Citizenship Project, the first CVA gallery art exhibit of the spring semester 2022. The exhibit will feature the photography of Tom Turcich documenting his 7-plus year walk around the world with his dog Savannah. Tom has labeled his journey "The World Walk," and we could not be more excited to share his adventure with the Brookdale community.

Over the better part of the past decade Tom's tale has gained a viral following. Most recently, he appeared on the Netflix TV show "Worn Stories." However, his desire to begin this undertaking wasn't born from the pursuit of fame rather, quite the contrary. Tom's decision to set off on this journey was spurred from the sudden passing of his close friend Annmarie. In this moment of darkness, he realized the ephemeral nature of existence. It became clear that he wanted to dedicate the next chapter of his life to seeing the world and all the culture it had to offer.



www.theworldwalk.com



www.theworldwalk.com

His journey began as an open-ended tale in search of finding more. Yet, over the years his photos and words have woven together to form a scrapbook of global culture. In that manner, Tom's narrative now reflects that of the Global Citizens Project by literally and figuratively transcending borders and division. Even at a quick glance it becomes clear that his experiences across the globe are ones filled with overwhelming amounts of love and positivity.

We are looking forward to sharing an in depth look at Tom and Savannah's walk around the world this spring semester. The exhibit will run for 4 weeks beginning on January 17th. Please, join us for a reception party on February 10th to celebrate this wonderful show. All are welcome!



Spring Civility Week: Centering our Collective Stories

by Sara Burrill, Associate Professor of Psychology and Ave Latte, Professor of Education

After a successful launch in Fall 2021, Civility Week returns to Brookdale in just a few weeks! The first Civility Week used a wide lens to address civility from historical, sociological, psychological, and philosophical perspectives. A common thread that emerged is that civility is much more than good manners and etiquette; it is thinking and acting in the best interest of the common good. To achieve the latter, it is helpful to learn about the history, experiences, and perspectives of people and groups with whom we may be unfamiliar. This can lead us to release judgment and assumption, feel empathy, experience human connection, and importantly, think and act with greater civility. Thus, the theme of the upcoming Civility Week is “Centering Our Collective Stories: Listening as An Act of Civility”.

Programs will run February 14 – 18, 2022, featuring presentations by Brookdale faculty, students, and staff, as well as community partners, such as Caring with Compassion and the American Association of University Women. Programs will spotlight stories that we don't always know and hear, including but not limited to those belonging to transgendered individuals, survivors of human trafficking, civil rights activists, couples with disabilities, and undocumented immigrants. The goal of the week is for participants to increase their multicultural awareness, develop active listening skills, build community through the sharing of diverse experiences, and challenge dominant narratives. To enable ease of participation, all programs will take place in the remote live format.

So, mark your calendars! Opening events take place Monday, February 14, 2022, including a keynote address from scholar and skilled orator, Minister Kerwin Webb of the Asbury Park Second Baptist Church (11:00 a.m.), and a civil discourse workshop led by the Monmouth Center for World Religions and Ethical Thought, an organization dedicated to lessening divides by employing civility (2:00 p.m.). A full schedule of events with Zoom links will be distributed to all Brookdale offices and departments in early February 2022. Participants from inside and outside of Brookdale are welcome to attend and instructors are encouraged to bring their classes!





Human Library Update

by Judi Ungar, Assistant Professor in the Library

After much waiting, we can finally say that Brookdale Community College WILL host the Human Library, but we have decided to reschedule the event to Thursday, March 31, 2022 from 3:00-7:00 p.m. to allow more time to prepare. It will still take place in the Bankier Library. Ashley Zampogna-Krug and I are the event coordinators. With March right around the corner, here are some things we need your help with:

- **Books:** Do you or someone you know defy a stereotype? Do you have valuable experiences that readers could benefit from learning about? We will be looking for volunteers to be open books and share their story with a small group of readers. Books will have about 20 minutes to share their story, so that we can leave room for questions and dialogue between readers and books. The Human Library will offer virtual training for those who volunteer to be books. Anyone interested in volunteering should email Judi Ungar at jungar@brookdalecc.edu or Ashley Zampogna-Krug at azampognakrug@brookdalecc.edu.
- **Moderators:** We will need people to help facilitate the sessions. A moderator would keep track of time, help start the conversation after the book has finished presenting, and provide assistance to the book, if needed.
- **Readers:** Faculty, please consider incorporating this event into your spring semester curriculum, if appropriate, or offering it as extra credit. We set the time for this event so that 1:30 p.m. classes could participate during the latter half of class, using the first half to prepare for the experience. Similarly, classes that begin at 6:00 p.m. could spend the first hour of class attending a book reading and utilize the second half of class to debrief. This could also be a great professional development experience for employees. We would love to see readers from all parts of the college!

Here are some helpful links to get you started thinking about this event:

*Human Library Organization- <https://humanlibrary.org/>

*Brookdale Community College Human Library LibGuide: <https://libguides.brookdalecc.edu/humanlibrary>

*Messiah University Human Library Event- <https://libguides.messiah.edu/humanlibrary>

*University of Central Arkansas Human Library Event- <https://uca.libguides.com/humanlibrary>

You will be hearing more from Ashley and me in the coming weeks as we iron out the details. Please contact us with any comments, concerns, suggestions, or offers of assistance:

Judi Ungar- jungar@brookdalecc.edu

Ashley Zampogna-Krug- azampognakrug@brookdalecc.edu



We look forward to seeing you at Brookdale's Human Library!



The UndocuAlly Logo Project: Cast your Vote!

by Ashley Zampogna-Krug, Assistant Professor of History and Faculty Liaison to the IEC

Expanding our support for the undocumented community beyond the website to the college campus and higher education centers has been on the UndocuAlly committee's wish list for a long time. We agreed that a strong first step would be the creation of an UndocuAlly logo that would achieve two objectives: promote the resources we offer for undocumented students and adorn the campus with imagery that illustrates our solidarity with the immigrant community. We also knew that the logo must incorporate a butterfly. The annual migration of the monarch butterfly to and from Mexico exemplifies the movement, transformation, and survival of human migrants. In that spirit, the butterfly has become a nation-wide symbol of solidarity for the immigrant community and one embraced by our Dreamers+ students at the college. We began seriously forming a plan of action toward creating a visual insignia of support in September 2021 that involved student participation and financial support from CCOG.

Members of UndocuAlly worked together through every step of this process from contacting the Graphic Design department to evaluating and reviewing student designs. The Graphic Design department, with special thanks to Trent Welcome and Sean Cahill, exceeded our expectations by integrating our logo project into the curriculum of Graphic Design Production, welcoming Dreamers+ students to present a brief on the purpose and need for the logo, and carving out dedicated design time during class. As work on the designs began, we were delighted to learn that Angela Kariotis accepted our proposal for CCOG funding for the printing of stickers and banners. Posters will be printed with an accompanying QR code to connect students and employees to a robust collection of resources in an open-access Canvas course specific to the needs of undocumented immigrants. Our idea was becoming a reality.

Yet this project is beautiful for not only the logos it generated, but also the learning and collaboration that grew from it. Dreamers+ students shared their stories and the importance of their club and UndocuAlly with graphic design students, creating a bridge between two formerly disconnected student groups. Then, club members evaluated the logos and offered critiques to the designers. Many club members were amazed by the beauty and positive energy put into the designs. They could feel the support from their peers. Similarly, Sean's graphic design students learned more about the application of graphic design in the real world as well as the realities of immigration. One graphic design student wrote, "I learned about how much of a struggle it still is. And how so many people around here are still affected by it." Another student commented, "Unfortunately I am not very well educated at all about immigration despite basic ground level knowledge. During the club's presentation, I was able to understand how difficult it was for immigrants to get information and resources about schools and their education. It really surprised me." In regards to what they learned about graphic design, one student revealed, "What I learned was graphic design can not only hit the creative aspect but the emotional aspect as well. Creating with Graphic Design allows a certain freedom to express something in your own identity." Another student discussed the process of working with a client saying, "I learned that clients and projects can come in many different shapes and forms and no two clients or projects will be the same. I have to be ready for any kind of project that is offered to me."



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We are now at the final stages of selecting the UndocuAlly-BCC logo that will adorn campus buildings and office doors. UndocuAlly and Dreamers+ narrowed down the options and offered recommendations for changes to the student designers. The designs you see below are the revised logos. Right now, the campus community still has the opportunity to vote for their favorite logo. Click [HERE](#) for the form or contact me at azampognakrug@brookdalecc.edu, and I will email it to you. Voting will close Monday, January 31.



Design by: Frankie DiGiovanni



Design by: Michael Schon



Design by: Nicki Stouppe



The Global Citizenship Distinction (GCD) Initiative

by Raj Wesley, Professor of Psychology

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.

For those who are new or unfamiliar with this initiative, Global Citizenship Distinction 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." A few students are recognized every year at Graduation as GCD Scholars.

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 transferring institutions and potential employers via the completion of an e-portfolio.

Through meaningful learning experiences, we encourage our young students to explore and expand their horizon, 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 a deeper and genuine sense of empathy for all people, thereby becoming a contributing resource to make the world a better place in every way.

The current 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 world-wide.

The remote learning environment we find ourselves in has undoubtedly challenged our work, but our efficient team at the International Education Center is working hard with the college community, to continue our work partially remote and online, as we create an awareness in our student body towards critical global concerns and goals.

Through the Honors Orientation, the International Students' Orientation and other announcements, we recruit new students into the GCD Program. We have monthly GCD Meetings where the cohort discuss and



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share ideas for future projects with us. Students engaged in taking Globally Enhanced Classes will accrue credit for their academic merit. Further, they participate in college-wide activities organized by the Global Citizenship Project, Phi Theta Kappa and the International Center itself. It is heartening to note that within the group of GCD students, there is a shared sense of community feeling, where they encourage and support each other via their group chats, working remote. They come regularly to Office Hours with me, where we discuss and lay out their agenda that will get them to their goal of earning GCD Credits.

GCD students are engaged and participate in activities organized under the theme picked by the GCP Committee for the next two years, "Transcending Divisions". In addition, the current cohort of GCD students picked the theme of "Human Trafficking" for a detailed study and analysis for this academic year. They are now engaged in planning strategies and laying out a calendar of events to create an awareness of this critical issue that spans the continents of the entire globe.

During the recent International Education Week Events (November 2021), one of the highlights was a Cross-Cultural Panel Presentation. I am delighted to report that a panel of our three GCD students worked under the COIL Program (Collaborative Online International Learning) to collaborate with peers from Pontifícia Universidade Católica de Goiás, a University in Brazil. It was one of the first few endeavors where students from a Community College are partnering with students from an International University to address global concerns: in this case, to develop a cross-cultural understanding of the underpinnings of the issue of Human Trafficking. We are very proud of our GCD Students: Taiphane Orange, Belinda Asamoah and Norkiris Concepcion, who did a brilliant job researching and working with faculty and peers from PUC Goiás, Brazil. The well-attended event was on Zoom on Nov 18th evening, and an engaging Q & A followed the panel presentation. It was thorough with translation in Portuguese in real time. Kudos to our TLC team and College Relations for working with us throughout the project, we owe them each a debt of gratitude.

Please share this information about the GCD Program with incoming and existing students, and colleagues who might be interested. I am asking all my colleagues here at Brookdale, to please encourage our students to join the GCD Initiative. In your interactions with them in class or in your office, please direct them to complete the process. Announce it on Canvas if you wish. It is not possible to run this Initiative successfully without your support and engagement. We at the International Education Center and the college, are excited at being able to offer such a rich and engaging experience to our students both on campus and in the virtual environment!

Students who are interested in joining the GCD Program can complete the registration form, which is on the International Education Center's webpage. They can use this link:

<https://www.brookdalecc.edu/international/global-citizenship/global-distinction/>

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.

In this screenshot of the Zoom Event, you can see the team from PUC Goiás, Brazil (Professors, Paulo Gonzanga, Danillo Alarcon and Ivan Vieira; the four students are Gabriel Moncado, Gabriella Oliveira, Giulina



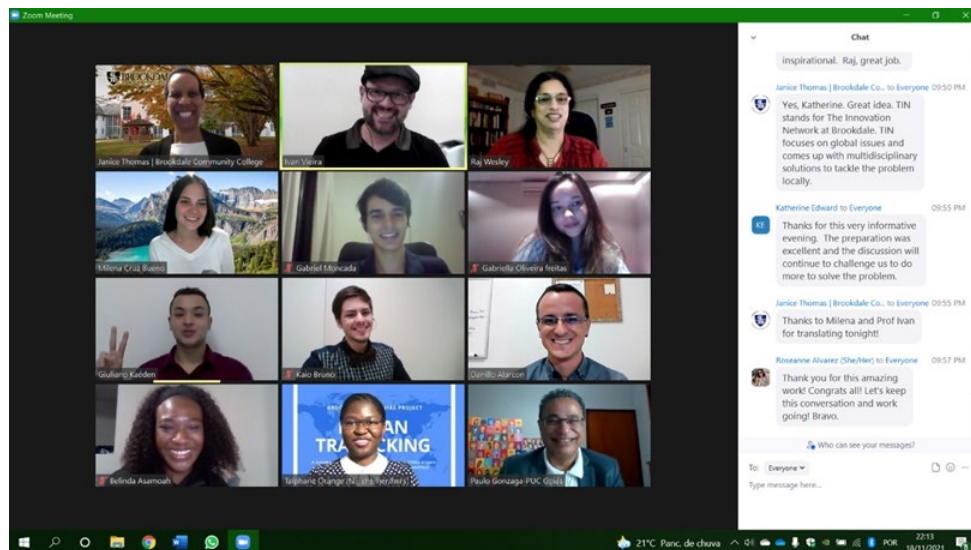
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Kaeden and Kaio Bruno). Dr. Janice Thomas and I represented Brookdale with our students Taiphane Orange, Belinda Asamoah and Norkiris Concepcion (could not be in the picture).



For additional information, please contact the Global Citizenship Distinction Coordinator:

Dr. N. Rajkumari Wesley

Professor of Psychology

Office phone: 732-224-2170

Email: rwesley@brookdalecc.edu





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Spring 2022 Meetings:

GCD (Global Citizenship Distinction) Meetings:

- Tuesday, February 1, 4:30 p.m. – 5:30 p.m. - Orientation & Kick-off
- Tuesday, March 1, 4:30 p.m. – 5:30 p.m. - Monthly Meeting
- Tuesday, April 5, 4:30 p.m. – 5:30 p.m. - Monthly Meeting
- Tuesday, May 3, 4:30 p.m. – 5:30 p.m. - Monthly meeting

Join all meetings with this link: <https://brookdalecc.zoom.us/j/93103392167>

GCP Meetings:

- Monday, February 27, 1:00 p.m. – 2:00 p.m.
- Friday, March 25, 10:00 a.m. – 11:00 a.m.
- Friday, April 22, 10:00 a.m. – 11:00 a.m.

Join all meetings with this link: <https://brookdalecc.zoom.us/j/93755037267>

IEAC Meetings:

- Thursday, January 27; 11:45 a.m. – 1:00 p.m.
- Thursday, February 24; 11:45 a.m. – 1:00 p.m.
- Thursday, March 31; 11:45 a.m. – 1:00 p.m.
- Thursday, April 21; 11:45 a.m. – 1:00 p.m.

Join all meetings with this link: <https://brookdalecc.zoom.us/j/96854061978>

Spring 2022 Events:

Thursday, January 27th, 7:00 pm, Zoom

2022 International Holocaust Remembrance Day: Sephardic Jews and the Holocaust

Join Chhange for our virtual commemoration of International Holocaust Remembrance Day, featuring Dr. Devin Naar, Isaac Alhadeff Professor in Sephardic Studies and Associate Professor of History at the University of Washington. Dr. Naar will discuss the experiences of Sephardic Jews during the Holocaust. Sephardic communities flourished in Greece and other parts of the Mediterranean region for generations. When the Nazis invaded, the vast majority of these Jews were deported to concentration camps and murdered. Dr. Naar will help shed light on this often-overlooked part of Holocaust history.

[Register Today](#)

Thursday, February 10, 5:00 pm, CVA Gallery

World Walk Exhibition opening reception

Beginning on January 17, 2022, and running for four weeks, the CVA gallery will display the beautiful photography of Tom Turcich, a New Jersey native, who is on an epic journey walking around the world with his dog Savannah. His photos and experiences literally transcend borders and divisions. This reception will feature music, photography, and commentary from Tom himself.

Sponsored by the Global Citizenship Project and the Graphic Design Department



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Week of February 14th through the 18th

Civility Week: “Centering our Collective Stories: Listening as an Act of Civility”

Tuesday, March 8, 11:45 a.m. – 1:00 p.m., Student Life Center, Navesink I

Transcending Divisions: Israeli/Palestinian Relations

Dr. Saliba Sarsar from Monmouth University will guide the audience through a viewing of two short films, *The Present* and *Admissions*. Both films depict the challenges present in Israeli/Palestinian relations but in different ways – one by highlighting the dehumanization at the border and another by emphasizing the importance of forgiveness. Film viewing will conclude with a Q&A.

Sponsored by Global Citizenship Project and the History Department

Thursday, March 31, 3:00 p.m. – 7:00 p.m., Bankier Library

Human Library

Challenge your own biases and come to the Bankier Library to check out a “book.” At this event, people are open books willing to share their story and engage in a conversation with “readers.” This event will provide a safe space for dialogue and an opportunity to ask difficult questions.

Sponsored by Global Citizenship Project, Bankier Library, and the Community College Opportunity Grant

Thursday, April 7, 11:30 am – 1:00 pm, Student Life Center, Navesink Rooms

International Festival

Each spring the International Student Associations hosts the annual International Festival. The festival is intended as a multicultural celebration, featuring ethnic food booths, dance and music, arts and crafts, and cultural booths. Several Brookdale clubs and organizations, and individual students are involved in the festival representing their unique international or cultural significance.

Sponsored by International Student Association, Student Life and Activities, and International Education Center

Thursday, April 14, 1:30 p.m. – 4:15 p.m. (Location TBD)

Special Afternoon World War II Program - Transcending Divisions Initiative: The Mühldorf Train of Death Film Viewing

In the last days of World War II, on 25 April 1945, the Nazis committed one of their last atrocities. A train with over 3,600 prisoners in 60 to 80 wagons departed from the concentration camp at Mühldorf, conveying mainly Hungarian Jews southwards to Tyrol. Declared goal of the Nazis: none of the prisoners should survive the end of the war. Laszlo “Leslie” Schwartz was 14 years old at the time and probably the youngest prisoner on this train of death. In the film, six teenagers accompany Leslie as they retrace the journey of the train of death, supplementing the emotional memories of Leslie Schwartz with their own archival research and encountering “forgotten resistance” in their conversations with German contemporary witnesses.

Sponsored by Center for World War II and Conflict Resolution and Global Citizenship Project.



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Monday, April 25; 7:00 p.m. – 9:00 p.m., Student Life Center, Twin Lights I and II

Global Citizenship Awards Ceremony

At the 11th annual Global Citizenship Project (GCP) Awards ceremony, Brookdalians will be celebrated for their globally minded coursework and/or their service to the community.

Sponsored by International Education Center, Global Citizenship Project & Student Life & Activities.

Free and open to the public.

