

# The Summit

September 29 2011 Volume 35 N° 1



Grossmont explores  
**Henrietta's  
Legacy**

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Coupons Page 13



GROSSMONT  
COLLEGE



# POWER AND PARKING WOES

When electricity went out for San Diego County and its neighbors, Patricio Chavez hoped that it would be just temporary. In top photo, he lectures in the hallway, hoping in vain that the lights would go back on in his classroom (*Photo: Bobby Sanchez*). In the first weeks of the semester, parking was at a premium. Below, two cars seeking a space approach each other in Parking Lot 1. (*Photo: Philip Tipple*)



## On The Cover

Hela cells stained with special dyes that highlight specific parts of each cell. Here, the DNA in the nucleus is yellow, the actin filaments are light blue, and the mitochondria the cell's power generators, are pink.

Photo by: Omar A. Quintero from the book *The Immortal Life of Henrietta Lacks* by Rebecca Skloot published by Crown Publishing Group

As part of The Summit's total redesign, we are proud to employ an all new masthead and Griffin logo created by Waldo Leyva and Carmina Caballes' ART 171 class.



Thursday, Sept. 29, 2011 Volume 35, No. 1

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Published by Grossmont College's Media Comm. Dept.  
Grossmont-Cuyamaca Community College District,  
8800 Grossmont College Drive, El Cajon, CA 92020  
(619) 644-7454, Ext. 3782 - [www.gcccd.edu](http://www.gcccd.edu).

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# Grossmont book celebrates 50th anniversary

By Christina Torres

Back in 1961, Grossmont College was brand new. This year, 2011, our college celebrates its 50th year! Administrators released a book, *Grossmont College: Celebrating 50 Years*, chronicling the past 50 years at Grossmont College. Coordinating the process was Rick Griffin, Grossmont's director of College and Community Relations.

The book is chronological, starting with September 11, 1961, when Grossmont first opened with a student enrollment of 1,538. In 1966, while campaigning to become California's governor, Ronald Reagan, visited the campus — 14 years before he was elected president of the United States.

In 1970, the college's enrollment had risen to 8,100, and, because of the higher enrollment, administrators decided to open a second campus, which became Cuyamaca College.

In 1980, capacity for the school was set at 18,000, while classes cost \$5 each. Apple Computers were introduced

to the school in 1984, and Grossmont had its own co-generation power-plant, using clean-burning natural gas that used waste-heat for the swimming pool and showers.

In 1990, the campus stadium was opened, named after former-coach Jack Mashin. By 1991, Grossmont had won 25 state championships in seven sports, over half of which were in Cross Country running. In July of 1996, student artists installed the clouds on top of the water-tower that can still be seen today. Grossmont's first web-page also came in 1995.

In 2001, Grossmont Middle-High school was opened, which allows 11th and 12th grade high school students to get college credit for their study. By approving Prop R in 2002, voters authorized a lot of the construction that we see finishing up today.

The book recounting these and other events is on sale at the campus bookstore for a price of \$19.61, a special price to commemorate the year that the school started.

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# Transfer Center offers... transfer options



By Christina Torres

When it comes time to transfer, where will students go? That is a question that Grossmont officials recommend that students ask themselves long before they are ready to transfer. The Transfer Center on campus was established to help in this process.

According to Mary Rider, university transfer coordinator at Grossmont, the Transfer Center has racks filled with specialized information for transfer questions. If a student is uncertain about the process to follow, center staff can provide information that would be hard to get at a 30-minute meeting with the Counseling office.

For the current semester, many students were denied entrance to SDSU because they had problems in their supplementary application process. Rider said 90% of Grossmont students didn't attend an application workshop sponsored by the Transfer Center at which such problems could have been anticipated and resolved.

Rider recommends that all students aiming to transfer take advantage of resources that the Transfer Center has to offer. And as transferring gets harder because of budget-cuts, students need to make sure that they have the most up-to-date information on what certain colleges or universities require for applications, she said.

Additionally, Rider regularly holds transfer-ready workshops at the Transfer Center in the modular village, unit 58D, on: Mondays from 5 to 6 pm, Wednesdays from 10 to 11 am, and Thursdays from 11 to 12 pm. The purpose of these workshops is to help a student meet transfer and application deadlines and to develop action plans. For example, college freshman get guaranteed admission with a 3.0 to UCSD who are willing to say, "Yes, I want to go to UCSD".

Budget-cuts have reduced the hours of service and staff at the Transfer Center. The center used to offer transportation to university workshops and special workshops for students to

check out different schools. But the center has had to discontinue these services. Meanwhile, various colleges and universities "have cut back so much on who they can take," said Rider.

## Two upcoming events sponsored by the Transfer Center are:

- The College Fair on October 5th, to held in the main quad at Grossmont from 10 am to 1 pm, showcasing over 40 colleges and universities.
- Students and professors from UCSD will visit Grossmont Oct. 13 to talk about their experience at UCSD, and about organizations and programs supporting student success at UCSD.

*Torres is a student in MediaComm132 - christinat@gcsummit.com*

## Dr. Lyn Neylon urges 'study abroad'

By Barbara Boyd

CUYAMACA COLLEGE—Dr. Lyn Neylon, a professor of English and English as a Second Language at Grossmont's sister-school, Cuyamaca College, has requested a sabbatical leave to create an office that could facilitate study abroad at Grossmont and Cuyamaca Colleges.

In her application for the sabbatical, Neylon said she wanted to create a "self-sustaining International Studies and Programs Office at the district level that would assist students and faculty at both colleges in participating in study abroad; enhance relationships with international institutions of higher education for student/faculty exchange, international student recruitment, and global curriculum/program development; and to research possible funding streams to both support the International Studies and Programs Office as well as assist students financially, so they can participate in international programs."

Neylon asserted that study abroad "engenders greater comprehension and retention" for languages and culture.

Her proposal is now being reviewed by the Grossmont-Cuyamaca Community College District.

*Boyd is a student in Media Comm132 - barbarab@gcsummit.com*



# War: It's what a man's gotta do

# COMMENTARY

By Russ Lindquist

**Welcome to college. Now place one hand over your heart, the other over your eyes and mind, and repeat after me.**

With your oath in place, hear now the state of our financial aid office: it is bound, by the federal law, to discriminate against men 18-25 years old; it must require the men to register for a military draft. Those men must do so, or be disqualified for federal financial aid, and be barred from federal employment.

Among the literature available in our financial aid office are pamphlets reminding men of the sexist discrimination against them; one of which reads, "Selective Services: it's what a man's gotta do!" Now, imagine equality: "Pregnancy preparedness registration: it's what a woman's gotta do!"

To comply with federal law, financial offices around the nation must break federal law. The fourteenth amendment to the US Constitution promises the equal protection of laws:


"No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

The Constitution, though the supreme law of our land, is nonetheless at odds with current practices at financial aid offices, as well as the stated mission of Selective Services, which is "to be prepared to provide trained and untrained [men] to the [Department of Defense] in the event of a national emergency and to be prepared to implement an Alternative Service Program for registrants classified as conscientious objectors."

The website for the Selective Services is [sss.gov](http://sss.gov) (note the extra "s"). There, you can read the section "Women and the draft," which alludes to the idea that if Selective Services were



to remedy its sexism then the fix would be in the direction of women losing freedom, not men gaining it: "Selective Service law as it's written now refers specifically to 'male persons' in stating who must register and who would be drafted. For women to be required to register with Selective Service, Congress would have to amend the law, [and] the Selective Service System, if given the mission and additional funding, is capable of registering and drafting women with its existing infrastructure."

Want to "rage against the machine" and not register for the (as-of-yet) man-only war draft? Expect *(Continued on page 7)*



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# Students practice free speech

By Issac Jeitler

**Roaming around campus recently, students may have noticed two large pillars wrapped with construction paper. These pillars near the campus cafe quad were placed during Constitution Week for students to express their opinions on the question: "What does the Constitution mean to you?"**

Whether you were born in America, or abroad, certain rights guarantee civilians, students and immigrants freedoms they might not have available in other countries. One of these is free speech. For me, watching students exercising their free speech and expressing their emotions as they approached the pillars was almost as interesting and informative as reading what others wrote. Some passersby would read written com-



*Students read comments on Constitution Wall.  
(photo: Issac Jeitler)*

ments, chuckle, and then announce "that was funny." One studious student quipped "Grammar errors attracted me to the wall."

Plenty of explicit comments could be found on the wall, in some cases stretching the limits of free speech. Students who were more serious about their opinions about the Constitution in some cases

were heckled for their efforts, but then again that is a right protected by the Constitution.

Maribel V., a student engulfed in reading the comments on the wall, commented, "People should know the Constitution better." This is probably something we can all relate to.

In my own opinion, Constitution Week is a good time to give thanks to the founders of our Democratic system and to express our thoughts about their legacy – hopefully in a more positive light.

*Jeitler is a student in Media Comm 132.*

## The ins and outs of Wi-Fi on campus

By Issac Jeitler

Keeping up with cutting edge technology, the Grossmont College Campus offers free Wi-Fi to students using laptops, tablets and other wireless devices.

"Wi-Fi" is, according to the Merriam-Webster Dictionary, is an abbreviation of Wireless Fidelity, a group of technical standards enabling the transmission of data over wireless networks.

Certain areas around campus are considered dead spots, mostly due to newly constructed areas with thicker walls and electrical interference. However, even with the limitations, the free-to-use service has sufficient campus hot spots to enable a wide variety of uses for Grossmont students.

Marc Arizmendez, an aspiring Media Communications student and news director for Griffin Radio, spends ample time on his laptop doing class work and research for the radio department.

He commented that Wi-Fi on campus enables social interaction with people off campus, and it's convenient to use "without having to be inside the tech mall." However, he said, in newer buildings he has had trouble receiving a signal, and that wi-fi service seems to bog down in the tech mall, perhaps because it's a main hub for other students using the same service.

One must sign on to the Wi-Fi system, but there is no other password requirement. Simply find the Grossmont College network on your wireless device and connect to it for free Wi-Fi service.

*Jeitler is a student in Media Comm132 [issac.jeitler@gcsummit.com](mailto:issac.jeitler@gcsummit.com)*



# GC's Muslim students seek a place to pray

By Brenda Arce

**Mohammad Sabir Abbassi, a Grossmont student aimed at a career in public health and social work, is advocating for his fellow Muslim students on campus to have a comfortable place to pray throughout the day. Abbassi is petitioning with flyers, promoting the cause.**

Previously, complaints had arisen about Muslims praying in the corridors of the tech-mall. To be clear, no one, including Abbassi, finds the complaints to be directed towards Muslims for their being Muslims but rather the issue was one of public safety. The area in which they currently pray leads to an emergency fire exit, the blocking of which is considered a "fire hazard," according to school officials who received the complaint.

Arabic Instructor Dr. Sonia Ghattas-Soliman suggested that Muslims consider finding many separate areas as option for their daily prayer. Agustin Albarran, associate dean of Student Affairs, suggested that Muslims perhaps hold a fundraiser to build a (non-denominational, religiously open) peace garden for the Muslims to pray in.

Muslims pray five times a day; typically each prayer lasts from five to ten minutes. Dyari Qadir said she feels it is unfair for Muslims not to be allowed to pray in that hallway.

Qadir, a member of the Muslim Student Association at Grossmont, stated that if an emergency were to arise that she would stop praying and vacate the building.

In response to a suggestion that Muslims simply pray outside, Abbassi responded that some Muslims report having been harassed when they prayed outdoors. Specifically, Abbassi told of a time when a Muslim woman was praying and approached by a woman who presumably was not Muslim, and the non-Muslim woman insisted, "you cannot pray here."

When told of this incident, Dean Albarran assured: "students—Muslim and otherwise—can pray anywhere on the campus that they want," as long as it does not directly and adversely affect the learning of other students. Students who feel they are being treated unfairly—in religious matters or otherwise—may call Dean Albarran at Grossmont's Office Student Affairs at 619-644-7600, email the Dean at [agustin.albarran@gcccd.edu](mailto:agustin.albarran@gcccd.edu).

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*Mohammad Sabir Abbassi stands in front of a hallway of the tech-mall where Muslims have been asked not to pray for the sake of public safety. (Photo: Russ Lindquist)*

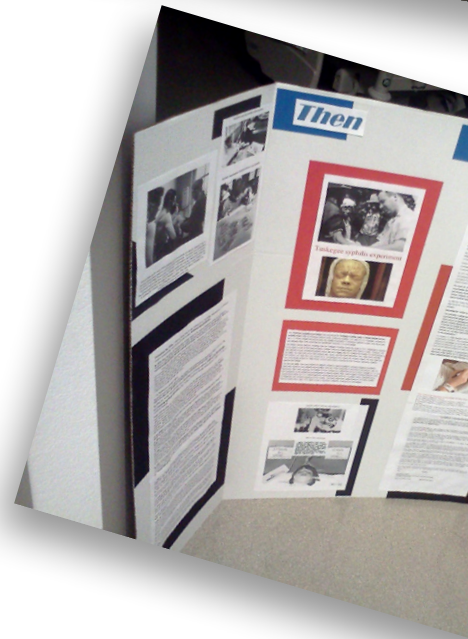
## Commentary

*(Continued from page 5)* the following, according to [sss.gov](http://sss.gov): "Failure to register is a violation of the Military Selective Service Act. Conviction for such a violation may result in imprisonment for up to five years and/or a fine of not more than \$250,000." Additionally: "The U.S. Citizenship and Immigration Services makes [war registration] a condition for U.S. citizenship if the man first arrived in the U.S. before his 26th birthday."

For our culture's painstakingly duplicitous strides towards equality between the genders, the US SS may not be able to help that, "a woman makes 70 cents to every dollar of a man [because women statistically chooses jobs with an aim for safety, comfort and fulfillment, while men aim chiefly for pay and account for 90% of workplace casualties, according to Warren Farrell, in *Why Men Earn More and The Myth of Male Power* respectively];" still, the Service (sic) can perhaps help move us closer to the all important "equality" that many claim to seek, by forcing women, too, to register for war.

Imagine a world of equality, where financial aid offices at colleges across our nation remind both men and women: "War--it's what a man, and a woman, gotta do!" Or, perhaps, we will keep women out of the prospect for compulsory military service, and give women, instead, literature espousing something more traditional: "Pregnancy preparedness registration what a woman's gotta do!" Look for it never at a financial aid office near you, right where the woman-only scholarships have been forgone for furious equality marches, nationwide, demanding equal opportunity for women to be trash collectors and plumbers.

*Lindquist is editor-in-chief of the GCSummit - [russl@gcsummit.com](mailto:russl@gcsummit.com)*



**Henrietta On Their Minds**  
**Top row:** English Prof Tate H... discusses the Henrietta Lacks... with his students, posterboard... student in Prof. Jennifer Benn... class, English Prof. Joan Ahre... of biography of Henrietta La...  
**Center row:** Rebecca Skoot. **Center row:** ... based on Henrietta Lacks' life... by Nursing Program students.  
**Row:** Roxanne Tuscany's de... class considers some implicat... the Lacks saga. (Photos by R... Sanchez, Jessyka Holguin and... Bailey)





Dr. Hurvitz coordinates campus wide probe into

# the legacy of Henrietta Lacks

**Written by David Hurst**

**Reporting by Brenda Arce, Sharyce Bailey and Jessyka Holguin**

**The story of Henrietta Lacks, whose cells have been used for medical research for more than a half century, has stirred up an infectious vibe throughout Grossmont College. Through the halls of the college, appreciation of HeLa cells is spreading and it's spreading fast.**

Numerous departments on campus have decided to devote intensive study to the many aspects associated with Lacks and the HeLa Cell phenomenon in a widening interdisciplinary process. These courses will all share the HeLa theme. This concept allows students to transfer the content learned in one subject directly to another, an unusual approach for both the students and the faculty.

In 1951, the 31-year-old Henrietta Lacks was diagnosed with cervical cancer while at John Hopkins Hospital, which maintained separate facilities for white and black patients in the 50's. Doctors noticed the lump in Lacks' cervix was very unusual, so they preserved some of its cells and reproduced them in a laboratory. The HeLa cell line was used in the development of a vaccine for polio and has been used in research for cancer, AIDS, the effects of radiation and toxic substances, gene mapping, and countless other scientific pursuits. Lacks lost her battle with cervical cancer in October of 1951. Her family was kept in the dark about the relevance of their transcendent kin for nearly 25 years.

Grossmont and five other colleges located in San Diego County have decided to study the HeLa cells, Henrietta Lacks, and various ethical issues that arise from her case. The English, Math, Nursing, History, Speech and Debate, and Art departments all offer courses that intertwine with the HeLa Cell and Henrietta Lacks.

*(Continued on page 10)*

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# Henrietta Lacks

(Continued from page 9)

In the art department, for example, students were asked to research Lacks and then decide for themselves the role that race, science, and ethics played in her story. They were then asked to use images in their artwork that they felt accurately represented Lacks and her contributions to humanity. Professor Jennifer Bennett said that her students' work "definitely reflected what the students thought about the topic." Bennett said she particularly enjoyed, "the conceptual element" of the Henrietta Lacks story and appreciates the school wide project because it is, "something we can all do together."

Roxanne Tuscany of the Speech and Debate Department said she will focus on the racial aspect of the Henrietta Lacks story. There is a pending debate in which students from several campuses will be assessed by faculty judges. While race and ethnicity play an obvious role in the Henrietta Lacks story, Tuscany said she is equally curious about debating the issues related to what happened to Lacks posthumously. Tuscany said she is fascinated by such topics as the initial unauthorized removal of the cells, the lack of information given to the Lacks family about the significance of Henrietta's cells, and the decades between the cell removal and any form of proper recognition for Lacks' huge contribution to society.

Nursing 130 students are required to read the book *The Immortal Life of Henrietta Lacks* by Rebecca Skloot and then to write a three-page paper on topics such as, treating poor people, adequately informing a patient, professionalism, ethics, and patient anonymity. Students are also writing papers about "then and now" and designing poster board projects comparing the medical professions in Lacks' time to modern-day times.



Professor Tate Hurvitz of the English Department was particularly interested in the HeLa buzz on campus. He noted that Lacks cells are "all over the world; so is the knowledge of her story."

"There are 20 different departments using it (the book) in a variety of different ways," Hurvitz said. Studying the Skloot book helps students understand a story that is not chronologically written and how to take key information from a chapter. His class will also perform stage versions of excerpts from the book and has an ethical opinion survey circulating on campus.

The Math department is going to have a statistics course that will graph and analyze the data from the survey. The statistics will then be given back to English students for further analysis.

Hurvitz summed up the Henrietta Lacks campus wide studies saying, "It raises student interest when its known that it's part of something bigger."

Hurst is a student in Media Comm 132  
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Henrietta Lacks photo courtesy of the Lacks Family

## Grossmont College's Henrietta Lacks events:

- **Monday, October 24**, 2 p.m., Room 220, Faculty Panel: "Race, Class, Gender and the History of Medical Access"
- **Tuesday, October 25**, 6 p.m., Room 220, Grossmont College Student Debate: Grossmont's debate team hosts a student debate with live audience feedback and post-commentary from an interdisciplinary panel of judges.
- **Wednesday, October 26**, 2 p.m., Room 220, Interdisciplinary Presentation: Faculty offer insight into their discipline's perspectives on the book. Students share the results of a campus-wide ethics survey.
- **Thursday, October 27**, 7 p.m., Room 220 "Page To Stage" Performance: Local theater group offers a dramatic performance of excerpted material from *The Immortal Life of Henrietta Lacks*.
- **Monday, October 31**, 10 a.m. – 3 p.m., Campus Open House (Library, Biology, Art, Nursing, etc.): Each participating department will have a discipline-specific booth set up with experts prepared to field questions and facilitate discussion.
- **Tuesday, November 1**, 6:30 p.m., Room 220, Film Screening + Guest Speaker/Discussion: Miss Evers' Boys + "The Ethics of Human Subject Research"
- **Wednesday, November 2**, 2 p.m., and 5:30 p.m., SDSU, Fleet Center, Guest Lecture: Rebecca Skloot, Author of the book will be speaking to students at both locations. Grossmont Students and Faculty are invited to attend (for free), and there will be a live feed.



# Sept. 11 Remembrance Tree planted

By Kellen Brauer

An olive tree was planted Tuesday, Sept. 13, in remembrance of the victims of the September 11, 2001 terrorist attacks.

The tree was planted in front of Building 55. Messages written by students about the attacks dangled from its branches.

Due to last Thursday's county wide power outage, the campus was closed Friday which was when the ceremony had been originally scheduled. This meant that the ceremony had a small turnout due to students not knowing about the date change.

"The ceremony took place at 9:30am," said ASGC member Chris Foskett. "There were not a lot of people there."

"Hopefully a lot of people will see the tree now that it's there," said ASGC member Sicarra Devers. "I guess the plans for the ceremony got a little bit messed up due to the power outage."

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*Sept. 11 remembrance tree planted Tuesday, Sept. 13, by left column, from front: Grossmont President Sunita Cooke, ASGC President Cheryl-Anne Phillips, Christopher Foskett and groundsman Martin Hipwell, and right column, from front, Tina Howell, Arianna Nevins, Samantha Elliott, Danielle Ramirez and groundsman Jack Newman.*

## Umoja (Unity) program increases academic successes

By Nicolle Fedor

The "Umoja" program on campus since 2006 has been reaching out to African and African-American students—and their friends from all other ethnic groups — to build a sense of community and connection to Grossmont College.

Funded by Grossmont College, *Umoja*—meaning *unity* in Swahili — is directed at helping community college students successfully transfer to four-year institutions to complete their studies, according to student ambassadors Cynthia Nelson and Katrina Piliaris.

The students said the free program was created to "instill in our students the knowledge and skills necessary to enable them to make positive differences in their lives and the lives of others. Counselor James Canady and DSPS Instructor Patrice Braswell-Burris are advisers to Umoja.

*Fedor is a student in the MediaComm-  
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## Baha'i persecution in Iran

By Mojdeh Badiei

**I am a Baha'i student at Grossmont College. In Iran, Baha'i is a minority religion that is severely detested and discriminated against by many people, including the Iranian government, itself, officially. While in school, most of my teachers treated me unfairly, at times even hostilely, because of my religion.**

The exceptional teachers just came and taught, unconcerned with my religion. But most of my teachers went out of their way to criticize me with a social- and educational-magnifying-glass, trying to find reasons to remove me from class and send me to the school's office to be reprimanded.

When I was a high school sophomore, my classmates told my teacher that I was cheating on a test, which was not true. The teacher did not even let me say anything; she just yelled at me, called me names, and said, "you are Baha'i, and I don't want to listen to you," and, "you Baha'i people are liars," and, "your religion is a lie!"

This teacher often made a spectacle out of me. Once, she ordered me to stand up in the front corner of the room. According to her, I had been "disrespectful," and was, "acting bored," because I had rested my chin on my hand. My punishment was the same as if I had broken a rule or was getting bad grades. Kids laughed and I felt unhappy for the rest of the class, and the rest of the day.

When I was 9-years-old, in Tehran, most of my classmates did not know that I was Baha'i. I told one classmate, then she told her mom, then her mom came to school and demanded that I not talk to her daughter.

After that, the principal of my school told me that I cannot mention my religion to anyone at school, and that I have to keep it a secret. But after the one girl's mother knew, then the entire school knew. As far as I knew, I was the only Baha'i person in the school.

After my father moved our family to a new city for a new job, I went to a new school. I was 11-years-old. There, my Muslim classmates did not know that I was Baha'i; one time, they gossiped together, with me present, saying how Baha'i people have "crooked legs" and are "untouchable."

For the first two years after my family moved to the new city, many kids and adults would spit in my path, as I walked; this would happen before, during and after school, and throughout my city. After a while, my family gained the respect of most of our neighbors, enough to at least not have them spit at us as we walked. Many were even nice to us.

Now that I live in the United States, I feel that I finally have religious freedom, and that I am generally treated with respect--and I have three best friends here in the United States: two Muslims and a Christian--all are from Iran too! Also, I can go to college, whereas in Iran, the government bars Baha'i from college and University.

*Badiei is a GC student pursuing a career in medicine.*

*Editor's Note: Following is a translation of the article above into Farsi. In future issues, we expect to enable students to express themselves in both English and their native languages, thus emphasizing Grossmont College's diversity.*

من یک دانشجو بهایی در دانشکده گروسمانت هستم. لازم به ذکر هست که دین بهایی یک اقلیت مذهبی در ایران محسوب می شود که شدیداً مورد تنفر و تبعیض از طرف مسلمانهای افراطی قرار گرفته است. بیشتر معلم های من بخاطر مذهب من با من رفتار غیرمنصفانه و خصومت آمیز داشتند.

تنها یک معلم بود که رفتار بی تفاوتی با من داشت اما بیشتر معلم های من، مرا مورد انتقاد و سرزنش قرار می دادند. در حالی که سعی می کردند در قالب سیستم آموزشی نقطه ضعفی و یا اشتباهاتی از من بگیرند تا بتوانند مرا از کلاس اخراج کرده و برای سرزنش بیشتر به دفتر مدرسه ببرند.

یک روز به خاطر دارم هنگامی که دانش آموز سال هفتم بودم، یکی از همکلاسی های من به معلم مان گفت: که من در امتحان تقلب می کردم که به طور کلی دروغ بود. معلم حتی به من اجازه ی ادا کردن یک واژه را هم نداد. او شروع کرد به فریاد زدن، فحش دادن و در آخر گفت: تو بهایی هستی بنابراین من مایل به شنیدن نیستم. شما بهایی ها دروغگو هستید و مذهب شما هم دروغ است.

این معلم اغلب مرا دقیقاً زیر نظر داشت. یک روز به من دستور داد که به گوشه ی مقابل کلاس رفته و آنجا بایستم، بنابراین همه ی همکلاسی های من می توانستند تنبیه شدن من را ببینند. به عقیده ی او من رفتار بی ادبانه ای داشتم چون وانمود کرده بودم که کلاس او برای من خسته کننده است. من باحالت خستگی چانه ام را بر روی دستم تکیه داده بودم. تنبیه من بمنزله ی این بود که من قوانین مدرسه را شکسته ام و یا نمره بدی گرفته ام به همین خاطر تمام بچه ها مرا مسخره می کردند و به همین خاطر من تمام وقت کلاس و کل روز را غمگین و ناراحت بودم.

هنگامی که من نه سال ام بود در تهران، بیشتر همکلاسی های من نمی دانستند که من بهایی هستم و من فقط به یکی از آنها گفته بودم که پس از آن او به مادرش گفت و مادر او به مدرسه آمد و از مدیر مدرسه تقاضا کرد که من دیگر حق ندارم با دختر او صحبت کنم.

پس از آن واقعه مدیر مدرسه به من گفت: من نمی توانم درباره ی مذهب خودم با هیچ کس در مدرسه صحبت کنم و باید آن را مثل یک راز در سینه ام نگه دارم، اما مادر یکی از همکلاسی هایم که می دانست من بهایی هستم به تمام مدرسه این خبر را رسانده بود. تا آنجایی که من می دانم من تنها دانش آموز بهایی در آن مدرسه بودم.

مدتی پس از آن پدرم به خاطر پیدا کردن کار جدیدی در شهر دیگری خانواده یمان را نقل مکان کرد. در آن زمان من فقط یازده سال داشتم و همکلاسی های مسلمان من نمی دانستند که من بهایی هستم. روزی به خاطر دارم که آنها راجع به بهایی ها بدگویی میکردند و می گفتند بهایی ها نجس هستند و اکثر آنها پاهای خمیده (پرانتری) دارند.

برای دو سال اولی که در شهر جدید زندگی می کردیم بیشتر بچه ها و بزرگسالان در سر راه من آب دهان می انداختند. این تجربه ی تلخ چندین بار در زمان مدرسه و در سر تا سر شهر برای من رخ داد اما پس از مدت کوتاهی خانواده ی ما احترام و قدر خود را در میان همسایه هایمان بدست آوردند به طوری که آنها دیگر بر سر راه ما آب دهان نمی انداختند و بیشتر آنها با ما مهربان شده بودند.

حال که من در ایالات متحده امریکا زندگی می کنم، آزادی مذهبی دارم و آزادانه می توانم در دانشکده حضور داشته باشم.

# POW monument evokes strong emotions

By Philip Tipple

SAN DIEGO—On Friday Sept. 16, I had the honor, privilege and pleasure of attending the unveiling of the Prisoner of War (POW) statue, "Liberation Moment," at the Miramar National Cemetery. I wish more Americans were aware of the sacrifice made by all US military service personnel, especially our POWs, and make known that we stand behind both our POWs and all our soldiers, no matter the situation.

*I wish more Americans were aware of the sacrifice made by all US military service personnel*



Unveiling of Liberation Moment statue at Miramar National Cemetery (Photo: SDJW)

I grew up wanting to be in the Marine Corps since I was seven-years-old, and after listening to what World War II vets had to say, I was enraged at their Japanese and German captors for not following the international code of conduct for captured prisoners of war.

People at the ceremony expressed a gamut of emotions, ranging from overwhelmed, to excited and happy, to enraged and angry. Most were excited and happy that our POWs have received recognition for their valor in service overseas.

The ceremony was overwhelming to me, being that it was my first time ever attending something like it. I was very happy to sit down and talk with any and all of the vets who attended. They had endured pure agony and hell, all because they were fighting for the freedom of the United States of America. Honor, valor and heroism were shown by each and every one of those vets, and I can't leave out our current soldiers fighting overseas right now. I would like to give a big "OORAH!" for all our soldiers and vets who have ever served. Thank you for your service and God Bless the U.S.A.!

*Tipple is a student in MediaComm 132 - philipT@gcsummit.com*

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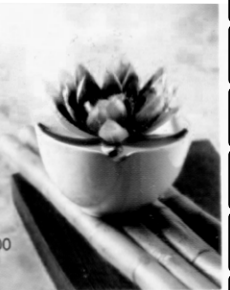
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# Tech-mall provides free tutoring in English, Math and more

By Issac Jeitler

Is the subject matter in your class overwhelming you? Are you afraid you're falling behind? Inside the tech mall, there are three tutoring centers: English Writing Center, Math Tutoring Center and the Grossmont College Tutoring Center. Each area has numerous tutors available for students of any skill level and educational aim.

The English Writing Center is available for students needing help with writing in any subject. The center offers 20-30 minute sessions, with students able to take lessons up to twice a day. The center is open 9 a.m. to 8 p.m., Mondays through Thursdays and 9 a.m. to noon on Fridays.

Cynthia Koether, director of the Writing Center, explains that tutors teach students to brain-storm, to use proper sentence structure and to employ proper grammar. A special English 151-152 Instruction class is also available for students to take. It is located in the back of the Writing Center.

The center, located in room 119 inside the tech mall, accepts walk-in appointments. During the Spring 2011 semester, it provided help to over 6,400 students.

The Math Tutoring Center has tutors on hand to respond to students' questions covering any math subject that you can take at Grossmont. Karun Jittanongsak, a three-semester veteran tutor of the center, commented, "when you teach others it helps you learn better."

There are two sides to the Math Center, one side devoted to Math courses with double-digit identification numbers and the other side for more advanced math students. Jittanongsak explained, that "by keeping the students separate it keeps the lower math students from being discouraged if they were to see a more advanced problem. This way they stay motivated."

Tutoring in the math center requires students to register for the math tutoring class, which can be done inside the center itself. A five-minute rule is applied for any math problem so that tutors will be available for everyone in the center.

The Math Tutoring Center in room 112 of the tech mall is open from 8 a.m. to 9 p.m., Mondays through Thursdays and from 8 a.m. to 3 p.m. Fridays.

The Grossmont College Tutoring Center requires appointments scheduled at least one week in advance at the 2nd floor office of Lucy Price, head of the Grossmont College Tutoring Center, or via one of her assistants.

To use the center, a student need simply be enrolled in at least one Grossmont College course. The center offers tutoring for a variety of subjects, including Biology, Math and world languages. However, this center does not offer English tutoring.

Students requesting tutoring must enroll with the center in order to schedule time. Tutoring is in either half-hour or full-hour increments, limited to two hours per subject in a week and up to five hours total per week. Study rooms are available upstairs for two students or more working on class-related projects.

The Grossmont Tutoring Center is on the 2nd floor of the tech mall in room 229. The center is open from 9 a.m. to 7 p.m. Mondays through Thursdays and 9 a.m. to 3 p.m. Fridays.

Each of the three Tutoring Centers has over 25 tutors with

between 3 and 7 tutors available at any given time. These services are all free, and accept, at any point during the semester, new students who seek to better understand school material. If you ever have a need for information, feel free and welcome to step into one of these centers and inquire. The staff there is ready to help you.

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## World Languages department debuts

By David Hurst

**What's in a word? In academia, one word may make a world of difference. For example, what once was known as the Foreign Languages Department now is called the World Languages Department.**

Yolanda Guerrero, the head of the newly named World Language Department led the proposal for the change. She said that, "The word 'foreign' itself has a negative connotation of not belonging." Making the name change started with a vote among professors from all eight of the language subjects in the World Language department at Grossmont, followed by approval from Dean Steve Baker, other administrators, and the District Board.

The process began during the Spring Semester of 2011, "The name change is officially in place this semester," says Guerrero, although changes have yet to made to such things as the stationary, cards, and signs.

Guerrero said that the American Council of Teachers of Foreign Languages is attempting to make the name change at many other colleges and Universities and noted that Cuyamaca College, Southwestern College, and Mesa College have also made the switch.

Baker, dean of the arts, humanities, languages and communications, said the name change reflects a wish to "avoid stigma and create inclusiveness" for people who speak languages other than English, a decade after the 9/11 terrorist attacks. He explained that the word "foreigners" frequently has been used in a derogatory way since those attacks.

Cheryl-Anne Phillips, president of the Associated Students of Grossmont College, declared the move to be "political correctness – it's political correctness." On the other hand, Tina Howell, president of Phi Theta Kappa, said "I think it's good. We are all here on campus and all languages of the world are being spoken right here at Grossmont."

Henceforth, if you study a non-English language at Grossmont, it will be under the auspices of the World Language Department. If you call the department by any other name, that might be considered foreign.

Baker, dean of the arts, humanities, languages and communications, said the name change reflects a wish to "avoid stigma and create inclusiveness" for people who speak languages other than English, a decade after the 9/11 terrorist attacks. He explained that the word "foreigners" frequently has been used in a derogatory way since those attacks.

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# Seven Texans on GC Football Team

By David Hurst

**On Jay Z's song Big Pimpin, Native Texan Pimp C (Port Arthur) asks the listener with a boastful mix of pride and passion, "Now what y'all know about them Texas boys?!!" The Lone Star State is a high school football hotbed like no other. One can look to the number #1 selling, and award nominated Friday Night Lights book, movie, and television franchise to see that.**

College campuses from all over the country usually are represented by native Texans and Grossmont is no different. The 2011 roster features seven such players: Running Back Dontae Williams (Houston/Aldine High School), Joseph Carheel, Wide Receiver (San Antonio/ Madison HS), Rion Smalls (Laredo/United HS), Blake Bullard (Killeen) and three players from El Paso: Twin Brothers Marcus and Eldredge Calhoun (Austin HS), and Kicker Andres Carrillo (Bel Air HS). "There's a lot of talent there," says head coach Mike Jordan.

Being from the same state is one thing. But getting the players to agree on whose city best represented the Lone Star State was a dubious task. "West Texas all day," said Eldredge Calhoun, who recorded a big 62 yard interception return in the Griffins 37-40 loss to Southwestern College. "South Texas all day," countered Smalls. "Centex is where it's at," boasts Bullard who is from the Central Texas football hotbed, Killeen, Texas.

The native Texans viewed Southern California as a different, far-away land from their respective homes. They all agreed that San Diego's Mediterranean climate was a welcome change from the oppressively hot and humid heat of Texas during the fall, and the cold icy winters of the winter time.

"You get that nice breeze out here," said Marcus Calhoun. The Texas seven all agreed that while Texas girls are no slouches, they wish they all could be California girls, citing "the women," as an asset to relocating to San Diego. While being 1,000 plus miles from home can be positive for personal growth, all the Texans admitted to missing home from time to time. "Texas is home," says Carheel, "The people out here are cool, but the people in Texas are extremely welcoming." The southern cuisine was not far off the mind of the 6'3" 275 Lb Bullard who says "I miss the soul food. Mom can't cook for me out here."

Texas high school football is extremely competitive. Nearly every school will have at least 3-5 legitimate division I football prospects, which means every game requires maximum effort. "Playing D 1 competition (in high school) definitely prepared me," said Carheel. Bullard said that back in Texas his team regularly did the dreaded "Oklahoma drill" where four offensive players go up against four defensive players in a confined full contact drill "it's was a more savage style of play," said Bullard.

While all seven players have aspirations of playing at the Division I level, with Smalls and the Calhoun Twins eyeing University

of Texas-El Paso, and Williams looking at national-runner-up Oregon, the task at hand is Grossmont College's own division. When asked what the Griffins needed to do to rebound from a disappointing 0-3 start the players cited team play and learning on the fly as key components to turning the season around.

"We have to come together and mature," said Smalls. Both Calhoun brothers said the team needs "less individualism" and more of a team-first mentality. Bullard agreed saying, "We have to play as a team."

Being from Texas has given these players an instant bond—"There's always a guy from Texas to reminisce with," say Carheel. Coming out West to play football is confirmation on what a big part of their lives the game is.

Like the state song will tell you, the stars at night are big in bright, deep in the hearts of these seven Grossmont Texans.

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## Claessen's advice: 'Have fun and run

By Jessyka Holguin

Coach Robert Claessen is easily recognized on campus. He often can be seen riding his bike or running around campus with a pack of young women! The women's cross country mentor has coached track for 19 years—as long as some team members have been alive!

He said has been interested in running since he was a child and was naturally drawn to the running trails around Lake Murray. Injuries prevented him from competing in cross country as a college student here at Grossmont. However, he later started coaching cross country at Humboldt State College. The coach said some of his favorite experiences were running through the fog and forests up there in northern California.

He also has run in different countries and says, if he could. He would love to travel all over the world.

The coach said this season his main goal is for everyone on Grossmont's team to be healthy and to have fun with the work outs. He said that one of the great things about cross country is that it transfers into everyone's personal life. It helps people deal with challenges and makes them stronger for it, he said.

This year's team has a positive drive and a desire to help one another out, Claessen said. He added this is one of the reasons he predicts that the team will do really well in the conference this year. Cross Country has much to be proud of at Grossmont, with teams in 7 out of 8 years making it to the Southern California Conference. If the team does well in this conference it will get the opportunity to run in the state championships. *(Continued on page 16)*





Griffin Quarterback Mike Karls (13) successfully lands in the end zone for a 2-point conversion, in a losing effort against Southwestern at the season opener. (Photo: Dylan Burke)

## GC's winning Volleyball coach fears complacency

By Dylan Burke

**The Women's Volleyball team's record is nearly perfect and has made its coach, Jamie Ivers, prouder than ever about its performance.**

The Griffins on Tuesday night, Sept. 20, defeated Saddleback 3-0 here at Grossmont and as they improved their record to 7-1. This game played was a make up for one originally scheduled for Friday, Sept. 9.

"We may be 7-1 but we have the big target on our backs now so we have to be sharp every day in practice and every night in our matches because teams will play harder against you than they will other teams," Ivers said. "Everyone is looking to take us down."

Coach Ivers has been kept busy reviewing videotape of the games in order to get her team ready to play for the next one.

"There is always something you need to improve on, or be more consistent at," Ivers explained. "I feel we still have more growth in certain areas which makes me even more excited as we head into

conference and playoffs," she said. We have a great group of women this year who are really on board and buy in to what we are trying to accomplish this year".

As a matter of fact the only thing according to Coach Ivers that is concerning is not being concerned at all, "I feel like there is a huge problem if you don't think there is anything to work on as a head coach. Nobody is perfect and we are no exception to that."

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## Running

*(Continued from page 15)*

What sets Grossmont's team apart from other competitors is that it has great access to mountains and trails within a few miles of the campus, Claessen said. For example, Cowles Mountain and Mission Trails Regional Park are weekly work out sites for the team. These work outs get the team ready for competitions elsewhere.

The coach noted that the season is still young and there still are openings on the Women's Cross Country Team. He said Cross Country is a sport that requires people to work out all year in order to compete. Claussen said one of the attractions of Grossmont's Cross Country Team is that everyone becomes like a family. This not only is a benefit for the individual members; it is a key to the team achieving its goals, he said.

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