CSUMB Students Protest World Trade Organization Meeting in Seattle

Protest held the attention of the world, made an impression on student protesters and innocent Seattle residents and peaceful protesters alike.

According to CSUMB student Jen Reeves, "Even though there was such an amazingly broad selection of folks, all with different agendas, there was still a distinct sense of community. The whole protest had this same aura about it, you could almost taste and smell it."

The protesters' intolerance for looting and violence impressed Reeves. "While we were dodging the authorities, we went through an open air market near the docks, and a man in front of me started giving away some oranges piled in one of the vendors' displays. Everyone was telling him to stop stealing the oranges, because it would give the demonstrators a bad name, stealing and all; but he was yelling back, 'It's okay, these are my oranges! I grow them in Oregon!' That's what Seattle felt like."

Marisa Mercado recounted some of the more memorable events during MBASE's time in Seattle: protesting with the Sierra Club and the Sea Turtles, being taught peaceful demonstration methods, and protesting tirelessly, sustained by the energy which saturated the protest. She felt no hunger, though she ate little. "We kept expecting the police to show up," says Mercado, who commented that their constant vigilance and the noise of the protesters was somewhat unnerving. "Wednesday was the worst day. We protested legally, outside the zone the police had staked off - still, they kept pushing."

MBASE President Ryan Unmack said, "I believe that Seattle on the 30th of November was a small representation of the world and the power struggles involved in globalization."

Unmack saw the demonstrators' trouble with police as a metaphor for the struggles of the poor and oppressed, whom he says are the victims of global power conflicts. "Think of the violence in Seattle as a microcosm of what happens globally," he said. "Replace tear gas with terrible pollution that endangers whole populations, replace concussion bombs with real bombs, replace rubber bullets with real bullets, replace a prison hunger strike with a..."
Letters to the Editor

To the Editor:

Democracy is built around the election process. Basically, the ballot is the peace weapon. Without the ballot, society degenerates into violence. If the press doesn’t get involved by dealing with the issues that candidates in a race are raising the press is failing in its mission to support a real democracy.

Unless the proper attention is given to the primary election in March, as well as to the general election in November, the process won’t work as well as it should.

For example, in the campaign that Joe Grossman is running for Congress, Joe raises important issues about labor and the environment. Joe is raising the issue that Sam supported management in the Basic Vegetable strike in King City. Joe supported the strikers. How can we decide who reflects our views without complete press coverage on this labor management issue? Where is the press coverage on this debate?

Joe is saying stop the burning of vegetation at Fort Ord. Sam is saying it’s Okay to burn off the vegetation. Who is right? Do people even know that Fort Ord’s vegetation is being burned in order to clear land there?

There are unexplained issues that the incumbent has not dealt with and we need to know where both Joe and Sam stand. Joe Grossman is raising serious issues and the press needs to report the dialog between these two candidates for Congress.

Yours truly,
Antoinette Radice
Santa Cruz, CA

Editor, Otter Realm

Dear Sir or Madame:

Regarding the upcoming Democratic primary election for Congress, I am planning to vote for Joe Grossman.

My decision is based primarily on three factors: Mr. Grossman is for removing soft money from campaigns (campaign reform); is giving deserved support to the UFW strike against Basic Vegetable in King City and will work for Universal Health Care (single payer).

He will be a good congressman.

Thank you for your consideration.

Very truly yours,
Walter C. Rahn

Dear friends and would be enemies,

My name is Jody. I’m 22 years old, living in California, and I work as a web designer at a CSU. On January 6th of 2000, I wrote the following email to an online campus bulletin board called Open Forum. It’s a restricted forum which only campus students, faculty, and staff can access, and I’ve been known for the past 4 years to post intentionally radical material with a completely non-threatening humorous edge. Go ahead and read what I wrote below, and judge for yourself the intentions of the author (me) at the time it was written.

Thursday, January 6, 2000 3:44:25 PM

Message

From: Jody Dunkel

Subject: I’ll tell you what sucks!

Too much handicapped parking!!!

Is it just me, or is there nothing more infuriating than seeing a packed store parking lot which is absolutely full, with the exception of five or six unused handicapped parking spaces right out in front of the store? ...and you grumble to yourself and end up parking a football field’s length away from the entrance, and you vow to yourself that the next cripple in a wheelchair you see you’re going to do something nasty and annoying to them.

If anybody wants to start up an anti-handicapped parking coalition let me know. We can go out at night and with a militant attitude turn all the handicapped parking spaces into normal parking spaces and take part in other rebellious anti-whatever campaign rituals.

I admit 100% to writing this, and am willing to take full responsibility for writing it. And now, if you’re willing to listen, I will explain to you why I wrote this.

I realize the people who are the most upset by this are the disabled population because they feel threatened by what appears to be a hateful and threatening attitude.

First off, I would like to confirm that I have absolutely no hatred of anything or anybody, including the disabled. Believe it or not, I am actually a very accepting, understanding, and probably the most tolerant and patient person anyone has ever met. I would never ever think of carrying out any imagined act of violence for real. Sure I’ll think of violent acts, but in my mind it’s a comical sort of violence much like one would see on Saturday Night Live... say for instance Jim Breuer doing his impression of Joe Pesci beating insubordinate guests with a bat, or George Carlin ranting about new ways to execute corporate lawyers. Often times when people are frustrated with something, they vent their frustrations cracking jokes rather than really do anything about it. I don’t think this idea is an impossible concept to understand, and truly wish for the people who are calling what I wrote hate mail to reconsider their perceptions.

Here’s the deal, when I wrote that email, I had a minor frustration with not being able to find a parking space in a crowded lot, yet I noticed there were handicapped spaces available. Sure, my first reaction is annoyance, but it was an annoyance similar to when driving and someone cuts you off on the freeway by accident. You don’t really harbor any true resentment of that person who cut you off, but still you’re instinctively frustrated nonetheless. So I’m then thinking to myself... "what are the reasons I can’t park where I want to park, hmmm...:ding!: it’s them damn handicapped folk! Damn them! They’re always causing trouble! Somebody should do something about this!!!" *(please note that the last 4 exclamatory sentences are sarcasm.) I’m not even sure how to explain to people who don’t get it why sarcasm or exaggerated behavior are funny, but take my word for it that they are. Again, please see past the superficial words, and try to see that insincerity does exist. I’m obviously not a nationally reputable comedian or satirist, so nobody on a national level understands I was trying to be funny, but please trust me on this one that it was humor/sarcasm, nothing more.

Anyway, I don’t really know what else to say at this point. I’ve probably received more threatening and hostile email from the disabled community than I had ever imagined possible. I don’t blame the disabled community for being upset because the story they’ve heard from the news media probably went something like “University employee writes threatening hate mail targeting disabled students.” If they wanted to print a true story, their headlines should have read something like “Former university student now employee posts shock humor satire imitating foolish people who react maliciously to frustration.” ...but that wouldn’t sell any newspapers or television/radio advertising space would it? Nice and well-intentioned people who make a mistake in judgement aren’t nearly as interesting as evil no good bastards tramplng the morale of the innocent.

I’m sorry to those who are hurt and reacted with a saddened yet capable of understanding and forgiving attitude. The world needs more people like you, and you should be admired for your patience. To those who have retaliated vindictively with threatening emails or wishing to see something bad happen to me, you people are no better than the asshole you think I am. Again, my apologies for hurting anyone or making anyone’s life and peace of mind feel threatened.

Sincerely,
Jody Dunkel

The Otter Realm staff invites all members of the campus community to voice their opinion in the Otter Realm.
In what way if any should Open Forum be changed/monitored/censored?

“I don’t think Open Forum should be censored.”
Gregory Lukas
TMAC Student

“The law allows time, place and manner restrictions on speech. Open Forum has the potential to be a free speech zone regulated by time, place and manner”
Linda Stamps
Senior Associate for accreditation and policy development

“It’s a double edged sword, there should be something done to avoid hate speech”
Tonya Johnson
HCOM Student

“I think Open Forum should be censored to a point. You should never be allowed to threaten or harass anyone”
Ismael Jimenez
Tat Student

“Open Forum is not for bashing people but I think it is a platform to express yourself”
Phil Carrillo
TMAC Student

“It is an open forum, it should be self monitored. You should use your brain before posting”
Reata Hill
Tat Student

“I don’t think Open Forum should be changed at all. Stuff like this only happens once and a while. People should be able to say what they want to say otherwise the first amendment is bunk”
Eric Stowe
TMAC Student

“We need to be able to mediate and monitor our communications within and amongst ourselves, I will not advocate censorship, one group does not determine what someone else should say”
Ruben Mendoza
SBSC Faculty
Distributed Learning: The Challenge into the 21st Century

by Leon Smith

By the year 2030, sixty percent of all CSUMB students will never set foot on campus, according to CSU Monterey Bay’s Master Plan. Dr. Dan Granger, head of CSUMB’s Distributed Learning Program is the person responsible for making sure that these students get the same high quality education that students attending classes on campus receive. The majority of the courses offered through the distributed learning, an outgrowth of what was referred to in the past as distance learning, will take classes on-line, though a smaller percentage will take intensive short-term or weekend classes on campus.

The necessity to develop an efficient distributed learning program (DL) is growing because of the expected boom in the number of students qualified for admissions to UCs and CSUs at the beginning of the next century as well as the need to increase access to higher education to people who don’t happen to live near a campus. Even with the many private colleges in California, the 22 CSU campus and 9 UC campus will not be able to meet the needs of the huge swell in the number of people seeking admissions over the next several decades.

The choice for California is to build more universities, quickly, which costs an enormous amount of taxpayer money or, develop alternative means of educating students, such as less expensive on-line programs. In addition, some argue that wouldn’t normally have access to higher education because of geography, family situations, and economic limitations may benefit from being able to take classes on-line thereby increasing access to higher education in general.

Maureen Bowman, Distributed Course Developer has researched distributed learning and refers readers to the Tech Sheet, issue number 2.1, (April, 1999) on the CSUMB web page: “Distributed learning is not just a new term to replace the other ‘DL’ distance learning. Rather, it comes from the concept of distributed resources. Distributed learning is an Instructional model that allows instructor, students, and content to be located in different, non-centralized locations so that instruction and learning occur independent of time and place. The distributed learning model can be used in combination with traditional classroom-based courses, with traditional distance learning courses, or it can be used to create wholly virtual classrooms.”

At this point, the development of distributed learning programs is still limited at CSUMB. According to Granger, “CSUMB has about dozen students involved in distributed learning but we have 117 course already moving toward the distributed learning process. Distributed Learning (DL), however, involves all the students and not just those away. If we put the syllabus on line-electronic forum and we meet once a week then students can work a job and can do assignments at their convenience and the only go to class once a week.”

Granger was at the State University of New York where 15% of the student body was involved in distributed learning. It currently is up to 20%. Granger piloted a program in New York at Empire State College where the distributed learning students new never saw each other and only came together on-line. The quality of the discourse was so powerful, according to Granger, that they could have deep discussions without ever seeing each other. Their graduation was the first time the students actually saw each other or their faculty. “It (graduation) was electric because the connections they established on-line were so deep and so powerful.”

Granger feels that if CSUMB is successful in the venture to develop a thorough and high quality distributed learning program, this university truly will be the model for the 21st century institution. However, he admits that there are areas within distributed learning that no entity has development completely and thus there are models yet. Says Granger, “We don’t have control of the pedagogy of distributed learning. Nobody knows how to do it completely. There are questions about the mythical learner-do they have skills to participate in computer learning? Do they have the mindset?”

CSUMB’s Professor Tom Abbott began his experience with distributed learning at the University of Texas, Austin, in the early 90’s when SOS Apple consulted with the Asian Department: at the university to design a credentialing program for Japanese language high school teachers in Texas. Says Abbott, “The teachers were centered in El Paso and Houston 700 plus miles apart. We could hold a workshop during the summer and regular school year but there weren’t enough Japanese teachers in the area to make due with grant money statewide. The email network made it possible for teachers to communicate with students and students to communicate with each other.” Tom Abbott set up the mechanics and his course. CSUMB’s Dr. Yoshiko Saito-Abbott set up the curriculum and to hire people they considered to be among the best in the world to do the project and set up a web site. Abbott goes on to say, “At CSUMB is there a lot of talk about distributed learning here for World Languages and Cultures - teaching language or culture courses. There is an on-going debate about teaching without a teacher as a role model. A lot of magic that exists in the college classroom with professors may be lost over distance.”

Abbot has many reservations about distributed learning programs that are on-line. “Many good teachers may not come across well in this new medium. People who have been successful at it take one year to get ready. Then you will need production people, which is more expensive going in than some people realize. However, Abbott agrees that in the end, “it’s still worth doing because you get college education to places that otherwise wouldn’t get it. And even if it’s not as good as classroom it’s better than none at all.”

Ken Wanderman, instructor of Media Tools in ICST co-teaches with Mark Ohlemann a distributed learning class in literacy. Wanderman says, “At CSUMB we are fortunate to have well developed, outcome-based curriculum easily transportable to the distributed learning model, and the institutional commitment necessary to support learning environments enriched through distributed resources. Teaching, Learning and Assessment; New Media Services; Distributed Learning and extended Education; and Information Technology are coming together to identify resources and to provide a Centralized support infrastructure. Faculty and staff on campus are being asked to contribute to the effort.”

Dr. John Itelsson, ICST Director of Distributed On-line Learning (DOL) at CSUMB says, “Distributed Learning is maturing and more and more schools are using it. It is an excellent way for students who are self-motivated and have busy schedules to earn credits. Hartnell and CSUMB offered a joint Internet literacy class -using both facilities and the Annenberg/CPB web course.”

“Distributed Learning is an excellent way for students who are self-motivated and have busy schedules to earn credits. Hartnell and CSUMB offered a joint Internet literacy class -using both facilities and the Annenberg/CPB web course.”

“...and Information Technology are coming together to identify resources and to provide a Centralized support infrastructure. Faculty and staff on campus are being asked to contribute to the effort.”

According to Bowman’s research, “In a distributed learning environment, learners gain a greater degree of control of how, when, and where their learning occurs. They also increase their level of responsibility for their own learning and are no longer passive receptacles of information and knowledge.”

“Faculty at CSUMB is including distributed resources in their teaching and learning environments. A communication design professor at CSU Chico offers a case-based instructional design and development course to students at CSUMB. Instructor and students meet once a week via Videoconference. A course web site augments the class sessions by providing written and audio course materials, a “cafe” where students can interact in discussion forums, live chats, virtual office hours, and email to send and receive assignments. The web site blends students from both campuses, thereby increasing the opportunities for relevant interaction beyond the scope of the smaller Monterey group of learners.”

“As we enter the 21st century most agree that education cannot rely solely on traditional methods and approaches. The use of distributed resources is expanding daily and enhanced by human creativity. In the midst of this momentum, systemic structures support access, delivery, incentives and rewards, development, and maintenance must be evaluated, re-evaluated, and continuously improved. This effort requires the input and involvement from all levels of the institution to achieve success,” Bowman continues.
Something Extra in YOUR Education
Become an RA!

Residential Life will begin the RA Selection Process SOON!!!

LOOK OUT for:
Residence Hall Floor meeting presentations
Time and Location of Required Information Sessions

Begin asking for:
Faculty/Staff Nomination Letters
RA Nomination Letters

Important Dates to Remember:
February 1-11 Required Information Sessions
March 1 New RA Applications Due (Bldg. 84E)
March 20-31 RA Mentor Experience
April 1-2 RA Selection Weekend
    (Group and Individual Interviews)

My experiences as an RA have given me the opportunity to use all of the skills I am learning in my classes and even learn a few new skills!
Amy Lauder, Resident Advisor on Yorktown Ct.

For more information, please contact Residential Life @ 582-3378

Being an RA has given me the opportunity to learn more about the ups and downs of what it is to build 'community' here at CSUMB. It challenges and enables me to put into practice what I've been learning in the classroom.
Kevin Kalua, Resident Advisor on Wilderness Ct.

WANTED!
People to take part in focus groups and surveys to determine how science is communicated to the public!
Lunch provided!
Contact Mary Paryten at mary_paryten@monterey.edu or telephone (831) 384-7105

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Attention Graduate Students

Need help with your resume? Our student and professional counselors are available to assist you! Call Mary Patyten at (831) 384-7105.

Otter Realm February 2, 2000 5
by Leon Smith

Yes, Graduate School is waiting for you after you complete your baccalaureate degree at CSUMB. It is not beyond you. If you are thinking about applying this academic year there is still time. Start early because it will take a lot of your time and deadlines are fast approaching for most schools in fall 2000. Develop a plan and consider your reasons for applying to a particular school. Direct your focus toward a specific program and then contact the professors in that department. Arrange for interviews and bring a list of questions with you when you schedule a meeting. These are the essentials to get the ball rolling.

Express confidence in the idea that you can succeed. Write a statement of purpose that works for you and be willing to take a risk. Grammar, spelling, and punctuation must be perfect. Do not begin paragraphs with my or I. Vary sentence structure and length and use the active voice. Select fonts carefully and fit the text in the space allotted carefully. Read your essay before an interview and be prepared to discuss or defend it. Keep a photocopy of everything for your own personal records.

Many successful statements contain some essential ingredients (from the Office of Student Activities bulletin-CSUMB)

- great opening paragraphs
- convey applicant's qualifications
- give a sense of maturity, compassion, stamina, and teamwork skills
- Demonstrate an understanding of the challenges
- Be specific with details of what you've done and your motivations for doing them
- Show how you will use the graduate education in your planned career.

Writing the personal statement and making it distinctive and interesting is a good way to launch your essay. Remember who and what your intellectual influences are. Think about how writers and articles in your field of study have influenced you. What is the best paper and exam? What is the most important book, play, article, or file you ever saw? How has it influenced you? What is the single most important concept you learned in college? Define your career goals and explain when and how you first became interested in this career and how the interest has evolved.

Here are some questions to ask yourself: What are your academic and non-academic influences in your life? What are your extracurricular activities? What is your experience from family life? What is the motivation for your chosen career and what are your ultimate goals down the road? What is your academic background? How have you prepared yourself to succeed in graduate school? What knowledge will you take with you? What are your specific study or lab skills? What research have you completed up to this date? Explain your family influence and early experiences. Check to see if there are any problems or inconsistencies in your record.

Some further suggestions for writing your statement of purpose. Demonstrate that you understand the emphasis of the program to which you are applying and that you have researched the school. Know something about:

- the faculty
- courses offered
- recent theses/dissertations by professors there
- important research, approaches, topics, areas of focus at the school

Engage the committee with tact that appeals to their general concerns as well as specific concerns. Talk about how your service learning commitments have prepared you for that field. Mention and emphasize the program you are applying to and how it fits your own goal for the type of work you would like to be doing. Be specific in describing your previous research and your future research as well. Emphasize that you have broader implications of your desired research topic. Demonstrate a desire to connect your research to ma or theories, approaches, and trends in the field you are applying to.

Next, consider guidelines for letters of recommendation you will be requesting from people who really know you and can have something positive and worthwhile to affect your application’s success. These references may come from professors, advisors, mentors, work supervisors, or project leaders. Provide your writers with a copy of your resume for reference, transcripts, and/or autobiography. Contact your fellow writers and ask them if they are willing to serve as a reference for you. If a letter is to be sent directly to the university then you should include a self-addressed stamped envelope for ease of handling. Let them know when the letter needs to be received by the university to give them sufficient time to prepare it. Effective letters mention your specific accomplishments and activities. They should be descriptive of the achievements and performance of the candidate. They might also mention how long they have known you and in which classes or projects you participated. Colleges may want letters sent directly to them with the student not seeing the letter at all. This kind of letter carries more weight than one that has been viewed or approved by the candidate. All of this may seem overwhelming at first but take it one-step at a time and you will begin to see how all the pieces come together. Make copies of everything, organize yourself with a file in case you have to refer back to what you did or have to submit new application. Good luck in your search-have fun doing it.
Chanukah commemorates a battle that took place in 163 B.C. between the Jews and the Syrian-Greeks under whose rule they lived. After their victory, the Jews wanted to rekindle the Eternal Light in their Temple but they only had enough oil to last one night. By a miracle, this small bit of oil lasted eight days.

Each night we light candles to celebrate the miracle of the long-lasting oil. Look closely at a candle, Judaism teaches that this is an approximation of our body and soul. The wax and wick are physical, but the flame, energetically reaching up, is something special inside every person. The flame can unite, the wax may look funny or be of different colors, but the flame is the same within each of us. If cultivated, that flame has the power to burn through any wax and unite into even greater light!

The Greeks offered nothing more than beautiful fashion, fine dining, sonorous music, aesthetic arts, vigorous athletics, captivating entertainment and a horde of similarly stimulating activities. For the Greeks who invaded the Land of Israel, these notions were ends in themselves, even objects of worship. For the Jews who rose up against them these things were valuable, but not as ends in themselves. Judaism teaches us to appreciate the entire world and all the beautiful, wonderful, pleasure-giving things in it. Conversely, it also teaches how to enhance that pleasure, by parlaying the lesser "physical" enjoyments into the infinitely greater "spiritual" enjoyments.

Fire takes mundane, motionless matter and transforms it into passionate, vigorous energy. It takes a relatively ordinary, plain old piece of wax, and utilizes its resource to shine light, to spread warmth, to climb skyward. We can focus merely on the excitement of colorful candles, or we can light our very lives on fire, transforming the average into the exceptional, the material into the spiritual, the superficial gratification into Judaism's super high level fun. This December as Jews all over the world light candles in public, let your Inner Light burn so strong that it warms everyone who meets you!

*Chanukah was celebrated from Dec. 3-11, 1999. Contact Jason Weiner for information on the Jewish Student Union upcoming events.
Relax!

by Nick Carlquist

You don’t have to visit a guru to discover the techniques used to relieve stress. Whether it’s an overload of homework, too much partying or little partying, college life can be filled with unwanted, inhibiting stress. According to Allen Cobb, a physical therapist and stress relief expert, there are some very simple things we all can do to increase our productivity and relax our lives.

When you’re cramming for tonight’s essay writing, try watching the Weather Channel. “There’s something soothing about a droning voice and repetitive weather maps,” says Cobb. No, this doesn’t mean you can ‘zone out’ during class, but monotonous, emotionless voices and sounds have been proven to relax you…unless, or especially if they’re coming from a or lecturer!

Rushing to and in between classes is a large cause of stress. This causes an increase in your stress hormones and lowers your immune system. The remedy? Pretend you’re Garth Brooks. Research shows that singing controls the amount of brain activity and slows neural impulses.

Dale Taylor, director of the Music Therapy studies department at the Univ. of Wisconsin, says that singing also helps calm your breathing and your heart rate to a more desirable rate. If life’s little annoyances are getting to you, the best thing you can do is stare at strangers.

This is a technique called “mindfulness,” which crowds out stress hormones and forces your brain to focus on one situation. Watching everything from the Fort Ord ground rodents to the lecturer!

It’s A Small World with CSU’s International Program

by Rose Pasibe

The International Program (IP) is a one-year program designed for CSU students to enhance education, build resumes, develop self-awareness, and to understand another culture. This understanding will build life skills, tolerance and the opportunity to gain a better understanding of the world and ourselves.

The IP is the systemwide study abroad program of the CSU and enables students to pursue academic and career enhancing studies. IP is affiliated with over 70 distinguished universities and other institutions of higher education in 16 countries, where participants pursue course work for CSU resident credit. Students in the IP will receive credit for all coursework successfully completed, and if they qualify for financial aid, they may apply it toward their year abroad.

Currently in its 36th year of continuous operation, the academic excellence of the IP has been recognized by respected organizations such as the Council on Learning, and the Western Association of Schools and Colleges (WASC). The goal of IP is to provide international academic opportunities in the framework of a California State University degree program. With a special focus on academic year studies, IP offers participants an array of study options related to specific degree and career objectives. IP is a unique part of the spectrum of study abroad available at each CSU campus, including CSUMB.

Through a year of study, IP encourages students to challenge themselves by learning a different educational system, interacting with another culture and developing their ability to communicate effectively across cultural and linguistic barriers. IP gives students the opportunity to develop deeper understanding of the world and their place within it. Most importantly, IP allows students to develop those valuable workplace skills that will be crucial in building a career in a time when all professions are becoming increasingly interdependent and international.

Some the university participants in the International Program include:

The University of Western Sydney (Australia), which offers studies in literature, theater arts and graphic design;

The University of Quebec (Canada), which has 13 universities and offers all fields of study in English or French;

The Universities of Paris, which has eight universities and offers most fields of study;

Waseda University (Tokyo, Japan) which offers a special focus on comparative business studies;

Queretaro Instituto Tecnologico y de Estudios Superiores de Monterrey (Mexico), which offers a special program in intensive Spanish for beginners.

While this is not a complete list of the university participants, or of the extensive programs that they offer, students may want to contact Rose Pasibe, the International Program Coordinator, for more information. The IP Coordinator is located in Bldg 2, and can be reached at (831) 582-4518 or via email: study_abroad@monterey.edu

University Center
Open to Students

The University Center, formerly the Pomeroy, opened its newly renovated doors to students at the end of last semester, and now urges students not only to come explore its portals, but also to relax between classes in either of the two student use rooms. Both the University Living Room, with protected patio and fireplace, and the Commuter Lounge, with on campus and local phones, ethernet access, an ATC machine, lockers, and vending machines, are open to students at all times during the University Center hours of 8 a.m. -5 p.m.

For more information on the University Center, please call 5824111, or visit Bldg. 29. Students wishing to schedule an event in the University Center should contact the office of Student Activities and Career Development at 5823845. Outside community members interested in scheduling an event should contact the Conference and Event Services department at 582-4111.

Attention CSUMB Faculty:

Log on Today to the BANNER Web Student Information System and See Your Schedule for Spring 2000!

by Ken Burton

During the past year, the CSUMB Information Technology staff has been hard at work implementing a new software system called BANNER, to handle student records and financial aid information. CSUMB Faculty can now log on to the new secure BANNER Web Student Information System on the Otter InfoServer Web site at HYPERLINK 'http://infoserver.monterey.edu' http://infoserver.monterey.edu and view their schedule, class lists, wait lists, and student information.

BANNER Web will be available to faculty Monday through Friday from 7 a.m.-10 p.m., and Saturday and Sunday from 7 a.m.-10 p.m. (Saturday and Sunday are subject to any planned system maintenance.)

Instructions to Log On to BANNER Web:

You must be a current CSUMB Faculty to log on. If you experience problems logging on, email banner_fac@monterey.edu.

Step 1) Open a new window in your Web browser to http://infoserver.monterey.edu

Step 2) Click on the Faculty Information Access button on the main screen.

Step 3) Once on the Faculty page, click on 'login to BANNER Web'.

Step 4) Enter your User ID (your Student or Faculty ID is located on your CSUMB ID card) and your PIN number. The first time you log on, your PIN number will be your birth date (mmddyy).

Step 5) Enter your PIN number again on the verification screen.

Step 6) Change your PIN number at the prompt.

Step 7) You're logged on! To navigate, click on the menu items.

Step 8) Remember to click on EXIT BANNER to log out of your session.

CSUMB Faculty are reminded to be ethical and responsible computer users and follow the guidelines outlined in the Staff & Faculty Policy for Responsible Computing (http://infotech.monterey.edu/tsp/policies/staff_faculty/) Your Faculty ID, PIN number, and student information are confidential. For security reasons, always quit your BANNER Web session by clicking on EXIT BANNER.

Watch for further announcements on the new BANNER Web Student Information System during the coming year!

Birdhouse

by David Schwartz

Wow! She let me carry her CD Roms home after our very first class together!
Words for the Wise: How to Keep Your Party Safe
Residential Advisor Holli Bachman provides tips for partying and enjoying life at
by Stephan DuBose

Holli Bachman, the lead Resident Advisor (RA) for student housing, recently spoke of the responsibilities students have in regard to the use of alcohol and having parties in their apartments.

Holli wanted to remind students that having a keg at their apartments are against the rules and having more than seven people in your apartment is a violation of the lease agreement.

One of the best ways to keep parties safe is to make sure you know the people who come into your house. If your don’t know them -don’t let them in. Students need to take full responsibility. Recognize the risk you take with people underage-don’t let it happen. Be safe by not letting friends drive drunk or letting people walk home alone late at night. The person on the lease is fully accountable.

Residential Life offers party contracts to allow up to 30 people in one apartment. If alcohol is being served all guests must be 21 and no kegs are allowed. A key reminder: let your neighbors know about the party and respect their requests.

"Be respectful by recognizing that we live in a diverse community that has families and students of all ages," says Bachman. "The apartments are not divided so completely to really allow for a party street and the acoustics of the student apartments travel so far that people on the next street can hear it," she continued.

"There are few things people can do to keep their parties from getting busted," says Bachman. "Don’t have too many people out on the patio/deck at the same time and avoid letting the party spill out into the street or backcountry," she continued.

Holli isn’t against students having fun, nor is she for a dry campus. She does, however, feel that at CSUMB school and learning come first and that quiet hours are not just only after 10:00 p.m.

Holli is a senior CHS major, concentrating in Community Health. In the future she’s like to teach preventive health at the elementary school level. Holli wants the best for her community and her neighborhood. She takes her duties as a RA seriously. The RA’s work closely together and have had intense training about how to best serve their residents and how to keep student housing safe for everyone. She currently resides on Trenton Court where she’s been for the past three years. She’s always made time for her residents and makes a point of getting to know them.

Service Learning
by Stephan DuBose

Service Learning (SL) is an integral part of CSUMB and is a key component of the learning experience. Service Learning is a core academic requirement of the university and all students will take at least one SL course. Many will make working with community partners an ongoing commitment.

Teamwork and collaboration of many organizations and individuals over the last few years have provided many service learning and field placement opportunities for CSUMB students at local schools, community service agencies and volunteer organizations. Each semester instructors, community partners, Service Learning Institute (SLI) staff and University Service Advocates (USAs) work closely with students and each other to help maximize the learning potential for each student and to make the service learning experience as rewarding as possible.

CSUMB is one of only two public universities in the nation that requires Service Learning. Soon all public universities and colleges in California may have a community service requirement. That’s not to say that Service Learning will be required, just community service. Service Learning is different because it is focused on the academic requirements in the classroom as well and the volunteerism out in the field.

Michelle Slade, SLI Coordinator, Student Leadership & Faculty Support, has seen many changes in the program since the opening of the university in 1995.

“The first semester, practically everyday a student would come to the SLI upset about the university’s SL requirement. Word of mouth has spread from students who have gone through the whole process and say, ‘It’s not so bad, it was one of my best classes.’ The students’ own sharing and seeing the benefits themselves has made the difference,” says Slade.

Students are now more accepting of the requirement and see Service Learning as part of the whole CSUMB learning experience. An extensive web of relationships between CSUMB and outside community partners has been developed and nearly 200 community partners work to support the Service Learning program. SLI staff and cohorts are hard at work this semester, building and maintaining partnerships, as well as informing students and the community of Service Learning opportunities.

“SLI is focusing on the quality of partnerships and on strongly supporting and facilitating the partnerships between the instructors of the course and the community organization,” says Slade.

The SL program places an emphasis on reciprocity within the partnerships and aims to provide equal benefits to all parties involved. One goal is to provide wrap around quality service to all of their constituencies. Michelle emphasized that everyone involved in the program is a valuable member of the team and all must work together to provide a high quality learning and community building experience.

Barbara Sayad is the instructor for Spring 2000 SL course entitled Foundations of Wellness: Service Learning (WRSI 361SL). It is a six-unit course focusing on nutrition, stress management, exercise and overall health and fulfills the Vibrancy and the Community Participation ULR’s. While all CSUMB service learners bring with them an emphasis on diversity and multiculturalism and also examine underlying social issues, Sayad recognizes that not everyone comes into the SL experience at the same place or finish the course in the same place. Sayad emphasizes learning about oneself and the community through conscious reflection on what the student feels, sees, and otherwise experiences.

“Most of the time,” she says, “students come back with a whole lot more than they give. Students have to use their eyes and ears if they are to know how to apply what they have learned and to make meaning out of their experiences. Students gain awareness and sensitivity to community needs and processes and how they, as individuals (their identity, powers and privileges) influence and affect the dynamic of their environment.” Continues Sayad.

Scott Clary, Coordinator for SL in the Schools, supports the SL courses of the Liberal Studies department. Scott spends most of his time working in the community with teachers and other community partners to develop and sustain positive learning experiences for students and to see that service learners positively impact the organizations they work with. Scott, as part of the SL team, also works with faculty to see that the learning objectives of the course can be successfully met and that the students in these courses have enough support.

Scott referred to the “Service Prism,” which is a diagram illustrating the SL process. Knowledge from the student, the community, and from the discipline are placed together. With compassion, mutual respect, and respect for diversity, issues of justice and social responsibility can be examined and discussed. Within this structure students can creatively problem-solve and initiate projects to address current social issues. Out of this process the student can gain new knowledge, new skills, and a new awareness of self and society.

Community partners should not expect to have service learners spend most of their time as a file clerk or running computer labs. CSUMB students bring special skills and knowledge and should be recognized as individual community builders, which they are.
**Getting From Here to There:**

**Making The Career Connection**

by Bonnie Burnell

When talking with students about their career plans, many students have said to me that they aren’t sure how to “get from here to there”. Sometimes they mean that they aren’t even sure how to choose a career and others have a career goal in mind, but don’t know which steps to take to reach that goal.

Planning for your career can be a difficult task, especially in today’s job market where getting out how to get one can be confusing!

Still searching for the right direction, we will address issues like self-assessment and how to get your resume ready. Sign up for Tuesday, February 8 from 6:15-7:45p.m. at Career_Development@monterey.edu. We look forward to working with you this year!

### Seattle Protest: cont. from page 1

starving population...the crimes do go on like this. These crimes are hideous, and the criminals are unaccountable corporations.”

ESSP economics professor Mike Dalton gave a synopsis of the reasons why such a broad cross-section of the population flocked to Seattle to protest the WTO. “There are economic gains from free trade,” he allowed.

“Unfortunately, there can also be negative impacts on the environment and the distribution of these gains is not always equitable. The WTO protests in Seattle raised important issues about the appropriate rules and policies to protect the environment and ensure an equitable distribution of the benefits from international trade. The WTO protests also raised awareness about the need for informed, democratic participation to decide those rules.”

“The main reason I went to the WTO protest in Seattle was to voice my opinion against an undemocratically appointed organization that has been given the power to control our environmental laws and labor laws all in the favor of trans-national and multi-national corporations,” said MBASE supporter Ryan Ayers. “The one common interest every protester had was that all do not want to be told what they can and can’t do, by an organization that does not offer them (the common man and woman) any protection.”

“The way the police responded to the protest had the most effect on me,” continued Ayers. “...it is the rich and powerful that (the police are) protecting, and the rich and powerful are the true criminals: they exploit, they become rich by starving the very workers who bring them wealth...why would anyone want to protect these monsters against the interests of the masses?”

Ayers felt that, though the police might be wonderful individual people, while in uniform they made bad decisions in Seattle. “Some may say that the police are victims of our social structure, but they must be held accountable. They may have been “following orders,” but in the end, they had the final decision to pull the triggers of the tear gas guns and plastic bullet guns, they decided to club us with their batons,” he said.

No CSUMB student was seriously injured during the protest. Both Seattle Police Chief Norm Stamper, and the Mayor of Seattle, Paul Schell apologized afterwards for the police’s misuse of force, and Mayor Schell resigned with their protest.

Coverage of the WTO protests held the full attention of the nation for a week. On a December 5th television broadcast of Face the Nation with host Bob Schieffer, AFL-CIO President John Sweeney and U.S. Secretary of Commerce John Daly also discussed the protests. “The WTO needs to realize how important trade is for workers,” Sweeney said. “We had 40,000 workers and their families there protesting for workers and human rights, and for environmental protection.” As far as the WTO negotiations breaking down was concerned, the labor organization president remarked “No deal is better than a bad deal.”

Secretary of Commerce Daly said that he thought the Seattle WTO meeting and protest were positive events, and that he was “optimistic that we made progress. We don’t want to dictate how world commerce is run, but labor issues are important, and need to be discussed and acknowledged...Economics and world trade are affected by social issues such as labor and the environ-
Experiencing the "Great Outdoors" through the Outdoor Recreation Program at CSUMB

by Ted Benbow

The CSUMB campus is a perfect launch pad for the vast array of outdoor activities which abound in the Monterey Bay area. The Pacific Ocean is right next door, Big Sur lies just to the south, and the Santa Cruz Mountains are only about an hour north. In addition, many National Parks (most notably, Yosemite) and recreation areas in the Sierra-Nevada Mountain Range are only half a day away. The Outdoor Recreation Center at CSUMB provides equipment rentals and instruction courses which rival most major colleges, thanks to collaborative relationships with many local vendors, including: the Presidio of Monterey, The Sanctuary Rock Gym, and Great Expeditions Sea Kayaking. Everything from "for credit" classes to organized, professionally led "common adventure" outings are available to all CSUMB students.

The following is a sample of activities and equipment available at the Outdoor Recreation Center:

- Snow Skiing and Snowboarding
- Ski Chalets at Lake Tahoe
- Tickets to Great America
- Sea Kayaking
- In-Line Skating
- Backpacking
- Rock Climbing
- Surfing
- Hang Gliding
- Fishing
- Mountain Biking
- Sailboarding
- SCUBA Diving
- Ropes Courses
- Mountaineering
- Sailing

The possibilities are almost endless, and even the sky's not the limit; skydiving is available through the Marina Municipal Airport (courtesy of Skydive Monterey Bay) at a discounted rate for CSUMB students!

Be sure to check out the Outdoor Recreation website (http://outdoor.monterey.edu), with links to information about recreation opportunities all over the state of California, including surf reports and State Parks! There are also folders set up on FirstClass for outdoor recreation activities. These can be accessed by opening "Conferences", then "Campus Center", and then "Wellness, Rec., and Sport".

For information about equipment rentals, contact the Presidio of Monterey's Outdoor Recreation Center at 242-6133. For program information, contact Robert Alexander at 582-4646.

"From an acceptance that adventure, however physical, is fundamentally the mind and spirit, it is not far to the proposition that learning is itself an adventure. The common elements are venturing into the unknown and the sense of wonder as understanding dawns. If adventure has a final and all-embracing motive, it is surely this: we go out because it is our nature to explore, to climb the mountains and sail the seas, to fly to the planets and plunge into the depths of the oceans. By doing these things we extend our horizons, we expand our beings, we revel in a mastery of ourselves and of our world. For surely the road to adventure leads to wisdom and discovery."

-Robert Alexander, CSUMB Recreation Program Coordinator
The Big Sur Land Trust, a Carmel based, environmental, non-profit organization, is seeking applications for the Jane P. McKay Fellowship during the Spring semester of 2000. This is a PAID position with a generous stipend and could lead to possible future employment.

Duties vary greatly, but candidates should be able to operate both a PC and a Mac and be able to use all Microsoft Office software, Photoshop, Pagemaker and Quark. The perfect candidate will also have experience in web design, GIS and general administrative duties.

Please submit your resume to The Big Sur Land Trust at: bigsurlandtr@earthlink.net or PO Box 221864 Carmel, CA 93922 and an application will be sent to you. Call (831)625-5523 if you have any questions.

Apply NOW!
Resume deadline February 15, 2000

Classifieds

Child Care- Earn extra money working special events. Temp. Flexible hours 8:50-9:00/hr. Exp./Ref. required. 800-942-9947

Student Voice- is now searching for a student who would like to take advantage of a great opportunity to play a key role in leadership and be a representative to the students at CSUMB. Applications for the position of Student Voice Chair are available in the Student Voice Office Building 14 and will be due by Friday Feb. 11th at 5:00 p.m.

Blood Donor Program- Contact person and/or phone number: Flo Miller, Clinic Administrator 831/582-3623, the Campus Health Center (CHC) OR you may contact the CHOMP Blood Donor Center @ 624-4814 for more specific donor information.

Printing Compliments of

Salinas Valley’s newspaper
A daily dose of information to make the most of your day

Hosted by: CSUMB Tele dramatic Arts and Technology, Student Voice and Arts, Human Communication and Creative Technologies Center, and Music and Performing Arts.

February 10
What: Have a Heart for Students Annual Benefit Auction
When: 6:00 pm
Where: University Center
6:30 p.m.-Hosted reception and silent auction
8:00 p.m.-Live Auction
An elegant evening of jazz, fine wines, and hors d’oeuvres, featuring the Dennis Murphy Trio. $25 per person or $40 per couple. All proceeds benefit the Student Success Scholarship Fund.
For more information: call 582-3776

What’s Happening This Week!
The purpose of this calendar of events, What’s Happening This Week!, is to help the campus community be aware of the many activities taking place on campus. If you have a campus event that you would like to have listed here, please fill out an Event Publicity Form. To access the form, go to the FirstClass Conferences Folder then select the University Advancement Folder. Return the form electronically to Lin Blaszkovich. What’s Happening This Week! will list the essential information about each event. Sometimes a more detailed description of the event will be listed in the Staff & Faculty/General News folders under the event name. What’s Happening This Week! will be sent out every Friday, listing events for the upcoming week. If you do not want to receive this information, just let us know and we will remove your name from the list.
If you need disability or interpreter accommodations to attend these events, please promptly contact the event sponsors.

February 4
What: "Histories from Fort Ord" Community Memories and Memorabilia Reception
When: 1:30-3:00pm
Where: Library, building 12
This is a month long exhibit of selected photographs, documents and memorabilia related to the history of Fort Ord, focusing on the personal memories of the people who served here. This exhibit will be curated by Gerald Shenk and Steven Levinson.
The reception will feature guest speakers.
For more information: contact Dr. Gerald Shenk @ ext. 3882

February 5
What: Women’s Basketball game vs. Dominican College
When: 5:30pm
Where: WAC
For more information: contact 582-3015

February 5
What: Men’s Basketball game vs. Dominican College
When: 5:30pm
Where: WAC
For more information: contact 582-3015

February 6
What: Women’s Basketball game vs. Pacific Union College
When: 2:00pm
Where: WAC
For more information: contact 582-3015

February 6
What: Men’s Basketball game vs. Pacific Union College
When: 4:00pm
Where: WAC
For more information: contact 582-3015
Go Job Hunting In Your Own Backyard!!

GET READY FOR ON-CAMPUS INTERVIEWS
with employers from all over California
...it's like job hunting in your own backyard!

On-campus interviews are a great way to start your job search. Over 400 employers have been invited to the CSUMB Career Day 2000 and will receive our first-ever CSUMB Student Resume Book. Employers who come to campus for Career Day 2000 will pre-select students they would like to interview for exciting jobs in many different fields. To be included in the Resume Book for On-Campus Interviews, all resumes must be turned into Student Activities & Career Development (Bldg 44) for review by February 16. (This is to ensure that employers have adequate time to schedule interviews.) Students selected for interviews will be contacted and scheduled by Career Development.

NEED HELP WITH YOUR RESUME?
No problem! We can help you! Come to the

RESUME WRITING WORKSHOPS
Building 44  Call 582-3845
or email Career Development to sign-up
Tuesday, February 8
6:15pm-8:00pm
and
Wednesday, February 9
12:15pm-2:00pm

Stop by Building 44, or
E-mail your resume to Career Development by February 16 and we will help you get your resume in shape!

CSUMB Career Day 2000
Wednesday, April 5, 2000
University Center

MEET NEW EMPLOYERS
NETWORK FOR JOBS
LEARN ABOUT INTERNSHIPS & SUMMER JOBS

For more information, call Student Activities & Career Development 582-3845