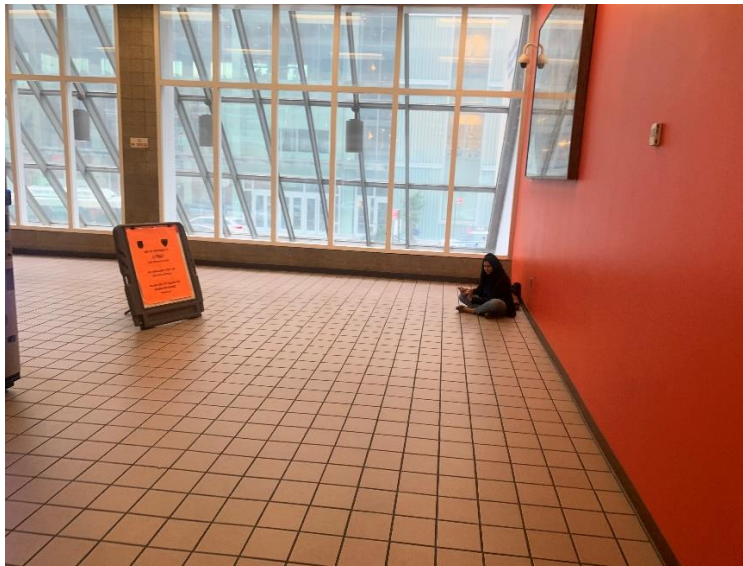


Learning Places Fall 2019

SITE REPORT #3

Mental Health Awareness at City Tech

SiteReport3.SheridanDanielle



Contemplating about student life at City Tech.

Danielle Sheridan

SITE OBSERVATIONS

1. What are some general observations about the character of this place? What does it remind you of? How does it make you feel?

The space used to be filled with students, coming from all different directions of school. This first-floor corner is next to the entrance of the cafeteria, the Namm building main stairwell, Namm elevators and the crossway to the Pearl building. Though since the temporary closure of the Jay Street entrance, this corner no longer has the same amount of foot traffic, even though it is a common meeting point at school and is often unavoidable to cross by. There is more leisure space for students to hang around (do homework, eat, charge phones) in due to the less foot traffic and get to any part of the school quickly. The space also has nice big windows that faces the newly built Vorhees building of City Tech, and of McLaughlin Park. The views are nice to daydream and drift off to when one has time to look out of the large windows.

2. How does this place and its architecture relate to your performance? Think about the social meaning of the space (eg. civic, recreational, retail, etc).

Before the temporary closure to the entrance of City Tech from Jay street, there were many different activities that would occur in this corner of the school. Not only is it a common place for

students, staff and visitors to meet, but many special events like school fundraising events (i.e. bake sale, ..) recruitment stations (such as job recruiters, military, ...) and information desks could be seen here. Since it is easier to get more attention from the other main entrance many of the pop-up events have moved to the lower floor entrance. This particular corner though is still a major cross point for many, and our group believes that we could reach out to many students about our Mental Health Awareness campaign and broaden the knowledge of mental health resources.

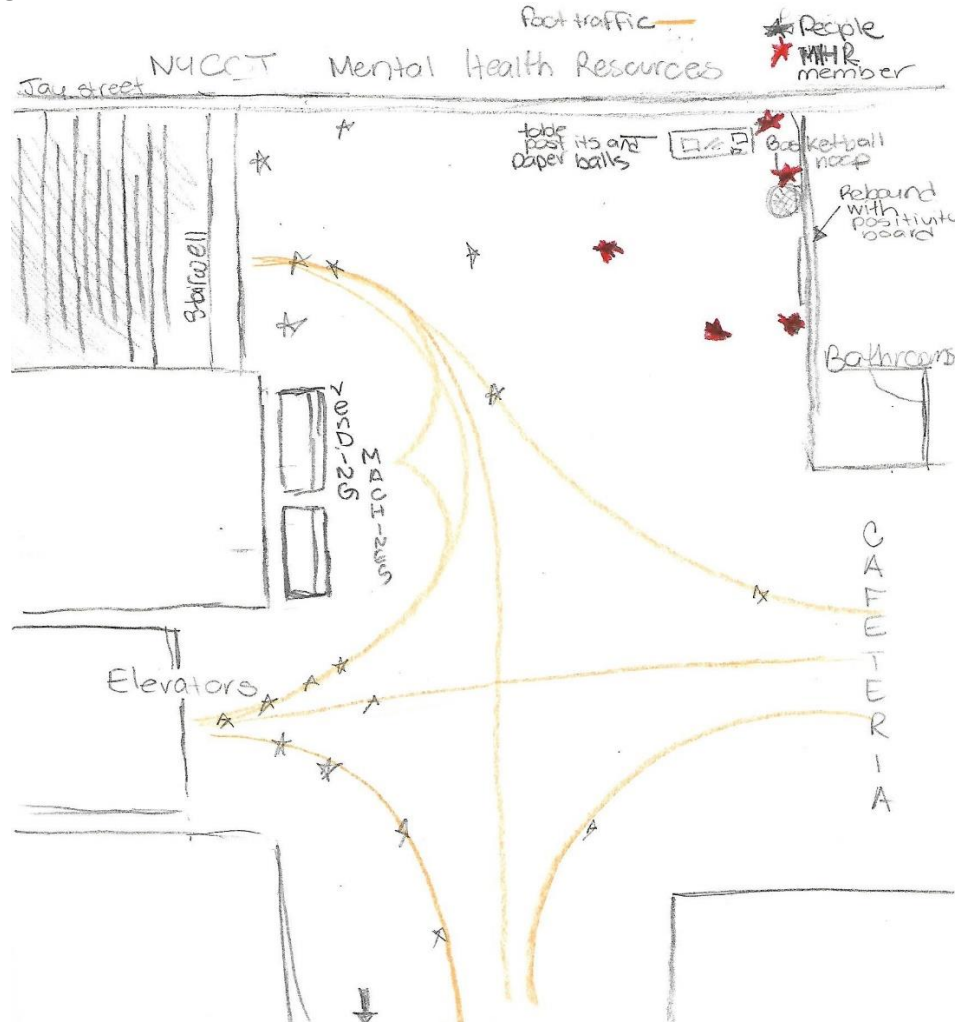
3. Discuss the program of this space. How are people meant to interact with one another and with the environment?

The space consists of different paths that lead to different areas of the school, but provides more space than the other paths, which allows for “pop-up” events like fundraisers and information booths to be set up and still allow for regular foot traffic to continue without being intrusive to those walking to their next destination.

4. Describe some of the activities that people are currently engaged in. How might they interact with or respond to your performance when it is staged?

Again, there weren't many people in the area due to the temporary closures and timing, but there was a regular amount of people passing by. It is a matter of trying to grab someone's attention as they are walking to the destination within the school or leaving. Many seemed to be moving at a fast pace as if rushing to make it to their next class or excited about leaving school. There were a few that were lounging around either charging their phones or eating/standing around the entrance of the cafeteria and would be easier to join our Mental Health Awareness campaign's activity, such as our “Basketball Throw (away City Tech stress) and Rebound with Positivity.” The activity would include a student or staff to write down a negative feeling about the school and crumple that note into a paper ball and then try to make it through the hoop. That person would later write a positive outcome they would like to achieve at school on our “Rebound with Positivity” board. We will provide a 'zine of information of different national, state, city and school mental health resources that anyone could reach out to when ready. As well as pass out lime green ribbon pins, the color represents mental illness awareness.

5. Draw a ground plan of your space with the performance site and audience clearly defined in your drawing.



QUESTIONS for FURTHER RESEARCH.

1. What drives college students to make a stand and protest?
2. What are some of the repercussions of free speech?
3. What programs is NYC/NYS planning on implementing for school children and college students?

FURTHER RESEARCH

Revised Research Question:

What encourages CUNY students to make a change and protest?

CITATION 1:

Milkman, R. (2017). A New Political Generation: Millennials and the Post-2008 Wave of Protest. *American Sociological Review*, 82(1), 1–31. <https://doi.org/10.1177/0003122416681031>

Why did you select this source? How does it address all or part of your research question?

Even though I am considered a millennial, I am more on the cusp of Gen X and millennial generation. I was curious as to what entices the students around me to be passionate about something strong enough that they strive to make changes.

Is the source credible? Why or why not?

I believe the American Sociological Review is credible due to the peer-reviewed academic journals of others in the same field.

CITATION 2:

Speri, A., & Anna. (2011, November 22). CUNY Students Protesting Tuition Increase Clash With Police. Retrieved from <https://www.nytimes.com/2011/11/22/education/cuny-students-clash-with-police-in-manhattan.html>.

Why did you select this source? How does it address all or part of your research question?

This not only proves that the CUNY tuition has been a problem for a while now (the article was published eight years ago) but what students were willing to do in order to be heard.

Is the source credible? Why or why not?

The New York Times newspaper is not a scholarly journal, but it is reputable.

What further information would you need to answer your question? Where would you look for additional sources?

I would probably continue looking at other magazines and newspapers to find other newspaper/magazine reports of other protests that CUNY students have attended.