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Woody is hidden somewhere in this magazine! If you find him, go to CenturyTimes@century.edu and theres a chance you could win a \$10 gift card!

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In your e-mail please be sure to include your name, what page number, and where Woddy is hidden.



Pictured: Michael Vang
Image by Graham Wessberg

Resources for Students

Ask Century

Century counselors have created an online resource to help students find help with basic needs such as housing, local food shelves and soon clothing.

Visit www.century.edu on the right side of the screen click on "Questions? Ask Century"

Personal Counseling Services

Century College West Campus Room W2410
Hours:
Monday-Thursday 8:00 AM to 6:00 PM
Friday 8:00 AM to 4:00 PM
651-779-3285
www.century.edu/currentstudents/counseling/personal.aspx

Academic Resources

The East and West Academic Support Centers

Monday – Thursday 8AM to 4:30PM;
Friday 8AM to 4PM
Located on the East Campus in room E2542 and West Campus in room W2461, and provides: space for studying, access to computers and a printer, supportive, helpful staff to help with questions, connections to resources, and peer tutoring.

Quick Stop Hours

Wednesdays 11AM to 1PM
Students can use Quick Stop Hours when they have specific concerns to address with an advisor. Although these meetings are limited to 10-15 minutes, the advisor on duty will work with students to arrange follow-up services as needed.

Career Services

1st & 3rd Wednesdays 9AM to 11AM

Individual Appointments

Students can stop by the EASC to schedule an appointment with a Career and Technical Education Specialist. This can be a good way for students to get started with resolving bigger questions/concerns.

East Campus GPS Workshops

In addition to GPS workshops offered on West Campus, we also have some on the East Campus. Stop by for details.

Accommodated Testing

Students with disabilities who are registered with Access Services can use the center for test accommodations.
Contact Raquel Gudiel: 651.779.3310 email: raquel.gudiel@century.edu

Resources for Student-Parents

Student Parent Center

Century College East Campus Room E2261
A family-friendly study space with a microwave, computers, and supplies for children.
Programming and resources geared toward the unique challenges of student parents.
Hours:
Monday-Thursday 9:00AM to 3:00PM
Friday Times vary
For more information:
Anne Turnbull: 651-773-1785
Katie Vadnais: 651-779-3274
www.century.edu/studentlife/studentparents.aspx

Busy Bees: On-campus child care

Toilet trained children aged 33 months to 11 years may be enrolled for full-time or hourly care.
Drop-in care is also an option, space permitting
651-779-3468
<http://www.century.edu/community/childcare.aspx>

Personal and Health Resources

Health Services

Staffed with registered nurses and offers a variety of free services to students. A doctor is available for students at no charge on Wednesdays.
Located in E2232
Hours (during the school year):
Monday through Friday, 8AM to 2PM
Doctor on Wednesdays 9AM to 12PM
651-779-3954
www.century.edu/currentstudents/studenthealthservice.aspx

Health Care Insurance

If you and your family do not have health insurance coverage, are underinsured or need to renew coverage, ask for a health insurance referral at any of the following:
Counseling and Advising Center West Campus, Room W2410 651-779-3285
Student Health Service East Campus, Room E2232, 651-779-3954

Dental Clinic:

Free or low-cost cleaning, x-rays, sealants, and fluoride treatments.
Call 651-779-5787 for more information
<http://www.century.edu/community/services.aspx>

Cosmetology/ Hair Salon

Century College East Campus Room E3375
Discounted haircuts, facials, manicures, pedicures, foils, colors, perms and much more.
Hours:
Monday - Friday 7:45 AM - 2:30 PM
651-779-3756
www.century.edu/community/cosmetology.aspx

Food Assistance

Century College Food Pantry ~ West Campus Room W1010

All current students are eligible to use the Food Pantry. Offering snacks and light meals. Students can come to the Food Pantry up to twice per month. All they need is either a student ID card or student ID number.
Hours
Monday: 9AM to 2PM and 3PM to 6PM
Tuesday: 8am - 6pm
Wednesday: 8AM to 10AM and 11AM to 4PM
Thursday: 8AM to 12PM and 1PM to 4PM
Friday: 8AM to 11AM
Contact: Justin.martin@century.edu and www.century.edu/studentlife/foodpantry.aspx

For a complete list of food shelves in Minnesota by zip code please visit: www.hungersolutions.org/map. Before you go to a food shelf, its best to call and confirm hours and availability.

Off Campus Resources

Bee Hive

Assistance with gas and electric bills for St. Paul residents.
www.esaintpaul.thebeehive.org/local/help-your-utility-bills/help-gas-and-electric-bills-if-you-live-saint-paul

Ramsey County Assistance Programs

Energy assistance as well as many other financial assistance programs.
www.needhelp-payingbills.com/html/ramsey-county_assistance_prog.html

The Salvation Army - Stay Warm Minnesota

Resources to help you manage energy costs.
1-800-842-7279
www.salvationarmynorth.org/programs-that-help/basic-needs/heatshare/

Washington County Assistance Programs

Energy assistance as well as many other financial assistance programs.
www.needhelp-payingbills.com/html/washington-county_assistance_p7.html

Housing (Emergency and Transitional)

Century Counselors are available to assist you search for housing as well as to offer you support in other areas of your life that may be affected by a housing crisis; call 651-779-3285 for assistance.

211 United Way

Search online by zip code for affordable housing, emergency shelter, transitional housing, housing expense assistance, and housing counseling
651-291-0211 or toll-free 1-800-543-7709
www.gtucw.org/get_help/

Ramsey County

All intakes for families needing emergency shelter in Ramsey County need to go through Coordinated Access for Families:
651-215-2262
www.co.ramsey.mn.us/hs/Housing_Crisis_Response.htm

All intakes for **individuals** needing emergency shelter in Ramsey County can go through the Dorothy Day Center:
651-647-2350
www.cctwincities.org/DorothyDayCenter

Financial assistance programs for residents in Ramsey County
www.co.ramsey.mn.us/hs/financialassistance.htm

Washington County

All intakes for **individuals and families** needing emergency shelter in Washington County need to go through the housing intake coordinator:
651-430-6488
www.co.washington.or.us/Housing/index.cfm

Programs and financial assistance available to residents in Washington County
www.co.washington.mn.us/DocumentCenter/View/209

NIGHTMARE ON

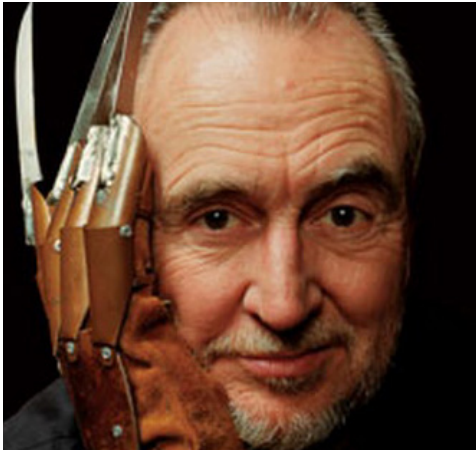
CENTURY AVE



Welcome to Century. I am Freddy, your College Navigator. Why might you ask would a horror movie star be your Navigator? The answer will be more obvious during your first semester.

Horror Legend Wes Craven: Gone but Forever in our Nightmares

Tom Folske | Staff Writer



Wes Craven.

Image Courtesy of: aintitcool.com

*"One, two Freddy's coming for you.
Three, four better lock your door,"*

To most of those with more than a passing interest in the horror film genre these words should conjure up the eerily ominous image of little girls all dressed in white jumping rope, an oddly frightening image that can only be associated with the infamous Freddy Krueger and the man who created the nightmare: Wes Craven.

Craven's Freddy Krueger is a well-known icon for an entire generation of horror. Like Dracula and the black and white classic monsters that defined their generation, Freddy, along with Michael, Jason, and Ash, led the way in a golden age of horror, mostly in the late seventies and all throughout the eighties (when it wasn't uncommon for a horror movie to have six sequels, and everyone wanted more carnage and gore), and instilled dread and terror into the hearts of millions. Wes Craven, through the creation of Freddy Krueger and numerous other terrifying entities, played a huge role in making the horror genre what it is today.

Born Wesley Earl Craven on August 2, 1939 in Cleveland, Ohio, Wes Craven lived a fascinating life until his recent tragic death on August 30, 2015 after losing his struggle with brain cancer. In his early life, he received degrees in English and Psychology from Wheaton College in Illinois, and eventually obtained his masters in Philosophy and Writing from Johns Hopkins University. From there he went on to teach at both the high school and college levels.

Realizing that teaching wasn't the life for him, Craven decided to try his hand in the world of film. He started off where he could, which meant dabbling in the adult film industry under pseudonyms, but eventually he began writing and directing feature length horror films.

The first film that is attributed to Wes Craven is "The Last House on the Left," a frightening tale about depraved criminals and brutal kidnapping.

The film that made Craven a household name was "A Nightmare on Elm Street", released in 1984, which not only introduced Johnny Depp to the world, but also managed to spawn multiple sequels, including "A Nightmare on Elm Street 3: Dream Warriors," co-written by Craven, and Wes Craven's "New Nightmare", in which he totally reinvented the series and made Freddy scary again.

Johnny Depp recently gave his own tribute to Craven at the screening of "Black Mass" in Toronto, saying he was a "Good man... the guy who gave me my start.

"Other than the Nightmare series, Craven has also worked on many other influential horror films including: "The Hills Have Eyes" series, "The Serpent and The Rainbow," which is based on a true story about zombies in Haiti, "Cursed," "Red-Eye," "Swamp Thing," "Wishmaster," "Vampire in Brooklyn," and of course the "Scream" series. He directed every one of the Scream films, which were known for poking fun at the horror genre in clever ways, especially the message in "Scream 4" criticizing Hollywood's overwhelming amount of remakes as opposed to originality.

Wes Craven was a man of many talents in and beyond the film industry. When he wasn't making meaningful and powerful horror movies, he also made a couple movies that weren't horror, such as "Music of the Heart" and "Paris, je t'aime." He worked as a writer, editor, producer, cinematographer, actor, and he even wrote two novels: "Fountain Society" and "Coming of Rage".

Craven was responsible for many great accomplishments that have influenced the face of horror entertainment and the film industry itself. He will be missed by horror fans and non-horror fans alike. The world has lost one of the true masters.

5 WES CRAVEN MOVIES TO WATCH ON HALLOWEEN

1. A Nightmare on Elm Street
2. People Under the Stairs
3. The Scream Series
4. Shocker
5. Wes Craven's New Nightmare



Poster of A Nightmare on Elm Street.

Image Courtesy of: movienewz.com

Students Reveal Favorite Study Locations

Ellie Davenport | Staff Writer

You can tell a lot about a person from where they study. Think about it: where do people go to write an 11-page paper? Where are the “social” study places? Do people choose comfort over convenience to food? Fifth semester student Ben Hahn says it, “depends on what department or classes you’re in.” It turns out; he’s right and how you study influences where you study. So where are students studying?

Quiet

Mike Rodriguez, a junior working towards an Associate of Arts degree, said, “I like to study at the lunch room in the morning and later in the day, and in the Computer Lab at any time. I like them because they are quiet and they make me feel comfortable with my surroundings.”



Students in computer lab.

Image By: An Garagiola

Access to Resources

Freshman Elizabeth Line loves to study in the Writing Center. She explained that, “there are people there who can help me with any questions I have with my writing, the atmosphere is relaxed yet focused, and I have all the resources and room I need to accomplish my homework.”

I Need Help

Computer Science major Gerardo Salgado-Cardenas said, “outside the Physics room, because I need help with physics.” Likewise freshman and pre-med major Shengfue Yang agreed, “In front of the Physics classroom because I can study with other physics students before class.” Junior Jules Wesaw explained, that he studies in his Earth Science classroom the hour before it starts because fellow classmates and student tutors collaborate there.

Modern Atmosphere

Freshman Emily Harp stated that, “I’m still trying out different study spots, but right now, my favorite is probably a little cove by the entrance to the Fine Arts section on the West campus. It’s usually pretty quiet with a blend of white noise. I also really like the furniture. It’s super modern and fun.”



Study space near theater.

Image By: An Garagiola

Foodies

Alvin Moua, a junior majoring in Computer Science, revealed the enticing power of food by stating, “I like to study in the cafeteria because I can enjoy snacks while I study!”

Social

Some students are looking for comfort, and some want to be near food. Still others want to meet new people. Third year student Anna Hawkins, majoring in Business Market Management said she studies, “on the couches in the main campus entry way because it is comfortable and I usually run into a classmate that has to study the same thing, so it is an easy but unplanned place to meet as a group and study.”

Coffee Shop

Student Phil Adeola loves to study in the West nest’s coffee shop stating that the tables outside the shop “help me focus.” Adeola went on to say that the coffee shop is perfect for studying because it feels like you’re “just relaxing doing homework.” With a cup of something hot an arm’s reach; students agree that the coffee shop tables are a popular meeting spot in the winter.



Students studying near coffee shop.

Image By: Ellie Davenport

Easties or Westies

Sophomore Eli Button believes that science based majors “are mainly on the East campus.” Ben Hahn, a junior, points out that the East campus library serves as host to Century’s “nursing and writing students because they like the study rooms and quiet. The Earth Science students tend to hang out around E2868 and the Math students are often in front of the Computer Labs on the third floor,” because of the easy access to computers, tables, and tutors. After a quick discussion, both students agreed that East campus means “Science” and West campus means “English, Art, or Math.”

East Construction Zone Relocation

What about the recent bridge construction; has that affected any study habits? A group of unidentified Nursing students explained that they used to study near the cafeteria, but with the construction, have had to relocate to Lincoln Hall.

There’s a Place for You

Cheng Vang says, “out of all the community colleges, this being the third I’ve attended, is the best regarding study areas because of the space, tables, sitting areas, and the polite people.”



Study group in The Nest.

Image By: Hayley Countryman

*Whether looking
for help, food, or
classmates, there’s a
place at Century for
everyone!*

Racial Profiling Instills Fear

Zonéa Fonge | Contributing Writer

Throughout the past few years, police brutality has become a huge nation-wide issue in the United States. The country has been divided on how one may feel about law enforcement. Some feel that officers are laying their lives on the line every day to equally protect the citizens of their area. However nowadays, ordinary citizens, who are people of color, are risking their lives everyday just by walking out of their home doors, potentially becoming a target of racial profiling because of the color of their skin. In common times, people of color are still fighting for their rights as if the Civil Rights movement never happened.

Organizations such as the National Association for the Advancement of Colored People (NAACP) and Black Lives Matter have come together to bring forth the truth behind incidents that law enforcement have been pushing under the rug when it comes to excessive force and taking innocent lives every day. These police tactics are being used in everyday traffic stops and in their jailhouses. Racial profiling creates more hostile situations and prejudices someone who has no intention or will to do wrong.

To begin, one would need to know the definition of racial profiling. Civilrights.org states, "Racial profiling' refers to the targeting of particular individuals by law enforcement authorities based not on their behavior, but rather their personal characteristics. It is generally used to encompass more than simply an individual's race... it encompasses race, ethnicity, national origin, and religion—and means the impermissible use by law enforcement authorities of these personal characteristics, to any degree, in determining which individuals to stop, detain, question, or subject to other law enforcement activities."

Law enforcement has begun to use racial profiling as a method within their traffic stops. The Eastern coast of the United States has a tactic called the stop and frisk method. It is wrong for one to group an entire race into stereotypical characteristics based off of the color of their skin. Statistics have proven that in many cases, the police have been wrong in their suspicions on the American minority. Throughout the United States, people of color have a higher rate of being stopped than their Caucasian counterparts; however Caucasians had double the rate of carrying drugs, guns and other contraband on them.

In today's society, African Americans have been seen as gang members, or a group of people that are always up to no good in the eyes of law enforcement. Because of this theory, police officers will pull over a person of color for a minor traffic stop in order to try and trap the driver in the act of doing something against the law. Many people of color call this "driving while black or brown" because they feel they are pulled over not because anything is truly wrong with their vehicle or driving, but because of their race (Gale). In the past few years there have been many examples in the media of this kind of behavior by the police.

A woman by the name of Sandra Bland was pulled over for allegedly failing to use her turning signal, and was later arrested for assaulting a public servant. She was taken to jail, but later died in her cell from what was reported as a suicide. Her family is still searching for answers regarding the autopsy and why a lot of the evidence in the case of her death does not make sense, including the dash camera of the arresting officer's vehicle, or her mug shot photos.

Sheila Jackson Lee, a United States Democratic Representative stated, "I cannot sense under the facts that I know now that a 28-year-old young woman, excited about a new job, posed a threat to anybody in Waller County, including any law enforcement officer" (Montgomery). Sandra Bland was an activist for racial issues in the African American community, so many are confused as to if she would take her own life.

Many African Americans have made adjustments to their everyday plans due to the recent issues with law enforcement. In an article titled, "Racial Profiling," it is said that, "Racial profiling impacts the behavior of those affected. People who have been repeatedly pulled over for various infractions may go out of their way to avoid these types of experiences from happening again. They may change the type of vehicle they drive, alter their route, or even stop driving altogether. Other changes include self-imposed curfews, avoiding certain areas, and even moving."

Racial profiling instills fear in the people who it affects and their families. Having to change so many components in one's everyday routine can cause many issues and distrust in law enforcement and their ability to protect a person of color in their

time of need. It may cause a person to second think about calling the police for help if they feel that they are not protected in the first place on a daily basis.

Racially motivated traffic stops violate many constitutional rights. The fourth amendment protects citizens from unreasonable search and seizure, and the fourteenth amendment protects citizens to have equal protection under the law. If these two amendments are in place to protect citizens of the United States, then why are they constantly being violated? The color of a person's skin should not determine if a person of the law should alter the meaning of these amendments in order to fit their hidden agenda. Police officers are able to cover up their actions based on probable cause, allowing them to create any reasoning they wish to pull a person over.

Many law enforcement agencies are requiring officers to record their interactions with people they pull over so that there is evidence to support their reasoning for the traffic stop. But if some of the recording miraculously vanishes whose side will the judge take, the supposedly trusted officer or the innocent citizen, who was violated of their rights? Racial profiling is something that needs to be stopped, but it's in the hands of the officers and the courts to make right by their wrongs.

Racial profiling instills fear in the people who it affects and their families. Having to change so many components in one's everyday routine can cause many issues and distrust in law enforcement.



NEED HELP WITH HEALTH INSURANCE?

**There is FREE health care
coverage enrollment help
from PORTICO Healthnet.**

Every Monday afternoon this
semester in the GPS LifePlan Center
(West Campus Room 1230).

Check your Century College email or
contact the Advising, Counseling, and
Career Center at 651-779-3221 for more
detailed information.



Fall 2015 Health Care Enrollment Schedule

Monday, October 5, 12, 19 & 26	1:00 - 4:00pm	GPS LifePlan Center/West Campus 1230
Monday, November 2	2:00 - 4:00pm	GPS LifePlan Center/West Campus 1230
Monday, November 9, 16, 23 & 30	1:00 - 4:00pm	GPS LifePlan Center/West Campus 1230

Attention: Please be prepared – you will be asked to:

1. Provide the full names and birthdates of the people in your household applying for coverage.
2. Bring the most current tax returns or W-2s for your household.
3. Bring any current health insurance ID cards if you have coverage that is ending or changing.
4. Provide social security numbers for everyone applying for health coverage in MNsure and immigration status verification (green cards, I-94 cards, paperwork) if applicable.

If you have questions, comments or concerns regarding health care coverage,

or if you would like to schedule an appointment, contact:

PORTICO Healthnet at 651-489-2273

or visit www.porticohealthnet.org

Job and Volunteer Fair

Rose Vanyo | Staff Writer



Image By: Rose Vanyo

Students looking for work or volunteering opportunities didn't have to turn further than Century College's front door this fall semester. On September 16th 2015, the Job and Volunteer Fair, hosted in the West campus Front Commons and Nest areas by the Career Services and Service Learning Departments, brought a vast array of choices for jobs and need for volunteers in the community.

The sheer volume of organizations in need of volunteers was enough to fill The Nest to overflowing with smiling inviting faces of representatives. The arenas for volunteering were wide, ranging from guides for the visually impaired and physically or mentally disabled, to hospice and veterans hospice companions, and the great need for children's tutors in a variety of settings.

Service learning at Century allows students who enjoy volunteering the added benefit of gaining

credit hours for classes that are a part of the service learning programs. According to the Service Learning (SL) At A Glance guide, about 2,000 students participate yearly and currently 40% of the programs/departments offered at Century have incorporated SL into their curriculum.

You do not need to be in a SL program or course to volunteer with one of the agencies represented, and all have several open spots waiting to be filled. If you are interested in civic engagement but don't know where to begin, a fair like this is a great way to learn what is out there that needs volunteering partners.

At least two of the representatives at the fair that I spoke to enthusiastically mentioned that their organizations love the student volunteers from Century so much that they follow up with them to fill their openings when their time as volunteers has come to an end. Joe McKinley, a representative from Vision Loss Resources, mentioned that he thoroughly appreciates the wide variety of ways in which the SL program at Century allows his organization to fill more than the average routine needs, like being a set of shopping eyes or being a cooking class helper.

Upstairs at the main entrance of West campus I found another vast display of openings looking to be filled. A common theme I saw in the volunteer openings were the needs within the care-giving fields for adults with learning or developmental

disabilities, and for children's care whether in the form of in school help like the cafeteria or even driving students to and from school and events for school. These were not the only job fields represented, business and marketing majors as well as technology majors were also being sought by companies like Best Buy, Target, United Credit Consultants, and more.

The message I received in attending this event was that no matter what my needs are as a student and community member, there is an organization or career field looking for me, too. The economy may or may not be coming back from a recession, but I can be grateful knowing this community is still employing some, and has volunteer chances for those with other desires like civic engagement to be fulfilled.

On that note, for any of you readers who were unable to attend the fair or missed any of its offerings, you can contact Carrie Hageman in Career Services at carrie.hageman@century.edu, or The Service Learning Department for information on how to volunteer by contacting Judy Lykins Room #W2103 (651) 779-5763 judy.lykins@century.edu or Kara Nakagaki #W2102 (651) 779-3977 kara.nakagaki@century.edu for more information.

"Service learning motivates students. Suddenly there's a connection between what the teacher is saying and the world outside the classroom."

- Senator John Glenn

Images By: Rose Vanyo



CENTURY COLLEGE FRIGHT WALK
PRESENTS

HAUNTED DREAMS

THURSDAY OCTOBER 24TH, 2015

5:30PM-9:00PM / TRAIL, NEST / OPEN TO THE PUBLIC / CHILDREN UNDER 12 MUST
BE ACCOMPANIED WITH SUPERVISION 18+ ADULT / AGES 12 AND UNDER ARE FREE
AGES 12+ ARE \$2.00 / CENTURY STUDENTS WITH ID'S ARE \$1.00

Let's Talk: Police and Minority Communities

Nuwoe Davis | Contributing Writer

Tension between minority communities and police officers has run high for decades in America. According to an article written in the Huffington Post in August, there has been no rise in the cases of police brutality against minorities. Rather, there has been a rise in the availability of captured incidences and the release of them to the public due to social media.

According to the FBI database, in 2012, 31 percent of those killed by police were black. That is a huge number considering blacks make up only 13 percent of the American population.

On an individual level, not all police officers are racist; however, they are members of a criminal justice system that has a long history of discriminating against blacks and looking the other way when the rights of blacks are violated.

This sense resonates today when blacks are murdered by police and overwhelming evidence exist indicating foul play, yet suspects are acquitted. I hear and read comments from white people who question the motives behind the outrage of the black community. I would suggest those people refer back to the O.J Simpson case, where there was overwhelming evidence of his guilt, but the jury still found him innocent. The dismay felt by white people is comparable to the sentiment felt by the black community when the guilty parties in these murders of black men are found innocent. It is time for us as a country to face the facts.

In another case reported in the New York Times, Amadou Diallo, a twenty-two-year-old immigrant from Guinea was shot and murdered by four NYPD police officers. Diallo was standing on the stoop of his home in the Bronx borough of New York shortly after returning home from work on the evening of February 22, 1999. An unmarked car drove by and the four occupants of the vehicle got out. According to the occupants who were members of an aggressive street crime unit, Diallo standing on his porch looked suspicious. The officers said they thought Diallo fit the description of a suspect in another case that was being investigated, which involved a serial rapist. The officers

claim they identified themselves as New York police officers and asked Diallo to keep his hands where they could be seen.

They then claim Diallo ran into the vestibule and began to pull an object, which resembled a gun out of his pocket. One of them yelled, "Gun," and they all began to discharge their weapons. While they were shooting at Diallo, one of the officers tripped and fell, which made the other officers think their partner was shot. Forty-one shots were fired; all by the officers, nineteen of them hit Diallo.

After the firing stopped, the officers approached a dead Diallo, and discovered all he had on his person were his wallet and a pager. After the shooting, the police officers were not questioned right away. Rudolph Giuliani who was Mayor at the time, indicated the officers had invoked their 48 hour wait period to consult with their union lawyers.

The wait period, which can be invoked by any citizen, occurs if an individual is involved in a crime and takes forty-eight hours to consult with an attorney to avoid self-incrimination. The police officers were charged with second-degree murder and were subsequently acquitted of all charges. During this investigation, it was discovered that three of the officers were involved in other police shootings and were also found innocent.

Though the officers were found not guilty, the Diallo family sued the state of New York in civil court and settled for three million dollars. In 2005, the family used some of the settlement money to set up a scholarship fund in Diallo's name. Thirteen years after the shooting, New York commissioner Raymond Walker restored a service weapon to one of the police officers involved in Diallo's death.

Diallo's mother called the act a betrayal, because the commissioner had originally indicated to her that he was not going to give the officers their guns back. As a black immigrant woman who was born in a country where 99 percent of the population is of the same color, racism was not a factor in my life. When white people came to visit our country, we treated them well. Not until I came to the United States did I know there was so much division.

My family moved to Moorhead in 1992, where I was one of three students of African descent in my school. One of the other students was my younger sister. I have never experienced overt racism; however, I have felt in many cases because of the color of my skin, certain things are withheld. In the wake of all the recent shootings of black men, as the mother of a black male, I constantly worry about the safety of my son.

Since the Sandra Bland case, a new layer of worry has been added as I now worry about my black daughter.

The subject of race is a difficult subject to tackle, but the opportunity is here for us to discourse about it. It is of the utmost importance that we have dialogue about individual prejudices, institutionalized racism within the police force and the judicial system, and whether officers are adequately trained to deal with high-pressure situations that may arise with the people in the communities where they serve.

Diallo's death should not have occurred in the manner that it did; but it did, and too many more have since occurred in a similar manner. And like the culprits then, the culprits now are acquitted.

There is a lack of confidence in the police by people of color to be approached in the same manner whites are approached, which is why Black Lives Matter came to exist.

How many more have to lose their lives before there is a reaction from the broader community?

Racism may be a challenging subject, but it is also a subject that is not going to just go away. So what are we going to do?

"Not until I came to the United States did I know there was so much division."

Planning Activities Committee Presents

FRIGHT WALK VOLUNTEERS NEEDED



Date: Thursday, October 29th, 2015

Location: The Nest & Wood Duck Trails

What do we need volunteers for?

- Set-up Team at 11:00am-5:00pm (Decorating the trail with props/supplies)
- SCARE Team 5:30pm-9:00pm(Scare kids/adults!)
- Indoor Team (Set-up decorations, serving food, provide any assistance if needed)**Email us for more information!*
- Clean-up Team (at the end of the event @9:00pm-9:45pm)

Sign-up in the Club Center!
(W1210)

**If you have any questions, please email
us: pac.centurycollege@gmail.com**

Student Success Day Installation Draws Big Crowds

Jacob Bernier | Staff Writer

Starting college can be extremely overwhelming, so much in fact that it scares a good portion of people away. There are continuous doubts that plague people's minds, making them second-guess themselves. There is one thing that new students seem to forget though.

They are not alone.

Dreaming by Degrees, a multi-media project created by Robert Jersak, a Communications instructor at Century College, and Dr. David Engen, an Associate Professor Department Chair at Minnesota State University Mankato. It was created in part to "explore the hopes, dreams, fears and challenges of today's incoming college students," according to the creators.

Dreaming by Degrees is, "A culmination of our interviews with eleven remarkable students," says Jersak. He and Engen were able to follow the daily lives of students in a New Student Seminar at Century during the summer of 2014. These 11 students committed to recording their thoughts every week for the entire semester. Jersak and Engen then edited the tapes to compile an audio record of the students' college beginnings. Around a year after the class was over, Jersak and Engen followed up with the students who were involved in the project.

On Student Success Day at Century there was an installation of Dreaming by Degrees. Students were able to listen to the experiences of their peers starting college.



Students who were part of the project. From left to right: Yulia Lhouska, Darvin Turner, Vandamme Yang, William Meadows, Lyanna Brown, Mohamed Mursal

One recording of a student who participated in the project was Lyanna Brown. Brown, a cosmetology student and mother of four, has a goal to open her own salon. "Just easing somebody's mind, or relaxing somebody through a massage, it just made me feel good knowing I was making somebody else feel good and look good," explains Brown on why she's passionate about cosmetology.

Throughout the day, listening to comments from students who experienced the installation was encouraging. Listening to their fellow students' stories and having a sense of inspiration for themselves was truly remarkable. "I can relate to them," "Emotional," "We should do this in class," "Powerful," and "This is ingenious," were just some of the few reactions that students had.

One story, Darvin Turner's, stirred many listeners' emotions. Turner is a poet, single father, and military veteran. He speaks to the dynamics of balancing school, parenting, and the daily struggle of providing for his children.

Serving in Iraq gave Turner a different perspective on life. "I feel like my poetry can change the world you know, it can change lives," he declares. If given the chance Turner very well could.

John Wahl, a psychology major from Roseville, MN commented, "Everyone's story is remarkable, they're all different." Wahl added, "Of course it made me think of my own story in a light I had not quite examined before." This statement seemed to resonate throughout the day. Students were able to make the connection that starting college can be full of obstacles and accomplishments.

The positive reactions to the installment continued throughout the day. Autumn McMeeman, a first-semester student from Somerset, WI said, "[It's] important to showcase where students are coming from, their goals and obstacles."

The event continued to be well received for the rest of the day. "I expected students to sit down at



Students who were part of the project. From left to right: Veness Chang, Too Too, Vanessa Walker, Simone Sellers and Christy Rupp

one spot, listen to a few tracks, maybe look at the screen a little bit, maybe look at the clock... and then go. I was surprised how many students would move from folder to folder listening, and how much time they took both on that [and] the feedback forms. It surprised me," he expressed in awe.

Jersak hopes Dreaming by Degrees will inspire others to do similar types of projects. "Something powerful happens both when students are paid attention to, as well as when others pay attention to what they have to say," he concludes.

To listen to audio of the students involved in creating the project go to:

SoundCloud

<https://soundcloud.com/dreamingbydegrees>

You can also search Dreaming by Degrees on:

Facebook, YouTube and Vimeo.

All images courtesy of John Cross

Advocates for Homeless Youth Flock to Nest

An Garagiola | Editor in Chief

On Oct. 13 The Nest was packed to hear three experts talk about issues surrounding LGBTQ youth homelessness. Panelists included Qamar Saadiq Saoud, a Therapy Fellow with Reclaim!, and a 2015 Recipient of Century College's Gender and Social Change Award; Rocki Simões, Program Manager and creator of the GLBT Host Home Program at Avenues for Homeless Youth; and Kelly Brazil, a case manager also with Avenues' host home program.

The panel experts were asked nine questions. After a brief break, there was an audience Q&A. During the discussion, they talked about the inequities surrounding power and oppression. They also spoke truth about systemic injustices like poverty and racism. Despite these hard topics, the overall message they brought with them was one of hope and justice.

Formerly a homeless youth, Saoud told his personal story. As someone who works closely with youth, he discussed the current situation. He talked about how young people, especially trans and gender non-conforming youth-- particularly those of color-- experiencing homelessness are harassed; often targets of violence by both others experiencing homelessness, and profiling by police. "It's perspective," he explained. Privileged people often underestimate those who have less than them.

Simões and Brazil shared that they have known each other for 25 years. They kept the audience captivated with their casual banter, which really lightened the atmosphere surrounding an otherwise heavy conversation.

While Saoud was experiencing homelessness, Simões was his case manager. "I really like the full circle thing we have going here right now," Simões said when they revealed the connection.

Simões impressed upon the audience several times that although family rejection is a problem, it's not the only cause of homelessness among LGBTQ Youth. "The narrative's a little more complicated than just dealing with family rejection," she said.

She further explained, "Certainly 20 years ago when we first started talking about LGBTQ homelessness, the only story that was being told was about family rejection. So conversations around the paths to homelessness and systemic oppression were not really part of the conversation like they are today. Therefore, the only responsible thing to do is, love! Right? Love and acceptance. Both love and acceptance are great. We need it, absolutely. And we need a lot more of that. But we need more than love and acceptance."

Resources to fund programs are always needed, according to the panel. Saoud said after a boom in the number of resources in the early part of the century, during that the Great Recession, programs for LGBTQ youth were often amongst the first things agencies cut.

Simões is a licensed social worker through the state of MN, and brought up the lack of diversity amongst what she describes as, "A lot of white social workers," in the state. She said there is also a need for more discussions around power and privilege, and more continued education for professionals about issues affecting the LGBTQ community, especially among social workers.

In keeping with the message of hope and progress, the panelists highlighted the increased social acceptance of LGBTQ visibility.

"We have always been here," Saoud said of trans visibility. He continued, "In every place, under different names, in different communities, within your families. People are beginning to look at the reality that we've always been here. I think it's time we are recognized as part of humanity and we have human rights."

**Disclaimer: The author of this article was a co-host of this panel.*



Image by Jacob Bernier

The Century Times

**Racism:
Moving Beyond
Microaggression**

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and Minority
Communities**

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RACISM...

Throughout my life I have encountered many different forms of racism. It began with the redheaded boy on the playground with freckles on his nose, back in fourth grade, that made a forever home in my psyche with his daily taunts. He and the other kids would all gather around me, pointing their fingers, as they yelled, “Hey cat-eater, tomato-picker...why don’t you just go home! We don’t want you here!”

Children can be cruel.

When I got home I told my great-grandmother about what had happened on the playground and asked her why (because I didn’t know that I was different) she said, “They’re sayin’ that ‘cause they think you’re Mexican, but you’re not Mexican.”

“What am I?” I asked.

“You’re a dirty little Injun. You get it from your dad,” she replied. Get it? Get what? I was so confused and it wasn’t until much later in the public school system did we start to discuss *Indians*. I realized within the five minutes we spent on studying Native Americans that I was Indian, not Injun! Geez!

Family can be cruel.

I currently bartend in Stillwater where I had a gentleman approach the bar and say, “Hey Pocahontas, can I get a shot?” I have had folks comment on my hair and ask to touch it. As they were stroking my hair I felt the words hammering the back of my teeth, *No! Get your hands off of me! I am not a dog! You can’t pet me!* I choked them down where they began rioting in my stomach, but still I smiled.

I have had a group of mean girls show me a picture on one of their phones, “Is this you? She looks like you.” And when I leaned across the bar to look, they all laughed as I read the screen: “Lonely Alaskans, looking for love!” And what

did I do? How did I respond? I laughed it off and avoided them the rest of their visit. And the list goes on and on...

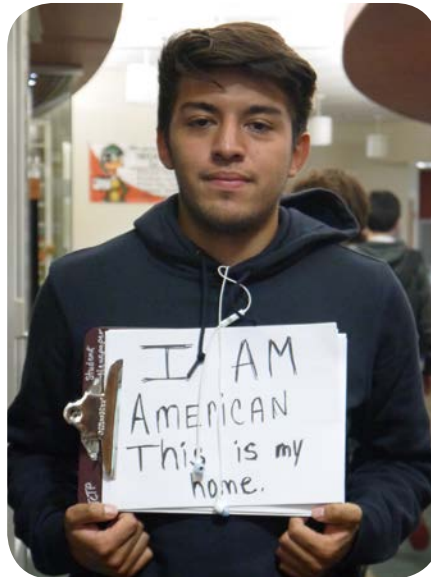


Image by: Graham Wessberg

People can be cruel.

I have grown accustomed (or numb) to that blatant form of racism. It is what it is and I smile and go on, with my head bowed, just doing what I need to do to survive and take care of my family. Never making a fuss or rocking the boat.

Recently, however, I experienced a different form of racism that has changed my whole perspective.

I bartended a private gathering for an acquaintance of mine. If you were to ask me, I would consider this individual to be a friend, but at this gathering I had a moment of clarity. Realization. Looking around the room I noticed that all of the guests were affluent and Caucasian.

The rest of us (myself and four other workers) were separated by both race and class. Poverty

leaves a mark on you. Those of us who have lived in poverty can read it in the lines on another’s face.

I realized that what I was witnessing in the room was a deep-seeded, inherent form of racism and separation, and it was ugly. The room was imploding and was suffocating. I wanted to run away. I felt enraged, wounded, and confused. I felt; so *othered*—so *less than*. This hurt far worse than the above examples of blatant, and the only coherent thought that ran through my mind was Zora Hurston’s, “I feel most colored when I am thrown against a sharp white background.”

The system can be cruel.

I cried the whole way home as well as the next morning when I attempted to articulate to my partner the complexity of what I had felt in that moment. He said, “I think that it’s all in your head...you’re imagining things.” This infuriated me. He, being middle-class Caucasian, could not understand or relate. How could he, really? And how could I be angry towards him? How could I be angry at all?

I had another moment of clarity. There was no one was to blame for how I felt. No one at the gathering was intentionally rude or malicious towards me. I felt as though I was wasting my energy being angry. This confused me. I once heard Claudia Rankine use the term microaggression when I attended her book signing of *Citizen*. I wondered if this applied to my situation. Turns out, it does.

Psychologist Derald Wing Sue defines microaggressions as, “Brief, everyday exchanges that send denigrating messages to certain individuals because of their group membership.” Sue describes microaggressions as generally happening below the level of awareness of well-intentioned members of the dominant culture. Microaggressions, according to Sue, are different

Moving Beyond Microaggression

Rosetta Peters | Editor Creative Writing

from overt, deliberate acts of bigotry, such as the use of racist epithets; because the people perpetrating microaggressions often intend no offense and are unaware they are causing harm.

The guests at the private party were not purposely trying to make me feel this way, but that doesn't change the fact that it hurt.

It hurts to feel separate, othered, and less than. So why do we do it to one another? We are all guilty. There's a whole lot of othering going on outside of race. There's religion, gender, sexual orientation, class... We have to stop hurting one other.

We can be cruel.

In 2014, UCLA Diversity and Faculty Development created a list of microaggressions and the messages that they send as a tool to help college faculty and administration be more sensitive. I understand how some of the phrases could be misinterpreted, but it seems to me that the list itself serves as a tool to intensify the

negative effects of racism and separation. Keep in mind that a microaggression is unintentional. How can we intentionally segregate the use of words and phrases?

Professors are walking on eggshells in classrooms afraid of what they can and cannot say as to not be offensive. How can I, as a college student, expect to receive a well-rounded education if we are living in an age of avoidance? How will we be able to teach and learn from literary greats such as Maya Angelou, Mark Twain, Alice Walker, and Toni Morrison (to name a few) if we are too worried and afraid of offending others and being offended?

Most importantly, how are we going to connect with others and start a conversation if we can't ask, "Where are you from?" Where does the ridiculousness end?

I had another moment.

I was driving my children to school when I took a good look at the world around me—the soil, grass, flowers, trees, houses, and all the folks

that I passed on my journey.

That's when it occurred to me that it's color, it's our differences that add depth, beauty, and shape the landscape of our world. It's those differences that also connect us to one another, that give us something to talk about and learn from each other. I realized that racism ends and healing begins right now with each and every one of us. With understanding, forgiveness, and love.

Hi, my name is Rosie, I am not a, "Dirty little Injun." I am Dakota and Lakota. My ancestors were proud Sioux and so am I. I am a mother, a bartender, a student, and a tutor. I am a horticulture major now and my plans are to go to the U of M where I will pursue a Bachelor's of Fine Arts in Creative Writing and minor in Native American Studies. I want to learn the language of my ancestors. Who are you? Who are you not? Where are you from? Where are you going?

Let's talk...



LGBTQ HOMELESS YOUTH PANEL

SPONSORED BY GENDER STUDIES PROGRAM AND THE LGBTQ CENTER

Panelists will include Rocki Simões and Kelly Brazil from Avenues for Youth, Kristan Clow from Hope4Youth, and Century's recipient of the 2015 Gender & Social Change Award Qamar Saadiq Saoud from Reclaim!



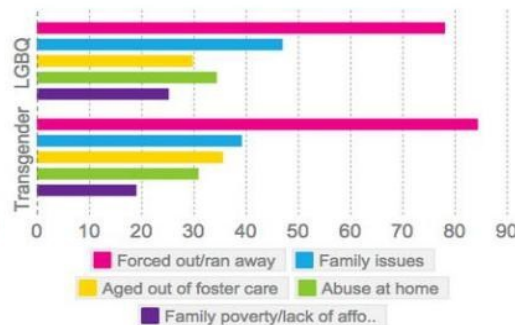
1.6. million Youth are homeless each year

40%
Of them identify as LGBTQ



LGBTQ (40%) HETEROSEXUAL (60%)

True Colors Fund



Top 5 reasons LGBTQ youth become homeless

True Colors Fund



NEEDS CITED BY LGBTQ HOMELESS YOUTH



Housing (26%) Acceptance/emotional s.. (19%)
Employment (18%) Health Care (18%)
Other (13%) Education (7%)

True Colors Fund

**It is on Tuesday, October 13 11-12:30 pm in The Nest.
Food will be provided for those who attend.**

Go to <https://truecolorsfund.org/> to read the full report
True Colors Fund Serving Our Youth 2015

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Image by: Ha Dong

Open Letter to Agencies Serving Homeless Youth

An Garagiola | Editor In Chief

First and foremost, thank you all for the work you are doing. Whether providing food, shelter, financial, medical, counseling, or other support, please know you have chosen an honorable profession. As you are all aware, homelessness is a pervasive problem in our society. The number of youth experiencing homelessness is extremely troubling.

With two new youth shelters opening in the East Metro, this is a great opportunity to reevaluate practices that present barriers to LGBTQ youth who are experiencing homelessness.

Due to an increased risk for violence and lack of resources, lesbian, gay, bisexual, transgender, and queer youth experiencing homelessness are particularly vulnerable.

As we fight to secure #Homes4All, it is important to remember the need for inclusive and culturally competent services for all minority groups. In order to move beyond mere tolerance, we must consider the unique needs of at-risk LGBTQ youth; this can include family reconnection, counseling, and mental health.

It is also important to continue this support past the age of 18. "Serving our Youth," a report sponsored by the True Colors Fund, the Williams Institute, and The Palette Fund, found that these kids experience twice as much physical abuse while homeless, often by peers, than their heterosexual counterparts.

Approximately 10 percent of Americans identify as LGBTQ. While statistics vary, at minimum 20 percent to as much as 50 percent of homeless youth identify as LGBTQ. Many of them are unaccompanied and on their own at young ages. The reason for the disparity is often family rejection.

This information is staggering, but there are things that can be done now which will help lower the barriers youth are experiencing.

When thinking of culturally inclusive services, organizations may consider reevaluating gendered intake forms that present just two options: male or

female. These forms exclude people who identify along the gender spectrum and/or force them to choose an option that they may not feel comfortable with.

This should also be applied to gendered divisions of shelters. While it is assumed that this is a safety measure, this setup is not safe for transgender and queer youth, who, in some shelters, account for as much as 30 percent of clients.

Queer Homeless Youth Face More Adverse Life Events than Heterosexual Homeless Youth:

- 7 in 10 lack family support due to rejection
- 1 in 3 have been placed in foster care
- 2 in 3 have mental health issues
- 1 in 2 have a history of substance abuse
- 4 in 10 have been sexually assaulted or exploited
- 1 in 3 have been victims of intimate partner violence

-Serving our Youth 2015

Facts about Transgender Youth Experiencing Homelessness:

- 9 in 10 report bullying and harassment
- 9 in 10 experience family rejection
- 3 in 4 experience physical, emotional, or sexual abuse
- 2 in 5 report abusing alcohol or drugs
- 1 in 4 are victims of intimate partner violence.
- 1 in 5 are victims of sexual exploitation or human trafficking

-Serving our Youth 2015

If the system is not serving one in three clients, it is time to move beyond binary organization and consider gender-neutral shelters.

The biggest barrier to providing services specific to LGBTQ clients is lack of funding. This is why it's important for service providers to advocate for federal civil rights legislation to end discrimination against LGBTQ persons in the United States. To this day, people are turned away simply because it remains legal in some states to discriminate against a person seeking shelter based on their gender preference or sexual orientation.

Legislation that would have banned such discriminatory practices has failed to pass many times. Most recently, the Runaway and Homeless Youth and Trafficking Prevention Act was struck down by the Senate in April. This was a bi-partisan bill aimed at among many things, allocating much needed federal funding to create mediatory family reconnection programs, housing support, and education of the unique and troubling issues surrounding LGBTQ youth homelessness.

Contact your legislative representative and ask for their continued commitment to this important mission.

The next time you have the opportunity to help, remember the struggles LGBTQ youth have in addition to the everyday grind of homelessness. They are often leaving home due to family rejection. They are twice as likely to be assaulted as their heterosexual homeless peers. These kids want the same things every other kid wants: safety, security, respect, love, acceptance and the opportunity to grow into their full potential.

New English Class Helps Students Reach Success

Rebecca Johnson | Staff Writer

Century College has a relatively new English course known as English Express, which allows students to complete English 90 and English 1021 in a single semester.

Three years ago, Century College began to rethink the traditional sequence of English courses and a new course known as English Express (ENGX 90) was created to offer an intensive, eight credit learning environment. ENGX 90 combines both ENGL 90 and ENGL 1021 into a single semester instead of the traditional two-semester sequence. The program provides an excellent opportunity for students to make strides towards completing a degree in a timely manner.

Upon enrolling at Century College, students are required to take the Accuplacer test to determine placement in English. Some students are placed directly into ENGL 1021, but some need to start at a lower course level to prepare for college level English.

According to Michele Jersak, Century College Counselor, ENGX 90 is an available option for students placed into English 90 and Reading 95 (or higher). Jersak states, "It is a particularly good option when a student has placed into a college Reading but ENGL 0090."

least sixteen hours outside of class working on English assignments. ENGX 90 instructor Linda Clemens reaffirms the time commitment of two hours for outside study time per credit each week. She also notes that some weeks may require more or less work depending on the assignments or readings given each week.

Kimberley Gaffney, English Faculty, describes ENGX 90 as having two distinct class periods. The first class period consists of ENGL 1021 material and meets in a standard English classroom. During the second period, only the ENGX 90 students meet to dive further into the material covered in the first period to gain a head start on future material. Because the second class is a small group, it is able to meet in a seminar style. Gaffney has found that several of her students this semester are only taking the ENGX 90 class due to the time commitment and workload.

Students in ENGX 90 are expected to perform at College level for ENGL 1021 because of the support found in the second class. Clemens specifically comments on how the ENGX 90 students are not treated differently in the ENGL 1021 class. In fact, she believes that most students in the ENGL 1021 section are unaware that some students meet for a second class period. Clemens has also noticed that her ENGX 90 students are often better prepared in the ENGL 1021 classroom.

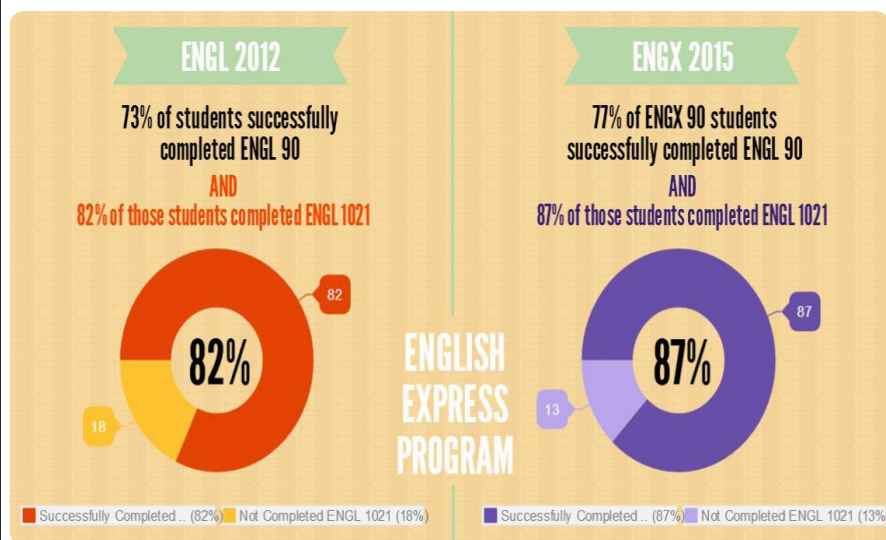


Image by: Ha Dong

If students meet the requirements of ENGX 90, they should then consider the opportunity to enroll. Next, an honest evaluation is needed by the students to determine if they are ready for the commitment. Jersak recommends students look at their specific program requirements, the amount of time they have available during the semester, and what their comfort level is with their writing skills.

Eight credits of a single subject is a large time commitment to satisfy on campus in addition to the time needed to complete homework outside of class. Century College advises students to spend an average of two hours per credit studying and completing assignments. This means that in addition to the eight hours on campus for the class, students should expect to spend at

Since its launch in 2012, Century's English Express Program has grown considerably, according to Scott Guenther, coordinator of Century's English Express Program. The first three years of English Express has shown an increase of 4 % in ENGL 90 completion and a 5% increase in ENGL 1021. See infographic for further information.

The current semester at Century College offers eleven sections of English Express, but due to the success of the course, the hope is to substantially increase the number next year. Guenther is still waiting for confirmation on how many classes will be offered in the future.

If there are questions on English Express or for help in determining the right path, schedule a meeting with Century College's Academic Advising.

Disclaimer: The author of the article works as an English Express tutor at Century College.

*Register for Spring Semester!
Priority registration begins October 26*

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cosplay as well.

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**Senpai didn't
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Any questions?

Please contact us
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(Century College Anime Club)

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email us at ccanimeclub@live.com



***Please DO NOT bring any weapons
of any kind including weapon props**



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Minnesota Writer John Jodzio Visits Century College

Lanie Carter | Online Editor

Rose Vanyo | Staff Writer

On Sept. 28, author John Jodzio made an appearance at Century College's The Nest. Jodzio is the author of the short story collection *Get In If You Want To Live*. In addition, he has written *If You Lived Here You'd Already Be Home*, and the forthcoming *Knockout*. He performed two readings of his work filled with humor and oddball characters.

The first reading was called, "Monarch," from the previously mentioned, *If you Lived Here You'd Already be Home*.

The story is about a young adult man and his father's obsession with butterflies, which he views as pointless and irrelevant. All the way through you get the sense that he and his father do not relate and are so very different. That is until the end when a turn of events causes him to see his own love interest has an odd similarity to his father's butterflies.

The second reading was called, "My New Roommate James Sutton," from the book *Get In If You Want To Live*.

The story is told through the voice of a man named Tommy who recently lost his mother. His tale is of his new roommate who has a substantial collection of Rumba vacuum cleaners, all of which

have names. The strangeness of the roommates to each other, and their attempted coping mechanisms unique to their respective circumstances, makes for a tale of human-ness at what could be considered its strangest, yet truest level. Though the oddity is next level, the peace that the main character seeks draws you into an understanding of him, and almost an appreciation for his roommate.

After each of the readings, Jodzio answered students' questions about his work and his writing process.

He said he got the idea for, "Monarch," from several things, including his own relationship with his father, his freshman year of college, and the time in his life where his dad was dismayed by his actions.

In addition to the alienation experience he drew from his own familial relationship, he recounted it being around the same time he witnessed an unusual trend at weddings he served for. Jodzio stated that a, "Weird trend," of releasing butterflies or doves was very popular in the '90's, and his interest in the peculiarities of the event drove him to question the butterfly keepers about the lifestyle trappings that go along with it.

Jodzio also gave a lot of good advice to the aspiring writers in the audience, many of them being creative writing students.

He said, "90 percent of writing is rewriting," and in reference to making a solid ending for short stories in particular, a way he found that worked for him was to, "Write an ending and work towards that."

The author reinforced another die hard truth of writing as well, towards the end of the lecture when he stated he himself was not successfully published for many years, but in his mind it was

because he had not previously gotten serious and started writing like it was for making a living. "The completed process doesn't always make me jump up and down... Sometimes because it's great to be done, sometimes because it was a great idea I was happy to bring to life." The latter reminds of the idiom, "What does it take to be a great writer? You have to keep writing to find out."

For more information on John Jodzio and his work please go to his website.
<http://johnjodzio.net/>



Jodzio reading from his book, *Monarch*.

Image by: Lanie Carter



Image taken from Jodzio flyer.



Books by Jodzio.

Image by: Lanie Carter

FALL FICTION AT CENTURY
JOHN JODZIO
MON, SEPTEMBER 28TH
2:30-3:30 PM
WEST CAMPUS IN "THE NEST"

The English Department at Century College welcomes author John Jodzio to campus. Jodzio will read and take part in an informal Q & A. Books will be available for sale & a signing will follow. This event is free & open to the public.

Islam

Salma Haji | Contributing Writer

Nickname named salaam
it comes in peace
puts your heart at ease
it has two best friend the holy Quran and hadiths
it taught me a few things along the way
gave me a free guide to being successful in this life
told my fellow brothers to have mercy on their wives
it's been judged left and right
but it's message is 100% right stands on five pillars terrorism isn't one
only a few truly appreciate
it some even misunderstand it
they pull the trigger and kill in its name
then have the audacity to say it's all out of love
never had a thing to do with killing innocents
told you to even show kindness towards the insects
hell is the enemy
Some people fail to keep climbing on their stairway to heaven
things starts to get heavy
so we run towards it's best friend called the holy Quran
always got a hand for the needy
it stands on mercy
they say it oppresses their women
correct me if I'm wrong
but isn't one of its fundamental belief that heaven lies under a women's feet
never said to kill a seed
I fell in love with plenty of times
always caught my attention
my affection for it grows
motivated me to gain knowledge or even simply to smile at my enemies
it's a star shining in the worlds darkness
a million words can't describe it
and a thousand bleaches can't scrub it off the planet
it's a plant that continuously grows got so many followers
Instagram can't even hold
It's a cure for sickness,
An enemy against injustice,
I call it the cocaine drug,
Got me feeling peaceful,
It Takes away my pain
And when it rains
I put my hands in the sky and ask my lord for forgiveness,
Indeed he is the most merciful,
It got me lowering my gaze,
And speaking gently towards my parents,
It's a true friend ,
Always there for me,
It's like a mother keeping me away from the harm,
And rushing me towards the good,
I call it Bill Gates
Everywhere I go I have to hear its name,
It's one of the popular religions,
And if this was a place I would definitely live in its region,
But it's not,
I call this Islam

Education and Foster Care

Diane Ellis | Student Submission

“Children in foster care are more likely to repeat grades, to be in special education, and to leave school without a high school diploma,” (Jacobson). Education is a significant factor in future success, yet America’s foster care children aren’t equipped with the tools to meet their educational needs.

This is illustrated first-hand by Andrew Bridge in his memoir entitled *Hope’s Boy*. Although Bridge defied the odds of foster care and obtained a law degree from Harvard, many foster children are not nearly as successful. To improve the education of foster children, we must address the ongoing issues with the foster care system by reducing the frequency of school transfers, increasing the availability of special education services, and encouraging them to succeed.

One issue with the education of foster children is the lack of stability resulting from frequent school transfers as their foster home changes. In her article entitled, “The Invisible Achievement Gap,” Marian Wright Edelman, an activist for children’s rights, states that, “About 1 in 10 students in foster care attended three or more schools during the year compared with about 1 in 100 of the general student population.” In addition, school records typically aren’t transferred quickly, which, “Often results in students being placed in inappropriate settings or programs” (Geenan and Powers).

The transfer to a different school is bound to impact their educational success. They are exposed to a new school setting, have little or no friends in their new school, and may be introduced to a different curriculum. Through a more stable school environment, foster children will receive a consistent educational approach. They may also form meaningful bonds with friends and teachers that may lead to increased confidence.



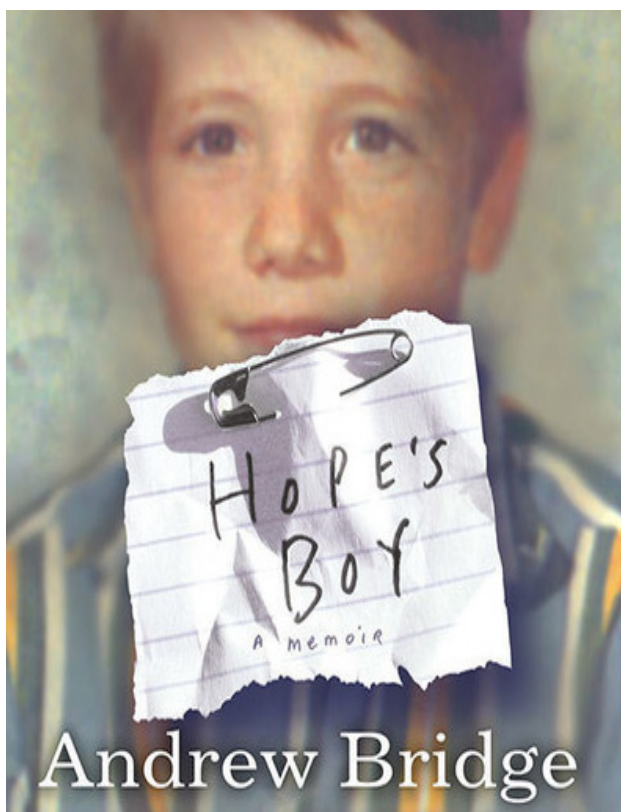
Andrew Bridge

The opportunities for special education services are also not readily available to foster children. Sarah Geenan, Assistant Professor, and Laurie E. Powers, Professor at the Portland State University-Regional Research Institute, noted that foster children, “With disabilities and special education needs are particularly disadvantaged.” They further stated that an Oregon survey uncovered that, “Although 39 percent of youths in foster care had an individualized education plan (IEP), only 16 percent actually received services, and these children experienced significant challenges to educational success.” It is unacceptable

history needs a more appropriate school” (257). Bridge further states that, “The college advisor had not been helpful, and the Leonards were likely to be even less so” (243). This demonstrates the lack of support and encouragement from the social worker as well as his foster parents; however, the foster child has done nothing to deserve such treatment. Foster parents, social workers, and teachers must all work together in encouraging foster children to achieve their educational goals.

There are ways to improve the educational achievements of foster children, especially if social workers and foster parents work together to ensure smooth transitions and continued support for the children. To improve their education, we must address the ongoing issues with the foster care system by reducing the frequency of school transfers, increasing the availability of special education services, and encouraging them to succeed.

It has also been noted that, “Each academic milestone in a foster youth’s life is crucial because education may be one of the only resources they can count on for their future success” (Geenan and Powers). By limiting the obstacles that foster children face to obtain an education and by providing opportunities for success, Americans can only benefit by increasing the number of successful foster children that enter the workplace. America’s foster children deserve nothing less than the opportunities afforded to any other student.



that Oregon is not meeting the educational necessities of more than half of their special needs foster children, and it’s likely that similar failures exist across the United States. By ensuring a timely exchange of student information and providing appropriate services, America’s educational system can provide equal opportunities such as special education to foster children.

Another major factor in the education of foster children is the lack of encouragement they receive from the adults overseeing their care. This is illustrated by Andrew Bridge when he describes talking to a social worker about his plans to attend college in New England and is told that, “a boy with your

This winner of the Common Book Essay contest was written by Diane Ellis, a 1022 student of mine from Spring 2015. Originally in my 1022 class, students were asked to write an argument on a topic brought up in the memoir Hope’s Boy by Andrew Bridge, Century’s 2014-15 Common Book. Diane chose to write on education issues in the foster care system. She earned an A on the essay, so I recommend that she revise it to submit it for the Common Book Essay contest, which she did.... and won! The essay was praised by the judges for its organization and informative approach.

-Brian Lewis, English Faculty

Creative Writing

SPRING 2016

ENGL 1027.01

Introduction to Creative Writing

Tues & Thurs • 2:15–3:30

Instructor: Beth Mayer

This creative writing class intended for all students introduces the major genres: poetry, short fiction, creative nonfiction, and screenwriting/scriptwriting as selected by the instructor. Because creative writing involves both creativity and scholarship, coursework includes an introduction to reading and critical analysis in a variety of genres; developing and practicing a creative process; and writing, revising, critiquing, and sharing original work in a variety of genres.

ENGL 2026.01

Creative Writing: Creative Nonfiction

Tues, Thurs & Online • 11:00–12:15

Instructor: Rich Kuss

This creative writing class intended for all students focuses on the writing and close reading of creative nonfiction. This evolving genre uses the literary techniques often found in fiction and poetry to tell true stories about real people and events. Texts may include memoir, nonfiction shorts, the personal essay, and other blended forms. Because creative writing involves both creativity and scholarship, coursework includes critical analysis of student and published writing; forming aesthetic judgments about creative nonfiction; writing and revising creative nonfiction; form and technique in creative nonfiction; and responding to the creative work of classmates in a writing community.

ENGL 2028.01

Creative Writing: Poetry

Tues & Thurs • 4:00–5:15

Instructor: Amy Fladeboe

This creative writing class focuses on the writing and close reading of poetry. Because creative writing involves both creativity and scholarship, coursework includes: critical analysis of student and published writing; forming aesthetic judgments about poetry; writing and revising poems; and responding to the creative work of classmates in a writing community.

Today is the Day Everything Changes

Brian Conley | Contributing Writer

Today, Aug. 7, 2015, is the day that everything changes. I'm sitting in the passenger side seat of my silver Saturn Ion; trying to relax and shake this ominous feeling I have hanging over me. My mom is driving down a long spacious part of Manning Trail on our way to destiny. The sun is annoyingly bright and out early. It is shining right into my eyes, pushing all thoughts of falling back asleep from my mind.

As the car chugs on and the trees and buildings all start to blur together the A/C sends air hissing out of the vents. I turn my mind to the task at hand and I pray today is the day justice is served.

As we pull up to the Washington County Courthouse, the building of destiny if you will. I systematically numb myself from head to toe in preparation for the disappointment I fear is to come. As I start walking in, I hear my support system pulling in and talking amongst themselves. I know right now I couldn't do small talk even if I tried. So I forge on and walk right into the courthouse.

My body goes through the motions while going through the metal detector and saying the usual pleasantries to the working officers, meanwhile my brain is focused solely on what will happen up on the third floor.

As I step out of the elevator onto the third floor I scan the waiting area, first looking for courtroom 311, but then looking for a glimpse of "her." As expected, she continued her well-documented run of not showing up to any legal proceedings. I head towards a table right outside of courtroom 311, which just so happens to be perfectly situated in front of the wall-to-wall windows.

I look up and see my support group. It consists of my mother Cheryl, my dad Tim, and my ex's mother Robin,

all pulling up chairs and beginning their ritual of positive thought and positive words. "She's not here again?" my dad asks sarcastically, "Can't believe she wouldn't show with her 3 warrants out for her arrest and what not." This prompts my mom to hush him with a slap to the back of the head. "So you haven't heard anything from her recently?" Robin asks, hoping maybe her daughter would do the right thing. "Nope, I've had no contact with her since July 6," I answered.

Right as the words left my mouth I turn to see my attorney Erin step out of the elevator and walk towards our table. Her strides were relaxed

and confident and as she sat down, she looked me right in the eyes and said, "I feel really good about this and I rarely ever say that." She then begins telling me there is a chance (albeit low) this can be dragged out another six months or so if the judge is resistant to finalize the case or wants more information.

"I just want you to be prepared for all the outcomes, though I think we have a good chance of getting this finished today."

"Thanks Erin, I hope this is it but I need to be prepared to be let down by the courts again, just in case." I reply as I look at my phone, which reads 8:55.

"Five minutes to show time."

The next five minutes I just zone out as Erin relays what is supposed to happen, I catch bits and pieces, "We most likely will go close to last, will ask you basic leading questions, if we get through that we should be home free." Right as Erin finish's her pre-game speech the court clerk pops her head out and says "Everybody here for the 9a.m. with Judge McBride please come in."

The 20 or so people waiting for this time slot filed in to the courtroom gingerly as if one bump could set off a bomb. I sit down in the second row pew on the right side next to Erin,

table stayed empty, as Ms. Green was nowhere to be found. We stated our names and Erin went over what we were asking for and in what I consider to be a miracle the judge granted her request to put me on the witness stand (which as she put it meant that in no uncertain terms, I would be granted sole custody at the end of the hearing).

I stand and I walk over to the witness stand, and as I walk across the imposing cathedral-like room, I feel something snap inside of me that I can't quite put my finger on yet so I file it for later. I sit down at the witness stand and am sworn in under oath, and then the questions begin.

Erin begins rapid firing questions that range from the time around my four-year-old son's birth to recent events, such as how many times has she contacted him in the past two years (10 calls), how many times has she seen him (once), has she supported him in anyway (no).

During the questionnaire I feel my body and brain starting to shut down and become sluggish, a pressure builds in my head. Thankfully, not even three minutes later, I am allowed to step down and we are told I will be granted full physical and legal custody of my son also any parenting time for Ms. Green will have to be supervised.

The pressure that had built up in my head, chest, and everywhere, came with me as I walked out of the courtroom and collapsed into a chair at one of the tables. I felt emotions but I restrain them for fear I might lose control for an extended period of time.

*Full story continued on
thecenturytimes.com*

Nervously, I stood and followed Erin up to the right side table, and the left

This is a student submission.

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Old Paper Planners VS. New MyQuack App

Lanie Carter | Online Editor

In the weeks before the semester started, and into the first week of school, a lot of returning students wondered where the free planners had gone. Students used to be able to pick them up from The Connection. The planners included important dates at Century College.

Due to recent budget cuts, Student Life staff worked on ideas to lower the cost of the planners. Several ideas didn't pan out. Meanwhile, feedback from students indicated a mobile app was something students wanted. It seemed like the best solution.

The app can be instantly updated with all college information; it is free to students, and a greener option.

During the second week of school, the planners returned in small numbers, along with ads for the new MyQuack app. Many wondered if the planners were on their way out, and if the new app was here to stay.

Paper planners will still be available for students who like to use them to keep track of assignments, or for those who might not have a smart phone. The bookstore volunteered to stock a small number of basic planners. These planners will not have the information printed inside like the ones in years past.

New students were given old planners at orientation with the explanation that they were old because of the college resource information inside.

If students are to ensure paper planners for next year then the Student Senate is a good place to start. Student Senate oversees and approves the work of the Student Life Committee.

If students have any specific questions regarding the new app, please contact Justin Martin, Associate Director of Student Life and Director of LGBTQ Services, at Justin.Martin@century.edu.



Image created by Ha Dong

MyQuack App

- A calendar of important campus dates, events on campus, etc. which can be linked directly to your personal calendar
- Mobile-friendly links to D2L, eServices, and the campus directory
- A link to our campus policies and procedures
- Links, information, and contact info for each campus resource/office
- A page for each club and organization on campus with club information, contact person, and event information

Taking a Mental Break at the



Statue outside of MIA

It's around five on a Thursday afternoon. The day is fairly hot but not unbearable and I am currently having a staring contest with a deathly still dragon that is half the size of me.

I am standing in front of the Minneapolis Institute of Art.

After a hard couple days at school, I wanted to take a break and do something fun that was inexpensive and easily accessible. My friend suggested the Minneapolis Institute of Art (MIA).

Intrigued, I drove the under thirty-minute drive from Century to the institute. Upon first glance, I am convinced this trip will be worth it; great stone-white columns guard the entrance as an array of colors pulse up the beautiful pillars. I became mesmerized.

I smile excitedly after losing the long-lasting staring contest and race up the 100 year-old steps to huge cherry-wooden double-doors. After walking inside, I am pleasantly surprised to find out admission is free to the public.

I spend my first hour wandering the endless halls that are filled with immeasurable history. What I find most interesting is the variety of forms art takes throughout each exhibit. I stumble upon collections of clothing, holy books, pottery, statues, weapons, coffins, slabs, jewelry, paintings, instruments and so many other things I cannot possibly list them all here. Each of these pieces of art tells an extraordinary story about a people's culture, customs, and beliefs. I spend several minutes delving into some of the artwork and for a moment I am hypnotized by it.

After studying several art pieces, I soon realize MIA is gigantic; the institute has three floors and another building with a courtyard in between. Each floor, especially the third, has intricate exhibits. The third floor holds contemporary and historical American artwork as well some very large rooms dedicated to giant renaissance paintings. I explore these fascinating exhibits. They serve as tangible glimpses into the past that make the atmosphere around me feel surreal and even a little eerie at times. Throughout



*All artwork pictured are owned by the Minneapolis Institute of Arts and all credit goes to their respective creators



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my visit, my eyes dance over the hundreds of artworks hung flawlessly around the institute. I feel peaceful as I examine and explore.

When it's time to leave I reflect on my visit during the car ride home:

Honestly, I was baffled by MIA. I always thought that you had to really love art to be able to find any joy in being surrounded by it. However, by the end of my night in MIA I was thoroughly satisfied.

As I drove home on 35W, I recalled an exchange I had with a security guard earlier while I was there.

Minneapolis Institute of Art

Jennifer Howard and Taylor Koenig | Staff Writers



Front entrance to MIA

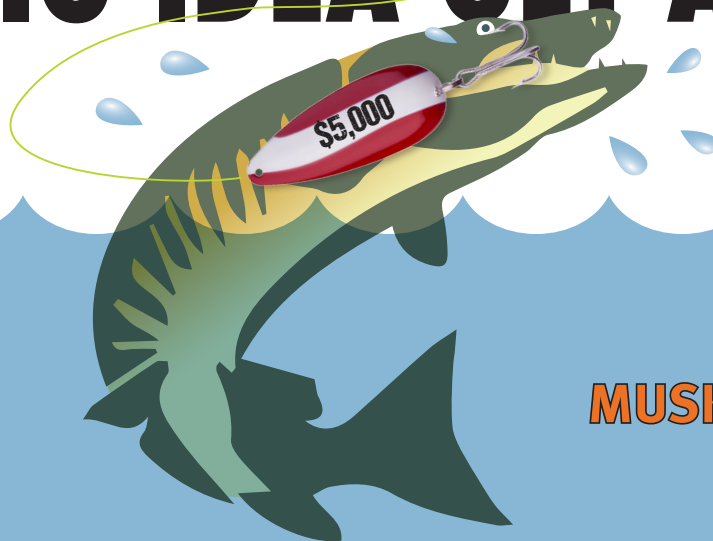
I had asked, “What do you like most about working here?” The woman in a white button-down and navy dress pants gave me a smile and thought for a moment, “Here is the only place I get to have conversations with dead artists. I speak with them all the time.” I chuckled but she was serious and totally sincere. She added, “This place. . . is for everyone and anyone and no one is charged a dime when they walk through those doors.”

She was right. MIA is this beautiful place with a little something for everyone and completely free to the public. It has been around for 100 years and hopefully will be around for 100 more, so if one day you find yourself wanting to take a mental break from school, I hope you consider taking the quick trip to the Minneapolis Institute of Art. I promise you won’t regret it.



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Schedule of Future Muskie Tank Events

Tuesday	September 22	Student Success Day - Muskie Tank: Easing into Entrepreneurship	9 am	W1006
Tuesday	September 22	Student Success Day - Muskie Tank Q&A with Young Entrepreneurs	11 am	West Theatre
Tuesday	November 17	Jumpstarting Your Muskie Tank Application	TBD	TBD
Thursday	January 21	Application training session for students	TBD	TBD
Wednesday	February 10	Student Success Day - Best Practices	TBD	TBD
Wednesday	February 10	Student Success Day - Patent Attorney	TBD	TBD
Monday	February 29	@ 11:59 pm Student proposals due on D2L, including any attachments	11:59 PM	D2L
Thursday	March 3	First round judges begin reviewing applications		
Thursday	March 10	Top proposals notified to prepare presentations for April 19		
Tuesday	April 5	Notification letters sent to top finalists with presentation appointment time.		
Tuesday	April 19	Selected finalists present proposals to judges; top 5 ideas selected and phone calls made to the top 5		
Thursday	April 21	Futures in Bloom - Awards ceremony breakfast	7:45 AM	Lincoln Mall
	May	MN Cup deadline to enter competition – win up to \$80,000	Tentative	
Thurs/Fri	May 5 & 6	MN Inventors Congress		Mpls Convention Center

For more info: www.century.edu/mt/ or sue.klecker@century.edu

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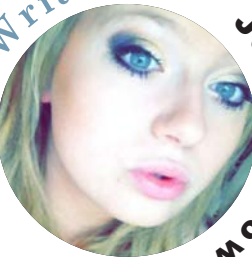
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Next issue comes out December 2015, don't miss it!