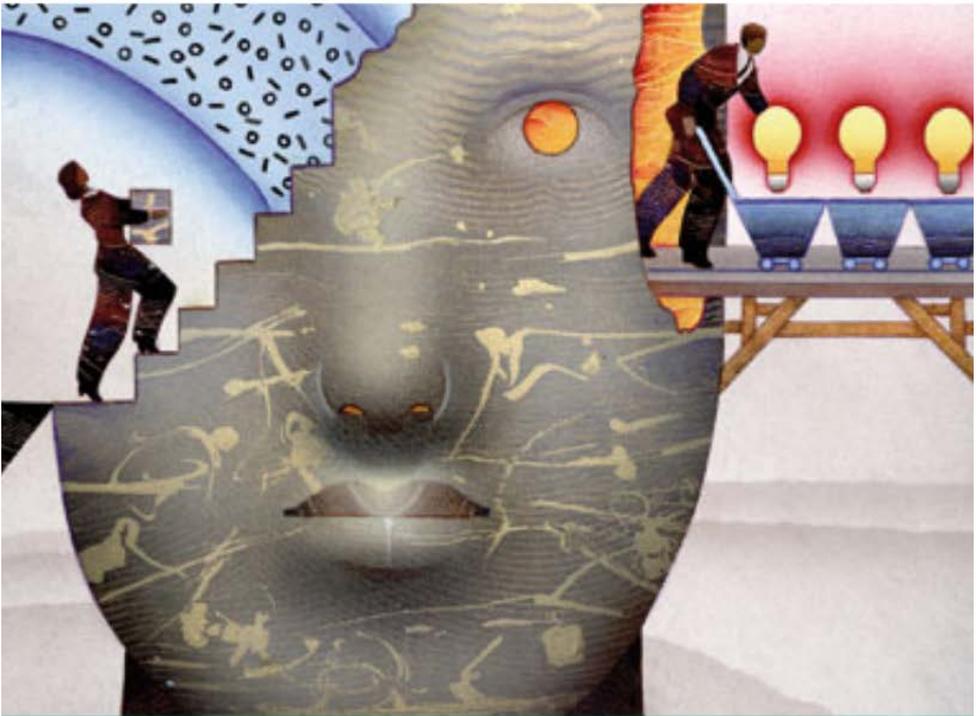


The Second-Annual
New Jersey City University



GEN ED SYMPOSIUM

Wednesday, April 24, 2019
9 am - 5 pm
Gothic Lounge, Hepburn 202

Celebrating student research and creative work done
in General Education courses.

www.njcu.edu/gened / @NJCUGenEd

We wanted you to **love** your Gen Ed experience. So, we asked faculty to design the courses they would most love to teach. **They did.**

Presenting the Gen Ed capstones.

Creative Writing in a Digital Age: Remediation, Sampling, Journaling, and Mixed Media Appropriation Students compose original works prompted by the emergence of digital platforms for the creation, consumption and dissemination of textual matter. Students adopt modes of writing—online journaling, texting, content scraping, appropriation, and remixing of found materials and study how such practices have emerged from the blog, SMS, social media, and wikis.

Girls, Girl Culture, and Girlhood Studies This course explores girlhood in the United States and globally. Students examine individual experiences, socially constructed definitions, and cultural representations of girlhood from interdisciplinary perspectives and consider how education, media, politics, families, and friendships shape girls' identities.

Going Public: Literacy and the History of American Education This course explores the history of public education in the United States. It covers aspects related to race, ethnicity, and culture. K-12 public education is the primary focus with topics including desegregation, standardized testing, and multicultural pedagogy, the teacher's role and experience, and significant historical events in education.

Latinos and Language in the U.S. This seminar explores ways that people of Latin American heritage use language. Topics include dialects of Spanish and Portuguese in Latin America, how these dialects are reflected in specific U.S. Latino communities, the connections between language and identity, and effective approaches to working with Latino students in the education system.

Making History Despite claims that we live in an era of historical amnesia, attendance at museums and other historical sites has never been higher. This course covers the theory and practice of public history. It features a class project in which you will work with your colleagues to create a public history exhibit.

P. T. Barnum: The Greatest Showman This course examines the extraordinary life of P.T. Barnum (July 5, 1810 - April 7, 1891). Students analyze the success of one of the most accomplished performers and businessmen of all time to realize

how the arts, psychology, sociology, and history in the U.S. were all radically altered by the tenacity and drive of one 19th century visionary.

Power, Politics, and Schooling: National and Global Contestations What is the purpose of education in societies aspiring to democracy? How has that purpose been conceived and realized, across cultures and time? How do current educational practices and policies reflect, achieve, or fail to advance schooling's democratic purposes? Students take up these questions by critically analyzing school reform as a site of political, economic, and cultural struggle, examining the history, players, and ideologies configuring contemporary controversies in national and international education policy. Students evaluate assumptions underlying school reforms; interests of constituencies advancing change; and the intended and unintended consequences, especially for historically marginalized groups.

Raising Literate Voices: The History of Empowerment through American Education Public schools are the mechanism through which U.S. residents attain literacy and gain access to the socioeconomic opportunities it affords, even though access has varied by student race, income level and/or ethnicity. This course explores the history of U.S. public school education tracing the role of literacy through major historical eras and it examines how literacy has continued to serve as the route to empowerment.

Re-Thinking Animals: A Paradigm Shift This course investigates the way society's attitudes towards animals have changed during the last decade by making use of Thomas S. Kuhn's notion of the paradigm shift. Students reflect upon changes in particular disciplines, such as cognitive sciences, and changing attitudes towards human use of animals in all spheres of society.

Riots, Rebellions, Revolutions: Civil Conflict and Violence This course critically examines the events of the Summer of 1967 during which several episodes of civil conflict took place in American cities, most notably Newark, NJ and Detroit, Michigan. These events, often referred to as "riots" or "rebellions," can also be seen as "revolutionary" in their impact on these cities and the nation as a whole. Students intensively research these events, explore their causes and consequences, apply theoretical perspectives from several academic disciplines to foster understanding of their genesis, and assess the prospects for urban unrest today in light of recent responses to inequality and injustice in cities like Baltimore, Ferguson, and Charlottesville.

Strange Fruit: A Song and Its Legacy “Blood on the leaves and blood at the root.” These are the opening words to one of the world’s most famous protest songs, named “Song of the Century” by Time Magazine in 1999. Its music and lyrics are often attributed to Billie Holiday, who first integrated nightclub. The song’s history spans many of the great social movements of the 20th century, from the history of lynching to Communism and anti-Communism to the alliance between American Jews and African-Americans in the struggle for civil rights. This course examines Strange Fruit’s social history, from its authorship in the mid-1930s through contemporary resonance with issues of racial and social justice and injustice. Students study the song in the context of early twentieth-century social history, investigating how the song resonates in literature, art, politics, and culture.

The Triangle Shirtwaist Factory Fire This course examines the Triangle Shirtwaist Factory fire of March 25, 1911. Students study representations of the fire in the context of early twentieth-century social history, investigating how the memory and significance of the fire has reverberated nationally and internationally in literature, art, politics, and culture for over a century.

Time The measuring of time is essential to us and the societies we live in. But what exactly is it that we are measuring? This course introduces students to the interdisciplinary study of time. Readings are drawn from historical and contemporary work in the social and natural sciences, philosophy, and literature.

Transgender, Gender Variant, and Gender Queer History, Identities, and Politics This course explores transgender and gender non-conforming lives in the U.S. and globally. Students examine historical and contemporary assumptions and definitions of gender identities using interdisciplinary frameworks. Disjunctions and overlaps of trans, intersex, or gender-variant identities, issues, and theories with feminist and queer theories are also interrogated.

General Education at NJCU culminates in the Tier III capstone course, taken in the final semester of Gen Ed. In the capstone, students develop, design, and present significant individual or group research and creative projects. The capstone provides a hands-on experience in which you will showcase the skills and knowledge you have gained in Tiers I and II and take them—and your critical and creative powers—to the next level. Because the capstone can integrate Gen Ed with the major, you are encouraged to consult with an advisor before selecting a capstone.

Questions? Visit www.njcu.edu/gened or email gened@njcu.edu.



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Second-Annual Gen Ed Symposium Program

9:00-9:05 Greetings

- **Joshua Fausty**, Professor of English and Director of General Education

9:10-10:05 **Blueprint for a Green Future: Opportunity, Obstacles, and the Green New Deal**

This panel explores the recent push for widespread environmental change known as the “Green New Deal” (GND), detailing the specific proposals of the initiative, the consequences of (in)action, and the reasons so many people have come out for—and against—the proposal. The panel will feature non-fiction research-based discussions by Reading the Environment students of the GND, as well as exploring this moment in environmental history through the prism of fiction and even a compilation of “Nature Journal” entries written in dialogue with contemporary eco-texts.

- **James Broderick** (Moderator), Professor of English
- **Tyshon Johnson**, “The Green New Deal: A Glimpse of America's Future.”
- **Kriscia Paet**, “Excerpts from a Nature Journal.”
- **Evan Collado**, “We Were All Born on Earth: The Challenge of Saving Our Home”
- **Mayada Muhareb**, “This Moment”

10:05-10:10 Greetings

- **Sue Henderson**, President, NJCU

10:15-10:50 **Making It and Making a Difference: Hunger and Success**

- **Leslie Godfrey** (Moderator), Adjunct Professor of Music
- **Fatou Faye**, “Hunger in Senegal, West Africa,” LTED 150: The Languages of Power and Social Justice. *I am Senegalese born and raised and my family and I were refugees in Senegal too. Growing up, there were a lot of struggles. Seeing people I knew and worked with go through hunger day by day without hope of change was hard to live with. I've experienced hunger in a way I never thought I would, and it led me to take dramatic steps to help others that I would like to share.*
- **Kelly Wu**, “The History and Future of Entrepreneurship,” MDT 374: P. T. Barnum: The Greatest Showman. *The value of the dollar has changed drastically since we came off the Gold Standard. Through an analysis of P.T. Barnum's career and life with the circus in relation to current data on small start-ups, the value of money can partially be perceived in regards to present and future entrepreneurship. From past and current data*

related to becoming a successful entrepreneur, predictions can be made on what it takes, financially speaking, to be prosperous in a self-startup.

**10:55-12:00 Developing a Capstone Project You are Passionate About:
Round-Table Discussion with Triangle Fire Capstone Students**

In this round-table discussion, six students discuss how they identified topics and developed capstone projects that enabled them to draw on existing academic and professional strengths, experiences, and interests—and sometimes develop new passions. Coming from different majors and working in different genres, these students illustrate how the Tier III capstone can be a unique opportunity for intellectual and creative growth as individuals and as members of an academic community.

- **Edvige Giunta** (Moderator), Professor of English
- **Mayada Muhareb**, “An Approach to Teaching the Triangle Fire in Elementary School.” *Explores approaches to teaching the Triangle Shirtwaist Factory fire in grades 3-5. The project includes a comprehensive lesson plan titled “Immigrant Families,” which focuses on the lives of those who died during the fire and those who survived. The lesson plan requires students to research their own families or others’ history to build on their knowledge of immigration. A variety of art activities are incorporated into the lesson to help children comprehend this tragic event and its aftermath in an age-appropriate manner.*
- **Julia Havilland**, “What If? Finding Myself in the World of the Triangle Shirtwaist Factory.” *A series of vignettes that explore connections between the author’s history and the lives of the girls who worked at the Triangle Shirtwaist Factory, especially those who died in the fire in 1911. The project creatively addresses the topics of immigration, class, women’s rights, and poverty. The project features a collage of photos from at the 2019 Triangle Fire Commemoration and the 1909 strike to accompany the narrative and essayistic exploration.*
- **Elizabeth Miller**, “Inside the Fire: A Soundscape of March 25, 1911.” *A multimedia project that is created with ProTools Software. Combining different sounds, the soundscape renders the author’s audio imaginative rendition of a normal workday as well as the day of the fire at the Triangle Shirtwaist Factory.*
- **Erika Perez**, “A Quilt for the Triangle Fire.” *Poems, flash nonfiction, testimonials, and images that map out the path that led the author, through her study of the Triangle fire and involvement in commemorative activities, to become aware of the fashion industry as a profit-driven system that today oppresses over 30 million garment workers.*
- **Natasha Persaud**, “How the Triangle Fire Led Me Back to My Family History: A Guyanese Woman’s Immigrant Story.” *Interweaving two narratives, the project considers how studying the Triangle fire and learning about the history of migration of the shirtwaist workers compelled the author to revisit the history of her family’s migration from Guyana to the United States.*
- **Emily Sierra**, “The Triangle Girls.” *A play modeled after Euripides’ The Trojan Women that features four characters that represent Jewish and Italian immigrants from the Triangle fire and Mexican and contemporary Peruvian immigrant labor workers to*

illustrate the ways in which the abuse of immigrant women has been cycled throughout history. Choruses that include the Triangle fire victims, families left behind in their country of origins, bosses/ upper management, and nativist/ anti-immigrant masses create a suffocating disharmony of voices.

12:05-1:00 Going Public: Capstone Projects on The History of Public Education

This panel highlights the capstone projects, and the process to complete them, created in Going Public: The History of American Public Education. The panel focuses on the two signature assignments and how the first project works as the research foundation for the second (and final) Tier III capstone project. The professor walks through the process for these two projects and panelists share their work, their own processes, and reflections on learning in a student-centered environment.

- **Michelle Rosen** (Moderator), Professor of Literacy Education
- **Eduardo Alay**, “First-Generation College Students: Measuring the Impact on Campus”
- **Jasmine Antunez**, “The Importance of Head Start Programs: Supporting Early Childhood Education”
- **Carleen Lopes-Silvia**, “Standardized Testing: Examining its Challenges in Public Education for Underrepresented Populations”
- **Christina Mezey**, “Division III Athletes and Academic Achievement: Understanding the Connections for College Athletes”

1:00-2:00 Lunch

2:00-3:05 Telling Our Stories: Health Narratives in Women’s Lives

Women are often talked about, talked through, or talked over in our society. Telling Women’s Lives counters injustice by offering opportunities for students to tell their own stories via autoethnography, a form of writing that requires radical honesty and vulnerability, before telling the stories of others through cross-generational oral history research. Medical professionals routinely disempower women through disbelieving their symptoms and making assumptions about their experiences. Panelists “speak back” to the medical industrial complex and normative assumptions about the healthy life.

- **Jennifer Musial** (Moderator), Professor of Women’s and Gender Studies
- **Ashley Warren**, “Medical Injustice”
- **Trina Bullock**, “Keep Fighting”
- **Nicole Pittar**, “A Dark Night”
- **Jessica Jones**, “The Truth about Cancer”
- **Ashley Stewart-Brown**, “Motherhood Experiences from Pregnancy to the First Year of Life”

3:10-3:55 Language, Power, Work, Stress: Communication for Change

- **David Blackmore** (Moderator), Professor of English

- **Cynthia Mohabeer**, “Medicine and Language,” LATI 350: Latinos and Language in the U.S. *As someone who works in the medical field, I see the barrier between language and medicine on a daily basis. The fact that we live in such a technologically advanced era in medicine but still cannot communicate properly with patients should be considered a problem of high priority. My capstone research project is on what doctors and medical staff are doing right to assist patients who speak a different language from them and what they can do better. I discuss how doctors communicate in the examining room and demonstrate how important communication is between doctor and patient.*
- **Juan Rosales**, “Refugee Rebellion,” SOCI 309: Riots, Rebellions, Revolutions: Civil Conflict and Violence. *In the spring of 1991, the shooting of an unarmed man who had recently immigrated to the United States by a police officer in the Mount Pleasant neighborhood of Washington, D.C. sparked three days of rioting, primarily by other individuals who were also recent arrivals. My paper examines the conditions (both short- and long-term) that allowed for the riot to occur, as well as responses from law enforcement and local officials, in addition to long-term repercussions for both the immediate community and the district.*
- **Crystal M. Davis**, “Industrial/Organizational Psychology: Stress and Work Environment,” INTD 180: Computer Tools for Science and Mathematics. *As a psychology major, it became evident throughout my studies that psychology is a very broad subject that can be applied to any area of life or career. This intrigued me to pay attention to human behavior while I was at work, especially, because it seemed unsettling that we spend so much of our lives working and a lot of us in jobs that we find stressful or undesirable.*

4:00-4:45 Beyond Boundaries: Stories of Immigration and Exile

- **Stefan Stankovic** (Moderator), Adjunct Professor of History
- **Nora Zahraoui**, “To Morocco and Back.” *Mohammed’s story began with a tourist visa application that was filled in 1997, requiring interviews, bank account details, plane ticket, hotel reservations...all were necessary for a trip from Casablanca, Morocco to the Big Apple - New York City. A trip that was meant to last two weeks, ended up lasting 20 years! America offered something to Mohammed that Morocco did not: the opportunity to see results from his ambition and hard work. That’s how tourist visa became student visa became working visa. America became his home, and to his kids, it was the only home they had ever known. However, Mohammed forgot that his visa had an expiration date.*
- **Elise Belizaire**, “Twice Exiled” “A Historical Narrative of a Local Immigrant.” *Haitian native T.P. has a one of a kind exile experience – he was forced to exile his home country twice! T.P. used to work for Jean Bertrand Aristide (President of Haiti from 1991 to 2004) as commander in chief of the General Security Unit of the National Palace. After the coup led by Brigadier General Raoul Cedras, T.P. spent many days hidden at a friend’s house, far away the capital. He feared for his life. Brigands took over the country, looking for anyone who worked for the previous president. The only country he ever knew, the country of his mother, the country of his ancestors, now turned hostile. In late 1991, T.P. fled Haiti. He was found in the open sea, and rescued by a US Navy*

plane, which brought him to Florida. His opportunity for a new life would start in the United States. But, not without a series of unexpected twists.

- **Johanna Pena**, “A Long Trajectory.” *The United States was founded by immigrants, and to this day, immigrants from all over the globe continue to visit, establish families and homes, help contribute and growth the Nation. In this paper present the story of one, which is undoubtedly the story of many, that illustrates the trajectory of long and arduous travel from Honduras to the Bronx. Many immigrants come to the US in hopes of a better life. There are plenty of ways to get to the US; the journey can take mere minutes to countless hours or days. For X, it took a month to make it from Mexico to the Bronx.*

4:45-5:00 Conversation and Cake

Presenter Bios

Eduardo Alay is a senior Accounting major enrolled in the five-year M.S./B.S. program. He works as a tax intern at M. Greenwald Associates, LLP in Union City, a mathematics tutor at the Hub, and as a server at Stage House Tavern in Mountainside. Mr. Alay is also a part of the Goldman Sachs Local College Collaborative program, representing the School of Business as a student leader.

Jasmine Antunez is a junior Mathematics major with a dual certification in Early Childhood and Elementary Education. She works as a lead intern for the Teacher Intern Program. In addition to working alongside an experienced teacher at the Soaring Heights Charter School, she acts as liaison for other interns, the program director, and school administrators. Jasmine also tutors kids from 1st-8th grade on multiple subjects.

Elise Belizaire is a B.S. Management major with a keen interest in expanding her business expertise.

David Blackmore is Professor of English and coordinator of the Latin American, Caribbean, and Latino Studies program at NJCU. He teaches course at all levels in the Gen Ed program, but his favorite course is the Tier III capstone LATI 350: Latinos and Language in the United States.

James Broderick is Professor of English at NJCU. He writes primarily non-fiction.

Trina Bullock is a junior Women’s and Gender Studies major.

Evan Collado is a freshman Psychology major.

Crystal M. Davis is a senior majoring in Psychology who plans to obtain her Master’s Degree in Industrial/Organizational Psychology and perform research about reducing work-related stress.

Fatou Kine Faye is a Criminal Justice major and sophomore transfer student. He has always wanted work in the criminal justice field or law and has been applying for paid internships in these fields.

Edvige Giunta Edvige Giunta is Professor of English at NJCU. Her books and articles have focused on Italian American women writers, immigration, memory, food, place, community, and pedagogy. She has also published memoir and creative nonfiction. She is working on a coedited anthology of essays on the Triangle fire, "Talking to the Girls."

Leslie Godfrey is Adjunct Professor of Music at NJCU. In addition to teaching oboe and music history classes at the university, she is an entrepreneur, music studio owner, and professional oboist.

Julia Haviland is a junior Music Education major with a concentration in classical flute. She has performed as the principal flutist with the NJCU Symphony of Winds and Percussion and the NJCU Orchestra. She was a featured soloist for the Symphony of Winds and Percussion's Fall 2017 concert season. Julia will be giving her Junior Recital on April 27 in Ingalls Recital Hall at NJCU.

Tyshon Johnson is a junior Earth & Environmental Sciences major.

Jessica Jones is a sophomore National Security Studies major.

Carleen Lopes-Silva is a junior double majoring in Political Science and National Security Studies. After graduation, she plans to attend law school and become an attorney.

Christina Mezey is a senior criminal justice major from Jersey City. She is a leader on the softball team and would one day like to become a police officer.

Elizabeth Miller is a junior music education major with a concentration in clarinet. She is a member of the NJCU Symphony of Winds and Percussion and other ensembles both on and off NJCU campus. She is a faculty member at NJCU's Community Music School, where she specializes in woodwind instruction, and a private music instructor and freelance musician who performs in the NJ/NY area.

Cynthia G. Mohabeer is a senior who plans to graduate in May with a B.S. in Biology. She is Vice President of the Senior Class and TriBeta Biological Honors Society. She is applying to pharmacy school to obtain a Doctorate in Pharmacy (PharmD).

Mayada Muhareb is a senior English Literature and Secondary Education major, a writing tutor at the Hub, and a teacher's assistant at The Ethical Community Charter School through the Teacher's Intern Program. She read her English capstone paper about women's empowerment in Palestine at the English Department Symposium.

Jennifer Musial is an Assistant Professor of Women's and Gender Studies at NJCU. In addition to teaching Reproductive Justice and Feminist Practices, she teaches four courses in General Education (three count for Tier I and one counts for Tier II).

Kriscia Paet is a freshman Biology major.

Johanna Pena is a senior majoring in Mathematics with a concentration in Actuarial Science. She loves history because in order to make a difference we all must know our past. She is a member of the honor society of mathematics at NJCU, and hopes to pursue her Master's and PhD to make a difference in society.

Erika Perez is a junior English/Creative Writing major, former Vice President of the freshman class, a Resident Assistant for the Opportunity Scholarship Summer Program, and a member of Sword and Shield Leadership Honor Society. She writes on her involvement in the fashion industry and life in the Dominican Republic.

Natasha Persaud is a senior majoring in Computer Science. She lives with her husband and three children in Jersey City. She is a Real Estate Agent. Her passion is to see families reach their goal of home ownership and to play a small part in the fulfillment of that dream.

Nicole Pittar is a sophomore Criminal Justice major and Women's and Gender Studies minor.

Juan Rosales is a pre-law senior at NJCU studying Sociology, concentrating on the rights of immigrants, workers, and the incarcerated. In his free time, he enjoys fine stationery, well-curated museums, and living in the golden age of scripted television.

Michelle Rosen is Associate Professor and chairperson of Literacy Education. She teaches literacy for undergraduate pre-service teachers and graduate students, and serves as director of the Teacher Intern Program. She teaches in the Honors Program and works with the Robert B. Noyce Scholars as the professional development coordinator. Her research interests include teacher leaders and professional development.

Emily Sierra is a junior English/Creative Writing major specializing in fiction and memoir/personal essay. She is interested in blurring the lines between genres in her writing. She is co-editor of *Paths Literary Journal* and a writing tutor at the Hub. She has been a featured writer and co-hosted literary events on campus. She attended Emerson College where she was co-editor of a number of student-run publications.

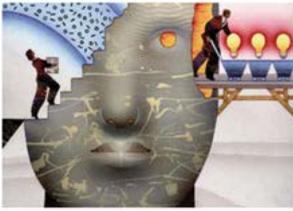
Stefan Stankovic is Adjunct Professor of History at NJCU. He teaches global and public history and researches memorialization, representation, and participation in global events.

Ashley Stewart-Brown is a junior History/Political Science major and Women's and Gender Studies minor.

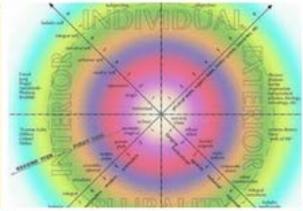
Ashley Warren is a senior Sociology major and Women's and Gender Studies minor.

Kelly Wu is a senior Finance major.

Nora Zahraoui is a Finance major with a 3.8 GPA. She is a part-time intern for Yellowstone Capital and a real estate agent. After graduation she plans to pursue her Master's in business.



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 [Gen(eral) + (Ed)ucation]
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The second 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 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

General Education Committee for Assessment and Policy

General Education Curriculum Committee

- Jason Martinek, Chair
- Debananda Chakraborty
- Sonya Donaldson
- Marilyn Ettinger
- Venessa Garcia
- Sue Gerber, *ex officio*
- Michelle Rosen

- Hanae Haouari, Chair
- Michael Bell
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