

THE UNIVERSITY OF CALIFORNIA, SAN DIEGO GUARDIAN

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Monday, February 2, 2009

The Student Voice Since 1967

Obama Pushes Increased Higher-Ed Funding

President's multibillion-dollar plan would inject millions into student-loan programs, fund school renovations.

By Sarah Alaoui
STAFF WRITER

After promising to renew America's commitment to education, President Barack Obama watched as his \$819 billion stimulus package was approved by the House of Representatives on Jan. 28.

Budgeting a total of \$150 billion to education, the package includes a number of funding increases for existing student financial-aid programs — among them Stafford loans and Pell Grants.

The bill, the American Recovery and Reinvestment Act, includes four major provisions specifically related to higher education. If passed, it would increase the maximum Pell Grant award from \$4,850 to \$5,350, while providing \$490 million to college work-study programs and raising the borrowing cash for Stafford loans by \$2,000. Finally, the plan includes \$50 million to compensate for the increased administrative costs necessary to manage these expanded programs.

"We are attempting to meet the current economic needs of today's crisis, and helping out education is a step to doing that," said Gregg Wiggins, a spokesman for the U.S. Department of Education.

The plan would bring \$22 million to the University of California, as well as provide Pell Grants to an additional 2,000 UC students.

The package also provides for an investment in higher-education infrastructure, setting aside funds for institutions across the country



PHILADELPHIA INQUIRER/MCT

Though yet to be approved by the Senate, President Barack Obama's \$819 billion stimulus package was cleared by the House of Representatives last week.

to use for facility upgrades and renovations.

These include projects such as making facilities more energy efficient and efforts at seismic retrofitting, the process of making buildings and their surrounding areas more resistant to the ground movement and soil erosion caused by earthquakes.

"The UC [system] is very supportive of the stimulus plan that is currently moving toward Congress and appreciates President Obama's support for higher education," UC spokesman Chris Harrington said.

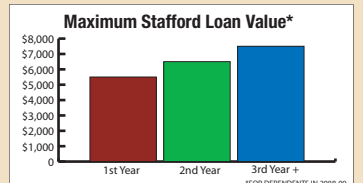
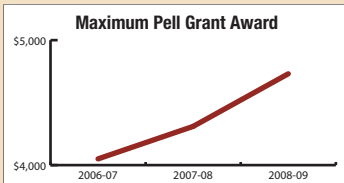
The plan also provides for an investment in university-level

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The American Recovery & Reinvestment Act

The U.S. Senate will begin review of President Barack Obama's \$819 billion stimulus package today, which allots \$150 billion to education. The bill includes:

\$39 BILLION for school districts and public colleges	\$15.6 BILLION for the federal Pell Grant program
\$6 BILLION for higher-ed. building renovations	\$490 MILLION for college work-study programs



Cash Drought Forces Class Shortage at S.D. Community Colleges



ERIK JEPSEN/GUARDIAN

UCSD will enroll around 2,000 of the nearly 12,000 transfer applicants who applied for fall 2009 admission. The UC Board of Regents recently voted to increase transfer enrollment by 500.

Massive statewide funding cutbacks prevent students from enrolling in required classes.

By Heather Houry
STAFF WRITER

More than 12,000 San Diego Community College District students were denied classes for the Spring Semester as a result of fewer course offerings, stemming from decreased funding and a rapidly growing pool of attendees.

Enrollment increased 13 percent this year and 600 classes have been cut, according to district spokesman Richard Dittbenner.

The district — which includes City College, Mesa College, Miramar College and six Continuing Education campuses — has slashed \$11 million from its budget over the past 18

months, and is expected to cut up to an additional \$5 million over the next several months to compensate for decreased state funding.

Dittbenner said he is uncertain whether class offerings will return to past levels.

"The extraordinary wait list is driven by people losing jobs," he said. "It all comes down to economic interest."

Dittbenner added that dependence on state funding makes community colleges especially vulnerable, more so than the University of California.

"We are pretty much the limb of [California's budget] system," he said. "Although UC is impacted, it is a different situation."

Students at the district's community colleges who are unable to enroll in required classes will likely have to push back their graduation dates.

Grant Batrix, a business major at Mesa College who hopes to transfer

See **COLLEGES**, page 2

A.S. SPLIT ON FUTURE OF STUDENT VOICE! SLATE

By Connie Shieh
SENIOR STAFF WRITER

Unity among the Student Voice! slate, which dominates the current A.S. Council, is being challenged by a number of internal disagreements stemming from the group's decision to vote down a student-drafted resolution last month. Two of the council's leading officers are now exploring the creation of a new slate to oppose Student Voice! in the upcoming Spring Quarter general election.

Rifts within the board first arose when the resolution, which called for an end to Israel's humanitarian blockade of the Gaza Strip, was brought before the council. After two meetings devoted to resolution discussion, one of which dragged on for six hours through heated debate and accusations, the council eventually voted against the initiative — a decision that dissatisfied some councilmembers.

According to Revelle College Senator Katie Hall, the resolution's defeat motivated disgruntled councilmembers to create their own slate. The split from the current cabinet has been forthcoming due in part to the different ways in which councilmembers wish to uphold Student Voice!'s platform, particularly the promise to represent all voices on campus, including those of minorities.

"Almost every member of that council is progressive," Hall said. "However, a select group of students within A.S. feel that council isn't progressive enough. This group of students is shopping around [to student organizations] for a second slate."

Vice President of External Affairs Lisa Chen and Vice President of Finance and Resources Naasir Lakhani visited a number of student organizations belonging to the Student Affirmative Action Committee, warning them of the implications of a conservative student council and soliciting support for a potential slate designed to promote the interests of minority students.

The pair said Student Voice! has failed to advocate shared governance and the level of affordability it promised students during last year's campaign.

According to A.S. President Donna Bean, Chen and Lakhani used council time to meet with SAAC organizations and discuss Student Voice!'s nonprogressive nature.

"I'm used to dealing with criticism as president; it's just part of the

See **COUNCIL**, page 2

FOCUS Take It to the Net

As online university courses increase and improve, more prospective students are taking note and logging on.



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SPORTS Tritons Survive the Scare

Women's basketball: UCSD secured a pair of overtime victories last weekend to stay a perfect 12-0 in conference.



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ONLINE

New Guardian Web site coming soon.

Visit www.ucsdguardian.org.

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ANIMAL STYLE

BY CHRISTINA AUSHANA



Genesis of New Slate Dependent On Student-Organization Feedback

► **COUNCIL**, from page 1
job,” Bean said. “But when people try to criticize my entire year of work and to say that I’m not being progressive, that’s really frustrating to me.”

Lakhani fiercely denied rumors that the proposed slate would include only minority students, explaining that he and Chen have only had the opportunity to visit SAAC organizations, but plan to meet with other progressive campus organizations.

Bean and other Student Voice! councilmembers will meet with SAAC organizations today and Wednesday to clarify the information that Chen and Lakhani brought them last week.

“I believe that [the dissenting councilmembers] are doing this to fulfill the promises of Student Voice! as they see it, but they don’t realize the extent to which this is tearing the council apart,” A.S. Speaker Jordan Taylor said.

Lakhani said there is no malicious intent aimed at individual

councilmembers, and the creation of a new slate is not guaranteed.

“Lisa and I are graduating this year and we want to give student organizations the chance to take more leadership within A.S.,” Lakhani said. “We’re not necessarily even going to start a new slate. We just wanted to give student orgs a history of how the last few years have been and how they can be more involved. We would like a slate of students that solely represent the student organizations. If the community is against [creating a new slate], then we have no intention of going forward with it.”

Before this week’s council meeting, councilmembers will attend a mandatory hour-long discussion mediated by Bill Johnson of Counseling and Psychological Services. In the forum, the group will discuss issues that have put a strain on its working relationships recently.

Readers can contact Connie Shieh at cshieh@ucsd.edu.

UCSD to Enroll Nearly 2,000 Transfer Students in 2009-10

► **COLLEGES**, from page 1
to Cal State San Marcos, said he is struggling to find transferable courses for his major with open seats.

“Because of these budget cuts, teachers at Mesa aren’t getting paid enough, or the school isn’t hiring well-qualified teachers,” he said. “It seems like the quality of education is also being cut back.”

In light of significant increases in transfer applications from community college students, the UC Board of Regents voted last month to increase systemwide transfer enrollment for the 2009-10 academic year by 500 students, or 4 percent.

UCSD Assistant Vice Chancellor of Admissions Mae W. Brown said UCSD received 11,483 transfer applications and plans to enroll 1,925 transfer students this fall. Although

this number is higher than in previous years, Brown suspects the economic effects on transfer students will be even more evident in future years, when she expects the brunt of the budget cuts’ impacts to set in.

It seems like the quality of education is also being cut back.”

— Grant Betrix, Mesa College student

Dittbener stressed the significance of California’s community colleges to the workforce, calling them the “work engines of the state.”

According to a December 2008 report by the Public Policy Institute of California, the state’s need for college-educated workers is outpacing the state’s ability to produce them, and 41 percent of California employees will need a bachelor’s degree to meet the state’s projected economic demand by 2025.

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WORD

On the Street



Breakfast Brake

UC San Diego Pedal Club members and cycling commuters can get free goodies, including \$20 bike helmet coupons.

Bicycle Breakfast

Thursday, Feb. 5, 7 – 10 a.m.

Gilman Information Center near Gilman Dr. and Osler Ln.

We support sustainable transportation users and urge you to find your commute solution.

commutesolutions.ucsd.edu

LIGHTS & SIRENS

Sunday, Jan. 25

10:08 a.m.: Medical aid

▶ A male was reported as falling three times in the shower and unable to stand after suffering injuries from a basketball accident.

6:09 p.m.: Assist other agency

▶ A Latino male with a shaved head and wearing a black hooded sweat-shirt was seen carrying a 9 mm semi-automatic handgun at the Villa La Jolla Radio Shack.

8:24 p.m.: Domestic violence

▶ A woman reported hearing "things being thrown and a female screaming" at Regents Road.

Monday, Jan. 26

1:39 a.m.: Medical aid

▶ An 18-year-old male was reported as having three seizures before passing out at Galathea Hall.

10:34 a.m.: Psychiatric disturbance

▶ An "older gentleman seemed disoriented" at North Torrey Pines Road. *Unable to locate.*

10:46 a.m.: Incomplete wireless call

▶ A female student said she was having an emergency and "leaving for class as soon as she got her coffee" at Sierra Summit. *Checks OK.*

10:53 a.m.: Suspicious person

▶ A white male in his 60s wearing a tan jacket was seen passed out on Scholars Drive.

11 a.m.: Demonstration

▶ A group of students from the Center for Student Involvement was reported as protesting police brutality at the Silent Tree.

4:25 p.m.: Suspicious person

▶ A black male wearing a blue letterman's jacket was seen holding a "full bottle of rum" at University Center 201.

5:08 p.m.: Suspicious vehicle

▶ An unknown male was reported as smoking next to a hand-painted "bread truck." *Checks OK.*

10:47 p.m.: Missing juvenile

▶ Two juveniles between 16 and 18

years old — one Latino male wearing a blue vest and one black female wearing a Tinkerbell shirt — were reported as missing, and were last seen at the second-floor bathrooms in Ericsson Hall.

Tuesday, Jan. 27

11:53 a.m.: Noninjury accident

▶ A shuttle ran into another shuttle at the Shuttle Trailer.

12:41 p.m.: Burglary to vehicle

▶ The back seat was taken out of a 2007 Tahoe vehicle at the Campus Services Complex.

4:56 p.m.: Grand theft

▶ An Apple Macbook worth \$3,000 was stolen at a Revelle College laboratory.

8:16 p.m.: Welfare check

▶ The mother of a 19-year-old Asian female reported getting "suddenly disconnected" during a phone conversation and was unable to reach her daughter for 30 minutes. *Cancelled before dispatch.*

10:56 p.m.: Welfare check

▶ An Asian male was seen "stumbling by" Voigt Drive. *Field interview administered.*

Wednesday, Jan. 28

12 a.m.: Drunk in public

▶ An intoxicated male, known as "Tae," was reported as knocking on doors and repeatedly ringing doorbells at Douglas Hall.

Thursday, Jan. 29

12:01 a.m.: Sewer leak

▶ Sewage was reported as leaking outside of the men's restroom and into the hallway at University Center 20.

2:23 p.m.: Suspicious person

▶ A heavy-set male was seen digging through the trash at Myers Drive. *Field interview administered.*

— **Compiled by Sonia Minden**
SENIOR STAFF WRITER

Bill Includes Funding Research for University

▶ **STIMULUS**, from page 1

research, a commitment the UC system would serve to benefit from given its strong research emphasis at many campuses and its numerous research-oriented facilities.

"I hope that President Obama's stimulus plan will help more students who want to attend college, do so," Earl Warren College freshman Lilya Dishchyan said.

"We'll provide new computers, new technology and new training for teachers."

— Barack Obama, U.S. President

Throughout his campaign, Obama argued that investing in higher education would yield long-term benefits by stimulating the economy.

"We'll provide new computers, new technology and new training for teachers so that students in Chicago and Boston can compete with kids in Beijing for the high-tech, high-wage jobs of the future," Obama said in a speech delivered at Virginia's George Mason University Jan. 8.

The Senate will consider the stimulus package today.

Readers can contact Sarah Alaoui at salaoui@ucsd.edu.

CROWDS GETTING TO YOU?

OCEAN VIEW QUIET SPACES ARE JUST A SHUTTLE RIDE AWAY!

SCRIPPSLIBRARY.UCSD.EDU

FREE SHOW

NAPPY ROOTS

DDL Roundhouse and Rob Deez

Sunday, February 8th
Doors 7:30pm • Show 8:00pm
The Loft, Price Center East, Level 2

This show is open to all UC San Diego students with valid student ID and one guest 18 years or older. Arrive early as space is extremely limited!

theloft.ucsd.edu universitycenters.ucsd.edu • 858.822.2068

this week week 5 at the University Centers

movies at the Price Center Theater

The Secret Life of Bees

Tuesday, 2/3

7:30pm ONLY • FREE

Zack and Miri Make a Porno

ZACK AND MIRI MAKE A PORNO

**Thursday, 2/5
Saturday, 2/7**

6pm & 9pm
\$3 UCSD Student • \$5 General

free events

Monday, 2/2

Dan Peskin & August Graybosch

8pm • Free Espresso Roma

ROMA NIGHTS

Wednesday, 2/4

GUEST PROFESSOR David Jordan

MMW

Red Shoe Room
Price Center West • 12pm

last lecture series

Friday, 2/6

THE JUMP OFF

LIVE DJ • FOOD & DRINK SPECIALS!

Free

KICKSTART YOUR WEEKEND!

Round Table Pizza • 1pm-4pm

winter '09

Community-College Crunch Threatens Mobility



Class offerings slashed due to massive state budget cuts, leaving a generation of students without higher-ed access.

By Alyssa Berezna
OPINION EDITOR

LOCAL NEWS — While the San Diego Community College District's recent 13 percent increase in enrollment may signify that unlucky job-seekers are looking to earn degrees and develop more professional skills, the district's recent 600-class downsizing resulting from an \$11 million reduction in state funding over the past 18 months poses serious threats to both unemployed residents hoping to get ahead and the core ideals on which the California community colleges were founded.

Since its creation, the California community college system has played an important role in providing both vocational training and public undergraduate education. Designed to offer an unrestricted path to upward mobility, the institution's affordable tuition fees and open admissions allow anyone from the untrained worker to the lower-income student to climb the state educational ladder's most basic rungs.

Although it's impossible to know the educational makeup of the 7,000 students who were denied Spring Semester classes due to SDCCD's budget and class cuts, according to a report by the California Department of Education, of the 356,641 students who graduated from a California high school in 2007, only 35.5 percent completed the courses required to enter the University of California or a California State University. Presumably, the remaining 230,125 students found themselves choosing between attending community college and entering the workforce.

It's safe to assume that these recent high-school graduates make up the majority of SDCCD's students.

As costs for private universities and four-year institutions continue to rise, many students choose to defer UC acceptances and transfer to a four-year university after completing their general-education requirements at a community college for the simple purpose of saving money.

But the California community college isn't just for the penny-pinching student, it is also often one of the only educational institutions open to low-income families unable to afford four-year college tuition fees or unskilled workers looking to earn a degree. Especially in a region known for its high concentration of immigrants, offering a resource where residents can take a step toward a more rewarding career is an invaluable building block in society that facilitates social advancement.

The University of California — an institution that accepts approximately 90 percent of its UC transfer students from California community colleges — has been a longtime supporter of the two-year transfer, working with institutions like Articulation System Stimulating Interinstitutional Student Transfer to aid students in transitioning from a California community college to a four-year public university. In addition, the UC Board of Regents recently proposed cutting freshman enrollment by 6 percent and increasing transfers by about 3 percent, further encouraging students to consider entering as juniors.

"We need to keep open cost-effective paths to UC, such as the community college transfer route," UC President Mark G. Yudof recently told the *Los Angeles Times*.

While it may be more cost-effective for the University of California to guide students toward the community college transfer path, if the cheaper systems are overflowing and unable to offer their students basic resources, this plan will collapse on itself. Students can't be expected to complete their general-education requirements if they're being denied classes each semester. Especially as

SDCCD projects an additional \$5 million in cuts in upcoming months, legislators need to take action before our state's most basic entrance point for class advancement is too crammed.

The solution to helping underfunded community colleges support their overflowing student enrollment isn't pretty. Like at the University of California, administrators should be wary of the restrictions that come with raising student fees.

However, if the community college system is underfunded, it should consider increasing its \$26 per course unit cost by a miniscule percentage. Adding about 50 cents per student might not deter anyone, but it would generate revenue to help fund basic courses. And for those who cannot afford community college fees in the first place, tuition can be easily waived based on financial need.

Our state's community colleges hold a vital position: They are the means of a more educated and successful public, and they cater to those who may not be able to afford the luxuries of a four-year university. If their student overflow isn't unclogged to make access to higher education a possibility, there isn't anywhere to go but down.

Readers can contact Alyssa Berezna at aberezna@ucsd.edu.



KIM CYPRIAN/GUARDIAN

Squabbling Predictable From Cooped-Up Council

A month ago I challenged A.S. councilmembers to take their positions more seriously and begin acting in the student body's best interests rather than their own. I also called upon the council to stop wasting student funds, citing retreats among a laundry list of excessive spending. As per usual, the council's response was petty and unproductive. Rather than take on any of the projects I suggested, councilmembers, led by Associate Vice President of Student Advocacy Frank Carroll, criticized my word choice — how dare I call their retreats extravagant; they only cost a few hundred dollars — and implied I was out of touch, inviting me to visit their weekly meetings.

And, with an Obama-inspired



Stealing the Shoes

Hadley Mendoza
hsmendoza@ucsd.edu

faith in the system and against my better judgment, I thought to myself: Maybe they're right. Maybe a few hundred dollars out of students' pockets is a small price to pay for A.S. Council unity and effective government. Maybe they've been secretly working to improve student life all along, and are just waiting to spring it on us when the time is right. After all, I'm so busy producing a paper Wednesday nights it had been months since I'd attended a meeting, and reading the minutes online just isn't the same as seeing it in person.

So I decided to take Frank up on his offer, and went to the council's next two meetings — which were coincidentally some of the longest and most well attended all year, thanks to the Students for Justice in Palestine's resolution proposal and a lifetime's worth of subsequent bickering.

As it turns out, I was spot on. Councilmembers have yet to work on any significant projects this quarter (unless you count that whole referendum thing, which you can't really since they still haven't gotten around to budgeting out all that allegedly super-important funding). They still aren't acting in the student body's best interests (unless anyone can explain how fighting for a total of eight hours, alienating a few dozen students who sought their help and ultimately deciding not to do anything, was effective governing). And now, on top of everything else, councilmembers are apparently too mad at one another to even be lazy and ineffectual.

Yup, turns out that retreat we paid for, regardless of its relative extravagance, didn't buy us students a lick of council harmony. Now, Vice President of External Affairs Lisa Chen and Vice President of Finance and Resources Naasir Lakhani are apparently using council time to stage a coup of Student Voice! — the ironically named slate that maneuvered an unopposed A.S. election last spring and brought them to artificial power. (I know, right? It'd be kind of hilarious if we didn't just agree to give these people an additional \$60 a

Ivy League or Not, Virtual Learning Can't Beat the Real Thing

As access to Internet education expands, students must recognize they're paying for more than just paper proof.

By Trevor Cox
STAFF WRITER

STUDENT LIFE — Near-constant E-Bill tuition notifications and ever-dwindling state funding may trick us into believing "free" and "education" are mutually exclusive concepts, but there's a man by the name of Shai Rashef who thinks otherwise.

Rashef — an Israeli entrepreneur who plans to launch the world's first tuition-free, global university — said his plan hinges on applying the concept of social networking to academia. The University of the People, as he plans to call it, would have virtual study communities to better facilitate learning; for example, instead of using instant-messaging technology to analyze the latest epi-

sode of "Gossip Girl," those at the University of the People would use it to analyze the Relativistic Quantum Field Theory.

Rashef isn't the only one with a vision of an online university education, of course. Countless Internet resources already exist to advance a college education — and not just from DeVry. Prestigious universities like Massachusetts Institute of Technology have entire courses available through the Web as well. Yale, for instance, now offers over a dozen courses online — closed-captioned, video-recorded lectures — for free. Anyone from a high school student to an extraordinarily well-trained monkey could go online to Open Yale Courses and take The American Novel Since 1945, as taught by English professor Amy Hungerford, at no cost.

Indeed, anyone can now have a Yale education. You can verse yourself in the writings of Milton, gain a working knowledge of biomedical engineering or even study the controversies of astrophysics. There's just

one little catch — you don't get any credentials.

But if you can essentially get everything but the physical, paper diploma (and from the University of the People you'll even be able to get that) free of charge, then what does that mean for those who pay exorbitant tuition costs? Are we really paying for little more than a piece of paper? Yale, for instance, estimates that the total cost of attendance for 2008-09 should be \$46,000 for the average student, which, over four years, adds up to a staggering \$184,000. At UCSD, the estimated sum is still a none-too-thrifty \$95,000. That's a lot of cash for a mere piece of paper.

But of course, even though most of us are here with the common goal of attaining that piece of paper, with all that it signifies to future employers and graduate schools, that doesn't mean there's anything wasteful or unwise about choosing to experience college in the traditional way rather than virtually, if you can manage to afford it. Clearly, we're not plunking

down six figures just for a sheet of paper. It's about the experience.

The best online education can do is partially satisfy only one element of the college experience, and that's the classroom learning experience. But even on that front, there's much to be desired. Though certain studies have shown online learning to be effective, there's really no substitute for the traditional classroom setting and the accompanying academic discussions among classmates. You can't forge the same kinds of student-professor relationships virtually through an institution like the University of the People. In the case of free e-courses like those offered through Yale, there's no professor contact whatsoever. It's pretty hard to ask a question of someone who's no more accessible than the pope. And naturally, professors aren't helpful only for their ability to clarify; they're invaluable as experts who ensure that students understand the information presented.

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See **SHOES**, page 5

ON THE LINE

By Christina Aushana



Campus Experience Develops Connections, Independence

► **ONLINE**, from page 4

One of the most significant parts of the college experience missing from online education, a part incommunicable through the most comprehensive of fourth-year transcripts, is personal growth. Freshman year signals the onslaught of demands both taxing and fulfilling that are nowhere to be found on any course syllabus or resident-hall personal conduct form. We carry not only the burdens of living on our own and managing our own time; going away to college demands that, for the first time for many of us, we make every decision of our daily lives entirely by

and for ourselves — as adults.

Another unavoidable part of the traditional college experience is its naturally social atmosphere. Though we may not realize it now, as we collect acquaintances in courses and clubs, we're building new connections — an easily ignored yet invaluable part of the college experience. Most of us will be entering an uncommonly tough job market within a few years' time, an environment in which the importance of having those connections is inexplicably critical. Here, too, we have a clear and distinct advantage over those who go the online route, as

taking classes from the comfort of one's own bed conduces to benefiting from exactly one kind of lasting connection: an Internet connection.

No online education can force maturation. It can't give way to socialization, it can't push you out of your comfort zone and it most certainly can't induce the transition to adulthood. These factors of indeterminate value inarguably offset the cost of tuition and housing, making that \$95,000 sheet of 8.5-by-11-inch paper well worth the price.

Readers can contact Trevor Cox at tcov@ucsd.edu.

The Plot Thickens: A.S. Leaders Consider Break-Off Slate

► **SHOES**, from page 4

year given only the promise of a better, faster, stronger them.)

Feeling the council isn't progressive enough, Chen and Lakhani spent last week speaking with campus organizations involved in the Student Affirmative Action Committee, to sell them on the idea of a new slate, formed solely with minority interests in mind. Because, you know, that other slate formed almost solely to promote minority interests and elected by the SAAC voting bloc — Student Voice!, I think it's called? — just hasn't bureaucratically muddied up UCSD's student government enough.

Until now, we've pretty much accepted that SAAC orgs decide A.S. elections. (How else would the soft-spoken and largely unqualified

Marco Murillo beat out three other competent candidates to become A.S. president 2007-08?) And since it's mattered to apathetic Tritons about as much as the fencing team's last sabre bout, things were beginning to look as if this council's free fall from grace wouldn't ever meet with reality's floor.

But with the idea of slate splitting on the table, council quarreling reached a breaking point and now the group will meet with a representative from Counseling and Psychological Services to work through the rift.

And while this might be the first wise step the council's made all quarter, students are still left underserved and likely bearing the cost of this reconciliation, extravagant or not.

OPINION

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► Cost in dollars of using the narrative evaluation system at UCSC over a one-year period (1991-92), well over the cost of traditional grading.

MONDAY, FEBRUARY 2, 2009

HIGHER ED GOES BROADBAND

As free digital classes expand far beyond podcasts, students are turning to the Internet for an Ivy League education.

BY SONIA MINDEN
SENIOR STAFF WRITER

Universities worldwide have seen their lecture halls channelled into the virtual classroom, as an escalating number of professors record podcasts that students can access through the privacy of their own earbuds.

From basic chemistry to microbial genetics, the audio for nearly 70 UCSD lecture courses is available this quarter for all those hopelessly groggy students who can't manage to catch the 8 a.m. shuttle. But could online knowledge consumption ever entirely replace the revered college experience of toting a leaning tower of textbooks halfway across campus in the 10-minute passing period?

Taking democratic education a step further, Massachusetts Institute of Technology's Open Courseware Consortium, formed in 2001, organizes free educational materials into hundreds of courses from hundreds of renowned institutions. The courses not only include audio recordings, but also syllabi, practice tests and — most progressively — high-quality, downloadable video recordings of in-class lectures.

The most notable new step in democratizing higher education was recently taken by Yale University, who initiated the Open Yale Courses in 2006 — the first institution of its caliber to offer comprehensive online education for the general public. The university posts text transcripts of lectures alongside videos, problem sets and reading assignments; available classes range from Controversies in Astrophysics to the Philosophy of Death.

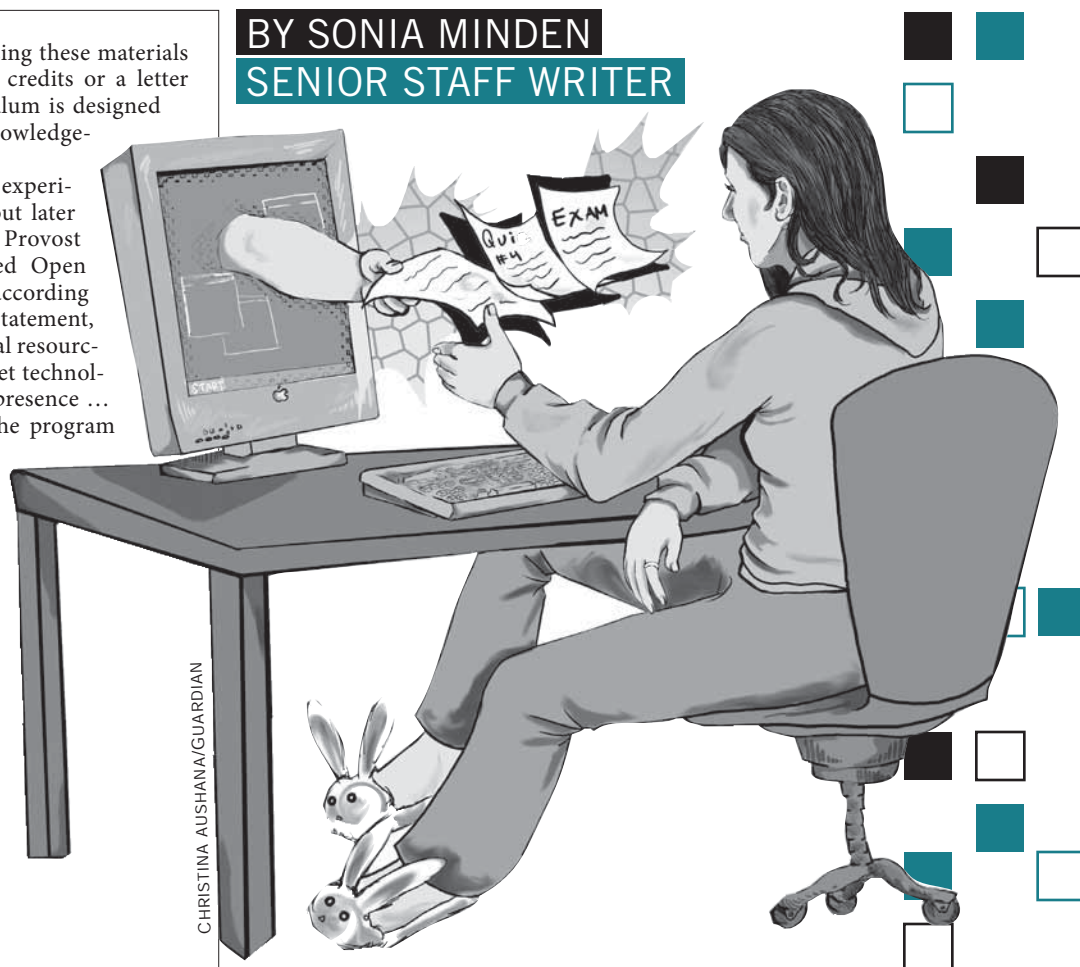
Currently, students utilizing these materials do not receive evaluations, credits or a letter grade, as the online curriculum is designed solely for the sake of knowledge-seeking individuals.

Originally formed as the experimental program AllLearn but later renamed, former Deputy Provost Diana E. Kleiner developed Open Yale Courses in order to, according to the Web site's mission statement, expand "access to educational resources through the use of Internet technology" and "increase [Yale's] presence ... internationally." Thus far, the program has exceeded its goals and then some — the site has been slammed with more than half a million visitors from 187 countries.

While the availability of digital education has not yet overturned the value of a university diploma, free online coursework as a supplement to live lectures is gaining popularity in the hands of a Webbed generation.

According to a survey conducted by the Sloan Consortium — an organi-

See WIRED, page 8



GRADING OUTSIDE THE ALPHABET

BY SARAH ALAOUI
STAFF WRITER

ACADEMICS AGREE ON THE NEED TO REVISE TRADITIONAL STUDENT EVALUATION, BUT QUANTITY MAY NOT ALLOW FOR QUALITY.



JOSEPH HOI/GUARDIAN

With up to 400 students per lecture, UCSD professors and advisers said they would be too overworked if the grading system were revised for more individual assessment methods.

Recently, the number of colleges and graduate schools across the nation trying to revamp curriculum and teaching styles to provide students with more personalized feedback has spliced, part of a greater trend to overcome the traditional letter grading system with new techniques of assessment such as narrative evaluation.

Scott Jaschik, a staff writer for *Inside Higher Ed*, reported on an annual meeting of the Association of American Colleges and Universities that posed the topic: "Is it time to move beyond grades?"

According to Jaschik, answers were "largely in the affirmative."

Alverno College in Wisconsin made the switch decades ago, when administrators implemented a narrative evaluation system in which students receive extensive comments rather than the typical As, Bs and Cs. Alverno is now used as a model for success within this system. Originally opened as a Catholic women's school in 1887, the college handed out letter grades to students until the early 1900s, when the board — skeptical of the letter grade system — decided to research other methods of teaching and evaluating.

"We no longer wanted to be simply an option for students apply-

ing to college ... We wanted to be great at something as a college, and now we are both known to students wanting to pursue their MBAs as well as government agencies who want to study assessment methods," Alverno College spokesman Michael Harryman said.

Alverno professors, whose salaries are similar to those at competing colleges, are required to create personalized evaluations for each of their students. With a student body of close to 2,700, this often proves a tedious undertaking, but such personalized feedback is the main goal of the school — something that sets it apart from most other institutions of higher education, Harryman said.

"Our students benefit highly from our evaluation process," Harryman said. "They learn what they need to improve as well as learn how to be self-critical, as this is a major part of their end transcripts."

When John Muir College academic advisor Doug Easterly attended UC Santa Cruz for his undergraduate studies, he experienced the same narrative evaluation program that Alverno College offers. Although the university now uses the letter grade system only, it was also once well known for its

evaluative approach. Easterly said he doesn't believe, however, that the same grading system could ever be implemented at UCSD.

"Just imagine Peterson Hall, which seats 400 students. Now picture professors writing 400 individualized evaluations for each of those students," Easterly said. "A considerable amount of time would be required, as well as compensation for these professors who also need to devote time to their research."

Furthermore, in a system that doesn't provide letter grades, professors need to create a consistent method of converting narrative evaluations into GPAs so that students can apply to graduate schools that assess applicants based on a letter-grade standard.

"Some graduate schools have become more open to the system of narrative evaluations, but for those who don't, [Alverno College goes] through a lengthy process to provide our students who wish to apply to graduate school with letter grades given to them during their senior year," Harryman said.

There are mixed feelings as to the future of personally evaluating each student's work. An implemen-

See GRADES, page 8

TEACH FOR AMERICA

STUDENTS TEACHING STUDENTS

BY JASMINE TA ■ STAFF WRITER

Approximately 13 million children growing up in low-income, underserved communities today do not receive the educational assistance they need to succeed. Only 50 percent of these children will graduate from high school; meanwhile, those who do graduate will only perform academically, on average, at an eighth-grade level.

Enter Teach for America, a program that recruits and trains recent college graduates of all majors and career interests to teach in underserved school districts in 30 regions nationwide. Formed in 1990, TFA has risen from modest beginnings to operate on an annual budget of more than \$110 million.

And, despite the current economic crisis, it's expanding more rapidly than ever. Out of roughly 24,000 applicants in 2008, 3,600 were placed in classrooms — an increase of 1,200 teachers in only two years. TFA hopes to double its size to 8,000 corps members by 2010.

After completing an intensive application process, TFA corps members must complete a rigorous five-week training program before putting their services to use in the classroom. For corps members pursuing a master's degree in education, additional classes are available during the two-year teaching period through universities partnered with TFA.

"I think there is a high correlation between people who understand the education inequity and people who apply and go on to become teachers," current UCSD representative and former TFA educator Ian McLellan said. "They are people really passionate about the issue."

According to McLellan, 91 percent of TFA corps members return for a second year of teaching.

For Kate Maull, former UCSD student and TFA member, the five-week program was a great launching pad for her teaching career.

"Teach for America's summer institute gave me a good set of classroom management

tools to take into the classroom," Maull said in an e-mail. "The pedagogical training, particularly in literacy instruction, really prepared me to be effective in my placement, and made me ready for the professional development and Master's coursework I did in my placement city."

However, not all corps members plan to become teachers after their two years of service; many go on to seek graduate degrees in business, law or medicine. And through TFA networking with graduate schools and corporations, corps members can receive two-year deferrals and waived application fees as well as career mentoring.

"As of right now, I haven't really thought about [teaching as TFA] Revelle College senior and applicant Michel del Rosario said. "I've talked with alumni; they have a list of medical schools connected to the program, and the admissions people there look very highly upon the program."

Since corps members enter the classroom without full credentials, some education administrators argue that corps members are not necessarily equipped to help permanently close the gap in academic achievement.

"[TFA] is for somebody who wants to do some public service for a year, but knows that he or she is going to another profession," education studies lecturer Luz Chung said. "If you're not committed to becoming a teacher, don't become a teacher. You can't have someone come in who's going to try to save [underprivileged students], because that's the mentality and that's the wrong mentality. It's a profession. It's not a one-time deal on your resume."

A 2007 study on TFA by the Urban Institute and the Center for Analysis of Longitudinal Data in Education Research found that students subject to the program perform slightly higher in math and science than those taught by other types of novice teachers, but not in reading. However, the same report stated that, on average, classes taught by non-TFA teach-

ers in general — novice and seasoned educators — consistently see twice as many students performing within the "superior" level high school standardized test's.

"In theory, I think it's a nice idea," UCSD education graduate student Michelle Jimenez said. "In reality, I think it is somewhat idealistic. Moreover, it's idealistic to the point of gambling with our students' education."

Although the effectiveness of TFA is often debated within the teaching community, the organization strives to recruit corps members

who are passionate about reversing inequalities in public education.

"Teach for America is extremely effective at motivating talented young people to work their hardest for student-centered results," Maull said. "I learned just how high the stakes are in public education — how important quality, free education is to determining life outcomes."

Readers can contact Jasmine Ta at jata@ucsd.edu.



DAWN MAJORS/ST. LOUIS POST-DISPATCH
Students Mural Kobermann (left) and Bryan Hill are helping Colette Sims, a Teach for America corps member (not pictured) clear her classroom for summer vacation on May 24, 2006, in St. Louis, one of Teach for America's 30 locations.

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UC SAN DIEGO
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Deadline: Fri., Feb. 6th

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Internet 'Ceiling' Leaves No Room for Q&A

► WIRED, from page 6

ization dedicated to bringing the knowledge of higher education to a dot-com audience — approximately four million U.S. students took both credited and uncredited online courses in 2007, and the stats are mounting. iTunes U currently hosts over 100,000 university podcasts and videos for free, making it possible for the average UCSD student (or desperately bored housewife) to sit in on Université de Montreal French lectures and sample Stanford music theory while, say, folding the family's laundry.

"For now, our objective is to create and make available 36 complete courses over four years," said Kleiner, Open Courses Deputy Director and professor of art history and classics at Yale, in an e-mail. "Each year we have increased the number: Seven in year one, eight in year two, 10 in year three, 11 in year four."

Despite steady growth in the field, online classes are not yet streamed live, remaining one step behind in-classroom lectures.

"Most online courses are static," said Yale Professor Amy Hungerford, who teaches The American Novel Since 1945 and posts necessary materials online once the course is completed. "Research universities provide exceptional teaching because their teachers are ideally on the cutting edge of their fields, and can teach new knowledge immediately as it emerges from scholarly work. Unless courses are fed live every year, the online versions will usually lag behind what is happening on the ground."

Moreover, many professors and students insist that the quality of online courses will never compare to the in-class experience — even for all of the provisional materials and endless energy that programs like Open Yale Courses devote to

bridging the digital gap.

"There's something about sitting in class that you can't get [with an online course]," Earl Warren College junior Kim Nguyen said. "When you're on a laptop with five windows open, and you're eating a sandwich with iTunes playing in the background, the experience just isn't the same; it's not as focused. You can't participate or ask questions."

In addition to the lack of interactivity in an online course (and students are not able to e-mail questions to professors) some argue that certain subjects and issues are simply unable to be taught outside a classroom.

"There's a ceiling you reach," Revelle College junior Andrew Rubens said. "You get to a point where professors can't guess and answer every question you're going to have."

According to UCSD anthropology professor Steven Carlisle, the difference in value between online and live courses also depends largely on the learning style of an individual and their ability to absorb lecture information with or without human interaction.

"Some students can sit in the back of class and learn in 'TV mode' — they do fine with listening to podcasts as a replacement for going to lecture," Carlisle said. "But there will always be those students who learn by engaging. For them, something like a podcast will never work."

The Yale approach calls into question whether the pursuit of knowledge is enough incentive for nonstudents (or students browsing courses outside their schedule) to dedicate themselves to classes that don't promise credit of any kind — whether or not every academic venture is motivated by that precious diploma.

Not to mention how long that

motivation can linger once the initial stage interest has passed; after all, anyone can download a Swahili-language podcast, but sitting and listening, surrounded by the endless distractions a personal computer provides, is a different story.

"So many people equate education with a degree," Rubens said. "If you don't get anything out of an online class besides personal gain, who would be motivated enough to take it? Then again, the Last Lecture series has thousands of hits online, so there are obviously people out there who are interested in watching."

Regardless of the obvious pitfalls of a noninteractive online experience, there are also elements of Web-offered courses that are undeniably beneficial to the evolution of education.

Those without the opportunity or resources to attend pricey universities are being provided ever wider access to higher education, leveling the intellectual playing field — at least in theory — and in doing so, perhaps calling into question the value of an institutional degree.

Kleiner reports that survey feedback has been hugely rewarding, with "the most heartfelt comments [coming] from participants who make clear that Open Yale Courses is really 'changing lives.'"

For now, most podcasts and online lectures remain leisurely pursuits for the inquisitive learner or replacements for the occasional missed class. But as budget cuts and space issues limit the amount of hopefuls making their way to Library Walk, and more institutions open up online course opportunities, it seems only a matter of time before the digital, democratized diploma makes its way into the system.

Readers can contact Sonia Minden at sminden@ucsd.edu.

Prof. Workload Prevents Full Narratives

► GRADES, from page 6

tation of the narrative system would be both beneficial and detrimental here at UCSD.

"If we didn't have letter grades, I would put more effort into classes required for my major or classes in which I think I could get a good letter of recommendation for graduate school, instead of doing just enough to get by in GE classes," Thurgood Marshall freshman Alea Toliver said.

Educators with experience in a system of narrative evaluations, however, have first-hand frustration with the amount of work it entails for everyone involved.

"The letter-grade system is an objective, widely accepted way of evaluating students, not to mention a time-saving one," Easterly said. "However, it's still a good thing that people are discussing grading alternatives."

Readers can contact Sarah Alaoui at salaoui@ucsd.edu.

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ANNOUNCEMENTS

The Guardian Green Card is available at EDNA in the Price Center and Student Center, Soft Reserves, and the Guardian office. (3/12)

Black History Month, sponsored by the Black Student Union, kicks off. Opener features speakers and performances. Check it out at Price Center from 12-2 pm today! (2/2)

EVENTS

Students: Concerns about the state budget impact on UC San Diego? Come hear Chancellor Marye Anne Fox present a budget update at a Town Hall Meeting at 3 p.m. Thursday, February 12th in the Multipurpose Room, Student Services Center. (2/12)

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PERSONALS

The Wedding Crasher: A Hebron, Ind. woman who wasn't invited to her sister's wedding showed up anyway and beat up the bride. (2/2)

Don't Have A Cow: Nancy Cartwright, the TV voice of Bart Simpson, has been using his voice in phone calls promoting Scientology. (2/2)

THURSDAY JAN. 29 Sudoku Solution

4	7	5	8	1	3	6	9	2
3	8	9	5	6	2	7	4	1
6	2	1	7	9	4	3	8	5
1	6	4	9	3	8	5	2	7
8	9	2	1	7	5	4	3	6
7	5	3	4	2	6	9	1	8
2	3	8	6	4	7	1	5	9
5	1	6	3	8	9	2	7	4
9	4	7	2	5	1	8	6	3

CROSSWORD

1	2	3	4	5	6	7	8	9	10	11	12	13
14				15					16			
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66				67						68		
69				70						71		

ACROSS

- 1 Isinglass
- 5 Olympic swimmer Janet
- 10 Body shops?
- 14 Aphrodite's son
- 15 Of sound quality
- 16 Piece of meat
- 17 Cuts and runs
- 18 UHF part
- 19 ABA member
- 20 Start of Napoleon quote
- 23 Female relative
- 24 More lofty
- 28 Quayle or Marino
- 29 Archibald and Thurmond
- 34 "___ Were the Days"
- 35 Ques. response
- 36 Scribble
- 38 Belligerent deity
- 39 Part 2 of quote
- 42 Overplay the TLC
- 44 Capital of Taiwan
- 45 Night school subj.
- 48 Resided
- 50 German state
- 51 Spanish river
- 52 Provides funds for
- 54 Argentine plain
- 56 End of quote
- 61 Dangle
- 64 Napoleon's fate
- 65 ___ Levu, Fiji
- 66 River through Dresden
- 67 Ink ingredient
- 68 Memo heading
- 69 Hoover Dam's lake
- 70 Organ part
- 71 Lab culture gel

DOWN

- 1 Dillon of "A Christmas Story"
- 2 Teheran resident
- 3 Remunerated
- 4 Org.
- 5 Fancy needle case
- 6 Electrical unit
- 7 Part of ABM
- 8 DEA employee
- 9 Sword stroke
- 10 Force to be a sailor
- 11 Deposit
- 12 Aardvark's tidbit
- 13 Blue hue
- 21 Gives for a time
- 22 Islet
- 25 Track event
- 26 180-degrees from WNW
- 27 Legal matter
- 30 August in Avignon
- 31 Holy scroll
- 32 Pooch on "Frasier"
- 33 Loses footing
- 37 Nice summers?
- 40 Fit in
- 41 Traffic directive
- 42 HST's successor
- 43 Part of MYOB
- 46 Old Blue Eyes
- 47 Roller-coaster comparative
- 49 Brace amount
- 53 Much inclined
- 55 Lawrence Durrell novel
- 57 Bridge toll unit
- 58 Hightailed it
- 59 ___ mater
- 60 Astronaut Armstrong
- 61 Fabric border
- 62 Taproom selection
- 63 Org. of Pistons and Magic

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Tritons Open Up Three-Game Lead With Weekend Sweep

► **W. BASKETBALL**, from page 12

"I think we had the advantage because we never thought either game was over until the clock stopped," Gaskin said. "On the other hand, both Humboldt and Sonoma felt that they had the game before it was over and made a few mistakes that we were able to capitalize on. Before they knew it, we were right back in the game with only seconds left."

The Tritons secured their previous victory against Sonoma State in similar fashion. With six seconds left in regulation, Carlisle notched a jumper to tie the game at 59. Ilg, however was the deciding factor, hitting a three-pointer and a jumper early in overtime to push the Tritons' advantage to five.

UCSD's lead swelled to insurmountable as the score grew to 72-64 with 33 seconds left on the clock. Free throws again proved critical in the extra session as the Tritons went 9-for-10 with Carlisle delivering the final blow, converting two attempts and closing out the victory at 78-69.

"We know we don't always get second chances to get a win, so we had

to take advantage," Gaskin said of the overtime period. "We also fed off each other. If I hit a shot, we were pumped. When Osier got the steals and connected on all her free throws in the last stretch, we were all excited."

Carlisle led the Tritons with 23 points and a perfect 12-12 from the line. Ilg chipped in 15 points, including 3-for-4 from three-point range.

The Tritons will take to the road again as they prepare to face Cal State Dominguez Hills on Feb. 6 and Cal State Los Angeles on Feb. 7, maintaining hopes for conference perfection.

"This weekend has shown to us that we can overcome any obstacles," Gaskin said. "To come from being down by double digits with under a minute and a half left, tie the game and then win in overtime at the buzzer after playing a long and tough game the night before — I don't think anyone can say we're not tough, we're not strong or that we're not together, and that's the best feeling."

Readers can contact Brianna Lee at bmlee@ucsd.edu.

Lawley Sinks Buzzer-Beater for the Win

► **M. BASKETBALL** from page 12

game, after four straight points from the Seawolves. Kim stepped up with one-of-two free throws to tie the game at 57 with 10 seconds left to play.

"They're a dangerous team," Kim said. "They scored seven points in one minute. We let up a little and they were able to find their way back into it."

Poppen gave UCSD some breathing room with 46 seconds left to play after knocking down two from the line, but Seawolf junior guard Casey McRoberts completed a four-point play on the other end, giving Sonoma State its first lead since midway through the first half.

Kim stepped up with one of two free throws to tie the game at 57 with 10 seconds left to play. After McRoberts missed a three-pointer for the win, UCSD won the ball back with seven seconds left in the game. Though only one-for-10 in the game leading up to the last possession, it was Lawley, the team's leading scorer, who grabbed the ball as the clock ran down. Lawley launched a three-pointer from 50 feet out and connected, winning the game at the buzzer.

"Once Jordan shot it, I didn't think it was going to go in," Kim said. "I've never been a part of anything like this. It was the coolest feeling I think I've ever had after winning a game."

In total, Lawley finished with six points and two rebounds while Poppen led the way with 15 points and a game-high 14 rebounds.

The men's team will travel to play Cal State Dominguez Hills on Feb. 6, before playing Cal State Los Angeles on Feb. 7. Both games are slated to begin at 7:30 p.m.

Readers can contact Joe Tevelowitz at jtevelow@ucsd.edu.

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UCSD VS. HUMBOLDT STATE

	TRITONS					LUMBERJACKS					
	A	R	S	P	MIN	A	R	S	P	MIN	
Ilg, Annette	3	3	4	11	42	Taylor, B.	1	16	1	25	37
Carlisle, C.	2	7	5	30	41	Peterson, P.	8	1	2	7	37
Osier, M.	1	9	6	15	40	Franci, K.	1	18	3	14	34
Martin, L.	3	2	0	0	35	Enos, K.	5	4	1	10	28
Gaskin, A.	0	5	1	20	33	Kilgore, T.	1	4	1	6	27
Cabral, K.	0	2	0	4	17	Bobic, A.	1	2	1	15	24
Freidenberg, L.	0	2	0	6	13	Alaba, T.	4	1	1	5	15
Dreher, L.	0	0	0	0	4	Halsey, B.	0	4	0	2	13
TOTAL	9	34	16	86	225	TOTAL	21	57	10	84	224

Team Total: FG 44.8%, 3-Pt. 30.0%, FT 74.2% Team Total: FG 38.8%, 3-Pt. 35.5%, FT 78.6%



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UCI IRVINE | SUMMER SESSION

The sophomore middle blocker posted 10 kills and six blocks in the Tritons' three-game road sweep of the University of Pacific on Jan. 30.



TRITONS PRESERVE PERFECT MARK IN OVERTIME



JOHN HANACEK/GUARDIAN FILE

Freshman guard Chelsea Carlisle led her team by scoring 30 points in an 86-84 overtime win over Humboldt State on Jan. 31. In only her second start, Carlisle set the Tritons' highest single-game total this season.

By Brianna Lee
STAFF WRITER

WOMEN'S BASKETBALL — Breaking out late-game heroics, the 17th ranked Tritons emerged from back-to-back overtime games with dual wins over the weekend, defeating Sonoma State 78-69 on Jan. 30 and Humboldt State 86-84 on Jan. 31. With a perfect 12-0 California Collegiate Athletic Association mark, the Tritons maintain first-place standing in the CCAA while improving their overall record to a formidable 19-2.

After trailing for almost the entire half, freshman guard Chelsea Carlisle garnered some momentum for the Tritons, stealing the ball with nine seconds left on the clock and nailing a three-pointer, putting UCSD up 34-32 at halftime.

Unlike the majority of UCSD's opponents so far this season, the Lumberjacks proved a serious threat to the Tritons' undefeated record, pulling off a 20-10 run nine minutes into the second period. UCSD, however, held its ground, and with 1:04 remaining in regulation, Carlisle knocked down her third triple of the game to chip away at the deficit and bring the Tritons within five points. A layup and free throw by senior center Alexis Gaskin made it a two-point game at 76-74. Then, a foul by Lumberjack junior guard Paige Peterson allowed senior forward Michelle Osier to sink a pair of free throws and tie the game. As the clock dwindled below 10 seconds, Lumberjack junior center Brittney Taylor converted her free throws to set UCSD back by two. But during what looked to become the Tritons' first conference loss of the season, Gaskin came through with a jumper from the baseline, banking it in to send the

game into overtime.

Once more, Gaskin fired things off for the Tritons by hitting another jumper, but the Lumberjacks kept the game tight, still leading by four points with just over a minute and a half remaining. UCSD surged back into battle, Carlisle and Osier converting two free throws apiece to tie the game at 84. To defend their undefeated title, back-to-back steals by junior guard Annette Ilg and Osier set up Carlisle to deliver an over the shoulder, buzzer-beater shot that drove the Tritons to a victory of 86-84.

"During regulation and during OT, we concentrated on keeping faith alive," Osier said. "We made our comeback possession by possession. Our relentless defense at the end is really what won it for us. We forced them into multiple turnovers at crucial times — and even though a little luck might have been in the mix, we practice for games and situations like these every day."

Ultimately, free throws played a pivotal role in the outcome — the Tritons earned 31 chances compared to Humboldt's 14, going 4-4 in overtime. Making her second career start in place of injured junior forward Erin Noonan, Carlisle led UCSD with 30 points, making her the team's highest single-game scorer this season.

"I've never seen a comeback like this in 20 years of basketball," head coach Charity Elliott said. "This team believes that we can do anything and despite all the obstacles and despite playing without Erin Noonan, one of our captains and leaders, we found a way to win."

Gaskin tallied 20 points, while Osier totaled 15 points, nine rebounds and a season-high six steals.

See **W. BASKETBALL**, page 11

SWIMMERS GEAR UP FOR CONFERENCE CHAMPIONSHIPS

After finishing their regular season, the men's and women's teams prepare to face their final competition.

By Tyler Nelson
STAFF WRITER

SWIMMING & DIVING — Delivering a solid performance against a large pool of competition, the women's swimming and diving team finished its regular season on Jan. 31 against the University of Wyoming, the University of Northern Colorado and host San Diego State. The team crushed Northern Colorado 213-49, but fell to Wyoming and San Diego State in much closer contests of 148-114 and 140-122, respectively.

The meet was a final test for the women before their conference championships; the men's team, on the other hand, took an unexpected bye week to prepare for its own championships. Though the Triton women only defeated one of their competitors, UCSD posted several strong performances, providing a springboard for conference.

"We knew San Diego State and Wyoming would be tough, but we didn't really know anything about North Colorado going in," head coach Scott McGihon said. "We are going to focus on the conference championships next week."

At SDSU, sophomore backstroke Anju Shimura set a pool record for the 200 yard backstroke with a time of 2:04.23, also taking second place in the 100 yard backstroke with a time of 58.38. Senior Erinn Deters finished second in the 50 yard freestyle with a time of 24.55 and third in the 100 yard freestyle. Deters finished behind fellow Triton sophomore Ashtyn Douglass, who took second with a time of 53.40. Freshman Alexandra Henley took second in both the 200 individual medley and the 500 freestyle with times of 2:09.75 and 5:01.16, respectively.

The Tritons finished the day with a characteristically strong performance in the 400 yard freestyle relay, placing second with a time of 3:31.35 by Shimura, Douglas, Deters and senior captain Aubrey Panis.

The results of the meet serve as a measuring stick for the Tritons to prepare for the approaching conference championships in Long Beach, where they will race against the entire league. The Triton women look to take back first place from Pepperdine University, the defending champions.

"We should win," McGihon said. "We've still got a week before that, but we should do very well."

While their planned meet against Wyoming did not take place because of transportation difficulties, the Triton men are still hoping to look sharp for the conference championships. The men's team expects the most resistance from Cal Baptist University, which it lost to earlier this season in a close meet by a score of 165-118. Both teams will compete at Long Beach State from Feb. 18 to Feb. 21.

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UCSD Sputters After Thrilling Last-Second Win

By Joe Tevelowitz
SENIOR STAFF WRITER

MEN'S BASKETBALL — Junior guard Jordan Lawley has hit big shots during his collegiate career. However, the buzzer-beater from half court that gave UCSD a win over Sonoma State on Jan. 30 will likely go down as one of the most memorable in his time as a Triton — and in the history of UCSD men's basketball.

The Tritons extended their winning streak to a season-high five games against Sonoma State on Friday, with Lawley's three-pointer pushing the Tritons to a 60-57 victory. However, the streak ended the next night in Arcata, as the team fell 60-55 to Humboldt State. The Triton record now stands at 11-7 overall and 8-4 in the California Collegiate Athletic Association.

While Humboldt State shot a solid 51.7 percent from the field — UCSD only connected on nine of its 22 shots in the first half — the Tritons never trailed by more than six points. The team played catch-up late in the first half with consecutive threes by junior guards Jordan Lawley and Tyler Acevedo, then two free throws by senior forward Shane Poppen that tied the game at 26 with 4:04 to play, all before the Lumberjacks scored the last six points of the half.

Lawley and senior guard Alan Husted opened up the second half with jumpers to cut the deficit to two. After Humboldt State pulled ahead by six with 13:54 to play, senior forward Brett Stuckey kicked off a 9-2 UCSD charge that put the Tritons ahead 43-42.

Each team held the lead on more than one occasion over the next six and a half minutes, with UCSD holding a slim 52-50 advantage with 2:51 left, following a Lawley layup. Unfortunately, only senior guard Kelvin Kim's three-

pointer saved the Tritons from going scoreless through the rest of the game, which ended with Humboldt State's victory.

"They have a double pick, up high, and we had difficulty switching on that," said Kim, who finished with 11 points in the game. They went to that play a couple times down the stretch and were able to get some fouls off the dribble, and they hit their free throws."

Poppen led UCSD in scoring with 16 points and six rebounds. The Lumberjacks took better care of the ball, committing only six turnovers compared to the Tritons' 10.

"[Humboldt's] a fun atmosphere to play in, but it's probably one of the hardest road games, especially with the five hour bus ride from Sonoma to Humboldt," Kim said.

The previous night, the Tritons and Seawolves experienced five lead changes and two ties during another back-and-forth first half. Sonoma State went up by five points to 10-5 after connecting on three three-pointers in the first five minutes of the game; UCSD's largest lead came at the end of the half, when senior forward Darryl Lawlor and Poppen teamed up for a smooth sequence, Lawlor's block and Poppen's rebound on the defensive end leading to a Poppen dunk off a Lawlor assist on the offensive end, giving UCSD a 27-21 lead.

UCSD held their first double-digit lead of the game by opening up the second half with an 8-2 run. Senior guard Kelvin Kim's layup, with 10:10 remaining, gave the Tritons their largest lead of the game: 45-30. However, the Seawolves scored nine straight points to quickly narrow the gap. Sonoma State climbed even closer, pulling within one point to 54-53 with 1:14 left in the



CHING WU/GUARDIAN FILE

Following their loss to the Lumberjacks, the Tritons will hit the road to face two conference opponents they fell to earlier this season: Cal State Dominguez Hills on Feb. 6 and Cal State Los Angeles on Feb. 7.

See **M. BASKETBALL**, page 11