

Curated by Ashley Zampogna-Krug,
Faculty Liaison to the International
Education Center

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GLOBAL CITIZENSHIP PROJECT NEWSLETTER

TRANSCENDING DIVISIONS BY FINDING JOY

By Ashley Zampogna-Krug, Associate Professor of History

“This is what we really need now. Harmony among the seven billion human beings.” the Dalai Lama (269)

We are a year into our Global Citizenship Project theme, Transcending Divisions. We hosted a story exchange, built a Human Library, learned about both sides of the Palestinian/Israeli conflict, went on a “World Walk” through Tom Turcich’s stunning photos, and practiced civility. Now it is time to prepare for the GCP’s spring 2023 Global Read, *The Book of Joy: Lasting Happiness in a Changing World*. The book could not be more fitting or timely for our college as we welcome the arrival of a beautiful new Wellness Center. We are living in troubling times that have divided our societies and taken a toll on our mental health. What if healing divisions was not only beneficial for our world but also for our physical and mental health? What if building community, rather than focusing on ourselves, was the key to finding and sustaining lasting personal happiness? According to the Archbishop Desmond Tutu and His Holiness the Dalai Lama, our ability to repair our world is inextricably linked to our capacity to cultivate joy.

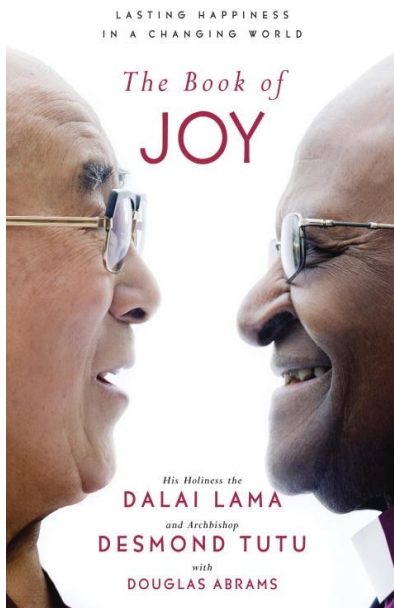
“We were wired for this complementarity, this togetherness, this being family. And even if you think it is sentimental, it isn’t sentimental. It’s for real.” Desmond Tutu (270)

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SPECIAL POINTS OF INTEREST

- *The Book of JOY* is the 2023 Global Read
- Faculty share successes in globally enhanced classes
- Two students share their GCD experience
- Five DACA students return from Mexico
- Chhange is still here to offer faculty support
- The fall semester is packed with exciting global events!



THE GLOBAL READ CONT.

These two global spiritual leaders are no strangers to tragedy, discord, and suffering; yet they have joy. Desmond Tutu witnessed unimaginable violence and suffering during apartheid in South Africa which caused him great sorrow. Sadness might seem like the antithesis of happiness, but the Archbishop reminds us that it is a key ingredient to achieving compassion, one of the most important pillars of joy and a necessary trait to transcend divisions in our society. New studies in psychology are also exploring the benefits of mild sadness like improving judgement and memory.

In the text, the Dalai Lama reflects on his own life in exile and the continued suffering of the Tibetan people at the hands of the Chinese government. When the Archbishop asked the Dalai Lama if he has forgiven China for the harm it has caused his people, he responded that he has. Forgiveness is one of the pillars of joy. Yet, the Dalai Lama reminds us that to forgive does not mean to forget or to let unethical actions go unchallenged. While the Dalai Lama does not react against China with anger, he does speak out against the Chinese occupation of Tibet.

“Forgiveness does not mean we forget. You should remember the negative thing, but because there is a possibility to develop hatred, we mustn’t allow ourselves to be led in that direction – we choose forgiveness.” the Dalai Lama (233)

INTERDISCIPLINARY CONNECTIONS

[Neuroscience and Psychology](#)

[Business](#)

[Biology, Anatomy, Physiology, and Health Sciences](#)

[History, Philosophy, and Political Science](#)

[Sociology and Anthropology](#)

[Technology](#)

[Humanities: English, Art, Design, Communications, Theater](#)

Joy Practices

“Many of these practices appear to integrate and harmonize the brain so that we can respond to the inevitable challenges of life with less fragmentation and more integration, less fear and anger and more ease and joy.” (310)

The beautiful thing about *The Book of Joy* is that it is truly interdisciplinary by bringing together seemingly divergent disciplines all in the pursuit of finding joy and addressing difficult global challenges. The humanities find common ground with neuroscience. The benefits of meditation, spiritual practice, and ethical contemplations find scientific support in the truths of anatomy and physiology. It is through interdisciplinary harmony that we will find solutions to our most pressing challenges.

You are the experts in your field. The interdisciplinary connections highlighted on the left are intended to grab your attention and invite you to consider integrating *The Book of Joy* into your curriculum in big or small ways. There will be an interdisciplinary teaching guide in the GCP Canvas course. Additionally, we will be hosting a virtual and in-person screening of *Mission: Joy* this fall, which includes footage of the conversations between the Dalai Lama and Archbishop Tutu during their week together in Dharamsala while creating *The Book of Joy*. Please join us in this campus-wide effort to explore and practice joy.

“The only way out of this drunken stupor is to educate children about the value of compassion and the value of applying our mind. We need a long-term approach rooted in a vision to address our global challenges. This would require a fundamental shift in human consciousness, something only education is best suited to achieve.” the Dalai Lama (272)

THE PURPOSE AND PROCESS OF GLOBALIZING THE HISTORY OF RENAISSANCE ARCHITECTURE

By Elisa Elorza (CVA Gallery Coordinator, Design Adjunct Faculty, and Global Architectural History Teaching Collaborative Member)

Globalizing a course focused on Renaissance architecture may seem like a task at odds with itself. The Renaissance is typically viewed as a fixture in Western culture, not one that is global. However, the experience of globalizing ARCH 246: History of Renaissance - 19th c. Architecture, has been an opportunity to work beyond any apparent conflict, and instead explore how we may better understand and engage with Western culture when we position it within the global.

The globalization of course content in art and design history is not a straightforward endeavor. Simply adding more information to the traditional Western canon of art or design history does little more than confuse introductory survey courses by overwhelming new students with too much content. Furthermore, it fails to dislodge the paradigms and cosmologies of canonical history, leaving students to try to understand global content using Western context.

In the History of Renaissance architecture, we have been experimenting with globalized learning using several strategies. Those include: pluralizing what types of content get included; varying the classifications and organization of material; and imagining new ways of knowing that make new content. There is a lot to unpack there, but I'll focus on one example of how we have reimaged the classification of our course material as a strategy to globalize the history of architecture.

According to the traditional, Western historical narrative, modern design began in the early 20th century when architecture freed itself from historical styles and shifted focus to functionalism. While some believe that Modernism has continued through the 20th and 21st centuries-

evolving, but perpetuating; others see it as a period terminating with the destruction of the federally funded St. Louis housing project Pruitt-Igoe. That demolition in 1972 marked the failure of a tenet of early Modernism- the idea that good design can change the world for the better; or, in the instance of Pruitt-Igoe, that well-designed housing could solve all the problems facing under-served populations living in poverty.

There is, however, a broader, more global view of modernism. In A Global History of Architecture, Mark Jarzombek works "to present every historical period in terms of its own challenge, and in the history of architecture as the history of successive and often dramatic changes...(that) have always challenged the norm in a way that we, in our age, would call modernity." (xii) Understanding the idea of modernity as Jarzombek presents it becomes a way to understand the Renaissance as one apex among many across the horizon of histories. This innovative, global, classification of content prepares our students to appreciate and engage with the diverse and contemporary world that they are graduating into.

The strategies we have employed create an environment where students can begin to imagine the global history of design as a way of learning about the world's history of architecture, but also our local, U.S. history of architecture as a part of the global. In the first semester that we began working with global content in ARCH 246 many students offered feedback that convinced me that globalizing course content is a valuable endeavor. Perhaps one that could even engage early Modernism's utopian goal of bettering the world. I'll give one of those students the last word on the value of globalizing course content:

"Before coming to this class (and taking other architecture history classes), I felt as though I did not think as globally as I do now, nor did I ever really question it. Living in the US and going to school here (elementary through high school) the importance of history has always focused mainly on the US. Of course there were subjects we learned about that took place elsewhere but it always circled back on the effect it had on the US, never so much about the other countries. I now believe that it is important for everyone to think globally because it lets us as humans connect and relate to each other more."

Fall 2020 ARCH 246 student



[Are you a faculty member interested in global learning?](#)

Funding is available to faculty members who globally enhance classes that are not already designated as "CG" (cultural and global awareness) in the course catalog. To be eligible for funding, a class must (1) meet the minimum requirements (see below), (2) offer a short description on our website, (3) require students to complete a short assessment survey.

[The minimum threshold for a globally enhanced class:](#)

GCP 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). To see our current list of globally enhanced classes please go to: <https://www.brookdalecc.edu/international/global-citizenship/globally-enhanced-classes/>

For faculty wishing to learn more about globally enhanced classes and the benefits of diversity in the classroom, please refer to our [researched guide](#).

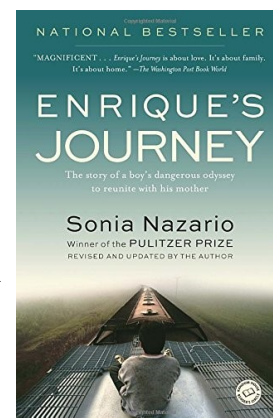
BEYOND THE PAGE: IMPLEMENTING “TRANSCENDING DIVISIONS” IN READING CURRICULUM

By Brooke Batchler, Associate Professor of Reading

The word for “crisis” in Chinese is a combination of two characters which translate into English as “dangerous” and something like “change point.” While this Chinese term was referenced in the past in famous political speeches and even peace talks in the Middle East, it rings true today and was one of the significant themes explored in my classroom last year. Sometimes taking risks requires “dangerous” steps forward which then allow change to happen, and opportunities open for us. Using Sonia Nazario’s book *Enrique’s Journey*, my READ 092 and 095 students read a firsthand account of a young boy who learned the hard way how to make lasting change in his life by taking serious risks. Along the way, he broke the barriers of his own culture and restraints as a poor child in Honduras to find his mother and make a life with her in the United States.

Enrique’s story is not a new one. Nor are the many stories of immigrants we read about in books or hear on the news. They are stories of

people willing to take risks to encounter change for the better. Written in the early 2000s, Enrique rides the El Tren de la Muerte, or the “death trains” of Mexico to reunite with his mother in the U.S. His story is particularly fascinating because he took the arduous journey not once or twice but eight times before he successfully crossed the Texas border from Mexico. Initially, I was reluctant to use this book with all the political issues currently associated with immigration, but it is just too valuable not to. And despite a few heated but friendly classroom and online discussions, my students thoroughly enjoyed the book and some even learned to see beyond their own misgivings about migrants who escape poverty and persecution in their own country for a better life in another. One student wrote in her end of course survey, “...this is a great book and I would truly recommend it for your next class. This book has life lessons in it that I think we all need to hear.”



One student wrote in her end of course survey, “...this is a great book and I would truly recommend it for your next class. This book has life lessons in it that I think we all need to hear.”

As a veteran member of the Global Citizen Project and an instructor of globally enhanced classes (GECs), I work diligently to incorporate not just print activities that encourage open mindedness of cultures and backgrounds different than ours but experiences outside of the classroom as well. My students visited the World Walk exhibit at the CVA last winter. This photography display followed the travels of a New Jersey man who encountered a variety of cultures different from his own plus featured a written account of the appreciation he gained of the people he met on his “walk.” During Civility week, Professor Zampogna-Krug hosted a panel of immigrant students here at Brookdale who shared their experiences of living and attending college in a country in which they were not born. My own students’ reactions to what their fellow Brookdallians said and felt was priceless and certainly drove home the importance of GCP’s “transcending divisions” theme now more than ever. Additionally, the Human Library event hosted here at Brookdale in the spring was an impressive newcomer to Brookdale and although few of my students participated, I will highly recommend their participation next time around. The opportunity to “unjudge someone” which the Human Library advertises fits so well with what GCP encourages in the classroom and throughout our college community.

Looking forward to this year, my students will read and discuss books such as Trevor Noah’s *Born a Crime* and *The Girl who Smiled Beads* by Clemantine Wamariya. Both stories focus on real life characters who overcame dangerous life experiences like racism and civil war to promote positive change in their birth countries and beyond. Noah, a victim of apartheid in South Africa and Wamariya, a Rwandan refugee, speak about using crisis as an opportunity for good and the value of dealing with and overcoming trauma. Both books align well with what I believe is one of the things the Global Citizen Project is trying to accomplish at Brookdale and what I hope to nurture in my own classroom. I am excited for opportunities this school year to integrate events and activities across campus that will do just that. I urge other faculty to do the same. You never know what lasting impact it may have on our students.

CHHANGE FELLOW- SHIPS AVAILABLE

Chhange, The Center for Holocaust, Human Rights and Genocide Education, is accepting proposals from faculty for the newly created Professors Seymour Siegler and Jack Needle Teaching Fellowship.

Up to three competitive fellowships will be awarded to faculty who integrate Chhange's exhibit, library, and/or archives into an existing or new course. This fellowship includes a stipend award, an orientation workshop, and assistance from Chhange staff and is open to both full-time and adjunct faculty. Chhange encourages proposals from all disciplines across the college.

Chhange was founded at Brookdale Community College in 1979 by Professors Sy Siegler, Ph.D. and Jack Needle. Chhange's mission and work are grounded in developing innovative Holocaust, genocide, and human rights education to promote the elimination of racism, antisemitism, and all forms of prejudice.

Each year, Chhange hosts at least 70 programs that reach up to 25,000 students, educators, and community members. The Center is home to the permanent exhibit *Journeys Beyond Genocide: The Human Experience*, featuring three instances of genocide: the Armenian Genocide, the Holocaust, and the Genocide against the Tutsi in Rwanda. The Center also houses the only Holocaust/genocide archives in the State of New Jersey and a 6,000-volume library attached to the BCC library system.

Meetings and selection of resources will take place during Fall 2022 for implementation in Spring/Fall 2023. Selected applicants will be awarded a \$500 grant upon completion of the terms of the fellowship, including:

- Submission of a one-page proposal that describes the course and/or syllabus and includes how Chhange content may be integrated
- Completion of an orientation to Chhange
- Two consultations with Chhange staff to develop course design and content
- Post-course debrief with Chhange staff.

For more information, please call (732)-224-2074. To submit a proposal application, please send a one-page proposal (500-750 words) and current resume/CV with the subject line "Siegler- Needle Teaching Fellowship" by **September 30** to sara.brown@chhange.org.

CHHANGE IS HERE TO HELP FACULTY ENHANCE THEIR CLASSES

By Debbie Mura, Professor of Journalism

As Brookdale continues to explore the theme of Transcending Differences, the Center for Holocaust, Human Rights and Genocide Education (Chhange) wants to remind everyone that we are here to help you seamlessly integrate the topic into your courses, regardless of your discipline.

Chhange works with instructors to tailor programs, exhibit tours and guest speaker engagements to specific courses, providing students with a deeper, more personal understanding of program themes. Holocaust survivors and other Chhange-provided speakers provide first-hand testimony to students not just in history courses but those in health sciences, art, psychology, and many more.

Chhange's permanent exhibit on campus, *Journeys Beyond Genocide: The Human Experience*, is open for in-

person student tours. *Journeys Beyond Genocide* engages visitors with the human story of the Holocaust, the Armenian Genocide, and the 1994 Genocide against the Tutsi in Rwanda. Professors are invited to schedule tours for their classes or encourage students to arrange their own tours for extra-credit or other assignments.

Additionally, Chhange's YouTube channel now provides a variety of programs on topics ranging from genocide survivor testimony to modern masculine identities and much more. These programs are available to be viewed at any time. Visit <https://www.youtube.com/user/ChhangeBCC/videos>

To register for a tour or arrange for a class speaker, contact info@chhange.org or dmura@brookdalecc.edu.

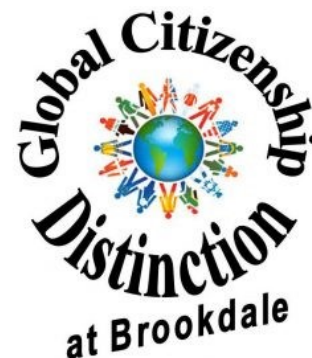


THE GLOBAL CITIZENSHIP DISTINCTION (GCD) INITIATIVE

By Dr. N. Rajkumari Wesley, Professor of Psychology

The Global Citizenship Distinction Initiative 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 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 strong connection between academia and world issues is not new—it is woven into the content of every discipline. The purpose of the GCD initiative is to foster a deeper understanding between the two, thus helping students face the challenges of the future by being better prepared, and with an understanding of their unique roles in the changing horizon world-wide."

Through the International Students' Orientation, Honors Orientation, and several other college-wide announcements, we recruit new students into the GCD Program. We have monthly GCD meetings where the cohort discuss and 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, TIN, Student Life, 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, 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 "Mental Health" 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.

We are grateful to all faculty who have globally enhanced their classes and call upon our peers to join this special group. Furthermore, we owe our deep gratitude to several individuals and services like Student Life, the Teaching & Learning Center, College Relations, The Bankier Library and the Office of Diversity and Inclusion among others, for working with us throughout the year.

Please share 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!

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. Students who are interested in joining the GCD Program can complete the registration form found at <https://www.brookdalecc.edu/international/global-citizenship/global-distinction/>

For additional information, please contact the Global Citizenship Distinction faculty Coordinator: Dr. N. Rajkumari Wesley, Professor of Psychology, Office phone: 732-224-2170, Email: rwesley@brookdalecc.edu

Fall 2022 (GCD) Meetings:

Tuesday, September 20, 4:30 p.m. – 5:30 p.m. - Orientation & Kick-off

Tuesday, October 4, 4:30 p.m. – 5:30 p.m. - Monthly Meeting

Tuesday, November 1, 4:30 p.m. – 5:30 p.m. - Monthly Meeting

Tuesday, December 6, 4:30 p.m. – 5:30 p.m. - Monthly meeting

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

OUR EXPERIENCE IN THE GLOBAL CITIZENSHIP DISTINCTION PROGRAM

By Belinda Asamoah, Nursing and Creative Writing Major and Sophia Jimenez, Architecture Major

Most institutions today value diversity and inclusion. When an institution is diverse and inclusive, creativity and productivity increase. These qualities do not develop overnight: for an institution to be diverse and inclusive, it starts with its ability to develop a better understanding and respect for different nations and cultures. As students, we all hope to graduate from Brookdale as Global Citizens who understand, respect and care for people with diverse backgrounds.

This important goal is being made attainable through our active participation in the Global Citizenship Distinction Program at Brookdale. This past academic year, we were fortunate enough to see the world beyond our own backyards. We students had picked the theme “Human Trafficking”, and spent a lot of time probing this topic deeper.

With the guidance of our faculty advisor, Dr. Raj Wesley, and the encouragement from Dr. Janice Thomas, Director of the International Education Center, we were able to view this issue on a broader scale, through our collaboration with Pontificia Universidade Catolica de Goiás in Brazil. It was one of the first ever such projects at Brookdale, where we worked as a group with our fellow students in Brazil, under the banner of Collaborative Online International Learning (COIL) Project. It was an enriching experience: through this partnership, we have developed an excellent rapport with our peers in Brazil, and we now have a deeper understanding and respect for their culture.

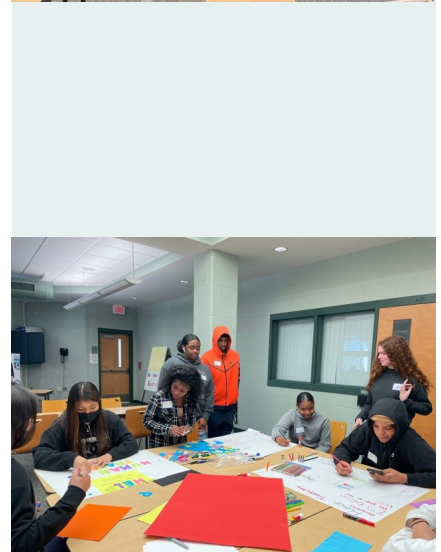
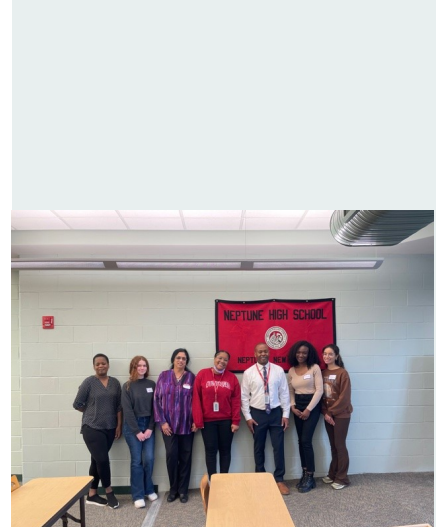
“These collaborations have been instrumental in helping us build a strong network which is beneficial in creating more opportunities for us to excel in our college careers and beyond”

Additionally, we focused on the theme of Human Trafficking, spreading awareness by being engaged in activities like last year’s Civility Week Panel at Brookdale, Designing and displaying Posters, conducting a Workshop at Neptune High School, and holding a Spoken Word Night, to creatively bring awareness to this important issue. It took a great deal of planning and interacting with the entire Brookdale community from students to administrators, and the Neptune School District. Finally, executing the Workshop with our GCD peers, faculty from the high school, support from Ms. Angela Kariotis’s Office of Diversity and Inclusion, and our own advisor Dr. Wesley, was a wonderful and worthwhile learning experience! We certainly are inspired and waiting to go back and do more!

Our involvement in the Global Citizenship Distinction Program has been critical in providing us with a well-rounded

and harmonious education here at Brookdale, which is a step taken in the right direction to shape us into being Global Citizens, who will certainly have positive impacts in our communities and workplaces. It has enabled us to develop a broader vision, perspective and commitment for our role in shaping the world to become a better place.

We are now excited at what unfolds in the coming year, as we plan to layout our current theme of “Mental Health”. We look forward to working with different factions at the College and beyond, to guide students and the community, in what it means to have a complete sense of health and well-being. It is a vital issue that concerns the entire global community, and we cannot wait to do our best.



Please contact us for any information you may need:

Belinda Asamoah
Email: basamoah1@my.brookdalecc.edu

Sophia Jimenez
Email: sjimenez3@my.brookdalecc.edu

DACA STUDENTS RETURN FROM MEXICO

By Ashley Zampogna-Krug, Associate Professor of History and Cristian Aparicio, Computer Science Major

This summer, four current Brookdale students and one alumna participated in the Arizona Dream Act Coalition's *Summer of Dreams* study abroad program. This study abroad program is unique in that all applicants are DACA (Deferred Action for Childhood Arrivals) recipients, and the purpose of the experience is to allow individuals who were brought here as children to reconnect with their families and their heritage. DACA recipients cannot travel abroad like a citizen or a non-citizen here on a visa; therefore, most have never been able to return to their home country. They must apply for Advance Parole, which when approved, grants them permission to leave and re-enter the country. Yet, there are still risks and challenges. Under Advance Parole, individuals must request to leave the country at a specific time and under qualifying criteria such as a death in the family, career related travel, or an educational program. Furthermore, there is no guarantee that the individual will be approved for re-entry to the United States. All of these factors can have a deep psychological impact.

The students spent a few weeks with their families in varying regions of Mexico and then convened as a whole group in Oaxaca, where they had a true study abroad experience filled with food, museums, hikes, and other cultural encounters. Cristian Aparicio, one of the travelers and a current Brookdale student, shares the impact of the *Summer of Dreams*.

“One feeling that I couldn’t get rid of, regardless of how hard I tried was me feeling like a guest in my home country. Every day that I woke up it felt like I was a visitor, like I wasn’t part of Mexico. I realized that time has left me behind. My aunts are grandmas, my cousins are married, and three of my grandparents are no longer with us.”

During my visit to Mexico, I got the opportunity to experience what is like to live in Mexico. This opportunity allowed me to realize so many things when it comes to my personal life and see things from a different perspective. I was fortunate enough to have family that allowed us to have a place to sleep. Staying with my family made me appreciate everything that I have and who have I become. For example, one of the main things that I noticed was how difficult it is to navigate from place to place in Mexico. One of the easiest ways to get around is public transportation, but you’re always at risk. In Mexico, it is common for someone to get robbed. I remember how my family members talk about being robbed like it was a regular day for them. In the United States someone is less likely to get robbed just by having your phone out. One does not feel safe walking alone in the streets of Mexico. Just like every country has their ups and downs Mexico is no different. Mexico is well known for the scrumptious food that it has to offer and let me tell you, in this visit Mexico did not disappoint. We

were able to eat delicious cuisines like quesadillas de chicharron prensado, enchiladas mineras, and tacos campechanos & machito (this is the intestines of the animal). These foods will forever reside in my palate, and I believe that everyone should have the opportunity to taste these tasty foods at least once in their lifetime. One feeling that I couldn’t get rid of, regardless of how hard I tried was me feeling like a guest in my home country. Every day that I woke up it felt like I was a visitor, like I wasn’t part of Mexico. I realized that time has left me behind. My aunts are grandmas, my cousins are married and three of my grandparents are no longer with us. This was an eye opener for me because it forced me to notice that I could be doing more with myself and that there is more room for personal improvement. I want to share this experience because I would like other students who are DACA recipients to experience this same feeling of being able to understand where they come from and hopefully help them grow as a person like I did.



Thank you to all who helped make this opportunity possible by making a donation or participating in our fundraisers. Special thanks goes to the Greater Red Bank Women's Initiative, the Brookdale Foundation, Triumph Brewery, Dos Banditos, and the International Education Center for making the summer of dreams a reality.



Please join us Friday, November 4 at 12:00 pm on Zoom for a screening of *Outbound/In* and a Q&A with the project creators. More details can be found in the list of fall events at the end of this newsletter.

OUTBOUND/IN: LOCATING WOMEN'S BOUNDARIES

By Diditi Mitra, Associate Professor of Sociology

Outbound/In: Locating Women's Boundaries, a documentary film by Shashwati Talukdar, is the product of a collaborative project between the filmmaker, Diditi Mitra (Brookdale Community College) and Nida Sajid (University of Minnesota) on Sikh migration from Punjab, India. The seeds for the project, however, were planted much before the idea of the film was born. It was Diditi Mitra's doctoral dissertation project on immigrant Sikh taxi drivers in New York City and her subsequent scholarly engagement with Sikh immigrants in the United States that forms the background for this film. Following Mitra's study on immigrant Sikh cabbies, her interests evolved into understanding the larger social, cultural and economic factors that influence Punjabi-Sikhs to emigrate, and specifically the gendered components of international migration from Punjab, India. Expanding her research to obtaining primary data in Punjab, thus, seemed the next natural step to better grasp the lives of the immigrants in America. It is Mitra's interest in the visual form which sparked the idea of collaboration with Shashwati Talukdar, who as a filmmaker, was also interested in the sociological dimensions of Sikh international migration.

Shashwati Talukdar had previously worked on the mural paintings of Garhwal in the Western Himalayas. Her work led to Sikh Studies. Talukdar developed an interest in the movement of the Sikh community in and out of Punjab in the eighteenth and nineteenth centuries. She became interested in the community's pathways of migration that went well into the twentieth and twenty-first centuries, something that Mitra had been studying for over twenty years. With time, the collaboration expanded to include Nida Sajid. Sajid's involvement in the project was motivated by her life-long interest in transnational justice movements and global histories of racialization. As a feminist human rights activist-scholar, Sajid introduces an intersectional and interactional lens for interpreting lived experiences, memories, and everyday practices of memorialization and authentically translating them into the sphere of academic research through audio-visual media.

The film, *Outbound/In*, thus presents only one piece of the puzzle on Sikhs, Punjab and international migration. That is, it focuses on three Sikh women (two of whom live in Punjab, and one lives in the United States) and their views on international migration. Each of these women inhabit different positions in the socioeconomic hierarchy of both India and America. They also differ on account of rural versus urban backgrounds, professional trajectories, intra familial relationships (particularly with their respective spouses) and experience with international migration. The larger narrative emergent from conversations with the three women offer much thought to questions about certain basic and faulty assumptions about what it means for women to be free and equal, particularly for women from the Global South.

“Our goal in presenting this film is to bring to the audience stories of Sikh women, and South Asian women by way of that, that are rarely heard. Differences among the women show the complexity of their lives that cannot be neatly classified into any one category. A nuanced analysis is, therefore, required to achieve a fuller understanding of Sikh women and their motivations, or lack thereof, to emigrate.”



Friendsgiving 2022 will take place on the patio of the Student Life Center, November 17 during College Hour. (Rain date TBA)

FRIENDSGIVING 2022

By Isabel Shaw, Journalism Major and Vice President of TIN

The Innovation Network (TIN), together with The International Student Association (ISA) and Women in Learning and Leadership (WILL) will host a Friendsgiving event on November 17th, 2022. The event is free and open to all Brookdale students.

TIN's theme for the Fall semester is "Better Together", and this event will be both a welcoming event for new students and a celebration of the diversity of the Brookdale community. Last year's Friendsgiving event, sponsored by TIN, was very successful and featured an array of purchased and home-made food, beverages, and desserts.

This year's event, sponsored by TIN, ISA, and WILL, will feature free food and beverages, games, prizes, activities, and guest speakers with a focus on having fun while meeting new friends in a relaxed, safe environment. Festivities will be on the upper level of the Student Life Center. (Raindate TBA)

"The 'Better Together' theme is aligned with the Global Citizenship Project's focus on 'Transcending Divisions' as students discover – through shared activities like Friendsgiving - that we are more alike than we are different" said Jeanette Falotico, TIN's President.

TIN hopes to include other clubs that may be interested in being a part of this project. Professors are encouraged to include credit for students who assist in the planning and running this event, thus helping new students navigate the challenging nature of becoming more involved in the Brookdale community.

For more information on the Friendsgiving event contact TIN:

Debbie Mura 732-224-2781

Elana Maloney 732-224-2735

Administrator

Student Life & Activities, 732-224-2788

Meetings

TIN Club meetings are hosted via Zoom every Tuesday during college hour. All are welcome. tin@my.brookdalecc.edu

CIVILITY WEEK: IMAGINE SOCIAL MEDIA CONSCIENCE (OCTOBER 17-21, 2022)

By Ave Latte (Professor of Education), William Ryan (Instructor of Spanish and ESL), and Stephen Fowler (Instructional Designer, TLC)

Social media allow us to interact with others, becoming part of global communities in ways previously unknown in history. Platforms such as Twitter, Facebook, and TikTok are shaping collective perceptions of ourselves, others, and the world. Social media creators and users often establish and maintain positive connections through these platforms. Such affiliations and affirmations can contribute to a sense of community and a greater common good.

However, there are increasing concerns regarding the practices of social media platforms and their effects. Manipulative algorithms and anonymous bots present the information we see in the form of user-specific clickbait intended to influence users' actions. User data is collected and sold, and users are carefully guided by predictive analytics to increase engagement and profit. Furthermore, social media frequently disseminate misinformation, hate speech, and violent political ideas which enter the mainstream, threatening civility and democracy.

In light of this complex situation, there are urgent calls for regulation for platform transparency and the right to privacy, without compromising free speech. In this regard, forms of civil discourse and rational deliberation, in national and global contexts, allow for the critique of the harmful societal effects associated with social media. Moreover, civility—in behavior, action, and policy—provides the foundations for the reconstruction of the values of democracy in this emergent landscape of social interaction here and around the world.



Brookdale's Civility Statement: *"Brookdale Community College is committed to freedom of expression while maintaining a civil and ethical learning environment. We believe that a community composed of people with diverse backgrounds, perspectives, and abilities promotes learning and engagement. We are responsible for treating one another with respect and kindness regardless of our differences."*

We will consider issues relating to civility including topics in, but not limited to, the following contexts: the classroom, business, politics, international affairs, history, art and culture, personal relationships, online spaces, and stranger-to-stranger interactions.

- ⇒ Engagement with diverse cultures, communities, lifestyles, and identities
- ⇒ Conflict resolution
- ⇒ Civil discourse
- ⇒ Self-awareness and social awareness
- ⇒ Effective communication
- ⇒ Empathy and active listening
- ⇒ Nurturing health and well-being
- ⇒ Celebrating shared values and interdependence for the common good

During Civility Week we will discuss and seek responses to these questions:

- ⇒ How can we, as members of a democracy in the broadest sense, direct our social media conscience and our collective future?
- ⇒ What are the imperatives for a social media conscience that would sustain civil discourses and actions?
- ⇒ What are the roles of governments, businesses, civil society, and global organizations in the future of a civil and ethical social media landscape?

Please contact the Civility Week Committee Co-Chairs William Ryan (wryan@brookdalecc.edu), Stephen Fowler (sfowler@brookdalecc.edu), and Ave Latte (alatte@brookdalecc.edu).

FALL 2022 MEETINGS AND EVENTS

Global Citizenship Project Meetings:

Friday, September 30, 10:00 a.m. - 11:00 a.m.

Wednesday, October 26, 4:30 p.m. - 5:30 p.m.

Friday, December 2, 10:00 a.m. - 11:00 a.m.

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

International Education Advisory Council Meetings:

Thursday, September 29, 11:45 a.m. – 1:00 p.m.

Thursday, October 27, 11:45 a.m. – 1:00 p.m.

Thursday, November 10, 11:45 a.m. – 1:00 p.m. MAN 108 and via Zoom

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

FALL PROGRAMMING:

Transcending Divisions: The Political History of DACA and Advance Parole

Tuesday, September 27, 4:30 p.m. – 6:30 p.m. in Twin Lights II

Brookdale Alumna, Monmouth County YMCA Board Member and American Friends Service Committee on National Legislation, Red Bank, NJ Advocacy Corps Organizer Itzel Perez Hernandez will give a presentation on the political history of DACA and Advanced Parole highlighting how non-citizens have been and can be powerful actors in our democratic process. It is a collaboration between the Smithsonian planning committee, the campus club Dreamers+ and the International Education Center. This program complements the Smithsonian exhibit-MoMS Voices and Votes at Brookdale hosted by the Monmouth Museum from August 20 – October 2, 2022.

Sponsored by the Smithsonian Planning Committee, Dreamers+, & the International Education Center

Transcending Divisions: Brookdale's 2nd Annual Story Exchange for Empathy

Thursday, September 29, 4:30 p.m. – 6:30 p.m., SLC Butterfly Garden (Rain location: MAC 208)

The story exchange, facilitated by Diversity Director Angela Kariotis, intends to navigate and heal our divided world charged with a mission to cultivate “radical empathy.” We are looking for ten participants to be part of Brookdale's second-ever Story Exchange. 5 students and 5 faculty and staff to be paired with each other. Students will receive a swag bag and \$25 gift card for participating. Click [HERE](#) to register for the event.

Sponsored by the Director of Diversity and Inclusion/CCOG, Global Citizenship Project & International Education Center

Transcending Divisions: Indigenous People's Day

Monday, October 10

Time To Listen? Messages From the Indigenous People Of America

Monday, October 10, 10:30 a.m. – 1:30 p.m., Fee: \$45, includes lunch

Join us for a unique opportunity to receive and better understand messages and teachings from the native people of America. Please register for this event.

Filmmaker, Judit Papp will present a talk on her documentary, “1” The Message, a film providing insight into the Native American spiritual world and philosophy of life. Living among native people, listening to their stories, and seeing the world through their eyes moved her to invite individuals from various tribes living throughout the country to sit, share their experiences and offer a message in their own words.

Reuben Fast Horse, member of the Hunkpapha Lakota from Standing Rock Reservation in South Dakota, Chief Sitting Bull's Tribe will share his knowledge, experience, and skills offering further insight into the culture, struggles, and hopes of native people in America.

FALL PROGRAMMING CONT.:

“1” The Message: Film Screening and Discussion

Monday, October 10, 6:00 p.m. – 8:30 p.m., MAS 001

Filmmaker, Judit Papp will present her documentary, “1” *The Message*, a film providing insight into the Native American spiritual world and philosophy of life.

This compelling award-winning documentary is the result of her desire to spread awareness of current native situations, debunk the Hollywood image of native people, and emphasize the importance of our connection to nature, the planet and each other.

After the film screening, Reuben Fast Horse, member of the Hunkpapha Lakota from Standing Rock Reservation in South Dakota Chief Sitting Bull's Tribe, will participate in discussion and share his knowledge, experience, and skills offering further insight into the culture, struggles, and hopes of native people in America.

Indigenous Day events are sponsored by Lifelong Learning, Diversity and Inclusion/CCOG, International Education Center, and Wellness Center

Transcending Divisions: Culture Share with Personal Artifacts

Tuesday, October 11, 2:30 pm, Location TBD

The Tenement Museum's digital exhibition Your Story, Our Story encourages people from across the country to share personal artifacts that highlight stories of immigration, migration, and cultural identity. Join us to share a personal artifact or just listen to the stories. We will see how each story is part of the larger compilation of narratives that shape our nation.

Sponsored by the Global Citizenship Project, Diversity and Inclusion/CCOG, History Department, International Education Center

Civility Week: “Imagine Social Media Conscience”

October 17 – October 21

Click here for the full list of events: <https://www.brookdalecc.edu/civility-week/>

Social Media Around the World (A Civility Week Event)

Tuesday, October 18, 11:30 a.m. – 1:00 p.m., Location TBA

In this panel presentation we will hear from international students and learn how social media is experienced in different countries. Light refreshments will be provided.

Sponsored by International Education Center and International Student Association



Transcending Divisions: Outbound/In: Locating Women's Boundaries

Friday, November 4, 12:00 p.m. - 1:30 p.m., via Zoom

Outbound/In: Locating Women's Boundaries, is a documentary film by Shashwati Talukdar. It is the product of a collaborative project between the filmmaker, Diditi Mitra (Brookdale Community College) and Nida Sajid (University of Minnesota) on Sikh migration from Punjab, India. The film presents only one piece of the puzzle on Sikhs, Punjab and international migration. That is, it focuses on three Sikh women (two of whom live in Punjab, and one lives in the United States) and their views on international migration. Audience members will view the documentary and engage in a Q&A with the creators of the project. Join us via Zoom: <https://brookdalecc.zoom.us/j/92958680039>

Sponsored by the Global Citizenship Project, International Education Center, Sociology Department

THE GLOBAL CITIZENSHIP PROJECT

The Global Citizenship Project (formed in 2009) is a group of Brookdale employees, representing a variety of academic disciplines and programs, all of whom believe in the transformative power of learning, of pushing beyond boundaries and seeing past the self, of engaging with the world while in school.

GET INVOLVED!

Brookdale faculty and employees can engage by creating Globally Enhanced Classes, nominating students for [GCP Awards](#), and participating in the Global Read. All Brookdalians can contribute to GCP by writing articles for the GCP newsletter and by planning or attending globally themed events. For a sample of GCP's virtual events, please check out the [GCP Playlist on Brookdale's YouTube channel](#). For more information about the Global Citizenship Project contact Dr. Ashley Zampogna-Krug (azampognakrug@brookdalecc.edu) faculty liaison to the International Education Center.

FALL PROGRAMMING CONT.:

International Education Week

November 14 – 18

International Education Week (IEW) is an opportunity to celebrate the benefits of international education and exchange worldwide.

Transcending Divisions: Mission JOY: Finding Happiness in Troubled Times – virtual and in-person documentary screening!

Join us as we prepare for our spring 2023 Global Read, *The Book of Joy*, by viewing the documentary, *Mission: JOY*

Tuesday, November 15 – Thursday, November 17, Virtual Screening

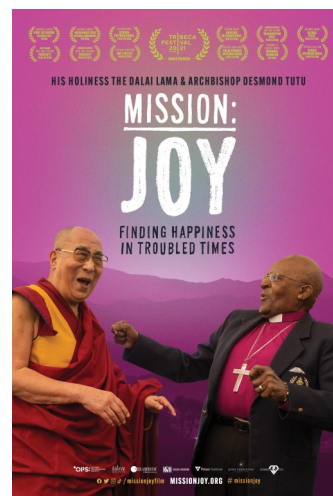
You will have access to the film for a 72-hour period to view the film on your own.

[Register](#) to receive link.

**Wednesday, November 16, 6:00 p.m.
MAN 105, In-Person Screening**

Discussion facilitated by Angela Kariotis, Director of Diversity and Inclusion

Sponsored by Global Citizenship Project, International Education Center, Student Life & Activities, Diversity and Inclusion/CCOG, Wellness Center



International Education Week Study Away Fair!

Tuesday, November 15, 11:30 a.m. – 1:00 p.m., Student Life Center lobby.

Join us for our fall study abroad fair! Learn about our summer 2023 faculty-led study away programs to Arizona, Costa Rica, Italy, England, Peru. Also learn about J-Term, summer, and semester programs in dozens of other destinations. We will have info about financial aid and scholarships. Enjoy free snacks, play games, and win prizes!

Sponsored by the International Education Center, Student Life and Activities, and the Office of Financial Aid.

Transcending Divisions: Friendsgiving

Thursday, November 17, 11:30 a.m. – 1:30 p.m., Student Life Center Patio (Rain date TBA)

The Innovation Network (TIN), together with The International Student Association (ISA) and Women in Learning and Leadership (WILL) will host a Friendsgiving event in connection with our annual theme “Better Together.”

Friendsgiving will feature free food and beverages, games, prizes, activities, and guest speakers with a focus on having fun while meeting new friends in a relaxed, safe environment.

The event is free and open to all Brookdale students. For more information on the 2nd Annual Friendsgiving event, contact TIN: Debbie Mura 732-224-2781; Elana Maloney 732-224-2735 Student Life & Activities, 732-224-2788

Sponsored by The Innovation Network (TIN)

“Voices of Survivors: The Leslie Swartz Story”

Tuesday, December 13, 11:45-1:15 on Zoom

Professor Marc Bonagura will present a lecture and discussion on the decade he spent working with Hungarian-born Holocaust survivor Leslie Schwartz with regard to how Mr. Schwartz found his voice for writing and speaking about the trauma that he experienced as a child in Auschwitz and Dachau.

Sponsored by SAGE and the Center for World War II Studies and Conflict Resolution