



The Athena Scholar

ISSUE IV - FALL 2025

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Athenas' Insights on Internships

Isabella

Over the summer, I interned with the New York Stem Cell Foundation's Legal and Intellectual Property Department, where I helped strengthen internal compliance by updating contracts, conducting legal research, and managing confidential materials. I also supported the organization's acquisition by The Jackson Laboratory by reviewing over 1,500 contracts, contributing to a smooth transition. This experience gave me valuable exposure to intellectual property, compliance, and business law.



This fall, I am interning in Senator Charles E. Schumer's New York City office. I assist constituents by answering calls, responding to inquiries, and opening casework to help facilitate communication with federal agencies. This role provides hands-on experience in public service, constituent advocacy, and the federal policymaking process.

For students interested in law or law-related internships, please contact Elise Jaffe in the Pre-Law Program!



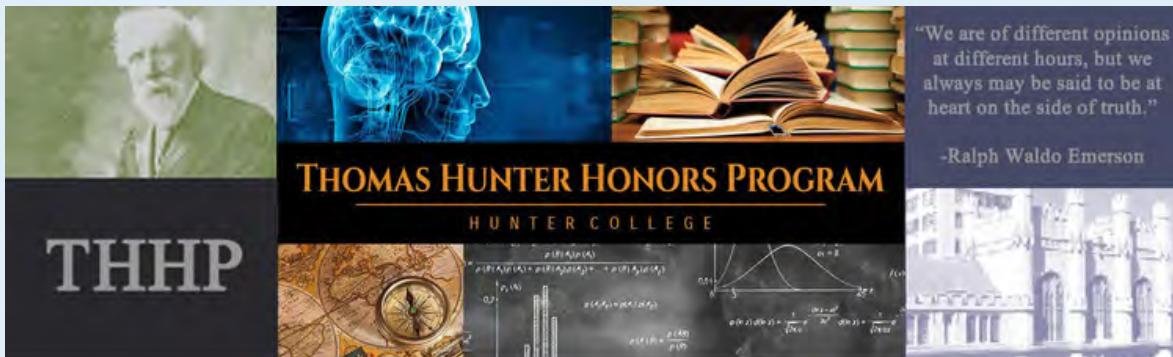
Billye

I am currently an intern at *Women's Studies Quarterly* (WSQ), which is an academic journal published by The Feminist Press. During the Fall semester, the program has consisted of weekly reading group meetings (usually in-person at the Graduate Center or online) where we present and discuss the chosen reading(s) for that week. We also have gone on field trips as well. We have visited The New York Historical Society, Feminist Press and Women's Studies Quarterly headquarters at the Graduate Center, The Filmmakers' Co-op, and the Lesbian Herstory Archives. For the Spring semester, we will be using our discussions and notes to write a piece to publish with WSQ's new online newsletter, WSQ: Fieldnotes.

Hanna

My internship in clinical psychology was found through Hunter's Psych 306 course- a class meant to provide true clinical experiences to students looking to gain experience in various psychology field.

Thomas Hunter Honors Program

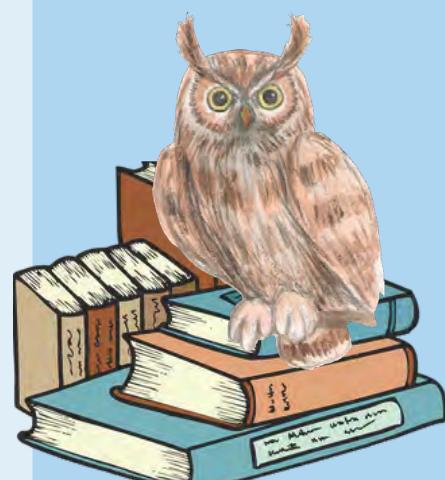


An interdisciplinary program that allows students to shape their own academic journey by combining different fields of study. It encourages curiosity, critical thinking, and creativity through small, discussion-based classes where students explore complex topics from multiple perspectives. To graduate from the THHP you must complete the following:

- Three integrative interdisciplinary colloquia, with one of them being a 300 level class.
- Nine-credit secondary ("mini") concentration, which must be in a different discipline than your major.
- Honors in your major (different depending on your major; could be independent study or a 400 level class).

Here are a list of courses that were offered from 2024-2025:

- Poverty in the United States: Sociological & Psychological Dimensions
- Social Practice: Art, Science, & Mapping the Collective Body
- Reframing Opera: Gender, Race, and Class
- The Good War": Representations of the Spanish Civil War in Literature, Film, & Art
- Thinking About Animals
- Captivity and Freedom
- Ethical Dimensions of Medicine & Public Health
- Narrating Violence in Latin America
- The Art of Revolution: Global Perspectives
- Commitments and Convictions: Writing from Institutions
- Medieval Plague
- Ethics and Biotechnology
- Constructing the Child: From Property to Person
- Migrants, Refugees, and Citizens
- Representations of the "New Woman" in the US
- Seminar on Caribbean Philosopher and Political Militant Frantz Fanon
- Literature & the Question of Human Rights
- Dreaming a New World: Learning & Living at the Dawn of the Renaissance



Athenas' Guide to Thomas Hunter: Two Classes we Recommend

HONS 2012P: Rethinking Visibility by Professor Nijah Cunningham

This course centered on the Guggenheim Museum's exhibition "Going Dark: The Contemporary Figure at the Edge of Visibility" and explored the historical, political, and social dimensions of visibility, invisibility, and hypervisibility. Focusing on Black studies, it examined how race, gender, sexuality, and other forms of difference were represented and regulated through visual culture.

Students engaged with readings such as Samuel Delany (*Times Square Red, Times Square Blue*), Guy Debord (*Society of the Spectacle*), John Berger (*Ways of Seeing*), Frantz Fanon (*Black Skin, White Masks*), Susan Sontag (*On Photography*), Ariella Azoulay (*The Civil Contract of Photography / The Ethics of the Spectator*), Édouard Glissant ("For Opacity"), bell hooks ("Eating the Other"), Michel Foucault ("Panopticism"), Toni Morrison (*The Bluest Eye*), alongside films and contemporary art, to develop a framework for analyzing the politics of visibility. Drawing on approaches from literary studies, art history, and political and sociological theory, the course used assignments, discussions, and a curator-led tour to connect theory with contemporary art practice and understand how visibility shaped social experience and spectacle.

HONS 2012R Life, Death, & Power with Professor Noran Mohamed

This course was focused on biopolitical and necropolitical power wielded by political institutions and the effects of that power on the regulation of life. We explored many theoretical frameworks during the semester. We looked at political theory, critical race studies, and postcolonial theory to examine manifestations of power in the regulation and management of life and death.

Some of the authors and texts that we looked at are: Michel Foucault (*Discipline and Punish*), Frantz Fanon (*The Wretched of the Earth* and *Black Skin, White Masks*), Paul B. Preciado (*Testo Junkie*), Judith Butler (*Gender Trouble*), Aimé Cesaire (*Discourse on Colonialism*), Achille Mbembe (*Necropolitics*), and many more..

Athenas Alif Kazi ('26), Isabella Shalumov ('25), and Billye Albro's ('26) visit to the Guggenheim





Athenas Studying Abroad and Around the U.S.!



Poetry Workshop and Great Books in Lesvos, Greece

Carrie Marrinan, third year Athena

I had the incredible opportunity to take credits towards my creative writing major abroad. This past summer, I signed up to join Hunter faculty Professor Hennessy and Professor Nikolopoulos to the beautiful islands of Greece to create poetry with other inspired students. A few nights in Athens, followed by a family-owned villa in Lesvos. I do not say it lightly that this experience was the best of my life. Whether you choose the Great Books course for some wonderful Greek stories and history, or the poetry workshop to explore Sappho and work on your craft; I cannot recommend this study abroad experience enough. Whether you're an English major, Greek mythology fanatic, or those in need of an everlasting inspiring adventure. This three week long experience was perfect.

Contact study abroad office for info!



Psychology Research in Missouri

Arianna Rosas, third year Athena

This past summer I had the wonderful opportunity to do a research internship outside of New York. I worked with a psychology professor at the University of Missouri-Columbia and learned so much about the process of research that I honestly don't think I could have gotten anywhere else. I loved going through videos to code parent-child behaviors and interactions in play settings, and my mentor's insight was great for expanding my understanding of developmental psychology.

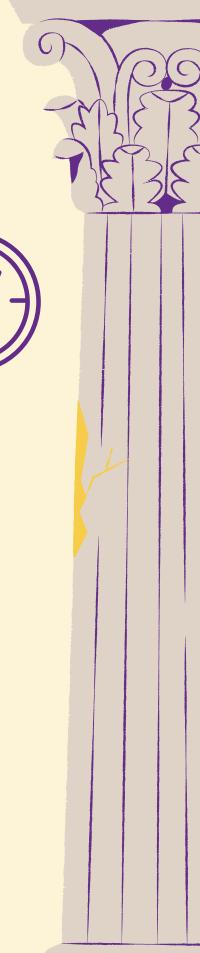
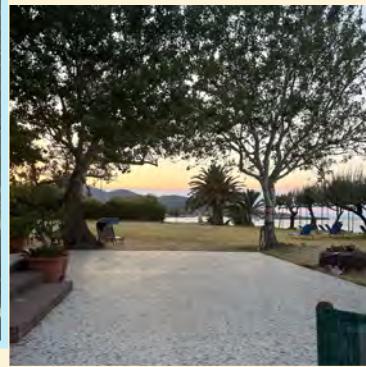
I had a lovely time exploring the area and the surrounding cities, and I met the most amazing people that I still talk to. I'm truly grateful for my time away, and I hope you can experience it for yourself if you're interested in knowing more about your field! No matter your major or field of interest, there's a program out there for you waiting for your application!



Carrie in Greece



Arianna in Missouri





Athenas at Stanford

This past summer, Athena Scholars Alif Kazi ('26) and Valentino Sella ('27) spent a summer at Stanford University conducting research in the humanities.

The two lived with about twenty other visiting summer researchers on campus. Five were from Hunter College, including Kazi and Sella. Five were from City College, and the rest were from the Leadership Alliance or the Cal-Bridge Summer program. Every

Tuesday, the CUNY fellows attended a seminar hosted by art historian Professor Alexander Nemerov, where they spoke about their ongoing research projects and the art of pursuing research.

Every Wednesday, they participated in weekly workshops on graduate schools and applying to graduate school, hosted by the Stanford summer research directors, Dr. Joseph Brown and Dr. Steve Lee.

Kazi, advised by Stanford Media Studies Professor Usha Iyer, conducted research on South Asian American identity formations based on class and geography in Jhumpa Lahiri's *The Namesake* (2003) and Mira Nair's *Mississippi Masala* (1991). Sella, advised by Stanford English Professor Denise Gigante, worked on a project about Romantic-era poet, painter, and engraver William Blake.

To get involved, students must have a cumulative GPA of 3.7 and be of junior or senior standing. See more requirements here: <https://www.hunter.cuny.edu/student-engagement-initiatives/stanford-hunter-summer-program/>



A Scholar-Wide Discussion: Audre Lorde's *Zami*



Audre Lorde graduated from Hunter College in 1959 and returned as an English professor in 1981. She advocated for intersectionality and spoke out against injustice and violence against Black and queer people through her writing, most notably her poetry. She published *Zami: A Biomythography* in 1982, which follows her life as a girl in Harlem to a young adult, tracing her journey as a Black queer woman in the 1950s and 1960s. She dedicated *Zami* to the women in her life who helped shape her.

“From the Zami event, I learned that ‘your silence will not protect you.’ This really stood out to me because it portrays a strong point of having a voice and standing up for yourself which I often struggle with.”

— Ema

“I enjoyed hearing about her experiences from one of Audre Lorde’s students. It felt personal, like seeing a side of Audre Lorde that a lot of people didn’t get the chance to see.”

— Abigail

“I learned that progress is not a linear thing. One day you might be doing great, and the next day you might be horrible. Lorde’s story as a gay Black woman was not straightforward. She struggled, went through many partners, traveled the world, and had many different professions, and yet she still wasn’t at her fullest potential. Lorde showed me that it’s perfectly okay to struggle.” — Maurisa



On October 8th, 2025, scholars from various cohorts met to discuss *Zami* after reading the biomythography. Scholars were joined by Professor Donna Masini from the English Department, adjunct instructor Meagan Washington from the English Department, and Dorian Onifer, a Research Services Librarian and Tanes Lunsford, an LGBTQ+ Community Space Steward.

Event Speakers



Dorian Oliver and Tanes Lunsford traced back the legacy Audre Lorde left at Hunter College as a student and professor. Pieces of her writing in a literary magazine under a pseudonym, photos of Lorde and her awards, and a transcription of her speech in a newsletter were compiled in a zine handed out to scholars.

Instructor **Meagan Washington** recounted how Lorde influenced her poetry and made her feel represented as a Black woman. Lorde's unflinching writing style in her poem "Power," about police brutality and white supremacy initially shocked Washington, but after revisiting it, she realized how impactful it was. She read a poem of her own in the same vein as "Power," titled "On Ready."

ANALYSIS OF LORDE'S LIFE AND WORK

Countless scholars have analyzed Lorde's intersectional approach to race, gender, and sexuality and her profound influence on feminist thought and Black literary tradition. To explore biographies, documentaries, books, chapters, and articles written about her life and work available in the Hunter College Libraries, scan here



NEED HELP?

For help locating a specific title, visit the Hunter College Libraries in person or ask a librarian online at library.hunter.cuny.edu



**HUNTER COLLEGE
libraries**



Audre Lorde Resources at Hunter College Libraries

WHO WAS AUDRE LORDE?

Legendary poet, essayist, feminist, librarian, and activist Audre Lorde (1934-1992) has deep roots at Hunter. She graduated from Hunter High School in 1951 and Hunter College in 1959. While a student, she served as the editor-in-chief of a student literary publication, *Echo*. She later returned to serve as a Distinguished Professor in 1981 and taught poetry until 1986. In 2022, the intersection of Lexington Avenue and 68th Street was renamed Audre Lorde Way. Each year, a prize for student excellence in poetry and prose is given by the English Department in her honor. This mini zine will provide an overview of the resources available in the Hunter College Libraries related to her life and work.

Download the mini zine here

"I AM DELIBERATE AND AFRAID OF NOTHING"



While she is possibly best known for her poetry, Lorde also wrote influential speeches, essays, letters, and memoirs. Scan here to explore her writing available through the Libraries



Professor **Donna Masini**, a professor in the English Department and a former student of Audre Lorde's, started off the event with a speech about Lorde and how she impacted upon her life. She divides her life in two: "Before Audre" and "After Audre." As Professor Masini reflected, learning from Lorde was about more than just poetry; it was about living, thinking, and acting with courage. Lorde's mentorship pushed students to confront fear and silence, imparting the fact that education awakens consciousness. Lorde's belief that "you teach what you need to learn" made learning a shared act of growth.

Through her guidance, Lorde helped people turn their art into survival and resistance, showing that true mentors ignite transformation and help others find their voices.

Transcription of Donna Masini's Speech

Audre Lorde, writer and poet, is inextricably connected to Audre Lorde, teacher and mentor. She was in many ways my most important teacher. So much of what she taught me was about fear and anger and silence. This self-described “black lesbian feminist warrior poet”— who said of poetry that it is the way we help give a name to the nameless so that it can be thought—changed lives. She changed my life. There was Before Audre and After Audre. I am not unique in this. In classrooms and at podiums, over several continents, in poems and essays and biomythographies, through her legacy of students and readers, and now you, who are reading her today, she continues to change lives.

[--]

Audre believed in teaching. Teaching as a survival technique. You teach, she insisted, what you need to learn. In our poetry workshops she continually challenged us to think. Who mined the quartz that's keeping time on that watch you're wearing? (She might ask us today who mines the cobalt in these cell phones we're so attached to.) Roaches, she pronounced, have been around for 95 million years. That's survival. When she asked us to write about roaches, a young man wrote about being so lonely he talked to the roaches in his kitchen. Audre loved that poem. She urged us not to separate our politics and thinking from our interior lives, our daily lives. She asked us to consider how we are complicit. She sent us to the faculty dining room to see an exhibit of photographs from the Killing Fields in Cambodia. She asked us to write a poem called *Growing Up in America*. It would be years before I would write that poem. And years, still, before I understood that perhaps any poem I was writing might be called *Growing Up in America*.

The learning process, Audre believed, is something you can incite—like a riot. Her questions, the way she listened, responded to poems (not always gently) ignited something in me. I learned we can continue to incite this in ourselves and in one another. To ask questions. Listen deeply. Act in spite of our fears. My dreams were full of her.

Here's Audre again:

But what I most regretted were my silences. Of what was I ever afraid?

My silence did not protect me. Your silence will not protect you

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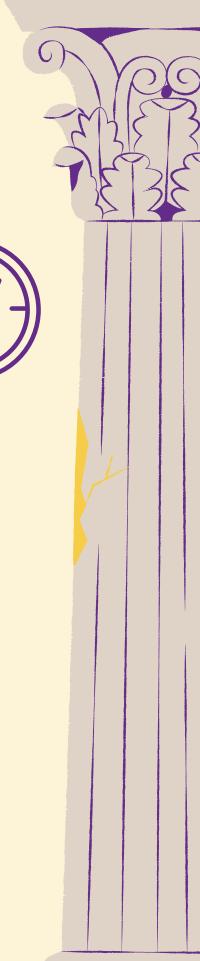
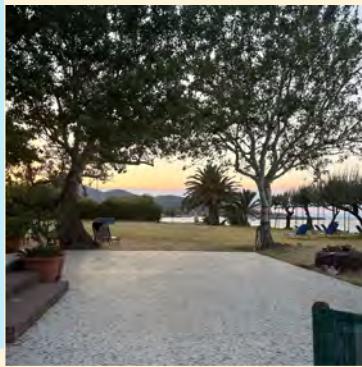
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Carrie in Greece



Arianna in Missouri



First-Year Athenas Visit the Frick



“Self-Portrait” (1658)
Rembrandt



“Choice Between Virtue and Vice” (1656)
Veronese



Creative Works

“Capitalist Prison”

By Ciara Collins ‘27

**Assume that there is an end to the sea
Besides the waters, coves, and reefs
Can you see what lies in between?
Describe the faults, the cracks, and the exposed roots. Are they
frozen in the past or a mere glimpse into the future? These poor
humans wish to die young, but invisible barriers catch them jostling
within their cells. The jiggling keys taunting them from their reach.**

Loss words continue to sink rapidly.

**Money money money. That's all the news hopes to bring, but
where's the order? The writing only for printers that never run
out of ink. Even quills constraint themselves from being**

**quaint fools. Maybe I should just relax, but life is fading away.
Stress always tugging at throats, trailing
our thoughts and gaze away. It's unlikely to
feel this aching
virus consume my white
lies. Perhaps my youth
isn't a simple
X. Eyes wander to the
Zookeeper asking who's ready to dance?**



“Paper Mache Lamp” by Hanna Ramberg ‘29

Spotlight on First-Year Athenas

Meet the New Editors



Amerie L'amour '29

I plan to study psychology with a concentration in child development. I am drawn to the humanities because I have an interest in how humans connect with one another and the arts. In high school, I founded the Yearbook and Events committees. I'm interested in arts, crafts, music and all things people.



Nadia Mohammed '29

I am a freshman Athena Scholar and plan to pursue Public Health. I've always loved the humanities and its ability to connect with different people.



Aya Yentin '29

My name is Aya Yentin, I'm a first-year Athena Scholar, and I am undecided. I love humanities because it combines all of my favorite things: creative writing, literature, and history



Editors

Billye Albro

Alif Kazi

Amerie L'amour

Carrie Marrinan

Nadia Mohammed

Otho Valentino Sella

Isabella Shalumov

Aya Yentin

If you want to work on the Athena Scholar

Newsletter, contact Dr. Barile at

sbarile@hunter.cuny.edu.