

## LGBT Community Bonfire

Saturday, June 5th, 2010, 7pm at Mission Bay - De Anza Cove

As an evening continuation of Rainbow Grad festivities and an end-of-the-school-year/beginning-of-summer community event, there will be a hosted bonfire the night of Saturday, June 5th. The event will be at [Mission Bay/De Anza cove](#) and boat ramp, which means plenty of nearby parking as well as restrooms & showers.



What: Bonfire - mellow people around glowing embers

When: Saturday, June 5, 2010, 7:00 PM until midnight

Where: Mission Bay, fire rings near the boat ramp & cove

Who: Cool UCSD folks, friends and family

The event is sort of potluck so contributions of food, snacks, or drinks to share are encouraged. Dogs are allowed on the beach/park after 6 PM, though they must remain leashed. It can get very chilly on the Bay, so bring a long-sleeved shirt or light jacket to keep warm as well as a beach chair or blanket to make yourself cozy.

Mission Bay's [De Anza Cove & Boat Ramp](#) is located directly north of the Visitor Information Center, and we'll be in our usual spot right by the boat ramp. The site is freeway easy (I-5 and Clairemont Drive).

For more information or to coordinate food, drink, fire wood or assistance, please contact Rich Belmontez at [rbelmontez@ucsd.edu](mailto:rbelmontez@ucsd.edu) or 858-822-5974 (x25974).



# **Need a place to study for finals?**

**Each day, from the evening of June 6th to the  
morning of June 10th, one of the Campus  
Community Centers or SPACES will be...**

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24 Hours**

**The Schedule:**

**LGBT Resource Center:**

Open 24 hours: Sun. (6/6) - Mon. (6/7)

**Cross-Cultural Center:**

Open 24 hours: Mon. (6/7) - Tues. (6/8)

**Women's Center:**

Open 24 hours: Tues. (6/8) - Wed. (6/9)

**SPACES**

Open 24 hours: Wed. (6/9) - Thurs. (6/10)

**We'll have  
study  
space,  
games, fun,  
and a  
ridiculous  
amount of  
coffee.**

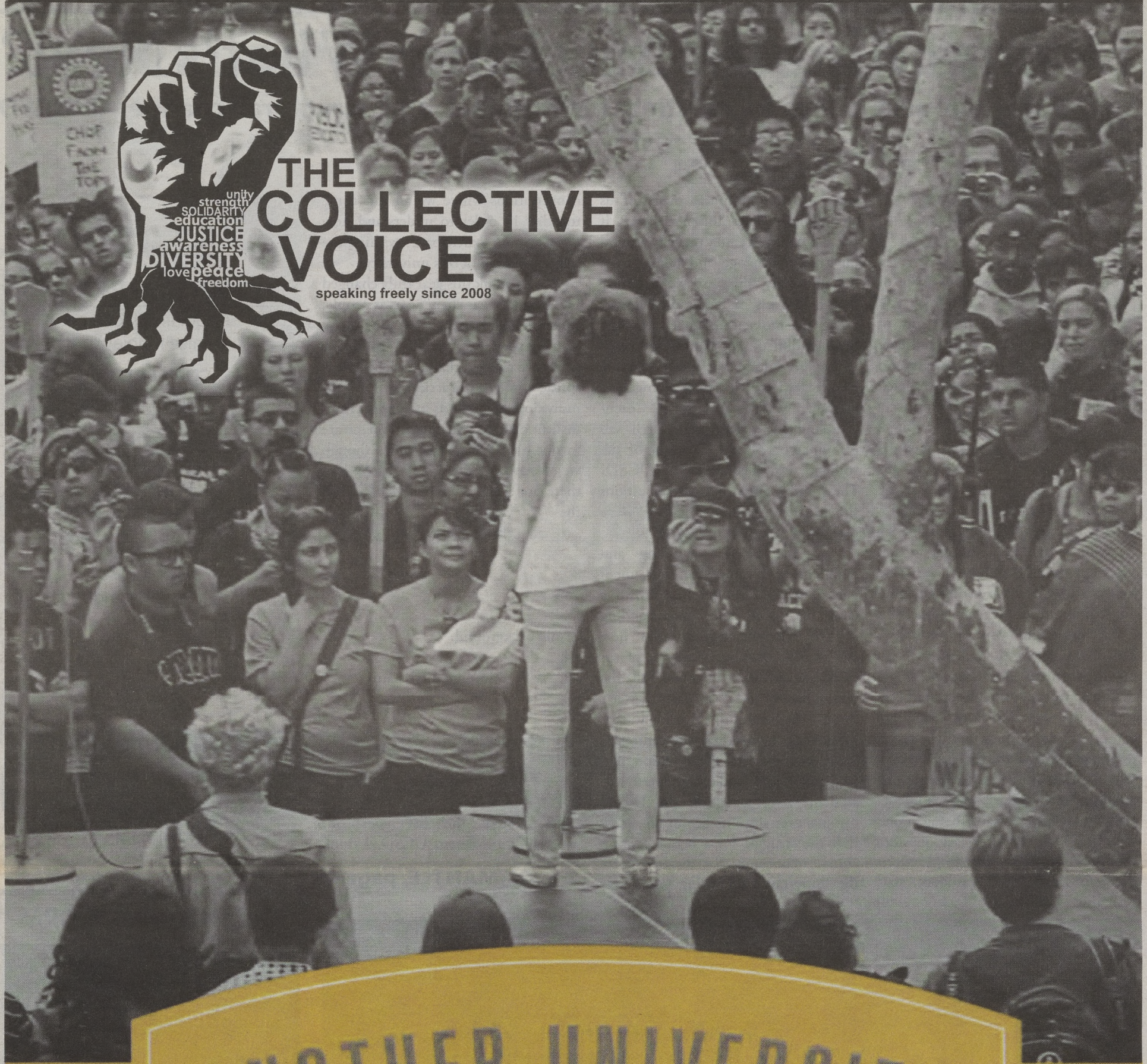


**Get your study on!**



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[women.ucsd.edu](http://women.ucsd.edu), or [spaces.ucsd.edu](http://spaces.ucsd.edu).



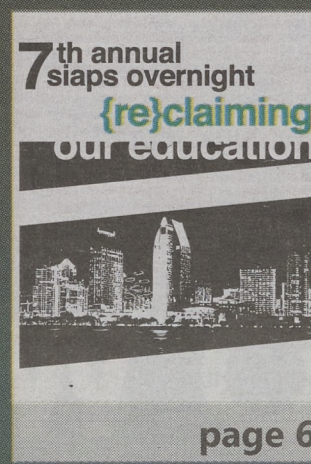


ANOTHER UNIVERSITY  
IS POSSIBLE

IMAGE CREDIT: D. Widener

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# Dismantling the Machine: What's Next?

What are our next steps to creating institutional and structural change at UCSD

DENISE MANJARREZ  
COEDITOR-IN-CHIEF

Looking over this issue of the Collective Voice you will notice that many of the articles presented here touch upon the events and issues that we as a collective struggled with last quarter. From Jennifer Tzi's "Fight for Our Education" article on education in Guatemala and its relation to our current struggle for educational justice here at UCSD. To Jesús Valenzuela's part 2 article on "The University's Secret Path to 32%" we witness that even though we are experiencing a new quarter, the same struggles and issues are still damaging our communities. We are witnessing (different word you say "witness" above) the effects of the budget cuts on departments and centers across the campus, the furloughs to staff and faculty, the reduction in time and pay to our service workers, and the fewer resources available to students.

Through conversations amongst each other, many students are wondering "what's being done now at UCSD"? After last quarter's mobilization and alliance between different sectors of the student, staff

and faculty community many of us are asking, what's the next step? If the discourse last quarter was around institutional change and taking back the university, then are we currently in that process or has it died down? Given the momentum that carried us through difficult and painful moments last quarter does that mean that the momentum for structural change has dwindle? Will the February 24 Teach-Out and the actions on March 4th be remembered as the height of the student movement here at UCSD? These and many other hard questions should be discussions that we as a community need to have.

The key to building and maintaining a powerful movement here at UCSD should begin with a clear discussion and understanding of the different communities here at UCSD. Although many of us could never have imagined all the events that would occur last quarter I think as a community we knew that supporting each other was central to bring awareness to the isolation that students of color and underrepresented students have faced on the UCSD campus ever since its beginning. Now that the struggle for a better campus climate continues let us recognize the importance of having productive

conversations where we all can come together in order to understand how we can all participate within the transformation of this university.

I think this year truly changed UCSD and it has changed us as people, students and activists. Last year many of us experienced painful moments where we realized that although hate is spread through the actions of ignorant individuals, hate finds its support from institutions that maintain and create inequalities. We realized that although we all are students in this institution, there are some of us who because of the

color of our skin.

economic class.

ethnic background.

immigration status.

sexual orientation.

gender.

(unfortunately the list goes on) experience a different UCSD. I think

See **DISMANTLE**, page 10

## STAFF

### CO-EDITORS IN CHIEF

Jacqueline Jackson  
Denise Manjarrez

### COPY EDITOR

Christine Ma

### STAFF WRITERS

Linda Chang  
Jennifer Tzi  
Jesús Valenzuela

### CONTRIBUTING WRITERS

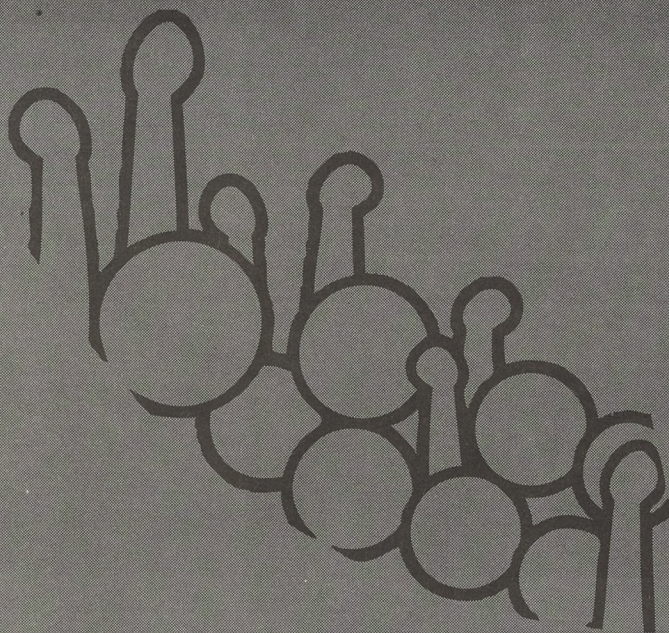
Matt Junker  
Chelsea Kolander  
Howard Li  
Chanel Ortiz  
Gonzalo Pizarro  
Shaun Travers  
Ga Young Yoo

### CONTRIBUTING ARTISTS

Rebekah Hwang

### DESIGNERS

John Im



*The Collective Voice* is a student-run, student-initiated publication of UCSD's SPACES, the Student Promoted Access Center for Education and Service.

The mission of the Student Promoted Access Center for Education and Service (SPACES) is to act as an empowering dynamic on campus where UCSD students collaborate to achieve greater educational equity. This encompasses equal access to higher education, undergraduate retention and graduation, and matriculation to graduate and professional schools.

SPACES values the power of student-initiated action and organizing by providing an environment for student growth and development and thus is a foundation to create leadership and

unity through community engagement.

In line with SPACES' mission of valuing "the power of student-initiated action," "proving an environment for student growth and development," and creating "unity through community engagement," *The Collective Voice* is UCSD's progressive newspaper that promotes social unity, justice and awareness across the many communities that exist on the UCSD campus. *The Collective Voice* will help create a sense of safe space and community for students who may otherwise feel unwelcome at UCSD's challenging campus climate thereby contributing to existing retention efforts of campus. This newspaper deeply values students' voices by providing an outlet for open dialogue and discussion surrounding issues and developments affecting their communities.

Additionally, *The Collective Voice* allows UCSD's progressive community to outreach, collaborate and communicate to the greater San Diego communities outside of our campus. Most importantly, *The Collective Voice*, provides marginalized students and under-resourced students the empowering opportunity to protect the representation of their identities and beliefs, and report alternative news that is not otherwise covered by mainstream media. *The Collective Voice*, in partnership with SPACES, allows for the creation of "an empowering dynamic...where UCSD students collaborate to achieve greater educational equity." It is through this mission that the collective of diverse voices in one newspaper will actively demonstrate an empowering progressive community on the UCSD campus.

# WHO WE ARE...

## 10 POINT PLATFORM

1. We want freedom
2. We want social unity and equality for all people on campus
3. We want to promote social awareness and combat social ignorance
4. We want to unite student activists and students with progressive values and common struggles
5. We want to educate others about our stories and our true role in present-day society
6. We want educational equity and to empower under resourced communities
7. We want to fight the rhetoric propagated by oppressive forces on campus
8. We want our beliefs, practices, and ethics to be illustrated in a correct light
9. We want peace. The ability to coexist on campus without fear of prejudice or persecution
10. We want to be recognized as equal individuals despite and because of our ethnicity, religious affiliation, race, gender, or sexual orientation



# The University's Secret Path to the 32%



JESÚS VALENZUELA  
STAFF WRITER

In the previous issue we saw how the University of California's budget is one of the most secretive and largest budgets belonging to a non-profit in the United States. In this issue we will look at the history of privatization since it is responsible for the recent fee increase.

The University of California's initial push towards privatization can be traced to Proposition 13 in 1978. The initiative put a freeze on property taxes for both individuals and business owners. This created a situation where a person with a higher income could potentially be paying less for their homes purchased during the 1970's than a person earning less who recently purchased a home over the past several years. In some cases, people with large commercial property are getting taxed the same as homeowners.

Proposition 13 came as a direct response to the California Supreme Court case *Serrano v. Priest*, which argued that distributing revenue to schools in an unequal manner was unconstitutional and thus mandated that all property taxes collected in California be distributed equally to all school districts.

The upper strata of schools across the state argued that their property taxes should not pay for poorer schools or schools in districts that were not their own. The long-term effect of Prop. 13

continues as large sums of revenue received from taxes on rich business owners has been cut off and dried up.

"The [California] budget is structured in a way that certain items are protected by law," says Sociology professor Akos Rona-Tas, "The budget now has two parts, one which is unmovable...[and] a smaller part where you can make cuts when there is a crisis. Higher education is in this unprotected half." This has led to cuts being concentrated in the portion of the budget that is free for political allocations—the education system, the prison system, healthcare system and welfare & medical. "But the basic problem is that the state does not collect the money it needs to function in a way people want."

"As State money started to shrink," adds Literature Professor Jorge Mariscal, "universities start to look for money elsewhere so they look for the corporations and rich people and public universities become privatize."

The 1980's were marked by a mix between cuts from the UC budget by the state and a series of reforms that made it easier for the UC to seek private funding. The Bayh-Dole act of 1980 gave universities intellectual property control of their inventions giving professors the opportunity to use what was once considered a public good, knowledge, for the means of private gain.

In terms of UCSD, the Bayh-Dole helped Richard Atkinson rise to the level of UCSD Chancellor from 1980 to 1995. Under Atkinson, UCSD saw an immense surge in revenue fuelled by the private sector

Illustration: Rebekah Hwang

See 32%, page 4

## The Continuing Struggle with Prop. 8

UCSD LGBT Resource Center Director speaks about the ramifications of Proposition 8

SHAUN TRAVERS  
CONTRIBUTING WRITER

Proposition 8, the ballot initiative in California that both galvanized and separated the LGBT community and our allies, was not about the "movement" for me. It was about something I knew intimately. At 23 years old, I married the woman of my dreams. We followed the path laid before us, and the privileges available to us felt right, natural and just a part of growing up. Then after seven years, I found myself divorced, employed at a LGBT Resource Center, and at the center of a community and movement that

was as complex as the relationship I had just left.

Before, during and after the campaign against Prop. 8, many in our community were deeply affected by the idea of marriage. It was so tangible, so real. It had been approved in California through the Supreme Court. Many had married long-term partners, fulfilling the hopes and dreams of parents and sometimes even children! All we had to do was to convince the electorate to let us hold onto it. The proposition served to galvanize a community of diverse people, but the stimulation into great activity highlighted the long-standing ways our community has organized. The LGBT community's diversity is our greatest strength, as LGBT people come from all racial and ethnic identities, all genders and classes, all religions, ages and abilities. That diversity

positions each individual in the movement differently. In organizing, it was too easy to fall into old patterns around race, gender and class that separated us.

I have always known the movement is not just about marriage. For many, it is not about marriage at all. I am white, male, middle class and queer. Like many of my peers, marriage seems the easiest, most accessible "right" that is not available to me. However, although my peers are often positioned in the media as the harbingers of the movement, we are in fact, a truly diverse movement. For many in the LGBT community, marriage was, and is, not the end goal.

Equally important are the stories of our LGBT youth: many bullied unmercifully, some kicked out

See PROP 8, page 4



# Museums to Return Indigenous Remains

Will UCSD follow the Department of the Interior's motion to return Indian bones

CHELSEA KOLANDER  
CONTRIBUTING WRITER

Going into effect on May 14, 2010, the U.S. Department of the Interior has decided to return the human remains and cultural artifacts currently being housed in museums and natural history collections to the American Indians and Native Hawaiians to whom they rightfully

belong. The decision includes remains that have not been officially traced to a particular tribe, such as the Kumeyaay remains found under the Chancellor's House in 1976. All Indian remains will be returned to the tribes who have been living on the lands from which the remains were removed.

Additionally, Department of Interior officials are making the process of returning remains and artifacts more efficient since there will no longer be a special review committee overseen by the Secretary of the Interior, which has been deciding how to process requests from

the tribes.

In response to these changes, which are associated with the Native American Graves Protection and Repatriation Act of 1990, some universities have already stepped up to say that they will return the remains and artifacts they currently possess. The University of Michigan has said that they will return almost 1,390 American Indian remains to tribes. Will UCSD follow suit?

Chancellor Mary Anne Fox stated in an e-mail to the President of the American Indian Faculty and Staff

Association Robin Wilson that, "We at UC San Diego are awaiting the conclusion of the comment period regarding the U.S. Department of the Interior's newly issued additions to the Native American Graves Protection and Repatriation Act (NAGPRA) regulations. The final rule, which was issued March 15, 2010 and becomes effective May 14, 2010, addresses the disposition of culturally unidentifiable Native American human remains. We are prepared to comply with the updated NAGPRA rule and are pleased that the federal government has issued its long-awaited regulations."

## UPDATE: Real Pain, Real Action Takes Real Time

An update on the process of implementing the demands made last quarter and next steps

JACQUELINE JACKSON  
COEDITOR-IN-CHIEF

On February 15, 2010, "The Compton Cookout" became the centerpiece of debates surrounding racism, the struggle of the underrepresented on this campus, and student safety. The Compton Cookout was followed by racial comments on SRTV and a noose hung in Geisel library, which sparked outrage within communities at UCSD and led to numerous discussions, rallies, and meetings with administration, faculty, and staff. The beginning of the movement was followed with consistent rallies, emails from Chancellor Fox, and classroom discussions. Now, two and a half months later, this momentum has seemed to cease. People find themselves at a point of reflection and confusion as to what their place is within the movement and whether there is anything to be done at all. The answer is clear: there is.

For a movement to work and to create change, it takes acute preparation, tenacity, and an ever-developing amount of mobilization. After the voices of rallies were silent, voices in meeting rooms became more pronounced. The UCSD "Battle Hate" campaign's latest update informed the public that a set of demands by the Black Student Union (BSU) were implemented or agreed upon. Some of the demands approved for further action included the permanency

of the Chican@ Legacy Mural on Peterson Hall and matched funding for SPACES. These three may seem a victory to some but they are only the start for others, it's simply an offer, in hopes that current student activism will cease.

The current students involved in implementing the demands do not want administration to become passive and to leave students in a state of complacency. In order for additional demands to be met and completely implemented now and in the future, it takes an immense amount of time.

Many members of BSU, MEChA, and other campus organizations have taken it upon themselves to commit their time to this cause; which recently included their spring break. Over the break, a group of students attended a meeting with the regents at UCSE. There they discussed the issues being faced through all UC campuses, including the hate crimes at UCSD. Students made a presentation regarding the current issues on campus and the reasons for the demands developed by BSU to aid in solving the current situation at UCSD.

However, even with the knowledge of the steps being taken, many students are wondering where their place resides in the movement now. In a recent interview, BSU Co-Chair David Ritcherson emphasized the importance of people being aware that the agreement has only verbally transpired and needs work and dedication to be written and implemented. The work for change is continuous, it is not the statement of agreement that

determines its completion but the actual application of these demands into the structure of the university.

Addressing racism has become not an administrative focus but one of activism and social change sparked by student involvement, which forced administrators to take notice. Without the effective solidarity between the community this past winter, our campus would not be in a state of transformation but continue with an institutionalized racist structure that showed no sign of shifting.

In order to progressively move forward it needs to be clear that activism takes many forms. The "battle with hate" that UCSD faces is not a new dilemma for the UC system. It is a structural and institutionalized issue of racism and under-representation at its core. In order to make progress in deconstructing this system, the collection of students that have found themselves at the forefront of this battle need to outreach to new members.

Activism can be presence at a protest, a public display of solidarity through creative visual representations or signs and buttons. However, the use of time and effort to commit to what occurs behind the demonstrations is most important in order to accomplish longevity and changeability.

Behind the protests and speeches are meetings and planning to ensure that the demands made by BSU and others are taken seriously and carefully presented. The main goal is to better this university through a focus on diversity, retention, and access.

## 32%, from page 3

(from \$15 million to \$50 million). Atkinsons facilitated the transfer of new technology to industry, perpetuating a system that encourages research over teaching.

As we have seen thus far the initial push toward a university following a semi-private model initially did not come out of choice but rather as an alternative to decrease state funding. Across the nation universities were partnering with corporations like Harvard who received \$23.5 million from Monsanto in 1974. Deals also include the 1983 deal between Columbia University and Bristol-Myers, as well as the notorious Novartis-Berkeley deal.

That initial need for new funding began around the passage of Prop. 13 and the Bayh-Dole act as the State of California began to defund the UC system. After the initial budget cuts, the UC began to receive private funding from corporations, which shifted the UC from a public university to a semi-private university. It is also this initial need for funding that saw the rise in student fees through the years including this year's 32% increase. In our next issue I will examine the potential impact of privatization and the budget increase.

## PROP 8, from page 3

of homes, thrown away by their families and over-represented in our nation's homeless youth. Equally important are the victims of hate crimes, targeted most often for their gender identities. Our transgender brothers and sisters beaten and killed because of who they are in this world. Equally important are the experiences of transnational couples: navigating asylum, immigration and citizenship processes. And in too many places our community still faces discrimination by employers, landlords, medical providers and systems that consistently, regularly and without legal reprisal denies us even basic safety and dignity, especially for our seniors.

Post-Prop. 8, there are many who are fighting for marriage. A case will most likely wind its way to the U.S. Supreme Court. In mid-April, those who had been working diligently to put a repeal of Prop. 8 on the ballot found out they had not collected enough signatures to qualify for the 2010 ballot. The earliest the issue will go before California voters is 2012. But post-Prop. 8, there are many in our community who are focused on the complexities and intersections of the LGBT movement. We are with those who labor for continued access to reproductive freedom, immigration equality, and the health of our people and our planet.

The coalitions are growing, organizing and becoming a clear reflection of our diverse community. For this white, middle-class, queer male, marriage was a right that seemed so obvious, but so connected. Post-Prop. 8, marriage is still important. But also important are the connections, the intersections of who we are as a diverse people, and the realities and rights of all people in our community.





IMAGE CREDIT: altoarizona.com

**DENISE MANJARREZ**  
COEDITOR-IN-CHIEF

**O**n May 1st, thousands of people took to the streets of San Diego, Phoenix, and other U.S. cities to commemorate International Worker's Day. This year the manifestations focused their energies against the passage of SB 1070 in the state of Arizona, which has been a direct attack on the immigrant

community.

SB 1070 is a bill introduced and passed into Arizona Legislation on April 13, 2010. The law authorizes the Arizona police department to detain and question anyone on the basis of "reasonable suspicion" that a person may be undocumented. The law's aim is "to discourage and deter the unlawful entry and presence of aliens and economic activity by persons unlawfully present in the United States." This law currently grants Arizona police permission to attain and arrest anyone not only on

the suspicion of being undocumented but also those that may not carry proper identification.

The new law has sparked outrage throughout the country as many immigrant rights advocates argue that this law institutionalizes the racial profiling and targeting of the Latin@ community. The recent events have also reminded many of the empty promises made by President Obama during his campaign elections where he promised to enact a 'comprehensive immigration reform.'

In the state of Arizona as well as other parts of the country, many are standing up against this initiative which seeks to appeal to the nativists and conservative forces within the state of Arizona and the rest of the country. The racial profiling of communities of color as well as the expansion of powers granted to the Arizona state police department clearly signal the fascists and racists policies on behalf of the U.S. government designed to exterminate and cleanse this country from its recently arrived population.

## Capitalizing on California's Cash Crop

Marijuana legalization would save taxpayers millions of dollars in the long run

**GONZALO PIZARRO**  
CONTRIBUTING WRITER

**C**alifornia is currently experiencing a budget deficit of over \$26 billion dollars. In reducing our education and social programs, we have chosen—either for ideological or political reasons—to ignore marijuana legalization as a possible solution. As we are faced with economic hardship, we continue to spend \$35 billion dollars every year on fighting drugs. In addition, the cost of these incarcerations continue to account for about \$50,000 a year per inmate.

Before analyzing the numerous benefits of taxing marijuana, it is crucial to put into perspective the illegality of such a drug. The idea that we want to live in a drug-free society serves only as a mechanism to favor certain drugs over

others. For example, alcohol-related violence and crime is inarguably a major challenge in our society. However, the Prohibition Era prompted Americans to allow the federal government and states to take control of this substance. This demonstrates that the perceived dangers of marijuana spawn directly from specific social and historical conceptualizations of the drug. As we have seen in the past, prohibitionist policies serve only to intensify crime and violence. Criminal justice approaches have to be deemphasized in favor of programs which target the causes of drug addiction.

We must switch our approach toward marijuana the same way we did with alcohol during Prohibition. The societal costs of illegality are far greater than the benefits of a legalized program. According to a latest report, marijuana crop is worth more than our nation's annual production of corn and wheat

combined. Furthermore, current policies guarantee that 100% of the proceeds from marijuana sales benefit unregulated criminals.

According to a study by Harvard professor Jeffrey Miron, marijuana generates—in California alone—around \$15 billion dollars a year. A legalized but heavily regulated and taxed regime would save \$7.7 billion in enforcement costs and yield up to \$6.2 billion in revenue.

Between a reduction of government expenditures on law enforcement and a production of new tax revenue from a legal drug market, the state of California would enjoy at least \$10 billion per year guaranteed if marijuana were taxed at the same level as alcohol or tobacco. On top of creating a new multi-billion dollar industry in California, the legalization of marijuana would allow the government to efficiently control this substance.

Furthermore, legalization and thus the decriminalization of marijuana, would allow the police to allocate resources toward combating more violent crimes.

Marijuana decriminalization and legalization could be implemented at both national and state level. As is the case with any other drug, the federal government would control specific factors yet each state would be responsible for enacting laws pertaining to the production and distribution of marijuana.

A controlled legalization of marijuana would be a gradual evolution, with many opportunities to rethink and reexamine policies when they prove to be counterproductive or simply too costly. The federal government must clear the way for the states to implement their own drug legalization policies. The first steps: easier availability of controlled drugs for medical purposes, and a greater effort to fund drug treatment programs.



# 7th annual SIAPS overnight

## {re}claiming

## our education



IMAGE CREDIT: J. Im

## Enhancing Our Definition of Activism

Reflection on the growing definition and culture around student activism

HOWARD LI  
CONTRIBUTING WRITER

**A**s a volunteer host for the SIAPS Overnight Program, I knew that a lot of the students had a great time.

In the days following the program, I was overwhelmed with text messages and comments from students telling me how happy and grateful they felt to have participated in such an amazing experience.

But while the two-night, three-day program from April 8-10 was intended to benefit admitted high school seniors and better inform their college decisions, I gained so much from the program simply by participating as a host: a more positive and empowering outlook

on my life and future at UCSD.

The events of last quarter made me feel very aware of one thing: much like racism, activism too takes its toll on the body. While thoroughly inspired by the strength, courage, love and strategic genius of my community, I felt also angry, drained and exhausted. At the time, everything seemed to be an uphill battle.

As a first year at UCSD, I had to ask, is this what activism really is? If racism and hate are ever-present, perpetually mutating and recurring forces in society, what would the rest of my years at UCSD—or rather, the rest of my life as a queer person of color—be like? Would I always be this upset, this exhausted, this disheartened? Even with the glorious events of March 4, I had to face an inevitable truth: every victory is but one small part of a long and constant struggle.

I had yet to learn, however, that activism takes many forms.

Specifically, in my experience as a host for the overnight program, students showed me just how rewarding, empowering, life-changing and fun activism can be.

Over those three days, I saw how much of an impact I could have. It meant so much to just hear a student say to me, “You all are so nice and so welcoming. I feel so at home at UCSD.” While I had to make sure they were aware of the problems that persist here, or at any other campus, I loved being the one to let them know that if they chose to enroll here, they would find a community that is full of love and support.

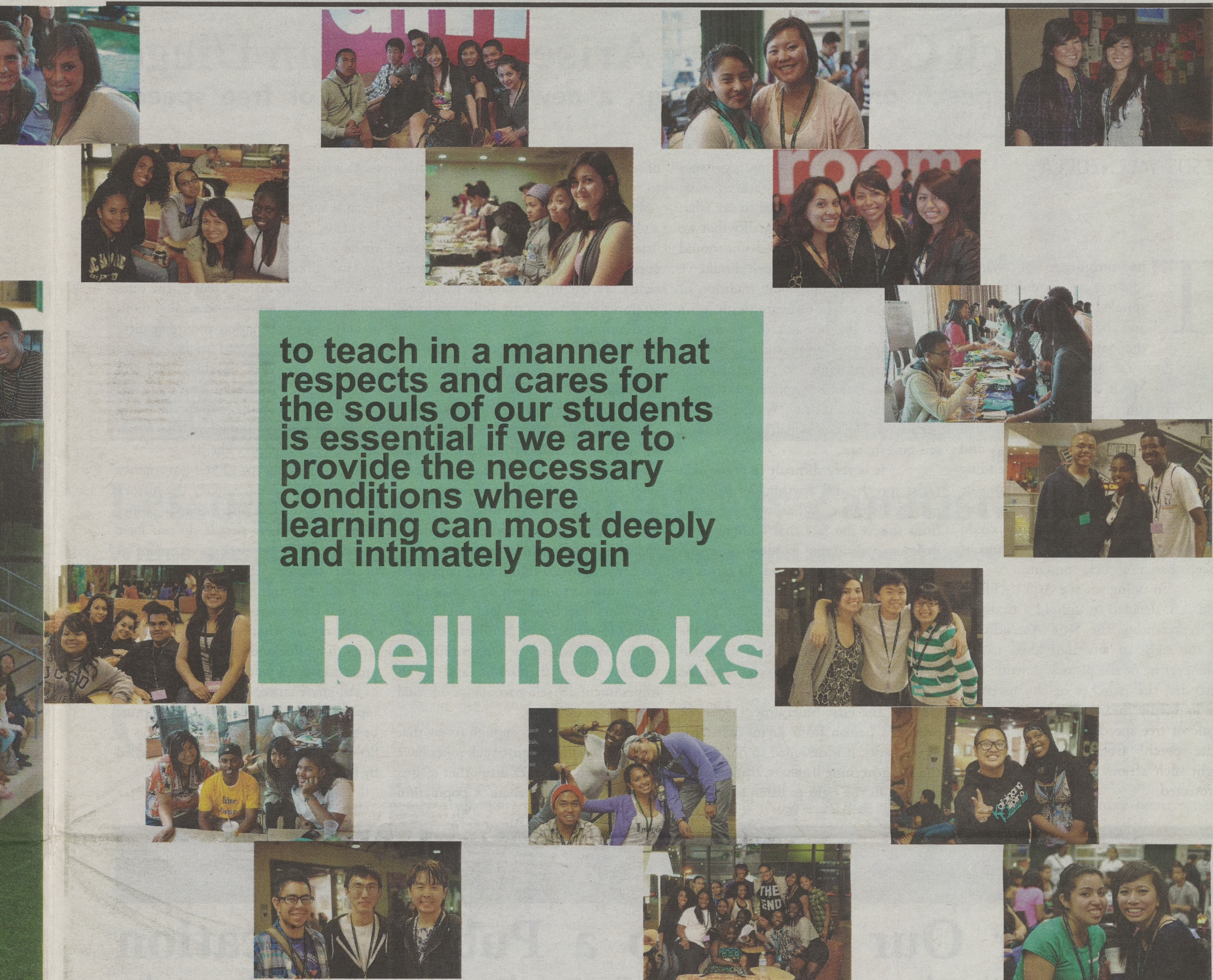
Of course, especially in times like these, walkouts and protests are necessary and effective measures; but activism can be so much more. Nurturing a close connection with high school students

during the Overnight Program, making them feel safe and welcomed and happy during their stay at UCSD, I knew that something that felt this rewarding had to be truly substantial.

Indeed, something as simple as handing out water bottles to sustain protestors during actions, taking the time to educate yourself and others, or even offering a quick smile to a passerby to show your love at a time when the campus climate can feel so cold, can all be forms of activism.

Because ultimately, from the love we have for our brothers and sisters crippled by the hate and oppression that is steeped within institutional structure, to the love for high school students continuing their struggle for higher education, activism stems not just from the anger and injustices we endure every day, but from the love we feel for ourselves and for each other.





to teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin

bell hooks

# Students [Re]claiming Our Education

## SPACES program builds community amongst recently admitted high school students

ANGELICA PEREZ  
CONTRIBUTING WRITER

**O**n April 8-10, 2010, the Student Promoted Access Center for Education and Service (SPACES), held its 7th Annual "[Re]claiming our Education" Overnight Program on campus. This free program invites about 3,000 admitted first-generation students from fourth and fifth quintile high schools to a three-day program to experience UCSD from a current undergraduate's perspective.

This year, we had 140 students participate in the overnight program, 117 of them were part of the Student Initiated Access Programs and Services (SIAPS) Overnight Program, while 23 students participated in the Black Student Union (BSU) Overnight Program. It was the first year that we've invited students from Los Angeles and the Bay Area and it was also the first year that BSU hosted an overnight program.

Over a hundred of our own students volunteered to be hosts and

over 20 students served on the planning committee, facilitated workshops, and helped out during the program. The volunteer hosts were UCSD undergraduate students living on campus. The high school students and the hosts were generally paired up by the same college and major, and the hosts served as a mentor throughout the program.

The program started on Thursday evening with a welcome dinner. A day full of events and activities followed on Friday. Students had the opportunity to eat at one of the dining halls, visit lecture halls and classrooms, and participate in one of SPACES's Alternative Tours. Students also attended a campus climate workshop that informed them about the recent racial incidents that occurred on campus last quarter. The second part of the workshops included sessions on the expression of art, music, and the different types of isms. High school students were inspired by the leadership and hard work of the workshop facilitators.

Students also had the opportunity to meet UCSD staff and faculty at the resource fair, where representatives

from student organizations, community centers, and departments answered questions. During the fair, students also attended sessions on financial aid and student panels. Later that night, students socialized at the dance at the Cross Cultural Center. The program ended with breakfast on Saturday, where parents, students and UCSD staff joined to hear some of the students' and hosts' experiences in the program. Most of the students participated in Admit Day after the program ended.

The theme for this year's program emphasized the importance of education and why it is imperative to continue to get educated to become the future doctor, lawyer, teacher, etc. that our communities need. The overnight program allowed students to learn more about the different resources on our campus and to interact and build friendships with current students, staff and faculty from different backgrounds.

I am thankful for programs like these, since I understand the extra burden that struggling students from underrepresented communities have to go through to attain access to higher

education. I was a student from an underresourced high school that did not have the A-G requirements established. I had to go outside of my high school to get the resources that I needed to get into UCSD. Many students that attend fourth and fifth quintile high schools do not have the necessary resources to even graduate from high school. I want students from similar high schools to have access to an education and to experience college life before making their final college decision. This is part of the reason why I coordinated this program: to enable, encourage and empower first generation students who attend a fourth and fifth quintile high school to continue to get educated and to retain that motivation once they are in college.

One of our students wrote about his experience with the program, check it out to see and understand from a student's perspective the difference it makes when one experiences college life first, before making their college decision:

<http://thechoice.blogs.nytimes.com/2010/04/14/envelope-bose-5/>



# Free Speech Controversy Arises at UC San Diego

## Critiquing hate speech on campus through a new interpretation of free speech

JESÚS VALENZUELA  
STAFF WRITER

The turbulence of Winter Quarter undoubtedly spiraled with a wave of pain and anguish that spread with the output of racist speech spewed from the papers and mouths of the Koala. Much deeper was the insult of the American Civil Liberties Union (ACLU), the Foundation for Individual Rights in Education (FIRE), and Associated Students (A.S.) defending it by stating that it was within the Koala's rights guaranteed under the First Amendment and thus nothing could be done without abridging freedom of speech based on their content.

In doing so, the ACLU, FIRE, and A.S. decided to uphold a tradition of representing the First Amendment as the right of any individual to say whatever he or she pleases. Anyone that attended the marches or the meetings undoubtedly heard, "This is not an issue of free speech! This is an issue of hate speech!" from those who tried to fight such actions from being said and protected.

There are two opposing issues being discussed here: liberty and equality, the liberty for an individual to say what she or he pleases vs. the equality that we all have in civil society. Which one should we value more and how much should we take into consideration the tradition of self-governance? I don't agree with A.S.'s actions nor the opinion of those who opposed them. I argue for a definition of the First Amendment perpetuated by First Amendment scholars who argue that speech can, at times, be abridged for the perseverance of equality, liberty and self-governance.

It is very difficult to argue that racist speech adds anything of value to public discourse. What we take away from this is the fact that Congress can make laws abridging freedom of speech if it ensures a greater good. In terms of racist speech, it is not enough to say that any given person has the right to say what he or she wants. Rather it is the job of the state to ensure that the rights of the individual are protected over the rights of the speaker.

The First Amendment does not protect a person from saying what she or he wants; it is designed to protect us, the self-governing listeners, from anyone denying us the right to listen to all sides

of a debate, thus impeding our abilities to make our own sound arguments and opinions. Anyone who denies us the ability to either state a new opinion or listen properly should be silenced for the good of the whole because the speaker's rights are cut off as soon as she or he attempts to deny us the ability to listen to all opinions.


The Koala and publications like it that have either refused to acknowledge the cultural diversity (or lack of) on this campus or ridiculed the small minority here, adding to the alienation felt by incoming minority students. The unwelcoming atmosphere can make such students feel uncomfortable to speak, and the Koala, with its supposed satire, is enough to make other students feel a pain that can silence them.

To deny that such things have happened and continue to happen on this campus is to deny the obvious. Hate speech with intent to terrorize or humiliate does so to the point where the community will withdraw into themselves and is an impediment to self-governance so vital to us in the long run.

And it is not enough to say that it was all a joke. Because such jokes have the power to spill over into other realms that will further alienate a population

and make them feel unwelcomed. Laws against hate speech are important because they guarantee that all groups be heard and they ensure that the public can make an informed choice about issues on the public agenda. The question remains: whom do we silence? The ones spewing the ignorance and adding to an atmosphere of alienation and inequality? Or those who demand to be seen as equals in the eyes of this university by demanding that the university do something to curb the hate speech being published and condoned in the Koala and other newspapers like it?

The concept of self-governance is of major importance here. The history of the U.S. is one where change comes from below; where people do not have to wait or rely on their government to initiate change. Therefore, the people as a self-governing body must realize that self-governance does not mean the power do to what we wish. It means strict discipline and a realization that in order to have a well-functioning system of self-governance, one that requires the input of ideas from all angles, there must be a system that allows for those ideas to flow smoothly without being impeded by fear of repression or scorn.



# Fight for Our Right to a Public Education

## Lack of educational opportunities in Guatemala inspires writer's resolve

JENNIFER TZI  
STAFF WRITER

Guatemala is famous for its Mayan Ruins of Tikal, el Quetzal as the national bird, the beautiful scenery of Rio Dulce, and much more. But I never imagined that visiting Guatemala would make me realize how much I've taken education for granted. As Cesar Chavez once said, "Students must have initiative; they should not be mere imitators. They must learn to think and act for themselves—and be free." While visiting Rio Dulce, I saw a small hut, which I thought was just a touristic aspect of my journey. However, I quickly learned to think beyond my instituted systematic image of the world.

As I traveled on Rio Dulce with my family, it became apparent that my style of living was not at all the same as that of the people living in the huts on the side of the riverbed. Continuing on the river, we saw three elementary school kids with their backpacks, canoeing to their homes. My mom became upset because of their circumstances: how was it possible for a mother to let their kids travel such a wide and long river without any supervision. I came to learn that at least 75% of Guatemala's population

lives below the poverty line. Those much more affected are the rural and indigenous populations. About 93% of indigenous people live in poverty. These numbers made me realize that the risk the children were taking to travel back and forth across the river was nothing compared to not receiving an education. Education is a valuable aspect of life that is necessary to advance from the poverty line.

The image of three children canoeing to and from school reminded me of the reasons why I protested on March 4. Due to the tuition increase, education has quickly become privatized; it is becoming impossible for students to gain higher education because they can no longer afford it. Although there are those who speak out against the injustices being done by those of higher power, not enough students are getting involved. It is okay to fight. Some of those in higher power have never lived in the situations that we have lived, or have ever had to struggle with the obstacles we face everyday. Therefore, we must all unite and not be silent about the issues that affect us. You are not a criminal for standing up to injustice, but you are one when you see injustice happen and you do nothing about it. Education is for all and there should not be a moment in which we stop fighting for it.

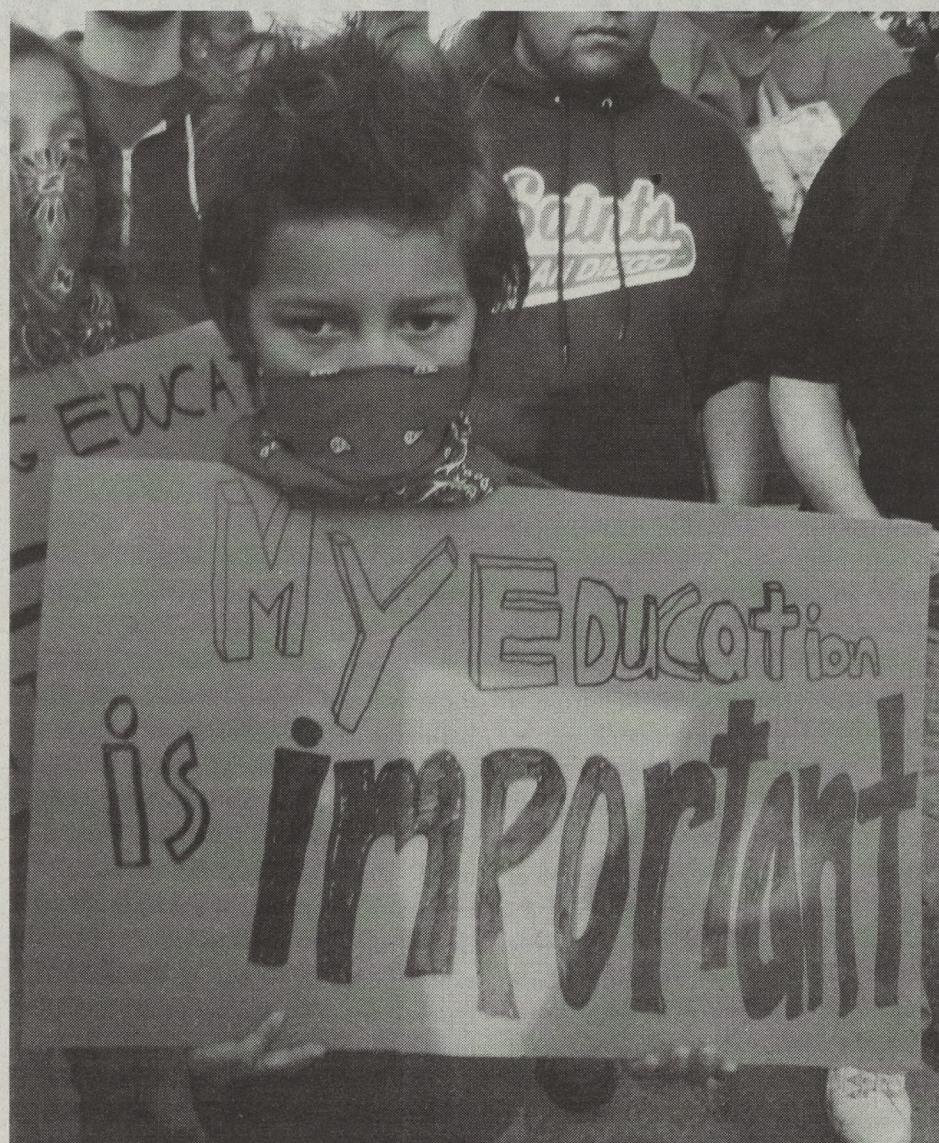


IMAGE CREDIT: J. Tzi





IMAGE CREDIT: M. Junker

## Lessons Learned Through My Zapatista Journey

Writer spends time exploring the EZLN struggle and its importance to social justice

MATT JUNKER  
CONTRIBUTING WRITER

**O**n January 1, 1994, an army comprised of thousands of indigenous women and men rose up in arms in Chiapas, Mexico, in resistance to what they described as 500 years of oppression. Officially declaring war on the Mexican state, the Zapatista Army of National Liberation (EZLN) sought to end the terror of the neoliberal agenda that has been violently uprooting them from their land to exploit their resources. With eyes all over the world on them, the Zapatistas, masked in bananas and ski masks, cried, "¡ya basta!" – enough is enough!

Ever since, the EZLN has been hard at work developing new, liberatory institutions to serve the development of their communities in line with their principles of autonomy and participatory democracy. After more than two decades of organizing, the EZLN has achieved

remarkable progress in creating a new, revolutionary order that localizes power and places it in the hands of the people: allowing the indigenous people democratic control over their land and resources, free to choose their own path of development.

In March, I joined a solidarity delegation of 10 people down to the state of Chiapas. Over the week, we met with non-governmental organizations and activists who explained the corporate forces working to expel the indigenous from their lands. The Lacandon Jungle, where most of Mexico's indigenous population resides, is one of the most biodiverse regions on the planet and has caught the eyes of many private interests, from pharmaceutical companies seeking to patent new plant life to those in the "eco-tourism" industry desiring to transform the jungle into a tourist destination for wealthy foreigners. The pressure from these private interests and the refusal of the Mexican government to respect the rights of the country's many indigenous populations has led

to a low-intensity war in the state of Chiapas, terrorizing the indigenous and driving them from their land.

After spending several nights in the city, we set out on the windy roads, heading to the highlands of the Lacandon Jungle. We arrived in La Garrucha, one of the five Zapatista caracoles. Each caracol (snail) is a center of Zapatista organization and a gateway into the rest of their territory. At the entrance of La Garrucha, a sign read, "You are in Zapatista Rebel territory. Here, the people command and the government obeys." Each Zapatista region is controlled by the "Good Government Junta," an indigenous alternative to the official government. Welcoming us in, the Junta began explaining their regional role: investigating complaints of alleged human rights abuses, resolving disputes between people in different autonomous counties, and distributing solidarity contributions in an equitable manner. Radically democratic in structure, members from all communities serve on a rotating basis, changing every 15 days.

After receiving permission from the Junta to enter their territory, we visited the autonomous municipality of Polhó and were permitted to enter the primary school there. In Zapatista territory, there are no teachers but promotoras, promoters of education. Abandoning the hierarchical educational model that for so long had been used as a tool to enforce the hegemony of the state, the Zapatistas have constructed a new, egalitarian model, one built on equality and geared toward the empowerment of the individual and the community at large. One promotora explained that in place of the standard state-sanctioned subject of civics, they teach humanismo, in which students learn about equality, democracy and the importance of solidarity. In all subjects that are taught, the material is constantly made relevant to their indigenous identity and their position at the bottom of the global capitalist order. Having very few resources, the promotora told us, "we

See ZAPATISTA, page 10

## Chemist Professor Brings Light to Racial Issues

UCSD professors find difficulty in expressing political views within the classroom

LINDA CHANG  
STAFF WRITER

**D**uring Winter Quarter, our campus experienced many racial incidents. It affected not only students whom the racial incidents targeted, but also the whole campus regardless of the color of their skin. The racial issues nonetheless impacted staff and faculty. Throughout the quarter, more and more students became activists and more teachers brought social awareness into their classes. However, there is an invisible boundary that exists for professors in the science and math fields at UCSD to bring up social justice issues.

Can one be an instructor of

education and an activist? Dr. Christina Johnson became more than a chemistry professor last quarter. During one of her lectures, she took the time to educate students about the hate crimes that happened on campus and the effect it was having on students and staff. She expressed her anger and disappointment in the students who are involved in creating these hate crimes that harmed other students and the UCSD community.

During an interview, Dr. Johnson expressed how emotions overtook her mind that day. To explain why she chose to educate her chemistry class about the hate crimes, she said, "I had gone out of town that weekend and thought that people would become level headed, but with the airing of [the]

Koala on Thursday night and the flood of stupidity that came afterward, I felt obligated as a mother."

Dr. Johnson stated that these hateful crimes angered her because "it was ridiculous, there is a clear line between right and wrong." She believed that the students who committed these hate crimes wanted attention and believed that there were other students on campus who would see these racist acts to be expressions of freedom of speech.

After giving her passionate speech against these hate crimes, Dr. Johnson felt she might have overstepped the boundaries for a professor. Because this is a public university, there is a restriction where a professor cannot talk about their political and religious

views. This restriction caused Dr. Johnson to feel like she crossed the line as a professor. Unlike the majority of the math and science professors here, Dr. Johnson is as passionate about teachings on social awareness as she is in teaching chemistry.

Dr. Johnson has no regrets in expressing the anger she had against the hate crimes and the ignorant students who committed these crimes. As a mother, she does not want her children to grow up in a hateful world. And she also doesn't want any of her students to live in a racist world. Dr. Johnson expressed, "Students come to a university to become better people, make good choices and be accepting. Better people will make this world a better place that accepts everyone."



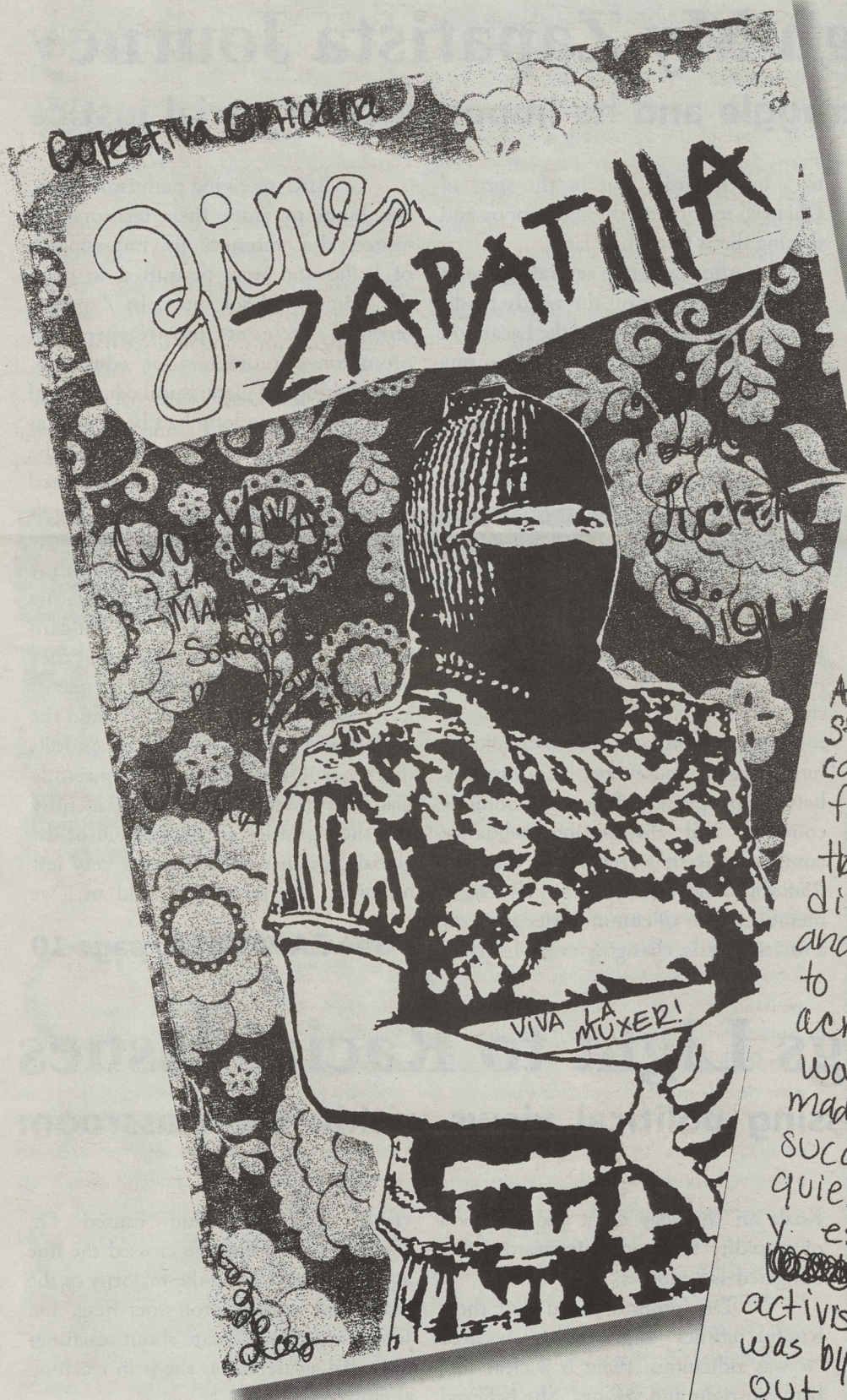
**DISMANTLE, from page 2**

these markers that allow us to understand what type of institution we are part of, can also serve as an inspiration which allows us to imagine a different type of university. Although we are both haunted by last quarter's pain and struggle we should also extract the hope that our mobilization, our rallies, our unification inspired in order to gain momentum and passion for the journey that awaits us all. Many of us realize that it is a lot easier to ignore the social and political problems that occur in this university. We can easily just attend class, get good grades and have fun like any college student should but I think in living this way we live in a lie. I along with the Collective Voice staff hope to highlight the realities that are rarely spoken of, the issues widely-ignored, the communities in struggle but also the same communities that are standing up, raising their fists, going up against the machines of the world. Together we are stronger.

**ZAPATISTA, from page 9**

don't have books; the community is our book." Older community members are often brought into the school to share their knowledge and life experience, making education not a privilege for a special few, but a collective effort that involves and serves the entire community.

During the last few days of our trip, we settled in the autonomous community of San Manuel. On our last night, we gathered for dinner and were joined by a few people from the community. One of which was an older man who joined the EZLN 20 years ago. I had studied and admired the Zapatistas for so long and to sit sharing coffee with a man who had played a central role in the movement for decades was overwhelmingly surreal. I sat there, listening to him speak. He began explaining the symbolism of the caracol. "The snail may be small, and it may be very slow," he spoke softly, "but it advances." So too have the Zapatistas through decades of struggle, and so too do we advance in our struggle for a new world.



**Zine Zapatilla**

COLECTIVA CHICANA  
CONTRIBUTING WRITER

*Qvo Chaves!*

This is our third issue of Zine Zapatilla! And we'd like to dedicate it to all the struggles that happened last quarter and that continue now in our present day: the fight for access to education (March 4th), the fight for a safe and critically diverse UCSD campus (Real Pain, Real Action), and our on-going struggles and journeys to love ourselves and create solidarity across all causas. Ademas, we also want to honor those efforts that made all the actions possible and a success. Particularly, las Chicanas y quienes pusieron sus corazones, almas, y esfuerzos en todas las causas. Much of the beautiful activism that we witnessed last quarter was by these mujeres. So this goes out to you and to all whose heart and thoughts are in the struggles!

LA LUCHA SIGUE!  
Con Colectiva

colectivachicana@gmail.com  
Colectiva Chicana meets every Wednesday, 12-1:30pm  
Cross-Cultural Center Comunidad Small



## American Detour.

GA YOUNG YOO  
CONTRIBUTING WRITER

her brother cuts himself out of his childhood memories  
he escapes into heated foils and toxic remedies  
burning his lungs to slow down that rage  
every time he thinks about the robbing  
of his American...  
dream...

Sirens...the bloody crescendo...echo outside her apartment walls...  
but overtaken...by the screams and broken glassware...  
ricocheting inside the living room halls..  
Between her mother, the working poor..  
and her father.. the failed entrepreneur...  
an image of her fallen heroes..who continue to yell...  
that their immigrant journey had failed to fulfill...  
their and their children's American dream

the child witness, violence digging its roots in her memory  
broken childhood...explains her fragmented self-esteem  
gives up on school...gives up on everything..  
not knowing that one's neighborhood context serves...  
as access to the American dream  
not given a choice in escaping poverty  
unable to avoid the violence and drugs infecting..  
her community...so she repeats the cycle...  
...by escaping into..destructive remedies..

this is a life history of a family, suffering...  
because life throws in a series of detours  
to the disadvantage... that embrace the American symbol? (hegemony..) but  
social inequalities..are the public's true enemy..  
so we must remember to tune our ears  
and listen..listen with our hearts to the silent cries nearby  
and align our goals closely with human empathy

## INVISIBLE

CHANEL ORTIZ  
CONTRIBUTING WRITER

I am invisible. No one sees me. No one sees who I really, truly am. People walk past me everyday and they see right through me. They see what is on the outside, but they cannot see what is within. They see me and they judge me. They think they know who I am, but they have no clue. They label me according to what they see, or what they don't see. They call me girl, boy, bitch, slut, asshole, dick, ugly, beautiful. But none of these words are who I really am. These words are just labels. I get labeled because people are afraid, confused, misinformed about who i truly am; afraid to get to know me, confused about who I am, misinformed about my life, so they make one up for me.

I am a transparent figure walking on earth trying to find myself but who am I and what is my significance? I am just a speck on this planet and in time, and before you know it, I'll be gone. INVISIBLE.

I struggle to find my identity when people are always telling me who to be. Why can't I just be myself? Through the chaos and the words, here I am. Standing strong and being me because that is all I know how to be. ME!

I may be invisible but I do matter. Maybe not to you, but to myself and really, that is all that matters because if I don't believe in myself and if I can't see myself, then my existence is worthless, is questionable. If I am invisible to myself, then there really is no me.

Why do I matter? Because I make myself matter. I may be invisible but it is the invisible who change the world. It is the invisible who stand up and push for change. It is the invisible who, even though may be forgotten, are the only ones who mattered because they made the world what it is today.

I am invisible and many fail to see who I really am. They fail to see the REAL me. Afraid, confused, misinformed? About what? I am myself and that makes me unique and if that is what makes me invisible, so be it. I would rather be invisible and be happy being myself, than for the world to see me as something that I am not, for the world to see me following blindly.

I may be invisible now and may be invisible for the rest of my life, but if you can't see me, then you don't deserve to see the real me. If I am invisible, then you are like the others and will always be like the others, unless you open your mind and see past the labels, rumors, flesh and blood and see ME.

I may be invisible but I am not helpless. I may be invisible but you can't walk through me because I am too tough for that. Through it all, invisibility is not my weakness, but it is yours. Because I am going places and your failure to see that will leave you behind, trampled in the dust, not knowing what just happened. I accept my invisibility because it makes me stronger. It is my struggle but from this struggle, I learn truth, learn love and learn life. But most importantly, I learn how to be ME!

## John's Music Picks

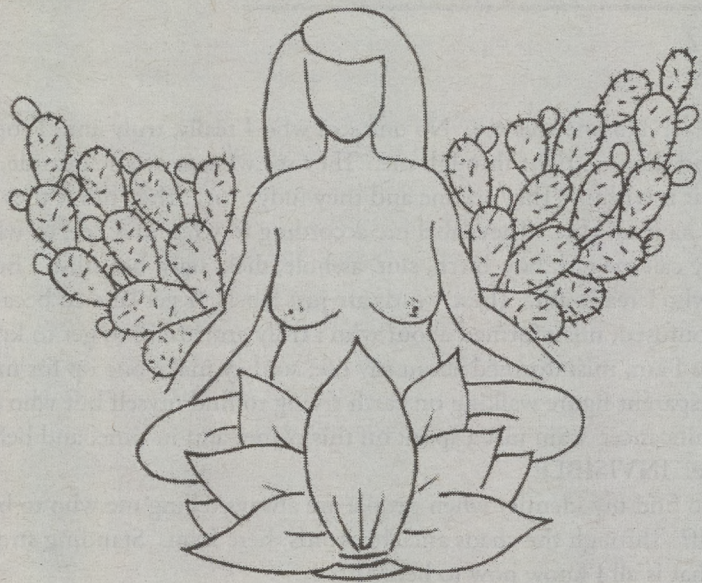
B.O.B.THE ADVENTURES OF BOBBY RAY  
GREGORY PORTER.WATER UNDER BRIDGES  
MERCEDDES SOSA.GRACIAS A LA VIDA

## JOIN THE STAFF!

We need writers, copy editors, layout and graphics designers, and anyone with an interest in journalism and social justice!

If you're interested in joining the cause or if you'd like to submit an article, contact [cveditors@gmail.com](mailto:cveditors@gmail.com)!





Colectiva Chicana presents...  
**Mujer Monologues**

A night of collective expression by the lovely, passionate and honorable women of the SAAC community as they present their stories, struggles and voices. From our mothers' stories to dating, we strive to raise awareness of what it means to be womyn. We are breaking the silences within us and within our communities. Come laugh with us, cry with us and join us in this beautiful night. Get ready for a two-night performance by mujeres that are sure to catch your heart as they show you theirs. Que Viva La mujer! Power to the womyn!

Saturday/Sunday, May 29-30, 2010, 7-9pm  
Visual Arts Performance Space



Thurs, May 13, 2010  
7-8:30pm  
The Village Building 2 Conference Room\*

A call to all transfer students, come sit, vent, and eat. Let's talk about how the year has treated us and plan for next year. Graduating transfers come and share your experiences with new transfers while we wish you all good luck for graduating.

\*The Village is Transfer Housing located in ERC

public speaking workshop  
**free!**

Wed, May 12, 2010 | 5:30-6:30pm | Green Table Room

Instead of paying for a public speaking course with Express to Success, SPACES is collaborating with ETS to help UCSD students improve their public speaking skills for FREE. From this workshop, you will learn how to communicate effectively in a public setting. There will be FREE FOOD and DRINKS as well!

For more info, contact [markevinyu@gmail.com](mailto:markevinyu@gmail.com)

**MAY 10-13 ISRAELI APARTHEID WALL**  
Library Walk ~ Monday-Thursday

Live Performance  
UK Hip-Hop Artist Lowkey  
Library Walk ~ 2pm

**MAY 10** "Victims of Apartheid"  
Dr. Norman Finkelstein,  
Ph.D. Princeton  
Price Center East Ballroom  
6:30pm

"The Modern Civil Rights Movement:  
The Global Palestinian Struggle"

**SPEAKOUT**  
Library Walk ~ 12:15pm

**MAY 11** Professor Daniel Widener  
UCSD Department of History  
Professor Luis Martin-Cabrera  
UCSD Department of Literature  
Amir Mertaban  
Host on Onelegacyradio.com

Spoken Word  
Library Walk ~ 12pm  
Performances by UCSD Students

**MAY 12** "Your Tax Dollars @ Work:  
Financing Oppression"  
Dr. Hatem Bazian Hedy Epstein  
Ph.D. UC Berkeley Jewish Activist  
Holocaust Survivor  
Introduction by UCSD Chancellor  
Marye Anne Fox  
Price Center West Ballroom B  
6:30pm

"From Palestine to the Prison Regime:  
The Politics of 21st Century Apartheid"

Professor Angela Davis  
Civil Rights Activist

**MAY 13** For event details visit  
[TheApartheid.com](http://TheApartheid.com)

[THEAPARTHEID.COM](http://THEAPARTHEID.COM)

FOR MORE INFORMATION CONTACT [PALESTINE@UCSDMSA.ORG](mailto:PALESTINE@UCSDMSA.ORG)

**MAY 28: SPACES GALA**  
5PM IN PC FORUM

**feature your flyer in**  
**The Collective Voice!**  
**[cveditors@gmail.com](mailto:cveditors@gmail.com)**



FEATHERS  
ARE FOR  
EVERYBODY.  
PAGE 4

THIS BOT  
LOVES  
NOBODY.  
PAGE 8

# THE GUARDIAN

VOLUME XLII, ISSUE LVII

MONDAY, MAY 24, 2010

WWW.UCSDBGUARDIAN.ORG

## NON-SEXIST DANCE | LGBTQIA EVENT ESCAPES CAPACITY PROBLEM



ERIK JEPSEN/GUARDIAN

The last Non-Sexist Dance of the year, hosted by UCSD LGBTQIA, abandoned its traditional Porter's Pub venue in favor of the roomier Price Center Plaza. Over 600 people showed up for the event on Friday night, which — unlike all Non-Sexist Dances this year — did not reach capacity.

Because a Non-Sexist Dance was cancelled in February due to the "Compton Cookout" controversy, there were more funds available for this one-time splurge on a larger, pricier venue.

However, event organizer James Small said the change is not permanent.

"We love Porter's," he said. "We have zero reason to want to leave."

Next Fall Quarter, though, the dance will return to its usual home in Porter's. Small added that the last dance of the year will likely continue to take place in its new location — hopefully allowing more students to participate in the bi-quarterly, queer-friendly bash.



KEVIN WU/GUARDIAN

## UC BUDGET CRISIS

# Fee Policy Raises New Questions

Registration fee committee, Office of the President disagree on the effect of revised \$900 student fee.

By Angela Chen  
NEWS EDITOR

The UC Board of Regents' approval to revisions to the mandatory system registration fees has raised concern that the money will be used for educational funding rather than serving its original purpose of furthering student life.

The registration fee — officially renamed the Student Services Fee, as of May 19 — exists within the UC Student Fee Policy, which also includes the systemwide educational fee. The \$300-per-quarter fee has traditionally funded student resources such as counseling and psychological services, as well as some social activities.

The Student Fee Policy was last revised on Nov. 19, 2009, when the regents voted to raise both the registration and educational fee by a total of 32 percent — leading to widespread student outcry, several protests and the March 4 Day of Action, during which students across the nation rallied in support of public education.

According to graduate student and Registration Fee Advisory Committee Chair Erik Van Esselstyn, the new guidelines for the Student Services Fee allow the money to be put toward non-service resources, such as funding enroll-

### DOWN THE ROAD

A.S. President Wafa Ben Hassine plans to present a letter to Chancellor Marye Anne Fox reaffirming the council's support for the policy change.

See REGENTS, page 7

## A CLOSER LOOK

# Departments Balance Student Fees, State Funds, Grants

Final budget based on how much money each academic division — such as humanities and biological sciences — receives from outside sources.

By Connie Qian  
SENIOR STAFF WRITER

Existing within a system that weathered an \$813 million drop in state funding last year — and facing another direct \$7 million cut next year — the academic departments of UCSD rely on a delicately budgeted balance between uni-

versity money and grants toward research in the sciences and arts.

Control of departmental funding begins in the UC Office of the President, then trickles down to the UCSD office of Academic Affairs, individual division heads and then department heads themselves.

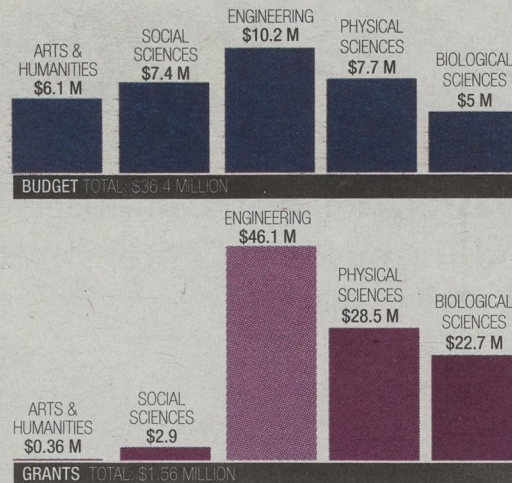
According to Chief Financial Officer for Academic Affairs Debbie McGraw, her office divides the university's pool of funds — consisting of student fees, state funds and grants — between five recipients: arts and humanities, physical sciences, biological sciences, engineering and social sciences. The divisions each house individual departments — for example, arts and humanities is composed of the philosophy, literature, music, theatre and dance, visual

arts, and history departments.

The size of each share varies by division and is reallocated every fiscal year. This year, Academic Affairs allocated approximately \$36.4 million among the divisions. Of this amount, about \$6.1 million was allocated to the arts and humanities division, \$7.4 million to social sciences, \$10.2 million to engineering, \$7.7 million to physical sciences and \$5 million to biological sciences.

"Every department has a permanent support budget," McGraw said. "That means that there is a certain amount of dollars that — unless someone comes to actively cut or add to it — they can count

See FUNDING, page 2



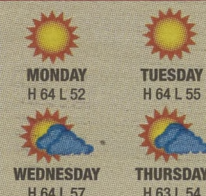
### WEB POLL

WERE SOME SUN GOD COSTUMES OFFENSIVE TO AMERICAN INDIANS?

- ✓ Yes
- ✓ No
- ✓ I don't know

WWW.UCSDBGUARDIAN.ORG

### FORECAST



### SUNRISE

5:45 A.M.

### SUNSET

7:47 P.M.

### NIGHT WATCH



### SURF REPORT

Day	Height	Wind	Water Temp
MONDAY	8-10 feet	6-10 mph	66 F
TUESDAY	5-6 feet	6-9 mph	66 F
WEDNESDAY	4-5 feet	6-9 mph	66 F
THURSDAY	4 feet	2-9 mph	66 F

### GAS PER GALLON

LOW  
**\$2.83**  
Vons, Escondido  
469 W. Felicitas Ave. & Center City Pkwy

HIGH  
**\$3.79**  
76, Point Loma  
1704 Rosecrans St. & Nimitz Blvd.

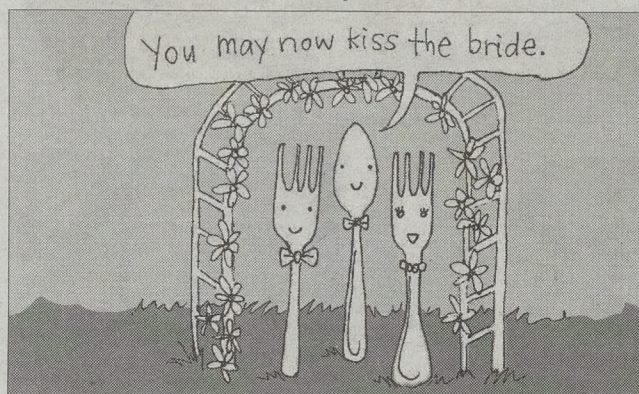
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## AS PER USUAL

By Dami Lee



### Engineering Receives \$46.1M in Grants, While Humanities Receives \$360,000

#### ► FUNDING, from page 1

on it every year. This is a budget that is specifically set for staff and for other support needs — telephones, supplies, supporting the class labs.”

McGraw said Academic Affairs bases its allocations on factors such as the number of faculty members in each division, the number of students enrolled in each division and the amount of outside grant support the divisions receive.

Of all the undergraduates on campus, only 9 percent have not declared a major. Thirty-six percent, on the other hand, have chosen the social-science division — the largest of the divisions, home to 342 faculty members. The arts-and-humanities division contains 276 faculty and 8 percent of undergraduates, whereas engineering has 226 faculty members and 18 percent of undergraduates. The physical-science division has 255 faculty members and 9 percent of undergraduates, whereas biological science has only 88 faculty members but 20 percent of the undergraduates.

Divisional funding is also heavily impacted by grant activity, since the science divisions are much more likely to bring in non-state funds.

Unlike the funds allocated by the university, grant money is gifted to individual faculty members or research groups who seek funding from outside sources.

Last year, as illustrated in the graph on page one, the grant activity total was only \$360,000 for arts and humanities and \$2.9 million for social sciences, whereas engineering received \$46.1 million in grants, physical sciences received \$28.5 mil-

lion and biological sciences received \$22.7 million.

McGraw said that another factor Academic Affairs takes into account is need — for example, the engineering department receives the most outside funding, but it also receives the most divisional funding because of the high cost of computers, software and other equipment that the arts and humanities department might not need.

“Special factors that we look at include the sciences, which have lab courses that drive certain costs, and the arts, which have performances that drive certain costs,” McGraw said. “We try to compare one against another when we figure out how much money to give or cut.”

If grants are taken into account, the amount a division receives from Academic Affairs is often an inaccurate estimation of the overall money that departments are receiving.

“Arts and humanities has the three humanities departments — literature, history and philosophy — and they have three art departments: theater, visual arts and music,” McGraw said. “They have very complicated staffing needs to support their productions. So if you look at humanities versus arts, there’s not the same funding across the board. The humanities do have less. And

they don’t have contracts and grants to manage. They don’t have costly laboratories.”

According to McGraw, once all these factors are taken into account, each division receives a fair amount of funding every year.

Once funds are allocated to the divisions, the dean of each division then evaluates similar factors — like the number of faculty members, the number of students enrolled in that division and the amount of outside grants provided — within his or her area to decide how to allocate money to individual departments.

“The departments go through a similar process: They look at workload, what needs are, how many enrollments and how many majors,” McGraw said. “They try to blend it together.”

According to Associate Vice Chancellor for Undergraduate Education Barbara Sawrey, the Office of Academic Affairs sets aside money for each department’s faculty and teaching-assistant salaries, but otherwise does not control how the divisions allocate the remaining funds.

“Academic Affairs provides funding to the departments, but it is the departments that determine how to set their own spending priorities,” Sawrey said. “We do not manage the expenditures.”

Arts and Humanities Assistant Dean Heath Fox said department

allocations are very rigid, as there are certain pools of money that must be used for certain purposes, such as office supplies. To allocate the remaining money, the dean considers factors such as enrollment levels and varying numbers and requests of faculty members in each department.

Although Academic Affairs sets money aside for salaries, teaching assistants and supplies, the deans take care of more curriculum-related expenses — like paying for services such as temporary lecturers. He added that deans gauge the “need” for certain services as requested by faculty.

“We are guided by the faculty in the department and what they articulate as the need,” Fox said. “That’s the biggest factor: what support requirements the departments have. And the second biggest factor is going to be the total amount of money that’s available in different funding categories. Those are basically the two things that will guide all the funding decisions.”

McGraw said she is unsure of how academic divisions will be funded in the 2010–11 fiscal year, considering the budget cut of \$7 million she said will be implemented next year.

“We’re trying to figure out how to allocate a budget cut of about \$7 million dollars,” McGraw said. “Seven million is a big number, and we’re kind of looking at three years in the future. Whatever number each division gets cut, we’re going to give them time to achieve it. Still, it’s going to be a cut they’re all going to have to take.”

Readers can contact Connie Qian at coqian@ucsd.edu.

“Academic Affairs provides funding to the departments, but it is the departments that determine how to set their own priorities.”

**BARBARA SAWREY**  
ASSOCIATE VICE  
CHANCELLOR FOR  
UNDERGRADUATE EDUCATION

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Regina Ip  
Trevor Cox Opinion Editor  
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Binh Ngo, Arielle Sallai, Simone Wilson  
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Evan Cook Network Administrator  
Business Assistant  
Tiffany Han  
Advertising Design and Layout  
Brandon Chu, Evan Cook, Kim Cooper  
Distributors  
Sal Gallagos, Scott Havisik

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General Editorial: 858-534-6580  
editor@ucsdguardian.org

News: 858-534-5226, news@ucsdguardian.org  
Focus: 858-534-5226, focus@ucsdguardian.org  
Hiatus: 858-534-6583, hiatus@ucsdguardian.org  
Opinion: 858-534-6582, opinion@ucsdguardian.org  
Sports: 858-534-6582, sports@ucsdguardian.org  
Photo: 858-534-6582, photo@ucsdguardian.org  
Design: 858-534-6582, design@ucsdguardian.org

Advertising: 858-534-3467  
ads@ucsdguardian.org  
Fax: 858-534-7691

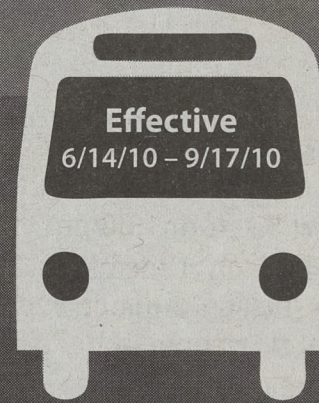
The UCSD Guardian  
9500 Gilman Drive, 0316  
La Jolla, CA 92093-0316  
www.ucsdguardian.org

  
**WORD**  
ON THE STREET

# Summer Shuttle

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Transportation Services  
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Coaster, Hillcrest/Campus, Hillcrest/Old Town and Torrey Pines Center shuttles  
No schedule changes

#### East/Regents

No service

Lot-specific permit holders may park in B or S spaces in Pangea Parking Structure or lot P406 ONLY. Parking lots P701, P703, P704 and P705 will remain open for use.

#### Arriba/Nobel

Combined into one route with service every 15 minutes, from 7 a.m. – 7 p.m.

#### Campus Loop

Service every 25–30 minutes in both directions, 7 a.m. – 5:30 p.m.

#### Mesa

Service every 30 minutes, 7 a.m. – 9 p.m., with last departure from Gilman & Myers at 8:35 p.m.

#### SIO

Reduced service, 7 a.m. – 7 p.m., with last departure from Vaughan Hall at 6:30 p.m.





THE COLLECTIVE VOICE  
speaking freely since 2008



**NO,**  
IT'S COOL,  
IT'S NOT LIKE YOUR  
ANCESTORS  
**KILLED**  
THEM ALL OR ANYTHING.

JEN MUSSARI

## TO WHOM IT MAY CONCERN,

On Friday, May 14, 2010 at UCSD's annual Sun God Festival, UCSD students dressed in mock Native American attire, including, but not limited to, painted faces, feathers and headdresses. This act is disrespectful and degrading to the traditions and culture of Natives as the attire is sacred to many Native American tribes. Acts like these perpetuate negative stereotypes of Native American culture, breeding the insensitivity and misunderstanding that is already plaguing our university. Actions should be taken to properly educate the UCSD community on Native American culture and issues. As students at UCSD, we should not have to see our cultures mocked and ridiculed during a student-sponsored event taking place at our university.

Though the university was awakened to issues of diversity and campus climate in the past few months, based on these numerous incidents of disrespect it is apparent that the university needs to take more action to promote diversity and cultural awareness among the UCSD community, particularly with regard to the Native American community with whom the university has had a long history of discontent.

The denigrating acts are a product of the ever-diminishing Native American presence on campus: UCSD's Native American undergraduate population is less than 1%, there are few (if any) Native American Faculty, there are very few classes taught on Native American issues and there is still no Native American Studies minor. These are just a few factors that allow acts of ignorance such as those carried out during the Sun God Festival to take place.

While the Native presence at UCSD is small, there is no excuse for the lack of knowledge and representation that the students and the local Native American community feel from the university. The university needs to increase its efforts to outreach to the local Native American community. Members of the Native American Student Alliance (NASA) have worked to bring the American Indian Recruitment (AIR) Program to UCSD. While we would like to see this program flourish at UCSD, it is difficult to do so without the university showing that it would like to see a strong Native presence here. With the repatriation of local Kumeyaay remains, more classes centered around Native American Studies, increased Native staff and faculty, and the institutionalization of the AIR Program at UCSD, the overall tolerance and knowledge of Native American issues will improve along with the current campus climate issue.

Given the recent humiliating incidences of cultural insensitivity at the Sun God Festival, NASA strongly urges the UCSD administration to hold a meeting in order to address the pressing issues of the UCSD Native American community as mentioned above and to discuss more specifically the ways in which these goals can be carried out.

Sincerely,

UCSD Native American Student Alliance

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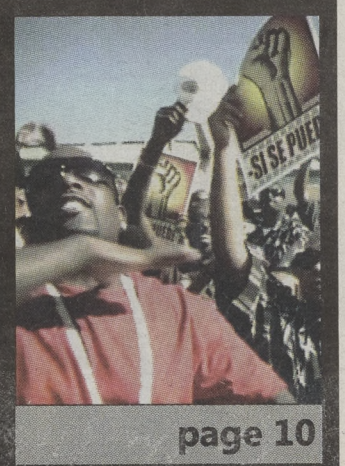
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# Final Thoughts of Love and Solidarity

Graduating co-editor in chief passes on expressions, hopes, and self-love

JACQUELINE JACKSON  
COEDITOR-IN-CHIEF

This issue is a celebration of not only our accomplishments as students at UCSD but also our solidarity within our collective communities during our moments of pain and struggle. The end of this academic year, for many of us, here at the collective voice is one of reflection and optimism for the future. The articles featured within this issue surround some of the most current and continuing issues faced by diverse communities not only on this campus but also throughout the United States and world.

In the last two months of this quarter one of the most reoccurring discussions within our Collective Voice community have been the Arizona laws SB 1070 and HB 2281. These blatantly xenophobic and racist laws were passed in the state of Arizona and specifically relate to the many forms of oppression that we have faced. Racial profiling, an issue not unfamiliar to multiple communities of color, is being written into law as a means to control immigration within the state.

The articles on Arizona, however, are coupled with articles reflecting and investigating the forms of institutionalized racism, corporate

authority in education, and structural inequality. One of the most promoted and attended events on campus this quarter has been Students for Justice in Palestine's week long events that were meant to educate fellow students on the current issues being faced in Palestine. The week's event featured not only a host of prominent speakers but also a 24-hour wall display meant to provide a visual component to all the discussions surrounding the event week.

What continues to shape our experience at UCSD has been the cuts to education that have been at the heart of many protests and discussions throughout this academic year. The articles on the privatization of the UC campus have throughout this year been an excellence source of the history and current function that privatization plays in the educational system. The final parts 3 and 4 to the series entitled, *The Secret Path to 32%*, are featured in this issue in order to inform our readers about UCSD's own practices that are furthering the privatization of this campus.

As many of you may know, I am graduating from UCSD this year and as a graduating senior I am ending the year on a bittersweet note. I find myself reflecting more upon what I have not done than what I actually have. As a transfer student I spent much of my first year here getting acclimated

to the campus and commuting. It was not until this year that I was fully able to participate in multiple activities and communities across campus and time has seemed to go by all too fast. From fall quarter to now there have been multiple marches, protest, and events against the budget cuts, and issues of racism on this campus. I along with many other members of the community, were there.

The timeline featured on page 12 of this issue is literally a chronological display of my life as a graduating UCSD student. I have looked at this timeline and realized that so much of my time and the time of community members, has been spent focused on raising awareness of various forms of structural inequality.

Therefore, I would like to remind our community of readers that although it is imperative to continue to inform yourself and your peers about these very important events, in the midst of all of this, as you find yourself steadily being bombarded with new information and using your extra time or academic time to be more involved within movements always be sure to: check in with those close to you and focus on the wellness of yourself.

A movement is only strong when its members are evenly supported, participative, and reflexive.

With Love & Solidarity.

unity through community engagement.

In line with SPACES' mission of valuing "the power of student-initiated action," "proving an environment for student growth and development," and creating "unity through community engagement," *The Collective Voice* is UCSD's progressive newspaper that promotes social unity, justice and awareness across the many communities that exist on the UCSD campus. *The Collective Voice* will help create a sense of safe space and community for students who may otherwise feel unwelcome at UCSD's challenging campus climate thereby contributing to existing retention efforts of campus. This newspaper deeply values students' voices by providing an outlet for open dialogue and discussion surrounding issues and developments affecting their communities.

Additionally, *The Collective Voice* allows UCSD's progressive community to outreach, collaborate and communicate to the greater San Diego communities outside of our campus. Most importantly, *The Collective Voice*, provides marginalized students and under-resourced students the empowering opportunity to protect the representation of their identities and beliefs, and report alternative news that is not otherwise covered by mainstream media. *The Collective Voice*, in partnership with SPACES, allows for the creation of "an empowering dynamic...where UCSD students collaborate to achieve greater educational equity." It is through this mission that the collective of diverse voices in one newspaper will actively demonstrate an empowering progressive community on the UCSD campus.

## STAFF

### CO-EDITORS IN CHIEF

Jacqueline Jackson  
Denise Manjarrez

### COPY EDITOR

Christine Ma

### STAFF WRITERS

Linda Chang  
Elizabeth Garcia  
Jesús Valenzuela

### CONTRIBUTING WRITERS

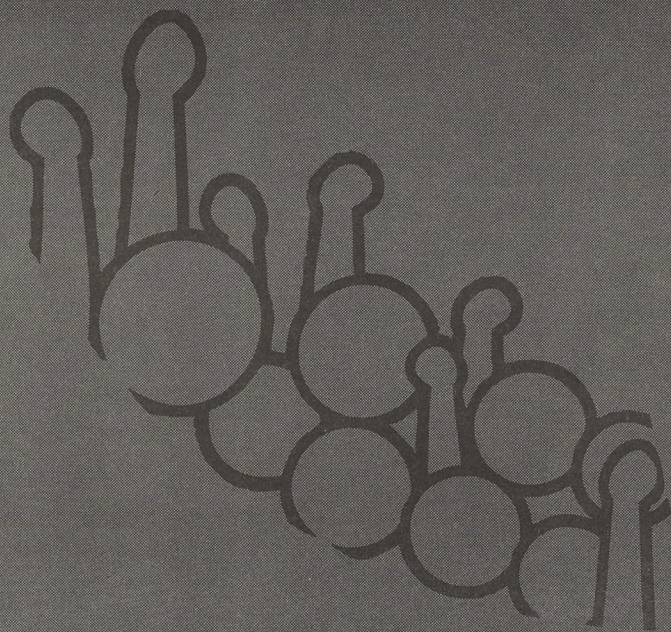
Natasia Kalonji  
Chelsea Kolander  
Muslim Student Association  
Native American Student Alliance  
Chanel Ortiz  
Gonzalo Pizarro  
Yesenia Portillo  
Ga Young Yoo

### CONTRIBUTING ARTISTS

Rebekah Hwang  
Je n Mussari

### DESIGNERS

John Im



*The Collective Voice* is a student-run, student-initiated publication of UCSD's SPACES, the Student Promoted Access Center for Education and Service.

The mission of the Student Promoted Access Center for Education and Service (SPACES) is to act as an empowering dynamic on campus where UCSD students collaborate to achieve greater educational equity. This encompasses equal access to higher education, undergraduate retention and graduation, and matriculation to graduate and professional schools.

SPACES values the power of student-initiated action and organizing by providing an environment for student growth and development and thus is a foundation to create leadership and

# WHO WE ARE...

## 10 POINT PLATFORM

1. We want freedom
2. We want social unity and equality for all people on campus
3. We want to promote social awareness and combat social ignorance
4. We want to unite student activists and students with progressive values and common struggles
5. We want to educate others about our stories and our true role in present-day society
6. We want educational equity and to empower under resourced communities
7. We want to fight the rhetoric propagated by oppressive forces on campus
8. We want our beliefs, practices, and ethics to be illustrated in a correct light
9. We want peace. The ability to coexist on campus without fear of prejudice or persecution
10. We want to be recognized as equal individuals despite and because of our ethnicity, religious affiliation, race, gender, or sexual orientation



# The University's Secret Path to the 32%

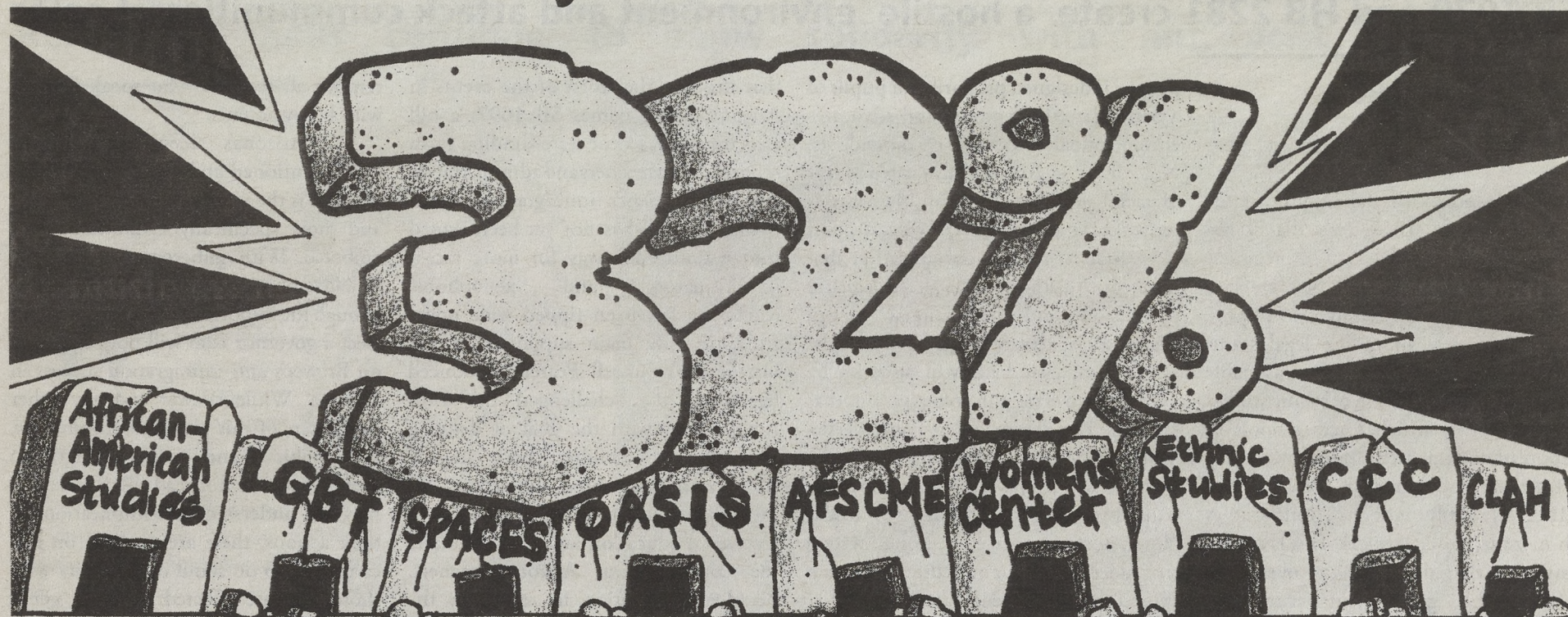


Illustration: Rebekah Hwang

JESÚS VALENZUELA  
STAFF WRITER

In part 1, we saw the complexity and secrecy of the UC budget and questioned the necessity of the 32% increase. In part 2, we saw the history behind the UC's privatization. In the third and final part, we will lay out some of the potential dangers that come with privatization today and in the future.

## Corporations

There are a number of ways of getting a university closer to the corporate sector; from giving corporation members seats on the board of trustees to allowing corporations to fund or donate money to research.

"[Pharmaceutical company] Novartis gave Harvard millions of dollars," said UCSD Literature professor Jorge Mariscal. "Over the years, Harvard started to see that the only research being done was on sleep medication instead of, say, drugs to help people with malaria or AIDS."

Like Harvard, the UC can face the danger of conducting research for only one area and faces the danger of selling research findings to its highest bidder. Thus the UC will give more attention to profitable areas that attract corporations. "The social sciences will be in some danger, humanities will be in some dangers," Mariscal said. "These are disciplines that train students to think critically about society [and] to reflect on how it can be different."

This creates an institution so driven to reap

profits that it will pressure professors to research new inventions and patents. "If there is a professor of engineering who invents a new computer chip...that computer chip might include knowledge that is produced by other people," said UCSD Sociology professor Akos Rona-Tas. "To reward only the people who are at the last point creates a system that will undervalue basic research which will undervalue other kinds of research and in the long run stifle innovation."

California is thus faced with a question: should tax money and public good (i.e. knowledge, public facilities) be used for the private gain of a few? Or should research facilities be used for areas that will benefit the public?

## Do Students Pay For Professors?

Since 1996, middle management has become the fastest growing job within the UC system. Bob Samuels, president of the University Council and one of the leading researchers on the UC's budget, stated in a conference that administrative jobs went up 100% in a 10-year period, with faculty jobs rising only 29%, which equates to more "bureaucracies, more students, and fewer faculty to teach them," signifying that both state and student funding is mostly going to middle management. What has resulted is that many things the faculty once controlled has been taken over by administrators with no real interest in education but, rather, in maximizing profit.

## And The Students?

In 1965, the state paid 95% of a UC student's

fees. In 2008, it paid only 58.5%.

"The first danger is that access gets cut off for the majority of young people across the state," said Mariscal. "Financial aid helps a little bit but not enough especially if costs keep going up; Pell Grants, which are federal, help but not enough to pay for the entire education." The danger, he worries, is the impact on demographics: fewer working-class people and people of color. Their numbers are projected to decrease due to both the rising cost and the displacement by out-of-state students.

"We want our students to be exposed to people from abroad," said Mariscal, "but not if they're displacing California people and not if those foreign and out-of-state students are only rich. That's not diversity at all and if all you want them for is their money then you're going to take the ones with the most money."

With the increase of out-of-state students and foreign students comes the risk of educating people who might eventually return to their hometown and thus not contribute to California's economy.

Predictions show that by 2030, the majority of people in California will be Latino. California runs the risk of having an uneducated subclass as the majority with the worst jobs and no ability to contribute. "So it's not enough to have a few token Blacks and a few token Mexicans," said Mariscal. "There has to be a large number that will reflect the population of California within the university system."

Mariscal remains critical of the UC's mission. "To the extent that universities view themselves first as drivers of economic development," said Mariscal, "and only second as educational institutions, their priorities will be skewed, and they will neglect their commitment to the life of the mind."

Up until 1945 the University was a very different place. Today we think of the University as a place that prepares us to be plugged directly into an increasingly competitive job market. It is, in a sense, an investment. We invest money in it now so that it will make us more money in the future. Before 1945, however, the University served as a place to create well-rounded individuals with leadership and analytical capabilities for the greater good of the society.

That was when less than 15% of the young people went to college and the U.S. imported a large number of their researchers. This was after WWII when the U.S. became a super power and in order to keep up with the Soviet Union the federal government began to pour large sums of money into the building and expanding of research universities. Universities such as Harvard at first began to deny such money because of government demands that required them to be audited by the government as well as influence their research subjects, in many instances military research. However

seeing that this was a huge amount of money, the universities accepted.

All the while the university was becoming very powerful. Whereas before any given individual could make a living without the need of a college degree, the 50's marked a time when that degree became more important. It is only the university that could validate a person, the ultimate authority that stated whether or not a person was eligible for any given job.

The end of WWII also brought forth the baby boomers and the G.I. bill, both of which would have a great impact on the number of students that would attend the universities and such great numbers lead to a great dissatisfaction with what was being offered. With the wars in Vietnam and Korea, students were outraged that their work was being utilized to perpetuate wars. They knew that they were no longer there to find self-fulfillment but to sit down, listen, and get a job after.

Today we face a lot of the same questions that students in the 60s and 70s faced. However today the

entity attempting to impose its hegemony upon our campuses is not so much the government anymore. Today it is privately owned corporations.

With cases such as the Novartis deal with Berkeley and the presence of Qualcomm in UCSD we are faced with the following question: How can the university accommodate the monetary influence of an entity whose sole purpose is economic gain, not a student's self-fulfillment? Governmental influence can sway in many ways since it still behooves the nation to have well-rounded individuals. But corporations seek students who can be directly plugged into their companies. They want workers.

An even greater danger will emerge as corporations get a stronger hold on universities themselves. What kind of power, then would corporations obtain as they themselves get a stronger hold on the universities? Will they be able to influence

See 32%, page 8



# Arizona's Xenophobic Policies Continue

SB 1070 and HB 2281 create a hostile environment and attack communities of color

ELIZABETH GARCIA  
STAFF WRITER

With the signing of SB 1070, a law that allows law enforcement officials or agencies of the state to inquire about the legal status of an individual based on reasonable suspicion, comes the ban of ethnic studies and SB 1097, which forces schools to report undocumented students. On May 11, Arizona Governor Jan Brewer signed HB 2281, a bill that bans ethnic studies in Arizona public schools. This law bans any class that promotes the overthrow of the U.S. government; encourages resentment toward a race or class of

people; is designed primarily for pupils of a particular ethnic group; and advocates ethnic solidarity instead of individuals. Not only is Arizona the perpetrator of racial profiling, but now the state is encroaching upon the type of education that students receive: an education that does not acknowledge the historical oppression and institutional racism that still impacts people of color in the U.S. Arizona students will also not be permitted to engage in conversations that "include the discussion of controversial aspects of history." From what I can see, this ban is Arizona's attempt to shove the true history of America further into the closet, fostering an educational system that does not recognize the issues that caused the racist events last quarter.

Just when I thought I could say

that this was the worst of the events in Arizona, along comes SB 1097, a bill that threatens to cut state funding from schools unless teachers and administrators report a student's immigration status. While this bill has not yet been signed into law, the doorway for more racist, discriminatory and xenophobic legislation has been ripped wide open. In 2008, the main supporter of the bill Senator Russell Pearce introduced legislation that challenged the 14th Amendment with the goal of denying citizenship to children born in the U.S. to undocumented immigrants. SB 1097 is a violation of students' rights to receive an education and it also violates the conscience of Arizona teachers. Another proposition in regard to the public education system in Arizona is to

remove all teachers who speak English with heavy accents.

Arizona's recent legislation is well intentioned and not xenophobic at all. This is the view I fear that Americans and more specifically Californians will embrace. With gubernatorial elections in November, it is impossible to stress enough the importance of Californians to elect a governor who will not piggyback on Brewer's anti-immigration success in Arizona. While Brewer and any other supporters of this racist, discriminatory, xenophobic and anti-immigration movement may not read this article and may not understand the implications of their actions, there are students on this campus who do stand in solidarity with those who are affected. Arizona, get it together.

## Justice in Palestine Week Seeks to Educate and Create Dialogue Within UC San Diego

Events raise awareness over the struggle to free Palestine and end the apartheid

MUSLIM STUDENT  
ASSOCIATION  
CONTRIBUTING WRITERS

Seventh week of Spring Quarter the Muslim Student Association at University of California, San Diego organized a week long series of events entitled "Justice in Palestine Week: End the Apartheid", "one of the best attended and stimulating events on this campus this school year" according to Professor Rosaura Sanchez of the UCSD Department of Literature.

Those invited to the La Jolla campus included numerous speakers from various backgrounds discussing the apartheid crisis in Israel-Palestine, including: Dr. Angela Davis, Dr. Norman Finkelstein, Dr. Hatem Bazian, Jewish Activist and Holocaust survivor Hedy Epstein, and numerous UCSD professors and student performers. Each day, students raised awareness of the current humanitarian crises with information displays and artwork on a 100-foot wall representative of the current Israeli barrier that has split Palestinian communities in the West Bank.

The ongoing Israeli-Palestinian conflict continues to hold a central position in our modern conscience. The conflict, a major concern for American foreign policy, raises strong opinions on all sides. It is no great surprise that this discourse would play out on the college campus, which is dedicated to fostering a healthy exchange of opinions.

It is on that foundation

of discourse that the Muslims Student Association on University of California, San Diego campus organized Justice in Palestine week from May 10th to 13th. Justice in Palestine week highlighted tangible ways for people as individuals and a collective to call for justice. As stated by guest speaker Dr. Angela Davis, "If I could challenge the apartheid government of South Africa, if I could challenge the government of Britain for its imperialist policies towards Northern Ireland, why can't I challenge the imperialist policies of the state of Israel?" The first steps to meaningful activism would be through education and awareness, the first goal of the displays and lectures. From there, UCSD community members were able to sign cards on library walk for Falasteen Tambora, a 15 year old girl with dreams to be a nurse who had been injured in the 2009 Gaza strikes. Those same strikes had killed over 1400 Palestinians, over 400 being children, some of whose names were commemorated in a grave site off library walk. Boycott and divestment from companies that benefit from the Israeli occupation are tangible measures to contribute to a peaceful end to the conflict.

Most importantly, the impression that Justice in Palestine week in all its events and speakers has left on this campus, the encouragement to engage in dialogue and research for oneself has developed a stronger campus community. Together we have fought through so much, the struggle for justice in Palestine is just one dimension.



IMAGE CREDIT: D. Manjarrez



# Stop Hate Campaign in Muir College

Residential halls continue to show solidarity with anti-racist movements

LINDA CHANG  
STAFF WRITER

When racial tensions heightened last quarter, a group of Muir College freshman and sophomore students from the Tioga dorms took the initiative to bring awareness of campus issues to the residence halls. They believed that there was a social issue affecting everyone on campus yet it had not been brought to the attention of Muir College. The students stenciled nearly 100 "STOP HATE" signs and passed them out to every suite, informing at least one person from the suite about what was happening on campus. Putting up the "STOP HATE" signs was an act of solidarity in viewing these hate crimes as intolerable not just at UCSD but on other UC campuses also.

Muir residence hall students were informed of the racist events through letters posted on each suite door. There was an open dialogue with the Director of the College Center Vincent Manson at Half Dome Lounge. A Q&A was held on the 11th floor of Tioga. In addition, house advisors facilitated an open

discussion held on Muir Quad. Muir College staff created green cards that proclaimed, "Silence is not tolerable. Hate is not tolerable. Intimidation is punishable. Be responsible. Support your community." During Admit day, Muir College incorporated a discussion about the racial events in order to address parents and prospective students. A community coalition at Muir College is scheduled to be established next school year.

A majority of the TAs for the Muir Writing Program worked with each other on how to address the racial issues in their class. TA Lauren Berliner said, "Like many teachers at Muir, I felt strongly that it was important to open up my class for dialogue and take the time to address the ways in which we are all part of the system that led up to those events. I felt that not saying anything and attending to "business as usual" would be complicity and a further injury to those students who were truly suffering. It was a learning opportunity...for all of us." It is now nearly the end of the spring quarter and some of the "STOP HATE" signs are still on windows, showing that students remain aware of the issues and their unity against hate crimes.



IMAGE CREDIT: L. Chang

## Re-investing in Public Higher Education

Misdirected state priorities are at the forefront of the current crisis in public education

GONZALO PIZARRO  
CONTRIBUTING WRITER

Faced with a fiscal crisis, the people and policymakers of California must find innovative ways to address the economic issues. As the state budget continues to tighten and state funding per student decreases, the UC will continue to raise tuition, restrict enrollment, lay off staff, and decrease the UC's competitiveness in the global market. Our plan seeks to provide incentives for policymakers to find ways of reducing waste and creating new sources of state revenue, both at the state and the UC level. The budget must be retooled to effectively address the needs of students while fairly representing the taxpayer whose funds

allow undergraduates access to higher education.

The UC Board of Regents is the highest decision-making body in the UC system. It is made up of 26 voting members: the governor appoints 18 for 12-year terms. Seven of them are regents by right of their positions in office; they include the governor, the UC president, and the speaker of the assembly. There is one student regent who serves for one year.

This system does not work. There are far too many people in this body. Worst of all, it is not representative of the stakeholders in the UC system. The 18 appointees are usually financial and political supporters of the governor. The majority of them are lawyers and businessmen.

State Legislation and State

### Priorities

The California Master Plan for Higher Education of 1960 was a strategic vision for postsecondary education as a public responsibility. Unlike numerous other states where private institutions are dominant, 84% of California's postsecondary education students attend public college. State support has been essential for the system to be successful. However, the current economic crisis has accelerated the decline of state funding, forcing the UC to raise student fees and impose a hiring freeze; this has adversely affected the UC's ability to accommodate a growing population.

Student fees and other sources of general funds have helped mitigate the decline in state support, but core funding per student has declined 25% in inflation-adjusted dollars. The fluctuation

in state funding and the inability to keep pace with inflation and enrollment have eroded the quality of education.

The state budget priorities should reflect a commitment to societal values. Higher education has been underfunded in order to provide support for prisons. A failed war on drugs has dramatically increased the state's prison population from 30,000 inmates in 1980 to over 170,000 in 2009. In 1980, only 2% of California's budget was directed toward prisons compared to a current 9.7%.

Our plan calls policymakers to change the trend of incarceration and makes it imperative for the state to reform the criminal justice system while emphasizing rehabilitation and treatment. The savings accrued from indirect cost reduction, incarceration and processing would be used to increase the funding for higher education.



**JACQUELINE JACKSON**

Major: Continued Solidarity, Communication  
 Minor: Critical Gender Studies  
 Los Angeles, CA

“ I as a student of life at UCSD have truly had an unforgettable two years. I have always believed that institutional education is merely a small piece within a life long journey of learning, studying, and excelling. I am truly thankful for the amazing amounts of love, support, community, and solidarity that I have felt from the strong community that we as a movement have established. I love you all so much and although I cannot name each name I will always remember the sound of each voice, each fist of solidarity, and every HOLLA BACK! Thank you for changing my life.”



**KATHRYN LERMA**

Major: Sociology  
 Brawley, CA

“ To all my amigas and amigos that have laughed and cried with me through the good times and the bad, you have all been my community & mi familia at UCSD. Without you I would have never made it! Te Amo!



**CHRISTINE MA**

Major: Communication  
 Minor: Ethnic Studies  
 Los Angeles, CA

You came at a time when we needed you the most. Thank you so much for your presence and saving us by editing all our articles. We are grateful to have you in our CV family. We wish you a great future.  
 -Jay and Denise



**DANIELA ARIZAGA**

Major: Ethnic Studies y International Studies  
 Mexicali B.C., Brawley, CA

“I’m taking away a lot of great memories and lifelong friends but I’m ready to leave UCSD”



**JOHN IM**

Major: Visual Arts Media (Computing)  
 Cerritos, CA

“ Don’t live the life you think you should be living, live the life you have. Enjoy it for what it is” – a wise friend  
 “ Thank you to my beautiful community for making my present a living dream. I love you all.”



**GRACELYNNE WEST**

Major: Ethnic Studies  
 San Diego, CA

“ The movement is going to continue. There’s a lot of potential for this university. I’ve committed myself to a lot to advocate for social justice.”  
 “I am faithful that the movement will continue, the work will continue. I have grown with the family that I have come to know at UCSD.”



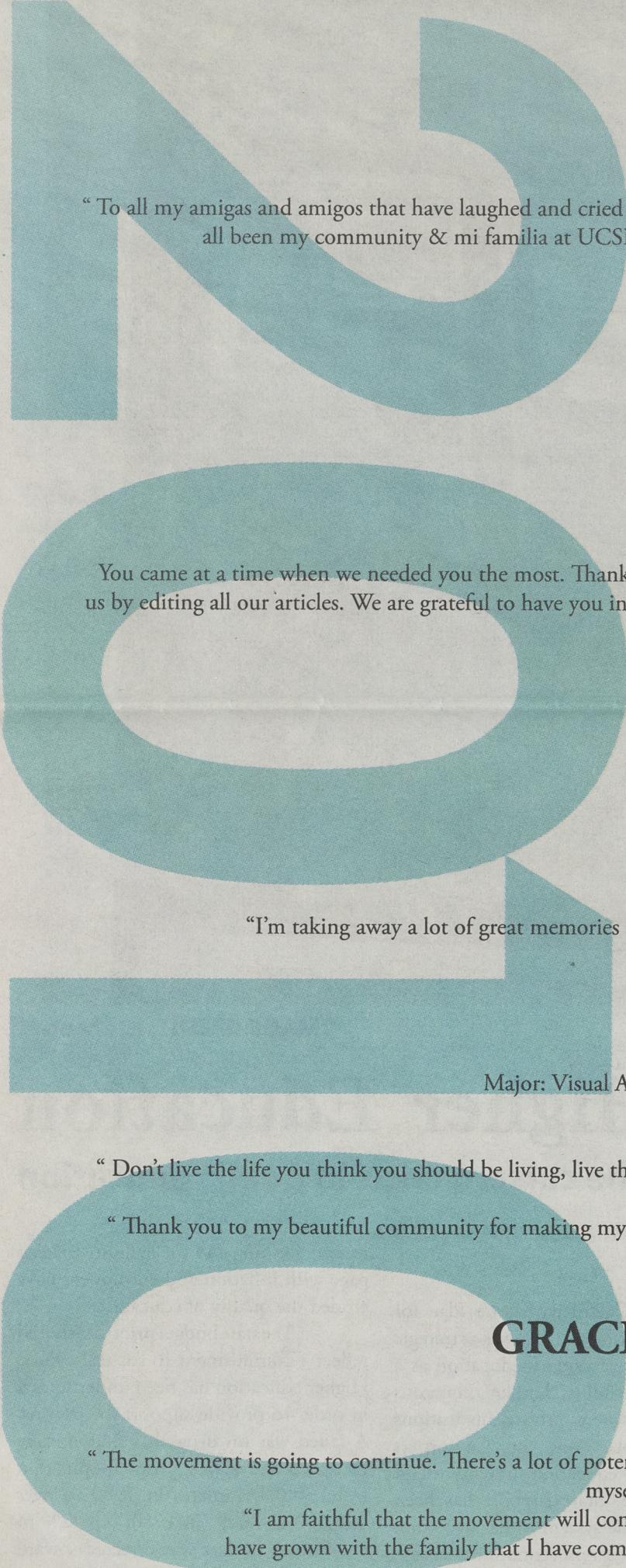
**MELISSA ROSE CHAN**

Major: Literature/Writing  
 Minor: Theatre  
 Eagle Rock, CA

“ Listen. Engage. Endure”



To all others who we were unable to recognize, know that your time at UCSD have made an impact on our community. The Collective Voice wishes you the best in your new beginning.







**MICHELLE KIM**

Major: Ethnic Studies, Urban Studies & Planning  
Cupertino, CA

“I’m glad I found Ethnic Studies because without it I would feel like I’m living and walking around campus not really understanding myself and others. Brings light to my life.”

**JESÚS VALENZUELA**

Major: Communication, Sociology  
Coachella, CA

We truly appreciate your dedication to the Collective Voice: for coming to all the meetings, writing very LONG articles, giving us your support and guidance. We hope you discover and continue to do what you love. –Jay and Denise

**YESENIA PORTILLO**

Major: Ethnic Studies, Sociology  
Minor: Spanish Literature  
Riverside, CA

“Thank you to all the beautiful people that have made UCSD a place I will forever be proud to have been a part of”

**SARAH ELGHRAOUI**

Major: Math and History  
San Diego, CA

“I’m taking this past whole year with me, everyone just became a whole community. Props to everybody.”

**DIANE GASKIN**

Major: Psychology  
Los Angeles, CA

“My time at UCSD has been long lived and I have learned a lot about community, activism, solidarity, love and more from everyone. Thank you to my friends, QPOC and MEChA family for sharing yourselves with me throughout the years. A lot of love, good vibes, and stay fierce community!”

**GUILLERMO GONZALEZ**

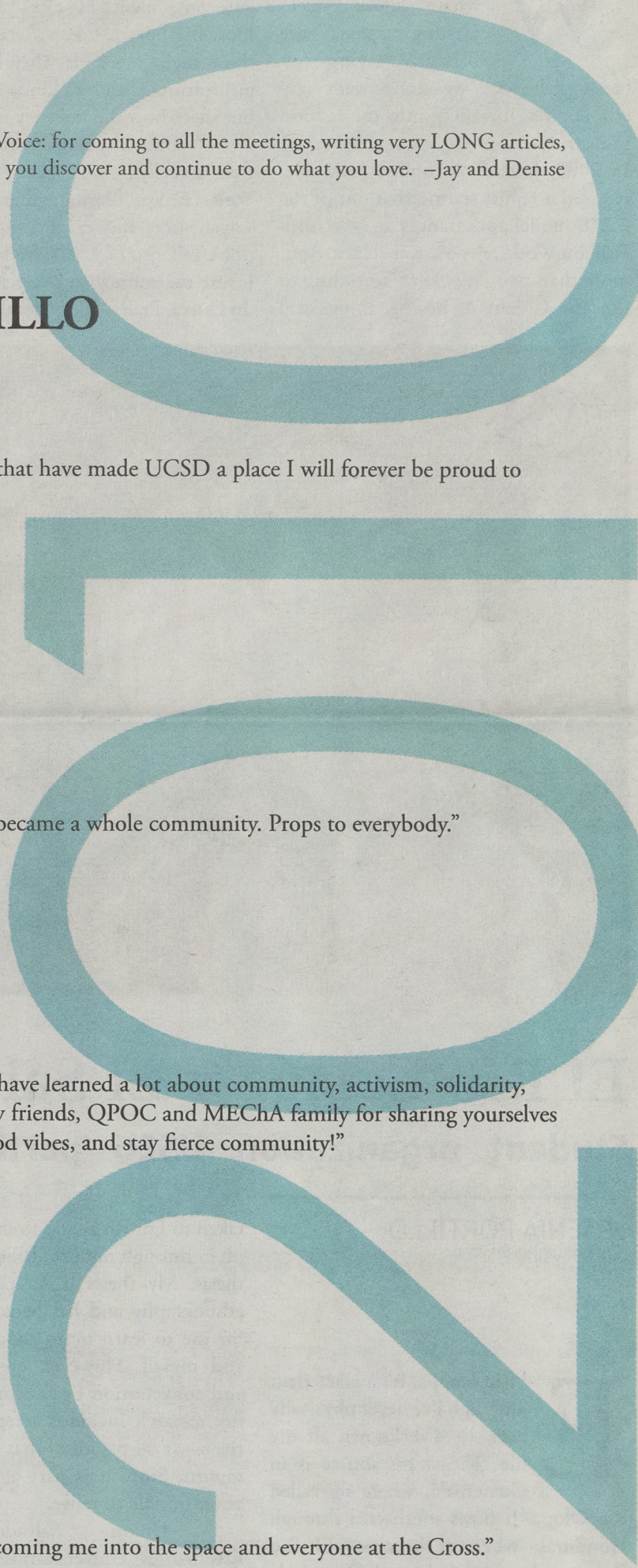
Major: Psychology  
Minor: Ethnic Studies  
Los Angeles, CA

“I would like to thank Las Chican@s for introducing and welcoming me into the space and everyone at the Cross.”

**PAOLA RODELAS**

Major: Ethnic Studies, Art History  
Chula Vista, CA

“I’m so grateful for Ethnic Studies, the Cross- Cultural and SPACES because I grew so much in all spaces”



recognize, know that you  
act on our community. The  
your new beginnings.



# No Black Girls On This Runway

## Fashion industry promotes racialized depictions of beauty

NATASIA KALONJI  
CONTRIBUTING WRITER

**W**e've all heard the saying, sex sells. But what about race? Casting agents are blatantly saying "no black girls" or "we don't want any ethnic girls," breaking into the fashion industry.

In 2008, Jezebel, an online magazine, released a report stating that out of the 2,278 model appearances at New York Fashion Week, only 6% were black. And, more than two years later, according to the *The Colour of Beauty*, things still

haven't changed. But, for the few black models who have been successful, they all share one trait- they look white.

"The girls that are being featured in everything... they really look like white girls that were painted black," says Justin Peery, New York fashion agent. "When you come in with big eyes, big nose, big hips, big lips- it doesn't work. But for those lucky few girls- they have white girl features... and it's kinda messed up, but that's how the industry is."

But, why not use black models that actually... look black? For New York fashion photographer, Dallas J. Logan, the answer is simple- blacks don't sell product. "Nobody wants to invest the money in a black model to do Gucci, Prada, and Valentino because

they're black- and black doesn't sell. Point blank. Money is green and white people have the money, so white people are going to buy from white people."

So who is at fault? The casting agents who refuse to hire black models? The designers who insist on a white aesthetic? The magazines who publish white-only covers? Until we know, expect to see magazine covers graced by recycled names like Naomi Campbell, Jourdan Dunn, and Chanel Iman... just to name the few.

Want to find out more? Check out the documentary, *The Colour of Beauty*, and/or follow Jezebel's never-ending search for diversity in the fashion industry.

32%, from page 3

who gets tenure? Such cases are already present and will possibly increase in numbers as researchers that are critical of particular corporations find themselves fighting the very corporations that fund their universities.

The universities have been colonized. The University of California is a public institution that should belong to the public and not the highest bidder. There is still a need in our society for those critical minded individuals that can help transform society for the better and steer us away from a realm where a corporation can dictate the way we live our lives. It can no longer be accepted that students should be molded into a cog that will perpetuate the gain of a few.



IMAGE CREDIT: L. Quintanilla

# El Río Lempa y El Salvador's Anti-Mining Movement

## Student organization USEU participates in solidarity efforts with El Salvador

YESENIA PORTILLO  
CONTRIBUTING WRITER

**E**l Río Lempa. It's a place that, although I've never physically been to, I've known all my life. The river's source is in Guatemala, where it's called Río Olopa. It flows southward through Honduras, where it becomes El Río Lempa and continues through Guatemala and El Salvador. Forty nine percent of El Salvador's territory is covered by the Lempa river basin.

El Río Lempa plays an important role in the life narratives of many Salvadoreños including my own, since it flows through the town of Los Rivas where my family emigrated from during the Salvadoran Civil War in the early 1980s. Growing up, I was often taken to El Río Lempa through the stories my family shared with me. This year, I've been

taken to Los Rivas and to this river more often through my Ethnic Studies honors thesis. My thesis is, in part, a family ethnography and has become a vehicle for me to learn more about my family and myself. However, every interview and conversation I performed as part of my research included references to the river—as a paradise that interviewees mourn. Since it is part of a life they'll never be able to relive.

Union Salvadoreña de Estudiantes Universitarios/ Salvadoran University Student Union (USEU), a transnational organization originated in El Salvador, with various chapters throughout the Cal-states and the UCs, has been a space where history and identity have been discussed. During one of the USEU meetings, a fellow USEU member, Jennifer Aguilar, presented her research on the Pacific Rim Mining Corporation and their multimillion-dollar lawsuit against the Salvadoran government. The Canadian corporation has been denied extraction

permits and is now suing El Salvador. The discussion also revolved around the anti-mining activism that this situation has prompted and, what's most pressing, that persecution the leaders of this grassroots movement are facing. Several of these activists have been assassinated and the Salvadoran government has failed to carry out full investigations of these cases. In addition to the story of these murders, El Río Lempa faces the threat of destruction at the hands of the proposed mining project.

After the violence of the Civil War in El Salvador during the 1970s and 1980s, Salvadorans have been left with a nation whose leaders are ready and willing to become fully incorporated into the global neoliberal capitalist economy; its administrations signing deals such as the Central American Free Trade Agreement. Thus, Pacific Rim Mining Corporation's lawsuit against the Salvadoran government under this free trade agreement is globalization at its finest—a reality that cannot have existed

without US military and economic intervention in countless nations all over the world.

USEU de UCSD participated in an international day of action on Thursday May 27th in order to raise awareness and mobilize in solidarity with the anti-mining activism in El Salvador. USEU held a postcard drive that sought to encourage folks at UCSD to participate in the call-in action organized by the Committee in Solidarity with the People of El Salvador, CISPES. The postcards were signed by folks asking Salvadoran political leaders to fully investigate the assassinations of anti-mining activists Marcelo Rivera, Ramiro Rivera, y Dora Recinos Sorto, as well as the violent threats against anti-mining activists that have to date been handled with impunity. The call-in action also involved phone calls to the Pacific Rim Nevada office asking for them to immediately cease mining efforts and to demand the withdrawal of its current lawsuit.



# UCSD Principles of Community

The University of California, San Diego is dedicated to learning, teaching, and serving society through education, research, and public service. Our international reputation for excellence is due in large part to the cooperative and entrepreneurial nature of the UCSD community. UCSD faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements.

To foster the best possible working and learning environment, UCSD strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the university and the well being of its constituents. UCSD faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

- We value each member of the UCSD community for his or her individual and unique talents, and applaud all efforts to enhance the quality of campus life. We recognize that each individual's effort is vital to achieving the goals of the university.
- We affirm each individual's right to dignity and strive to maintain a climate of justice marked by mutual respect for each other.
- We value the cultural diversity of UCSD because it enriches our lives and the university. We celebrate this diversity and support respect for all cultures, by both individuals and the university as a whole.
- We are a university that adapts responsibly to cultural differences among the faculty, staff, students, and community.
- We acknowledge that our society carries historical and divisive biases based on race, ethnicity, gender, age, disability, sexual orientation, religion, and political beliefs. Therefore, we seek to foster understanding and tolerance among individuals and groups, and, we promote awareness through education and constructive strategies for resolving conflict.
- We reject acts of discrimination based on race, ethnicity, gender, age, disability, sexual orientation, religion, and political beliefs, and, we will confront and appropriately respond to such acts.
- We affirm the right to freedom of expression at UCSD. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality and respect.
- We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.
- We are committed to the enforcement of policies that promote the fulfillment of these principles.
- We represent diverse races, creeds, cultures, and social affiliations coming together for the good of the university and those communities we serve. By working together as members of the UCSD community, we can enhance the excellence of our institution.



## The One With Headdresses and Hegemony

### Appropriation of Native American culture highlights a problematic campus climate

CHELSEA KOLANDER  
CONTRIBUTING WRITER

From Ke\$ha's headdress on "American Idol" to the high school girls at Stanford dressing up and "playing Indian," the appropriation of American Indian culture is rampant. At the Sun God Festival on May 14, several UCSD students decided to mock Native American culture by wearing headdresses, feathers, and paint on their faces and bodies. Not only is this behavior completely disrespectful to Native Americans and a direct affront

to the attire we hold to be sacred, but it is also a blatant violation of the UCSD Principles of Community.

By treating sacred attire as something that can be fashioned into costumes, the students demonstrated a complete and utter lack of respect for Native culture and peoples. Making a caricature of Native Americans through appropriating several aspects of our culture takes away our dignity. A "climate of justice" certainly does not exist at UCSD presently. Cultural diversity was not valued by those students who chose to wear "Pocahontas dresses," cheap headdresses made of colored feathers and glue, and "war paint" on their body. Appropriation of Native culture does not celebrate Native culture, but rather

condemns and relegates it to a simple commodity that exists solely for non-Native consumption and entertainment.

Fortunately, ignorance is a curable condition. Through education and activities that seek to raise awareness, students can learn more about the historical and current forms of racism against Native peoples and finally understand why "dressing up as Native Americans" is a "big deal" and indicative of the hostile climate that exists on this campus for underrepresented peoples and communities. Freedom of expression is important, but it cannot come at the expense of people of color and other underrepresented populations. By "dressing up as Native Americans" and stating that "we look like a tribe!"

the students acted in a manner that was completely discourteous, insensitive and disrespectful to Native peoples.

The community principles are currently not being fulfilled and will not be fulfilled until a Native American minor is established, the Kumeyaay remains are returned, and Native students, staff and faculty can attend school-sponsored events like the Sun God Festival without being ridiculed by other members of the UCSD community. Let's work together to make sure that students, staff and faculty understand why actions such as these are racist and unacceptable, through education and awareness-raising. Until these principles of community are upheld and enforced, there will be no space for diversity to exist safely at UCSD.



# Arizona Native & DTP Artist Willy Northpole Responds to SB 1070

Rapper expresses outrage towards SB 1070 through song and music video

JACQUELINE JACKSON  
COEDITOR-IN-CHIEF

Recently, Disturbing The Peace artist Willy Northpole released a controversial song titled, "Back to Mexico". The song is a direct response to the current passing of SB 1070 in Arizona. Both the song and the video can be viewed on Youtube at, Video Link: <http://www.youtube.com/watch?v=H57-FaUSHPQ>. In a recent interview for The Collective Voice, Northpole discussed his views regarding the issue and his future plans as a political rap artist.

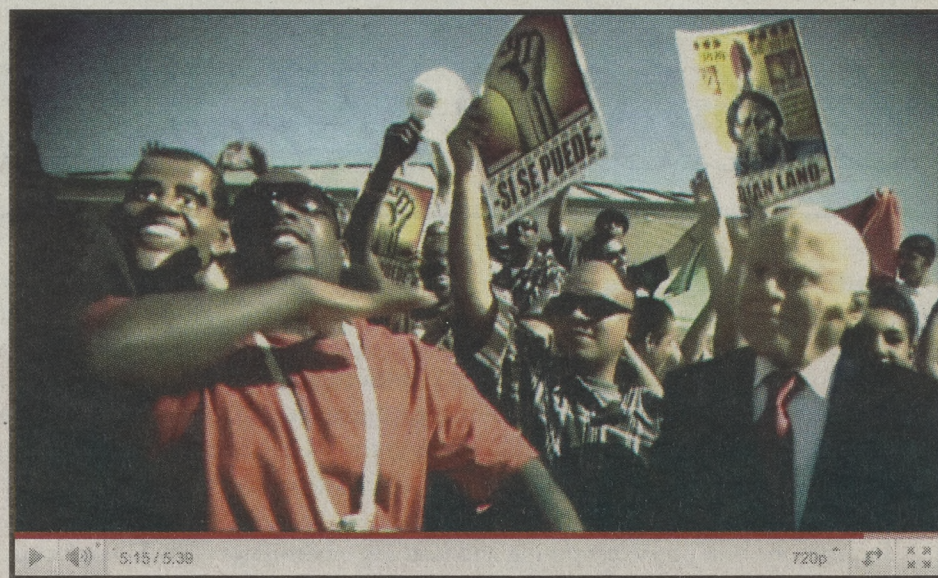
1. In being an Arizona native, how does the issues of racial profiling and discrimination affect you personally and inspire you to write and perform this song?

"I know how the system is in my state alone. Growing up here and always being harassed and I know it's going to affect me being in a situation like this. Just the other day I was pulled

over twice by border patrol and it was a car full of blacks. It's because of the new law that just kicked in. To me it's an excuse for what they did (pulling us over), they insisted on searching the car, but they didn't have probable cause so I didn't let them. It's just not right what is going on right now."

2. I noticed that you not only recorded the song but also developed a video for it. Was there any particular reason why you wanted to ensure there was a visual component to the song?

"A lot of times people don't catch rap lyrics. The people I was trying to speak to they probably won't catch all the words but they can definitely get the visual. The words themselves are powerful but the visual with the words people are definitely going to sit and pay attention even ones that don't listen to rap music. The message that I was trying to send out to a certain group of folks, which is the government, I'm sure they don't pay attention to rap music so I had to put the visual out there."



3. What are your plans for the future? Is the song "Back to Mexico" a preview of other songs that may present your position on political issues?

"I'm really not a political type rapper but when I opened that door it opened up my mind a little bit. The effect that I had with this one song because I didn't think the song was going to blow up the way it is blowing up right now. I just did it to express my feelings as a freedom of speech rapper. Definitely, I am going to take that route making sure that I am talking about not only the good stuff that is going on in my life but also the stuff that is going on around me in our community. That song {Back to Mexico} touched the people who it's affecting so for me to get under peoples skin or for people to ride with me and vouch for what I am saying I really want to be able to continue down that lane."

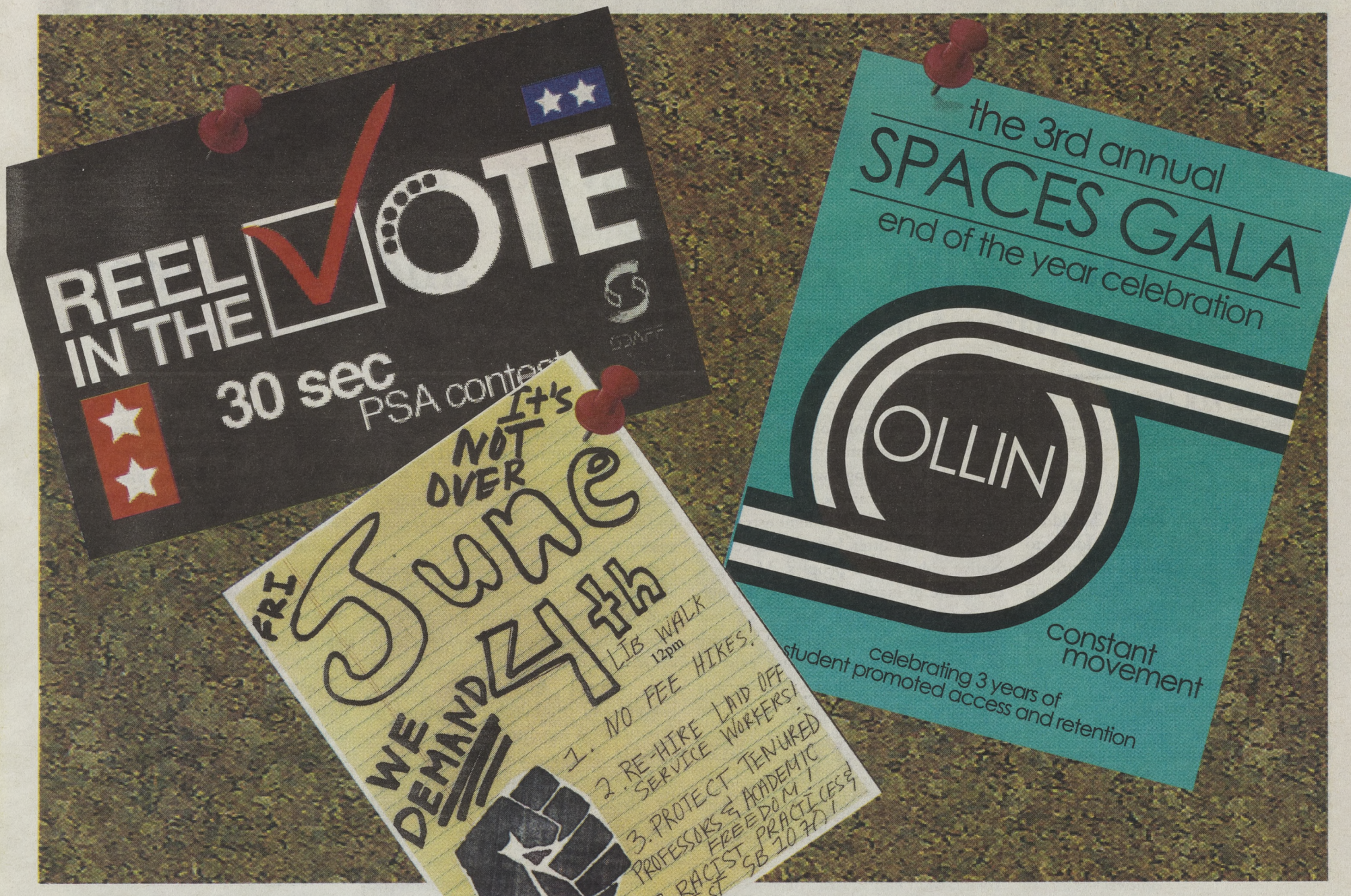
4. Since the song and the video were released this past week what have been the type of responses that you have been

receiving? And have these affected how you feel about your decision to make the song?

"I've been getting more positive responses than negative. In a lot of different states the Blacks and Mexicans don't unite really. It's kind of foreign to their ears when I talked like that, "Why are we taking up for them"? , "Why are they taking up for us"? But all I can talk about honestly, is what's going on around me. People don't understand that we are in the same boat if you look at history. We all have the same problems when it comes to being minorities in this country."

5. Have these affected how you feel about your decision to make the song?

"No, not at all I got passed that a long time ago when I first got my record deal. Being human of course comments used to affect me but you get to a point where you build this wall up. This is what I do; this is why I was signed to Disturbing the Peace. This is what makes Willy Northpole."





## Lack of LA Pride

GA YOUNG YOO  
CONTRIBUTING WRITER

It bothers me.  
when Los Angeles natives attempt  
to wear the 213 zip code as if it was a badge of pride  
as if it did justice in  
communicating who they are  
as if it had substance  
when in truth, this particular geographic precinct  
is motherland  
to discontent, injustice, chaos.  
why feel territorial towards a district  
in which concrete examples of class disparity  
overwhelms your visual senses  
when you're forced to view how the ghetto and the rich  
live side by side  
and each go their own way,  
we're all humans, but we behave  
as if we were destined to be mutually exclusive  
City of Angels  
in which structural discrimination  
remains intact  
L.A. riot and its subsequent media spin  
of terming "uprising" as inherently "rebellion"  
disguises the reasons for protest coming from  
within its own citizens  
its streets, home to the homeless  
its businesses  
and its specialization of  
profit-motivated exploitation of immigrants  
the myth of the American Dream lives on  
But to climb the social hierarchy a few rungs  
comes at a cost  
and ill tell you why  
I, as an LA born, lack ALL L.A. pride  
my dad was carjacked when I was a little girl  
couldn't comprehend how his face had aged  
those 10 extra years  
within the few hours of  
father having left daughter  
my mother's store was burned.  
Down.  
during the infamous LA riot of 92  
and LA fueled my brother's addiction for years to come..  
thus the cost, can be calculated  
in terms of lives..  
going on several.  
and this is why I, as an LA born, lack all L.A. pride.



## Reflections on SB 1070

CHANEL ORTIZ  
CONTRIBUTING WRITER

Support Our Law Enforcement and Safe Neighborhoods Act, better known as SB 1070, was signed into effect by Arizona Governor Jan Brewer on April 23. The act, which is scheduled to go into effect on July 28, 2010, will make it a misdemeanor for any person who does not have U.S. citizenship to be in Arizona without carrying proper legal documentation. This allows law enforcement agents to stop whoever they please, for no particular reason, and to question them regarding their citizenship. This allows for racial profiling against people of color, particularly Hispanics, because they will be the majority of those who will get stopped and questioned. This is an unfair and cruel approach to immigration reform that violates our civil liberties and rights.

The 14th Amendment states, "No state shall deprive persons of life, liberty, and property." But SB 1070 does just that. It invades a person's personal life, liberty, and property, both physically and mentally. Governor Brewer also signed HB 2281, which bans ethnic study courses from being taught in schools. Not only are these Arizona laws depriving our freedom to this land, but now it is depriving us of our liberty to educate ourselves about our own cultures or the cultures of others. Students will be deprived of the knowledge of their origins and of other cultural backgrounds.

Many citizens have left the state, and many employers have been forced to fire all undocumented workers. Now Arizona is going through a shortage of workers and many businesses are suffering losses. The very people who pushed for the passing of this bill are regretting their decision. State Senator Russell Pearce admitted to softening up and now wants many of these undocumented workers back, but only for the jobs that nobody wants to do, such as agricultural jobs. He wants only for these workers to "come here, work, pay [their] taxes and go home."

I am truly saddened and deeply angered by the recent events that have been happening in Arizona. The passage of new legislation remind us that even though we have come a long way from oppression and segregation, we still have to fight hard for our civil liberties and civil rights because the fight will never be over. It seems that with the passage of these bills, we took a step back in our continuing struggle for existence and acceptance. With this, America should call for an immigration reform and to do it fast, before many people are subject to these demeaning and degrading bills.

## Letters

Collective Voice,

I think I got your paper on library walk today from Denise Manjarrez. I wanted to say congratulations on a great paper. I enjoyed your articles and applaud your passion and activism. I was particularly moved by "Invisible" by Chanel Ortiz.

As a UCSD staff member in Student Wellness, I know that hate, prejudice, oppression and fear can all have a tremendous negative impact on the emotional and physical well being all people (even the people who are expressing the hate). I also know that community, positive action and hope can make a positive difference in the emotional and physical wellbeing of those who act and of those they serve. I notice that the Collective Voice is a positive force for change. In my humble opinion, The Collective Voice is making a difference in the lives of those who read it. I support your efforts toward a peaceful and just campus climate.

If you ever feel that you could use an article or a seminar/workshop on maintaining and sustaining wellbeing, I would be more than glad to help.

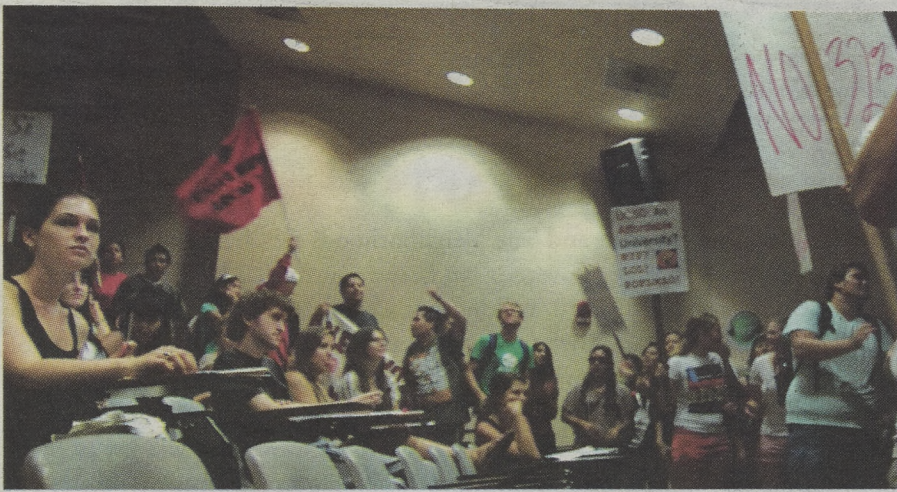
Sincerely,  
Jerry Phelps, Ph.D.  
Acting Director, Wellness Initiatives  
Student Wellness

## JOIN THE STAFF!

We need writers, copy editors, layout and graphics designers, and anyone with an interest in journalism and social justice!

If you're interested in joining the cause or if you'd like to submit an article, contact [cveditors@gmail.com](mailto:cveditors@gmail.com)!





**Walkout!**

Thursday Sept 24, 2009

Students, staff and faculty walkout on the first day of school to protest the budget cuts and the threat of a fee increase!

**UCSD TV Koala broadcast**

Thursday Feb 18

Koala TV transmits attack on community and uses N word

**Med Student Protest**

Tuesday Feb 23

UCSD Medical Students show solidarity with rally to protests Compton Cookout and other racists events.



**TEACH OUT!**

Wednesday Feb 24

Students organize a walkout of teach-in by administration and hold a teach out to inform the entire campus of the racial incidents.

**Noose Found in Geisel Library**

Thursday Feb 25

A noose was found on the sixth floor of Geisel library.

**Rally in Response to Noose and an Occupation of the Chancellor's Complex**

Friday Feb 26

Students gather early in the morning to rally against the threat imposed by a noose found inside of Geisel. Students, staff and faculty take over the Chancellor's Complex to negotiate demands proposed by BSU.



**Stop Worker Layoffs Rally!!**

Friday, Dec 4, 2009

Workers and Students rally the layoff of workers and the 10% reduction in time.



**Real Pain, Real Action Rally**

Friday Feb 19

Students congregate in Library Walk to protests the Compton Cookout and Koala broadcasts.



**March 4th Rally**

Thursday, March 4th

UCSD rallies against fee increases, privatization of the university, budget cuts.





# THE GUARDIAN

UNIVERSITY OF CALIFORNIA, SAN DIEGO

WHEN LIBERTIES COLLIDE

## TEACH-IN WALKS OUT

Black Student Union and supporters ditch university teach-in to host speakers of their own.

By Angela Chen  
NEWS EDITOR

Hundreds of students walked out of an administration-planned teach-in yesterday morning to attend a counter teach-in organized by the Black Student Union.

The Feb. 24 Price Center protest began with a press conference held by the BSU, the student organization that declared campus climate to be in a "state of emergency" last Friday. The BSU has addressed the "toxic" environment with a rally and a list of 32 demands. BSU Chair David Ritcherson called for the UCSD chancellor cabinet to respond to the organization's demands by March 4 — the same day as a systemwide protest against limited accessibility to higher edu-

**OPINION**

Guest commentary calls for campus understanding. **Page 4**



Black Student Union members held a counter teach-in on Feb. 24 to discuss the 'Compton Cookout' and institutional racism at UCSD. JOHN HANACEK/GUARDIAN

cation — with a "thorough, written timeline for immediate action."

Press-conference speakers included history professor Daniel Widener, who applauded A.S.

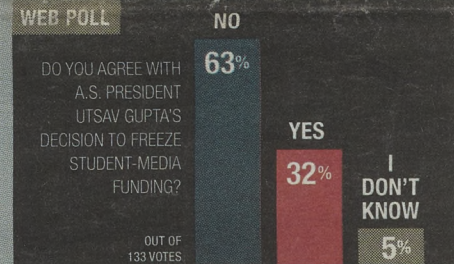
President Utsav Gupta for his recent decision to freeze funding for all 33 student media organizations, then asked administrators to disregard the current budget crisis in favor of

meeting all the BSU's demands.

"We will not allow any discussions of the budget crisis to affect

See **PROTEST**, page 2

### MEDIA ORGS DEFEND FREE-SPEECH RIGHTS



By Angela Chen  
NEWS EDITOR

Student media heads are threatening legal action against A.S. President Utsav Gupta's for his Friday-afternoon decision to freeze all funding to student publications.

Gupta announced Friday morning that he wished to pull funding from controversial humor newspaper the *Koala*, whose editor in chief made a racial slur on Student-Run Television the night before in reference to Black Student Union members protesting the Feb. 15 "Compton Cookout."

"We've tried, throughout this year, to redo [the media guidelines], and essentially not fund [the *Koala*]," he said at an impromptu meeting. I don't know if it'll get rid of them, but on the part of A.S., we can defund them — we absolutely can defund them, and I believe we must defund them."

Gupta said he had the executive power to freeze media-org funding because the current allocation of money for media organizations violates Section II of the A.S. Constitution. The section states the role of the council is "to create and execute programs which serve the collective interests of the undergraduate population." According to Gupta, the current system — which has funded the *Koala* since 1982 — is hurting students, and therefore not serving the collective interest.

Free speech organizations such as the Foundation for Individual Rights in Education and American Civil Liberties Union have

See **FREEZE**, page 2

## Two Years Later, PC East Starts to Fill Empty Lots

Price Center's vacant retail spaces were originally designated to house a bank, coffee shop and hair salon.

By Ayelet Bitton  
ASSOCIATE NEWS EDITOR

Two years after the grand opening of Price Center East, University Centers officials said they are in the final stages of filling the remaining store spaces with a bank, coffee shop, and hair salon, as they promised.

Price Center East opened in May 2008, funded by the Price Center Expansion Referendum — a \$39 quarterly student fee enacted in Spring

Quarter 2003. Only five vendors have been installed in the space since its opening, leaving three vacant slots.

"The students wanted the best of both worlds," Assistant Vice Chancellor of Student Life Gary Ratcliff said. "They wanted an expansion that was going to be large enough to serve the student body when we reached steady state enrollment, and they wanted the fee as low as possible. What that meant is there needed to be other sources of revenue to pay to operate the building, and retail was the answer."

Price Center East already has a number of food retailers, such as Tapioca Express and Burger King.

See **PRICE**, page 2



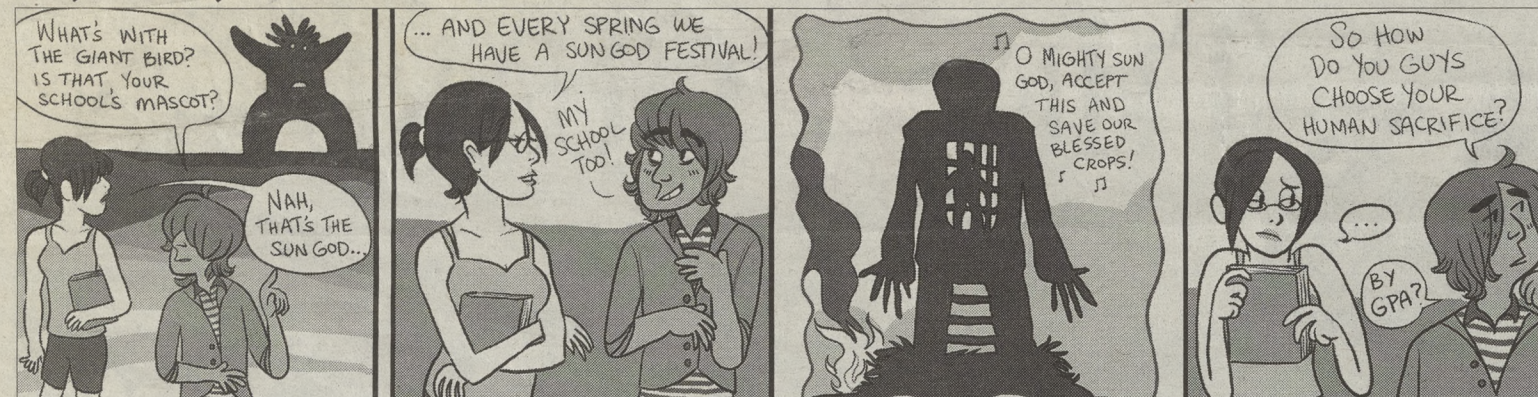
Three empty spaces — two on either side of the Sunshine Market, and one on the second floor by the Loft — will soon be filled with new student services. JOHN HANACEK/GUARDIAN

<p><b>SPOKEN</b></p> <p>“ Here’s your money back/ Here’s your punk rock back!”</p> <p><b>JAPANDROIDS</b> VANCOUVER NOISE-ROCK BAND PAGE 7</p>	<p><b>FORECAST</b></p> <table border="1"> <tr> <td> <b>THURSDAY</b> H 65 L 50</td> <td> <b>FRIDAY</b> H 69 L 54</td> </tr> <tr> <td> <b>SATURDAY</b> H 57 L 49</td> <td> <b>SUNDAY</b> H 64 L 49</td> </tr> </table>	<b>THURSDAY</b> H 65 L 50	<b>FRIDAY</b> H 69 L 54	<b>SATURDAY</b> H 57 L 49	<b>SUNDAY</b> H 64 L 49	<p><b>NIGHT WATCH</b></p> <table border="1"> <tr> <td> <b>THURSDAY</b></td> <td> <b>FRIDAY</b></td> </tr> <tr> <td> <b>SATURDAY</b></td> <td> <b>SUNDAY</b></td> </tr> </table>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SATURDAY</b>	<b>SUNDAY</b>	<p><b>SURF REPORT</b></p> <table border="1"> <tr> <td><b>THURSDAY</b> Height: 4-7 ft. Wind: 3-5 mph Water Temp: 61 F</td> <td><b>FRIDAY</b> Height: 5-7 ft. Wind: 2-9 mph Water Temp: 61 F</td> </tr> <tr> <td><b>SATURDAY</b> Height: 4-5 ft. Wind: 5-17 mph Water Temp: 61 F</td> <td><b>SUNDAY</b> Height: 7-12 ft. Wind: 3-14 mph Water Temp: 61 F</td> </tr> </table>	<b>THURSDAY</b> Height: 4-7 ft. Wind: 3-5 mph Water Temp: 61 F	<b>FRIDAY</b> Height: 5-7 ft. Wind: 2-9 mph Water Temp: 61 F	<b>SATURDAY</b> Height: 4-5 ft. Wind: 5-17 mph Water Temp: 61 F	<b>SUNDAY</b> Height: 7-12 ft. Wind: 3-14 mph Water Temp: 61 F	<p><b>GAS PER GALLON</b></p> <p><b>LOW</b> <b>\$2.73</b> Arco, Chula Vista 407 E St. &amp; 4th Ave.</p> <p><b>HIGH</b> <b>\$3.50</b> Chevron, Pacific Beach 1575 Garnet Ave. &amp; Ingraham St.</p>	<p><b>INSIDE</b></p> <p>Comics ..... 2 New Business ..... 3 Head Meets Ground ..... 4 Letters to the Editor ..... 5 Druthers ..... 7 Classifieds ..... 10 Sudoku ..... 10</p>
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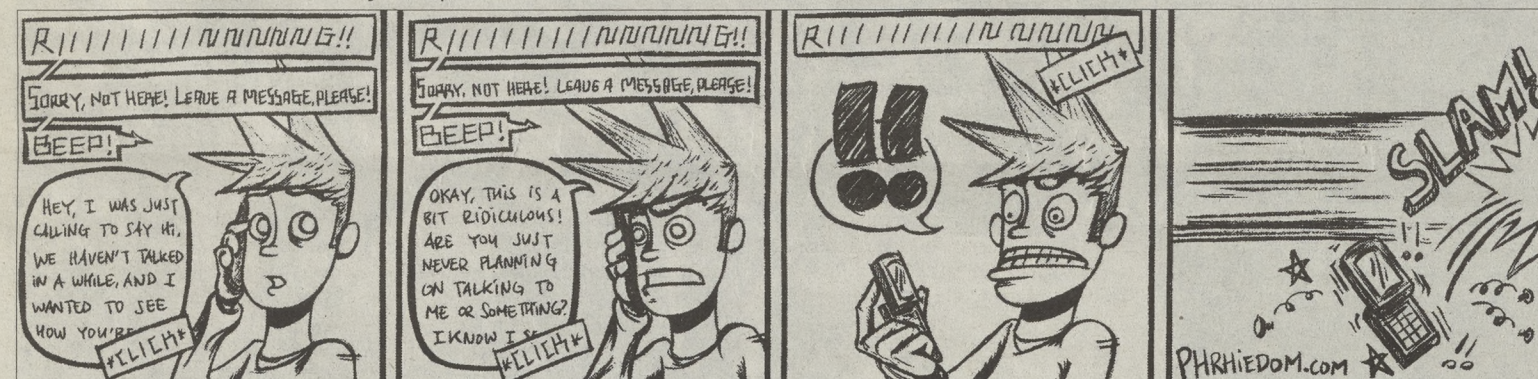
# SO, YEAH, ANYWAYS

By Marina Mizar



# SUNNY-SIDE UP

By Philip Rhie



# BSU: Administration Must Accept Demands By March 4

PROTEST, from page 1

discussions of our demands," Widener said. After the press conference ended at 11:30 a.m., participants marched from Library Walk to the official teach-in, scheduled to be held at the Price Center East Ballroom. The crowd — which included community members, as well as students from Cal State San Bernardino, San Diego State and the University of Southern California — chanted slogans such as "Real Pain, Real Action."

Following speeches by theater professor Nadine George and LGBT Center director Shaun Travers, A.S. Associate Vice President of Diversity Affairs Jasmine Phillips and BSU Vice Chair Frann Keflezighi called for the attendees to walk out and attend a counter teach-in instead.

"If you truly care about our university, if you want to stand in solidarity, you will join me in walking out of this teach-in and joining us at our teach-in," Keflezighi said.

The majority of participants left the room and convened at the stairs above the Triton statue.

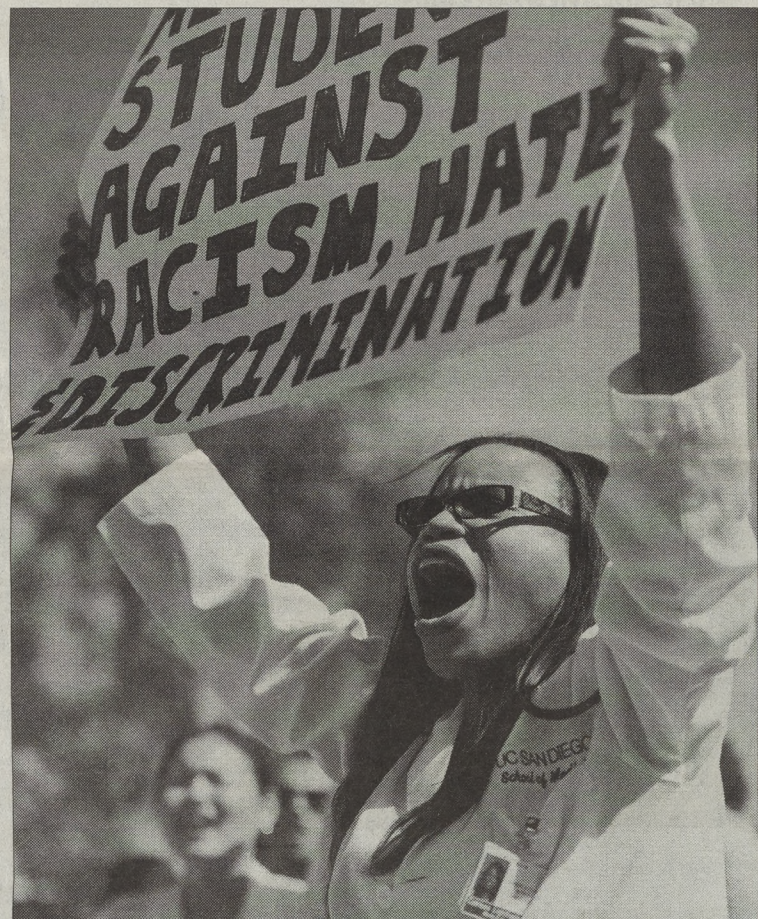
Speakers at the counter teach-in included Cross-Cultural Center director Edwina Welch. She stressed that the protests were not about individual acts of racism, but an institutional problem.

"You've felt racism if you've gone down Library Walk and not been handed flyers, if you've sat in class and nobody's sat by you," she said. "What gets lost is the day-to-day macro and micro aggression on campus."

Literature professor Daniel Childs agreed with Welch, condemning the system instead of individuals.

"This is a white-supremacist, racist, classist, misogynist institution," he said.

Eleanor Roosevelt College junior Niko Arranz, a student professor, said the counter teach-in was more pow-



ERIK JEPSSEN/GUARDIAN

Graduate students from the UCSD School of Medicine wore lab coats to a Feb. 23 protest against racism, carrying banners with slogans such as "Future Doctors Come From Compton."

erful than the one the administration had planned.

"The first teach-in was a joke," he said. "I was falling asleep because it wasn't relevant."

Keflezighi said she created the counter teach-in because she wanted to educate the community according to BSU's own terms.

"We were angry when we weren't asked to be part of the [teach-in] planning process," she said.

Vice Chancellor of Student Life Penny Rue responded positively to the counter teach-in.

"I'm delighted that our students found the right platform to express themselves today," she said.

She said it was too soon to know if all of the demands of the BSU will be met.

Readers can contact Angela Chen at schchen@ucsd.edu.

# Ratcliff: Meticulous Review Process Caused PC Delay

PRICE, from page 1

The remaining spaces were meant to provide alternative services to students, as outlined in the referendum. University Centers Director Paul Terzino said he plans to install a hair salon on the second level of the building. A coffee shop, scheduled to open next winter, has been assigned to the space left of the Sunshine Market. A bank — whose name has yet to be released — will open to the right of the Sunshine Market by fall. According to Terzino, of the three, the bank is the furthest along in the planning and contracting stages.

The Department of Student Life issued a survey five years ago — before

contracting out the spaces — to collect information on student preferences and determine which potential vendors would best accommodate their needs.

"In the spring of 2005, a survey was issued to the campus community," Terzino said. "Over 4,000 responses came back. The responses from that survey really helped fuel the vendors that were considered in the expansion."

Terzino said he worked with the University Centers Advisory Board, made up of students and administrators, to negotiate with potential businesses.

"The process does take time, because we have to essentially figure out what would be the best business

to go in there," UCAB Chair Jordan Taylor said. Once UCAB receives proposals from interested businesses, it reviews each one in detail to determine its potential.

"We go through a reviewing process of all the proposals with the committee, and then we decide which ones we want to enter into more specific negotiations," Taylor said.

Ratcliff said the process, though lengthy, was necessary to ensure student satisfaction.

"The board is very careful," Ratcliff said.

Readers can contact Ayelet Bitton at arbitton@ucsd.edu.

# Koala to File Grievance With Judicial Board

FREEZE, from page 1

denounced Gupta's actions as unconstitutional, in violation of the First Amendment.

FIRE sent Gupta a seven-page letter requesting that he end the funding freeze immediately.

Gupta said he is working with UCSD legal counsel.

"I'm not going to bow down to threats of litigation," he said.

Gregorian said he has contacted the ACLU and FIRE, and is working closely with the Student Press Law Center. Although lawyers from these organizations have assured him that they will represent the Koala in court, he said he plans to file a grievance with the campus judicial board before involving outside action.

"We're essentially trying to resolve this issue inside of UCSD first," he said.

Gregorian emphasized that Gupta's actions were unconstitutional because he froze funding due to content.

Gupta has chartered a media review board to reevaluate the process of allocating funds to student publications. The board consists of seven media-org representatives and seven representatives from the Student Affirmative Action Committee — a diversity-oriented group that includes the BSU — along with seven other representatives from various councils and groups.

"If Utsav contends that this is about content, not funding, I implore people to ask why SAAC is given the same number of media votes as media [organizations]," he said. "If this isn't content-related, why are they even involved?"

Gregorian and Thomas Dadourian — co-manager of the now-defunct SRTV — have been denied access to a number of BSU events.

Gregorian said he tried to speak at the "Open and Honest Dialogue" forum, held in Muir College on Tuesday night by BSU Vice Chair Frann Keflezighi, but was prevented because she didn't "trust" him.

"They're allowed to do that since it is a private, not university-sanctioned, program" he said. "I just think it wasn't open, or honest."

Because of privacy privileges at student-run events, Gregorian said he thought the BSU, by walking out of the university teach-in and holding its own, was creating a limited forum where opponents could be silenced.

Dadourian was barred from filming at both the Monday-night BSU meeting and the "Open and Honest Dialogue" forum.

"I explained to Frann that it would be from an objective viewpoint," he said. "She asked the crowd to raise their hands if anyone was uncomfortable

# THE GUARDIAN

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Alaric Bermudez, Sid Gallegos, Scott Haurink  
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General Editorial: 858-534-6580  
editor@ucsdguardian.org  
News: 858-534-5226, news1@ucsdguardian.org  
Focus: 858-534-5226, focus@ucsdguardian.org  
Hiatus: 858-534-6580, hiatus@ucsdguardian.org  
Opinion: 858-534-6582, opinion@ucsdguardian.org  
Sports: 858-534-6582, sports@ucsdguardian.org  
Photo: 858-534-6582, photo@ucsdguardian.org  
Advertising: 858-534-3467  
ads@ucsdguardian.org  
Fax: 858-534-7891

The UCSD Guardian  
9500 Gilman Drive, 0316  
La Jolla, CA 92093-0316  
UCSDGUARDIAN.ORG

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with being recorded, and no one raised their hand."

Dadourian was still denied access, though he said other members of the forum were recording videos.

The free-speech issue was discussed at the A.S. meeting last night. Various guests — including Vice Chancellor of Student Life Gary Ratcliff — asked the council to continue the freeze until new guidelines were created.

Vice President of Finance and Resources Peter Benesch said that the council is also working with legal counsel, who has assured them that the freeze is not a violation of rights because it did not single out the Koala.

"Legal counsel is assuring us that there are mechanisms we can put in place so that we do not work against ourselves with hate speech, [simply] because of structures we have in place," Benesch said.

Associate Vice President of Student Organizations Andrew Ang said freezing funds is not violating the First Amendment.

"It's not our fault they didn't find other sources in previous years," he said. Sixth College Senator John Condello disagreed.

"These organizations are funded by [the council], so pulling funding [will amount to] silencing them," he said. "The answer is more speech, not less."

The council voted to maintain the funding freeze until discussed by the campus media committee. The committee, open to the public, is meeting tomorrow at 8 p.m. in the A.S. Forum on the fourth floor of Price Center East.

Readers can contact Angela Chen at schchen@ucsd.edu.

# UCSD Pushes to Protect Winning Track Record in Monterey

BASEBALL, from page 12

John clamped down after allowing four early runs to the Wildcats, pitching into the seventh inning with the lead. He was followed by senior reliever Eric Abraham, who quickly allowed two Wildcat runners on base — warranting his substitution for sophomore reliever Elias Tuma. Tuma entered the game at a tense 7-7 game, with the bases loaded and one out in the top half of the second.

He answered the call brilliantly, escaping the inning after inducing a 1-2-3 double play and leaving the game all tied up.

In the bottom half of the eighth, Saul started things off for UCSD with a walk. Senior outfielder Chris Fung advanced Saul to first on a grounder, and after senior first baseman Brandon Gregorich was intentionally walked, a double steal by Saul and Gregorich put Triton men on second and third.

After Kehoe was hit by a pitch, Benton stepped up to the plate with bases loaded and came through for UCSD with a sacrifice fly to center, propelling the Tritons to an 8-7 win and series split.

"One thing that we did very well

was never giving up," Lee said. "We were down a few runs at one point in each game, and we continuously fought back to make it [a] closer game, and even took the lead. That is one thing that exemplifies our program as a whole. We never let down, whether we are winning or losing."

Tritons now sit at 11-3 overall and 2-2 in CCAA action. Chico State stands at 6-2 in CCAA play.

The Tritons will complete their homestand as they continue conference action against Cal State Monterey Bay University.

The Tritons then bring their string of successes up against the Otters. Last season, the Tritons managed to win all four games in Seaside. The first pitch of the series is slated for 2 p.m. on Friday, Feb. 26 at Triton Ballpark.

"All we need to do is take care of the baseball on defense and capitalize on the offensive opportunities we have," Lee said. "When we play the way we can, and stick to our overall approach as a team, we will be pretty tough to beat moving forward in the season."

Readers can contact Cameron Tillisch at ctillisc@ucsd.edu.

# Tritons Win Home Series, Embark on Tricky Road Trip



JOHN HANACEK/GUARDIAN

The UCSD softball team will rely on a stellar pitching staff to lead their road games against Sonoma State University and San Francisco State.

SOFTBALL, from page 12

zone, throwing more balls rather than strikes.

"We needed to make them go fishing," Gerckens said.

Experienced sophomore pitcher Camille Gaito and Zankich adjusted well to the changes, allowing only one Pioneer run.

"It was a little rocky in the first game, but I just went out there with good confidence and made solid pitches," Gaito said. "With the run support in these games, we came together as a team."

Later in the sixth inning, UCSD scored again, plating two runs from freshman infielder Dyanna Imoto's bunted single. Senior shortstop Mandi Eliades' and Lesovsky's singles brought Gabriel home, giving UCSD the last run of the game for a 3-1 win.

"We did a better job of executing our plays and had better defense," Lesovsky said.

Going into the fourth game errorless, the Tritons' energy waned, causing them to commit errors that

gave the Pioneers their first win of the four-game series.

An error from the Tritons gave East Bay its first run in the second inning, and by the sixth inning, the Pioneers held the lead 4-1.

The Tritons' late rally in the seventh inning brought the difference down to one run, and five players on base all game.

UCSD broke out the bats in the fourth inning. Nicole Saari's single to right field after Kris Lesovsky's triple to left field sent Lesovsky home. Gaylor's double to the left center eventually brought her home from freshman infielder Dyanna Imoto's bunted single. Senior shortstop Mandi Eliades' and Lesovsky's singles brought Gabriel home, giving UCSD the last run of the game for a 3-1 win.

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## LINGO LEXICON

Baltimore Chop:

bawl-tuh-mawr chop, n. —

A ground ball that is hit in front of home plate (or off of it) and takes a large hop over an infielder's head.

## SPORTS

CONTACT THE EDITOR: sports@ucsdguardian.org

## HOTCORNER

## KELLEN LEE | BASEBALL

The junior catcher hit for the cycle in the second of four games against Chico State on Feb. 19 and Feb. 20. Hitting in the sixth spot of the lineup, he finished 4-6 at the plate, with three RBIs and two runs scored.

## SOFTBALL



JOHN HANACEK/GUARDIAN

Sophomore right-hander Camille Gaito pitched seven innings of shutout softball in UCSD's 3-1 victory over Cal State East Bay University, held on Feb. 20 at the RIMAC softball diamond.

## WOMEN DOMINATE THE DIAMOND

By Yvonne Chow • STAFF WRITER

The Triton softball team came into last weekend's series against Cal State East Bay from Feb. 19 to Feb. 20 with little awareness of the threat the opposition would pose. Thanks to some improved defense and solid pitching and hitting, it didn't matter.

The Tritons tacked on three wins in their four-game series against the Pioneers, a team new to the California Collegiate Athletic Association this season, and which the Tritons haven't played since 1992. The wins put UCSD at 5-3 in the CCAA and 7-5 overall.

"The players are getting to know their range through better communication," head coach Patti Gerckens said. "They are getting stronger as a team progressively, which is very satisfying."

Overcoming a lack of experience with the Pioneers' pitching and hitting abilities, UCSD went in strong from the start and easily won the first two games in the doubleheader on Feb. 19, with no errors on the board.

"East Bay being a brand new team, it was a challenge," Gerckens said. "But we learned as it came."

In the first game, the Tritons charged ahead in the second inning with junior outfielder Rhiannon Ousley and junior infielder Jennifer De Fazio, sending two players home for a 2-0 lead. Later in the inning, junior outfielder Katrin Gabriel's single to the pitcher brought in two runs by Ousley and sophomore outfielder Kellin Haley, boosting UCSD to a robust 4-0 lead.

The Tritons were consistent in putting

players on base, bringing in five more runs over the course of the game for a grand total of nine. Haley and De Fazio went two for two, each batting in a run.

The game ended in the fifth inning with the Pioneers unable to make a comeback, thanks to strong Triton defense on both the infield and outfield.

UCSD defense stood strong in the second game: Senior pitcher Christine Zankich held the Pioneers back for three innings, and the rest of the team provided run support, knocking one in during the fourth inning for a 1-0 lead.

Gerckens said she had a specific strategy for pitching against the Pioneers: She asked Triton pitchers to pitch outside the strike

See SOFTBALL, page 11

## Golfers Struggle in Texas Snow

By Matt Croskey  
ASSOCIATE SPORTS EDITOR

**GOLF** — Instead of fighting for a position on the board, the UCSD men's golf team found themselves fighting each other — with snowballs — on Feb. 23. A thick layer of snow blanketed the Grey Rock Golf Club in Austin, Tex., forcing officials to cancel the final round of the St. Edwards Invitational.

Battling the elements, UCSD finished in 12th place in a field of 14, with a 65-over-par score. Junior Keith Okasaki finished in a tie for 28th place.

This is the third event in the Triton season shortened due to weather conditions. Rain plagued both the InterWest Wildcat Classic and the Sonoma State Invitational last October — but snow was a new challenge for head coach Mike Wydra the team.

"I can't ever remember being snowed out," Wydra said, who is in his 30th season with the Tritons. "I'm not a real big fan of snow."

The Tritons were caught unprepared for the bitter cold, and it showed in their scores. With temperatures dropping into the mid-30s and only wind gear available, players struggled to find their rhythm while keeping warm.

"We were befuddled by the conditions," Wydra said. "[The cold] was unbearable during the first round, and uncomfortable during the second. We're not used to playing in that kind of cold. I was still shivering even with all the layers that I could get on."

Okasaki said it was difficult to practice in warm weather, only to face blizzard-like conditions during the actual event.

"It was 72 degrees during the practice round," he said. "It dropped to the mid-40s on Monday, then all the way to the 30s on Tuesday. It's frustrating when you travel to these events only to have them cut short by weather."

After taking second place at the same event last season, Okasaki said he had hoped to perform better. Despite going two-under for the final seven holes, he fought the rhythm of his swing during both Monday rounds. In what has turned into a season-long problem, Okasaki blamed poor ball striking and a

See GOLF, page 11

## UCSD BATTLES CHICO STATE TO SERIES SPLIT

By Cameron Tillisch  
SENIOR STAFF WRITER

**BASEBALL** — The No. 3 nationally ranked UCSD men's baseball team suffered a heartbreaking series opener when it hosted No. 23 Chico State at Triton Ballpark from Feb. 19 through Feb. 21.

The Tritons opened CCAA play by carrying a 6-3 lead into the final frame, but the Triton wheels came off and the Wildcats came back for a 10-9 win against the UCSD bullpen.

Junior right-hander Tim Shibuya turned in a solid effort for UCSD, allowing four earned runs and striking out an impressive nine Wildcat hitters over 8.1 innings.

Despite carrying a lead into the ninth inning, a three-run home run dagger gave Chico an 8-6 lead which the team then built on with seven more ninth-inning runs for a 10-6 victory.

A three-run shot off the bat of junior outfielder Kyle Saul gave the Tritons one last gasp of breath in the bottom of the ninth, but they ended up falling one run short at 9-10.

Saul finished the game one single short of the cycle, going 3-5 with four RBIs.

"One adjustment we need to make as

a team is to make sure that we dictate the tempo of the game and take our game to the other team," Saul said. "As an offense, we need to make sure that we keep our approach at the plate for the entire game."

The second game of the doubleheader — postponed to Saturday due to weather — ended in another win for Chico, who outlasted the Tritons through 11 innings to notch a 9-6 victory.

Senior catcher Kellen Lee's cycle from the plate provided one of the few bright spots in the game for the Tritons in the extra inning battle, but wasn't enough to defeat the Wildcats, who scored three runs in the 11th inning.

"One thing we did not do well was take advantage of our opportunities we had on offense with runners [in] scoring position," Lee said. "Chico did come through in those situations. We just left too many people on base."

The Tritons were eager to at least split the series with Chico, and dug deep in the final two games of the series, thanks to a series of strong pitching performances.

Immediately after the rescheduled game, the Tritons played another nine innings with more favorable results.

Senior right-hander Matt Rossman

tossed a complete game for the 4-3 win.

Rossman got off to a slow start in the third game, giving up back-to-back doubles that led to two first-inning runs.

However after giving up three runs on six hits in the first two innings, Rossman settled down to shut the Wildcats out for the final seven innings, en route to a complete game victory.

The Tritons took the lead in the fifth inning when senior outfielder Robert Sedin doubled, and fellow senior shortstop Vance Albitz followed with a single.

Junior third-baseman Evan Kehoe then hit a sacrifice fly, giving the Tritons a 4-3 lead.

Rossman struck out five and walked just two in the 4-3 victory, improving his record to 2-0 and pitching his first complete game of the season.

UCSD salvaged the series split by winning the fourth game 8-7 on Sunday.

After the Wildcats came out with a four-run lead in the second, hopes of a series split looked unlikely for the Tritons — but three runs in the third and three more in the fifth gave UCSD a 6-4 lead.

UCSD senior starting pitcher Kirby St.



CHING WU/GUARDIAN

The UCSD baseball team lost the first two games in a four-game series against Chico State that took place from Feb. 19 through Feb. 21.

See BASEBALL, page 11