

# GEN ED SYMPOSIUM

Wednesday, May 2, 2018

9:30 am - 4 pm

Gothic Lounge, Hepburn 202

Celebrating student research and creative work done  
in Gen Ed courses.

[www.njcu.edu/gened](http://www.njcu.edu/gened) / @NJCUGenEd

## Program

9:30-9:50

### Coffee and Pastries and Greetings

- **Joshua Fausty**, Professor of English and Director of General Education
- **Daniel Julius**, Provost and Senior Vice President, NJCU

9:50-10:40

### Intersectionality, Identity, and Empowerment—Making a Difference

- **Antoinette Ellis-Williams (Moderator)**, Professor of Women's and Gender Studies
- **Imoni Elon Brooks**, Sociology major, "The Kween Kampaign," WGST 225: Women and Hip Hop. *In my Women in Hip Hop class we were asked to choose a dominant woman in hip hop to analyze using theory, identity, representation, and public sphere presence. From this analysis we develop a product that adequately represents the elements of our chosen hip hop artist. I decided to analyze rapper Young M.A using Black Feminist Theory, which explores intersectionality and personal/political protests. In her music, M.A discusses substance abuse, trauma, and depression. Through my analysis, I developed The Kween Kampaign, a non-profit organization for teen girls that would provide counseling, rehabilitation, poetry courses, and art classes.*
- **Andrea Fonseca**, English Education & Media Arts major, "Ishmael and Intersectionality: A Zine Project," WGST 110: Diversity and Difference. *In Diversity and Difference, we did a zine project that allowed me to reflect on the intersectionality of my own identity. The cultural identity project allowed me to explore how culture shapes individual and community identities. I took on the identity of Ismael, a fictional character, and explored cultural diversity and conflict. Ismael is a 16-years-old male, atheist, and vegan. He comes from a Christian family of hunters. Ismael lives on the streets with four other teens and has been raped. The theoretical framework I chose for Ismael was ageism, sexism, and religious oppression. The media entries I chose didn't portray Ismael positively. One of my media entries was an anti-rape ad by Dan Wit; Like most anti-rape ads, it was made for women survivors, not male survivors. This exclusion creates barriers that prevent the many male rape victims from reporting a sexual assault or choosing to seek help after a rape. In the cultural identity project, I further explored articles and media and connected them to the theories I chose.*
- **Maxine Antoine**, Media Arts major, "Pouvwa Pou Fi Ayisyen: Empowerment for Haitian Women," WGST: 220 Women and Leadership: Work and Community. *My signature assignment required me to create a toolkit that can be of use to the community that interests me using the different leadership theories we learned in class. I created a blog for Haitian women called Pouvwa Pou Fi Ayisyen: Empowerment for Haitian Women with the purpose of discussing social issues and current news that affects Haitian women. The principles of multicultural leadership that inspired me to create this toolkit were egalitarianism (I to We) and autonomy (Leaders as Guardians of Public Values). I wanted to create a platform where all Haitian people, especially women, can gain knowledge of what is going on today, and provide them with tools they can use in their lives. At the same time, I wanted to give a platform to those that do not identify as Haitian to learn more about our culture and to create an open space for all. This was done by making the blog in both English and in Haitian Creole.*

10:40-10:50

**Break**

10:50-11:50

## **Trauma and Psychology: Immigration, War, Animals, and Education**

- **Sabine Roehr (Moderator)**, Associate Professor and Chair of Philosophy and Religion
- **Sofia Madrid**, Psychology major, “The Trauma of Immigration,” ENGL 135: Place in U.S. Immigrant Literature. *How can it be possible to live with someone for 19 years, yet know nothing about their pain and suffering? Before conducting the Oral History Project, I knew my mother from an outsider’s perspective. I thought I knew her story as she migrated to New Jersey from Colombia, but I was very wrong. I knew nothing. My mom went from saving lives in the operating room of the most prestigious hospitals of Bogota to cleaning bathrooms on her hands and knees in Bayonne. She lost everything, but she also gained a new life for me. This project allowed me to rekindle the strong bond that I once shared with my mother. It has allowed me to look beyond my mother’s strong shell and dig deeper into the complexities of her life.*
- **Erica Salazar**, National Security Studies major, “Post-Traumatic Stress Disorder in Veterans,” LTED 380: Going Public: Literacy and the History of American Education. *For many years, the impact of Post-Traumatic Stress Disorder (PTSD) on veterans has been the topic of discussion among many health and activist circles. However, despite many studies, educational institutions have not given this issue a substantive place in a curriculum. For example, female veterans, who have been diagnosed with PTSD from combat and/or military sexual trauma (MST), or the rising issue of Secondary Traumatic Stress Disorder (STSD) in family members of military veterans, should be covered in general education courses on topics such as gender, sexuality, and psychology.*
- **Cristina Glogowski**, “The Therapeutic Role of Animals,” PHIL 397: Re-Thinking Animals: A Paradigm Shift. *This research project looks into why and how animals are a popular growing role in therapy. Animals have been known to decrease anxiety levels in people, because of their overall joyful nature. But, animals also help to decrease symptoms in people suffering from mental illnesses. In my research, I have found a significant positive change in people with dementia and autism and their symptoms. Studies have shown that those with DAT (Dementia Alzheimer’s Type) have an increase in socialization and a decrease in frustration when they have a companion animal. In DAT patients, they become very limited in their capabilities and their limitations begin to increase. Because of this, feelings of similar to those who suffer from depressive symptoms come up. With a companion animal, these symptoms begin to decrease because they begin interacting with something that interacts back with them. For children who suffer from autism, companion animals help give them a sense of interaction and help increase their interactive social skills.*
- **Alaa Salem**, Psychology major, “Psychology as a Subject in Middle and High School,” LTED 380: Going Public: Literacy and the History of American Education. *Psychology is not taught in elementary school, middle school, or even high school. Psychology is a necessity that should be instituted in the academic curriculum of all high schools in order to implement an understanding of mental disabilities and psychological development. High school students must understand that everything has a psychological meaning. Many students go into college not understanding what psychology is. Students assume that psychology is only based on studying abnormalities in people’s behaviors. The understanding of what psychology is and the different categories that lay within the psychology field will prepare*

*students for college. Implementing a psychology course requirement in high school would teach students about projection, defense mechanisms, denial, rationalization, and other psychological concepts that can be helpful in life.*

11:50-12:50     **Lunch**

12:50-1:50     **The Triangle Shirtwaist Factory Fire: Interdisciplinary Perspectives**

*The panelists study, represent, and remember the Triangle fire by combining personal and historical creative and scholarly approaches, to illustrate the powerful and lasting legacy of the fire and how it can be used and understood in dramatically different contexts.*

- **Edvige Giunta (Moderator)**, Professor of English
- **Donia Ayoub**, English: Creative Writing major, “Clara’s Voice,” English 319: Triangle Shirtwaist Factory Fire. *Ayoub connects the story of Clara Lemlich, a young garment worker activist who played a key role in the Uprising of 1909, and the author’s marginal and yet powerful involvement in the political revolution in Egypt in 2013.*
- **Natalie Mendez**, Public Health Education major; English/Creative Writing minor, “A Call to Remember: Advocacy and the Triangle Shirtwaist Factory Fire,” English 319: Triangle Shirtwaist Factory Fire. *Mendez intertwines reflections on writing a dramatic monologue in the voice of Triangle fire victim Sarah Cooper with reflections on the importance of voice in public health advocacy, the career of her choice.*
- **Sabrina Vargas**, Math Secondary Education major; Biology minor, “Numerology as Commemoration: A Numerical Representation of Those Who Died in the Triangle Fire,” English 319: Triangle Shirtwaist Factory Fire. *Vargas creates a commemorative piece in which she uses numbers from the lives of the Triangle women to represent them as victims but also as the people they were before their tragic deaths.*
- **Samantha Garcia**, Art major, “Now I See: Viewing the Triangle Fire as a Young Woman Artist,” English 319: Triangle Shirtwaist Factory Fire. *Garcia discusses her five paintings depicting the fire, highlighting personal and artistic reasons underlying her choices and connecting her work to other women painters.*

1:50-2:00     **Break**

2:00-3:00     **Application of Central Limit Theorem to Understand the Risk of Coronary Heart Disease**

*Cholesterol molecules are transported in blood by large macromolecular assemblies called lipoproteins, conglomerates of molecules including apolipoproteins, phospholipids, cholesterol, and cholesterol esters. These macromolecular carrier particles make it possible to transport lipid molecules in blood, an aqueous system. Different classes of these lipid transport carriers can be separated (fractionated) based on their density and where they layer out when spun in a centrifuge. High density lipoprotein cholesterol (HDL) is sometimes referred to as the “good cholesterol,” because higher concentrations of HDL in blood are associated with a lower risk of coronary heart disease. In contrast, high concentrations of low density lipoprotein cholesterol (LDL) are associated with an increased risk of coronary heart disease. Data from the Framingham Heart Study found that subjects over age 50 had a mean HDL of 54 and a standard deviation of 17. Suppose a physician has 40 patients over age 50 and wants to determine the probability that the mean HDL cholesterol for this sample of 40 men is 60 mg/dl or more (i.e., low risk). The panelists demonstrate how one can determine the risk level of heart attack by considering several scenarios.*

- **Debananda Chakraborty (Moderator)**, Assistant Professor of Math
- **Laura Gonzalez**, Biology major, Math 140: Statistics
- **Angel Madera**, Mathematics major, Math 140: Statistics
- **Bryant Menke**, Biochemistry major, Math 140: Statistics
- **Haydee Soriano**, Political Science major, Math 140: Statistics

3:00-3:10

## Break

3:10-4:00

## History as Usable Past

- **Jason Martinek (Moderator)**, Associate Professor of History
- **Martena Grace**, Biology major, “Tokyo and Wichita: Gun Laws and Safety,” HIST 245: Cities in History. *I compared the gun laws of Wichita, Kansas and Tokyo, Japan and analyzed them to understand how they relate to the safety of each city. I found out that Tokyo, Japan has the lowest crime rate in the world and the strictest gun laws in the world, while Wichita has the third highest crime rate in the United States. Guns are extremely accessible to anyone (of any age). My research explains how gun laws contributed to safety in each city.*
- **Colleen Hoffman**, History major, “Great American Fortunes: A History of Wealth by Muckraker Gustavus Myers,” HIST 347: Making History. *My project focused on Gustavus Myers’ most famous work, The History of the Great American Fortunes. My goal was to showcase how important this literary work was to the muckraking journalism in the late 19th century. Gustavus’ work and his three-volume opus is lost to history, however at the time his book was viewed as untouchable and almost was not published. Gustavus wanted to expose titans of industry for who they really were. His work, viewed as “gossip” and untrue yet was highly regarded in academic circles and well-cited into the 20th century. In my project, I tried to replicate the ostentatiousness of the Gilded Age in my design, and to bridge the gap from past to present, used fake tweets with actual quotes from these titans of industry. Gustavus Myers work should be commended: many journalists today still carry his torch and that is why The History of the Great American Fortunes is so important.*
- **Will Ospina**, History and Political Science major, “John Spargo and the Bitter Cry of Children,” HIST 347: Making History. *The Bitter Cry of the Children was written by John Spargo in 1906. Spargo was born in England, but moved to the United States after realizing the potential for socialism on this side of the Atlantic. The book was intended to shine a light on the harsh and horrific working conditions that child laborers were forced to endure in the late 19th century and early 20th century. The long hours and the dangerous work conditions children were exposed to, mostly by profit hungry employers, were put on display for the nation to read about. It also addressed the problem of poverty that many Americans were having to contend with during this era. The realities of child labor that he exposed shocks the nation. Things like, 25% of factory workers in the US were under the age of 18. Also, children who worked in factories from 1890-1910 worked anywhere from 50-70 hours a week; while only getting paid about \$1.50 a week. In addition, he mentions the horrific tales of how many children were maimed, killed, or left with life-long health conditions because of the hazardous work environment. The Bitter Cry of Children helped in drastically changing the labor landscape here in the United States. Although many laws have been passed to help protect children, child labor abuse cases are still occurring around the world including here in the United States.*

## Presenter Bios

**Maxine Antoine** is a 20-year-old Media Arts major with a 3.75 GPA. She is currently passionate about lighting music video and movie sets. Aside from her studies at NJCU, Maxine is pushing out a film she finished and will complete another film in May.

**Donia Ayoub** is an English major with a concentration in Creative Writing. She is a writing tutor at the HUB. She has presented at the NJCU Gen Ed Capstone Mini-Retreat in the Fall of 2017 as well as Spring of 2018.

**Imoni Brooks** is a 19-year-old Sociology major from Paterson NJ holding a 4.0 GPA. Brooks plans to become a detox counselor upon completion of her studies at NJCU. During her studies, Imoni has volunteered with several outreach programs on campus and works with the Student Government Organization's marketing committee.

**Andrea Fonseca** is a 19-year-old English Education and Media major in the Honors Program with a 3.9 GPA. She volunteers at a non-profit organization where she teaches students Galician music and Spanish. Andrea is part of the Teacher Training Program and hopes to inspire her current and future students through teaching literature and film.

**Samantha Garcia** is an Art major who specializes in painting and drawing and has a special interest in sculpture. She wishes to create art that appeals to the mind and the heart.

**Martena Grace** is a sophomore at New Jersey City University majoring in Biology. Her ultimate goal is to obtain a PhD or go to medical school. She migrated from Egypt to the United States when she was seven years and has lived in New Jersey ever since. Outside of school, she has invested her time in guitar playing and karate training.

**Cristina Glogowski** is a junior majoring in Psychology. She is a member of the National Society of Leadership and Success as well as the Golden Key International Society and looks to pursue her Master's degree after she graduates from NJCU next May. She hopes to one day work with mentally ill people as a psychiatrist.

**Laura Gonzalez** is a graduate of the University of Miami, where she completed a B.S. in Computer Engineering in 2011. Once she graduated, she spent time as a Technical Account Manager at Microsoft, as a private math tutor in Manhattan and Jersey City, as a personal aide, and as a Claims Coordinator at Adorama. She is attending NJCU in preparation for a career change. After needing physical therapy for foot and nerve injuries, she has been inspired to attend graduate school to become a physical therapist. What she hopes to do in the field is still up in the air, but one possibility is to become a hand therapist for professional video gamers, as gaming is one of her many interests.

**Colleen Hoffman** is a 25-year-old junior who majors in history and lives in Bayonne. She has loved reading and studying history her whole life. She loves English and American history, especially 20<sup>th</sup>-century American history.

**Angel Madera** is a double major in Mathematics and Economics. He recognizes that the study of economics requires an understanding of mathematics, and he is interested in mathematical applications in economics. His goal is to become an economist for a renowned firm.

**Sofia Madrid** is a 19-year-old Colombian-born first-year college student pursuing a career as a Clinical Psychologist. She is a Creative Writing English minor who hopes to publish her memoir one day. She is a member of the National Society of Leadership and Success and the National Society of Collegiate Scholars, where she holds the position of Vice President of Public Relations. She works at Liberty Science Center and All Saints Catholic Academy. She is passionate about yoga and hopes to become a certified yoga instructor one day. She considers herself to be an activist. She is a fighter for gender equality, mental health, and human and animal rights.

**Natalie Mendez** is a Public Health Education Major and English/Creative Writing Minor, and the mother of a three-year-old boy. She wants to combine her major and minor to become an advocate on many different fronts. She is a writing tutor at the HUB.

**Bryant Menke** is a sophomore Biochemistry major at the University of Nebraska-Kearney on the pre-medicine track. He attended NJCU for the spring semester as part of the national student exchange program. Bryant is taking Statistics to finish the requirements for the Math minor as well as fulfill prerequisites for medical school. Bryant enjoys snowboarding, golfing, strength training, and watching athletic events. This summer, he will complete an undergraduate research program at the University of Nebraska School of Medicine.

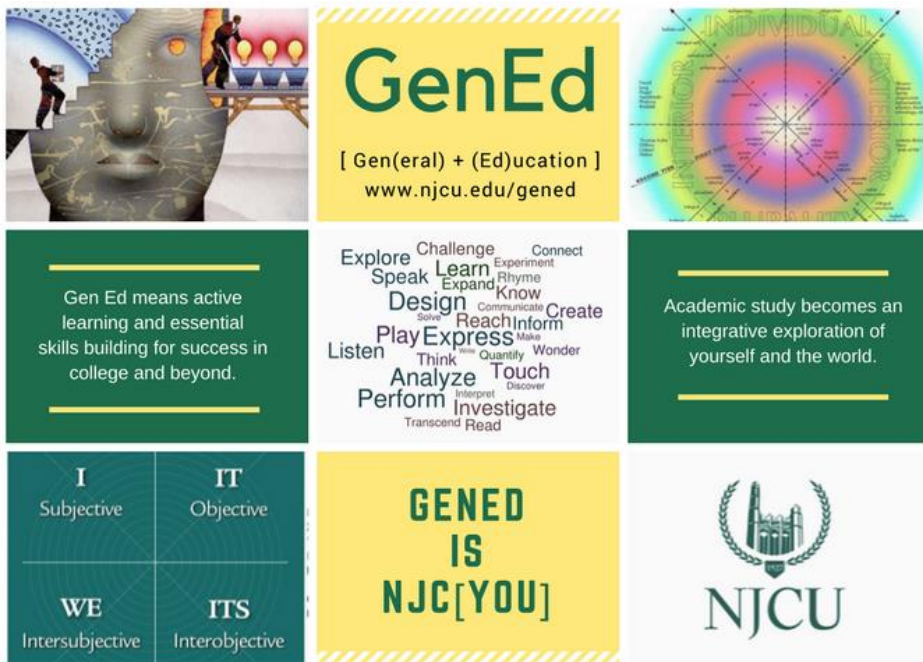
**Will Ospina** is a junior with a double-major in History and Political Science. He is a member of the NJCU Honors Program and intends to pursue his Masters after graduation next year. He hopes to be an educator one day.

**Erica Salazar** is a senior at NJCU in the National Security Studies undergraduate program and an Afghanistan War veteran who served in the U.S. Army from 2005-2013.

**Alaa Salem** is a 20-year-old junior born and raised in Jersey City. She is the youngest of four sisters with extremely supportive parents. Her goal is to become a psychotherapist to help others deal with stress and have normal lives. She hopes to graduate in May 2018.

**Haydee Soriano** is a first-year student in the NJCU honors program and a student ambassador. Her major is Political Science and she intends to go to law school to pursue a career as an immigration lawyer. As a first-generation college student, she plans to help immigrants like her parents to have a voice and ensure that they are able to live the American Dream.

**Sabrina Vargas** is a Mathematics Secondary Education major with a minor in Biology. She is a private tutor for Math and Sciences in her area and spent a semester working as a teacher trainee with NJCU. She is passionate about aiding others and hopes to do so at every turn.



The first annual General Education Symposium was made possible through the support of the office of the Provost and Senior Vice President. We wish to thank President Henderson, Provost Julius, the offices of the Associate and Assistant Provosts, the Deans of the three colleges and the School of Business, the department chairs, the faculty who teach in and support the Gen Ed program, and the students and faculty who submitted proposals and participated in this inaugural event. Thank you for helping us celebrate the excellent work done in Gen Ed classes. You have made this event possible.

Joshua Fausty  
Professor of English  
Director of General Education

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