

# Revelations

OFFICIAL REVELLE COLLEGE NEWSLETTER, UC SAN DIEGO



**CHOOSE YOUR CONTROVERSY:**

**2013  
Winter  
Quarter  
Issue 2**

Pope Resigns  
Christopher Dorner  
The Grammy Awards  
UCSD Transportation

& an Interview with Professor Minor



# Theme Contest

Theme: **ADVENTURES**

Submit your printable media (photography, words, drawings, etc) by **Friday, April 26th** to [revellations.revelle@gmail.com](mailto:revellations.revelle@gmail.com). Winners will receive a prize as well as have their work featured in Revellations!

There are no announcements for this issue except:

*Everyone enjoy your  
spring break!*





# Interview with Professor Minor

## By: Patricia B. Tan

André Minor attended UC Santa Cruz in his first two years as an undergraduate and graduated from UC Berkeley in 2006. He earned his PhD in 2011 in San Diego and has been teaching for two years. This quarter, he currently teaches MATH 20C (Calculus and Analytic Geometry for Science and Engineering) and MATH 20E (Vector Calculus). Despite being one of the newer professors at UCSD, Professor Minor is an engaging teacher who is able to show students the complexities of Calculus in a fun and entertaining manner. I was able to meet with him to ask a few questions about his experiences as a student and a teacher.

### **Did you have an inspiring teacher through your years of school?**

Yes, many, but I actually wrote a song for one of my teachers, Richard Mitchell. He was my undergraduate real analysis teacher at UC Santa Cruz in 2004. He was very good with how he delivered in lectures, which were really inspiring and organized; the way he spoke and the way he taught were excellent. So that really inspired me towards teaching math. He was really one of the first teachers that made me realize, "Oh, I think I can do that."

### **How much work does it take to become a professor?**

Step one is to know the material: if you're going to teach calculus, you need to know calculus. But beyond that, it's a whole new ballgame when you try to teach it to other people. The first time I taught was when I was still a graduate student and it didn't go so well. I actually thought it was going great but it turns out that there were all these little things I wasn't doing right, like skipping steps when I shouldn't be skipping steps or not explaining things thoroughly enough most of the time. I didn't know how to make up for those mistakes--since I didn't even realize that they *were* mistakes at the time. I think that it was during my third quarter of teaching that I started really getting the hang of it, where I knew what the students expected and what I needed to do to get the message across. It takes a lot of practices to really understand the nuances of not just what you're going to say, but how you're going to say it.

### **What do you like the most about teaching? What do you like the least?**

I really like giving lectures. I really have fun with it. The best part of teaching is really just talking about math. I guess my favorite moment is when someone asks a great question. I'll be talking in class, and a student raises their hand and asks about something related to the material or something I'm about to do. It's great when I get the right questions, because I know it clicks in their heads.

The worst parts, I think, are the exams. I really hate writing and administering exams in general. Classes are huge--they have two to three hundred people. It can get really stressful because when I give an exam, it's also an exam for me. The students' examination is to solve the problems, but my examination is to write a good exam that's representative of the course material that's doable in the time allotted. During the test, I have to ask myself: how do I make sure there isn't any cheating? How do I make sure students are in an atmosphere where they can show off their skills? I don't really like giving exams, but it's all part of the process.

### **What's the difference between office hours and lecture? Do you have to change the style you teach?**

Lecture is sort of like a presentation. More people can ask questions, but there's a limit on how much you can deviate from the planned lecture. Lectures go quick and it would be great if I could



make sure everyone gets it before I go to the next thing, but it would take too long. I tend to thrive off questions in lecture to slow me down and sometimes I have to force myself to stop, let things be silent for a minute, and let people write things down. In order to cover the material, I need to go at a certain pace and it's unlikely that everyone's going to follow everything. For lectures, it's best to follow as much as you can and whatever questions you have, you can come to office hours for.

Office hours are more like free time. I want people to ask me whatever it is they're confused about, and I'll try to explain it to them, have another student explain it, or lead them to figuring it out themselves by asking them the right questions. Lectures are formal presentations with a plan, but office hours are more like fun time to talk about math.

### **Do you get to know your students better during office hours?**

I have more personal time with students during office hours, but I really wish I could know everyone one-on-one but that's no way that's possible, so I really appreciate when students come to office hours. It's really good for them, since they do better on exams if they come and ask questions on what they're confused about. And for me, I take the questions the students ask in office hours as representative questions for the whole class. So, if one or two students come in and they're confused about something I said in lecture, that that means that there's probably a large portion of the class that's confused about it. I try to answer individual questions for students, but I also take their questions to try to improve on lectures.

### **Where do you see yourself in the future?**

I don't really know--that's the whole reason why I went on to grad school. I liked school, I was good at math. But now I'm done with grad school, and I very much enjoy teaching. I'm not sure if I want to spend the rest of my life teaching--I think happy if I did--but I'm sure there are other things I could do. I'm at a point in my life where there's not a clear path to follow anymore. Unfortunately, during this time period, there's not a lot of science jobs available; the economy just can't support it. What I'm not sure about is if I'm going to be teaching or applying to an industry job. It's a good question, and hopefully I'll have an answer to it.

### **What kind of hobbies do you do on your free time?**

Well, I play music, and I like to play frisbee--I guess I'm kind of boring otherwise.

### **What advice do you have for people taking your class?**

Study hard! Do the homework, do the reading. It also depends on what major you're in. So for example in MATH 20E, something a math major might take away from that class is different from what an engineer might get out of it. For example, a math major might think more about the theory, like what's geometry and what's calculus like on geometric objects. But for an engineer, they'll be more interested on describing the systems on whatever physical phenomenon you're working on, whether that's building a bridge or understanding fluid dynamics. If you know where you're going, try to absorb as much as you can and try to relate what you're doing to what you want to do.

### **What piece of advice would you give to undergraduates here?**

Just try to experience as much as possible. It's really great to be an undeclared undergraduate, since you can take anything you want, anything that sounds interesting, and if you like it--keep doing it, and if you don't--stop doing it. You're not obligated to stay in something you don't like. Even if you are a declared major, it's never too late to change your major if you find something better you want to do. You have the most freedom as an undergraduate in terms of what you want to think about doing. Do whatever you enjoy.



## **The Future of UCSD Transportation – Up in the Air**

### **By: Austin Bacong**



You may have heard recently about some big changes going on here at UCSD. What I am referring to are changes to our transportation system.

How well do you think you know the transportation system? “Isn’t that basically just the bus system with that neat little sticker on the back of our ID cards?” There’s actually a lot more to it than most students know. While Transportation and Parking Services (TPS for short) does deal with buses,

there are numerous other functions of the transportation system. Currently, TPS offers students the Bus Zone program, a limited bus service entirely subsidized by UCSD that allows for somewhat convenient access to, from, and around UCSD. Campus parking is dealt with through a parking permit, based on the holder’s status: A permits for upper staff, B for graduate students and faculty, and S for undergraduate students. There are also other types of permits including Night/weekend, Reserved Spaces, and Motorcycles. Parking has been free on weekends, and permit rates have not risen since 2006. Other commuting services utilized besides SOV’s (single-occupant vehicles) and the Public Transit include Zipcar, Coaster Club, Pedal Club, and Vanpool program; considerably more services than most students are aware of.

It would appear UCSD has a pretty good grasp of transportation, so why the ask for sudden changes? Beneath the surface of a working transportation system, TPS actually has a faulty funding model. \$21.4 million is expended every year while only \$19.5 is generated in revenue. All revenue funding TPS is entirely by Parking Permits, tickets, and other special events. With such a model going on every year, it has come down to 3 more years until all transportations fail, necessitating the need for a change in the model. The proposed changes to accommodate for the budget deficit incurred by TPS, “developed with input from the campus community” featured extreme notable hits including a dissolution of the Arriba/Nobel shuttle routes into the MTS route, the Bus Zone being no longer subsidized and requiring a student fee, increases in parking permit rates across the board, and no more free parking on weekends. The transitions were proposed to go into effect July 2013 this summer.

The various changes have a generally negative impact upon the UCSD community overall, affecting students, staff, and faculty on their various abilities to get to campus and pay for higher education. However, the students have not merely passively sat by, letting the changes go into effect. Immediately upon the release of the changes, nearly 7000 students mobilized via Facebook on the page that is known as “UCSD Students Against Transportation Changes”. AS President Meggie Le and TPS Representative Adam Powers have worked together to gather student input on the possible courses of action that could be taken. And their efforts have not gone to waste. In a petition drafted to Vice Chancellor Gary Matthews, UCSA (University of California Student Association) President Raquel Morales and AS President Meggie Le were able to come to terms with MTS to temporarily postpone the new transportation implementations until other, viable alternative proposals could be determined: a victory for the students.

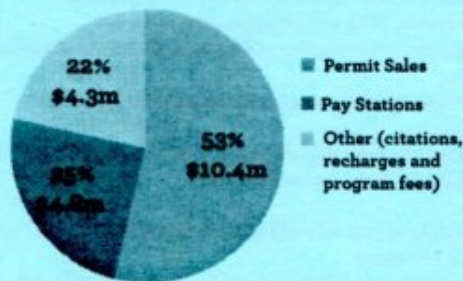


The indefinite postponement of the proposed changes is not to say that the battle is over yet. A viable alternative is still necessary to ensure that transportation at UCSD does not breakdown within the next three years, making this issue very time sensitive. Ultimately, the budget deficit needs to be covered, and some sort of fee increase lies on the horizon to bridge the funding gap. It is merely a matter of if viable options can be explored that generate an overall, less negative impact on the UCSD community than the currently proposed systematic changes. As a student, you can do your part by letting your voice be heard. Several town hall meetings have and are continuing to be held on the issue, including one on 2/21. If you have any ideas or opinions you want your UCSD community to hear, don't wait to let TPS know, be it through an email, through the Facebook page, or by directly meeting with them personally. Change will come to UCSD, but you have the power to affect what happens.

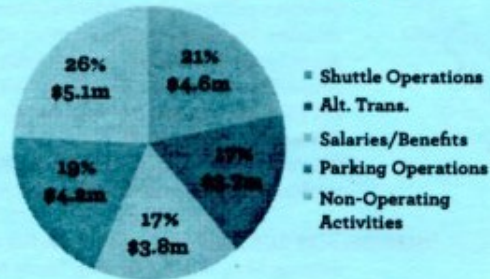
## Transportation Services (TS) Financial Crisis

### Fiscal Cliff of Transportation

Revenue: \$19.5 million/year



Expenditures: \$21.4 million/year



Budget shortfall of \$1.9 million/year  
 Budget deficit of \$8 million/year  
 (including payment into reserves)

**Expenditures**  
 Alternative Transportation ("Free" UCSD Bus Zone):  
 2005-2006: 358,000 riders, \$0.86 per ride  
 2011-2012: 2.4 million riders, \$1.16 per ride

### Is this deficit actually a serious problem? YES

TS's existing reserves will be depleted after 3 years if we continue running transportation services without making any changes, collapsing transportation and parking services as we know it. This is the "fiscal cliff" of transportation and our transportation and parking system is in crisis.

### Why are all these changes happening?

Like all other UC transportation and parking departments, TS is a self-supporting, non-state-funded department. It is an auxiliary department designed to break even each year with no other source of revenue besides parking permits and citations. These changes are happening because revenue and expenditures are no longer balanced. While parking permit fees (a revenue source) have not increased since 2006, costs for alternative transportation (ie. the "free" MTS Bus Zone) and campus shuttle systems have increased. Because of this, TS is running a budget deficit in the millions.

TS has been working for the past several years to make cuts and eliminate small-scale inefficiencies so that its main services would not be impacted. These have included non-student-focused changes like raising vendor and contractor parking permit rates, efficiency improvements like online permit sales, combining similar shuttle routes, and pruning costly incentive programs that only a small portion of the camps utilized. The department has also saved almost \$1 million in large administrative cuts, reducing personnel and operating without a full-time Director for nearly 3 years.

### Where do we go from here?

#### Referendum for a Triton Transit Pass

Most students will end up buying an MTS bus pass anyways because alternative transportation is necessary for most people to travel to school. TPS can't afford to fully subsidize. This is a way to lessen the impact of these changes on students. Trolley is coming in 2018. This pass would allow UCSD students to get on any MTS bus from downtown to Oceanside as well as the trolley when it comes. When the trolley reached SDSU, MTS-usage increased by about 220%. The price for this pass would cost less than the TPS-rate pass by about \$300/year.



# Chris Dorner: Depraved Criminal or Moral Crusader?

## By: Johann Sevilla

Early this past February, a man went on a shooting spree, killing and injuring many police officers. This man was Chris Dorner, a 33 year old ex-police officer with an accomplished military and law enforcement career. When you hear of a killer on the news, you typically assume "oh, the cops are chasing the bad guy." And this is usually the case. The cops carry out justice to the criminal. But Chris Dorner attempted to prove the opposite--that sometimes it is the cops who must be brought to justice. As I learned more about Dorner's story, which he explains in his written manifesto, I began to question: who was the real criminal?

In Chris Dorner's manifesto, he vowed that he always tried to be a moral person. He outlines in detail how the LAPD wronged him. Earlier in his career, he reported a fellow officer for use of excessive force, and was consequently fired. Dorner saw this as the LAPD's retaliation against a "tattler". He exposes the LAPD's malpractice and provides example after example of the department's failures. Dorner pitifully confesses his lack of faith in the system. From here, I concluded that this was a reasonable man who had merely snapped, and went insane. But near the end, Dorner does something interesting. He starts to thank people that did him good in life. He thanks politicians, entertainers, and other public figures for their contributions to society. He convincingly shows that he was not some evil psychopath. He was just like us--a normal human being who worked hard, loved others, and enjoyed life.

Despite this, his actions cannot be overlooked. He generalized many cops to be bad cops, and acted rashly upon this generalization. He believed that the only way to impact the world for the better was to be extreme. His manhunt was undoubtedly horrific, even if it was for a just cause. Some rejoice that Dorner died instead of being taken into custody. They feel better knowing that such a dangerous man is dead. But I cannot say I feel the same way. Part of me sympathizes with Dorner and wishes he was still alive. After hearing his side of the story, I have begun to understand his predicament, his frustration, and his struggle.

You can read Chris Dorner's manifesto online, and be the judge. Was Chris Dorner really as terrible as his actions portrayed him to be?



# 10 Things We Should All Do More Often.

By: Konto Southisombath

1. Call the parents at least once a week. Talk to them about school, about what you had for lunch, about your friends and room-mates. It doesn't really matter what you talk about just as long as you talk. They miss you and love you and want to know that you're okay. Pick up that phone, dial that number, and put their mind at ease.
2. Eat at regularly scheduled times. This may not seem very important, but studies show that regularly scheduled meals stimulate your digestive system and make digestion easier. It also increases your metabolism!
3. Pick up a book and read it for fun. (NO TEXTBOOKS).
4. Compliment other people and mean it. You will make someone's day.
5. Compliment yourself and mean it. Self-confidence is key.
6. Tell jokes. The cornier the better!
7. Talk to your professors about things other than coursework. Get to know them on a deeper level. You might be surprised to find that there's more to them than just complicated formulas or confusing literature.
8. Say hi to a stranger.
9. As Tom Haverford and Donna Meagle would say, "Treat yo'self!" (If you do not understand this reference, please allow me to direct you to this video: [http://www.youtube.com/watch?v=ZsABTmT1\\_M0](http://www.youtube.com/watch?v=ZsABTmT1_M0) )
10. Dance.





# Photo Spotlight

Photos taken by: Kenny Eun Chul Lee



Austin Bacong dishes out some yummy nachos to Kenny at our bi-quarterly release event!



Another beautiful day in Warren, looking on the old engineering building.

The “A Cup of Culture” event in Revelle



# A Papal Resignation

## By: Austin Bacong

One normal school day morning, I was scrolling my Facebook newsfeed and happened upon an interesting status from one of my friends: “The news of Pope’s resignation snapped me awake... We might be in Rome when the election of the new pope is announced, if it takes that long. Thank you for your ministry Pope Benedict!” Immediately checking various news channels and internet sources, this fact was verified: The holder of the highest position in the Catholic Church had chosen to step down. What I feel struck most people like myself however, was not the pressing question of “Why?”, but more so “He can do that?”

For those of you unfamiliar with clerical positions in the Catholic Church, a hierarchy is prevalent like that of other organizations requiring some system of power. At the bottom of the clergy are the Deacons. Deacons assist priests in their duties such as celebrating mass. Next are the Priests. Priests perform sacraments, and serve a designated congregation. After the Priest are the Bishops. Bishops are like the Priests, except they perform a few more duties at the church government level. The second highest position is that of the Cardinal. Cardinals are appointed by the Pope, advise the Pope, and elect the successor of the Pope upon the absence of the position. Finally, the Pope serves as the head of the Church, living in the Vatican of Rome, serving as the leader for all matters concerning the Catholic Church. The Pope has been known to serve his position from installment to death. For Pope Benedict XVI (formerly Joseph Ratzinger) to retire, such an event has not happened for more than 600 years. So why now?





According to an announcement personally released by Pope Benedict XVI, his reasons for stepping down are as follows: “After having repeatedly examined my conscience before God, I have come to the certainty that my strengths, due to an advanced age, are no longer suited to an adequate exercise of the Petrine ministry... both strength of mind and body are necessary, strength which in the last few months, has deteriorated in me to the extent that I have had to recognize my incapacity to adequately fulfill the ministry entrusted to me...”

Clearly, the reasons for the stepping down of the Pope are noble: he can no longer fulfill his duties as the Catholic Church’s leader because he is incapable of doing so at the highest potential. However, some have seen his resignation as an avoidance of the pressing issues of scandal attacking the church such as in sexual child abuse. Also, the alleged betrayal of the Pope’s butler leaking documents has added to the proposed tension regarding Pope Benedict XVI’s resignation. While these factors have certainly caused increased strain on the Pope, his stepping down has been stated purely on his physical and mental deficiencies caused by his age. It has been argued that Pope Benedict XVI has “abandoned his flock”, possibly sparking a schism in the 2000 year old foundations of the church. The Pope denies this conjecture, expressing his confidence in the ancient frameworks utilized to determine the next pope to lead Catholics.

“So what happens now?” you might ask. A new pope will be chosen by the cardinals using the secret deliberation guidelines enacted for electing the position while church awaits her new leader. Ex-Pope Benedict XVI released that “With regard to myself, I wish to also devotedly serve the Holy Church of God in the future through a life dedicated to prayer.” Whether or not the dramatic changes in the church will ultimately affect her infrastructure, authority, and influence, it can be certain people around the world wait in anticipation to see whose turn it is to step up to bat and lead the Catholic Church in the years to come.





# Up-close and Personal

A closer look at the Revelations staff

## JOHANN SEVILLA



Hi. I'm Johann. I'm a freshman here at UC San Diego, but I'm originally from the Los Angeles area. I'm a computer science major (I'm not a nerd, I swear), but I have a great appreciation for expression in writing and art. I love skateboarding, so I try to do as little walking around campus as possible. I'm obsessed with sushi, Mongolian noodles, and candy. In my free time, when I'm not skating, I like taking long naps and messing with my hair. I love listening to music, and my favorite band is Blink 182.

**JOHANN'S** *Did you know that Roger Revelle...?*



Roger Revelle was actually in a fraternity during his college years. He probably drank a lot. (Theta Tau Engineering Fraternity)

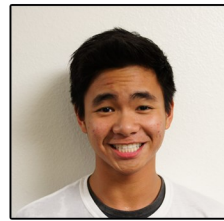




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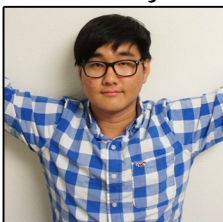


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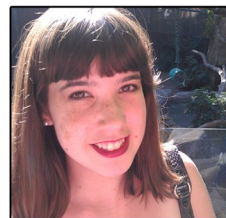


Jinky

# MEET THE STAFF!



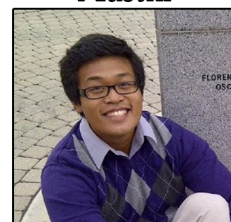
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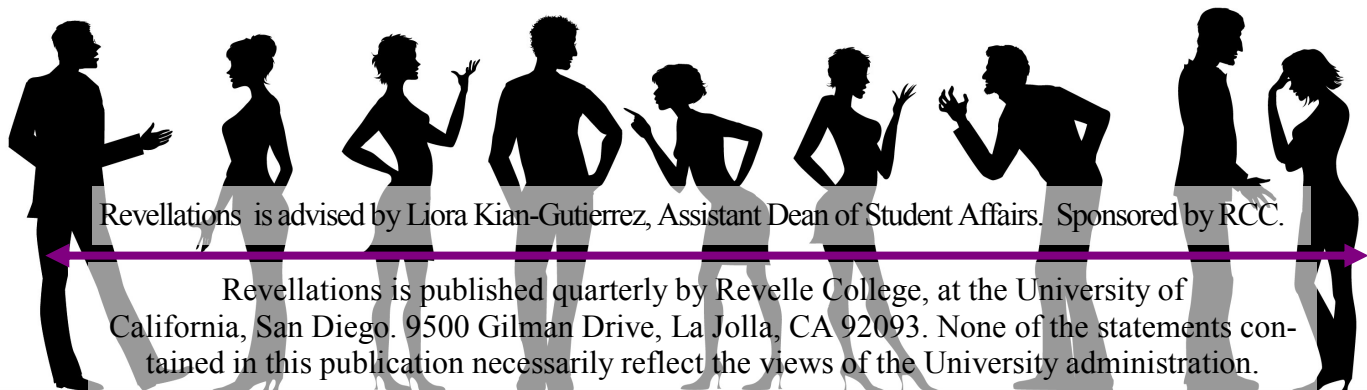
Liliane



Patricia



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Revelations is advised by Liora Kian-Gutierrez, Assistant Dean of Student Affairs. Sponsored by RCC.

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