

# LAVOZ WEEKLY

February 19, 2002

The voice of De Anza College: A First Amendment student newspaper

Vol. 35 No. 16

## Festival to show DA student films *Cinequest begins this week*

by Sara Spivey  
ENTERTAINMENT EDITOR

Three De Anza student films have been selected for the 12th Annual Cinequest Film Festival in San Jose.

Marion Gothier's "Lunch," John Gutierrez's "Middle Grey" and Jason Schachat's "Golf Course High Kick of Death," will show on the big screen during the festival's Feb. 21 - Mar. 3 run.

"I'm really looking forward to seeing the three De Anza shorts projected at the Camera 3 — and then watching Marion, John and Jason bask in the applause and interact with the audience during the Q&A session.

They really deserve the Cinequest star treatment," said Susan Tavernetti, film studies instructor.

The three De Anza student films are among thirteen programmed in Cinequest's "Shorts Program 7: Student Short Film Competition.

■ see CINEQUEST page 5

## LinC program combines classes, new way of learning

by Vanessa Apkenas  
STAFF WRITER

De Anza College offers interdisciplinary learning communities to interested students.

Participants take two or three transferable, integrated courses in the Learning in Communities Program.

Program coordinators and faculty members center several classes around a theme and connect the subject matter. Teachers also integrate the reading, assignments and materials.

This winter, LinC offered "Comics Speak Our Lives: Intro to Visual Arts Meets English 1A."

LinC Co-coordinator Edwina Stoll said "[The students] know each other quite well ... they form study groups and have a chance to really get acquainted with ... their teachers as well."

Coordinator Marcy Betlach said students have enjoyed the winter program-oriented courses.

■ see LINC page 4



Senators, students and faculty listen to a speaker at last week's DASB Senate meeting.

Derek Lubich / La Voz

## Students, faculty discuss DASB budget *meeting draws crowd, first vote of budget approval to take place tomorrow*

by Allison dePeralta  
NEWS EDITOR

The 2002-2003 budget proposals for De Anza programs and organizations were addressed at last Wednesday's De Anza Associated Student Body meeting, where over 100 DASB senators, students and faculty filled the Student Council Chambers. Before budget deliberations began among the Senate, the floor was open for comments from the public.

"De Anza ... is a college of higher learning. How can we learn if we don't have the tools to learn?" asked student Ali Rahnoma.

He addressed the room to urge an equal allotment of the funding. "I don't like the budget ... we need to tell the DASB it's not right."

Many of the audience members who spoke seemed to echo similar sentiments, advising on the importance of the various programs and requested the Senate find a way to allocate the requested amounts to these programs, as they reflect upon De Anza as whole.

Outreach Specialist Gene Murden said "People don't really [understand] that ... this is Outreach right here, it's us, it's everybody. There has to be a beginning somewhere, and that's us."



Tina Garcia / La Voz

During the De Anza Associated Student Body Senate meeting, student James Harris-Williams gave an emotionally-charged account of the help he received through the S.T.A.R.S program.

Outreach is a program that recruits new students by arranging campus tours for high school and other prospective students.

"We need to propose a budget that fits everyone. We can't just cut [from] one program to allocate [the funding] to another program, we need to spread it out equal-

**"I don't like the budget ... we need to tell the DASB it's not right."**

- Ali Rahnoma

ly," Rahnoma said.

Some also spoke of how programs, such as SLAMS and S.T.A.R.S., affected their lives. Student James Harris-Williams said, "I don't know where I'd be right now [without the program's help]."

"This is your chance to change history here at De Anza College," said dance instructor Janet Shaw.

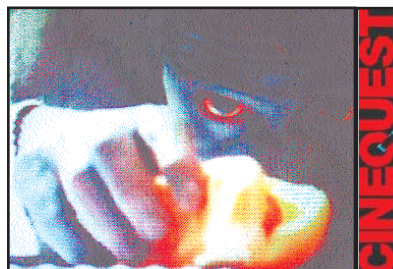
Senator Christina Smith said, "We are competent with our spending, so we should be competent with our cutting."

The meeting lasted from 3:40 p.m. until 11:45 p.m., but only the first step of the budget approval process, voting on pulling funds from each section of the proposal, was completed.

The next step, which entails the reallocation of the funds that were cut, will take place on Feb. 20. The budget will not be officially passed by the DASB until the second vote at the Feb. 27 meeting. See next week's issue of *La Voz* for updated information.

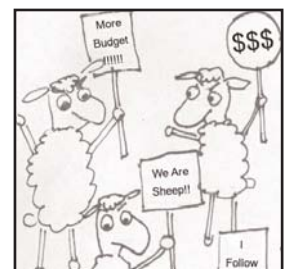
### Entertainment

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### Perspective

Opinion on DASB Senate,  
budget stipulations:  
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# Less complaining and more collaboration



Michael Grevelink  
SPORTS EDITOR

The recent budget by the DASB Senate has brought about many complaints from students.

Many of these complaints were supposed to be addressed at the Senate meeting last Wednesday.

It seemed there was a lack of order at this meeting, and the Senate seemed to be divided into

two groups which didn't budge and wouldn't come to a consensus.

The audience claimed to represent the students. While some good points were

brought up, I feel they did not represent me in any way.

A lot of emphasis brought to the Senate was the issue and importance of diversity.

I agree that diversity is very important but who is to say it is one of the most important issues?

No one student can speak on behalf of 25,000 students. Many of the programs have additional funding via B Budget money and PFE money, but a lot don't.

Why is the Senate always getting attacked?

Only a few program representatives who spoke thanked the DASB for the money they got.

I think every program should do that.

It is not a necessity for the Senate to fund every program to their needs. It's just impossible.

It seems many students have their own personal agenda and take attention away from the main focus.

Diversity seemed to be brought up every minute.

Both sides need to come together and do what's best for everyone, not just what's best for selected groups.

At the meeting, the idea of equal funding between all clubs was brought up, and the idea was quickly silenced.

I think that every single club, organization or program on campus is of importance to some students.

The result is that no one gets the requested funding. What people fail to realize is that there is only so much money to fund programs in the first place.

And something is better than nothing. So let's all grow up and work together.

## New face, same goal

### Editorial

The opinion of La Voz

*La Voz* strives for accuracy and fairness in reporting. We also strive on change. Over the course of the last few weeks, we have

initiated subtle stylistic changes throughout *La Voz*.

We still strive to provide adequate coverage of campus related and relevant news, events and points of interest, such as the DASB funding on the front page, the many faces of the film and television department on page 8, the Cross Cultural Partnership Program on page 9 and guest perspectives on page 10.

Change does not automatically encompass improvement, which is why we continue to encourage readership participation and suggestions through letters and guest perspectives so that we may perform to the best of our abilities and take as many campus voices as possible into account.

We have also decided to put the "weekly" back in the *La Voz* name to indicate our regular weekly update of issues concerning the campus community. As for the rest, we'll see what the tide will bring. Stay tuned, and keep reading.



Jack Wong / La Voz

At last week's DASB Senate meeting, audience members wishing to take a stance on budget allocations were given four minutes to speak. Despite representatives of numerous different organizations and over two hours of comments, the basic tenor of statements remained remarkably similar.

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## Corrections

- The Feb. 4 article on the Massage Therapy Program gives an incorrect phone number. The correct number is 408-864-4645.

- In the Feb. 11 issue, the correct photo credit for Klaus Dehn's photo is Sara Spivey.

# Letters to the Editor



## Perspective on Asian trend disappointing:

*anticipated insights and information on commodification of culture not delivered*

To *La Voz* staff:

I was very disappointed by "When a culture becomes a trend, two students' perspectives on Asia's sudden popularity" in the Feb. 4, 2002 issue. I began reading the article anticipating a somewhat interesting/informative/insightful examination of the commodification of culture. Yet I found the article to be none of these. Instead it was a page of drivel comprised of circuitous reasoning, and it failed to shed any light on any topic of importance.

The two writers seem to confuse the ideas of "culture" and "country of origin" or at the very least they confuse "culture" with "popular culture." While these ideas may blur at certain intervals, they are not synonymous and thus should not be used interchangeably.

April Lofgren completely misses the mark with her random babbling.

According to the article's title, she was to discuss aspects of Asian culture that have been co-opted by American pop culture; instead, she cites numerous stereotypes and culture trends as evidence of Asian-American clannishness. Her writing is so off-based it might as well have been an entry in her diary.

Lofgren describes Acuras and Civics as "Asian cars" — implying that these vehicles are somehow collective Asian-American possession of which she, a Caucasian girl, is not allowed to partake. While these brands of cars are produced by Japanese manufacturers and are popular amongst Asian-Americans, these cars do not have a cultural identity. The fact that Asian-Americans prefer foreign produced cars is a trend, but this fact does not serve as any kind of signifier of identity or belonging.

And don't even get me started on her mention of "Asian clothes." Unless Ms. Lofgren is talking about kimonos or Chinese mandarin-collared dresses, she has no business using such a ridiculous phrase.

Ling Mei Wong comes a little closer to the issue at hand. She uses the examples of mah-jongg bracelets and Chinese characters as well as the present popularity of martial arts to show how easily a culture can be "shrunk" to a few, small icons.

I agree that individuals who ignorantly embrace small aspects of a culture and then claim to be open-minded or culturally learned are in fact foolish and irritating. But I think Wong misinter-

prets this when she says, "if they think that they are Asian by wearing or doing those things, they should think again."

I don't really think it's a matter of individuals thinking that they're Asian; it's more a matter of individuals feeling that they understand the complexity of a culture when in fact they only understand a small, usually insignificant part of the whole.

This could have been a perfect segue into the greater issue of American co-optation as a national pastime, as it happens all the time and to many cultures.

One might mention the popularity of henna tattoos and bindis as a co-optation of Indian culture, or Hawaiian prints and leis as a co-optation of Hawaiian culture.

Or she could have mentioned how America tends to mess up every culture it attempts to emulate. Like with mah-jongg bracelets, a lot of Asian things are misinterpreted in America. Egg foo young is a complete American fabrication, as are fortune cookies.

Instead, Wong chooses to change the topic completely, proclaiming her Asian pride despite a refusal to buy into commercialized notions. It's a bit of a *deus ex machina*, really. Instead of completing her original argument, which actually follows with the article's title, she goes off on a random tangent and settles on a topic that allows her to use a pointless quotation from one of her friends.

I applaud your newspaper for attempting to explore an issue that is both interesting and relevant to the De Anza College student body. However, it would be good if your writers had a firmer grasp of such issues before expressing their opinions in your publication.

It would also be commendable if writers would maintain some sort of consistency in their work, ending on the same topic as on which they begin. The article leaves readers with a lot more questions than answers, spreading confusion and not clarity. And it is impermissible that a piece of journalism, meant to educate, should not only contain, but also perpetuate stereotypes and half-truths. Bottom line: the writers did not do their jobs and changes need to be made.

Sincerely,  
Stephanie Kong, 22  
Mass Communications

## Human sexuality class opinion misleading:

*reporter shows lack of judgment, ignores variety of course benefits*

Dear Editor,

I write this in response to an article published in the Feb. 11 issue of *La Voz* written by Erwan Leone, staff writer. The headline states that the Humanities 10, "sex education class may do more harm than good." Unfortunately, not only does his evidence show a lack of judgment but it might also hinder those interested in taking the class by incorrectly focusing on probably the most disturbing facts of the class. If everyone in the United States had taken this class, 3,000 teen-age girls would not have to learn everyday that they are pregnant! That is a fact. Check it out at CNN.

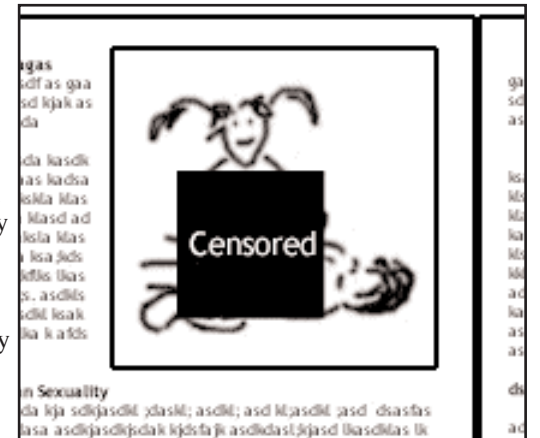
He intimidates us by asking us, "do I need to see acts of bestiality, know the thought process of a transvestite, meet a child molester?" Well, at first glance the answer might seem "no" but on

**If everyone in the United States had taken this class, 3,000 teen-age girls would not have to learn everyday that they are pregnant!**

second thought, don't we all want to know what's going on in everybody else's mind? The question "why" is all the more pertinent here.

I have taken the Humanities 10 class with Natasha Joplin, and through the class I have met a transvestite, transsexual, single parents and witnessed acts of S&M and bestiality. Agreed, some of these topics might sound disturbing to some; however, one is given ample warning about it. If one is uncomfortable in such a situation, one is free to leave or for that matter not even attend the class.

However, when I took the class, each and every soul in the class looked forward to meeting the guests and seeing the videos. We all wanted to learn! If we just focused on the biological aspects of the human body and hinted upon the psychological and societal aspects of human behavior, this class would be no different from the ones



Jack Wong / *La Voz*

being taught in high school, where "the content is extremely censored."

Also, as evolving human beings we all need to learn. As Joplin correctly stated in the article on the cover page of the same issue "my role is to dispense information, not change ... viewpoints."

Accepting the information as opposed to agreeing or disagreeing with it, is the more important aspect of human behavior and learning. By closing the doors of the mind to the "biological, psychological and societal aspects of human sexuality" we are doing more harm than good to ourselves. The course allows us to decide upon the dos and the don'ts of human sexual behavior or for the merely ignorant (myself included), helps explore a whole new world.

When one enrolls for the course, we all know the subject matter is sex, sex and more sex! When we buy the book, we flick through the book and clearly see what the subject is going to be. If

**By closing the doors of the mind to the "biological, psychological and societal aspects of human sexuality" we are doing more harm than good to ourselves.**

that isn't plenty of warning, what is? It would be truly unfortunate for those interested in taking the class to be put off by Leone's comments.

-Aspandiar Dahmubed, 19  
Electrical engineering

# Integrated courses diversify education

## ■ LINC

From front page

"These interdisciplinary classes are great ... students can speak with our own counselor as well," she said.

**"Students also have a more successful learning experience. On average, about 29 out of 30 students take another LinC class the next quarter."**

- Marcy Betlach,  
LinC Coordinator

The LinC program also gives participants the opportunity to attend small group workshops and quarterly field trips. "Students also have a more successful learning experience. On average, about 29 out of 30 students take another LinC class the next quarter," Betlach said.

LinC has been present at De Anza College for eight years, as part of a larger, 20-year-old movement throughout the nation. Betlach said that the program is growing on campus, as faculty members

will continue to connect courses in the spring.

LinC plans to offer "Whose Country Is This Anyway? Rewriting America's History" with ESL 5 and HIST 17A. "Society: Go Figure! Investigating the Social World Through Mathematics" with MATH 105 and SOC 1 will also be available. Students can register for "Who Wants to Be a Millionaire? How to Maximize Your Future Earnings" with BUS 20 and MATH 10, and "The Good, the Bad and the Ugly: Diversity and Democracy in Early America" with HIST 17A and EWRT 1A.

Faculty will also integrate LART 100, Reading 100 and EWRT 100B through "Child Development Focus." Students can also sign up for LART 100 with READ 100 and EWRT 100B, or LART 200 with READ 201 and EWRT 100A.

Students can find LinC classes in the spring schedule of classes, indicated by an arrow by the class listings. Information about LinC also appears in the back of the schedule book. The program does not require applications and most classes are on a back-to-back schedule.

Those interested can visit the Web site at [www.deanza.fhda.edu/depts/interdisp/index.html](http://www.deanza.fhda.edu/depts/interdisp/index.html), call Marcy Betlach at 408-864-8394 or Edwina Stoll at 408-864-8579. The administration office also

# Refugees at De Anza

This Winter quarter, De Anza College welcomed 15 new students known as the "Lost Boys of Sudan."

"Lost Boy" Simon Mao Thiik Chol. "We have much affection for the way De Anza has welcomed and encouraged us," he said.

**"It is only by becoming educated that I can succeed ... and become a contributing member of the [United States]."**

- Deng Ajoik Jongkuc,  
refugee and De Anza student

The group of young men was dubbed the "Lost Boys" in Africa when they were left parentless 15 years ago in Sudan's civil war.

They were among the more than 20,000 young men threatened with starvation, disease and animal attacks as they fled across Africa in search of a home.

Only a few thousand of the refugees survived and found shelter in the United Nations refugee camps where they lived in squalor for a decade.

About a year ago, with assistance from the United Nations, the U.S. State Department took in 3,600 of them in a child-refugee relocation program.

De Anza's Sudanese refugees are enrolled in a combination of ESL, English, reading, math, computer education and skills courses.

Their academic goals include medicine, accounting, engineering, computer science, business administration and teaching.

"Education will give me independence and freedom to help others and myself," said Mario Mangok Mach Bol, one of the refugees now attending De Anza.

"I want to become an educated person and a successful accountant," said fellow

"I have been hoping and praying for a good education," said Deng Ajoik Jongkuc, another of the refugees. "It is only by becoming educated that I can succeed in the United States and

become a contributing member of the country that has blessed me with so much kindness and opportunity."

The Lost Boys of Sudan Scholarship Committee was formed to help these refugees cover college expenses.

"[We are] encouraging donations because these young men have one or more jobs, and [are] finding it difficult to afford this expensive area," said Marion Winters, interim diversity coordinator.

"We want to do anything possible to

**"We want to do anything possible to ensure [the Lost Boys'] success."**

- Marion Winters,  
interim diversity coordinator

ensure their success," she said.

For more information, Winters' phone number is 408-864-8739.

*Courtesy of the De Anza College President's Report, February 2002.*

# Students, faculty protest CSU chancellor's 'funny bookkeeping'

by Sara Spivey  
ENTERTAINMENT EDITOR

At least 800 faculty, students and supporters of the California State University system assembled in peaceful protest against CSU Chancellor Charles Reed outside the San Francisco Marriott on Saturday, Feb. 9.

"We filled up the entire block four astride from Third to Fourth [Streets]," said Elena Dorabji, a part-time political science instructor at De Anza College and San Jose State University.

Reed was inside the Marriott during the protest giving a speech to the American Council on Education.

According to an article published in the Mercury News, faculty members were protesting "the eight-month impasse in faculty salary negotiations," said Paul Glader of the Associated Press.

Dorabji said there is more to the issue at stake, and the protest was meant to bring attention to faculty members' growing concern over the Chancellor's "funny

bookkeeping."

Dorabji said every year more money is coming out of instruction and going to pay for the Chancellor's pet projects and administrators.

According to Dorabji, about nine years ago, 53 percent of the California State University system's \$3 billion annual budget was going to instruction.

This year only 41 percent of the budget was allocated to instruction. It is estimated that when the budget for next year is done in July, that number will be cut down to 36 percent, according to Dorabji.

The smaller budget for instruction means that there are fewer classes offered per student.

For example, four sections out of 50 were cut in the Political Science Department at SJSU this year, despite a 27 percent increase in the student population.

A similar protest was held on the campus of UC Santa Cruz on Thursday, Feb. 14.

See next week's issue of *La Voz* for more information.



## DASB Senate

### Weekly Update

- by Senator Kimberly Cofer

#### Feb. 13 Senate Meeting:

##### - Budget Proposal Deliberations

• First item of business was public comments where the public made comments on their feelings toward the proposed budget cuts that were to be discussed by the body during that meeting. Many people voiced concerns regarding the proposed decrease of funds for programs such as SLAMS and STARS. Several other programs also expressed concerns regarding the across-the-board cuts due to less overall DASB funding.

• Following the public comments, the Senate began deliberations regarding the proposed budget, which was set forth by the Budget Committee. The first step in the budget deliberations was to vote first on pulling out funds from each section of the budget for all sections. The second step is to then reallocate the money that was cut. Only the first step was completed during the Feb. 13 meeting, which ended at approximately 11:45 p.m.

• Some of the money that was pulled out of specific sections included decreases in proposed DASB Senate allocations for things such as supplies and discretionary accounts for the vice presidents. Other funds that were pulled were cut from programs or projects where the proposed allocation was different than that which was allocated the previous year, and also from programs and/or projects where the proposed allocation was more than what was requested.

• The second step, which will take place at the Feb. 20 meeting, of the Senate's budget approval process involves the reallocation of the funds taken out with the vote that occurred last Wednesday. The budget will not be officially passed until the second vote is made during the Feb. 27 meeting.

\* The DASB Senate meets Wednesdays at 3:30 p.m., in the Student Council Chambers, located on the lower level of the Campus Center.

\* For questions and comments, contact Kimberly Cofer in the Senate office, located next to the Student Council Chambers.

# Program gives forum for cultural exchange

*Cross Cultural Partnerships Program gives students chance to learn different languages*

by Ling-Mei Wong  
STAFF WRITER

In the tradition of other clubs and programs on the De Anza campus, the Cross Cultural Partnerships Program seeks to promote cultural exchange among students.

The program pairs up non-native English speakers with native speakers to converse, practice English skills and learn about each other's cultures.

The first meeting of the program's participants was on Feb. 8 in the Hinson Campus Center from 12 p.m. until 1:30 p.m.

According to CCPP co-coordinator Gloria Heistein, partners can understand other cultures through the program.

She sees the program as "the perfect opportunity to break down the stereotypes that each may have."

During the first meeting, she said, "Don't use this program as a dating service," which drew laughs from the audience.

Interim Dean of Language Arts John Swensson attended the meeting and seemed appreciated by the diversity of the participants.

"Looking around the room, [there is] incredible diversity that we have here ... we're so glad that you chose to come to De Anza College," said Swensson.

It wasn't only the instructors who were enthused about the program. Param Singh, an ESL student from India, talked about her experiences in CCPP.

"[CCPP] was really good. I have improved my English skills a lot ... now that I have taken part last quarter," said Singh.

The current students bonded with their partners at the meeting.

Karen Wei, another ESL student, said her partner "was very nice, very helpful. She asked me about the Chinese culture, and she's planning to travel to China."

The native speakers were also excited.

"[My partner and I] kept talking about our family, our lifestyle, what our goals are. We just ran out of time, because she was going to class ... it was just really good," said Nacime Karami, a Political Science major.

The camaraderie in the room was infectious, as Kiyoko Inomata, an ESL student from Japan, said, "I've never done [CCPP] before ... I'm having fun!"

**"Looking around the room, [there is] incredible diversity that we have here ... we're so glad that you chose to come to De Anza College."**

*- Interim Dean of Language Arts John Swensson, addressing the Cross Cultural Partnership Program meeting*



Caroline Perez / La Voz

**Left:** Program co-coordinator Katie Dunlap discusses some issues with students participating in the Cross Cultural Partnerships Program.



Jasmin Bodmer / La Voz

**Right:** From left to right: Katie Dunlap, Sarah Hojjat and Gloria Heistein. Dunlap and Heistein are the co-coordinators of the Cross Cultural Partnerships Program; Hojjat is a student from Iran participating in the program.

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# Debate Club offers something for everyone

by Zachary Smith  
SPECIAL TO LA VOZ

The new De Anza College Debate Club aims to give newcomers to the world of collegiate debate the tools they need to take on other college teams as well as many of life's challenges, and have fun in the process.

The club practices parliamentary debate, the most entertaining format, says founder Ajay Tallam.

This style is derived from the procedures of British Parliament as they discuss issues of the day.

Tallam decided to form the club when he asked a friend how she came to debate

issues so articulately. She was blunt: she learned how by taking part in school debates.

Debates consist of two teams of two players each, one team representing the "government," the other the "opposition." Each side takes a stance with

regard to a topic of discussion and argues its case in a clear, organized and courteous manner, says San Jose State University professor Genelle Austin-Lett, who presented the topic during the club's first official meeting on Nov. 5, 2001.

If this explanation sounds dry, consider this: topics range from the serious and topical to the light and humorous. For instance, during the meeting, a mock debate was held with the topic "this house would make driving while using a cell

phone illegal"—no doubt an important public safety issue.

In contrast, the National Parliamentary Debate Association, which lists actual topics from intercollegiate debates on its Web site, [www.parl Debate.org](http://www.parl Debate.org), includes topics such as "this house believes religion is a crutch for the weak-minded" and simply, "this house would turn up the volume."

Just as interesting is that players can select a context. If the topic is stated as "this house believes body odor is good," one team might define "this house" as a wild animal reserve and argue in favor of body odor because it helps animals attain mates, albeit not human animals.

Yet debates are not all frivolity. Debating teaches open-mindedness.

A team often doesn't know which side of an issue it will argue for, so it must know all sides. Many topics are serious and timely. This is a far cry from how

many people approach life and certainly how much news is delivered. Thus debating helps a person see the larger view and grow as a person.

Are Americans really lacking in open-mindedness? Club treasurer Bobby Marinov thinks so. "Americans are pretty close-minded," he said. He believes they often become too easily upset when opposing ideas threaten their world view.

If so, a debate club may be just what De Anza students and even faculty need, helping them to become better citizens with opinions based on logic, fact and multiple viewpoints, not merely on bias, faith, trends or rumors.

The club is planning trips to other colleges. Interested? Attend a meeting for more information. The club meets Mondays at 3:30 p.m. in Room MCC-10. Contact them at <http://debate.os2man-cjb.net/>.



## Mental health services unveiled

by Benita Rashall  
SPECIAL TO LA VOZ

*La Voz* is to be lauded for its treatment of mental health issues on Feb. 4. This topic was well and sensitively presented. An open dialogue such as this can help demystify these disabling conditions which affect and stigmatize millions of Americans.

I do want to point out a notable omission in the story. The campus community should be aware of the role that Disabled Students Services plays in assisting students on campus who have psychological disabilities.

Along with Counseling and Health Services, DSS provides essential support. Although specific services are determined individually, based on each student's disability-related needs, there are some commonly used accommodations intended to provide equal access and promote student success.

These include registration assistance, instructor liaison, note taking help, disability management counseling, specialized tutoring and referral, test accommodations and coordination (with student permission) with off campus psychological support systems or rehabilitation pro-

grams.

DSS sees students predominantly who have depression, anxiety, or obsessive compulsive disorders, or schizophrenia, but others may be served. Students with attention disorders are also eligible. Students must have their disability verified by a psychologist or psychiatrist and the disability must cause a significant life and educational limitation.

If a student identifies him or herself as needing accommodations or supports and provides the verification necessary, a meeting with a DSS counselor is scheduled to decide about and arrange for services. The student's preferences regarding confidentiality and disclosure are safeguarded.

Students who are interested in receiving accommodations can attend our group information meetings held monthly. The next meeting is Wednesday, Feb. 20 at 1:30 p.m. in LCW110.

Students can pick up the necessary verification forms there or in the DSS office in Seminar 2A, 408-864-8753 or can schedule a brief informational meeting with a counselor.

-Benita Rashall is a Counselor/Coordinator for Disabled Student Services.

## Health Career EXPO

Saturday, March 2, 10:30 a.m.-1 p.m.  
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## Spring Sports Schedule



**Baseball:**  
Fresno  
Tournament  
Friday, Feb. 22  
@ Fresno City  
College

Thursday, Feb. 28 @  
Gavilan

Saturday, Mar. 2 vs.  
Cabrillo

Tuesday, Mar. 5 @ Mission



Thursday,  
Mar. 7 vs.  
Hartnell

**Softball:**  
Tuesday,  
Feb.

19 vs. Ohlone



Thursday,  
Feb.  
21 @ Chabot  
Tuesday,  
Feb.  
26 vs.

Mission

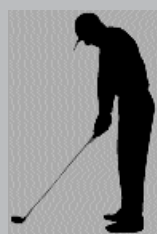
**Mens Tennis:**

Today, vs.  
Cabrillo

Thursday, Feb.

21 @ Foothill

Tuesday, Feb. 26 vs.



Chabot  
Thursday, Feb.  
28 @ San  
Joaquin Delta  
College  
**Womens:**  
Today @ San

Mateo

Friday, Feb. 22 vs. San  
Francisco



**Golf:**  
Conference  
Tournaments,  
Monday, Feb.

25

@ Stockton

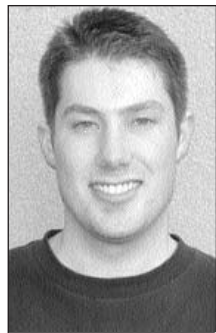
Monday, March 4

@ Menlo

Monday, March 11 @ San

Jose

## Trainers help De Anza athletes succeed



Derek  
Lubich  
STAFF WRITER

At a De Anza College event or during training, an athlete can get hurt on the baseball or football fields, on the tennis courts, in the pool, around the track or in the weight room.

Whether it's a torn ligament, torn muscles, sprained wrist or ankle, the list is vast and includes painful injuries.

These ailments have one thing in common: they're looked at and taken care of by athletic trainers.

Some of the techniques used in the recovery of sports injuries are icing, heat packets, massages, weights and sauna.

The RICE principle of rest, ice, compression and elevation is applied to most injuries, said athletic trainer Ryan Tao.

Along with these different techniques, there are other ways to help the healing process. Tao said that non-steroidal anti-inflammatory drugs are used for decreasing inflammation of an injury.

Injury conditions vary with each individual athlete. Some come into the athletic trainers' room with pulled muscles, while others come crawling in with torn ligaments.

Serious injuries may cause long term damage and anything moderate to severe will generally cause scarring, said athletic trainer Shannon Bracey.

How can you try to avoid getting hurt in sports? One way is to become an arm rest athlete on your sofa. The second way is to

work on cardiovascular conditioning, strength training and flexibility.

Hydration, along with a proper diet, can also help avoid those painful visits to the athletic trainer.

Due to the nature of sports at De Anza, there is someone to protect the athlete,

medically advise them and rehabilitate them, said Bracey.

Without the assistance of athletic trainers, plenty of athletes might remain in front of the television set watching sports instead of actively participating in them.

### Kettering University

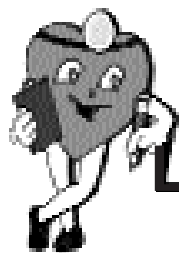
*formerly GMI Engineering & Management Institute, Flint, MI*  
will be hosting a reception/open house  
*just for you!*

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**Don Bautista Room**  
**in the**  
**Campus Center**

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Joe Bruna (2) / Special to La Voz



Tina Garcia (2) / La Voz



# De Anza in full swing

From foaming at spout fountains to Brazilian Martial Artists, De Anza has an abundance of activities and fun available for students.

Last Wednesday, Feb. 13 was no exception. The fountain in the L-Quad was found filled with soap. President of California Waterscape in Mountain View, Roger Olsen, said incidents like this cause damage.

"[after soap] turns into foam, the pump runs dry and damages the pump," he said.

Olsen says pump parts might deform and can be costly to repair.

In the Campus Center Patio Stage, members of Capoeira of San Jose entertained students.

An extended De Anza Associated Student Body meeting took place last Wednesday, in which the DASB Budget was discussed. Over 100 DASB members, students and faculty filled the Student Council Chambers to show support for programs and voice opinions.