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CSUSM Model United Nations team makes its mark at national conference

Team takes home 6 awards from New York City competition

By JASMINE DEMERS
News Editor

The CSUSM Model United Nations (MUN) Team recently participated in an international conference where they were recognized for their tremendous hard work and commitment to academic competition.

On March 20 through 27, the school's Model UN team traveled to New York City in order to participate in a conference where they took home a total of 6 awards, including the top achievement of Outstanding Delegation.

Model UN Faculty Advisor, Dr. Dino Bozonelos, has over 15 years experience in coaching Model UN and said that he has been extremely impressed with the performance of the CSUSM team.

Model UN is an educational simulation where stu-



Photo provided by Karen Mascariñas

CSUSM MUN team, representing the nation of Kyrgyzstan, takes home awards.

dents are asked to become ambassadors for specific countries around the world. They research international issues, learn about conflict resolution, formulate negotiating positions and further

develop public speaking and interpersonal communication skills in order to get their nations' agenda passed. "Students are asked to practice creating international law. They are asked

to research the country that they are going to represent and also research international issues. So, they are essentially diplomats who are representing a country," Dr. Bozonelos said.

Samuel Ramtin, CSUSM student and Model UN member, also commented on the details of this academic competition and highlighted the hard work that it takes to complete these tasks.

"Model United Nations, both the class and club on campus, has students study and represent a country in the various United Nations committees and address a topic(s) for those committees by working with other 'countries'/delegations/delegates to create a resolution, or paper, on how best to address the topic(s)," Ramtin said. "This entails countless hours of research and preparation, intense negotiation and diplomacy and being able to work with diverse and new groups."

The Model UN team at CSUSM started just three semesters ago in the Spring

of 2014, and they have since been internationally recognized at over 10 competitive conferences against other teams from around the world. This was no different at the New York conference where they received top honors while representing the nation of Kyrgyzstan.

"The conference in NYC was amazing. We pulled together as a team and endured 18 hour plus days of academic competition for 5 days in a row. There were more than 5,000 students attending from more than 67 different countries and we took home the top award of Outstanding Delegation," said Craig Lavrenz, Model UN team President. "We started our preparation almost 4 months ago with a grueling schedule of 9 hours per week of intense research

MUN continued on pg 5

CSUSM transformed over its 25-year history

Building program, student body growth change climate of the campus

By SONNI SIMMONS
Community News Editor

Cal State University San Marcos has transformed in numerous ways since classes began in 1990, and the campus continues to grow even after 25 years.

The campus opened to 448 students in its first year, far fewer than over 11,000 students that are enrolled today. The student population of CSUSM, however, is not the only component of the university that has grown in the last 25 years.

In the last two years alone, five buildings and centers were constructed on campus. These additions to the campus include the Jan and Esther Stearns Center for ACE Scholars, which opened in

February 2014, the Nursing facility in University Hall in January 2015, the Student Health and Counseling Services building in January 2015, the Veteran's Center in September 2014 and the University Student Union, completed in January 2014.

"Since 2004, CSUSM has averaged one new building a year. These are the physical signs of a growing, breathing, living campus," said Margaret Chantung, Director of Communications and Senior Public Information Officer for CSUSM.

The addition of these buildings is a physical expression of the intellectual growth that CSUSM nurtures. The value of community also serves as the foundation for this growth, since they were



Photo by Chris Morales

In this view from the top of Craven Hall, both the newest building on campus, University Student Union, can be seen in the distance and the first building on the campus, University Hall, is on the right.

made possible by donations and students themselves.

"The growth often reflects partnerships with the community – for instance, the Veterans Center was a dona-

tion from the students of the Stevens Institute for Technology in New Jersey and is a space that allows us to better support student veterans, active-duty military members

and their family members," Chantung said. "The QUAD, built by a private partner, not only helped us fulfill one of our strategic priorities – to enhance student life – but allowed us to have the capacity to build the USU."

"The USU, the Student Health and Counseling Services building and now The Sports Center, currently under construction, are all funded by student fees so these buildings also reflect the vision of students and their commitment to leaving a legacy for future Cougars," Chantung said.

As CSUSM students evolve and the population grows, the university grows in tandem. To accommodate the students, there will be more campus

growth in the near future.

"The Athletics Department just hosted the groundbreaking of The Sports Center on Monday, March 23. We look forward with excitement and anticipation as we watch this facility take shape over the coming months and then celebrate its grand opening in the late summer of 2016," said Chantung. "We [...] also look forward to the new and innovative CSUSM University Store that will combine the University Store and Bookstore together in one central location in the Dome, opening in fall 2015."

The growth of CSUSM allows students to be apart of a transforming campus environment that fosters success within every aspect of the college experience.

Latin@ Center receives support, questions from campus community

BY KATLIN SWEENEY
EDITOR-IN-CHIEF

The announcement of the name and location of the Latin@ Center has garnered praise and opposition for the progress that has been made thus far in preparing the space. The Latin@ Center will open in Fall 2015 and occupy the space that is currently the Social Justice Training & Resource Center in the University Student Union (USU 3300). Dr. Lorena Meza has been appointed by President Haynes to oversee the implementation of the Center and find a director for it. Current plans for the Center include hiring peer educators to assist the Latin@ Center’s director with programming and student mentorship. In February, Meza confirmed that the Center will provide resources to the student body such as programming related to understanding culture, especially of Latin countries. Since the announcement of its implementation, students, faculty, staff and community members have vocalized support for the crea-

tion of the Latin@ Center. However, there is concern that the current plans for the Center are not sufficient to meet the needs of the Latin@ and Raza identified community on campus. As of Spring 2015, this totals 39 percent of the student populace. CSUSM is considered a Hispanic Serving Institution, with more than 25 percent of the student population identifying as Hispanic/Latino. “We appreciate the efforts of Lorena Meza, which has shown that we can make this center a possibility,” CSUSM student and External Representative for M.E.Ch.A., Selena Arellano, said. “She has been encouraging in this process and we hope to build strong connections and progress with her. However, we feel the university has not met our needs as students.” One of the main concerns with the Latin@ Center is that its current name is not inclusive of all identities in the Latin@ and Raza communities on campus. One of the first names suggested by many campus community members for the center was the Raza Center. The space officially became known



Photo by Chris Morales

The Latin@ Center will be located in USU 3300.

as the Latin@ Center when President Haynes announced it in an email sent to the campus community on Jan. 28. “Not every person on campus identifies as Latino or Hispanic. For example, I identify as Mexican-American, Indigenous and Xicana, all that are not included in the terms Latino and Hispanic,” Arellano said. “‘Raza’ simply means people and we can identify as this. The word is in Spanish but as a Hispanic Serving Institution, I believe the campus should embrace student’s native language.” Another concern that has arisen is that the So-

cial Justice Training & Resource Center is too small for what some campus community members envision for the Latin@ Center. In the past year, Latin@ and Raza identified students have advocated for resources to be included in the Center such as computers, space to organize and socialize and a welcome desk that provides information about financial aid services, graduate studies, campus involvement and community service opportunities. While campus community members have been enthusiastic about housing the

Latin@ Center in the USU, there is concern that the desired resources will not fit in the Social Justice Training & Resource Center. This has prompted a discussion as to whether or not the Latin@ Center can be relocated to a new space on campus. “It would be awesome to home the center in the USU, but the given space did not match our visions of the center,” CSUSM student and Co-Chair of S.T.A.N.D., Julio Chavez, said. “We have been told that the location will not be changed and now we will focus on striving for the best resources that can be provided for the center.” Despite its size, both Arellano and Chavez agreed that the location of the Social Justice Training & Resource Center is ideal due to its proximity to the other student centers. When it opens in the fall, the Latin@ Center will be located with the Cross-Cultural Center on its right and the Gender Equity Center and LGBTQA Pride Center on its left. Chavez said that the location will help members of the Latin@ Center encourage visitors to become involved with the other centers

and increase their community involvement overall. “We have seen a trend with our fellow ‘Latin@s’ that a majority are not involved on campus and this center will try to push them to be more engaged with their campus community and have an overall better CSUSM experience,” Chavez said. Despite the concerns over space and the current name, supporters of the Latin@ Center are encouraged that the space will be inclusive of all members of the campus community. “This center is not only for Latino and Latina students,” Arellano said. “When this topic was brought up at [a] United Students of Color Coalition [meeting], support for the center was offered, in return for support to open other centers to represent other groups on campus.” “We will continue to advocate for the needs of undocumented students as well,” Chavez said. “We will be asking for a plan to move the center to a larger space upon new plans for new structures on campus. For now we will focus on the quality of the space and not just the quantity of the space.”

Annual Open House to showcase the CSUSM campus and dynamic atmosphere

Discover CSUSM provides prospective students, families with insight to campus

BY CHELSEY SCHWEITZER
SENIOR STAFF WRITER

This weekend, CSUSM guests and potential students will have the opportunity to explore the campus and participate in various activities included in the annual Open House known as Discover CSUSM. Discover CSUSM will take place on Saturday, April 11 and will allow prospective students as well as community members to tour the campus and learn more about what CSUSM has to offer. “Discover CSUSM Day is an opportunity to showcase just how much we have grown in the last 25 years. We are looking forward to showcasing our thriving student life, our outstanding faculty and our countless

opportunities for cultural enrichment, entertainment and personal growth,” said Neal Hoss, the Vice President of University Advancement. General campus tours will begin at 8 a.m., and will depart every half hour, for both prospective and current students who are interested in learning about the campus. In addition, there will be various musical performances at this time and campus eateries will be open to the public. At 9 a.m., tours of the Kellogg library and the STEM center will begin, as well as academic lectures put on by the four CSUSM colleges. There will also be presentations offered for guests which will cover topics such as financial aid, housing and advice for new students on how to prepare for their upcoming college experience.

Beginning at 10 a.m., Discover CSUSM will be open to the public. The public experience will kick off with the Men’s & Women’s Track & Field Mangrum Invitational and will continue at noon with performances in the USU amphitheater, a resource fair in the USU ballroom showcasing the various programs and resources offered on campus, tours of the campus and its housing arrangements and even a double header baseball game against Antelope Valley. After touring the campus, guests can enjoy the theater department’s spring show-Twilight: Los Angeles, 1992. This performance, which is based on 300 interviews conducted by Anna Deavere Smith in the aftermath of the 1991 police assault of Rodney King and the result-

ing riots in 1992, will run at both 2 p.m. and 7 p.m. in Arts 111 and will cost \$5 a ticket. At 4 p.m. in the USU amphitheater, there will even be a free live concert featuring Tristan D and DJ Ideal, two DJs known primarily for their work with the electronic dance music (EDM) genre, provided by the Energy 103.7 radio station. Students, both prospective and admitted, are expected to register for the event ahead of time. If a student fails to register, however, they will still have the opportunity to participate once the event is open to the public. Parking will be free in all general lots on the day of the event, with no permit required. Those with disabilities who require additional assistance should contact Chelsey Novak at cnovak@csusm.edu in order



Photo by Chris Morales

Discover CSUSM will welcome visitors on Saturday, April 11.

to ensure that appropriate accommodations are made. Discover CSUSM is a great opportunity for students and community members to experience and enjoy everything that the university has to offer, as well as immerse themselves within campus life. “We hope that the community will walk away at

the end of the day knowing what so many of us already know – CSUSM is an amazing, special place . . . and it’s a place for the entire region,” Neal Hoss said. For a full list of all this event has to offer as well as the exact time frames of each event, visit <http://www.csusm.edu/discover-csusm/events.html>

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CSUSM students demand social justice

Sexual violence, gender, race and religious discrimination topics of protest



Photo courtesy of Akilah Green

"Hands Up, Don't Shoot" took place on Sept. 9, 2014.

BY KATLIN SWEENEY
EDITOR-IN-CHIEF

In the 25 years since CSUSM was established, one of the defining qualities of its student population has been their readiness to protest and organize on behalf of equality, equity and justice for their peers.

Over the past year, students spanning various departments and organizations have worked to organize protests that demand justice for the campus community and the community at large. These demonstrations have brought together students, faculty and staff to call attention to a myriad of issues that have occurred both on and off campus.

During U-Hour on Tuesday, Aug. 26, 2014 at Kellogg Library Plaza, a protest against sexual assault took place, which was organized by Karen GuzmXn and Feminists Anonymous. This was in response to the police investigation of the Tau Rho chapter of Tau Kappa Epsilon (TKE) that took place during August, when allegations surfaced that a CSUSM student was sexually assaulted at an off-campus party that was said to be hosted by members of TKE.

Participants in the rally included Cathy Nguyen from Student Health and Counseling Services, mem-

bers of Students Talking About Relationships and Sex (STARS), Active Minds, Health and Wellness Center, Sigma Chi, M.E.Ch.A., S.T.A.N.D., United Students of Color Coalition (USCC), Black Student Union (BSU) and various professors and faculty members.

The rally became one of many demonstrations that occurred during the rest of the semester, with two other sexual assault allegations surfacing in the Fall 2014 semester. On Wednesday, Oct. 29, Feminists Anonymous organized the "Mattress Action" rally to protest the lack of a sexual assault advocate at CSUSM. The group, along with supporters from various departments and organizations, marched to President Haynes' office and announced their list of demands, which included the need for a sexual assault advocate.

During U-Hour on Tuesday, Sept. 9, 2014 in the USU amphitheater, a "Hands Up, Don't Shoot" event took place, which was organized by Black Student Union (BSU) with help from Karen GuzmXn and Student Life & Leadership (SLL). As part of the demonstration, members of BSU, M.E.Ch.A., Alpha Chi Omega, Alpha Psi Rho, African American Faculty & Staff Association, Women's Studies Department, SLL,

Sigma Chi and other students and staff came together for a photo in the "Hands Up, Don't Shoot" stance.

BSU President, Akilah Green, said the photo was taken to reflect students, faculty and staff standing in solidarity in protest of police brutality, especially in recent cases involving African American males.

"This event was very important to have because of many recent police related deaths of unarmed black men that was making headlines across the country at the time," Green said. "We wanted to bring awareness to the injustices taking place before the momentum began to fade. The realities of black individuals are much different than many people would expect when dealing with law enforcement."

The intent behind the photo was also to send a message about the realities of the contemporary justice system in the United States.

"The main thing people should take away from this event is that racial profiling is alive and very strong and that it is up to each of us to be the change we want to see in the world by living through love and respect instead of fear and hostility," Green said. During Thursday evening on Feb. 12, 2015 at the Cesar Chavez Courtyard, a candlelight vigil took place to honor the memory of the Chapel Hill shooting victims. The victims, who were three students of Muslim and Arab descent, were shot and killed by alleged shooter Craig Stephen Hicks in Chapel Hill, North Carolina. There has been speculation that he acted out of hatred for them and their religion.

The vigil was organized

by Muslim Student Association (MSA) and Afghan Student Association (ASA) and was attended by 40 students from various organizations.

MSA President, Leena El-Maleh, said that the event was an important remembrance for the Chapel Hill victims, Deah Barakat, Yusor Abu-Salha and Razan Abu-Salha.

"We felt that it was important to organize this event to bring awareness of the tragic events that occurred at Chapel Hill to honor the lives of the three Muslim students," El-Maleh said. "They were model citizens and compassionate human beings that had their lives cut short and we wanted to pay our respects. We also wanted to draw attention to the fact it is possible the victims were targeted because of their race or religious beliefs."

El-Maleh said that the victims represented strong character and morals that should be continually celebrated and honored.

"The Chapel Hill shooting caused many Muslims to feel targeted because of their religious beliefs," El-Maleh said. "No one should feel unsafe because of their beliefs and we should all stand together to promote tolerance and civility. Deah, Yusor and Razan dedicated their lives to helping others and several organizations have been established to continue their charitable work such as the Feed their Legacy campaign which has collected 100,000 cans of food to feed the homelessness and the Syrian Dental Relief fundraiser which has raised over \$500,000."

As CSUSM goes forward, students will continue to organize for justice for their peers both on and off campus.

LGBTQA focus of campus events

Gaypril comes to CSUSM



Photo by Chris Morales

The ASI Community Centers will host many events for Gaypril.

BY NICOLE HOLMAN
ASSISTANT NEWS EDITOR

The month of April- charmingly dubbed "Gaypril"- will bring a plethora of events to campus that serve to highlight the LGBTQA community.

On Tuesday, April 7, a discussion about marriage equality will be held at 6 p.m. in the USU Ballroom. Anya Mukarji-Connolly, Supervising Attorney with the New York Legal Assistance Group's LGBTQA Law Project, will be discussing the health and economic disparities that impact low-income LGBTQA communities.

On Wednesday, April 8, a release party for The Queery, an annual publication written and developed by the Queer Community, will be held at 5:30 p.m. in the ASI Conference Room. Students will have the opportunity to stop by for a copy of The Queery, meet contributors and enjoy some light refreshments.

On Monday, April 13, the Pride Center will be hosting a discussion and informational session entitled

"Fetishization vs. 'Preference'" which serves to educate those in attendance about the thin line between preference and the harmful effects of fetishization.

The conversations will continue on Wednesday, April 15 in the Pride Center with the event entitled "What Makes You, You?" This activity will serve as a self-affirmation exercise for students in order for them to accept both positive and negative influences on one's individual self.

Ready to dance it out? Join students in the Pride Center on Wednesday, April 29 for some Zumba! Have fun and get a workout at this Campus Recreation and Pride Center collaborative event.

During Gaypril, the H.O.P.E. and Wellness Center will also be hosting 'Take Back the Night' at 6 p.m. on April 23. This event serves to raise awareness about sexual violence as well as to aid in the prevention of the cycle of violence.

On Saturday, April 25, the Pride Center will be hosting a discussion called "Queer Hombos: On Queerness, Masculinity, and Latin@ Identity" at 5 p.m. This event will feature Tiana Vargas and will give insight on queer latin@ masculinities.

The informational and eventful month will come to a close with the Campus Pride Walk and Festival on Thursday, April 30. Students are welcomed and encouraged to participate in the Pride Walk during U-Hour, eat free food and learn from fellow students who are involved in the WMST 300-19: Intro to LGBTQ Studies class on campus. Anyone who wants to participate in the Pride Walk should meet at 11:30 a.m. in Campus Commons.

Gaypril is a chance for CSUSM students to come together to support and celebrate the LGBTQA community on campus. To learn more about these upcoming event, please visit the Pride Center website at http://www.csusm.edu/asi/get_involved/pride/.

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ASI Election winners

BY SYDNEY SCHABACKER
SENIOR STAFF WRITER

After long campaigns and a week of voting, the ASI Election results were released on Friday, March 27. The winners for ASI positions are as follows:

Tiffany Boyd - ASI President

Boyd will be the official spokesperson and liaison between the ASI and the University campus community and administration.

Bianca Garcia - Executive Vice President

In this position, Garcia will serve as Chief Financial Officer for ASI, and will assume the duties and responsibilities of the ASI president in her absence.

Jamaela Johnson - Vice President of Student and University Affairs

Johnson will update and inform the ASI Student Advocacy Committee of relevant issues, policies and legislation in the CSU system, and serve as the official delegate and voting representative of the California State Student Association.

College Representatives speak for the views, issues and concerns of their constituency. They commit to creating an inclusive environment within their college, and they represent

their college constituents in discussions and decisions before the ASI Board of Directors. The representatives are as follows:

Carlos Morales - College of Business Administration Representative

James Farralles -
College of Education,
Health, and Human Services
Representative

Mads Elton Nilsen, Kalia Aragon, Miranda Padron and Yazmin Doroteo -

College of Humanities,
Arts, Behavioral and Social
Sciences Representatives

Daniel Geiszler-

College of Science and
Mathematics Representative

Alex Caratti - The Student

Representative at Large
for Sustainability

A new position for ASI, Caratti said that his goals include "bringing sustainability to the forefront of Cougars' lives, hosting a Sustainable Speaker Series next semester that will illustrate the connection between sustainability and the different colleges across campus and showcasing to other schools and the nation the great things CSUSM has already done."

With these student leaders at the forefront of our campus affairs, CSUSM will be in great hands.

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California Faculty Association puts CSUSM pay inequities in spotlight

By JASMINE DEMERS
News Editor

The California Faculty Association (CFA) recently began the release of a four-part white paper series that addresses issues of inequality within the California State University (CSU) system. The series, entitled “Race to the Bottom”, addresses and analyzes the priorities of the CSU system and the ways in which these decisions are making a direct impact on faculty members and students. The CSU system is composed of 23 campuses, more than 450,000 students and over 45,000 faculty and staff, making it one of the largest university systems in the world. Because of its range, the issues that affect the CSU also inadvertently make an impact on the state of California as well as society at large. “CFA decided to launch a series of papers this spring because it’s time for the CSU’s leadership to fix the problems that have been created by 10 years and more of misplaced priorities and problematic choices,” said Dr. Lillian Taiz, President of the CFA Board of Directors. The first white paper in the series was released on March 3 and is called “CSU’s 10-year Failure to Fund its Core Mission”. It discusses the critical role that faculty members play in the lives of students in terms

of success and educational advancement. It also examines issues such as the lack of salary increases for faculty members over the past 10 years, which has a direct effect on their ability to provide the essential drive that students need to succeed. According to the first paper, it “serves as a sounding call for new priorities in the CSU based on what we know about the greatest drivers of student success. The university acknowledges the critical role that the faculty play; they must be willing to set the priority and make the investment.” The paper also explains that, over time, the CSU faculty salary has lost purchasing power across the entire university system. It was written that “over the past decade—in good times and bad, whether state funding was up or down, when tuition was raised and when it wasn’t—CSU expenditures on faculty salaries have remained essentially flat.” Research within the paper illustrates that the average CSU faculty salary was less in 2013 than it was in 2004 on every campus. When compared to the UC system, it is shown that “every single UC campus saw a “real dollar” increase in its average faculty salary, ranging from a real increase of \$2,226 at UC Riverside to an increase of \$17,890 at UC San Francisco. In stark contrast, fac-

ulty at all CSU campuses experienced a loss in average salary purchasing power over the same period.” CFA members are concerned that these stagnant salaries are intensely affecting the personal and financial circumstances of faculty members. Professors, according to the CFA, have to focus much more diligently on providing for themselves and their families because of the fact that they are slowly falling out of the middle class. In a news conference call on March 3, Dr. Darel Engen, Professor of History and the CFA President of the CSUSM chapter, commented on these issues and furthermore explained the impact that faculty salary inequities have on student success. “Because professors have to take the bus to school, it takes away from their ability to spend more time with their students. We ask that students join with faculty in calling CSU to make some changes and take action. Faculty working conditions are student learning conditions,” Engen said. The first paper points out that the CSU’s core mission recognizes the important role of faculty members within the higher education system. Despite this recognition, “the system administration has consistently failed to provide the dollars needed for faculty to sustain their central role adequately.”

The second white paper in the “Race to the Bottom” series is entitled “Salary, Staffing Priorities and the CSU’s 1%”, and was released on March 24. This paper discusses the issue of prioritization within the CSU system in regards to the importance that is placed on administrators and managerial staff over faculty members. Those administrators who are at the top of these hierarchies are subsequently making significantly more than faculty members, whose purchasing power has plummeted. “It shows that over the past ten years, in contrast to faculty, the CSU has prioritized growing its management and executive ranks. For example, the data shows that the numbers of managers and executives in the CSU grew faster than permanent faculty positions. System-wide, while the numbers of managers and executives grew by 19%, permanent faculty positions actually fell by 3 percent,” Taiz said. According to the paper, the losses in permanent faculty members also occurred congruently with an increase of student population at CSU campuses. It is illustrated that over the last decade, no CSU campus experienced a growth in permanent faculty members that was significant enough to balance the student increase. The CFA also pointed out that “at a

number of campuses where the percentage loss in permanent faculty was greatest, there was also a robust increase in administrators.” It was shown that “by the year 2014, the average full-time salary for a CSU manager/supervisor was \$106,149 per year while the average full-time salary for a CSU faculty member was \$64,479. In 2004, the average full-time salary for a manager/supervisor was \$85,604 and the average full-time salary for a faculty member was \$58,723.” Dr. Darel Engen also highlighted these prioritization issues and explained how students can also become aware of these problems. “I think the first step is becoming aware and getting access to the research and data that we’ve assembled. [Students] will see that their tuition increases have not lead to faculty salary increases. They will begin to wonder where that money is going,” Engen said. “We have seen a spike in administrators at CSUSM but how does that contribute to students getting classes, graduating on time and getting face time with professors? In terms of the core mission to the university, there are better ways to spend money.” This second paper concludes by emphasizing the

prioritization of administrators and managers across the university system by campus presidents. The CFA explains that these decisions have inevitable ramifications for current and potential students in terms of their success and the lack of a stable faculty presence on their campus. The CSU Office of the Chancellor recently sent out a press release that responded to these white paper allegations. The release said, “The California Faculty Association’s claims about the university’s investment in faculty and its impact on students are not only misleading, they are being made because the union is attempting to enhance its position in salary negotiations starting in May.” The report said that the CSU administration has focused on faculty compensation for the past couple of years and that graduation rates are at an all time high. They are reputedly working to hire more tenure track faculty as well. The CFA will continue to investigate these issues and encourages others to also help in fighting against these alleged injustices. The third paper in the “Race to the Bottom” series was released this week on Tuesday, March 7 and can be found, along with the other releases, on the CFA website at www.calfac.com.

CSUSM staff file grievance over workload

By JASMINE DEMERS
News Editor

The CSUSM Chapter of the California State University Employees Union (CSUEU) recently filed a class-action grievance on behalf of all bargaining unit employees who are assigned to support Extended Learning work. The grievance addresses workload and compensation related to the Extended Learning program, and voices concern for staff members who may be experiencing work overload. Pete Rauch, the CSUEU President for the San Marcos chapter, explained this grievance in detail and highlighted the alleged inequities that staff members are being exposed to. “CSUEU filed a class action grievance because I have received the complaint from many employees all over campus (none from within Extended Learning however) that they are ‘buried’ or ‘drowning in’ Extended Learning work,” Rauch said. The staff union at CSUSM is currently investigating the reasons why these employees might be experiencing increasing workloads and pay inequities. “It appears that Extended

Learning will open more sections of courses that students need than the state has funded the university for. Extended Learning charges a higher rate for students to take these courses. I don’t know where all the money for these courses goes,” Rauch said. “It appears to me that while more and more work is generated for staff through this process, there appears to be little or no related promotional opportunities, stipends, raises, reclassifications and few IRPs (in range progression) based on this increased workload.” Rauch explained that these issues are putting CSUSM staff under a great deal of pressure because they are expected to take on more work without fair compensation. The increasing workload is also not being balanced by the hiring of additional employees. “In fact, in the past several years, while student FTE (full-time equivalent) and Faculty hiring have increased, staff positions have increased very little. This lack of workforce increase causes unfunded, institutionalized workload creep,” Rauch said. “The institution cannot expect a finite workforce to continue to handle

an ever expanding workload without both increasing the size of the workforce to match the growth of the University, and increasing the wages and positional levels of the workforce to match increasing skills and abilities.” After the grievance was filed, staff union leaders also put together an Extended Learning Workload Study, which includes a survey that was sent out to all 384 union represented employees at CSUSM. The survey asks that employees provide information such as the extended learning courses that are offered through their department, the amount of work that they contribute to these programs, whether or not this work is included in their job description and the compensation (if any) that they receive for this work. When the grievance was filed, the CSUEU at San Marcos also filed an RFI or a Request for Information from the CSUSM administration. According to Rauch, with this information, they would be able to “gain a solid understanding of this issue and how it impacts staff.” These requests, however, have yet to be fulfilled by Employee Relations at CSUSM and the staff union has been

unable to gain access to the information that would aid them in their investigation. CSUEU members are now concerned that they are being denied their rights to exercise contractual grievances. “This uncompensated workload allows the institution to continue to grow on the backs of the staff. Many employees around campus appear to suffer from unfunded workload creep. We seek to understand the staff workload dilemma, the money flow to determine potential sources of additional money that could be used to increase the amount of staff as well as increase staff pay to match increased workload and move staff into higher classifications where work has grown increasingly complicated, and not just more work.” Because the Extended Learning program is offering more courses to students than the university has funding for, it is causing current staff members to take on the additional work without the proper amount of compensation. The staff union at CSUSM will continue to investigate these issues so that they may reach a proper conclusion about how to go about correcting the alleged inequities.

MUN continuation from pg 1

and negotiation prep.” The Outstanding Delegation award was given to the teams that perform at the highest level in each committee. The team also won 2 position paper awards, where students were tasked with writing a paper, prior to the competition, which discussed their nations stance, and also 3 Committee awards, which were voted on by other committees based on performance and level of diplomacy. “This is unheard of for a first-year team traveling to NYC. CSUSM MUN has a tradition of excellency and we have shown that by not only placing at the best level in Washington DC last year, but now NYC this year as well,” Lavrenz said. Dr. Bozonelos and the Model UN team attribute much of their success and being able to attend the conference to campus entities such as the Dean of Students Office, which has provided an invaluable amount of support and was able to assist in funding their trip to New York. Team President, Craig Lavrenz, was also able to help the team by providing financial assistance through his own personal fundraising. “The CSUSM MUN team received the opportunity to travel to New York through the tireless efforts of our

team members, club officers and faculty advisor. We applied to attend this conference last semester and after winning Outstanding Delegation at the NMUN Conference in D.C, we were excited to take our newly recognized and growing team to higher levels of competition,” Ramtin said. “By working hard to fundraise, particularly the work done in this area by our club president, Craig Lavrenz, we were able to make this ambition a reality.” Model UN at CSUSM consists of a class, a club and a competitive team. This dynamic hybrid allows for students to participate in international politics in an educational setting, while also having the opportunity to apply for a spot on the competing team. Dr. Bozonelos encourages all students to get involved in this program. “The first thing that we would ask them to do is make sure that they enroll in the class in the fall and also to reach out to myself or to club officers. The club allows us to support the team and create a great partnership,” Dr. Bozonelos said. According to Lavrenz, the CSUSM Model UN team is ranked in the top 15 throughout the world. Through these experiences, they have been able to develop a true passion for making a positive impact on the world and for creating a legacy at CSUSM.

University readies for move to NCAA Division II

California Collegiate Athletic Association to be new conference home

By AMY CHASTAIN
ASSISTANT SPORTS EDITOR

After a 12 year battle, Cal State San Marcos will finally become an NCAA Division II University this upcoming fall and finally depart from the NAIA.

Up until this point, CSUSM athletics has been governed by the NAIA. NAIA is known for being a collection of smaller, religious schools. It is much more difficult for them to handle a public university with team sports.

CSUSM'S participation in team sports within NAIA has been unique because these teams have lacked a conference home. The men's basketball team is a great example of this

unique set up, said Athletic Director Jennifer Milo.

In past seasons, the men's basketball team did not have a recurring conference schedule. That meant when it came time to play for the conference title it was a gathering of other independent schools. From this collection of independents comes the term for the NAIA conference, Association of Independent Institutions (A.I.I.). When the men's basketball team went to A.I.I. Conference Championships this year, they played teams they had not encountered during the regular season. Other team sports such as women's basketball have the same experience.

The California Collegiate Athletic Association (CCAA) will be CSUSM's conference home next year.



Photo by Chris Morales

CSUSM set for transition to NCAA.

CSUSM will be able to compete in a conference against schools such as UC San Diego and Cal State Los Angeles. This will allow CSUSM to establish natural rivalries, said Jennifer Milo, Women's Volleyball

Head Coach Andrea Leonard said that as a part of CCAA, Cougar athletes will be able to participate in "one of the top conferences in Division II nationally."

Athletes at CSUSM have also reacted positively to

this upcoming change. Softball player Naomi Amu, who transferred from the NCAA-sponsored University of Utah, touched upon recruitment.

The move to NCAA "will enhance our ability to recruit more student athletes,"

which will in turn make athletics stronger, Amu said.

Track and field athlete Jessica Toliver and volleyball player Jordan McFarland are both excited about the chance to compete against more established teams.

"It feels great knowing that we will be competing with a higher level of competition," Toliver said.

"We have the determination and discipline as a team to do very well against these [NCAA] teams," McFarland said.

In speaking with the athletes and athletic staff at CSUSM, the excitement over the move to NCAA Division II is palpable. These athletes are hungry for a chance to show their talent to their new conference and the NCAA as a whole.

CSUSM men's basketball season ends in quarterfinal loss

Senior Blake Nash earns A.I.I. player of the year



Photo courtesy of NAIA office

Cougars put forth a tremendous effort this season, finishing in quarterfinals.

By AMY CHASTAIN
ASSISTANT SPORTS EDITOR

On March 21 the Cougars men's basketball team ended their championship journey

when they lost to Dalton State in the quarterfinals of the NAIA Championship Tournament. However, the Cougars had an amaz-

ing season to reflect on.

Despite a 76-80 loss to end the season, Coach Saia and his players should be proud of what they accom-

plished during this year's campaign. The men's basketball team finished 30-4 and have a long list of individual accolades to claim.

Julian Camper, Wade Collie and Blake Nash were all awarded the recognition of CSUSM Athlete of the Month. Julian Camper and fellow teammate Akachi Okugo were named to the Association of Independent Institutions (A.I.I.) Second Team. In addition, Dayton Boddie received A.I.I. Honorable Mention.

Graduating senior Blake Nash was named A.I.I. Player of the Year, A.I.I. First Team Athlete, A.I.I. Championship Most Outstanding Player and was a candidate

for NAIA Player of the Year. Nash was also awarded NAIA First Team All American. He is only the second men's basketball player to receive this honor in program history. In four games during the season, Nash scored 30 or more points. This stand as "the most in a single season in program history," according to csusmcougars.com.

Coach Jim Saia was named Coach of the Year for the second year in a row. In the last two seasons, Saia has led the Cougars to an overall record of 62 wins and only 6 losses.

One of the team's biggest highlights was winning the A.I.I. Conference Title for the second consecutive year against host

team West Virginia Tech.

"It was a great environment to play in and the team came together and pulled out a great win," Blake Nash said.

This season was "a phenomenal experience," Coach Saia said.

Blake Nash agreed with Saia and said that it was impressive that the team was able to play as well as they did this season.

The 2015 men's basketball team and its six graduating seniors: Blake Nash, Julian Camper, Jacob Andersson, Tony Freeland, Wade Collie and Steele Sylte, should be proud that they have continued to mold the legacy of CSUSM men's basketball with another winning season.

THE HEART BEAT

Here are 25 ways to celebrate a healthy life

By AMANDA QUILLING
HEALTH COLUMNIST

With CSUSM celebrating its 25th anniversary, we wanted to celebrate 25 ways college students can practice a healthy lifestyle.

A healthy lifestyle is much more complex than just working out and eating right. Sure, exercise and nutrition covers one aspect of a healthy life; however, there are four other dimensions we often forget. These dimensions include emotional, social, mental and spiritual health. With that, here are 25 tips for a healthy life:

Develop self-efficacy: Believe in yourself and in your successes.

Find social support: Whether it's a group of friends or family, find people you can trust and talk to.

Practice yoga or meditation: Quiet your mind, take up yoga or meditate in the meditation room on campus.

Go outside and connect with nature: The perfect combination to boost psychological health and exercise.

Engage in positive self-talk: Don't put yourself down; only use uplifting comments.

Sleep: Sleep allows you to cope with stress and increases productivity.

Maintain physical health: Hit the gym, take a bike ride or hike with some friends.

Make you time: This is a great way to boost self-

esteem and look forward to something enjoyable.

Form realistic expectations: Assess what your goals are and how you can realistically achieve them.

Drink moderately: Only have a beer or two; the CDC recommends two for men and one for women.

Be mindful: Be present in the moment and embrace each new experience.

Eat healthfully: Eating well helps us cope with stress and keeps our body performing optimally.

Stay organized: Keeping a calendar or making lists decreases stress and increases time for fun.

Laugh: Watch a funny movie; laughter elevates your

mood and immune function.

Leave the past in the past: Learn to resolve old problems, don't carry pain and frustration into the present.

Drink water: Trade the soda or energy drink for good hydration.

Make sex safe: Always use protection and never do anything you're not comfortable with. Also, refrain from risky sex when drinking.

Get a flu shot: With finals around the corner reduce your chance of getting sick with a flu shot.

Wear sunscreen: While tanning during spring, make sure to protect your skin.

Quit smoking: Smoking has huge health risks; seek help on campus for quitting.



Photo by Nick Nootbaar

Celebrate 25 years with 25 tips to get healthy.

Ask for help: Reach out for help if you need it, don't risk getting overwhelmed.

Expect change: Things are always changing; the better we adapt, the more we grow.

Volunteer: Helping others elicits a sense of satisfac-

tion that boosts your mood.

Assert yourself: Make sure the health decisions you make are your own.

Always keep improving: No matter how healthy we are, there are always ways we can keep improving.

University breaks ground on Sports Center

Commentary Cougars to enjoy homecourt advantage at last

BY BURLAND DIXON
SPORTS EDITOR

The time has finally arrived. CSUSM athletes and student gas tanks need not to worry for much longer. On March 23, 2015, ground was officially broken for the new Sports Center at the groundbreaking ceremony held on campus. A home for our athletes to compete in and a fostering of student life is on the way. “This facility is a game changer - for our campus, our athletes and our

region,” Athletic Director, Jennifer Milo, said. Jennifer Milo hit it right on the head with that statement. The Sports Center is a game changer for several reasons. One of those reasons is our Cougars will finally have a true home court advantage. Another reason is the ability to grow the community on the CSUSM campus. The game is being changed both literally and figuratively through our players and student life. “Our student athletes represent the heart and soul of Cougar pride,” said CSUSM President Haynes. Giving a home to the heart



Photo by Chris Morales

University staff and community members gathered to celebrate.

and soul of Cougar pride is a step in the right direction for sure. Just stepping foot in the room where the ground-

tant members of CSUSM faculty and athletes spoke about the Sports Center. Just five years ago, this new gym would not have been needed. Basketball and women’s volleyball were not added until the 2011-12 season. CSUSM worked as swiftly as possible to get this gymnasium to come about. This just gives permission to people’s imagination to contemplate about what can come into fruition next at CSUSM. “This facility has been a missing link to feeling complete as a department,” Milo said via csusmcougars.com. Come the 2016-2017 sea-

son, the gym will be complete and athletes, students and faculty will all be able to rejoice. Traveling to Miracosta and Escondido High for a home basketball and volleyball game respectively, will all be a thing of the past. If anything, our opponents should cherish these last seasons while they can before our Cougars are unleashed in all their glory to what they will soon call their home. What better way to celebrate 25 years than to commence the construction of what will affect the whole university in nothing short of a positive manner.

PLAYER PROFILE

CSUSM softball player Naomi Amu finds freedom on the field

Communications major called ‘selfless superstar’



Photo courtesy of Rich Langdon
Cougar pitcher, Naomi Amu, makes contact during a recent game.

BY AMY CHASTAIN
ASSISTANT SPORTS EDITOR

CSUSM softball player Naomi Amu produces big statistics, but ask her about that and she’ll tell you that her collegiate softball career revolves around freedom, not the numbers.

“I know what it’s like to be sitting on the side and worrying about work and income, so when I play, it’s my time to just relax, have fun. It’s like my free time,” said Amu, a fourth-year transfer from the University of Utah. Unlike a lot of college athletes, Amu does not fixate on statistics. This approach

pays off. Despite an injury prohibiting her from pitching, Amu leads the NAIA in home runs (10), total bases (56) and RBI (33). “I don’t look at anything, I really just play... [it’s a] kind of freedom,” she said. Amu is able to find liberation in the midst of her busy life, which involves the responsibilities of being a full-time mother—to an 18-month old son, Amu—student and athlete. Amu took a year off from school, but had a strong interest in CSUSM and their softball program even while pregnant with her son. As an Oceanside native, Amu decided to transfer to Cal State San Marcos so she could raise her son, play the sport she loves and finish her education close to her family and fiancé. “Softball was my key to completing my education,” Amu said. “I think the loyalty for them

to respect me as a mother... was the biggest reason why I play so hard for [CSUSM],” said Amu, a Communication major. They “totally let me be a parent” even if that means missing practice to take care of her son, she said. Coach Laurie Nevarez, had nothing but praise for Naomi and her accomplishments in all facets of her life. Nevarez endorses Amu’s skill and character on and off the field. “She is so powerful and explosive,” said Laurie Nevarez, Head Softball Coach. Nevarez said that Amu has an incredible ability to be “100 percent in as an athlete, mother and student.” The coach called her “a selfless superstar” and credited Amu for being a positive addition to the team with an innate ability to encourage her teammates. “She is an absolute treasure to the team,” she said.

BY BEULAH SUPRIYA
SENIOR STAFF WRITER

On Wednesdays and Thursdays, CSUSM students have an opportunity to workout all muscle groups in a fitness class called Kettlebell in the Clarke Field House. It is an intense one hour workout aimed to improve your strength and to provide fun at the same time. It is a chance to meet new people and working out together is always motivational. The group workout is conducted by Campus Recreation. Like all the others, it aims at keeping the students’ fitness levels high and stress levels low during the semester. Kettlebell has an interesting history, the gist being that it came to Russia in the beginning of the eighteenth century and was first just a weight with which goods

were measured. As time went by, the Russians made it a competition to see who can lift the heaviest weighing Giryra (Kettlebell) and later turned into what we now know as the sport and workout routine Kettlebell. The focus of this training is strength and conditioning. Jordan Riding, a Kinesiology major who is a certified personal trainer and leads the workout, says that the golden rule while playing any sport or while working out is staying hydrated. An interesting fact that Riding shared is that Delayed Onset Muscle Soreness helps burn calories as well, so in simple terms, that means the muscle soreness is another way to burn calories even after the class is over. So for those who want innovative ways to stay fit this semester, place Kettlebell on your ‘to-do’ list. The classes are at 5 p.m. on Wednesdays and 4 p.m. on Thursdays.

Coaches keep their eyes on local talent

BY AMY CHASTAIN
ASSISTANT SPORTS EDITOR

An important job that all Cal State San Marcos coaches have is the everyday task of recruiting future student-athletes. What makes CSUSM unique among other sports schools is that they recruit primarily from the local area. Andrea Leonard, the women’s volleyball coach, stressed the importance of recruiting in finding the “next-level athlete” that is capable of guiding the team to a higher level of play.

Ron Pulvers, the men’s soccer coach, said alongside with Leonard that although they are looking for a high level of talent, their main priority is finding athletes that will be the right fit for CSUSM. The allure of a super-talented athlete is quickly apparent, but Pulvers and other coaching staff stand by the idea that they do not recruit based of athletic ability alone. CSUSM coaches want athletes that will make an impact on the team and mesh well academically, athletically and socially. As Pulvers put it, they are looking for a “wholesome, honest, authentic fit” when

it comes to a future athlete. Similarly, Leonard said that they are looking for an “upper echelon” student-athlete “that isn’t just necessarily the best player, but the one who makes those around them better.” Many universities recruit outside of the state or even outside of the country. CSUSM is different because they prefer to recruit talented local prospects. The coaches typically begin by looking at ath-

letes in North County. From there, they move on to the rest of San Diego County. The coaches then expand their searching to Riverside, Los Angeles, Ventura and other surrounding areas. When drawing from

the local talent pool, it is essential that CSUSM coaches build relationships with local club coaches. Leonard expanded on this process when she said that a big part of recruiting is “going to go look at some of the best club training programs” and building relationships with those coaches. Leonard commented on the importance of finding these high quality programs because it means “that you know what

type of kid you’re getting.” When Leonard and Pulvers obtain a recruit from a nearby high school or community college, these young athletes typically bring their whole family as a support system. If even half of the athletes on a team are able to have local family attend games, then the support for athletics grows exponentially, which is an ingenious idea in itself. As CSUSM prepares to make the leap to NCAA Division II this coming year, coaches Andrea Leonard and Ron Pulvers stand by these recruiting principles that have guided them to success in past seasons.

Coaches are looking for an “upper echelon” student-athlete “that isn’t just necessarily the best player, but the one who makes those around them better.

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FACULTY SPOTLIGHT

Liberal arts professor pursues passion for history
Dr. Anthony Merritt tells students to find ‘good, honest work’

By COLLIN VAZ
FEATURES EDITOR

A career rooted in one’s passion is one of the most rewarding things achievable in life. CSUSM professor Dr. Anthony Merritt exemplifies this philosophy. Dr. Merritt did not start the journey in higher education until after his military service. He began by taking classes at Mesa College and majored in Sociology and minored in Black Studies. Merritt maintained his academic interests after transferring to San Diego State University (SDSU) where he earned his bachelor’s degree in Sociology. After graduating from San Diego State, Dr. Merritt decided to further explore his interest in history. He received his graduate degree in history at UCSD. Using the knowledge he had developed through his classes, Merritt taught at several community colleges and universities in San Diego. Deciding to take his edu-

cation a step further, Professor Merritt enrolled in classes at Union University, a hybrid style institution aimed at working individuals. There he received his doctorate degree in History. When asked when he felt inspired to become an educator, Dr. Merritt responded with the following. “That became part of the studies at Mesa. I was very much encouraged by the department chair of Black Studies at that time. She kind of thrust me into being group leader and discussion leader... I got the bug,” he said. **Education and Personal Life Merge** Like many students, Merritt was unsure of what he wanted to study early on. His current research interests are history and culture of Ethiopia, Caribbean culture and history and Rastafarian ideology and social issues. Dr. Merritt said that these focuses had been a part of his personal life since he started his schooling, but he didn’t initially decide to

pursue them academically. “I didn’t think about it in terms of education so much as that was a personal spiritual expression, but it certainly flourished at that time,” Merritt said. “Ethiopia grew out of my personal interest as a Rastafari, as a way of life.” Dr. Merritt discussed how he felt moved towards the Rasta lifestyle. “I was raised Baptist and moved through that. Beginning to move and explore and look at various other faiths/expressions and have a lot of respect for all faiths and spiritual expressions,” he said. “I think one of the things that maybe people who practice Rastafari would say, among other things, is that whatever they have been looking for in other pathways... what was missing was a cultural expression. And that’s what the basis of Rastafari is, African culture. A king of retooling or re-emergence of it.” Dr. Merritt’s academic work and personal life as a Rastafari continued to mesh during his doctoral

research. He explained how his focus was on the town of Shashamane, Ethiopia. “I’ve worked with the school project over a number of years, [and] helped with water pumps being put up. That’s one of the big problems that people have had, potable water. That’s an African wide issue,” Merritt said. **Race, Education and Student Advice** Shifting gears to the topic of race relations in the U.S., Merritt explained the topic from his point of view. “I think old school racism is pretty much a thing of the past. Even though there are some hotbeds of it here and there. And not just against blacks, but against Asians, Latinos [and] against LGBT. That’s just part of the human expression. And therefore I think I see it more as systematic,” he said. “I talk about racism as institutionalized racism rather than this ‘I don’t like you because of the way you look.’ After being asked what changes he would like to



Photo by Chris Morales
Dr. Anthony Merritt gives advice on academics and life.

see nationally, he mentioned higher employment and a cheaper college education as possible changes in the education system. “I’ve always felt that college education should be as free as possible. When I look at what you all as students are dealing with, your escalating fees whether it’s here at CSU San Marcos or worse in the UC system. I teach at community colleges, their fees are going up... Let education be more truly universal so that young people can compete in this global market,” Merritt said. Dr. Merritt’s final advice to students navigating through college is applicable to all students regardless of major. “Don’t forget your heart, but don’t have it on your sleeve. Meaning, do what you want to do including making money, but do it with a sense of moral responsibility in whatever way shape or form you can to help other people. It makes no difference what it is as long as it’s good, honest work that can help other people,” he said.

STUDENT SPOTLIGHT

Student entrepreneur runs Kingship Co.

Music, skateboarding and more inspire clothing line

By AMY CHASTAIN
ASSISTANT SPORTS EDITOR

CSUSM student and entrepreneur Joe Villareal was not impressed with the designs that big name clothing lines were producing. In the summer of 2014, fueled by this dissatisfaction, Villareal’s clothing company Kingship Co. was born. Villareal described the meaning behind Kingship Co. as being a representation of higher power. The entrepreneur said that his designs will show young people that there is “power for them to start anything they want and to do anything these choose.” The lack of sleep and hard work that Villareal puts into running his own clothing company exemplifies Kingship Co.’s principle of young people working to accomplish what they want. Joe Villareal and his two younger brothers, who handle sales, put out a line of

clothing that according to their website represents “west coast vibes.” One of Kingship Co.’s main inspirations is music. The Kingship Co. website also features music videos that represents the type of music and culture that Villareal and his brothers surround themselves with. In addition to music fueling this clothing line, Kingship Co. is also inspired by skateboarding, L.A. culture and baseball. One of the most popular pieces in the Kingship Co. line is the sold out Hardball Jersey. Villareal drew inspiration for the jersey and the various Kingship Co. snapbacks from baseball, which was a big part of his life growing up. These various sources of inspiration successfully blend together to form the clear identity of Kingship Co. Villareal’s clothing line is available at his kingshipco.com and on Instagram, Facebook and Twitter.

Villareal says designs show young people that there is “power for them to start anything they want and to do anything these choose.”

ALUMNI SPOTLIGHT

Former Features Editor shares her secrets to success with undergrads

By SHANICE DAVIS
ASSISTANT FEATURES EDITOR

CSUSM’s very own Nada Sewidan received her B.A. in Literature and Writing Studies with an emphasis in writing last Fall. Anyone who saw her on campus knows she is intelligent, energetic, charming and always on the go. According to Sewidan, life outside the gates of CSUSM is exciting, freeing and filled with a plethora of opportunities. The hard part is the inevitable job hunting. “My experience in the real world so far, well I’m an expert at applying to jobs now,” she said. “Since I had to apply to so many, I can write one heck of a cover letter. You should see my emails after the twentieth job I applied for--spotless!” Despite learning something new, Sewidan warns others of the stressors that come with the responsibilities of being a new grad. “Pretty much what I’m trying to say is that finding a job is difficult. Like pull out my hair, eat my weight in chocolate, stress that I’ll have no future and live in a cardboard box difficult...I’m exaggerating, but really!” she said.

Sewidan currently holds a position as a technical writer and researcher for Capright, in addition to an internship as a journalist for a non-profit company, The Borgen Company. Yet, her dreams don’t stop there. Sewidan has applied to Portland State University with the hopes of enrolling in the dual master’s program and obtaining an M.A. in book publishing along with an M.F.A. in creative writing. In regards to grad school, Sewidan seems more excited than afraid of the massive amount of work that is sure to come. “I’m excited to be living in a new place! I’m also excited to be part of a new community. I know that one of my favorite experiences at CSUSM was the community aspect,” she said. “I made a lot of friends with both fellow colleagues and professors and at *The Cougar Chronicle*, so I look forward to building those kinds of relationships there as well. I’m really excited to be working on the press and to learn as much as I can in the process.” “I hope to be an editor for a publishing company, a published writer and since I’m dreaming about the future right now,



Photo courtesy of Nada Sewidan
Nada Sewidan looks forward to life in grad school.

I hope to someday open my own press,” Sewidan said. “But even if none of those things happen, I’ll be glad that I got to experience the things I did in Portland.” In 10 years, if all things go sideways, Sewidan said she’d be content with simply being alive and writing. “If I accomplish none of the goals, because life likes to throw some curve balls around, I’d like to still be writing,” she said. As for all the soon to be graduates who are interested in grad school, Sewidan had important advice. “Apply early. Seriously! The application process takes a while, but it’s worth it. Do your research regarding what school you want to go to, what programs are best for you, check out the area too,” she said.

“Is the school located in a place that’s really expensive? Can you afford living there? I thought about going to Boston until I realized it’s one of the most expensive cities to live in, and I’d probably have to live in a cardboard box to be able to go and pay for school there.” As for everybody else who is over school and can’t wait to graduate, she also advised staying focused. “Turn stuff in on time and don’t procrastinate. I know I sound like a broken record, but seriously, college is the time to learn how to figure out your schedule and how long it takes you to do an assignment,” Sewidan said. “This is the time to experiment with that kind of stuff because working the two jobs I have now, procrastinating is not an option.”

STUDENT SPOTLIGHT

Hannah Hawker, exemplar of success

Junior leader brings spirit, enthusiasm to campus

By KATLIN SWEENEY
EDITOR-IN-CHIEF

Hannah Hawker's dedication to CSUSM is a defining characteristic of her collegiate career, her list of campus involvement spanning countless organizations and departments on campus.

Hawker is currently a third year at CSUSM. She is a Human Development major emphasizing in counseling and minoring in Psychology. Since starting at CSUSM in Fall 2012, Hawker's campus involvement includes Orientation Team (O-Team), ASI President's Cabinet, 25th Anniversary Planning Committee, University Corporation Board of Directors and participation in Lead Retreat.

Her leadership positions include President of Colleges Against Cancer, Vice

President of Resident Hall Council, Philanthropy Chair of Alpha Xi Delta and Extended Learning Specialist of ASI Campus Activities Board. Hawker has also been selected to be the Programming Coordinator of ASI Campus Activities Board for 2015-2016.

Having come to CSUSM from Napa, CA, Hawker only knew two people when she started at CSUSM. This motivated her to join as many organizations and committees as possible so that she could become acquainted with the campus and get to know her fellow students. However, her enthusiasm temporarily overwhelmed her schedule, leading Hawker to discover the importance of time management.

"I knew from the get go that I wanted to do everything," she said. "I tried to do that, but I learned quickly

that it was hard to say no. I am now starting to cut back and focus on school and my grades because those started to take a toll while I was still learning time management and balance."

Hawker said that her desire to participate in campus organizations also came from a positive freshman orientation experience and support from other campus community members.

"I met Leslie Nevens, who was the director over at the dorms when I was a freshman going through the San Marcos Experience program and when I was on Resident Hall Council. She was one of the first faces that I knew in administration and helped to get me connected," Hawker said. "I met Jennie Ruiz when I worked on O-Team, and she is an amazing human being who really encouraged me to just pursue what I want

to do. Dilcie Perez has also been supportive of me and we have a great, funny relationship. I know that she genuinely cares about students' safety and well being."

When asked what word best described her, Hawker chose the word 'hopeful,' which reflected her personal goals for growth and love for giving back. She said that the legacy she leaves behind at CSUSM would ideally focus most on helping others during her time here.

"We get so caught up in our daily lives that we forget how powerful we really are," Hawker said. "We really should all live to our fullest potential in all aspects. If you're not happy with something, then just change it. It might be hard, it might be a struggle but sometimes you just have to do it. Don't settle for just being content. Everyone has that poten-



Photo courtesy of Hannah Hawker

tial and I want to help people do the best they can."

Hawker's enthusiasm for CSUSM has made her bittersweet about her approaching graduation, which she anticipates to be in Spring 2016. While her immediate goals include getting the best grades she can, staying focused and supporting her campus community, she said that her long term goals primarily revolve around giving back and helping others.

"I want my future job to include traveling, helping people and supporting my future family," Hawker said. "But I don't want a job just because it pays well. I genuinely want to leave an impact that is remembered for helping people. I'm still figuring out what I want to do specifically, but I know that I like children, leadership and want to learn about myself while learning about the world around me. I don't want to be contained."

RESTAURANT REVIEW

Slater's 50/50 offers a unique dining experience

By CELESTE MORALES
STAFF WRITER

Slater's 50/50 -- the latest San Marcos burger-by-design restaurant -- gives diners the power to customize sandwiches from the size and the kind of patty to the "over-the-top" ingredients, the bun and a myriad of other choices.

Founded in 2009 in Anaheim Hills, Calif., by Scott Slater, the San Marcos location is situated off the San Marcos Boulevard exit of Highway 78 at 110 Knoll Road.

The company has seven locations scattered across Southern California and offers a wide menu of burgers, appetizers, shakes and drinks, including more than 100 beers and a full bar.

The burgers run from \$10 to \$15.

The service is friendly and inviting with a casual decor of wooden chairs and cafeteria style tables.

When asked what Slat-



Photo by Cody Cook

Slater's 50/50 offers a variety of choices.

er's 50/50 has to offer the college crowd, Stacie, one of the servers recently said, "One-hundred and two beers on tap and the burgers are awesome."

The appetizers range from the signature Vampire Dip -- the restaurant's version of a cheese dip with artichokes and garlic -- to wings and lighter choices like guacamole and chips. The vegetarian option

of deconstructed guacamole has avocado, roasted tomato, pickled red onion, cilantro, roasted corn, cotija (a Mexican cheese), tortilla chips and creamy lime dressing.

Slater's is famous for its 50/50 patty that has a mix of bacon and beef. Some of the "over the top" ingredients include Beer Battered Jalapeños and Avocado Mash.

Patrons can also choose a burger that is already

on the menu such as the Peanut Butter & Jellyousy burger, which uses a peanut butter and jelly sauce with thick cut bacon and a beef patty on a wheat bun.

In addition, Slater's offers vegetarian options, including pasta and salad, such as the Chipotle Kale Salad with avocado, green onion, cilantro, roasted corn, roasted tomato and a chipotle garlic dressing.

Desserts include a variety of milkshakes such as Bananas Foster, Maple Bacon and S'mores. Cococarma is a shortbread cookie, coconut, caramel, chocolate and vanilla ice cream served in a small cast iron skillet.

Given the wide range of options, Slater's 50/50 has something to offer to all.

Slater's is open from 11 a.m. to 11 p.m. Sunday through Thursday and 11 a.m. to 12 a.m. Friday through Saturday. It is located at 110 Knoll Road in San Marcos. The restaurant's phone number is 760-759-2900.

ALUMNI SPOTLIGHT

Lauren Hammond, former Opinion Editor, has moved on to graduate school



Photo by Anne Hall

By NOELLE FRIEDBERG
OPINION EDITOR

Lauren Hammond graduated from CSUSM last year with a degree in Literature and Writing. She served as the Opinion Editor for *The Cougar Chronicle* in the 2013-2014 school year and is currently in her first year of receiving her Master's in the English and Comparative Literature Program at San Diego State University.

"As a transfer student, CSUSM was the first campus that I really felt attached to," Hammond said.

She also said she misses the great professors she worked with in the Literature and Writing Department, as well as everyone she worked with at the Writing Center and *The Cougar Chronicle*.

"I don't think that I would be as successful or motivated as I am today without the support I had from everyone I had met during my time at CSUSM, and I am extremely grateful to have had the opportunity to meet such wonderful people," she said.

What Hammond loves most about graduate school is that she is treated as a profes-

sional more so than as a pupil.

"Although my studies as a graduate student are far more demanding than the experience I had as an undergraduate, I feel much more connected to the work I do," she said, and adds that she has "had the opportunity to teach freshman level college courses in writing, which has been a very fulfilling and exciting experience."

Hammond is currently working as a writing tutor and a Rhetoric and Writing Studies instructor at SDSU and she will continue to do so during the rest of her time in graduate school.

"In the future, I plan to continue my studies and receive my doctorate degree in order to become a university professor," she said, but she also admits that she is "not sure where I will be applying just yet. I will begin looking into programs starting in the fall as I finish up my Master's level work."

Lauren Hammond was a valuable member of *The Cougar Chronicle* team and we are proud of all of the work she has accomplished since her graduation.

CULINARY CORNER

Roast broccoli salad

By BEULAH SUPRIYA
SENIOR STAFF WRITER

This is a tasty and healthy alternative to the raw salads we are used to. Recipe tried and tested by amateur chefs at CSUSM dorms.

Prep time: 15 mins
Cook time: 20 mins

Ingredients:

1 sweet potato
1 broccoli
1 onion
1 clove garlic
1 cup sour cream
Mustard
Salt and pepper
Steps:

Salad:

1) Chop all the vegetables and boil the sweet potato chunks
2) In an oven-proof dish, place all the vegetables with 2 tbs of Olive oil and add a dash of water to prevent the bottom from burning

3) Place in the oven at 350 degrees for 20 mins
Dressing:

1) Take sour cream, 1 tbs of Mustard and some salt and mix it all together
2) Drizzle dressing over salad or can be used as a side

SUSTAINABILITY SERIES

LOCATION SPOTLIGHT

Students prepare for Earth Week, sustainable lifestyle at CSUSM

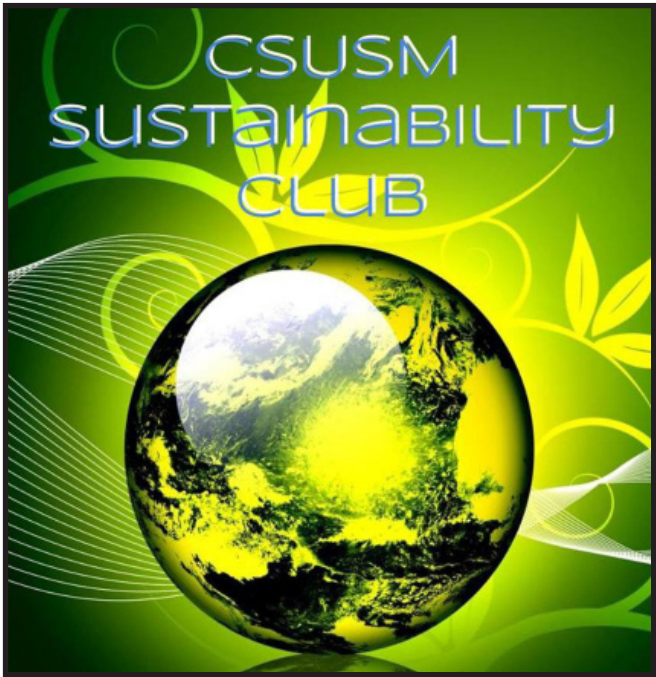
By NICOLE HOLMAN
Assistant News Editor

The Sustainability Club, Associated Students and University Student Union are collaborating to educate students on campus regarding various environmental issues in preparation for Earth Day on April 22 .

“The goal of this week of events is to raise awareness on campus about how to live a more sustainable lifestyle,” Sustainability Manager for CSUSM, Juliana Goodlaw-Morris, said.

On Monday, April 20, ASI will be handing out informational fliers with details about upcoming Earth Day events. Pick up a flier to learn more about how to become involved in making CSUSM more environmentally friendly!

On Tuesday, April 21, the Sustainability Club and ASI will be holding a recycled art competition during U hour. Students may participate



individually or in groups and will create an art piece from the provided recycled materials. When the event is finished, students will vote for their favorite piece and multiple winners will receive prizes ranging from a pizza party to backpacks made entirely of recycled materials.

From 6 p.m. to 9 p.m. on Wednesday, April 22 in the

USU Ballroom, the first California screening of the film “The Burden” will be presented. This film deals with the issue of the world’s reliance on petroleum and specifically America’s dependency on foreign oil as well as the recent move toward finding a more renewable source of energy. A Q&A forum will be held after the film, and

those in attendance will get to hear from both the director and producer of the film.

To end this earth-friendly week, Parking and Commuter Services will be hosting a “Bike to Campus Day” breakfast and event for all students who ride their bikes to school. Students who come out will receive a free tune-up for their bikes, breakfast and various giveaway opportunities. The Sustainability Club, ASI and USU will all be tabling throughout the week as well to provide students with information about Earth Day, its history and how sustainability affects our future.

“All students can help make a positive impact on the environment and help CSUSM reach its sustainability goals in becoming a waste-free campus,” Goodlaw-Morris said.

For more information about these events, or to get involved with the Sustainability Club here on campus please contact Alex Caratti at alexcaratti@gmail.com.

Students learn life skills at the sustainability garden

By PIERRE YALDO
Staff Writer

Part of sustainability is not just saving, it’s producing. Yet, the ancient art of raising a plant from the ground is becoming a lost practice in today’s time.

Here at Cal State San Marcos, students with a green thumb are honing their skills in an area on campus known as the Sustainability Garden.

The garden is a 5,000 square foot plot of land located behind the childcare center, across from the police station at the back of campus, and is dedicated to student sustainability projects. Having a campus garden is outlined in our school’s “sustainability master plan”, and the great progress it has made shows our effort towards becoming a more sustainable campus.

CSUSM junior Brendan Bohen is one student who

has managed to find out about and utilize this space. Bohen planted his first tomato plant a few weeks ago and is already seeing the veggies of his labor.

“For me, it’s not even about the tomatoes, it’s about learning a new life skill. I am here on campus for eight hours every day and figured if I have some free time, I may as well pick up a skill or two. Plus when they’re done, I can come down during lunch and enjoy the crunch of my own hand grown sandwich toppings,” he said.

Bohen encourages other students to come down and try to get a space in the garden, which he thinks has a chance at growing.

“This garden is devoted to us,” he said. “If the need arises in the student body for an even bigger garden, we have the power to request that, and there’s lots of space over here for it.”

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- April 21, 6-8P, The QUAD**

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Kill the (disposable) Cup to save the planet

By ERIK DE LA CRUZ
STAFF WRITER

Hands shaking, a drip of sweat running across the temple of your face, one eye closed, aiming at what you're about to kill. You make a choice despite others telling you not to do it, you pull the trigger... BAM! You killed the cup. Your body immediately relaxes from the tension. You do it anyway, despite the norm of others opinions that it's too much effort and that you alone can't create an impact. We're a long ways away from realistically killing the (disposable) cup, but it all begins with a decision to act.

Imagine a world, where you can enjoy your coffee every morning without the guilt of being one of the 58 billion paper cups thrown away each year, the 925 million pounds of waste or contributing to the 14.5 billion pounds of CO2 emissions. KilltheCup.com, a San Diego based non-profit organization, is seeking to get 22,000 coffee drinkers to commit to their movement. To have them pledge that they will switch to a reusable cup on Earth Day, April 22. Coffee has become a huge phenomenon in our fast-paced society, a crutch to keep us going through all possible fatigue. "The disposable cup



Photo by Nick Nootbaar

The University store sells a variety of reusable cups.

has become an iconic and highly visible symbol of waste and negative environmental impact," said Drew Beal, Chief Environmental Optimist at Kill the Cup. The simple notion that KilltheCup.com is going after is changing habits from April 2 through April 22 and

on to contribute positively to the planet, one cup at a time. In this era, in order to create a lasting shift, especially at the college level, you must inspire social innovation. That is in the mission statement for KilltheCup.com, as well as educating consumers about the negative effects

on the environment by using disposable cups. Their creative blend of gamification, social media marketing, as well as activities which harvest fun are what have manifested them to become "one of the most innovative civic startups in the country." Individuals who take part in the Kill the Cup University Challenge upload photos of themselves with a reusable cup to spread awareness in hopes that it creates a chain reaction through the influencers on different campuses. Fall of 2014 was the inaugural campaign that through 20 days was able to save an estimated 15,440 cups, which is equivalent to

244 pounds of landfill waste. Slow, but it's progressive to the overall mission of reducing waste and as with anything, change commences with the break of habit. Advancement begins with a choice and everyone can make an impact in the preservation of the earth. We all say in one way or another that we want to change the world, but it all begins with you. You can influence others to join the movement of Kill the Cup. We all have a story, we are all looking for a purpose. Something as simple as posting a picture of a reusable cup can make a difference on campus and in the rest of the world.

Why Cal State University San Marcos is the best What makes our school so great

By SARAH YOUNGREN
STAFF WRITER

College is a place to have fun, explore your independence and learn more about life and yourself. At least that's what I've heard about college throughout my life. While yes, those are all very true, what you don't hear too much about is how extremely stressful it is. There is endless amounts of homework, school activities, work and not to mention we have our impending future of what we will do after col-

lege looming over us. Thankfully, in my opinion, CSUSM is the best school to go to as a young adult who is transitioning to the real world. Before I transferred here, I was scared about finishing college and trying to break into the business world. But it wasn't long before my feelings started to change. My second semester here, I went to a career counselor who helped steer me in the right direction. He inspired me to do more than just go to school, and to actually start working towards my career

while in college. I found out that there are many activities on campus you can get involved with and that will aid you in building your resume. I was scared of the idea at first. I was never the student to get involved for fear of rejection, but I met some friends who showed me how welcoming organizations on campus are. The experience has been overwhelmingly supportive and friendly. Yet, I think the best aspect of CSUSM is the professors. All of the professors I've had so far are passionate, knowl-

edgeable, approachable and helpful. I know most teachers I've had in the past at community college have said you can come by their office hours and ask questions, but I never actually wanted to until I started going here. Maybe it had to do with the fact that the work is much harder, but I also think the professors make you feel comfortable, and they're supportive of you coming to them. They want to help you and it's made clear. It's also an added benefit that they all seem pretty interesting.



Photo by Noelle Friedberg

CSUSM provides a welcoming college experience.

This is why the professors at CSUSM are the best and this is why I love CSUSM - they don't just give you an education, they give you a platform for your future.

LETTER TO THE EDITOR

LETTER TO THE EDITOR

Call for action to improve grad studies and global education

By ZISHAN KHAN
CONTRIBUTOR

I am pursuing my Master's Degree from the Department of Computer Science at CSUSM. I was admitted to the Master's program during fall 2013. I was admitted as a conditional student and was required to take GRE and get a 3.5 on analytical writing, or get a research topic from a professor and submit a GWR paper. As there is no system in the CSUSM Computer Science Department to get an academic adviser, I did leg work to approach each and every professor to become my academic adviser over the course of my studies from fall 2013 until spring 2015. But I heard only one answer from each professor: that they are busy with other students. There are hardly 20 students in my Master's program, but still the professors are busy. Due to this, I was unable to get an adviser and still I am without an aca-

demic adviser, and so I was unable to submit my GWR paper. Because of all of this, I am now academically disqualified from the program. First of all, because GWR is important for this school, the administration should plan ahead of time and provide a credit class for the GWR requirement so that a student can enroll in the class and will not face severe consequences such as I am facing now. Secondly, there should be a system which automatically assigns an academic adviser to Master's students who can guide them to complete all of the requirements on time and make it possible to complete their degree in the given constraint of time. Thirdly, as per classes are concerned, the school should make use of their computer science faculty and students to create all of the school's software technology, like Cougar Courses, web check outs, etc. This could help the school to secure funds for the development of the Comput-

er Science Department and would indeed be beneficial for students. This experience would also help computer science students find jobs once they complete their degrees. Finally, there is a serious need of an international department which takes care of CPT and OPT for international students. I feel this is a need because according to the current procedure, you are supposed to know two months in advance before getting a job to enroll into the CPT class. But it is completely unfair for international students to land an internship because as an international student, you can only work on your CPT during the course of the program and on OPT after completion. These are my recommendations which I believe will make CSUSM's graduate program work as it is supposed to, and will attract more students and will help current students in CSUSM on conditional admission to not get disqualified from their program.

Response to 'Racism is a two-way street'

No, we don't hate Darren Wilson just because he's white

By JOSHUA D. COPELAND
STAFF WRITER

Why do some white people cry "reverse-racism" when they find they don't like the taste of their own medicine? As advised viewer discretion, I want to start by reassuring you that yes I am a black guy and in no way, shape, or form do I discriminate or am prejudiced against white people or any other ethnicity. I love everyone. That being said, this article is in response to "Racism is a Two-Way Street" by Zach Schanzenbach, which talks about racism in America directed towards whites, if there is such thing.... He says racism is a "two-way" street, assuming that the "two-ways" are coming from the direction of black and white corners. He doesn't hesitate to point out the ignorance of those oblivious to the racism in this country, while failing

to recognize the ignorance of his own. For example: his take on Ferguson. To this day, Mike Brown (a.k.a. "the black criminal" killed by Darren Wilson) is a sensitive spot for people of color. But Schanzenbach views the protests in response to Brown's murder as discrimination against Wilson, "condemning him for blatant racism." Despite Wilson's proven record of past "blatant racism" and violence towards black people, to Schanzenbach, Wilson is the victim. Not Brown... With all due respect, Zach: What do you know about racism? Do you think blacks are just roaring about racism because it makes us feel "uncomfortable?" How can you, a white male, honestly complain about reverse-racism from the perspective of white privilege? I don't see white kids executed and left dead in the

street for wearing hoodies or playing with toy guns; or hung by trees; or with their hands up; or on video in broad daylight. I don't hear the excuses for why they died to cover-up the reason regarding their skin color. Where was the media's sympathy then? Where are your white equivalents to our Trayvon Martins, Tamir Rices and Mike Browns (who actually didn't have a criminal record)? Instead, you have actual white killers like James Holmes, who pretends to be "the joker" and shoots people in a movie theater, safely taken into custody... "Safely" because he's white. You said: "racism is a two-way street." That requires you to look at racism as a whole - from both directions of your street. Before claiming how whites are targets of racism, recognize your privilege and the racism practiced by your very own.

LETTER TO THE EDITOR

In response to ‘Gender Equity Center changes raise questions’

BY ABRAHÁN MONZÓN
CONTRIBUTOR

Dear Cougars,

An important Letter to the Editor was published in the Women’s Herstory Month edition of *The Cougar Chronicle*. Titled “Gender Equity Center Changes Raise Questions About Loss of Women’s Power,” the letter posed the chief question: “How can we empower women at CSUSM?” citing that the Gender Equity Center is “run by men.” The letter provides the platform for a critical discussion about women, gender, patriarchy and institutional support systems.

It is imperative that we remain critical of the ways in which institutions uphold or challenge traditional distributions of power. I want to begin by sharing about my personal process leading to my position as the

Assistant Director of the ASI Community Centers.

Since I was an undergraduate, I have been passionate about gender and sexual equity, feminism and social justice. I completed a Bachelor’s degree in Feminist Studies and pursued graduate studies in Student Affairs in order to continue advocating for, and supporting students, on issues of gender and sexual equity. When I applied to CSUSM, I was excited about the prospect of working with a number of students who are passionate about these issues.

When I was invited to a video interview with the search committee, I learned more about the organizational and staffing structure. I learned that my supervisor, and his supervisor, were both cisgender, queer or gay men who are read as White. As a disabled, gender non-conforming femme, queer, Chicana I thought about the

ways in which I could add to the dynamics of the office. At the same time, I realized that I am at times read as cisgender, gay, white and masculine.

Gender-related programming in higher education touches on many topics including sexual violence prevention, support for survivors, discussing body acceptance, supporting parents and addressing the intersections of gender and other identities. I also thought about how my experiences as a survivor, a person of size and as someone from a working class immigrant family influence my drive. I accepted a campus interview, and eventually the job, after conscious reflection about positionality.

Professional competencies for Student Affairs professionals include Personal Foundations, Ethics and Equity, Diversity and Inclusion. In embodying these

competencies, I strive to be self-aware of my identities and positionality in any institution. Any candidate in my position would have many strengths as well as blind spots. For this reason, it is important for me to not do this work alone and that I partner with others promot-

ing gender justice on campus and that I create space to listen and grow from critique.

If you have any ideas of how the Gender Equity Center can empower women, I encourage you to reach out to the Gender Equity Center. You can see me in USU-3200B or e-mail me at amon-

zon@csusm.edu. I also encourage you to apply to work at the ASI Community Centers. Peer Educator applications are being accepted until 3 p.m. on April 12 and can be found on the ASI website.

In Solidarity,
Abrahán Monzón

Dr. Heidi Breuer teaches Game of Thrones and much more!
Why Breuer is a professor you should take

BY KATELYNN RISE
STAFF WRITER

Energetic, loud, passionate and witty - these are all of the characteristics a student dreams of having in their ideal professor. Luckily, CSUSM has a professor just like that on its campus, and her name is Dr. Heidi Breuer.

Professor Breuer has been at CSUSM for eight years and loves that the CSU school system makes education accessible for anyone that wants to receive a higher level of education.

“I was committed to the idea of open access education, if you want to [get an education] you should have a chance, and I wanted to be at the more access-friendly school,” Breuer said.

Breuer’s encouraging attitude towards education is also shown through her passionate lectures in her classes. Her enthusiastic voice can be heard from Markstein’s hallways as students pass by her lecture room on their way to class, and students often peer through the door’s window wondering what class this boisterous professor is teaching. Luckily for all of these peeping students, Professor Breuer teaches a wide variety of classes covering medieval literature, Game of Thrones and even a class about witches, zombies and vampires.



Photo by Katelynn Rise
Jennifer Milo aims for continual growth of CSUSM athletics.

“I especially like to teach courses that focus on pop culture... especially pop culture fantasy, horror and sci-fi. Those are my genres, baby!” Breuer said.

Professor Breuer mainly teaches classes for upper division students in the Literature and Writing major. One of these classes is LTWR 340: “The Monstrous, the Grotesque, and the Occult.” For those students that like to solve and explain the phenomenon in our world, this class may be for you. Even if you are not majoring in Literature and Writing you can take this class to fulfill your upper division general education course in Arts and Humanities (CC).

For any students who are taking lower division classes, she teaches LTWR 206: “Fantastic Journeys and Oth-

er Worlds,” which focuses on fantasy literature, Professor Breuer’s favorite genre. For everyone out there that is a Game of Thrones addict, you may want to consider taking this class. Breuer teaches about this pop culture text in LTWR 206 and focuses on how it is important and relevant to our culture today.

So, whether you are interested in fantasy, taking GE classes or need a couple extra units for graduation, I recommend taking one of these classes with Dr. Breuer. Her eagerness to teach her students and see them succeed is one of her greatest joys, and she is always willing to help. She makes class time go by fast with her loud and entertaining lectures, and always knows how to bring out every ounce of potential in a student’s desire to learn.

Why business is best major
Careers in business allow you to travel and make your own hours

BY NICK NOOTBAAR
PHOTO ASSISTANT

When entering into college the biggest question all students are faced with is what will their major be. Well, I am here to tell everyone that Business is the best choice.

Take a look around and take note of everything in your surroundings. Everything that you see had to come from somewhere that someone created from nothing. This goes to show that everything in life is a business even if you may not realize it at first.

Business is the best major to choose because if everything is a business, and you learn how to run and manage a business, then technically

speaking you could work in any industry that may interest you. The classes that one must pass to graduate with a business degree are challenging for many, but in the end create someone who is very universal in any field.

Another benefit of being someone who manages a business is it is easy to have flexible hours. Being able to have the luxury to control what days and what hours you work is something people all over dream of having. This opens doors of new opportunities to adventures in life that a different job that came from a different major could have restricted you from.

While it is great how many business opportunities there are in the United States

alone, the possibilities expand overseas to other countries for business majors. Knowing how to operate a business can be used worldwide. You could live in any country in any part of the world that your heart desires, see all of the beauty with your own eyes and get to live in a new culture that others could only wish to be in.

So when you or a friend of yours is wondering what major would be the best to allow you to travel, explore new cultures, challenge your brain to become the best student and future employee/entrepreneur and work for any industry you can dream of, selecting the business major is the best choice that you or anyone could make.

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LETTER TO THE EDITOR

Why Jane Austen: Novel to Film is my favorite class
Class sessions resemble conversations among friends

BY NICOLE HOLMAN
ASSISTANT NEWS EDITOR

This spring semester I enrolled in the Jane Austen: Novel into Film course (LTWR 336E), and it has quickly become one of the most enjoyable classes I've taken at CSUSM. The class meets on Tuesday nights to discuss whichever Austen novel has been assigned for us to read for the week. Professor

Stoddard-Holmes teaches this course and is very passionate about the subject matter, making the class that much more engaging. You definitely need to leave any preconceived notions you may have had about Jane Austen's writing at the door. We quickly learned in this class that Austen was a master of social critique and incredibly witty dialogue. Many of the topics Austen addresses in her novels are still relevant today, and her humor is conveyed so well

that I've found myself laughing out loud at some parts. Though this may sound like any typical Literature and Writing course, it's really very unique. Conversations range from "how does Austen critique gender roles in her novels?" to "why do you think the 2007 film translation of 'Pride and Prejudice' had Colin Firth jump into a lake when that scene wasn't in the novel?" (The answer being, of course: Colin Firth in a wet shirt). While the class certainly

is a lot of fun, it has also taught me a lot about both Jane Austen and film. After watching a film as a class we analyze the similarities and differences between the novel and the film. This activity is especially interesting because most of the time I see a movie with friends we end up talking about how different it was from the book, so it's a similar conversation, just in a class setting. Another thing I really appreciate about the class is the atmosphere. Even though

we're doing class work, Professor Stoddard-Holmes makes the class feel like we're just having a conversation with friends. Despite the fact that we have already read four novels in this class, I feel like we have taken plenty of time to talk about each book and its film adaptation. With lively discussion, film screenings and lessons in Austenian etiquette, I know I, as well as many others in this class, have begun to really look forward to Tuesday nights.



Photo by Nicole Holman
Professor Stoddard-Holmes talks about the novels by Jane Austen.

LETTER TO THE EDITOR

Rebuttal to 'Racism is a two-way street'

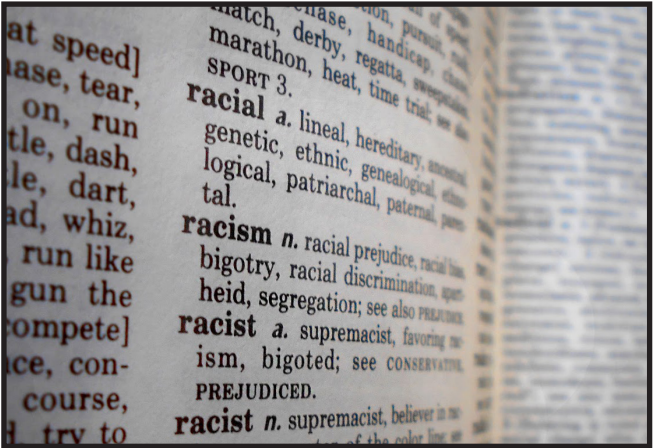


Photo by Cody Cook

The definition of racism is a topic of recent debate.

BY JOSE RUIZ-ESCUTIA
CONTRIBUTOR

In Zach Schanzenbach's article "Racism is two-way street: The truth about racism and why we need to hear it," he argued that "racism is... a two-way street," that "it goes both ways." In support of this statement he urged the reader to look up the definition of racism to see for herself or himself that the definition would not read "when a white man hates a black man." Instead, Schanzenbach affirmed that racism is defined as "the belief that one skin color is superior to another." On that note, it has come to my attention that right after he defined racism as the belief that one skin color is superior to another, you stated that, "if a black man hates a white man because his skin is white, he is just as racist as a white man who hates a black man because his skin is black." In this statement, Schanzenbach included the word "hate" instead of the word "belief" to make his point that a black man can be racist. That is, he is using the definition of racism that he suggested the reader would not find in the dictionary (i.e., "when a white man hates a black man").

In another statement, Schanzenbach argued that "a white man who calls a black man racist as a result of a hateful...action against a white man will be ignored." Once more, he is using the word "hate" as part of the definition for racism, but in this instance he related it to a black man's actions. This raises the question of whether Schanzenbach uses the word "hate" unconsciously in his statements after he defined racism without that word. If we use the definition for racism you find in the dictionary, then, the first statement he made would read along the lines of, "if a black man believes he is superior to a white man based on his color then he is racist." This statement might be closer to what Schanzenbach meant to write to support his argument that racism is, as he put it, "a two-way street." Overall, I cannot agree with Schanzenbach that racism is a two-way street because he might be speaking from a privileged point of view. That is, he recognized that racism is still embedded in the fabric of this country, but he would rather focus on how the black folk, and not the white folk, can be found guilty of racism and not be called out on it by members of this society.

In other words, he wants the reader to recognize that the white folk will be condemned at the slightest sign of racism on his or her part, while the black folk will not. In Schanzenbach's own words, "the world will sympathize with the black man" when he or she "calls a [white] man racist as a result of ...a racist action against a [black man]." However, if we look at Michael Brown's death, we would see that some people did not sympathize with him (e.g., the officer who shot him, the jury who did not find the officer guilty and the media who obsessed over the riots after the verdict). In addition, Schanzenbach does not seem to sympathize with Michael Brown, that is, instead of calling him by his name in the article he refers to him as a "black criminal." Instead of paying respects to a victim of our racialized social structures, he would rather reinforce the idea that blacks and crime go together. Further, Schanzenbach posed that the media downplays when a black folk is racist towards a white folk by excusing the behavior "as just venting." However, that same media you mentioned did not shrug when the Michael Brown verdict was given that night. In fact, that same media as aforementioned obsessed over the riots creating an image of the black folk that reinforces what some Americans already implicitly expect of the black folk. I understand that it is easier to attack those individuals who are part of a minority group. But what if instead of using your energy to explain how the white folk gets ignored when he or she calls out a black folk for being racist you directed that energy to deconstructing our

racialized social structures. Further, what if instead of using the school paper during Black History Month to help maintain our racialized social structures, you wrote about how racism came to be in the United States of America. Or why not shed light

on how slavery in the South was justified using the concept of race. Even further, you can remind your readers about the Slave Codes, Black Codes and Jim Crow Laws and mass incarceration. By arguing that the black folk can be racist just like

the white folk and not be called out on it is attempting to silence him or her. That is, you are promulgating the idea that black folks should be challenged on their racism towards whites when in fact we know that racism only benefits white society.

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STAFF EDITORIAL

The Cougar Chronicle at CSUSM

Reflecting on our student newspaper over the years

BY NOELLE FRIEDBERG & EDITORIAL STAFF

The Pioneer was founded in 1998 and was CSUSM's first newspaper. In 2000, its name was changed to The Pride, and finally, in 2011, our school paper became what we know it as today - The Cougar Chronicle.

The Cougar Chronicle has won many awards throughout the years for its dedication to excellence. In 2014, our very own Rachel Gallego won 2nd place in the category of College Media for her column "The Heart Beat" from the Society of Professional Journalists. That same year, Jeff Meints received an Honorable Mention in the same category of College Media for his insightful article entitled

"Homeless Perspective." In 2013, The Cougar Chronicle was nominated as Campus Organization of the Year at the Tukwut Leadership Awards Night, and received six other awards in that year.

Some noteworthy articles we have published include Kristin Melody's article "700 Students Caught Up in Vote-Tampering Scandal," which detailed the events of the arrest and charges of identity theft filed against CSUSM student Matt Weaver in 2012. In her article "CSUSM Student Arrested in 'Sex-tortion' Case," our Editor-in-Chief Katlin Sweeney covered the arrest of James Abrahams in 2013 for allegedly hacking into the webcams and computers of 30 to 150 women worldwide. And our News Editor Jasmine



Photo by Cody Cook

The Cougar Chronicle has seen continual success through transformation.

Demers covered relevant events related to campus in such stories as her 2015 article "Student Health Services Makes Return to Campus." 2014 featured battles in

our Opinion section over the issue of modesty, with Chelsea Lightfoot making "A Plea for Modesty," while Sarah Hughes presented her opposing views in the arti-

cle "Modesty Undressed."

Our Sports section is always on the ball to bring you the latest in the world of athletics on campus, and Features is the place to turn to if you're looking for anything from a new recipe to try out at home to a spotlight on your favorite professor.

Our Arts and Entertainment section works hard to give you the best information possible on what books you should be reading, what music you should be listening to, what video games you should be playing and what movies you should or should not see.

"Having a newspaper is an integral part of campus life. The ability to pick up a newspaper that was written by someone else who has gone through similar frustrations, accomplishments and

experiences brings a campus community together. Regardless of whether you are a student, faculty member or staff member, when you can look at a newspaper and see yourself authentically reflected in those pages, that is when your newspaper is serving you. We work hard to make sure that everyone at CSUSM knows that we represent them and care about their experiences," said Katlin Sweeney, The Cougar Chronicle's Editor-in-Chief since May of 2013.

The staff at The Cougar Chronicle would like to say thank you for your continued support and readership. We work hard to bring you the most relevant news and information, and we feel it is truly a gift to serve the community of CSUSM.

LETTER TO THE EDITOR

Happy 25th birthday to CSUSM

Celebrating my experience at our school

BY PIERSON CEPEDA
STAFF WRITER

CSUSM is celebrating its 25th anniversary this year and, from my point of view, 25 years is a relatively long period of time.

I just turned 22 last year, and like other birthdays, there was a cake, a song and the surprising realization that another year has passed. Most of my birthdays have me thinking that another year has gone by without accomplishing much in terms of dreams and aspirations. This

year saw a great change due to the fact that as CSUSM has grown, I have matured as well and the things I want to accomplish are closer now more than ever.

As a freshman coming into CSUSM, many thoughts raced through my head the week before school started. Some of these thoughts were along the lines of "when should I get my license?" Sadly, I did not have a license. "When should I go shopping?" Because I needed clothes and supplies. Another thought that

had me up till four o'clock in the morning was "what is college going to be like?" which was interesting considering I had a class at eight o'clock that same morning.

That moment in time had me thinking with the mindset of an inexperienced teen concerned with only the immediate realities. Though this is not necessarily a bad thing, I later found out that I severely limited my worldview and, as a consequence, my openness to growth.

For the first couple of semesters, the format of col-

lege was a welcome change from the schooling that I had become accustomed. Upon realizing that the time was coming to choose a major, I crowd-sourced an answer and after picking the choice that was the most unknown, in this case Communication. I then enrolled in my first set of core classes.

In hindsight, the class that was the most pivotal for my development, as a person, was COMM 200 with Professor Michelle Holling. This class truly represents the beginning of my collegiate

self, not only because of the workload, the professor or even the subject matter, but because of a combination of all of the above. It was in this class that I learned to appreciate the value of challenging work that required effort in addition to brains.

Additionally, it exposed me to the beauty of a shared community that strived for education and personal growth. It is important to state that growth like this does not magically take place, it requires testing your mind, your body

and your character over and over. But, I honestly do not think it could have happened had I not gone to CSUSM.

Again, CSUSM has been a source of growth for my character. I realize that had I not gone to school and struggled, I would have been lost trying to find my place in the world and would be no closer to figuring it all out. On this, the 25th birthday of CSUSM, I celebrate not just the passing of another year but also the profound influence you have had on my life. Happy 25th birthday, CSUSM!

Creative Writing course is must-take class

Take a risk and develop your writing skills with LTWR 325

BY CALEB HOGLAND
STAFF WRITER

Every semester you wonder what classes to take. You weigh your options of what you need and what you would like. Sometimes there are multiple options and the only deciding factor is what works for your schedule.

It is time for a change. Being a college student often means a stressful race to the finish line. "You have four years so don't mess around." Forget that.

College is a time for education and experimentation, so take a class that you will truly enjoy and use wherever you go. Creative Writing 325 is a must-take class for everyone it is available to.

This is an introductory

course where students learn the basic techniques to writing fiction and poetry.

Create something beautiful. Create something weird. Create a story or poem by painting with words as if every keystroke was a brushstroke. Create and learn how to better your artwork.

Literature is art too. The artwork of paintings, music, movies and novels transports millions into another world and time. Learn how to do this. If you already are, then learn how to do it better.

If you ever daydream then this is the class for you. This class will teach you the techniques and hone your skills to draw out those dreams. What good is a dream that can't be made real or shared?

If you like telling stories, then take a class that will

make you a better storyteller. This class will help you consider all the important elements that make up stories and how to put them together.

All the instructions are completely helpful and practical. Not a minute goes to waste in teaching. Lecture days are simple cut and dry, right to the point. Do x, y and z. Here is why, and here is the effect.

Look around; look at every funny-looking and good-looking student. Everyone has their own world they want to create and share. Being in a creative writing class gives you the privilege of peering into other students' minds and hearts.

This class brings students together like no other. Students present and share their art in a safe environ-

ment to their fellow peers. Their peers first compliment on things done well and then give their opinion on what they felt did not work.

The professor then masterfully guides and moves along the conversation by helping students articulate, in a non-offensive way, their critique of the presented work.

Just like any writing class, students receive feedback from the professor so they can improve their work.

For the final project, students are allowed to reuse a previous work once they have incorporated the professor's comments and techniques they learned throughout the course.

More than learning to write and present your art, students are required to go to poetry or book readings.

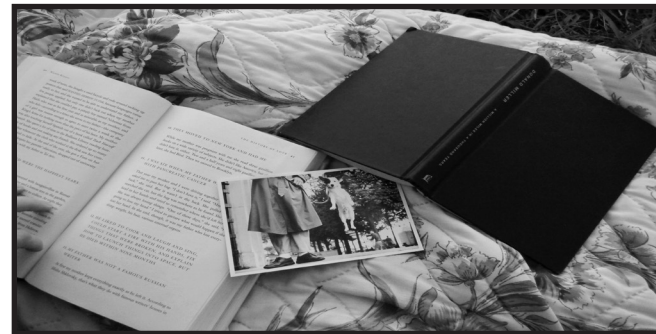


Photo by Noelle Friedberg

Creative writing can be a source of leisure as well as an academic profession.

While requirements usually come off as negative things, these readings expose you to the world of literature in a more immediate way.

Think of your favorite book; now imagine sitting in front of the author as they read a passage to you. J. K. Rowling might not be available, but students will still get the chance to see and meet up-

coming and famous writers.

Creative writing is not for everyone. It is not for people who don't dream or daydream. It is not for people who don't like movies, music, novels, plays or paintings.

Take this class even if you don't need it. Step out of your comfort zone and learn to write something you will want to share.

Director looks back at School of Art's first year

Dr. Jacquelyn Kilpatrick discusses upcoming music degree

BY FAITH ORCINO
A&E EDITOR

The School of Art is almost done with its inaugural year and as the 25th anniversary celebration continues on campus, we look into the new School of Art with Director Jacquelyn Kilpatrick. Faith Orcino: How has your first year at CSUSM been? Is there a difference in campus atmosphere or any other aspect compared to the others you have worked at? What

attracted you to work here? Jacquelyn Kilpatrick: I've been here almost nine months, and it has been terrific. The learning curve has been steep, because every campus is different--and there is much to learn--but it has been an exhilarating experience. This is the second CSU campus I've worked for, and the first one, CSU Channel Islands, is also a great place to work, so when the opportunity came up to help build the School of

Arts at CSU San Marcos, I jumped at it and was fortunate enough to be hired. I have not been disappointed. CSU San Marcos is a vibrant, growing institution, and the people here are simply wonderful. The faculty members within SofA continually astound me with their experience and depths of talent, but most of all, I'm impressed by their absolute dedication to our students. All in all, I'm very lucky to work here. FO: Online the school

announced Prof. Ching-Ming Cheng's creation of the BA in Music Program last month, giving students a more focused and hopefully beneficial curriculum unlike the the current VPA Major with Music emphasis. Are there plans to make more separate programs for the other emphasises? What obstacles, if any, are there to push the School further?

JK: I need to correct a couple of things. It wasn't only Dr. Cheng who developed the BA in Music, it was the whole music faculty. The tenure track people in that discipline are Dr. Cheng, Dr. Bill Bradbury, Dr. Merryl Goldberg and Dr. Mtafiti Imara. They have worked for a long time to make the BA in Music a reality, and pending approval at the Chancellor's Office, we will begin offering that degree in Fall of 2015. We're all very excited about that.

The School of Arts (SofA) is new, officially opening on July 1 of 2014. Before that, there was the Visual and Performing Arts (VPA) Department. That department was created over 20 years ago and contained five disci-

plines/options. The degree, a BA in Visual and Performing Arts, was designed as a very interdisciplinary degree, with four options and a variety of minors. That very creative degree will continue to be offered, but, in addition to the Music BA, we are working on gaining campus approval for BA degrees in the disciplines of Theatre as well as Art, Media and Design (AMD), and we are beginning the planning process for Dance.

Moving from an option to a BA degree program takes time and work, but ultimately we would like to see each of the disciplines with individual majors. The faculty and students in those majors will continue working on exciting projects with each other and with disciplines across the university in a variety of interdisciplinary endeavors.

FO: How do you like to see SofA in the next five years for CSUSM's 30th anniversary?

JK: SofA faculty have developed our mission statement and a vision for the School of Arts. Vision Statement:

The School of Arts will be a regional leader for

undergraduate and graduate education in the Arts and a hub for the Arts in our diverse communities.

Mission Statement:

The mission of the School of Arts is to provide an inclusive, collaborative community where artists, scholars and students actively engage in developing artistic practices, critical thinking, cultural intelligence and creativity.

During the next five years, we will be working on making SofA a true hub for the Arts in North County, building collaborations with the wealth of community and the diverse cultures that exists here, and of course we will be working diligently on creating and improving our curricula to give our students the very best experience possible. I hope that by the 30th Anniversary of CSUSM, the School of Arts will have BA degrees in each of the disciplines, with options that allow for creatively building a life in and with the Arts.

With this insight we hope that students studying in the School of Art with gain more and more in their education and develop into thriving artists.

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NETFLIX REVIEW 4/5 PAWS

“Unbreakable Kimmy Schmidt”

By Nicole Holman
Assistant News Editor

Tina Fey’s newest and long anticipated comedy series, “The Unbreakable Kimmy Schmidt” is certainly worth the wait. Ellie Kemper (of “Bridesmaids” fame) plays the eternally optimistic Kimmy

Schmidt who is interestingly similar to her character on “The Office”. This quirky series opens with the release of three young women from the clutches of a delusional pastor who convinced the girls that the world ended. After living in a doomsday bunker for the past 15 years, Kimmy Schmidt decides

to move to New York City in pursuit of a normal life. This proves to be both challenging and hilarious, as the last time Kimmy Schmidt was part of the real world, she was a teenager living in the Midwest. With out of date pop culture references and her own resilience, Kimmy starts her life anew.

As she navigates the trials and wonders of adulthood, Kimmy befriends her ham of a roommate, a struggling actor named Titus Andromedon. Together, the two take on the city. Soon, Kimmy becomes employed to be a babysitter/assistant to a wealthy Manhattanite played by “30 Rock”’s

own Jane Krakowski. From the oddities of her job, to almost joining a cycling cult, and eventually going to court to prosecute the pastor, “The Unbreakable Kimmy Schmidt” will keep you laughing all season long. The show’s unexpected blend of bright colors, satire and dark humor keep

viewers on their toes. To top off the great writing on this show, the theme song is so catchy you’ll find yourself singing it all day long. Charming, witty and genuinely endearing, “The Unbreakable Kimmy Schmidt” is one Netflix series to be sure to binge watch over summer break.

MOVIE REVIEW 1/5 PAWS

“The Duff”: A shiny, dated pop culture film

By Will McCurdy
EIC Assistant

It is an odd day where the following phrase is true: “Twilight” was an inventive movie. Before everyone starts sharpening their pitchforks and finding out my home address, some clarification is necessary. “Twilight” despite all its misogyny, poor dialogue, offensiveness to the undead, promotion of abusive relationships and making of Kristen Stewart as an “actor” was a new spin on the genre of teen films. It was the type of movie with one foot

in the grave while digging the hole for the other one with shovel labeled clichés. Thus, the movie “The Duff” was made. It is a film that takes the teen movie formula (girl doubts looks, meets up with guy, gets made over, guy falls for her, they foil the plot of the school popular kids, happily ever after), adds more social media than a naïve extrovert’s phone and tops it off with a dash of inferiority complex fuel to make it relatable to those who aren’t having a hard enough time in high school with their insecurities.

That is of course where the title comes in. The term “Duff” is an acronym standing for Designated Ugly, Fat Friend. Upon hearing the title for the first time during a commercial, I thought that a sociopath had somehow worked their way into leading a producing firm and this wouldn’t have been too far off. In an era of increasing acceptance of various bodies and personalities, the movie proudly waves about the word as though it was their own little sadistic creation. It constantly reminds the protagonist, and

by extension, parts of the audience, that they should be in that category or else be forced to be out of the totally sick social loop created by the marketing team and the producers at CBS. The plot follows Bianca (Mae Whitman), an easily impressionable girl who after being called a Duff by her socially and mentally inept neighbor Wesley (Robbie Amell) decides to rid herself of her well-adjusted childhood friends, Jess (Skyler Samuels) and Casey (Bianca Santos) out of fear that she isn’t as attractive as them.

In order to “fix” herself, she approaches Wesley for guidance while she helps him with his failing grades, to which he agrees, all the while being hounded by Wesley’s mentally unstable ex-girlfriend and external antagonist Madison (Bella Thorne). The term external antagonist is mentioned because though Madison is a bully the main antagonist in terms of character development to Bianca is herself. She believes Wesley and keeps him around, even falling for him on a purely physical basis despite the emotional and

mental distress he causes her that kick starts the entire plot. And it’s not as though she has no one else as her friends happily accept her back after the anti-climax with no negative repercussions for her actions. They aren’t very developed as characters, but they do something that the entire movie should have done from the start: dismiss the sexist acronym as nothing but another social stigma created to deflect the insecurities of others. If the credits rolled after that, I wouldn’t feel as though I wasted my money.

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This 120-hour certificate program focuses on best practices used to teach English as a Second/Foreign Language. Highlights include:

- Hands-on training and practice with English language learners in university setting
- Professional development and guidance in finding employment in the field
- Sessions taught by master teachers with extensive experience in TESL/TEFL, teacher training, and curriculum development.
- Solid foundation in TESL/TEFL methodology
- Optional Field Practicum with possibility of placement at overseas partner institutions

Sessions

- Summer: 6-week Intensive Daytime Program
- Fall: 15-week Evening Program
- Spring: 15-week Evening Program

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