

THE COMMUNICATOR

December 4, 2017

The Student Newspaper of Bronx Community College

Issue 2, Fall 2017

Be the Change

By Hussein Abdul (Political Science)

Be the change you want to see in the world. As cliché as that may sound, that was the lesson learned from my weekend in Maryland.

Thursday, October 19th, to Sunday, October 22nd, Dominick Gaffney, BMI Director Mr. Clifford Marshall, and I attended the Minority Male Student Leadership Institute Conference in Baltimore, Maryland. We arrived at the Embassy Suites Hotel sometime in the afternoon and started our weekend with a bit of sightseeing. After lunch at Subways, a visit to the Gallery Mall, and a ferry ride on Baltimore's harbor, we headed back to the hotel for the beginning of the program. "Live in Your Vision, Not Your situation" was the theme of the keynote address by William "Tipper" Thomas. They called him Tipper because he took after his father in his skillfulness in the game of football. His dream was to be the best football player he could be to obtain a football scholarship for college. Throughout his high school education, he took care of his physical health and succeeded academically, earning his football scholarship to Morgan State University and living up to his goal. Weeks before his high school graduation he was caught in the midst of a shooting, paralyzing him and keeping him restrained to a wheel chair for the rest of his life. Although it seemed like his vision ended there, he did not allow it to. He was accepted into Morgan State University because of his academics and received his degree in Electrical Engineering.

After Mr. Thomas's speech, we were all assigned social advocacy projects to be done in groups. My group was composed of men from all over the nation, some being from the host state Maryland and others as far as Compton, California, and Mesquite, Texas. Our group was to present a solution to a case study regarding a transgendered man who was feeling anxious in vesting the clinic for a checkup because of the fear of being mistreated. Not to brag, but at the end of the conference my group won 1st place for having the best presentation, sorry Dom. The next day, Friday the 20th, was filled with workshops and

presentations. To be honest, although many people enjoyed the workshops and gained a lot from them, I found them to be redundant as I experienced similar presentations throughout my life. One thing I felt the workshops had in common was the theme of self-reflection and self-actualization. One workshop titled "Being Great" made us stand in front of a mirror, look ourselves in the eye, and name as many characteristics of ourselves as we can in under a minute. It's actually harder than it sounds as I still had



Mr. Clifford Marshall, Dr. Sharon L. Blackman, and the author.

40 seconds on the clock when I felt like I was done.

That day we also received my favorite keynote address from Delegate Cory McCray who emphasized the importance of civic engagement and shared with us his journey and transition from being an ex-convict to being an elected Delegate of Maryland's General Assembly. The next day, Saturday the 21st, we were introduced to the Synergy Project. What I experienced that day, in my opinion was the highlight of the entire trip and resonates with me until today. The Synergy Project was basically community service, but on a new level for me. When you go to a place you've never been

before, you go sightseeing and you visit the city attractions. You go to the places people tell you to go, and you don't go where they tell you not to go. Synergy made us go where you would not go – to the ghettos of Baltimore.

Here in New York, people refer to "the struggle," but I feel like we have not seen real struggle like that of Baltimore. Not only are there abandoned houses, but there are abandoned blocks. The entire block, block after block, filled with nothing but boarded up houses and buildings, neighborhoods living with a 50% poverty rate. With Synergy, we visited one of these neighborhoods, provided food, clothing, and care packages we made the night before. We interacted with the less fortunate people to whom we were attending. We danced with them (I did not really dance, but Dominick cleared the floor with his moves), talked with them, and prayed with and for them. They all had stories and we heard them out. Here in New York, we have fallen numb to seeing homeless people on the corner or in the train. Not everyone in these situations found themselves there because of drug abuse or alcoholism. These people had real stories. One person was robbed of everything and was abandoned; another was injured and could not afford treatment. Beyond feeding and clothing them, Synergy did more. Synergy helped them get their lives back together and tried rehabilitating them into society. But the most important thing we did that day was we made them feel human again.

The rest of the day was filled with more workshops, lunch with CEO's and college presidents, and ended with a banquet. The following day, Sunday the 22nd, was our last. We had breakfast, received our certificates, and prepared for the journey back home. I spent the train ride home reflecting on how my weekend went. I interacted with other minority men from around the country, had conversations of racism and prejudices, and understood my role as a minority male in society. Which is to be the change I want to see.

LOOKING BACK, MOVING FORWARD

The BCC 2017 Gala, October 25 at the Hall of Fame for Great Americans and Colston Hall Special to *The Communicator*

The 60th anniversary of the College culminated with the BCC Foundation Gala dinner, which returned to the BCC campus to honor our friends, partners and alumni. The event raised \$208,750. The evening began with cocktails at twilight and continued with dinner and special tributes to accomplished students and this year's honorees. They included the filmmakers behind *TIME: The Kalief Browder Story*, our partners at the Montefiore Health System and its COO Dr. Philip Ozuah and BCC's own Professor Deborah C. Morris, Chair of the Department of Nursing and Allied Health Sciences.



President Isekenege addressing the Gala guests in a magically transformed Colston Hall.



Left to right: BCC Foundation Board Members Alfredo Angueira, Samantha Magistro, Olga Luz Tirado, Yokasta Segura-Baez, Dr. Monica Sweeney, Kirssy Martinez and Dr. Eddy Bayardelle



Left to Right: President Isekenege, Nursing and Allied Health Sciences Department Chair and honoree Deborah Morris, BCC Student Jeancarlos Diaz, Olga Luz Tirado



Left to right: Municipal Credit Union (MCU) Vice President Corey Fernandes, BCC President Thomas Isekenege and his wife Patience, Harriet and George Blank

Mentors! Mentors! Wherefore Art Thou Mentors!

By Stephanie Ferguson (Criminal Justice) and Felix Andujar (Business Administration)

On Saturday, September 16th the illustrious CUNY BMI program held a training session at the Borough of Manhattan Community College (BMCC) campus in lower Manhattan for aspiring student leaders and student mentors alike. The function was led by the Director of Training and Capacity, New York State Mentoring Program, Mr. Keith Howard. Students from all over the CUNY Educational system were beckoned to attend this mandatory mentor training. The informational sessions consisted of two distinct options. The first option was intended for first time mentors, which were previous semester student leaders whom desired to take a bigger role in the actual program. The second option was geared toward returning mentors, which are students whom previously led the charge toward academic excellence for many of their peers by way of leading through example. Once properly categorized, both groups were separated. The first time mentors received an introduction to the different dimensions into the rewarding world of mentoring. The facilitator, Shawn Best, Associate Director, CUNY BMI, prepared visual aids depicting the situations that would further allow the mentor to evolve and enhance the “mentor-mentee” experience. The returning mentors were trained by Mr. Keith Howard who went in depth on the purpose for mentoring, characteristics of a good mentor, mentor strategies, mentor philosophy and psychology, ending with mentor tools and a checklist. This training session was geared toward re-enforcing the principles bestowed in them the previous year. Analyzing what worked, what did not work, and what motivated the students they mentored, which is pivotal for the growth of the mentorship program.



The tools the informational sessions provided to be an exceptional mentor, included but were not limited to, the understanding of being able to figure out different ways in which we could help to accommodate each mentee. Some of the takeaways were an understanding that each mentee is different and they all have diverse goals in life and face significantly dissimilar challenges. While leading by example and addressing each mentee’s personal needs, the

mentoring program shows us how we can empower each student with the tools for future academic dominance. It is not only about being the support system for each student; it is also about doing academic updates on your mentees.

The goal of the CUNY wide program is to ensure each mentee is on track to receive their degree, Associates or Bachelor’s, within a reasonable period by getting the necessary assistance while utilizing the resources available on each campus. The program mentioned the unfortunate fact that some mentee’s may lack the consistency and drive at home, therefore by being a mentor you have to be able to be a consistent and uplifting staple in the students life. This is achieved by way of working around schedules and being mentally prepared for everything that may come your way.

When the training ended Keith Howard left these 3 points for mentors:
 Mentors do not get extra points for guessing an answer.
 Mentors do not look to uncover issues that may plague a mentee.

The Communicator

Editorial Policy and Disclaimer

The Communicator urges students to submit articles and editorials to the newspaper. We also encourage students to respond to the articles and editorials found in this newspaper.

The views expressed in by-lined articles and in published letters are solely those of the writer, and they do not necessarily represent the view of *The Communicator*.

We reserve the right to edit any article or letter submitted due to space considerations. No article or letter will be published unless the author submits his or her name, email address, and telephone number.

Please submit all articles and letters to the following email address: andrew.rowan@bcc.cuny.edu.

Notes:

JPEGs must be submitted as email attachments and should not be embedded in the Word copy.

Please note that *The Communicator* reserves the right to refuse publication of any submission due to space considerations or if the submission is deemed inappropriate because of profane language, verification problems, and/or slander.

Join The Communicator Staff

The Communicator is seeking interested and committed editorial staff members. We need news (campus events, including sports, club, and cultural events), editorial columnists, creative writers (poems, short stories, and memoirs), photographers, and proofreaders as well as an office manager (someone who is eligible for work study would be perfect).

Senior colleges, as well as scholarship sources, love to see campus involvement such as working for the college newspaper on your applications.

Please contact Professor Andrew Rowan if you are interested: andrew.rowan@bcc.cuny.edu.

Editorial Staff

Alixan Ducreay, Editor-in-Chief
 Demier Hassell
 Robert Josman
 Elizabeth Lopez

BCC SHUTTLE BUS DEPARTURE SCHEDULE

EFFECTIVE IN FALL & SPRING SEMESTERS WHEN CLASSES ARE IN SESSION

(MONDAY - THURSDAY)

BOARD BUS IN FRONT OF MEISTER HALL

SEP – OCT	NOV – MAR	APR – MAY
	5:15 PM	
	5:45 PM	
	6:15 PM	
6:45 PM	6:45 PM	6:45 PM
7:15 PM	7:15 PM	7:15 PM
7:45 PM	7:45 PM	7:45 PM
8:15 PM	8:15 PM	8:15 PM
8:45 PM	8:45 PM	8:45 PM
9:15 PM	9:15 PM	9:15 PM
9:45 PM	9:45 PM	9:45 PM
10:15 PM	10:15 PM	10:15 PM
10:45 PM	10:45 PM	10:45 PM
11:15 PM	11:15 PM	11:15 PM

The Shuttle Makes The Following Stops (Listed in Order of Sequence):

- West Fordham Road & University Ave (Front of PLS Check Cashing)
- West Fordham Road & Jerome Ave (Front of Nautica)
- Jerome Ave & 183rd Street (Front of Liberato Restaurant)
- Jerome Ave & Burnside Ave (Front of Jackson Hewitt Tax Service)



Provided by Office of Student Life, RBSC Room 309/302, 718.289.5194



My Beauty Is Unique

By Christena Rowe

Vice President of Campus Press, Phi Theta Kappa (Liberal Arts/Media)

I know what you're thinking, and no this article is not specifically about dolls. It is about those magical moments when life deposits a revelation that calms some inner turmoil through your daily routine. As a caregiver, I have the wonderful opportunity to interact with children whether by teaching instances or play.

One day while playing with Ayelet and Shaya, we decided to have a grand wedding ceremony for one of the dolls. We invited the other dolls to attend. We carefully lined all 20 of them out on the two isles of the "church" (basement of the house) while Shaya held the handsome groom doll, Hank, and the pastor at the makeshift altar. I carried the blushing bride as Ayelet followed closely behind with another doll who was supposed to be the maid of honor. All the while Ayelet and I were using our hands to turn the heads of the other dolls and whispering in an effort to make the church come alive with gossip and wonder at the approaching bride. It was quite a scandalous event. However, the moment of revelation came to me after the pastor (another doll who happened to be shorter than both bride and groom) pronounced them husband and wife.

I looked on the faces of each doll that was present and thought "how beautiful they looked." Some had big eyes, oversized lips, straight noses, punk noses. Each was different from the other. Yet, they were all uniquely and collectively beautiful. Our society today is tailor made, trying to cut each person to fit into the mold. It does not promote individuality. It tells you what beauty is, and if you don't resemble it, you're found lacking. Now many men, women, boys and girls today struggle with self-esteem because they no longer feel confident in their own image. They don't look like what the world calls beautiful. So people go the extreme to achieve such beauty because everyone wants to be a part of the club. Being left out isn't a nice feeling. Teens today are desperately trying to fit in. That is something that we can all relate to.

I've stayed at home many times while others in my same circle were invited to the dinner or the party. Yet, the day when I stopped caring about fitting in the mold, I began to love my image. To be clear, nothing is wrong to dress yourself up and exercise if you need to lose the weight, but when the aim is to look exactly like that model, you are losing your own identity. There is beauty in being different. The rainbow wouldn't be the spectacle it is today if it weren't



for the various colors that are present. Can you just imagine if it had only one solid color? When we love and own who we are, we are like rainbows. We don't have to conform to what society says. I choose to love myself just the way I am whether I'm accepted or not. But then again whether or not I'm accepted doesn't matter to me anymore.

What matters is that I am now confident because I have learned to love who I am. The moment a person takes that step they become free. Alessia Cara said, "You don't have to change a thing the world can change its heart. There are no scars to your beautiful."

JOIN A CLUB AT BRONX COMMUNITY COLLEGE

- There are more than 35 clubs and organizations at the College connect students to BCC's academic, cultural, and social campus life.
- Students can join an existing club or start a new club with other students based on similar interests.
- A club consists of at least 10 students and a faculty advisor. Clubs are entitled to an annual budget of \$1000, which is derived from student activity funds.
- A College-wide organization consists of at least 15 students and a faculty advisor. A College-wide organization focuses on providing some type of service to the campus community. College-wide organizations are entitled to an annual budget of \$2,000, which is derived from student activity funds.

The benefits of club membership include:

- Opportunities to explore many academic and social programs
- Making lifelong friendships
- Numerous leadership opportunities
- Professional and social networking
- School spirit

Contact:

Ms. Yvonne Erazo-Davila
Student Life for Inter-Organizational Council Office
Inter-Organizational Council Office
Roscoe Brown Student Center [BC], Room 309

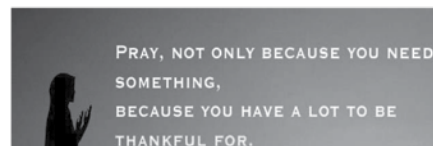
(718) 289.5201/5962/5194



"WHOEVER KILLS AN INNOCENT LIFE, IT IS AS IF HE HAD KILLED ALL HUMANITY. AND WHOEVER SAVES ONE LIFE, IT IS AS HE HAS SAVED ALL OF HUMANITY" -- QURAN 5:32

EVERY THURSDAY
12:30PM -1:30PM
ROSCOE BROWN ROOM 204

THE WEEKLY MEETING WILL INCLUDE INTERESTING RELEVANT TALKS, MOVIES, MEDIA, DISCUSSIONS, TEACHINGS AND SPECIAL PRAYERS.



PRAY, NOT ONLY BECAUSE YOU NEED SOMETHING, BECAUSE YOU HAVE A LOT TO BE THANKFUL FOR.

The Muslim Student Association

Invites all to learn and understand the Sacred Text of Islam. Please join us every Thursday 12:30-1:30 PM in Roscoe Brown, Room 204

FOOD AND SOFT DRINKS WILL BE SERVED!!!

Q&A with Associate Dean for Student Development

By Dion Quamina (Political Science)

What is Student Life?

The Student Life staff endeavor to engage BCC students in a variety of meaningful learning experiences, in a safe place, in support of their academic and life aspirations. Examples of these opportunities include, but are not limited to: honor societies, conference attendance, membership on college committees, panel discussions, and student governance. Also, students pay an activity fee which funds Student Life programming and services at the College (i.e., Shuttle Bus, Commencement).

What is your role on campus?

As Associate Dean for Student Development, I have the pleasure of wearing many hats in support of student success. Specifically, I am responsible for four offices and two major programs: student life, personal counseling, health services & judicial affairs as well as new student orientation and commencement. It is my duty to ensure that students are being supported by the professional staff in those areas.

What advice do you have for incoming students?

It is vital to your success in life to identify your educational purpose. In other words, what do you want to accomplish in life and which BCC academic program will best prepare you for what you want to accomplish? You should reflect on your educational purpose often in order to stay focused and help direct your goals. I would also tell incoming students to not delay in making use of the support services including tutoring services at the college.

When are your office hours?

Monday through Friday from 9 am to 5 pm.

What is the best resource for students interested in cocurricular activities and clubs?

There are many resources at BCC for these activities. Athletics, Student Government Association (SGA), and the Inter-Organizational Council (IOC) are just a few. Here are the names and office locations for the Student Life staff who are experts in designing out of classroom learning experiences:



Yvonne Erazo - Student Life Manager for Clubs and Student Organization 312 RBSC, Audrey Rose-Glenn - Student Life Manager for Leadership Development 306 RBSC, Shermekia Pierce IOC Office Manager 309 RBSC, and Mary Velez Student Life Coordinator 312 RBSC.

What was the toughest thing for you going through college, and how did you overcome it?

As an undergrad student, I was the primary caregiver for my late grandma. I took a lot of time and used a lot of energy caring for her. It was difficult to give my attention to anything other than my grandmother, including school. Still, I found ways of applying what I was learning in the classroom to my life. I learned something in every course that I was able to use to improve my circumstances and that of my grandmother.

What was the most important lesson you learned while studying here at BCC?

I was able to figure out my life goals and passion. It took time, but I learned that helping others was an important aspect of my life and it still is very important to me to help facilitate the goals of other people. I learned that about myself at BCC and while caring for my late grandmother.

What are some of the goals you have for Student Life and how will they affect the student body?

Generally, I want to ensure that our efforts, activities, initiatives, programs, and policies are designed with student success is at the forefront. I want to make sure students have a role in the decision-making on matters that affect the student body. I want students to participate in, reflect on and learn from their experiences at BCC.

What are a few pieces of advice would you give to any student?

Never give up at the first sign of challenges. Go through with what makes you happy, be confident in yourself, think about yourself as you wish to be seen, follow through with your aspirations and do not allow someone or something to discourage or misdirect your aspirations.

Wigfall Named NJCAA Player of the Week Special to *The Communicator*

Bronx Community College men's basketball guard Terrell Wigfall has been named NJCAA Division III Player of the Week after earning a triple-double in his college debut November 4.

The 6-foot-1 freshman led Bronx to a 79-70 win at Bergen Community College with a standout offensive and defensive performance of 30 points, 10 rebounds, and 10 steals. Wigfall (New York, NY/ Reynolds West Side) shot 14-27 overall and 3-9 from three-point range, adding four assists and two blocks in rounding out a stellar two-way effort.

He also earned City University of New York Athletic Conference (CUNYAC) Athlete of the Week honors, the league announced on November 7.



Dysfunctional, Disrespectful and Damaging: BCC's ID-Validation System

By Alixan Ducreay (Political Science)

Bronx Community College's (BCC) ID-validation system is dysfunctional, disrespectful to students, and fraught with potential for damaging the relationship between students and public safety personnel. It needs to be re-evaluated and changed.

Students need to be revalidated every semester. The procedure at BCC is to have a sticker placed on a student's ID by a public safety official. Students must present their college ID along with a printout of their financial details on CUNYfirst. The public safety officers are instructed, according to Officer Obaid, to validate a student only if a balance of zero appears on the student's account via printout from CUNYfirst.

Personnel at the bursar's office insist that if no "hold" appears on the student's account, they should be able to use library services. Clearly, the financial arm of BCC is uncoordinated with the long arm of public safety, and each has a different view of financial clearance. But fundamentally, should public safety (which symbolizes law enforcement) be engaged in vetting students' finances? Is this an appropriate domain over which public safety officers should have authority? I feel a sense of frustration and disrespect every time I have to have a public safety declare me financially cleared enough to borrow a library book. The last time I experienced this on November 10, the officer actually scolded me for not meeting my obligations (my Excelsior scholarship award for Fall 2017 is somehow still in BCC limbo) and reminded me to make sure "you take care of that." That was the identical phrase used by a police officer the last time I got a traffic ticket for an expired emissions sticker. On a previous encounter with another officer, he insisted he could not validate me without a "printout" from CUNYfirst, even if I showed him a receipt I had just received 10 minutes earlier from the bursar's office showing I had a zero balance, and owed the school nothing.

The validation of a student's ID has too many implications (including gaining physical access to the campus) to be sub-contracted to public safety personnel, who remind minority students of the control law enforcement exercises over their lives and communities.

The public safety officers are just doing their jobs and following instructions. The administration of BCC is failing in theirs.

JOIN A CLUB!

CAMPUS NEWS

Report on BCC Hurricane and Earthquake Collection Efforts Special to *The Communicator*

Collection efforts for hurricane and earthquake relief efforts resulted in over 2500 items and \$100 collected and donated as follows:

- Puerto Rico via the Empire State Relief and Recovery Effort;
- Antigua and Barbuda via the Consulate General of Antigua and Barbuda; and
- the Virgin Islands, Puerto Rico and Mexico via The Bronx Federation of Teachers, Parent Committee.

Kudos to Professor Monique Guishard and Edwin Roman for their support in coordinating the collection efforts and thanks to the laborers who delivered two truckloads of items to drop-off locations for BCC: Jose Bisono, Mark Guido, and Robert Parsons.

For Puerto Rico - Hurricane Relief Efforts

Roberto Clemente State Park
301 West Tremont Avenue
Bronx, New York 10453
Phone: (718) 299-8750

Dropped off Friday 10/06
Shipped on Friday 10/06

1 box of diapers (100 diapers)	8 packs of baby wipes	2 LED Lanterns
1 box of diapers (23 diapers)	7 bottles of insect repellent (six 4 oz. and one 32 fl. oz.)	3 lighters
6 bottles of infant rice cereal (8 oz.)	4 insect-repelling candles (17 oz.)	5 packs of water (24 bottles each)
4 bottles of infant formula (12.5 oz.)	13 packs of batteries	4 boxes of tampons (72 tampons)
24 bottles of baby food (4 oz.)	1 box of matches	2 packs of feminine pads (88 pads)
3 bottles of baby shampoo		

Drop-off location of the Consulate General of Antigua and Barbuda
St. Mary's Anglican Church
411 E. 143rd Street, Bronx, NY 10454
Tel: 718-665-9446

Dropped off Friday 10/13
Shipped out Saturday 10/14

2 bags of rice (10 lbs.)	16 cans of mixed vegetables (15 oz.)	2 boxes of raisins	1 large pack of instant noodles (24 units)
4 bags of rice (2 lbs.)	4 cans of chili (20 oz.)	1 box of roll-ups (2 oz.)	1 pack of spoons/forks/knives (500 each)
16 bags of dry beans (1 lb.)	1 can of black eye peas (110 oz.)	2 packs of water bottles (96 bottles total)	6 boxes of antibacterial wipes (20 each)
3 bags of dry beans (2 lbs.)	1 can of chickpeas (11lb. 13 oz.)	1 box of Similac	26 gauze rolls
5 boxes of couscous (5.8 oz.)	1 can of chicken breast in broth (50 oz.)	2 boxes of diapers (384 diapers)	2 packs of gauze sponges
1 box of barley and veggie soup (5 oz.)	1 can of beef stew	1 box of 552 baby wipes	5 bottles of aspirin
1 box of yellow rice (7 oz.)	2 cans of split peas with ham (19 oz.)	1 box of petroleum jelly (864/0.18 oz. packets)	2 tubes of antibiotic ointment
4 boxes of pasta (16 oz.)	10 cans of tuna (5 oz.)	3 bottles of baby body wash (10 oz.)	1 first-aid kit
5 bags of pasta (16 oz.)	1 large can of tuna (15 oz.)	8 packs of diapers (73 diapers)	7 packs of bandages (Band-Aids)
2 boxes of pasta (13 oz.)	2 cans of pink salmon (15 oz.)	8 packs of baby wipes	1 box of alcohol prep pads
8 cans of soup (15 oz.)	3 cans of sardines (5 oz.)	3 bags of dry milk (1 lb. each)	1 pack of gauze tape
1 large can of soup (40 oz.)	1 can of guava paste (11lb. 5oz.)	4 quarts of milk	10 deodorants
10 cans of sliced potatoes (15 oz.)	7 boxes of cereal (12 oz.)	8 bars of baby soaps	3 bottles of shampoo (20 oz.)
18 cans of sausage (5 oz.)	5 boxes of crackers (14 oz.)	1 box of Greek yogurts (6 packs)	1 bottle of conditioner (20 oz.)
3 cans of spaghetti sauce (8 oz.)	2 boxes of macaroni and cheese	2 bottles of baby formula (12.5 oz. each)	6 bottles of body wash (20 oz.)
11 cans of mixed fruit (15 oz.)	1 box of sugar (16 oz.)	37 jars of baby food (3 oz. each)	6 bottles of bug spray
		2 packs of disposable plates (163 each)	4 bottles of hydrogen peroxide
		2 packs of fruit cups (16 cups each)	4 bottles of rubbing alcohol
		1 box of applesauce (24 pouches each)	10 pairs of pants
		2 packs of instant ramen (5 units each)	4 shirts
		5 single packets of instant ramen	5 skirts
		1 pack of instant noodles (6 units)	3 pairs of shoes

Roberto Clemente State Park
301 West Tremont Avenue
Bronx, New York 10453
Phone: (718) 299-8750

Dropped off Friday 10/13

7 cans of beans (15.5 oz.)	18 bags of rice (32 oz. each)	10 bottles of peanut butter (17 oz. each)
5 chicken noodle soup cans (11 oz.)	3 boxes of mashed potatoes (16 oz.)	2 instant oatmeal boxes (15 oz. each)
7 chicken soups (15 oz.)	3 packs of instant hot chocolate	1 box of green tea (3.5 oz.)
17 cans of evaporated milk (12 oz.)	6 packs of ground coffee (10 oz. each)	1 bottles of jelly (19 oz.)
14 cabs of mixed vegetables (15 oz.)	2 bottles of coffee (3 oz. each)	1 bottle of salt (30 oz.)
19 bottles of infant cereal (8 oz.)	1 box of tea bags (48)	1 box of fruit snacks (80 pouches)
1 box of 552 baby wipes	1 box of instant oats (18 oz.)	1 pack of nutrition shakes (32 units)
2 boxes of diapers (296 diapers)	1 pack of peanuts (12 oz.)	4 packs of male socks (5 pairs each)
1 pack of diapers (30)	1 box of crackers (26 oz.)	10 cans of beans (13 oz.)
2 packs of water (80 bottles/16 oz. each)	1 bottle of chocolate syrup (24 oz.)	30 bars of soap
2 packs of water (48 bottles/8 oz. each)	2 bottles of peanut butter (48 oz. each)	11 bags of rice (16 lbs. each)

The Bronx United Federation of Teachers Parent Committee
2500 Halsey Street, Bronx, NY 10461
Tel: 718-379-6200

Dropped off Friday 11/3

The Bronx UFT Parent Committee is hosting a donations drive for the victims still devastated by Hurricane Maria in Puerto Rico, the Virgin Islands, and the earthquake in Mexico.

4 bottles of mouthwash	4 packs of female adult diapers (84 diapers)
60 toothbrushes	3 packs of male adults diapers (102 diapers)
16 toothpastes	31 packs of feminine pads (1,332 pads)
1 pack of lip balms (3 units)	2 packs of paper toilet rolls (39 rolls)
2 packs of dental floss	
2 large boxes of diapers (446 diapers)	
1 pack of baby wipes (552 wipes)	

OUTSIDE THE QUAD

Getting People to Care: The Hurdle to Civic Engagement

By Wali Ullah (Political Science) and Latsha Lee (Psychology)

What social issue matters to you the most? It could be anything; economic, cultural, policy-related, etc. Found it? Perfect! Now what if I were to tell you that your elected officials were to pass a bill tomorrow that would adversely affect what your heartfelt issue is? You'd be angry, no? That's perfectly reasonable, but where do you plan on channeling that anger? Will you march the streets? Will you schedule an appointment with your local representative? Will you spread the word like #wildfire on Twitter and Facebook? You will most likely let that energy dissipate into the festering dark abyss that is political inaction.

Many of us hold at least one social issue at heart, regardless of our partisan tilt. However, there is one issue that barely crosses our minds; an issue that, in every sense of the phrase, affects the future of social progress. It ties every issue together, for without action upon this issue itself, no change can be achieved that would affect all other issues. That issue would be political inaction, an amalgamation of political illiteracy and apathy. The entailment of political apathy should go without saying but what political illiteracy comprises of is the profound yet frightening lack of political knowledge that many Americans, especially those who are disproportionately below the age of 25 and have not obtained a college-level education, have. This knowledge ranges from who we're electing, what laws our officials are passing, how government essentially works and what the gist of certain policies and issues is, beyond sensationalized talking points. To effectively gauge and analyze the mind of the average Joe who may or may not be politically informed, one must look at how psychology and sociology shapes the person's political viewpoints and how lessons must be drawn from contemporary political patterns and the traditions of political engagement itself.

Whether conscious or unconscious, a person's political stance depends largely on their environment and their ability to cope with it. Who we vote for, or don't vote for, is affected by our faith in a politician's ability to either help us out or keep us in our current situation. A rich man wants to stay rich whilst a poor man wants someone he believes will improve his current state. Education and background also play major roles in determining how people will vote or whether they will vote at all. Those who have higher education levels are more likely to be politically involved. Someone with a high school diploma alone, is less likely to be civically engaged. They are also more likely to have friends who don't vote and in turn, don't vote themselves.

According to basic assumption, when faced with difficulties with naturally gravitate to one of three things; fight or flight, dependency, or working toward a solution. Politically speaking, someone who naturally enters fight or flight mode will either run away from political involvement or fight against the forces they believe to be against them. This way of thinking is flawed. We must begin to understand that regardless of someone's views we are, in fact, one entity. Be it a school, town, state or an entire nation. Fight or flight implies that it's us vs. them, but in reality, we must work toward a solution that's best for everyone. Civic engagement is that solution. That doesn't mean that we simply vote for who we believe to be the best candidate and leave it up to them to make the changes we hope to see. Being involved in the process at every turn is the way to ensure civic fulfillment. Attending town hall meetings, go to city council meetings, get to know your representatives. Take advantage of your voice. As our Vice President of the Student Government Association Hussein Abdul once said, "These people are making decisions that affect you without you." These are the qualities that someone in the dependency group lack. Instead of being a part of the process they look to elect someone whom they believe will make things better. They depend on their representatives to make a change. This isn't entirely bad. A majority of these people will at least vote. Which is more than can be said for over 40 percent of eligible voters in the

2016 presidential election. Voting is a big step however, it isn't the only step. To depend solely on someone else to make changes implies that you are incapable.

"Be the change you wish to see in the world."

— MAHATMA GANDHI

People who are naturally seek to find solutions are those whom we can expect to be politically involved. However, there is always more to be done. It isn't enough to be civically engaged. It is the job of the knowledgeable to spread that knowledge. As such, it is the duty of the work group to ensure that they are connecting with those in the dependency group, as well as, engage those in the fight or flight group. Civic engagement doesn't stop with one person. To truly be involved we must involve others. It's the job of those who seek solutions to sharing the solutions they set out to find. It's less important to ensure that everyone has the same views as you. What matters the most is that everyone's voice is being heard.

When faced with the challenge of expanding civic engagement it's important not to be offensive. It helps to remember that not everyone will have the same views as you and that's ok. The main objective is to get people to communicate their needs, views, and beliefs. When people can express themselves while feeling like they're being understood it creates a sense of unity even if others disagree with them. Another thing to remember is to stick to the facts. Personal opinions have no place in a political discussion. It can create unnecessary conflict. The goal is to get people to become more politically involved not change their views. Also, never make assumptions. Someone can live in the same neighborhood as you, be from the same social class, attend the same religious institution as you, but have totally different views. This also reiterates keeping personal opinions out of the discussion. The road to civic engagement can seem tedious, but if the road was created it means others have been there.

Something vital to the health and wellness of civic engagement is grassroots action. In a world where we often associate checks and balances with legislative circles, we must not forget that we the people are the most powerful check and balance. Think of it this way: Every American is entrusted with making decisions that impact how our laws are created. That's a big friggin' deal. We are the ones who make investments of thoughts and ideas in politicians once we vote for them. However, when the stock plummets, we often blame the market, as we blame politicians when they don't do as they say they will do. However, the ultimate fault lies in our vote and actions after we vote. Before one votes for a politician, one must do his/her best to learn all they can about their candidate, not to mention the challengers that candidate has during elections. Learn what their political leanings are, what significant legislation they have passed, who



they're taking money from and what committees they sit on. After we vote for a politician, we must not assume that the newly elected official will be a panacea to all of our social, economic and political problems.

We must take on the role as watchdogs; we must pay close attention to what legislation they pass, attend their town hall meetings to ask questions, lobby them when the need arises and make yourself known to them as a constituent who knows and cares. In a day and age where Congress has a 13% approval rating yet more than 90% of our elected officials manage to get re-elected every election cycle, the most threatening weapon that combats incessant incumbency is the political awareness and civic engagement of their constituencies. Nonfeasant politicians should fear informed citizens the most; our watchdogging serves as leverage against the elected official as he/she would like to avoid getting voted out in the next election cycle. Knowledge is literally power in politics but when citizens don't even know how the issues they about and the future of their loved ones is being affected by. As Nelson Mandela once forebodingly spoke, "A well-educated and enlighten population is one of the surest ways of promoting a healthy democracy."

A perfect example of how knowing is leverage can be seen in NY's 14th Congressional District race, where Congressman Joe Crowley, the fourth-most powerful Democrat in the House, faces a formidable primary challenger for the first time in years. Though the Democratic Party is currently divided on the issue of universal healthcare, Joe Crowley had only recently signed onto a bill known as HR 676, which would guarantee universal healthcare coverage for every American, saving costs for every American. If it wasn't for the political competition he faces from Alexandra Ocasio, a progressive candidate who is running against Congressman Crowley in next year's midterm primary elections and is staunchly progressive on issues such as college accessibility and affordability and universal healthcare, Congressman Crowley would most likely have voted no on HR 676. As more and more Americans are beginning to support the idea of universal healthcare, it is no surprise that some of our elected officials are willing to bend over and perform such acrobatics merely to hold onto their elected positions; politicians are fascinating creatures that way.

At the end of the day, our politicians aren't the only ones we should look up to for change. Are all politicians the same? To a degree, yes. But when incumbents run every two to six years with little chance of losing, the current political dynamic will never change. It is up to us to educate ourselves, vote, discuss and debate our own ideas with others', engage in civic and social action and educate others. These are the five pillars of civic engagement. I will impart the wisdom of two political figures, Nelson Mandela and Baron de Montesquieu.

"A well educated and enlightened population is one of the surest ways of promoting a healthy democracy."

— NELSON MANDELA

"The tyranny of a prince in an oligarchy is not so dangerous to the public welfare as the apathy of a citizen in a democracy."

— MONTESQUIEU

At the end of the article are a few web links that will be of use to you on your quest to arm yourself with information that is detrimental to the incessant reelection of crummy politicians.

<http://www.mygovnyc.org/>

(This is where you can find out who all of your local representatives are, citywide, statewide and federal)

<https://www.govtrack.us/>

(This is where you can track legislation being passed in the United States Congress, with customized alerts whenever legislation is being passed by a specific representative or when legislation that affects a specific issue is being passed)

<https://www.opensecrets.org/>

(This is where you can learn about nearly every bit of financial information pertaining with the campaigns and donors of politicians and candidates in Congress)

<https://www.nysenate.gov/legislation> and <http://nyassembly.gov/leg/>

(You can find legislation being passed by your State Senator and State Assemblyperson, respectively, in these links)

<https://www.nypirg.org/goodgov/LegislativeProfiles/>

(This is where you can find the Legislative profiles of your state politicians, which show you what committees your representatives serve on and who/where they have taken campaign money from)

Wali Ullah is a Political Science major and student activist who is very passionate about civic engagement and citizen empowerment. He also serves as the Legal Legislator of BCC's Student Government Association and is a very active member of NYPIRG on campus. If students have any issues or grievances on campus, he can be contacted at wali.ullah@stu.bcc.cuny.edu.

Latsha Lee is a Psychology major and is a peer educator for Get PSyCh'D and the personal counseling center on campus. She also serves as V.P. of Scholarships for Phi Theta Kappa Honor Society at BCC. In addition, she serves on the Project Development Committee, as well as the Scholarship Committee, for the Student Government Association.

Emers Receives Prestigious Education Fund Award Special to *The Communicator*



Beverly Emers has been selected as one of the eighteen 2017 Women's Forum Education Fund Fellows! This honor for the June BCC graduate has been presented to inspire and to encourage other qualified students to participate in upcoming years. Emers was selected by the committee for her superior qualifications, accomplishments and commitment to education after overcoming many of life's adversities. Women from Bronx Community College are encouraged to apply.

Ms. Emers was invited to a reception honoring the 2017 Fellows and their family members at the offices of Random House on Tuesday, September 19th. 2017 marked the 30th anniversary of the Women's Forum Education Fund Fellows Education Award Program, which honors mature women who strive to complete undergraduate education after a hiatus in their academic lives. In celebration of this landmark, in addition to the 2017 Fellows, all previous award winners were invited to the Random House reception.

The fund has noted that in 2018, \$180,000 will be awarded to qualified women over the age of 35 who need an added incentive to complete their education. The \$10,000 Women's Forum Education Fund Award will be presented in two installments. \$5,000 was awarded on July 1, 2017 and the second \$5,000 will be awarded after January 1, 2018, upon documentation of a successful completion of a subsequent semester of education.

The 2018 application is now available on the fund's website, and will be mailed to applicants who register, beginning on Labor Day. Women at BCC who meet the award criteria are encouraged to apply. Those interested can visit the Education Fund tab at www.womensforumny.org, to read all the bios of the 2017 Fellows and to view the video that describes the Fund and some of the past honorees.

A spokesperson for the fund has stated that the organization hopes that this award to Beverly Emers will lead to more applications from Bronx Community College.

The Big Goree Project: Healing the Horrors of the Trans-Atlantic Slave Trade

By Gene Adams, Director of Collaborative Education; Co-Director,
Science and Technology Entry Program, Staff Advisor, BCC African Students Association

The discussion of the Trans-Atlantic slave trade is very difficult to tackle on both sides of the Atlantic Ocean. In the Americas we have yet to fully comprehend the inhumanity suffered by countless millions who lost everything of significance right down to their sense of self-worth and purpose for living. In Africa no effort to explain the why and how millions of souls were forcibly ripped from the continent is ever sufficient, leaving generation after generation to stumble through these dark pages of an otherwise glorious history. In Senegal a group of middle, high school, and university students are attempting to solve a problem that historians, researchers, and political thinkers have struggled with for decades. The Big Goree Project is an effort by over 200 young people to learn about the Trans-Atlantic slave trade, link globally with other students and organizations, and support one of Africa's most important slavery memorial sites.



Sitting in the Atlantic Ocean about a mile off the coast of Dakar Senegal, Goree Island was one of many ports established by European slave merchants along West Africa that fueled the need for slave labor in the New World and Europe. A small patch of earth with little vegetation, Goree was once home to members of the Lebu ethnic group. In 1444 with the arrival of Portuguese seaman everything changed on the meager 88 acre stretch of land, and its role in history would eternally be connect to human suffering. For more than 300 years between 1536 and 1848 Goree Island shuffled between Dutch, French, and British rule and played an active role in the Trans-Atlantic slave trade. "Once the captured Africans arrived at the Atlantic, they were taken to one of the many slave forts that could be found along the coastline, where they would wait to be transported by ship to the Americas" (Understanding Slavery Initiative, 2011). For more than a year student and teachers at eight middle and high schools and universities have been conducting research, holding events, and meeting with African American and Senegalese scholars focused on increasing their understanding of what happened on Goree Island and how those events impact on Africa and the Americas today.

The House of Slaves Museum at Goree Island is an 18th century structure that was part of a network of 28 buildings used to house African captives for the Trans-Atlantic slave trade. The dark and musty cells that once were crammed with African bodies are now empty, except possibly for the spirits of those who suffered and were stolen. The House of Slaves was involved for centuries in the capture and selling of humans and is representative of the physical, economic, and emotional oppression which is at the foundation of the insidious nature of the Trans-Atlantic slave. In both practical and metaphorical terms Goree stands as a testament to the more than 20 million Africans from diverse ethnic groups who were captured, subjugated, and forcibly traded and sent to the Americas and Europe from Africa to feed the economic and industrial expansion of Western capitalism. The Big Goree Project students hope to first learn enough about the House of Slaves to inform and attract other students in Senegalese schools to join their national effort. Students visit the Slave House and other historical sites on Goree that are part of the slavery narrative and social life on the island.

Since 1962 The House of Slaves Mansion Museum has operated as a historic and cultural attraction for tourist visiting Senegal from around the world. Annually over 100,000 visitors trek to the museum some out curiosity, some for research, and other as a pilgrimage to pay homage to ancestors lost. The vision to create The House of Slave Museum as an institution of global significance

was conceived and championed by Boubacar Joseph Ndiaye. Mr. Ndiaye established the institution and was the lead oral presenter from 1962 until his death in 2009. Mr Ndiaye once described how the captives were treated like domesticated animals, "Sometimes in the Slave House I'd find a whole family, the father, the mother, and the child...put in different cells. The father could be led to Louisiana in America, the mother to Brazil or Cuba, and the child to Haiti or the Antilles. The separation was total." The oral presentations provided to visitors offer an intimate and shocking portrait of the horrors of human trafficking and the destruction of African families and societies in Senegal and neighboring countries. The oral stories of Goree are offered to mostly foreign tourist and are usually conducted by official representatives of the Slave House Museum or a network of self-taught community docents who retain and share the oral history of the Island and its role in the Trans-Atlantic slave trade for a nominal fee.

The task of bringing 200 Senegalese young people together on this massive project falls on the shoulders of Fame Sadaro a long time history teacher and noted authority on slavery in Africa and the history of the House of Slaves Museum. Sadaro was a student and intellectual disciple of Mr. Ndiaye. He has tirelessly fought to preserve the efforts of Mr. Ndiaye to inform the world about the atrocities that occurred on Goree Island. "Our mission is to be a part of the national and global effort to revitalize the museum. In forming the Big Goree Project we are creating an organizational structure for young people to assume some responsibility for the museum" said Sadaro. Throughout the years the Slave House Museum has operated with seemingly little financial support or resources. Though a major international attraction, the institution has never received sustained government or private funding. Sadaro believes that the Big Goree Project can make use of the technology and media tools familiar to kids all over the world to bring support. "We hope to develop student documentary films and virtual apps on the Museum," stated Sadaro.

The House of Slaves stands very much as it did in the 18th century when built by the Dutch. The upper floor now museum space was once inhabited by the wealthy slave merchants. The ground floor contains the pens once used to confine captives in inhumanly horrid conditions. The series of small cells were used to segregate men, women, and small children. Women and young girls were routinely and brutally raped. Men who resisted or fought back were either killed or tortured until broken. "About 15-20 male slaves were packed in these 2.6 meter by 2.6 meter rooms; seated with their backs against the wall, chained around the neck and arms, they would usually have to wait in the room for about three months" ("Senegal's scenic island exposes horrors of slave trade," Errol Barnett, CNN, February 23, 2012). The central feature is the short tunnel that leads to the landing where small boats docked before ferrying the captives to the waiting ships that then would transport them to the Americas and Europe. This grim and dark passageway leads to what has become infamously known as the "Door of No Return."

Stephanie Kane, Director of the Senegalese American Bilingual School (SABS), the lead institution in the eight school coalition believes that it is very important for the students to understand the raw depravity of what happened at the House of Slaves. "Children are not going to compromise the horror of what happened towards any political agenda. They will respond and seek truthful answers," said Kane. She sees this openness and honesty within youth as the key to establishing broad support for the House of Slaves. "Our aim is to bring together diverse thought and action partners to advance the cause of increasing local and global support for the Slave House. We want to create effective learning curricula for local and global educators and learners that offer new strategies for exploring the slave house in the classroom, on the Internet, and on field trips."

The actions of the Big Goree Project have already begun to attract the interest and support of those outside of Senegal. Students and faculty at The City University of New York's Bronx Community College (BCC) created a photographic exhibit that replicated the House of Slaves on our campus. "Over 500 people came to see Spirits Whispering in the Dark, our interactive photographic presentation on the Goree Island Slave House," said Nick Fenderson, a student at BCC who has traveled to Senegal and visited Goree Island. Other BCC students are conducting research, developing a virtual museum app, and developing a business plan for a possible museum souvenir shop at the House of Slaves. "We've collaborated with SABS and other groups in Senegal for more than 15 years and the Big Goree Project is a wonderful way of connecting students and educators in the U.S. and Africa globally," said Gene Adams the director of Collaborative Education at BCC.

The Big Goree Project's Senegalese students and their American counter parts may never totally close the understanding and communication rip caused by the horrors of the Trans-Atlantic slave trade. However the enthusiasm and commitment they demonstrate as active participants in efforts to share the story of the Goree Island House of Slaves and the humanity of its victims may be a lesson for us all to emulate and embrace.

46.64398 -60.96477

By Robert Josman (Nuclear Medical Technology)

46.64398 -60.96477 just two sets of numbers, one positive, and one negative. Are they part of a larger calculation? What could they stand for, if in fact they actually represent something worth consideration? They do stand for something. They are the exact satellite coordinates of Cheticamp.

Cheticamp is a place of importance to me and the person that it helped make me today. It is very small village near the tip of Cape Breton Island, part of the northern most reaches of the Province of Nova Scotia Canada. The village was started in 1790 by six Acadian families that received a land grant of 7,000 acres. They had all returned to Nova Scotia after what has become known as the Grand Derangement or Great Upheaval, the expulsion of the French Acadians, by the British government in 1755 after one of the several wars Britain and France fought for the domination of their colonial possessions in the New World. They had all been deported to Saint Malo, France, but by 1775 had filtered back into the Gulf of Saint Lawrence to find the area in a state of war, as the American revolution was in full swing.

Although they were not fond of the British government, they tried not to draw attention to themselves by openly siding with the Americans. By 1785 they had settled in the mountains near the current village, remaining hidden from all outsiders. The constant warfare of the past several decades, and the generally inhospitable terrain, lead the British Colonial authorities to give them a land grant in 1790. Most of the New England colonists that the British had moved up the coast after expelling the Acadians had found it too hard to survive in the extreme northern climate, even to try and live by subsistence farming. The Acadians, on the other hand, had made their living from the sea for several hundred years before they were expelled.

Although the official land grant was officially given in 1790, the local people consider the village to date from 1785, when they returned to the area. It was a not so hidden way to thumb their noses at the all-powerful British. Two hundred and thirty-two years later passions have calmed, but there still is a proud Acadian streak of independence. This did not grow out of their dislike of the British and the Scots-Irish immigrants they induced to come to the area, not even when Acadia became known as Nova Scotia or New Scotland. It came from a simple need to survive in an area that is not hospitable, it really does resemble the northern parts of Scotland.

My connection to this tiny village is familial, though I'm a bit of a mutt when it comes to my background. My father's grandfather was originally from Latvia, which was at the time part of Russia. He was named Maximillian, after the emperor. He made it all the way to the village of Cheticamp as a fisherman in the early 1800's. How exactly is not quite clear, but he ended up settling down and raising a family. I would have loved to be a fly on the wall when my Roman Catholic Acadian great grandmother announced to her family that she had fallen in love with an older Latvian Jewish fisherman from "away". To this day, anyone not from the area is still considered to be from "away". The feeling of community is still that strong, there is just "here" and "away" used to describe where people are from. But like many others they assimilated and became Acadians: the White's becoming Le Blanc's and the O'Quinn's becoming Aucion's.

After six years of fighting in World War II, my father studied choral music at Julliard and became a conductor in classical music. He met my mother there and they were married the same week they graduated in 1956. My father made a modest living teaching music in New York City when my sister and I were young, but we moved up to Cheticamp when I was 9 or so. Even though I had spent three or four months up there each summer, before moving up there, it was a bit of culture shock to go from a city to a village of roughly 2,500. Even drawing students from the smaller surrounding communities, the local school had no more than 100 students from 1st through 12th grades.

To be kid up there in the 1970's was a joy, learning to live off the land in the woods, to hunt and fish. The cod fishery was growing exponentially and times were good, but I still heard family stories about how my grandfather got laughed at school for wearing buckskin pants to school. He wasn't trying to be

fashionable; his parents had little money, so they made him pants out of deer hide. It was only in the 70's that the village's isolation began to lessen.

Although we moved back to New York a couple of years later, we continued to spend three plus months a year up there. One day in the summer of 1979 stands out in my mind as an example of that isolation ending. That day Prime Minister Trudeau landed in a helicopter and with great fanfare flipped a ceremonial switch that gave the village its first phone service. This was because they were opening an RCMP office in the village with four officers and two cars. They still cover the western half of Cape Breton Island, which is roughly 250 by 350 miles.

But in some ways that isolation never has ended. Last year, I was in the Royal Bank Branch to change some money and saw something you would never see in New York City. The branch only has 3 employees and only got an ATM in 2014, before that the nearest one was approximately 150 miles away on the other side of Cape Breton. The weekly armored car delivery showed up and the teller checked over it to make sure that all was in order before signing off on the paperwork. They were dropping off plastic shrink-wrapped bundles of new bills. As the teller went back to work the courier asked where he should leave the bundles and got the response, "oh just leave them by the door, I'll get to them latter." I was next in line and I gently suggested to the teller that I could wait if she wanted to put the money in the back. The plastic shrink-wrap was see through and you could

clearly see that there were bundles of large denominations. Her response was "who is going to take anything? I know everybody in line." It's great to know that there are still places like that in the world. Don't get me wrong, they are not dumb or reckless. If someone had tried to grab anything, he would not have gotten far.

Cheticamp's people still have a sense of community but are willing to go far out of their way to help anyone in need, be it big or small. Two examples come to mind. I was already back in New York after being up there in the summer of 2001, when 09/11 happened. The United States government quickly closed its airspace diverting many planes already in the air to Canadian airports. The only airport on Cape Breton Island is about 150 miles away, up and over some mountains. When it became clear the next day that the people on these planes had no place to stay and would need somewhere to go, for at least a few days, people in the village hopped in their cars on their own to go a get people. They took them in, for almost a week, before they were able to fly out.

The second example happened three years ago. A good childhood friend of mine, James, runs the Irving Oil station in the village. A family from out in the Midwest of the United States had serious car trouble and it would take a couple of days to get the parts for the car and repair it as it was a weekend. The family was basically stranded and would need to stay in a local motel, but James would not hear of it, "Why should you have to spend the extra cash I have a pop-up camper in my yard. You are more than welcome to stay in it." Needless to say, he had only met them a couple of hours ago when he pulled them out of a ditch, but he wanted to help them. They came back to visit for the 4th year this summer and are now looking to buy a small house to vacation in.

My parents were married for 58 years when my father passed at age 87, after a long hard fight with prostate cancer. It was expected, but my sister's death of brain cancer less than a year later was not. On top of that my 84-year-old mother became critically ill earlier this year and had to be placed in a nursing home in New York City after a series of mini strokes caused her to have major cognitive impairment and dementia. All three of these events have happened in the past two years.

This year for the first time in 52 years I returned to that little village in the great northland on my own. Both my parents were only children, and my sister was my only sibling. A friend of mine from work came up with me, but I knew it would feel a bit odd and sad at the same time. Even though I was only going to be up there for about two weeks and had been gone almost a year I was greeted everywhere with open arms. My friend James's wife said it best when she asked, "How long are you home for?" And I knew I truly was.



FUND-amental Maintenance

By Wali Ullah (Political Science)

CUNY, once the shining beacon of public universities, is undergoing sordid dilapidation. The halls of City College have leaking ceilings. The library shelves of Lehman College are cloaked in tarps. The bathrooms in Bronx Community College's Nichols Hall are lacking bathroom doors. Adjunct professors outnumber fully-tenured professors 2 to 1. CUNY is in a state of emergency, all the while when the Board of Trustees voted this past June to raise administrator salaries and hike senior college tuition by \$200 annually. From a moral perspective, it seems blasphemous to have students offset the costs of CUNY when the Governor can't foot the bill himself nor when the United States Congress had failed to renew the Higher Education Reauthorization Act. From a bureaucratic perspective, why not shelve our financial 'burden' (we have a \$150 billion state budget, mind you) to a different group, that group being the students? With the average four-year college student having acquired a debt of \$25,525, one might assume that our state politicians have at least an iota of sympathy for students. Apparently, they do.

In 2011, Governor Cuomo passed into law the NYSUNY 2020 Plan, also known as the Rational Tuition Plan. According to said legislation, CUNY and SUNY tuition would go up by \$300 annually until 2020. Luckily, after 5 years of annual increases, the bill wasn't renewed after 2015, with tuition rates being frozen for the 2016-2017 academic year and the state budget allocating \$85 million to improving CUNY and SUNY. However, one might have wondered how exactly this could have been *rational*. The reason for its seemingly ironic title is because prior to the Plan, tuition hikes were capricious and one might not know by how much it would exactly go up. The Rational Tuition Plan proposed a fixed increase rather than a variable one. This would apparently allow families and students to adequately prepare for incoming tuition hikes. The state government also knew to an extent how unfair tuition hikes were to the students regardless, so they promised a 'maintenance of effort', meaning that the revenue gathered from tuition hikes would go to improving the quality of public colleges rather than merely making up for funding cuts from the state. However, as typical with most of the Governor's promises, it doesn't go all the way. The 'maintenance of effort' promise did not cover salary increases for professors, fringe benefits or inflationary increases in mandatory operating costs (rent, energy, etc.). With the expiration of the Rational Tuition Plan, a permanent way of achieving a legitimate maintenance of effort must be found, especially after the CUNY Board of Trustees had recently approved a \$200 annual tuition hike for senior college students.

In 2015, Assemblywoman Deborah Glick, who is also chair of the Assembly Higher Education committee, proposed what essentially would have been a reformed version of the maintenance-of-effort promise. The Put-Your-Money-Where-Your-Mouth-Is Bill, otherwise known as the Maintenance Of Effort Bill, proposed that the state pay their fair share of the operating costs of CUNY/SUNY. As the website for PSC-CUNY, CUNY's professorial and faculty union, states:

The College Maintenance of Effort (MOE) bill will be on the Governor's desk soon. The bill would require the State to fund year-over-year increases for operating costs at CUNY and SUNY senior colleges. These costs include but are not limited to heat, rent, maintenance and personnel. CUNY currently finances these annual cost increases in its operating budget with revenue from tuition hikes. If the Governor signs the bill, the additional \$200 million would help to cover investments in quality and access. The money could begin to fund a negotiated increase in the salaries of adjunct faculty, the hiring of more full-time faculty and professional staff as well as a tuition freeze. The Senate and Assembly

passed the MOE bill almost without dissent.

As mentioned above, the bill had gained strong bipartisan support in both the Assembly and the Senate, only to be vetoed by the Governor. The bill has been reintroduced this year and has yet again passed both Houses of the state legislature. All that is left is the Governor's approval. Will he veto it again? The fate of CUNY and SUNY, quite literally, hangs in balance.

This bill can help secure funds to improve Bronx Community College for years to come, be it through learning outcomes, new campus opportunities or increased faculty & student retention. In a college where half of the social science & humanities courses that may entice a student are offered on a bi-semester basis, where buildings like Nichols, Colston & Meister hamper the aesthetic of the college due to their much needed repairs and architectural overhauls (with the exception of Nichols) and where students end up transferring to a different community college due to the cumbersome bureaucracy and unprofessionalism that dwells certain offices of BCC, Bronx Community College is not in need of mealy repairs but is in need of some degree of rejuvenation; that should be covered by the state so the college has the funds to focus on improving learning outcomes and campus opportunities. The BCC Capital Budget for Fiscal Year 2017-18 is \$59 million, which is usually half the amount of what capital projects generally cost, and it is expected to go down by \$3 million for Fiscal Year 2018-19. That figure will be expected to remain low unless the Board of Trustees either decides to prioritize community college spending, which they will unlikely do, or decides to increase community college tuition to offset capital costs that would otherwise be footed by the state if the Enhanced Maintenance of Effort Bill is signed into law by the Governor.

It is only fair that after a decade of budget cuts to CUNY & SUNY, the revolving door between Cuomo surrogates and the CUNY Board of Trustees and the insurmountable burden of tuition for low-income families in return for increasing mediocre quality of education, that the state holds up its end of the bargain. Not just that, but CUNY's Budget Requests must also be more inclusive of the needs of community colleges; however, BCC itself must raise its voice first about the needed capital projects that haven't broken ground yet nor have been noticed by the administration enough to be put in our Capital Plans. The College Senate actually has a Space, Facilities & Physical Plant Committee, which is supposed to discuss issues related to campus facilities and their conditions, that has yet to have their first meeting for this academic year.

With administration, college and University-wide, remaining stagnant in action either due to excessive bureaucracy or the lack of will and/or empathy to act, the need arises for students to pay close attention of higher education policy and to take action on the incessant tuition hikes that have become customary for public colleges in the 21st century, all to the detriment to low income families. The demands of the 12,000 students of BCC, if not the demands of the, especially when about a quarter or more of us have voting power. CUNY students are able to register to vote, even if they're already registered, on a Form D registration form, which lets politicians know how many CUNY students are registered to vote. This makes politicians exercise caution when passing legislation that affects students, so that they don't face millennial anger or the possibility of getting voted out in a day and age when millennials outnumber now baby boomers. So get out there and exercise your political power by signing petitions, joining rallies, lobbying your politicians and exercising your constitutional right to vote because CUNY should remain the hallmark of quality public education, not that of dilapidating college facilities.

JOIN A CLUB!

We Can Together Raise the Wall

By Bright Igbiginun
Vice Chairperson, College Senate
(Political Science)

We can together raise the wall
Blown down by the heartless wind.
The wind that rendered the sparrows homeless
In the midst of plenty.
The wind that pulled off the feathers of the chick.
The wind that oppresses the helpless
And render mom and dad parallel lines
In the quest for daily bread.

We can together raise the wall
The wall climbed by goats
The wall pushed down
From the cult of power
It fell on the pauper
Our own blood.

We can together raise the wall
From anywhere in the world.
Set the pillars from the east and west
While I raise from the north and south
Home can still be a better place.
No limitation by distance
We can build from our Canaan;
Moscow, Canada, Tokyo, Milan.
We are the change we await.
We can together raise the wall.

Passion

By Briana McColly (English)

Passion. Where to begin? It drives. It hinders. It brings warmth. It brings tears. Even feeling nothing requires passion. It demands. It sets us free. It traps us. Why can't I hide from judgment with my passion, but my passion can only attract judgment.

I've always wondered why my mind is the way it is. Can it be a curse? A blessing? Is it all perception? I remember days when I would only be put down, yet still never want to change. But why on days I only get one insult and I want to change everything about me? My mind can bring me comfort and nightmares. But I think we all feel that one way or another, but we have to thank our minds for what they do. I even thank my mind for my anxiety some days. Yes, it has held me back considerably, but it has also built me up in a way I never thought possible. Even as I write this I am struggling; struggling with wanting to be like the people that can write hundreds of words on a topic without drifting off.

I seethe with envy of books and essays I read. But then I think, maybe I need to be different. It took four years to write my first book that only had forty pages, six being only blank pages, and I'm still working on making it better. But some books these days are watered down with needless words or pages to be seen only one way. I kept my words in their purest state so different people can use it in different ways. There is a quote by Adam Elenbass that says, "The mind is beautiful because of the paradox: it uses itself to understand itself." I find this quote this to just to be perfect. My essays are just collections of my brain in action. There is no rhyme or reason to it, so don't go looking for one. You might find one and that's fine, but I'm not trying to convey one. My search for understanding my knowledge and intelligence is my passion. I want to know how far it can reach and how many people it can reach.

I think we all focus on big things too much. As students, we get essay assignments that have page or word minimums, but what does that do? In my opinion it just takes away the concentration of the writing. Not to say that it's always bad, but it can be annoying for two reasons. One being that we're putting rules and guidelines to writing, which I've always hated, and two being that it makes the message less powerful. I've never been able to write those BIG essays or books, but teachers always liked my work. Yes, teachers have told me that they want longer papers, and what I tell this is this- "If you want BS, look at the other students, because I'm not going to write it." You can just imagine how many detentions I've received.

We've lost the passion in writing. That's what we need more of, not words. It was reading the first chapter of *Beloved* by Toni Morrison that showed me that, reading it felt like I was in the most peaceful hurricane of emotions I've ever been in. There was hatred, love, longing, fear, and sadness in only two pages. While listening to the cast recordings of *Hamilton* with my sister I felt a kinship with Alexander Hamilton and Manuel Lin Miranda because you can tell they both lived life through passion instead of following wealth. Yes they are both wealthy, but how did they get there? By putting their souls into their work. That's the kind of impression I want my work to give people, I may not have a lot of words but I do have a lot of passion and power.

In my mind, I think realized I write as if I'm passing or have already passed. I never meant to do that, but it made me think. When we share our gifts to the world, do parts of us die? If so, why? It brings to mind an old saying; those that shine the brightest burn out the fastest. It also brings to mind what one of my favorite books taught me, we all have matches inside of us that need to be lit but we can't light them all at once or we will perish. The book is called *Like Water for Chocolate* by Laura Esquivel. What I love about this book is that shows the truest way life is. It shows that some of the best stuff of life is magical and has no logical reason. With that book in mind, I believe why I write as if my end is near is either: it means that it is my life to write, that it is writing that will mark my end, I want writing to be my life, because I hope my writing and ideas will surpass me, or I'm giving my writing a life of its very own and it kills me to leave it with no protection.

A Collection of Short Verses

By Johnathan Torres (English)

The Confession of a Neutral Angel

Of? I have envied both sinners and saints,
For no mysteries reside where they dwell;
To be unbound of such middling restrains—
Oh, to be worthy of Heaven or Hell!

Ever Upward

Excelsior! Excelsior!
Fear not the heights, my friend!
Heed the voices of the choir
Urging you to ascend!

The Mediocre Monarch

I view the world in monochrome
Through a feeble, middling eye;
Yet they awarded me a throne
For seeing color in the sky.

Grandpa's Rocking Chair

By Yubelka Nunez (Psychology)

Wooden frame, basket seat and back rest
It's comfortable: to sit here and think,
To rock back and forth in thought and action,
To pass the time in rhythm, in this heat.

My grandpa Roque owned this rocking chair.
It sat quietly across his bedroom
- next to a table, a lamp, and a bible.
Momma said I could rock in it someday.

At night, I move it to the balcony
To rock among the diamonds in the sky.
The stars feel close enough to touch. I want to
sing with the fervent crashing of the tides.

In it, I can feel the pulse of Santo Domingo.
Hear the rustle of the mango tree leaves
I rock as the ground lizard jumps about
I rock, thinking about New York City.

Untitled

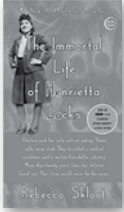
By Latasha Lee (Psychology)

I want to be your umbrella when it rains
I yearn to be the endorphins to your pain
Share stories of your childhood with me
Tell me your aspirations and who you hope to be
Let me brighten your darkest days
And soften your hardest ways
I'll be here to provide warmth to your cold heart
Don't push me away I must finish what I start
Your value exceeds Taaffeite
Your smile more precious than alexandrite
Your signals are stained with opacity
Yet you deserve love beyond my hearts capacity
I set out to love you in your darkest of hours
But you've destroyed me like twin towers
I don't recognize me while loving you
But I'm as sure of this as the sky is blue
Our love ended before it ever began
So until you embrace it I'll be your friend

Inter-Session Reading List

Women explore the power of gender, race/ethnicity, identity, and power and privilege.

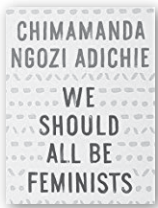
BRONX READS: ONE BOOK, ONE COLLEGE, ONE COMMUNITY.
LET'S READ TOGETHER: *THE IMMORTAL LIFE OF HENRIETTA LACKS*
The campus-wide appreciation of *The Immortal Life of Henrietta Lacks* will include a December 7, 2017 visit to our campus by member of the Lacks family.



Rebecca Skloot, *The Immortal Life of Henrietta Lacks* (2011)

Henrietta Lacks was a mother of five in Baltimore, a poor African American migrant from Virginia, who died from cancer at the age of 30 in 1951. A sample of her cancerous tissue, taken without her knowledge or consent. The potency of these HeLa cells gave scientists a start for countless medical breakthroughs, beginning with the cure for polio. For a decade, Skloot gathered these stories, slowly gaining the trust of the family while helping them learn the truth about Henrietta, and with their aid she tells

a rich and haunting story that asks the questions, who owns our bodies? And who carries our memories?



Chimamanda Ngozi Adichie, *We Should All Be Feminists* (2015)

The author argues for a 21st-century, inclusive definition of feminism. She reaches into her on her own experiences to illuminate the often between-the-lines realities of sexual politics. She details of what it means to be a woman now, offering a rallying cry for why we should all be feminists.



Raquel Cepeda, *Bird of Paradise: How I Became Latina* (2013)

After almost losing her estranged father to heart disease, Cepeda determines to learn more about her heritage. In the mirror, she sees a racial and ethnic mosaic, but she needs further answers about her identity. Using the science of DNA, she begins her exploration that will eventually blossom into a discourse on the concepts of race, identity, and ancestral DNA among Latinos, especially Dominican

Americans. Along the way, she also achieves a limited accord with her father.



Vanessa Garcia, *White Light* (2015)

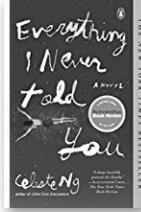
In the throes of grief and confusion after the death of her loved but difficult Cuban-American father, the novel's protagonist struggles to deal with her heartache and to pursue her dream of becoming a visual artist. In so doing, she is able to assimilate her views of the past and the present and her past and present heritages. This brilliant first novel was awarded the Kirkus Prize which, in its review, stated that this masterwork was a "lush, vibrant portrayal of the creative process, a daughter's love, and the unstoppable maelstrom of grief."



Wangari Maathai, *Unbowed* (2006)

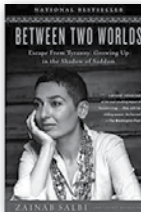
Winner of the 2004 Nobel Peace Prize and a single mother of three, Wangari Maathai – charismatic, humble, and spiritual – recounts her extraordinary life as a political activist, feminist, and environmentalist in Kenya. After earning bachelor's and master's degrees in the United States, she became the first woman to earn a PhD in East and Central Africa and to head a university department in Kenya. In

Unbowed, she explains the political and personal reasons that compelled her to establish the Green Belt Movement in 1977, which spread across Africa to help restore indigenous forests with the assistance of rural women who were paid to plant trees in their villages. As assistant minister for the environment and as a member of Parliament, her courage and determination helped transform Kenya's government into a democracy.



Celeste Ng, *Everything I Never Told You* (2014)

At the outset of her award-winning debut novel, Ng establishes that the oldest daughter of the Chinese-American Lee family has died. What follows is an exploration of alienation, achievement, race, gender, family, and identity – as the police investigate Lydia's death. The Lee family uncovers information about the sister and daughter they thought they knew. Ng's novel was a New York Times bestseller, a winner of the Alex Award, and winner of the APALA Award for Fiction.



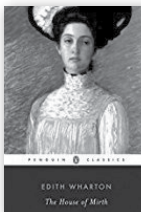
Zainab Salbi, *Between Two Worlds: Growing Up in the Shadow of Saddam* (2006)

When she was 11 years old, Zainab Salbi's father was chosen to be Saddam Hussein's personal pilot, and her family's life became entwined with his. Her mother began to teach her the skills she needed to survive: how to present the plastic smile, and how to say "yes," even when you want to say "no." Salbi recounts how she saw Hussein's tyranny first hand. As a privileged child, a typically cynical teenager, an abused wife, and ultimately a public figure, her one protection has been her silence. In this memoir, she presents a quest for truth by giving voice to themes of power, fear, and sexual subjugation.



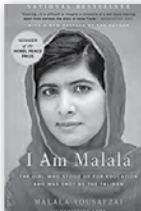
Alice Walker, *In Search of Our Mothers' Gardens: Womanist Prose* (2004)

In Search of Our Mothers' Gardens is a collection of the non-fiction writings of poet and novelist Alice Walker from 1965 to 1983. The writings gathered here, which include book reviews, speeches, articles, and personal statements, cease to be simply responses by the writer to singular events. The artist has gathered the remnants of her own personal history and pieced them together as a living gift, anticipating the needs of the daughters" (Opal Moore, University of Iowa).



Edith Wharton, *The House of Mirth* (1905)

In 1905 *The House of Mirth* shocked the New York upper-crust society it so deftly exposed, portraying the moral, social, and economic limitations on a woman – any woman – who dared to claim the privileges of marriage without assuming the responsibilities and restraints. As Lily Bart nears thirty, her prospects have become scarce. A poor girl with expensive tastes, she needs a husband to preserve her social standing and to maintain her in the luxury she demands. Battling her own independent spirit, however, prevents her from achieving her goal.



Malala Yousafzai, *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* (2013)

Daud Khayyak (*Newark Star Ledger*) states that this "A story for each and every girl who chooses to break societal taboos, challenge the clergy, declare war against illiteracy and believe in the power of the pen." Malala Yousafzai refused to be silenced and fought for her right to an education when the Taliban took control of the Swat Valley in Pakistan in October 2012. A *New York Times* editorial (October 10, 2012) stated that "If Pakistan has a future, it is embodied in Malala Yousafzai. Yet the Taliban so feared this 14-year-old girl that they tried to assassinate her. Her supposed offense? Her want of an education and her public advocacy for it." In 2014, Yousafzai became the youngest Nobel Peace Prize winner.