

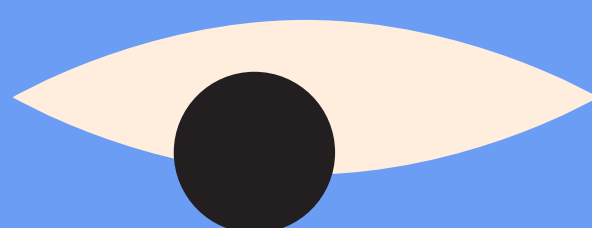
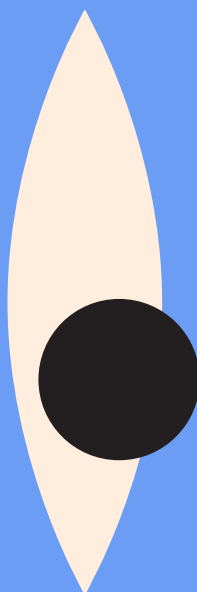
the

CAMPUS

Over a Century of Service to CCNY & the Harlem Community

SEPTEMBER 2019

LITERACY & EDUCATION



RATING CCNY
GREEN SPACE

CCNY
FILM ROOTS

CANDIDATES
& STUDEN LOAN DEBT

09/19

MAGAZINE STAFF

Editor-in-Chief: Aspasia Celia Tsampas
Managing Editor: Ania Wojas
News Editor: Eric Bilach
Feature Editor: Jana Makki
Opinion Editor: Matthew Romano
Lifestyle Editor: Sarah Logan
Sports Editor: Anu Shetty
Copy Editors: Joey Rosso and Kia Thomas
Staff Writers: Clark Adomaitis, Jacquelin Bautista, Sayra Llyas, John Sherza, Sacha Sulaiman

Art Director: Naidya Rupan and Devon Smillie

Business Manager: Raquel Palumbo
Distribution Coordinator: Clark Adomaitis
Faculty Advisor: Barbara Nevins Taylor

ADVERTISE WITH US

CONTACT US

North Academic Center 1/119
CCNYCampusnews@gmail.com
CCNYCampus.org

f The Campus
t @CCNYCampus
i @CCNYCampus

the CAMPUS

In This Issue

Literacy and The Canon

8-9

NEWS

- New Chancellor of CUNY, page 3
NASA's Grant to CCNY, page 4

LIFESTYLE

- Getting Back into School Mode, page 10

SPORTS

- Interest in Women's Soccer, page 14

FEATURES

- Four Congresswomen page 5
Candidates and Student Loan debt page 6,7
Film Institute at CCNY page 11
Rating CCNY Green Space, pg. 12,13

OPINION

- Literacy and The Canon, page 8,9

Editor's Note

Welcome back,

Summer is over and the new semester is here, to bring a fresh start full of both opportunities and obstacles. Nonetheless, as you all begin to take on the 2019-2020 school year, either as a student or faculty, I invite you to look towards The Campus as a place for you to read, engage, and discuss. In the midst of August, as I became stressed out over my very first issue as Editor in Chief, the great Toni Morrison passed away. This was the woman that taught me to ask questions at a young age and to acknowledge the power of my own language, a sentiment I will keep in my head and heart as I continue to produce relevant news and captivating stories for the CCNY and Harlem Community. Therefore, while I ask you all to bear with me as I gain footing in this new position, I promise to remember the honor and privilege that is bestowed upon me to elevate the voices of the City College community.

Rest in power, Ms. Morrison.

Aspasia Celia Tsampas (handwritten signature)

New Chancellor of CUNY Makes Strides for The University This Summer

BY ASPASIA CELIA TSAMPAS

Two months after his appointment, former Queens College President Félix Matos Rodríguez took office as Chancellor of the City University of New York on May 1, 2019. While students were winding down for summer vacation, the new Chancellor wasted no time and hit the ground running during his first few months in office, using his professional background to improve the CUNY system's accessibility and inclusivity for all.

After over a yearlong search for a new leader, the City University of New York Board of Trustees appointed Matos Rodríguez as the first Latino leader of New York City's public higher education system. Born in Puerto Rico, the educator first took leadership of Hostos Community College before assuming the role of President of Queens College in 2014. In CUNY's official release of his appointment, they boasted his excellent reputation for propelling "the school to the highest echelon in college social-mobility rankings."

Prior to Matos Rodríguez's relationship with CUNY, he attended Yale University as an undergraduate and later achieved a doctorate in history at Columbia University. His doctoral work primarily focused on women in the Caribbean. This led to multiple publications of his research on the topic, such as "Women and Urban Change in San Juan, Puerto Rico, 1820-1868" and "Pioneros: Puerto Ricans in New York City, 1896-1948." The new Chancellor's notable career has not only included academia, but also the public sector, as he formerly served as Cabinet Secretary for the Commonwealth of Puerto Rico.

These factors have all contributed to Matos Rodríguez's success as CUNY Chancellor, in addition to the values of accessibility, inclusion, and excellence in higher education the institution was established upon. In the wake of the Immigration and Customs Enforcement's (ICE) most recent attacks on undocumented immigrants, Matos Rodríguez has shown his unwavering support for CUNY students and families facing these threats. He released a statement on July 13, urging students to stay informed of the enforcement action taken by the federal government. The Chancellor iterated, "CUNY has a longstanding record of supporting its students who are immigrants, regardless of their immigration status. This university stands with you." Also listed in his statement is a list of rights and precautions to take in the event of an ICE raid, along with the number of the Legal Aid Society immigration hotline. This report came just days after the Chancellor's announcement of the opening application for the José Peralta New York State Dream Act, which grants undocumented students access to TAP, the Excelsior Scholarship, and other financial aid.

Additionally, Matos Rodríguez unveiled plans this summer to bolster business opportunities for firms owned by women, minorities, and service-disabled veterans). This plan would increase CUNY's engagement with these businesses at the City University Construction Fund's annual Conference on Contract Opportunities for companies owned by minorities, women, and service-disabled veterans. In a statement released by CUNY, the Chancellor

affirmed, "These efforts will help inspire more people of color, women, and service-disabled veterans to directly participate in our vibrant university community and help make CUNY an even more inclusive institution." This is just one step in his plan of policies that the Chancellor revealed during his inaugural keynote address. After a summer filled with action, students will enter the 2019-2020 academic year with new standards set for the future of CUNY by Matos Rodríguez. As the first Latino and minority educator leader of the university, as well as with the firm support of students who face marginalization today, the legacy of the City University of New York's open-door opportunity for all students independent of their race, ethnicity, color, and class is set to continue to grow under this administration.

How NASA's

Three Million-Dollar Grant Will Change CCNY's Future

BY SARAH LOGAN

The previous July marked the 50th anniversary of the historic moon landing. The City College of New York (CCNY) also gained fame during the same month by receiving a three million-dollar grant from NASA, which will assist in launching future space exploration efforts. The funds will be used to create and establish the 'Center for Advanced Batteries for Space', right here at CCNY. The establishment will be directed by Dr. Robert J. Messinger, who doubles as a faculty member of the CUNY Energy Institute, and an assistant professor of chemical engineering at the Grove School. The award is a three-year grant funded by NASA's Minority University Research and Education Project (MUREP). The grant seeks to educate the next generation of STEM students for careers in: aeronautics research, human exploration, general space operations, and developing space technology. With this grant, CCNY will collaborate with NASA's Jet Propulsion Lab (JPL), as well as Northeastern University.

What does this mean for us, as students of CCNY? Along with the establishment of a new battery program, students from both City College and Northeastern University are now able to pursue several opportunities to become involved in an exchange program. The opportunity features an internship at NASA's JPL, as well as the opportunity to attend an undergraduate summer research

program held at CCNY, featuring students from Hostos and Bronx's community college.

This collaboration between the colleges will allow CCNY students to learn, and eventually take part in the creation of making powerful batteries that will be used by NASA in future space missions. In a press release submitted by CCNY, Dr. Messinger stated that the new center "will not only develop next-generation batteries to enable entirely new mission concepts in planetary science, but also train a highly skilled, diverse STEM workforce in electrochemical energy storage, an area of strategic importance for NASA and the nation." With this new partnership, students at CCNY will be given the chance to study different scientific fields that have never once been offered at City College. Dr. Messinger also added that JPL, Northeastern University, and CCNY will each bring their institution's most brilliant individuals, who will help guide the project. One of CCNY's engineering students believes that the new center will not only advance the study of space engineering, but can potentially assist with automotive engineering as well. David Kim Chi, a senior mechanical engineering student at CCNY, is a member of the Society of Automotive Engineers (SAE). "I feel like [the center] could really align with our club goals," he noted. The SAE anticipates on building a formula racing car within the next few years. Formula racing is among the many forms of automotive racing in the country that features single-seater vehicles. Moreover, each car is completely unique as they are custom-built. As the center continues to excel and expand, so will the dreams and ideas of its students. Chi elaborated on his hopes for the future of the center, and how it will allow him to flourish within his own field of study. "Personally, I want to pursue battery technologies, and though I have gotten into mechanical engineering, I really enjoy the problems that electrical engineers have to face," he said. The center will also be vital to Chi's future career path. It will enable him to challenge himself, as well as contribute to the success of the SAE.

In addition to Dr. Messinger and his expertise, Drs. Elizabeth Biddinger, Alexander Couzis, and Sanjoy Banerjee— all professors of chemical engineering— will help lead the new center as collaborators. The center will be run by these mentors, who will educate students on how to create space batteries. Dr. Banerjee, director of the CUNY Energy Institute, recently received the U.S. Environmental Protection Agency's 2019 Green Chemistry Challenge Academic Award for his and his partners' development of reusable batteries that promote green chemistry. In all, the Center for Advanced Batteries for Space promises high hopes for CCNY's engineering students. Whether they are striving to build race cars, develop space batteries, or something in between, this brand-new educational center will allow young scientists to work with NASA and work on futuristic technologies.

Trump vs. "The Squad":

Four Minority Congresswomen Empower CCNY Students to Never Back Down

BY SAYRA ILYAS

Pictured below: Shilpa Shaju and Eva Friedberg

"Go back to where you came from"

Is a harrowing offense that has been heard by many immigrants who grew up in The United States of America. The xenophobic rhetoric that plagues this country has been exacerbated by its very own President. On Sunday, July 14th, President Donald Trump stirred up yet another Twitterstorm, tweeting about four minority Congresswomen who should "go back and help fix the totally broken and crime infested places from which they came". These four women, otherwise known as "The Squad", are representatives Alexandria Ocasio-Cortez of New York, Ilhan Omar of Minnesota, Ayanna Presley of Massachusetts, and Rashida Tlaib of Michigan. All four women are lawful citizens of the United States, three of whom were born in the U.S. while Representative Omar has been a naturalized citizen for nearly two decades.

The tweets emerged at the time of the Immigration and Customs Enforcement raids, which targeted 2,000 undocumented immigrants ordered by the courts to be arrested and deported from the country. As a result, families were torn apart and thrown into detention centers along the border where migrants are forced to sleep on the concrete floor. In response to the President, Congresswomen Ocasio-Cortez tweeted, "Mr. President, the country I 'come from,' & the country we all swear to, is the United States. But given how you've destroyed our border with inhumane camps, all at a benefit to you & the corps who profit off them, you are absolutely right about the corruption laid at your feet". Despite the negative criticism against the government's mishandling of the situation, The Trump Administration continues to support the rapid deportation of working-class immigrants.

By 2060, it is projected that non-Hispanic whites will lose their majority status to the growing minority population. Could this be the reason behind all the xenophobia and anti-immigration policies? Nonetheless, Speaker of the House Nancy Pelosi responded to Trump's tweets, firing back that his famous campaign slogan "Make America Great Again," "had always been about making America white again." Where does this rhetoric fit in with The City College of New York, one of the most diverse colleges in the nation, representing over 150 countries in its student body?

Shilpa Shaju is a South Asian undergraduate student at the Collin Powell School for Civic and Global Leadership. She is currently on a pre-law track with a double major in Political Science and International Studies. Shilpa said her main reason for wanting to go into law and politics stems from the rapid decline in effective leadership in this country. In an interview she said, "When I started college, I never had the intention of pursuing politics nor law. However, I've watched our country take a turn. Suddenly, we were no longer a country which welcomed immigrant families, like mine, but one that closed its doors on them." When asked about Trump's comments, she responded with, "I would be lying if I said I have not encountered his words before. Never would I have thought that I would hear these words from a President. But, times have changed. It goes to show that now, more than ever before, diversity needs to increase in politics. Minority women need to show the President that we will not be afraid and we will not go back to our country, because this is our country".

Eva Friedberg, an undergraduate double majoring in International Studies and Anthropology who is of Syrian ancestry, commented saying, "Trump's comments towards the four women of color in Congress employ a white nationalistic rhetoric that both allows and encourages hateful speech and violent actions in this county. When the most, unfortunately, important figurehead of the United States avows a 'send her back chant' I am not only deeply saddened but scared of what the future holds. It is our job as students to use our knowledge and privilege to fight through the ignorance and hate."

The general sentiment felt by the CCNY community demonstrates that all the blatant racism and xenophobia intended to divide this country further, are rather being used to fuel the fight against injustice.



THE CENTRISTS THE MODERATES THE LIBERALS

WHERE THE 2020 DEMOCRATIC NOMINEES STAND ON STUDENT DEBT FORGIVENESS

BY JOHN SHERZA

With a minimum of twenty-three candidates running for the Democratic nomination, one would expect to witness a variety of different approaches to address an issue. Variety may be the spice of life, but the amount of choices we have at the moment can be overwhelming. Most Americans lack the time or energy to carefully examine each candidate's position on the topics at hand. This is especially true for college students who are busy trying to juggle their many responsibilities. It is concerning because the future President could fundamentally change the course of their life. Specifically, when it comes to the issue of student debt in this country.

For the sake of keeping this article from getting as long as this election's primary ballot, candidates will be separated into three categories: Centrists, Moderates, and Liberals. Their categorization is determined by their previous legislative history, public statements, and other policy proposals. Despite being in the same category, each candidate maintains unique policies that all have subtle differences. These categories define the candidates' general political and economic philosophy that governs their policy proposals.

The Centrists have established their careers on the foundation of bipartisanship. All of these candidates represent closely contested states, that often swing from Republican to Democrat and vice-versa. One strategy used to survive these battleground states is distancing yourself from what is traditionally expected to be the position of your party. These candidates strategically embrace certain positions held by the opposing party, focus heavily on the demographics, and observe the trends in their districts. Candidates under this category include Joe Biden, Steve Bullock, Michael Bennet, John Delaney, John Hickenlooper, and Tim Ryan. All five have taken issue with the Liberals' plans to completely eliminate tuition costs. However, it's clear that all of these candidates are feeling the pressure from the promises made by the Liberal front runners.

Most of these candidates have publicly supported eliminating tuition costs for two-year community colleges and trade schools.

The only exceptions are Michael Bennet, who ironically was a superintendent in Denver, and Steve Bullock. Despite facing competition from 19 other candidates, Bennet has not introduced any clear plan to address the student loan crisis. Bullock wrote an opinion piece for CNN, telling the story of his own student loans while lambasting Liberal candidates for making what he considers unrealistic promises. No Centrist candidate supports student loan forgiveness. They all support federal efforts to fund state and community colleges, capping federal loan rates to lower percentages, and increasing Pell Grant funding. These candidates reject idealism in the interests of pragmatism. Many of these candidates invoke classic American ideals of earning your way to a better life. They prioritize the immediate interests of the working class, midwestern people they represent. Their policy proposals protect a laissez faire system of capitalism, that ensures universities and loan agencies' ability to generate revenue from college students.

The Moderates are facing an uphill battle this election season. Reconciling with Hillary Clinton's loss in 2016, Moderates aim to make the case that their policy proposals will withstand President Trump's attacks in 2020. The field of Moderates is the largest group of the three categories. Moderates are typically the candidates that follow the established beliefs and positions of the party and rarely step out of line. The key strategy of a Moderate is to centralize their image into a key issue area. They use a particular issue as the foundation for their election campaigns. The list of Moderates includes Kamala Harris, Pete Buttigieg, Bill de Blasio, Cory Booker, Seth Moulton, Amy Klobuchar, Kristen Gillibrand, Julian Castro, Jay Inslee, Beto O'Rourke, Tulsi Gabbard, and Wayne Massam.

These candidates come from a wide variety of backgrounds all across the country. Like the Centrists, all of the Moderates support making community college and trade schools tuition-free. Moderates do not support the complete student debt forgiveness, nor do they support completely tuition-free colleges. They argue that capping federal loan interest rates and expanding federal aid will be enough to solve the student debt crisis. A common talking point among Moderates is the burden middle-class taxpayers face in the prospect of tuition-free college. They claim that the people benefitting the most from tuition-free college are students from wealthy, coastal families. It's unfair to tell poor, working-class midwesterners that their tax money must go to coastal elites. Like Centrists, Moderates believe in the importance of self-sufficiency. They do not agree that the government needs to provide. However, unlike Centrists, Moderates frame their argument against tuition-free college to make it seem the status of the working class is their highest concern. Many of these candidates sympathize with the intentions of tuition-free universities but insist that the realities of economics make those plans unrealistic.

The Liberals have been commanding the energy this election season. Many of their proposals have been given extensive media coverage. In many ways, Liberals are the antithesis of the 2016 Election. Anger and frustration have been boiling ever since President Trump was elected into office. Since the Republican Party is quickly moving further right of the political spectrum, Democrats must counter it by moving further left. These candidates present their ideas as common-sense reform that have not been implemented due to special interests. They point to polling data that supposedly show popular support for their ideas and other countries that have programs similar to ones they propose and highlight the success of those programs as examples. At a quick glance, the Liberals appear to share the opposite side of the same coin with President Trump. Both President Trump and the Democratic Liberals promise ambitious,

but constitutionally dubious policy proposals. There are many students passionately supporting Liberal candidates, because if their policies were enacted, it could transform their lives.

Hearing others abandon their academic careers because of high costs is something painfully common in this country. The Liberal candidates include Bernie Sanders, Elizabeth Warren, Andrew Yang, and Marianne Williamson. All of these candidates share the belief that tuition for four-year degrees should be abolished. They believe it is immoral to ask young people still trying to figure out their lives, to bear the burden of thousands of dollars of debt. Liberals also want the federal government to pay off the existing debt college graduates are currently paying themselves. To pay for these proposals, Liberals want to implement equally ambitious taxes on the wealthy and middle-class. They dismiss criticisms of higher taxes on the middle class by claiming the benefits of their proposals will offset the costs. Liberals emphasize the importance of human capital in all of their policies. They are willing to invest massive amounts of money to improve the well-being and quality of life, at the cost of anyone earning an above average income.

Twenty candidates from all corners of our country are battling for our attention, support, and a chance to face President Donald Trump in the 2020 Presidential Election. Despite the unflattering comparisons to Andrew Johnson or Richard Nixon, President Trump appears to be in a decent position to reclaim the White House for another term. Presidents rarely lose re-election campaigns when the economy is doing well. Facing this reality, Democratic candidates need new strategies to challenge President Trump. However, all Democratic candidates agree on President Trump's unimpressive record on addressing the needs of the working class. One of his many Achilles Heels is his lack of action in addressing the student loan crisis. The number of college student bearing crushing debt is reaching record highs. Regardless of what group of democrats ultimately secures the nomination, the party must give its complete support to the nominee and the actions they want to take.

CORRECTING THE LITERACY CANON IN URBAN EDUCATION

BY MATTHEW ROMANO



“She eats the candy, and its sweetness is good. To eat the candy is somehow to eat the eyes, eat Mary Jane. Love Mary Jane. Be Mary Jane.”

[Morrison 50]

DO

MODERNIZE AND DIVERSIFY

YOUR CLASSROOM LIBRARY AND LITERACY CURRICULUM

In the wake of iconic African American novelist Toni Morrison's death on August 5, 2019, we face the sobering reality that the youth of the current generation is growing up with no knowledge of who Toni Morrison was. However, this is not to say that young people of color don't grow up facing the same or similar societal tribulations as a Pecola Breedlove, namely the self-loathing alluded to in the above quote. Of course, Toni Morrison's fading memory is not simply a result of time's passing but is also due in large part to the banning of her novels in many middle and high school classrooms across the country, a hesitance by some teachers to enter into conversations about issues wherein Morrison's words could be invoked, and the failure of our schools' libraries to reflect the diversity of its' students. The following Do's and Don'ts will outline why I think this uprooting and updating of the current canon of high school literary texts is especially important in urban settings as well as suggest some other steps that I and others see as necessary in urban literacy education.

It was early one Saturday morning before I would start teaching proportions to my 6th-grade class at Baychester Middle School when I noticed the English teacher, Ms. Pagan, brimming with excitement over books she had ordered. Upon my asking about the books, she said with passion and vigor that the books she ordered were for her students and all were written by and featured people of color, not one of them having a white main character.

Chances are that if you are teaching in an urban setting, many of your students are minorities, speaking multiple languages and coming from cultures both diverse and complex.

Some may not even understand their culture as they haven't yet had the opportunity to explore it either through discussion, research, or travel.

By ordering novels and other genres of texts that are written for your students or with students like the ones in your classroom in mind, you are giving them an opportunity to learn about themselves as they will be seeing themselves reflected in the stories of the people they read about for what may very well be the first time. This will promote the overall growth of the whole child while also giving them an entryway into engaging with and becoming passionate about what they are learning. One hurdle when rethinking the canon of literary texts

DO encourage creativity, self-expression, and meaningful connections to diverse texts

Filler work, busy work, frickin' packets – many teachers partake in these approaches but few students enjoy them. Examples include word searches, low-level recall questions, and purposeless coloring activities, all of which have been proven to be non-educational examples of passive learning that asks for students to disengage from the material and disconnect from whatever text they are reading.

Instead, young students of color, in particular, flourish most when given opportunities to draw connections between themselves, their lives, and the lives of other people like them that they read about. These sorts of connections allow students to make meaning and see the importance in what they are learning, retain more, and in turn, become more culturally competent. Creative writing, student-led discussions, and multi-media projects are some engaging activities in an English classroom that can help students to draw these connections. They also help to build a stronger classroom community, reach a larger audience of students, and grants agency to students not only in the classroom but outside of the classroom as members of a larger community, change-makers in society, and future leaders.

is that while it may seem obvious to use culturally relevant texts, it can be hard to gauge what exactly is culturally relevant while still being school and age-appropriate and something your kiddos will engage in, not to mention what activities, lessons, etc. to employ when teaching these texts. On this note, Julia D'Ambrosio, a Caucasian student who taught English this summer at P.S. 103 where she was the only white person among all the students, teachers, and faculty, shares “I think the biggest frustration for me is that I've read so many articles on representing different cultures in the classroom and stuff and how important that is, but very few articles I've read actually have suggestions, like what to do after you read the articles”

DON'T RELY ON THE 'CLASSICS'

First, allow me to explain what I mean by 'classics'. I use classics here in reference to books, some mentioned above, commonly canonized as the 'classics' as well as the 'classical' routines of teaching English that seem to be commonplace in many classrooms despite some of them being outdated and out of tune with what we now know about teaching students who have multiple intelligences, learning styles, learning needs, etc. Some of these classical routines are the infamous 'book reports, independent reading logs, popcorn reading, whole-class lecturing, etc. Surely, if you've ever been in an English classroom, you've seen some of these practices in use and likely have some strong feelings about them. I can still remember the countless SparkNotes searches for summaries that became the basis of my book reports because if I churned out X amount of them by the end of the year I could get a reward and forging my parents' initials for independent reading logs on those nights that I just refused to read. As for popcorn readings, some of us loved it because it was like a free period with how little brain activity was required, some hated it because it was excruciating having to hear others' read, while others tried their best to wrestle out of it because reading in front of everyone was a nightmare.

The same is true for classrooms now, especially in urban settings with considerable populations of ELL's, students with disabilities or reading impediments, or visual, social, or kinesthetic learners, all of whom find these types of practices rather

inaccessible. Some alternative pedagogical approaches include: literature circles (which group students together as critical readers, writers, and discussers); PBL's (Project Based Learning experiences which engage different learning styles and allow students to construct their own learning experiences); and in class discussions (sensitive yet honest group discussions targeting the social issues present in culturally relevant texts). These strategies give students an outlet where they can discover and express themselves while learning about issues common in urban areas in a structured and safe environment.

DON'T MISTAKE LITERACY AS BEING SPECIFIC TO ENGLISH

The percentage of students who are English Language Learners in public schools across the United States is quickly increasing. All this is to say that there is no guarantee, especially for English teachers of younger grades where ELL's have a stronger presence, that all of your students will speak perfect English (In fact, some may not speak much English at all). If you are a literacy teacher in one of these settings it is vital to remember that literacy is defined as “the quality or state of being literate, especially the ability to read and write”. Notice that nowhere in that definition is the English language specifically stated – literacy does not necessitate the ability to read and write in English.

Of course, with English being the one national language that isn't a national language, your school will likely force-feed English and by all means, you should promote the learning of English by ELL's in

your classes. However, this should not require that they lose their L1 in your class; rather, the best-case scenario is a move towards bi- or multilingualism with your ELL's gaining confidence in English and comfort in using their L1. Some of the strategies teachers can use to allow for this negotiation of languages in the classroom include real conversations about language rights, accepting drafts of student work that are written in a students' home language, providing cognates in students' native languages, and creative projects allowing students to explore code-switching between languages, among others.

It is important to note that the Do's and Don'ts above, although all based on research or experiences in teaching in urban settings are simply suggestions, not prescription. Central to culturally relevant teaching is realizing that no child is the same, learns the same, or lives the same, and so it stands that while these strategies could work in one classroom with one group of students, they may not work, or at least not in the same way, in another. These suggestions simply provide support for literacy education being reassessed in urban and modern contexts so that our students feel empowered to enter the real world, be themselves, and create their narrative rather than conforming to one already made for them.

GETTING BACK INTO SCHOOL MODE AFTER SUMMER VACATION

BY SACHA SULAIMAN

I KNOW. I KNOW. DID THREE MONTHS REALLY FLY BY THAT FAST?

As the sun sets on our glorious summers, we are forced to bid the glistening heat and relaxing afternoons goodbye and instead, unwillingly welcome the jarring reality of the fall semester. It may be difficult getting back into the swing of school, but it is certainly not impossible. With a few helpful reminders and beneficial tips, this semester will be a light summer breeze.

It is never too early to start preparing! You can start by gathering the necessary supplies and books you need for each of your classes this semester. Checking blackboard to see if your professors have posted the syllabi or other class content is always a great place to start. As students, investing in expensive textbooks every semester can be a hassle, but a more reasonable alternative may be to rent physical copies or buy e-books. Even asking around campus to see if other students have taken the same classes may score you a few inexpensive book purchases!

With the strenuous workload of multiple classes, it is vital to stay organized. "As a student who works and volunteers while going to school full-time, I've learned to stay organized by either using a planner or whiteboard calendar of some sort" says Julie Yu, a junior biology student at CCNY. A helpful tip is to transfer the important dates from your class's syllabi into your monthly calendar, thereby keeping yourself up to date on your assignment's due dates or exam times.

Writing down weekly reminders and making a daily to do list is also beneficial as it helps you keep track of the tasks you need to complete. Most students find that by completing a set task, their productivity increases, and they are more willing to move onto the next one.

Set goals for yourself and stick to them! "If you have that hustler and go-getter mentality, then going to school and working hard will become breeze" Yu expresses. Making goals is essential to visualizing your next step and what you wish to accomplish. Try envisioning what you want to achieve during this semester – whether personal or academic. And then go out and make them a reality! "You may have other priorities, but still push yourself to do the best you can in your classes...even if you're still in vacation mode" Julie emphasizes, "Time is of the essence."

Whether you're busy writing countless essays or preparing for that next quiz, don't forget to relax and schedule some free time for yourself. Everyone wants that 3.9 GPA but letting loose and giving yourself sometime to breathe is a very important part of being productive. Give yourself the benefit of the doubt and take each day as it comes. After all, this semester will soon be over just as quick as it started!

THE FILM INSTITUTE AT CCNY

A DOCUMENTARY TO TELL IT'S TALE

BY JACQUELIN BAUTISTA

Quite often we find ourselves surrounded by production crews, production sets, and actors for films or shows that one can find on major viewing platforms, such as Netflix. However, it's not every day that The City College of New York's (CCNY) very own professors and students use our campus as their very own set. Dave Davidson, one of CCNY's professors and founding director of the MFA Program in Film, is an independent filmmaker who has directed over twenty award-winning documentaries, received an Emmy Award and the American Film Institute Independent Filmmaker Grant. This summer, Davidson screened his latest documentary "Cinema and Sanctuary," which details the twenty-five-year history of The Institute of Film Techniques at City College.

In the hopes of having a training center to make films for the war effort, The Film Institute was founded in 1941 by CCNY alumni, Irving Jacoby, as the first documentary film school in the United States. After a few months, Jacoby moved to the U.S Office of War Information, thus turning over the directorship to Hans Richter. Born in Germany, Richer was forced out of Europe in 1940 by the Nazis. Richer had a massive influence on American Filmmakers, most importantly he opened the eyes of working-class students to the works of the documentary, experimental, and European films. Professor Davidson spoke to The Campus about the production process of "Cinema and Sanctuary" as well as some insight on the film industry, "It's important that 'Cinema and Sanctuary' adds this important and little-known thread in the history of film and film education to the larger conversation.

Everyone is used to hearing the same names repeated over and over again when talking about film schools. It's gratifying to add that the first documentary film school was not formed in Hollywood or at an elite private school. It was formed right here at this great public college. Equally important, funding for public education is being cut to the bone in 2019, and that includes outreach. The world needs to know that City College has thriving graduate and undergraduate programs to train filmmakers from underserved communities to tell their stories at an accessible, affordable institution." Today, the Film Institute at CCNY has seen amazing directors pass through its doors including cinematographer Nestor Almendro and Woody Allen. Throughout the years CCNY has also cumulated seven Student Oscars and three Student Emmy awards. Additionally, CCNY has also had three Sundance Film selections and a Cannes Film Festival selection. Student Ana Naumovska (Senior), notes the uniqueness of the Film Program at CCNY, "Unlike many film programs across the country, CCNY's program differs in almost every aspect. Starting with resources and equipment, and even in the students that get accepted. The students in the program don't come from wealthy backgrounds, and the program is underfunded. Despite these limitations, we're encouraged to focus more on the aspects of being effective visual storytellers, rather than focusing on the production value." Naumovska even noted that Professor Davidson was the reason she switched from a fiction focus to a documentary focus.

In an interview with CUNY TV, Professor Davidson spoke about the Film Institute at CCNY and how, in its origins, became a "magnet for dropouts, from physicists to engineers." In other words, through the efforts of Richer, students became aware of the power film can have on sharing and capturing a story or message. Suddenly, there was a new career option, one in which students could explore their creativity and storytelling. Student Kristian Orozco (Senior), started in "Cinema and Sanctuary." It was his first time on a set and recalled that "it was a great and unique experience, I have even considered becoming an extra on other shows".

It is clear that the Film Institute at CCNY not only has deep roots in the history of the film industry but we continue to see talent come out of such a unique program. Through the efforts of people like Hans Richer and Professor David Davidson, students continue to be impacted to pursue a career in film and spread the CCNY Film Institute legacy.

LAWN TOUR OF CCNY

BY CLARK ADOMAITIS

In these final weeks of summer, plenty of space on campus exists for us to enjoy Harlem's fleeting sunny afternoons, cool end-of-summer breezes, and relaxing nights under the stars. All students and staff can relax with a friend, study, do yoga, or play frisbee on our lush and regularly watered green spaces to maximize the rest of the season.

But which one is the best? Which green space is the largest? How much foot traffic do the lawns see? How much sun do the lawns see daily? What is the health status of the grasses? Am I relaxed on these lawns? What activities would be best on this lawn? I took on the task of answering all these questions by rating all the green spaces around campus so everyone can enjoy them while the nice weather lasts.

Which is your favorite lawn at CCNY?

St. Nicholas Park

This long park expands from 130th Street to 140th Street, laying adjacent to campus. Chock-full with trees, grassy areas, basketball courts, a playground, and pavement to walk on, the park sees both foot traffic from students commuting to the B and C trains on 135th and residents of Harlem passing through or exercising. The grassy area is very hilly so it is not great for sport, but it is great for a picnic. The thin grass is not that cozy, but if you find a nice patch to sit on you will have a splendid view of tall trees and the upper Manhattan skyline. This park makes for a pleasant excursion for students looking to relax, eat, or socialize. Nonetheless, beware of this hill post-rain: mud galore!



8.7/10

Unnamed Lawn on South Campus

The lawn at the southernmost point of South Campus overlooks the beautiful glass structure, CCNY's Center for Discovery and Innovation. The lawn is also next to John H. Finley Campus School, PS/MS 129M, where you can hear the playful shouts and cheers of school children throughout the day. This special space is enclosed by hedges on all sides, making it secluded and peaceful. Due to its location on campus, the lawn is not very populated. Ecologically, the grass is a tad weedy and the hedges can be a bit buggy when the air is humid, so come prepared with long socks and bug spray. Regardless, it is a great place for sunlight, tanning, and relaxing yoga. The flat field sizes up to a small soccer field which makes it great for any team sports, impromptu or organized.



8.3/10

Shepard Hall Lawn

This lawn surrounds the majestic, architecturally beautiful castle that is our Shepard Hall. Arguably CCNY's flagship lawn, the rich green color and its often-mowed condition makes it aesthetically pleasing. The lawn receives plenty of sunlight hours, which makes this lawn healthy and creates a great basking spot for sunbathers. The gentle hill-like topography makes the space both exciting and cozy. The lawn is surrounded by a two-and-a-half-foot tall rock wall, which adds a layer of seclusion and enclosure while still leaving it accessible. The lawn is quite large despite the castle behind it that seems to dwarf it and the rich green grass has hints of yellow which energizes the space. The attitudes of students on the lawn mimics these moods with their both sporty or relaxing activities. Often, students can be found playing frisbee, throwing a football, sunbathing, listening to music, or reading. This central location on campus seldom sees any planned events, so leisure time dominates the space.



9.4/10

Wille Administration Lawn

This small lawn sees a plethora of students daily as it is in the center of campus between the NAC, Marshak, and Shepard Hall. Students walk across this shady space to handle matters with administration as well. The spot is surrounded by six benches with no backs, so many people can fit on them. Throughout the day you can find students sitting on them to eat lunch midday. The lawn also has two awesome, large, wooden chairs that are easy to snuggle up in for a midday nap. Guitarists and singers sometimes set up in front of the space to share their music, making the space a very pleasant one to spend time in.



7.7/10

Lawn in front of the Discovery and Innovation

The largest lawn on campus, this grand oval field is not very populated, with only occasional frisbee players and picnic takers. On the eastern side of the field, people walk calmly to and from the Towers. Laying down or standing up, you can experience expansive 360-degree vistas of Harlem housing developments to the West, CCNY's main buildings to the north, the CDI to the East, and the New York City skyline including the Empire State Building to the south. This large field is lined with young trees and emergency telephones that can contact public safety. Additionally, this field is regularly patrolled at night by public safety, making this field one of the safest on campus. This field is home to CCNY's largest student life event, Lavender Fest, the final event of Lavender Fever Week. During the festival, the field sees tables of food, bouncy castles, organizations giving out freebies, and students dancing to music. Despite this field's beauty, it does have some nuisances. The soil retains a lot of water long after rainfall. Also, the often muddy field is watered at night. If you are planning a peaceful and dry walk, stay away. Additionally, the lawn is mowed infrequently because of its small amount



6.1/10

1/10

Aaron Davis Hall Lawn

This small lawn is trodden, soggy, and underkept. It retains water and snow long after precipitation occurs. During the summer, it is under watered, as evident by its yellow and brown tinge. Theatre students and theatre visitors trudge across this field daily to access Aaron Davis Hall. Therefore, shoes get caked in mud and dirt, and the grass wears thin.



Lawn next to Architecture Building

Another one of the least populated lawns on campus, this field seems to go on endlessly as it fills the gap between the architecture building and the Center for Discovery and Innovation (CDI) building. The lawn is home to some old gargoyle pieces from old architecture on campus, and a large wooden structure that seems to be an architecture student project. The space's gentle gradient makes for a great place to nap as well as for rolling around on! Rarely, soccer players will kick around a ball on the grass. The grass is not too soggy long after rainfall, and does not get watered as often as the field in front of the CDI does.



6.9/10

This green space is what the six hundred residents of The Towers enjoy each time they exit and enter the dormitory. The space hosts many Towers events, including free food evenings, Holi celebrations, and Lavender Week celebrations. The lawn experiences residents relaxing or studying day and night, and its picnic tables come in handy. The sun illuminates the field from 10am to 5pm, making for a vibrant and healthy lawn. One major pitfall of this lawn is that the grass is extremely soggy after rainfall, so come prepared with boots. Also, since the lawn is adjacent to a large amount of residents' foot traffic, this might not be the best place to silently relax. However, you may run into a friend.



Towers Lawn

5.4/10

Revitalized interest in CCNY Women's Soccer following 2019 World Cup win?

BY ERICH BILACH

July 7, 2019 now marks a monumental date not just in American sports, but in women's history as well. By a score of 2 to nil, the United States women's national soccer team (USWNT) toppled the Netherlands to become back-to-back World Cup champions, securing their fourth title in the process. Reception for the USWNT's victory has been immense, propelling female fortitude and accomplishment to the forefront of national attention.

With what is an inspirational win for many, the USWNT has again demonstrated that gender holds zero bearing over the significance of a competitive sporting event. For male and female athletes alike, the stakes of games such as these are just as high, the intensity just as palpable, and the outcomes just as noteworthy.

In regards to the 2019 FIFA Women's World Cup, the outcome is of particular note as it holds the potential to extend far beyond the realm of professional sports. As Christen Press, a striker for the USWNT, said, "We got to play knowing that we weren't playing just for soccer... we were actually playing for cultural change and women everywhere."

Following the conclusion of the 2019 World Cup, the question that has cropped up all around campus is: "Will this national interest in women's sports carry over to the CCNY women's soccer team?"

In speaking on this issue with Stephanie Nunez, a junior at CCNY, she explained that the USWNT's victory has stimulated her inter-

est in the CCNY women's soccer team. She noted, "Knowing that achievements [such as winning a championship] are possible for our Lady Beavers—a team with such determination and passion for the sport—makes me want to do my best to keep up with their season and show my support every step of the way."

Nunez encourages her fellow CCNY students to take an interest in the happenings of the women's soccer team. On the subject of low attendance figures at their home games, Nunez commented, "It's very unfortunate to learn that the team attracts less attention due to outdated gender standards. But the [USWNT's victory] is a great start for them to receive the credit and appreciation they deserve. The support system these women will gather along the way will work to defy any biases that some may hold against them before they even have a chance to see them shine."

This year's attendance will show if Nunez's thoughts on game turnout were at all affected by the wide publicity the USWNT has garnered. Susan Aracena, a senior co-captain of women's soccer team, holds out hope on this idea becoming a reality. Though the prospect of the USWNT's victory having a direct impact on campus-wide recognition of the women's soccer team is one that excites her, Susan admits, "It's ultimately on us to draw fans at home games through our play."

When asked if the team had any plans to capitalize on the recent success of the 2019 World Cup,

Susan conceded that the beginning of this upcoming preseason (August 18th) might be too far removed from the conclusion of the championship game to be benefitted from. In spite of this, Susan added, "There is a specific energy you receive from winning the World Cup. We will bring that energy to the pitch this season." While the impact that the USWNT's victory will have on Women's Soccer remains uncertain, Susan is concentrating on the bigger picture. For her, the World Cup represents far more than "just winning a trophy"—it is a global triumph for unity, equality, and strength.

"[USWNT players], such as Amy Wambach and Megan Rapinoe, who use their platforms to help raise awareness about certain issues, like the wage gap and LGBT+ rights, are inspirations to all women and soccer players around the world," Susan remarked.

No matter the empirical change in attendance for women's soccer, at the collegiate and professional level, the USWNT's recent win has sparked a national conversation on the difference between the perception of women and men's sports. It proposed the possibility that if interest for Women's Soccer is to grow at CCNY, a share of the focus might need to be on who and what our valiant women athletes are playing for each and every outing.

CCNY ATHLETICS CALENDAR SEPTEMBER 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3 WVB at Maritime College Throggs Neck, NY 7:00PM	4 WSOC vs Yeshiva University New York, NY 7:00PM MSOC at Rutgers Newark, NJ 7:30PM	5 WVB at Albertus Magnus College New Haven, CT 7:00PM	6 MSOC at Purchase College Purchase, NY 6:00PM	7 WSOC at The College at Old Westbury Old Westbury, NY 12:00PM
8 WXC at Baruch Invitational Riverdale, NY 9:00AM MXC at Baruch Invitational 10:00AM WVB vs Yeshiva University New York, N.Y. 7:00PM	9 MSOC at #6 Montclair State University Montclair, NJ 7:00PM	10 WVB at Sarah Lawrence College Bronxville, NY 7:00PM	11	12 WVB at New Jersey City University Jersey City, NJ 7:00PM WSOC at Maritime College Throggs Neck, NY 7:00PM	13	14 WVB vs Baruch College CUNYAC Tri-Match @ John Jay New York, N.Y. 12:00PM
15 MXC at Queensborough CC Invitational Riverdale, NY. TBA WXC at Queensborough CC Invitational Riverdale, NY. TBA	16 WSOC at Sarah Lawrence College Yonkers, NY 7:00PM	17 WVB vs The College at Old Westbury New York, N.Y. 7:00PM	18	19 WVB at Hunter College New York, NY 6:00PM	20	21 WVB at Purchase College Purchase, NY 12:00PM
22 WXC at York Invitational Riverdale, NY 10:00AM MXC at York Invitational Riverdale, NY 11:00AM	23	24	25 WSOC at Lehman College Bronx, NY 6:30PM	26	27	28 WSOC at Brooklyn College Brooklyn, NY 12:00PM MSOC at John Jay College New York, NY 3:00PM
29 MXC at CSI Invitational Staten Island, NY TBA WXC at CSI Invitational Staten Island, NY TBA	30 MSOC at #14 Ramapo College Mahwah, NJ 7:00PM					

CELEBRATING TONI MORRISON'S HOMECOMING

BY KIA THOMAS

“DEFINITIONS BELONG TO THE DEFINERS, NOT THE DEFINED.”

- *BELOVED*, 1987

On August 5th, 2019, the legendary writer, poet, playwright, and professor Toni Morrison took her ascent from our planet, joining the rest of our great ancestors.



TAKEN FROM: <https://www.elle.com/culture/a28637113/black-activists-writers-reflect-toni-morrison/>
COURTESY OF MAGNOLIA PICTURES

In 1931, Toni Morrison was born Chloe Anthony Wofford in an integrated neighborhood in Loraine, Ohio. She attended Howard University to pursue writing and literature and received her master's from Cornell University. She went on to become an editor at Random House, working for influential figures such as Toni Cade Bambara and Angela Davis. She began her writing career with *The Bluest Eye*, written in 1970. Her bibliography consists of novels, plays, children's literature, and nonfiction books. Her most famous works include *Beloved*, *Sula*, *Tar Baby* and *Song of Solomon*. Morrison is a mother to two sons: Slade Morrison, a painter and musician, who died of pancreatic cancer in 2010, and Harold Ford Morrison, an architect.

Like Morrison and many other black writers, I grew up on almost exclusively white literature. I'd heard her name and knew of her contributions to the world of literature, but I was busy fawning over authors who did not address me, did not look like me, and often, were racist in their works and personal lives. It did not take long for me to realize the incredible profoundness of her writing. Nakyia, a writer based in Atlanta, cites Morrison as motivation for her writing. She said, "Toni is responsible for allowing me to fall in love with literature and realizing that my words alone are meditation." At age fifteen, she read *The Bluest Eye*, a book that changed her life, "That book told the raw, uncomfortable truth about the journey to self-love and what it took our ancestors to experience (it)... That book was the start of a revolution in me, and it saved my life." For Nakyia, Toni Morrison's legacy is the reason she continues to write.

Doris Alvarez of Queens named Toni Morrison as her favorite author. Alvarez was also deeply impacted by *The Bluest Eye*. "I was too young to understand the themes, but I couldn't put it down. I read it multiple times because I felt that there was always a little message or symbolism in each word," she said.

Morrison opened Alvarez's eyes to the nuances of racism in the United States. She said, "It impacted me because I began to wonder, how many other children have felt this? That if they looked 'right', they would be treated better? Colorism was also a theme in the book, and that's how I learned about it."

Alvarez, who is a writer in her free time, appreciated Morrison's complexity as an author. "Her books opened my eyes. What impacted me was the way she wrote her characters. Each one was different; they were their own person and they didn't fit into a box." she said. Morrison's legacy lies in her ability to carve a path not only for herself, but for others. She pushed against all odds and made space for herself without asking for permission. Through the tragedy, shock, and mourning, what we have come to realize is the legacy of Toni Morrison, the words and ideas that still reverberate the minds, hearts, and spirits of people across the globe, will never die.