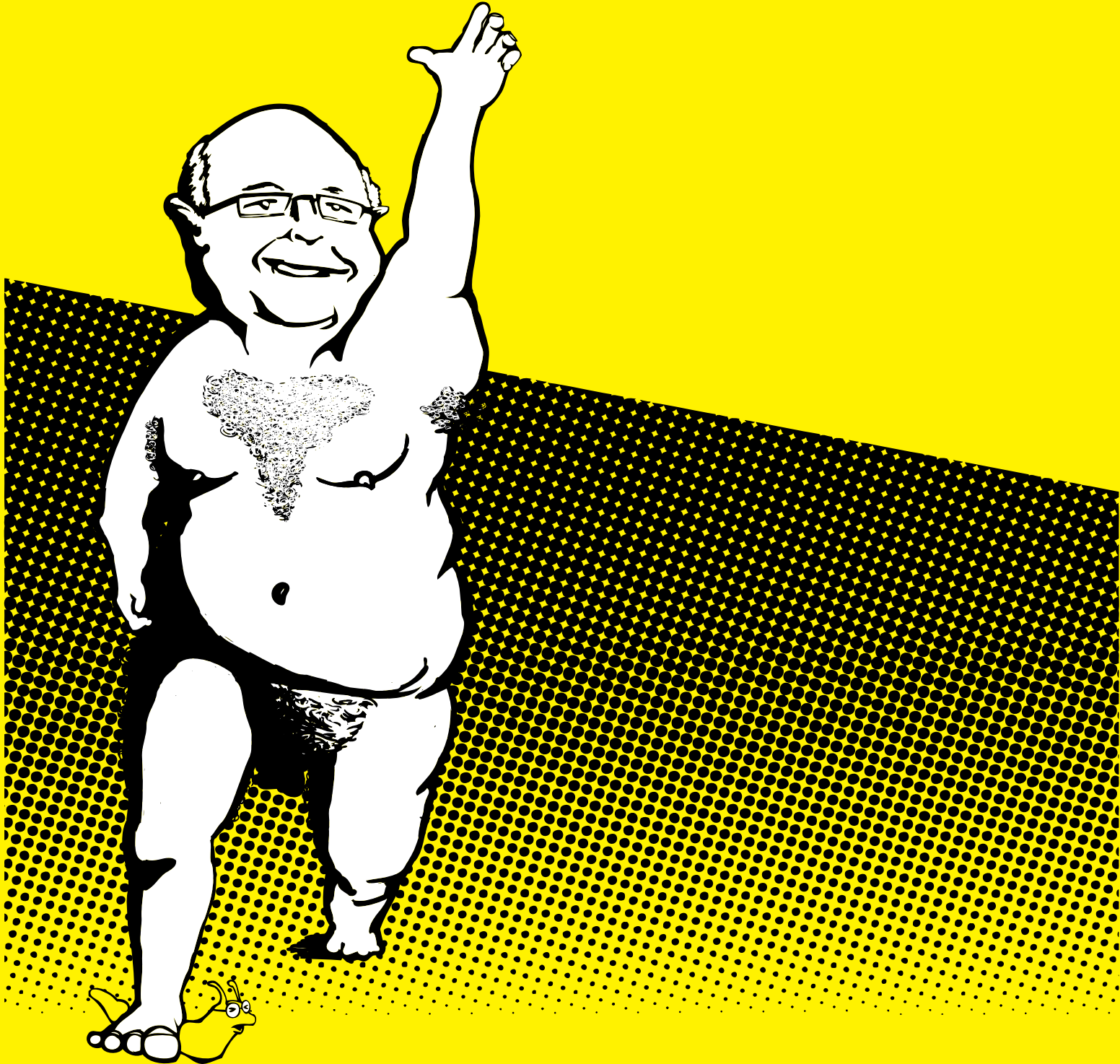
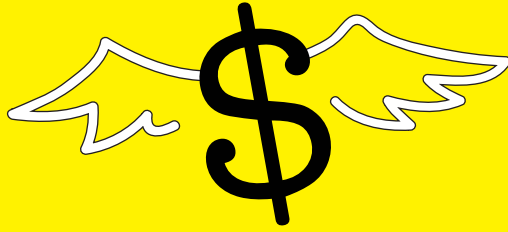
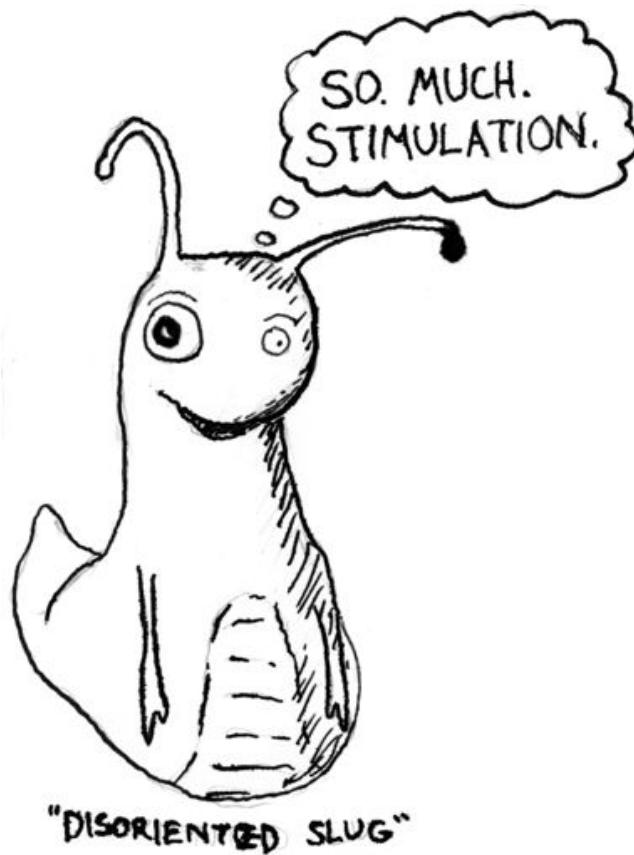


UC SANTA CRUZ

DISORIENTATION GUIDE

2011-2012





Mission Statement

Welcome to the Machine. You have in your hands a mass of paper and ink, research and analysis, love and rage, compiled with the intention of turning parts of your world upside down. Like many other disorientation projects, we are inspired to do our work by the often massive gap between the official, public face of our university and its true life and history. We aim to air its dirty past -- especially when it lives on in the present -- and to celebrate its joyful moments of freedom. We aim to help inspire our readers to take active part in our public university, to help empower them with an awareness of the many faces of UC Santa Cruz, of what it has been, what it is, and what it could be. The following guide is part radical local history, part alternative resource guide, and part introduction to ongoing struggles.

Here are some things you might want to keep in mind while you read:

- Don't feel overwhelmed. The guide is not meant to be read straight through. There is simply too much in it to be able to process one article after another. Take your time, flip to a section that sounds good, and really think about it for a few hours, days, or as long as it takes before starting another.
- The guide is not necessarily in the correct order because there isn't one. None of the issues discussed are self-contained. Ideas, problems, and philosophies all overlap.
- This is in no way a complete publication about the UC system or anything else we discuss. It is simply part of a much larger body of thoughts and ideas.

**Note: The naked man on the front cover is our glorious President of the UC, Mark Yudof. Although he's only one of many, we wanted to expose him as the greedy little turd that he is. Read more about him on page 14!*

Table of Contents

The University

- 4 - Disorientation**
- 7 - The Budget Cuts**
And The Privatization of the UC
- 11 - UAW**
- 12 - Know Your Regents**
- 16 - The UC and War**
- 18 - The UC and Corporate Finance**
- 20 - University of California Power Map**
- 21 - Labor Organizing**

Racism and Resistance

- 22 - Ethnic Studies**
- 25 - The Prison-Industrial-Complex**
- 26 - Save the Knoll!**
- 27 - Engaging Education (e²)**

The Environment

- 27 - Ed. for Sustainable Living Program**
- 28 - Local Herbs and Plants**
- 29 - Green Dollars**
- 30 - Long Range Development Plan**

Gender and Sexuality

- 32 - Queer UCSC**
- 34 - I Am Not A Feminist**
- 35 - Fertility Cycles**
- 36 - A Streetcar Named Consent**
Radical Sex!

Organizing

- 39 - Occupy Everything**
- 40 - How to Build a Strike!**
- 42 - Two Perspective on (Non)Violence**

History

- 44 - An Incomplete Ohlone History**
- 47 - Local Santa Cruz History**
- 48 - Timeline of Local Activism**

Downtown

- 57 - Free Skool**
- 58 - Do It Yourself (DIY) Santa Cruz**
- 59 - Homelessness & City Ordinances**

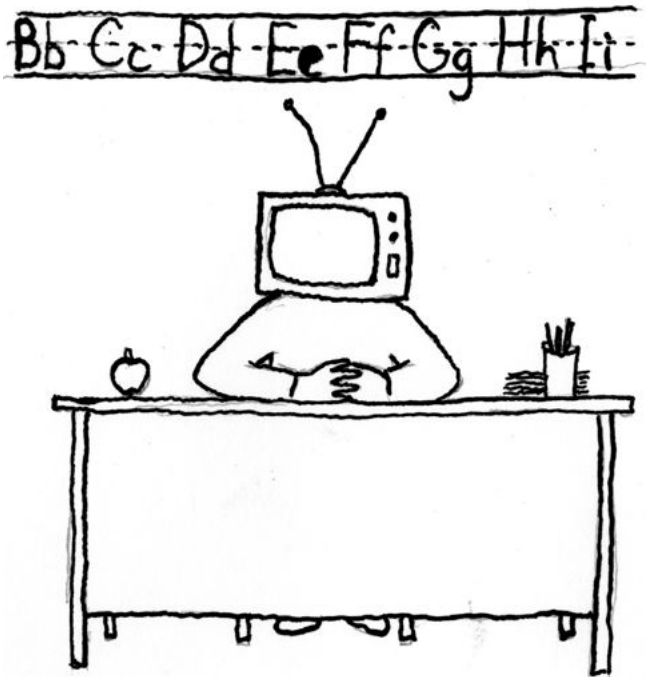
Resources

- 60 - Student Organizations**
- 62 - Recommendations**
- 63 - Dedications**
- Know Your Rights**



Disorientation

by Sean Burns



For us, disorientation isn't just a catchy pun, another flashy ploy to catch your attention as you navigate your new university scene, your new town, and your new social possibilities. As you read through these pages and learn more about various justice issues and campus-connected activist organizations, think about disorientation as a process of reflection and action. Ask yourself some questions: what is a university education? How does a university education, and the institutional complex itself, fit into the larger social order? What do I think about this social order, and how do I want to participate in it – both in my years here at UCSC and beyond? A fundamental assumption of the disorientation perspective, a perspective that by no means I want to portray as uniform, is that universities, not just UCSC, offer a particular orientation toward reality – a worldview of sorts. This essay offers some reflections on this worldview, asking more questions than providing answers. Needless to say, universities differ considerably in their culture, student bodies, faculty, and articulated missions. This essay is less about such differences and more about assumptions built into the degree-oriented process of university schooling. Likewise, if you believe that in the act of practicing critique we are always simultaneously suggesting strategies for change, this essay is also about how we can help direct the collective creativity, intelligence, and will of this campus community toward creating a genuinely democratic, economically just, and environmentally sane world.

Basic Assumptions of Schooling

If you were to go down to Pacific Ave. and ask random window shoppers what a young person should do in order to learn about the world, nine out of ten people would tell you: go to school. In our culture, learning is associated with schooling. To obtain knowledge is to obtain degrees. The higher your grades, the more competent your knowledge. In many ways, certified schools are seen to have a monopoly on learning. This is not an illusion, schools are strategically organized to serve this function. They literally define, produce, and reproduce knowledge. None of this is particularly groundbreaking, but let us think twice about the consequences and contradictions of these cultural assumptions. If school is a place to learn about the world, why is it designed to remove students from the daily activity of their community – in some cases for up to 25 years? This may be less evident in college than in high school or middle school, but by the time we hit UCSC, this aspect of the hidden curriculum has been well ingrained: authority and knowledge lie with the 'experts' and the policies and books they produce. Similarly, we might ask: If school is designed to foster independent thought, then why does all our work achieve validation through evaluation (grading) – a process by which one's work is measured against pre-determined content and form?



In short, I believe that most schooling processes operate on an upside down conception of learning. The best way to explain this is through example. Think about the last time you watched kids under five do what they do. In my experience, what they do is try to figure out everything and anything in sight, which is one way of saying that we are a deeply curious, learning-oriented species. If this is so, why then do the great majority of students – people who all at one time were those relentlessly curious three-year olds – yearn to get out of school? I believe one answer to this question lies in understanding how school inverts the learning process. Rather than create a setting where young people can explore their curiosity, most schools are set up to ensure that students consume predetermined curricula in a predetermined process of scheduled courses and

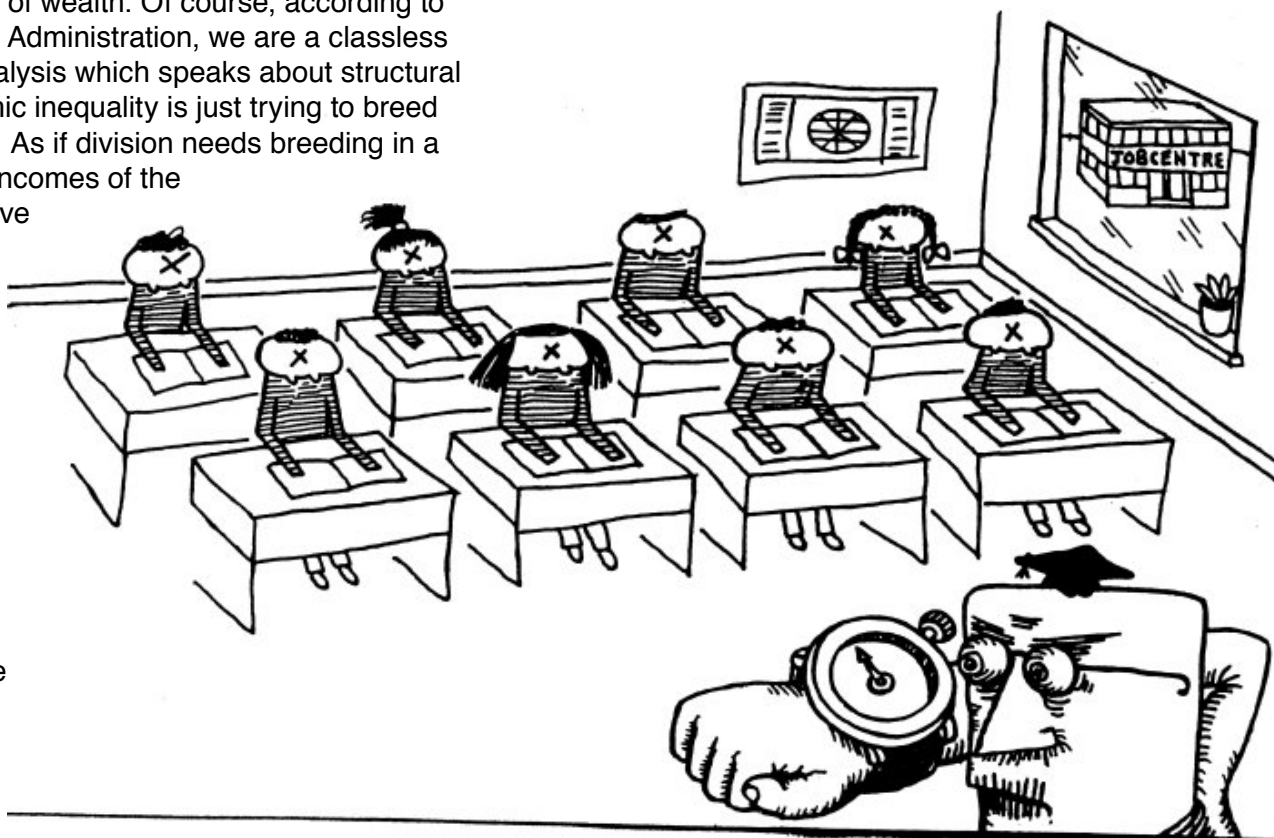
assignments. Interestingly enough, the higher you climb the schooling hierarchy, the more apparent choice you have in determining what you want to explore. But to what degree have our curiosities, or desires, our political and social imagination, been deeply trained by the time you roll into UCSC? The act of disorientation is about exploring such questions.

Writers who think about the relationship between schooling and capitalism frequently point out that the process by which a young person becomes accustomed to depending on schools for learning is an essential experience of socialization into the values of a market driven society (aka capitalism). As Ivan Illich writes in *Deschooling Society*, "Once we have learned to need school, all our activities tend to take the shape of client relationships to other specialized institutions." In other words, in our society we learn that we go to school to get knowledge, the hospital to get health, the police to get safety, the government to get security, the salon to get beauty, the store to get food, the church to get saved. What if instead of paying to get degrees so that we might secure a job so that we can buy all of the above, we spent time cultivating our ability and our communities' ability to provide for those needs? Such a vision is hard to sustain in a society predicated on an extreme division of labor where few people own the primary means of production. Disorientation is about sustaining such a vision and fostering questions and practices that resist a complacent acceptance of the status quo social order.

One cornerstone of the U.S. social order is a severe stratification of wealth. Of course, according to the right-wing Bush Administration, we are a classless society and any analysis which speaks about structural racism and economic inequality is just trying to breed hatred and division. As if division needs breeding in a country where the incomes of the wealthiest strata have increased at 15 times the rate of the bottom 90 percent of American working people over the past 10 years. (See June 25, 2003, New York Times, "Very Richest's Share of Income Grew Even Bigger, Data Shows") While the gap between the business elites and the average working

American has consistently widened in the past decades, this inequality between those who own and those who labor is not new in the U.S. - Economic inequality existed in the colonial period, but what historically has made the U.S. a so called exception has been that this difference has not been understood as a product of inheritance and political rule (that's feudalism) but rather as a result of an individual's hard work. An aim of the bourgeois democratic project has always been to maintain property relations that serve the rich while creating a popular belief that suggests anyone who works hard enough can make it big in this country. Research shows that this "rags-to-riches" scenario is extremely rare. One might say that the exceptions, from Andrew Carnegie to Ice Cube, in some ways have bolstered the imaginative rule.

One way this contradiction between the dominant myth of meritocracy and the reality of class-based, racist, and gendered inequality is perpetuated is through certain beliefs about the U.S. education system. In other words, many popular ideas about education help to distract people from recognizing the roots of social and environmental injustice. If, in theory, schooling is believed to give equal opportunity to all children, then academic achievement is one way to justify socioeconomic inequality. Rather than a system being criticized as unjust, individuals are blamed for failure or celebrated for success. Paradoxically, we often find mainstream political leaders claiming that systemic social inequality and dysfunction can be traced to problems with education. I believe that neither of these perspectives identifies the complex relationship between institutionalized schools, individual students, political-



economy, and dominant cultural myths.

My analysis so far has suggested that rather than understand education as automatically a solution to social problems, schooling is often complicit in the perpetuation of social and environmental exploitation. The connections between corporate and military interests and universities like UCSC run deep. Just do a little investigating into who holds positions as UC Regents, university trustees, and who predominantly funds campus research. (See article in pg. 18) When we begin to see our education and our university in this light, it can be rather confusing. Isn't education the way to solve problems rather than create more of them? Facing such contradiction is never a painless process, but it is precisely where growth – both on an individual and collective level – often occurs. So what can we do in our own lives and as activists in the UCSC community to reduce these contradictions? This seems to me a question at the core of the disorientation project.

Disorienting One's Universe(city)

A natural starting point is the question: Why am I here? Trends indicate that more and more undergraduates view college as a pre-professional training ground where the central priority is developing one's marketability for the job hunt after graduation. While the thinking behind this approach is aimed at keeping future doors open, I see this trend as closing doors in two ways. First, on an existential level, I think it is important for us to take every opportunity we can to explore what concerns us, fascinates us, challenges us, and motivates us on this all too fragile journey we call life. Having the boom and bust indices of the employment market as one's guide to learning seems more stifling than stimulating.

Second, on a more pragmatic and strategic level, a high percentage of employers are not primarily interested in an employee with specialized skills anyway. Do a quick Google search on 'what employers are looking for' and you'll find thousands of web sites that

suggest employer's main concerns are that prospective employees can 1) creatively solve problems, 2) communicate effectively and work well with others, and 3) efficiently manage their time. I would argue that passionately exploring any major here on campus will challenge you to develop such skills. The point being: make decisions on terms that work for you. Think about what you value in this world and what you imagine could be improved. Ask yourself: what are the origins and consequences of the values I embrace? What kind of vocation will allow me to live out these values and contribute to the changes I aspire to see?

The people and student/community organizations contributing ideas and art to this publication value a world rid of racism, imperialism, homophobia, patriarchy, war, and the web of exploitation related to these forms of violence. We are all in some way searching, struggling, and even at times succeeding, in bringing together our work as students at UCSC and our commitments to building social and environmental justice movements. At times, as you will find expressed in other articles here, this means criticizing and taking action against the UC system for its hypocrisy, shortsightedness, and exploitation. We do this as community members, people who take seriously the possibilities for positive social change at and through this university. After all, the U.C.s belong to the public. Disorientation is about a dedication to ensuring our education and our university serve the public and not profit-minded corporate interests.



THE BUDGET CUTS

AND PRIVATIZATION AT THE UNIVERSITY OF CALIFORNIA



As you go from class after overcrowded class this fall, you'll want to forget that tuition last year was around \$1,800 less than you're paying now. Continuing a 30-year trend, the UC Board of Regents gathered in cigar and gin-soaked boardrooms over the summer to raise our tuition by 17.6% and lay down plans for further increases in January. (Hey, overcrowding at least improves your chances of getting lucky; tuition hikes on the other hand, just increase the probability of working a shitty job in college and plenty of debt after). The UC Office of the President (UCOP) never tires of reminding us that tuition increases are the recession's fault or scolding us that Californians are just unwilling to spend on education in hard times; this is a strange excuse though, since state funding has been decreasing while tuition has been skyrocketing since the early 1990s. Even while UCOP continues to whine about how poor it is and how unfortunate it is that they *need* to raise tuition, it's offering the state of California a billion dollar loan from UC financial reserves. As it happens, in 9 of the past 10 years tuition was raised – well before the 2008 recession began; UCOP's insistence on the necessity of this recent series of tuition increases has so many logical fallacies that if it were an assignment, it'd get an F (assuming, of course, that the overburdened TA grading it even had time to pay attention to it). Tuition hikes and budget cuts – at all levels of California higher education – are part of the decades-long process whereby the richest assholes in California (and the greater US) intend to make private what few institutions remain in public hands.

Even if you slept through math in high school, UC tuition increases aren't difficult to calculate – just add a few zeros every few decades: since 1975 tuition has gone up 1,923% or, if you'd prefer to adjust for inflation, 392% (from \$700 to over \$12,000 per year)! Minimum wage in California,

by contrast, when adjusted for inflation, has stayed roughly the same for the last 40 years, while the median family income has continued to fall since 1973. Most people in California make less money today, yet pay much more for education: for families struggling to pay rent, mortgages, car payments, etc., education becomes a luxury good. To make matters worse, financial aid packages meant to help low to middle income students attend the UC, heavily depend on students working part-time in an economy with a staggeringly high unemployment rate and very low entry-level wages; furthermore, it relies on students taking out thousands in loans that, most economic experts agree, will lock us into debt for the rest of our lives. Indeed, many economists believe that student loans will be the next credit bubble to burst, perhaps wreaking more destruction than the recession of 2008. Because there aren't enough jobs for everyone who graduates, student loan default rates are nearing 10% – but, unlike other loans there's no way out for student borrowers. Sallie Mae and Bank of America can take your paychecks and your children's paychecks until they get back all their Benjamins, and then some.

As the pinnacle of public higher ed., UC students should also know that what happens at the UC level is magnified in the CSUs and Community Colleges. CSUs estimate that over 10,000 students have been denied admission this year because of budget cuts; at the same time they're not repairing facilities, replacing library books, or rehiring lecturers. California Community College systems, however, have been hit the hardest: it's estimated that 670,000 students who would normally go to Community College this year will be turned away. CCs are facing nearly \$400 million in budget cuts this year and will have to cut several thousand classes to make up for budget shortfalls. Given that unemployment for those

aged 18-24 is over 17%, it's clear that the cuts to public education will continue to have a devastating affect on an entire generation. California Community Colleges serve over 3 million students, many of those students going on to four-year colleges after they get their Associates degrees. (It seems almost plausible that state leaders actually hope many of these 670,000 end up in prison: as the CSU Chancellor, Charles Reed, said, "It's outrageous that the prison system budget is larger than UC and Cal State put together.")

I. AUSTERITY

If you paid attention to the news at all this summer, you likely heard about the budget crises for California and the Federal Government. State legislators, by a twisted interpretation of their constituent's needs, have not tried to raise revenue, but are instead cutting UC funding for 2011 by \$650 million (and tax shortfalls by November are almost guaranteed to cut another \$100 million from the UC budget for this year). Community Colleges, like the UC, will also see further midyear multi-million dollar cuts, as tax revenue continues to stay low. During all of this, UCOP's response was no doubt similar to yours, *when you were*

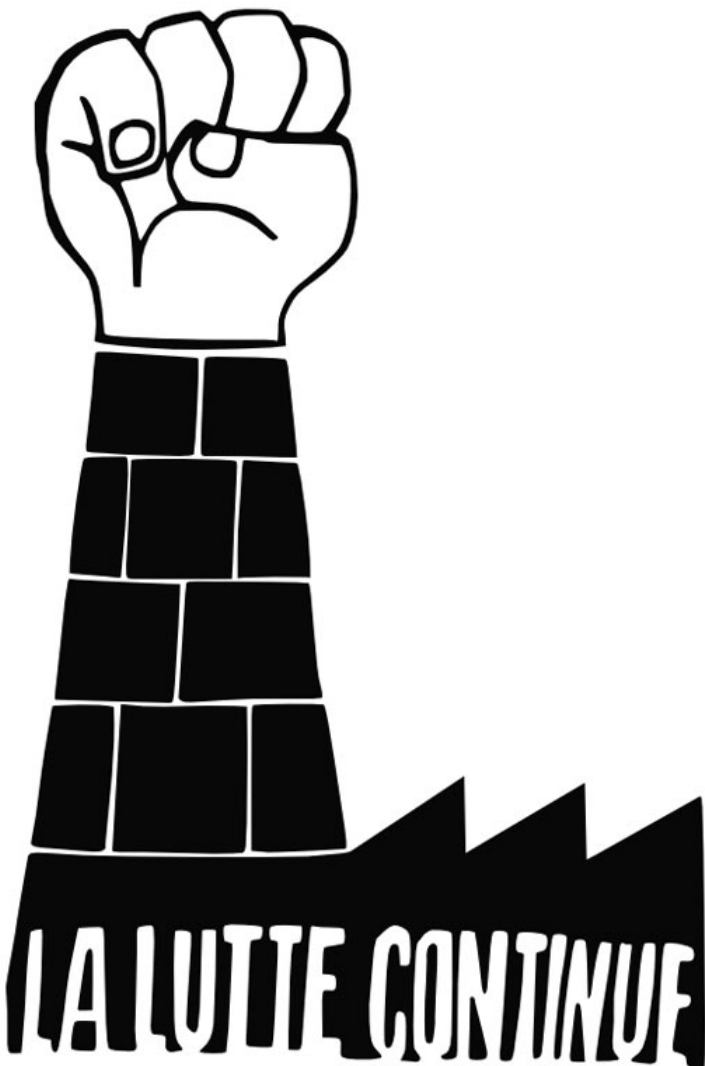
four: they whine, don't get what they want, and then take it out on us. For you, these state shortfalls mean that tuition will have to be increased in the middle of the school year – and you'll be responsible for making up the difference. The recession has hurt: during the 1970-71 school year, the state allocated 7% of its budget for the UC, and it's sharply declined since then. However, state shortfalls are not simply a result of the present recession; they've given the UC Regents a nice story to tell you as they shred quality education and let old UC's facilities decay while haphazardly building new ones. It's all built on our rising tuition.

At UC Santa Cruz

Workers everywhere on campus – in your dining halls, cleaning your toilets, or trying to find you financial aid – are expected to take on greater workloads despite having their total workforce whittled down through lay-offs and reduced hours. Since 2007, around 100 of 550 UCSC clerical workers have been laid off, and about 4,200 throughout the UC overall. Custodial workers have been laid off left and right, leading to double or sometimes triple the workload for remaining workers. Around half of the service workers are now facing a doubling of their health insurance costs if the UC gets its way. As whole departments are laid off, like the campus printing services, the university ends up contracting out the work, which typically means exploiting non-unionized contractors with lower wages or no benefits. Teaching Assistants (TAs) fear that the 2% wage increases per year they were forced to settle on during their last contract negotiations with the university won't even keep up with inflation. And it's increasingly difficult for graduate students to get TAs as a result of increasing section sizes, less funding, and a trend to adopt "cost-saving" technology like online homework submissions, ultimately leading to a less effective educational experience for their students.

Unfortunately, many workers have adopted the logic that by working hard and at a faster pace they might save their jobs. On an individual level, workers end up burning themselves out, or worse yet quitting, resulting in vacant positions administrators refuse to fill; for unions, it creates divisions and animosity amongst workers because some see their difficult situation as a result of the allegedly necessary budget cuts. Rats in the dining hall have been the main beneficiary of these cuts, not students. Further still, these same workers often hold grudges against co-workers who are perceived as unwilling to tighten their belts – this is a centuries old union-busting tactic of divide and conquer.

As class sizes grow, the pool of lecturers has shrunk. Since 2009, around a third of lecturers at UCSC have



either been laid off or have received cuts so severe that they can no longer support themselves simply by teaching here. Those lucky enough to find work end up getting a greater workload for less pay than the full time faculty, and it's only getting worse. Lecturers receive little warning before being laid off and are often times being rehired at a moment's notice when admin realize they don't have anyone to teach vital courses; this is a serious problem if you're trying to figure out how to make ends meet. It would be foolish to think that this doesn't affect how they teach and how much you'll enjoy taking their classes.

The UC has watched many of its famous faculty flee for other institutions in the past several years. This year, 2011, salary increases are on offer to the faculty. And while there have been some major cuts at the administrative level at UC, there is still an enormous, non-teaching, administrative class in the system, one that has grown along with tuition payments - more than 3,250 admins at the UC make more than \$250,000 while they lecture us about the need to tighten belts. Our new buildings are products of "bond" sales that utilize our rising tuition payments as collateral for unscrupulous creditors (see below). And everyday the indebtedness of our generation grows, as we're burdened with the conditions set down by creditors, and burdened with debts that are never forgiven in bankruptcy. Tuition hikes now seem to be the "natural" way to deal with the crisis; tuition hikes will increasingly underwrite the maintenance and improvement of the university. UCOP wants us to think there's no alternative. We know there is another way. We have to educate ourselves about our own history so we can act to change it.

II. A Little Matter Called Tuition

In 1960, the UC published a "masterplan" to guarantee access to higher education for all Californians regardless of economic background. Although it never achieved these utopian ideals, the cost of a UC education for students was considerably lower in the 60's and 70's. In fact, in order to reflect the largely egalitarian nature of the original 1960 masterplan, tuition was excluded from the UC's funding sources; in its place, some student fees were introduced to help cover the cost of student services and financial aid. In the 90's this changed when student fees were reassigned to the general UC operating budget during a period of immense fee increases. Revenue generated by students could be used for a whole slew of things, including construction projects. Finally, in 2009 the



Regents caved under pressure and decided to rename "fees" to "tuition".

The gradual transformation of "fees to tuition" wasn't merely symbolic; it normalized the idea that students as individual consumers should be more involved in purchasing their education – the idea being to encourage direct state funding to wither away. Instead funding for the university would increasingly rely on federal and private student loans. This alone is reprehensible, considering that higher education benefits *society as a whole*, and has been an important means through which historically oppressed communities have empowered themselves. For every dollar that California spends on higher education, it gets a return of \$3 in revenue. More significantly, this transformation allowed the regents to completely change the priorities of the university to suit their desires. In 2003, the regents voted to allow tuition (among other things) to back bonds the UC took out to fund capital projects – in other words, to fund construction. Furthermore, the text accompanying this new UC code restricts the UC from doing anything that might impair or diminish the security of UC bonds! This means that the *UC's highest budgetary priority is to maintain its stellar bond rating, not education*; it does this by pledging your tuition as collateral for the bonds, and because the Regents can raise tuition at will, UC bond ratings will always be stellar.

This may leave you scratching your head wondering why they did this. Well, the short answer is that relying on tuition PRIVATIZES the university, and this in turn allows construction companies to make lucrative deals with the UC, as well as allow research partnerships with large corporations to help subsidize the cost of such "scientific endeavors".

III. PRIVATIZATION: what the hell is that?

In his famous account of the public sphere, historian and philosopher Jurgen Habermas points out that the origins of the modern term “private” are found in the military: as in, a soldier who is not immune from the law. While it is no longer 11 BC, it’s worth remembering that public and private remain linked by who the law allows to benefit from work; as we’ve lost public goods and collective, societal wealth, the investor and creditor class, the elites of society, have gained enormously as a direct result. The United States today is a country of increasing inequality because the elite are allowed to make the law work for them.

At its most basic level, PRIVATIZATION simply means taking things that are publicly owned and making them private: “run it like a business” is their battle cry. Following a severe recession in 1973, the libertarian right convinced policy makers at nearly all levels of government that public ownership is terrible and that taxes are the worst thing to happen since the Ford Pinto. When people say that the UC is being privatized, they’re referring to a process that has several faces.

- All of the land that the UCs, Cal States and CCs are on, including the facilities on them, are publicly owned. Much of the equipment and funds that are used in higher education are also publicly owned. Many of the biology, chemistry, physics and engineering labs produce knowledge by using these public resources, but much of that research and profit ends up in the hands of PRIVATE corporations. This also happens a lot in the Humanities and Social Sciences, as when someone publishes their work or helps design proprietary knowledge (like textbooks). But it’s the “hard” sciences that produce knowledge that’s connected to “technology” and profit. The truth is, private ownership of public work happens in every single department at UCSC. It’s done in the name of ‘public-private partnerships’, but the public only “benefits” if it becomes a consumer of these products.
- It’s not just knowledge that’s being privatized: the land itself, or as is more often the case, the buildings, are being privatized too. Private construction companies make massive profits building structures to be used by companies like British Petroleum, along with several Silicon Valley firms and even some banks. These facilities are not for the general public or even student use. Similarly, construction companies hired to do the building – often behind schedule and way over budget – are also financially tied to several of the regents, like Dick Blum, and are awarded ridiculous contracts (see more on page 12).

Sidebar: Rape Prevention & Privatization

In the summer of 2010, UCSC closed the doors on the Rape Prevention Education program, located in Kresge having been run by a passionate staffer, Gillian Greensite, for some 30 years. It was the last UC to close such a center. It was then relocated and reassigned under the newly remodeled Health Center by the administration. Doing so effectively redefined rape as a medical issue rather than recognizing it as a social problem. Meaning the primary method of rape prevention should be reducing alcohol usage – which is merely associated with rape – rather than educating the campus community on recognizing what rape really is. Indeed, the administration emphasized programs that put the burden of responsibility on potential rape victims rather than on society as a whole. Consequently, Greensite was not allowed to teach rape as a social issue in its own dedicated workshop, leading to her forced retirement.

Strangely enough, the administration didn’t do this because of budget cuts as the actual funding to the program didn’t decrease. It seems it was a political move: if only because it removed the word “rape” from the school directory and improved the admin’s ability to **market** the campus as a safe place, rather than deal with a problem that’s common on every campus, and in every corner of society in a responsible manner. In continuity with the onslaught of privatization, the responsibility to save any remnant of a holistic rape prevention program was put on the shoulders of concerned students. Privatization often places the burden of responsibility on such concerned students, rather than keeping something as vital as a complete rape prevention program among the top priorities of the university administration; all of this in order to attract potential students and their money.

- Most importantly, for us as students anyway, is that federal and state money is being laundered and privatized through our student tuition. This year, for the first time in the history of the UC, student tuition will be higher than state funding for the UC. Much of these increased costs will be paid for with PELL GRANTS, CAL GRANTS and STUDENT LOANS, and all are government funds that must be taken out in higher amounts to cover the rocket-like rise of education costs. Student tuition, unlike direct state funding, can be used to guarantee the UCs credit rating, to invest in the stock market and to engage in predatory market behavior (think of Oliver Stone’s movies on Wall Street). Every time tuition goes up, both the government and students give more money to UC money managers so they can play the stock market (and they have a pretty

poor record in this regard). This gives several private investment firms, who manage the UC's funds, billions in public and private money to enrich themselves. There is little risk for the UC's private investors because, if anything goes bad in the market, the Regents can raise tuition to cover the losses. It's we students – whose loans will remain with us for decades – who make it possible for these shenanigans to take place.

- Finally, privatization aims to make it increasingly difficult to get a public education, forcing poorer and older students into the waiting arms of the for-profit university. University of Phoenix, ITT Tech and Heald College are among the most well known of these institutions, but there are several others. From a very young age, everyone is told that to succeed in life, you need to go to college; as that imperative becomes more difficult (remember those 670,000 students turned away from Community College), students must turn to for-profits. UC students should be concerned because at least two of our Regents hold controlling stakes in at least two for-profit schools. Every time they vote to raise fees and cut budgets, they're effectively forcing more students to go to these places. For-profits make most of their money from federal student aid and student loans – however, over 11% of students at for-profits default on their loans and only around 10% of students ever graduate from a for-profit school

Given all of this, what is there to do? You could, as many do, put your head down and hope that, if you work really hard, concentrate on studying, don't fuck around on Xbox, you will get a job when your four years are up. You could hope this job is not at Walmart. You could hope you don't have to live with your parents when you graduate or that in some inexplicable way, there will suddenly be good jobs and hot tubs for UC grads in four years. You can hope, with millions of others around the world, that things will work out for you because you're awesome. You can think to yourself that there is nothing that can be done, that the Regents and UCOP know more than students (and faculty), that it is pure coincidence that several Regents and administrators are getting very wealthy at the expense of California students. OR, YOU CAN TAKE A SIDE AND join the millions of students from around the world - from places as diverse as Puerto Rico, Greece, Chile, England and Austria - who are, BOTH IN AND THROUGH THE STRUGGLE, finding ways to educate themselves about their role in the world. Join thousands of students in California this year who will be in study groups and picket lines, sit-ins and strikes. LIKE millions the world over, they too have decided to stop wishing upon stars, choosing instead to create the world they live in.

UAW

The Teaching Assistant's Union

The UAW 2865 is the union that represents the University of California's 12,000 teaching assistants, readers, and tutors. We were motivated to enter graduate school by a passion for learning and a dedication to teaching. But in recent years, we've watched the university's commitments to education and diversity sharply decline. This decline in quality has been statewide and from K-12 through higher education. This is troubling because quality public education is fundamental to a healthy society. We want to change this. Students have historically been central to social change, and this fight for education is no different.

We know that uniting and organizing for others can bring real change that improves people's lives. Before we were unionized, we were exploited and vulnerable. We had no job security, no health insurance, very little tuition assistance, and no protections against being overworked and could be fired at will. But by uniting, we have improved our own circumstances, as well as the quality of UC undergraduate education. Unfortunately, over recent years, the services and education students receive has sharply declined even as tuition has risen 67%.

We find this situation unacceptable and unfair to students and to Californians. Last winter, a group of activists within the union, inspired by their own experiences in the public education movement, campaigned in our local's statewide election under the name Academic Workers for a Democratic Union, or AWDU. The AWDU platform focused on democratizing the union and the UC, and devoting our organization to fighting the budget cuts that are destroying public education. It was the first competitive election in our local's history and AWDU's victory has reinvigorated the union as a site for serious struggle against very urgent challenges.

Today UAW 2865 is working hard to fight for the rights of students, educators, and workers to a quality education, respect, and decent pay. We have reached out to the UC Student Association as well as all unions representing UC and CSU workers, to develop long-term, statewide plans to challenge the privatization of public higher education, and the de-funding of the state services that are vital to the lives of Californians. Our vision includes a variety of tactics, especially creative combinations of direct action and legislative strategy. We hope to expand and deepen this coalition and welcome your participation and support. Ask your TA how you can get involved, or visit us at: www.uaw2865.org

Know Your Regents

The University of California is managed by a group of people called the Board of Regents. According to the California Constitution (Article IX, Section 9), the Regents have “full powers of organization and governance” over the UC system. You pay your tuition to them, and their control extends over all 10 campuses, five medical centers, two nuclear research laboratories and more. So who are they? Who exactly are the people making the decisions that affect the wellbeing of the UC’s 371,000 students, faculty and staff, and what do they do with the UC’s \$19 billion operating budget? And how do they become Regents?

The basics: There are 26 Regents, and 18 of them (the majority) are appointed by the CA Governor to 12-year terms. There are also 7 ex officio Regents. These are people who are on the Board because they hold other high offices in CA government. There is one student Regent. The student Regent is appointed by the other Regents, serves for two years, and isn’t allowed to vote on policy matters until their second year. How’s that for representation?

One might think that people as powerful as the Regents should be elected democratically by the students, staff and faculty of the UC, but as you can see, that’s not how it works (yet). Presently, the makeup of the Board of Regents is heavily affected by anyone with enough money to influence California politics. The Board generally includes some of the wealthiest people in the state, with connections to some of the most powerful corporations in the country. (The Constitution states that “the university shall be entirely independent of all political and sectarian influence and kept free therefrom in the appointment of its Regents and in the administration of its affairs”, but this isn’t enforced in any substantial way.) So here’s a question: can the Board of Regents effectively make decisions in the best interest of the hundreds of thousands of low to middle-class students, staff and faculty of the UC when so many of the Regents are themselves members of the economic elite?

Here’s some dirt we’ve found on each of the UC Regents; it felt so impersonal to let them screw us without getting to know them first. Check out the list of links for more info, and feel free to do more research on your own.



Dick Blum

(appointed 2002; term expires 2014)

Richard Blum is a San Francisco-based finance capitalist presiding over a business empire that is, to say the least, expansive. Hedge funds? Blum owns one outright and wields a significant share of various others. Real estate? His primary investment vehicle, the \$7.8 billion Blum Capital Partners, owns the largest real estate brokerage firm on the planet, CB Richard Ellis, of which Blum is chairman

of the board. Construction? Until public scandal prompted him to sell off his holdings, Blum was a majority partner in a construction and engineering company that did billions in business with the US military, among other government clients. Large land-holding firms? Digital media company of which Al Gore serves as frontman? Health industry corporation fighting to undermine the expansion of public health care? Border-town maquiladora that build weapons components for the Department of Defense? Check, check, check, and check.

The greatest investment of Blum’s career was undoubtedly his marriage, roughly 30 years ago, to the politically Joe Lieberman-esque US Senate Democrat, Dianne Feinstein. At the time of this meshing of Blum’s financial interests with Feinstein’s formidable political ambitions, Feinstein was Mayor of San Francisco and Blum -- already one of her main financial backers -- had much of his fortune staked to various development projects in the City. (W. Parrish and D. Bond-Graham, 2010)



Sherry Lansing

(appointed 1999; reappointed 2010; term expires 2022)

Lansing was recently the chairman and CEO for Paramount Pictures, a company with an annual income of some \$20.1 billion. Peter Byrne, the same investigative reporter who shed light on Dick Blum’s financial miscreancy (‘How the UC Regents Spin Public Funds into Private Profit’) has this to say about her: “Since September 2006, Regent Lansing... has been a member of the board of directors of Qualcomm Inc., for which she receives an annual director’s fee of \$135,000, plus stock options. According to her economic disclosure statement, Ms. Lansing owns “more than \$1 million” in Qualcomm stock options (no upper limit is specified). In 2009, Qualcomm paid her \$485,252. Documents released by the UC Treasurer show that, after Ms. Lansing joined the Qualcomm board, UC quadrupled its investment in Qualcomm to \$397 million. (Reclaim UC, 2011)



George M. Marcus

(appointed 2000; term expires 2012)

George Marcus made his fortune in investment banking, and is “the board chair at Marcus & Millichap and the Essex Property Trust, a member of Real Estate Roundtable (an industry lobbying group), and a co-founder of the National Hellenic Society” (Sheyner, 2011). With disregard for the ideal of a 100% publicly funded UC, Marcus has suggested that the university’s budget deficit be balanced with private donations from UC alumni. Even if this were plan were feasible, to suggest it would still be reflective of a failure to grasp the concept of education as a public good. Marcus also has a history of unpleasant interactions with UC students. Marcus was present at UCSC during a

demonstration to end poverty wages in the University, and was photographed smacking away the camera of a student journalist. Addressing the workers whose wages were in question he said that he “would not give them anything” (Bradley, 2008).



Norman J. Pattiz

(appointed 2001; reappointed 2003; term expires 2015)

Pattiz got his start in the business world by founding Westwood One in 1974 – America’s largest radio network organization. Westwood One is a major supplier of traffic news and sports programming on local TV stations, and its empire includes NBC Radio Network, the CBS Radio Network, CNN Radio, and Fox Radio News. Pattiz has a history of being caught up in financial election scandals: his company had to pay over \$75,000 in fines for violating election laws. Pattiz was also nominated to the Broadcasting Board of Governors (oversees government broadcast like The Voice of America) by President Clinton, which suspiciously came after over \$300,000 of campaign donations to the Democratic Party and a backing of Hilary Clinton’s bid for Senate. While on the BBG, Pattiz was chairman of the Middle East Committee, serving as a driving force behind the creation of Radio Sawa and Alhurra Television, the U.S. Government’s Arabic-language radio and TV services to over 22 countries in the Middle East, to supposedly counteract “Islamic Extremist News” in the Middle East.

This media mogul is not someone you’d want to be on the bad side of, seeing as he controls so much of American media. Apparently all of Pattiz’s experience in the media somehow qualify him to be not only a Regent, but also the Chair of Oversight of the Department of Energy’s UC-managed nuclear laboratories (Los Alamos National Lab and Livermore National Lab).



Paul Wachter

(appointed 2004; term expires 2016)

Paul Wachter was Governor Schwarzenegger’s main money-man, and one of the most powerful political insiders in the state. He got his start in the world of the super-rich as the founder and Executive Chief Officer of Santa Monica-based company Main Street Advisors. This “financial,

strategic and asset management” company is so exclusive that according to a statement of economic interests forms Wachter filed with the FPPC after becoming a UC Regent last year, only 11 clients to the firm were listed, paying the company more than \$10,000 a year. Multiple clients from Main Street Advisors were directly connected to Governor Schwarzenegger himself, most notably the “Shriver Blind Trust” – as in Maria Shriver, Schwarzenegger’s wife, and a member of the Kennedy Family. Wachter is also the manager of the blind trust into which all of

Schwarzenegger’s investments were liquidated when he became governor, which is required of elected officials to avoid conflicts of interest. Schwarzenegger’s financial holdings were briefly and partially disclosed in 2003 during the recall campaign, revealing a financial empire of tens of millions of dollars invested in securities, private equity funds, and over 100 business ventures. Not surprisingly, many of these business ventures were in partnership with Wachter. Given Wachter and Schwarzenegger’s buddy-buddy relationship, it’s hard to see how Wachter could act as an independent, disinterested manager of the governor’s assets in his position. In fact, it was Schwarzenegger himself that nominated Wachter to the Board of Regents in 2004.

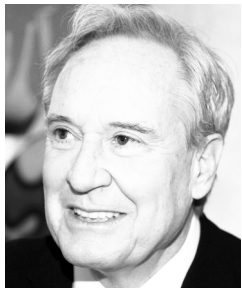


Russell S. Gould

(appointed 2005; term expires 2017)

As of July 9th, 2009, Russell Gould has been Chairman of the Board of Regents. Gould was appointed to the Board in 1998, and formerly held the positions of Vice Chair and Chair of Finance for the Board. Gould got his degree in political science at UC Berkeley and has been representing for the crooked politics of California ever since, with a resume that includes Director of the Department of Finance of the State of California from 1993 to 1996 and prior to that, Secretary of the Health and Welfare Agency from 1991 to 1993. The gold star on Russell’s resume is his employment with Wachovia Bank as Senior Vice President. Wachovia was once the fourth-largest bank in the United States based on total assets; however, in 2008 Wachovia found itself in the middle of a nasty Battle-of-the-Banks when both Citigroup and Wells Fargo attempted to buy out Wachovia in light of its looming failure. Initially Citigroup made an offer to Wachovia with government support through the Federal Deposit Insurance Corporation, and then soon after Wells Fargo submitted an even higher offer of \$15.1 billion in stock, claiming they did not need the government guarantee that Citibank opted for. Although Wachovia’s stocks had fallen 97% in 2008, the battle was still ruthless to gain ownership of its assets because in the world of banking, the bigger the better, and this financial crisis provided a unique opportunity for the world’s banking monopolies to bloat themselves to new extremes. In the end Wachovia sold itself to Wells Fargo, completing the merger on December 31st, 2008. And all this came just before Wells Fargo hit the Bailout jackpot, being one of the first banks to receive a government-funded financial bailout, and being the bank to receive the biggest amount of money in one shot - \$25 billion dollars. Long story short, Wells Fargo buys out Wachovia for \$15.1 billion, hits the government up for a bailout jackpot of \$25 billion, and our UC President Gould finds himself sitting atop a huge pile of (our) money.

(continues next page)



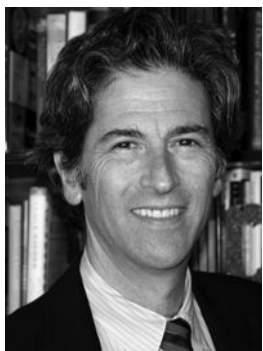
George Kieffer
(appointed 2009, term expires 2021)

George Kieffer's appointment to the Board of Regents appears to be a conflict of interest. He was Maria Shriver's attorney, but resigned (presumably in an attempt to defend against claims of political favors) just before Shriver's husband (Schwarzenegger) became governor. Kieffer is also the former Chair of the LA Chamber of Commerce. At the very least, the guy knows how to dodge a question: when asked about his stance on affirmative action, he responded, "I think the question is both too broad and too narrow," and changed the subject. He is very much a political player who knows whom to get cozy with, as well as what to and what not to say to stay in power. (Coastlines, Vol. 40, No. 1, 2009)



Hadi Makarechian
(Appointed in 2008.)

Founder of Capital Pacific Holdings, Shamron, as well as Chairman of Makar Properties Board of Directors and Bannis Lewis Ranch Management Company. A very rich man, he makes most of his money through a vast web of influence in the high-end real estate business, and managed to buy his way into California (and UC) politics by donating \$100,000 to Schwarzenegger's campaign. In a brief interview with a UCSC student journalist, his answer to the question "Do you honestly think you represent middle-class students like myself?" was "I don't know." (Miska, 2010), (Padilla, 2004)



David Crane
(Appointed December 2010; term expires 2022)

Crane was one of the top advisors to Arnold Schwarzenegger during his term as governor of California. In the last days of his term, Schwarzenegger nominated Crane for a newly open seat on the board of Regents, but Crane's confirmation was temporarily stalled by CA Senator Leland Yee of San Francisco. Crane has openly called for the elimination of collective bargaining rights for public sector workers in California. This would mean that the unions to which UC workers belong would lose all power to fight for fair wages and benefits, and student activists would lose the crucial support that comes from those same unions.



Monica Lozano
(appointed 2001; term ends in 2013)

Regent Lozano is the CEO of Impremedia, LLC, the parent company of La Opinion Newspaper, which is the nation's largest Spanish-language daily newspaper and was founded by her family in 1926. She also sits on the Board of Directors for the Walt Disney Company, B of A, and is a Trustee for the University of Southern California.



William de la Pena
(appointed in 2006; term expires in 2018)

A respected ophthalmologist, and founder of several non profits interested in spreading ophthalmology education around the globe, De La Pena is also a "giver-backer". He has been appointed by George W. Bush as Regent to the Uniformed Services University for Health Sciences and served as a Special Delegate for the United Nations.



Bonnie Reiss
(appointed 2008; term expires in 2020)

Governor Schwarzenegger's former Secretary of Education. One of her main goals is to use the media to inform the public of environmental issues. Her odd career history as an entertainment lawyer, writer, producer, and accountant does seem strange, but she seems to care about the environment and education system.



Charlene Zettel
(appointed in 2009; term expires in 2021)

After receiving her degree in dental hygiene from USC. She was elected to the Poway Unified School Board, and then to the State Assembly, as chair to the Republican Caucus. She was appointed by President Bush in 2003 as the public interest director to the Federal Home Loan Bank of San Francisco. We're not quite sure why she is qualified for those positions, but she probably has clean teeth.



Eddie Island
(appointed in 2005; term expires in 2017)

Retired Lawyer and executive who worked for the McDonnell Douglas Corporation, Pacific Enterprises Corporation and the California Science Center Board. He believes the best plan of action to the State Budget Crisis is to wait it out, and everything will be fine in the next few years. This attitude

shows his failure to comprehend the disconnect between rich and poor. He has enough money to not be hurt by the ongoing budget crisis, so he can afford to wait it out. He is out of touch with the students he is supposed to be representing, some of whom can't afford to simply accept the hikes and wait it out.



Bruce D. Varner

(appointed 2006, term expires in 2018)

Saying Bruce Varner is a bit out of touch with the lives of UC students would be an understatement. Varner is a prestigious corporate lawyer handling cases like the recent multi-million dollar takeover of the Stater Bros. corporation. Varner is a friend and contributor to longtime

Republican CA Rep. Jerry Lewis, who was recently under federal investigation for his ties to lobbyists and contractors. He also donated \$5,000 to Schwarzenegger's re-election campaign before being appointed to the Board of Regents. (SF Chronicle, 2006) (PE Business, 2011)



Mark Yudof

(UC President, appointed in 2008 by the Regents)

In March of 2008, the Board of Regents unanimously voted to welcome Mark Yudof as the 19th President of the University of California. So who is Yudof, and

why are all the Regents so excited to have him reign over the University of California? At 63, Yudof has had a long history in running (and privatizing) public universities across the country. He served as president of the four-campus University of Minnesota from 1997 to 2002, and chancellor of the University of Texas system from August 2002 to May 2008. During his time at U of T, Yudof was one of the driving forces behind an effort to give the university's administration the power to raise tuition at will. (Sound familiar?) Before that, he was a faculty member and administrator at UT at Austin for 26 years, taking positions such as Dean of the Law School from 1984 to 1994 and Executive Vice President and Provost from 1994 to 1997. Yudof's employment history has, to put it mildly, been very well-paid. As Regent Blum described, "he's expensive, but he's worth it!" While President of U of M, Yudof enjoyed multiple raises, bringing his annual earnings from \$225,000 to \$350,000; never mind that 75% of U of M's service workers were being paid poverty wages. In 2002, Yudof arrived at University of Texas, doubling his salary and becoming the 6th highest paid chancellor in the United States with a salary at \$742,209 in 2007. With his most recent move to the University of California, his total

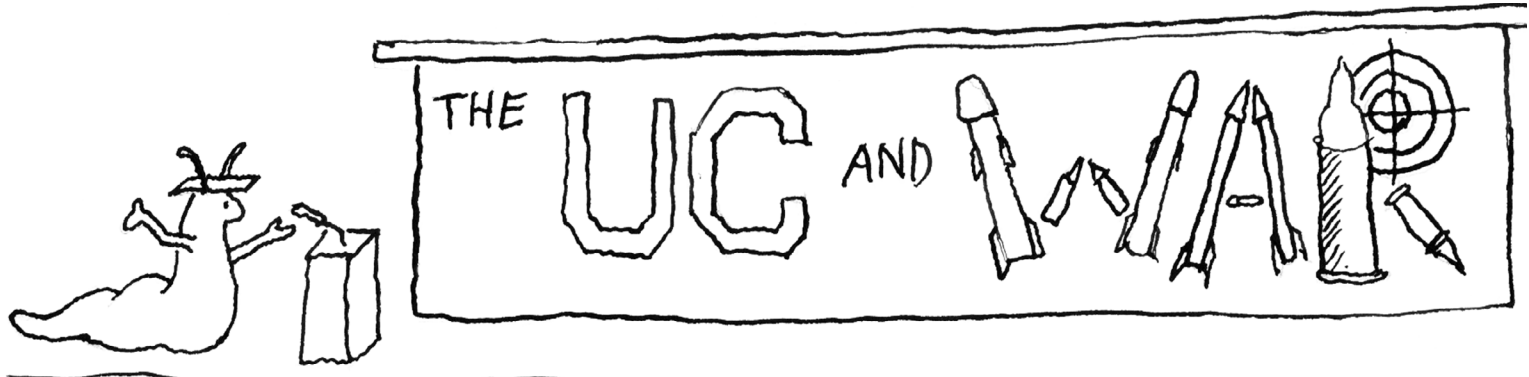
compensation (salary & benefits) increased even more, to \$828,084 -- budget crisis be damned. For context, remember that most TA's, custodians and dining hall workers are paid between \$20,000 and \$40,000 annually. Another perk to Yudof's new job is his residence in the Blake House, a Northern California mansion that has upheld a longstanding tradition of regal and lavish housing for University of California president's. Poor Yudof is currently living in interim housing in Oakland at the cost of \$11,500 a month because the Blake house is under electrical and structural repairs costing between \$2 million and \$10 million. We think he should have to live in the dorms. Interestingly enough, Yudof's previous employer, the University of Texas, was the main competitor for control over the UC-managed nuclear weapons labs (See UC and the Bomb). It was a close race between UT's alliance with Lockheed Martin and the UC's with Bechtel, Washington Group International and BWX Technologies, but the UC took the bid. Yudof didn't have to feel the "disappointment" of losing this bid for too long once the UC Regents decided he was qualified for the position at the top of their ladder. Not only is Mark Yudof in the ranks of the country's highest

paid public university presidents, but he finally gets to control his long-coveted Nuclear Weapons Labs.

"[When Yudof was hired by the UC his] total compensation (salary & benefits) increased to \$828,084, budget crisis be damned. For context, remember that most TA's, custodians and dining hall workers are paid between \$20,000 and \$40,000 annually."

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The University of California is a prestigious and infamously 'liberal' university (especially here at UCSC), presenting itself as an institution of progressive learning, academic integrity and intellectual freedom. But it's important to closely examine our university's role in society, beyond this lofty and liberal image. We think it's important, as participants in this academic institution, to be conscious of **our university's role as an essential building block in supporting and perpetuating the strength of the ever-expanding American military empire.**

Think of war industry as a pyramid that couldn't stand without the support of all of its sides. The military, private corporations, and academia, while appearing to function independently of each other, are three pillars that together uphold United States military dominance. Within the military-industrial-academic complex, the military is responsible for enforcing defense, industry (primarily corporations like weapons contractors) is responsible for producing defense tools and machinery, and universities are responsible for providing the intellectual capital and research necessary to constantly develop our defense capabilities. American hegemony (dominance) could not function without these three institutions working with and sustaining each other .

"Militarization of the university refers to the process and conditions in which a university's people and resources have been mobilized to contribute to the military enterprise of the political elites, the Department of Defense, and the D.o.D's contracted corporate subsidiaries" (Bond-Graham, 2003).

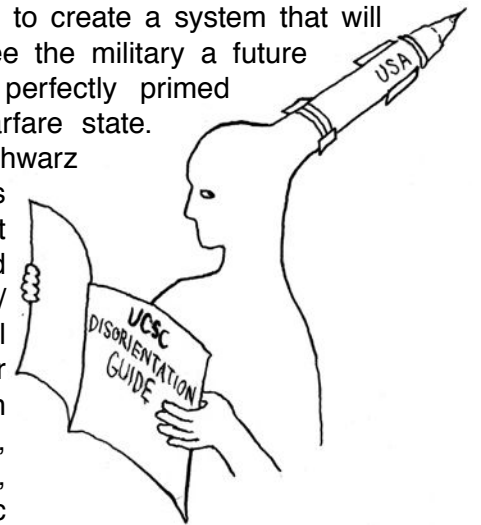
Our academic institutions provide a dual benefit to the military enterprise. First is the continuous influx of new science and knowledge, allowing the Department of Defense to continuously advance the dominance of the American military. Examples of this relationship can be seen throughout the UC-system. A 2003 study of the research relationships between the Department of Defense and full-time faculty at UCSC's Baskin School of Engineering showed that at the time, 51% of faculty were currently engaged in a research project that was directly funded by the D.o.D (Bond-Graham, 2003). Noting the limitations of this study – that it focuses only on the Baskin School of Engineering at UCSC, that it does not

include full-time researchers, lecturers, visiting professors or graduate students, that this statistic does not refer to other war institutions such as war-profiteer corporations or other government bodies such as the Department of Energy of the Department of Homeland Security – it is safe to assume that a 51% rate of programs dependent on the military enterprise is actually a modest estimate of the extent to which academia relies on the military (for funding) and the military relies on us (for research).

The second benefit reaped by the military through this relationship is a system of indoctrinating and preparing students and faculty to create a system that will perpetually guarantee the military a future generation that is perfectly primed to work for the warfare state.

Professor Charles Schwarz

of UC Berkeley's Physics Department has measured rates of military/military-industrial employment for graduates as high as 48% for physics, 34% astronomy, 58% atmospheric science, 28% applied mathematics, 64% aeronautical engineering, 43% electrical engineering, 34% materials engineering, 36% mechanical engineering, and 24% nuclear engineering (Schwartz).



UC and The Bomb

The University of California provides one of the most blatant examples of the intricate relationship between the military, corporations, and academia. Since the foundation of the Manhattan project, a term used to describe the development of the U.S.'s first nuclear weapons during World War II, the UC has overseen the nation's two largest nuclear research facilities, serving as 'manager' to the Los Alamos National Laboratory (Los Alamos, NM) and the Lawrence Livermore National Laboratory (Livermore, CA). The UC managed the production of all 10,000+ nuclear weapons in the United States arsenal, and today manages

their “stockpile stewardship” (constant upkeep of all the weapons in our stockpile, essentially turning them into new, more advanced bombs).

We inherit a gruesome history as students (and funders) of this institution. With the responsibility of managing the creation of our entire nuclear arsenal, we are consequently responsible for all of their violent and disturbing uses. This includes the two atomic bombs dropped over Hiroshima and Nagasaki during World War II, resulting in over 200,000 acute deaths and generations upon generations of resulting suffering. It includes the 67 “test” bombs dropped on the Indigenous communities in the Marshall Islands, equaling an average of 1.6 Hiroshima-sized explosions over the Marshall Islands every day continuously for 12 years. And it also includes over a thousand bombs detonated on the Western Shoshone Nation at the Nevada Test Site – the most bombed nation on earth – with 1,032 open air nuclear bombings and 21 sub-critical nuclear explosions. Today, the Nevada Test Site is the proposed site to hold nuclear waste, buried in a ‘geological repository’ in Yucca Mountain- despite the fact that Yucca Mountain is on a fault line, and that nuclear waste continues to be carcinogenic and radioactive for thousands of years. There has been a trend of environmental racism inherent within our management of labs, in which communities of color have nearly always been the targets of nuclear attacks and nuclear pollution. In the case of the nuclear weapons complex and UC management, this has especially been true of Native American and Indigenous communities. A blatant example of this is that 18 of the 20 proposed nuclear waste sites were located on Native American Reservations. How’s that for “let there be light”?

Corporate Takeover

In 2004 and 2005, this relationship between academia and the military enterprise became an official triad with corporate industry when management of LLNL and LANL was put up for bidding the first time since the Manhattan Project. The decision to put the labs up was a result of a history of shady and incomplete management by the UC Regents over the labs, including security breeches, lost or stolen classified material, and improper storing and handling of radioactive material. However, the UC Regents were able to maintain their grip on the world of nuclear weapons when they submitted their bid as a conglomerate with military-industrial corporations Bechtel, Washington Group International and BWX Technologies, forming a Limited Liability Corporation over the labs. They won this new contract, beating out a consortium between Lockheed Martin and University of Texas (two other institutions that relate to your life as a student at UCSC, with a branch of Lockheed Martin located up the hill from us at the top of Empire Grade, and with our new UC President Mark Yudof coming to us after being Chancellor at the University of Texas [See article on the Regents, pg 12] .

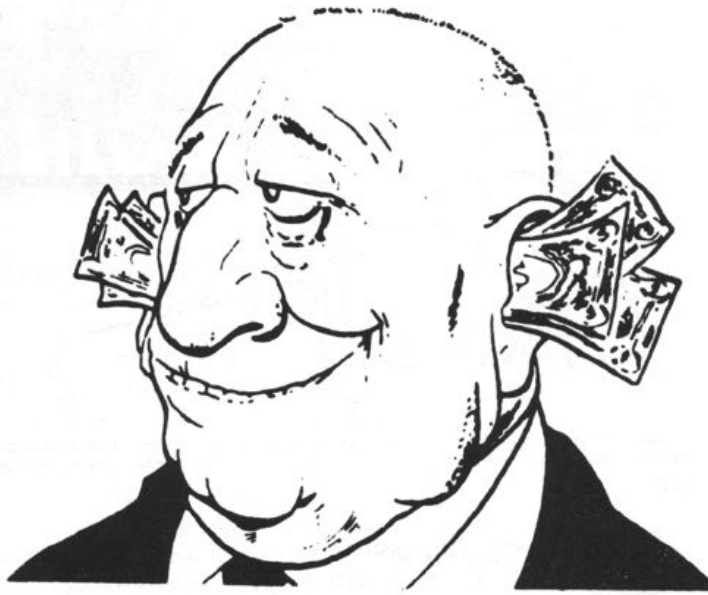
The UC, now partnered with these three corporations, has turned the management of LLNL and LANL from public management to private management, making it easier to change contracts, create new nukes, and withhold information. Their LLC (limited liability) status conveniently removes responsibility from any one of these institutions. It’s important to note the role our new “partners” play in society. Bechtel is a multi-national corporation, and one of the largest war profiteers in the world,

working on 20,000 projects on all seven continents since it was founded in 1898. Riley Bechtel is the 104th richest man in the world, and served on Bush’s “Export Council to advise the government on how to create markets for American companies overseas.” Examples of projects Bechtel has worked range from nuclear reactors to oil pipelines to “re-building infrastructure” in Iraq. They are most notoriously known for their involvement in the privatization of water in Bolivia, leading to mass protests known as “The Cochabamba Water Wars.” BWX Technologies seems to “specialize” in the management of nuclear weapons facilities, operating not only at LLNL and LANL but also at the Y-12 National Security Complex in Tennessee and the Pantex Plant in Texas. Washington Group International was acquired in 2007 by URS Corporation for 3.1 million dollars, and now functions as the “Washington Division” of URS. This provides another tie to the UC, because URS Corporation was contracted for part of the Long Range Development Plan here at UCSC (see LRDP). To make it even more incestuous and complicated, Board of Regents member Richard Blum used to preside on the URS Board, but resigned in 2005 after being called out for a conflict of interest (see ‘The Regents’, p.12).

The UC is very much guilty of involvement in this military-industrial-academic relationship, working closely with the Department of Defense and for-profit corporations. As a result, the management of the University of California is not only guilty of a lack of vocal resistance to United States imperial policies, but of being an active participant in the deliberate violence, oppression and exploitation enacted by our government and our military at home and abroad . So what do we do about it? It should be noted that efforts to de-militarize and to democratize the UC are one and the same. Would the UC participate in the military enterprises described above if it were run democratically, if students, staff and faculty had control over the affairs of university management? Would students choose to partner with so many major players in the war industry? Would you?

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"The Office of the President indicated that it does not engage in any active tracking of expenses and that there is no set, comprehensive policy in place for routinely checking on how campuses use funding. According to the Office of the President, noncompensation expenses may be budgeted at the program, department, or college level; however, the Office of the President has little to no knowledge of, oversight over, or other role in tracking noncompensation expenses and that each campus has its own method for tracking these expenses." (UC Audit 2010)

This is a fine indicator of how the UCs have managed to make it difficult for anyone to follow their money trail. Furthermore, through some stroke of luck the audit didn't include private funding and though it recommended the UC state their funding sources, their response was unsurprisingly a staunch, "No." Well here are a few of those private corporations funding the UC system and stealing the intellectual property of students as well as limiting the research of our professors.

URS, Perini, and the UC

URS received a \$25 million contract to build the Los Alamos National Laboratories, which was received while Chairman of the Regents, Richard Blum, was a principle investor and vice president of the board. In response to student-initiated pressure, Blum resigned. URS also held a \$150 million construction contract for UCLA's Santa Monica Medical Center, and has developed numerous other projects for the UC. URS subsidiary, EG&G, is another defense contractor that builds weapons systems

and underwater sonar systems, "that make a measurable difference in the world from our asset management capabilities to supporting the design and development of new weapons systems."

In October 2005, Perini Corporation acquired \$700 million-a-year construction management firm Rudolph & Sletten for \$53 million. When Blum was a Regent, the board hired Rudolph & Sletten to manage and serve as the general contractor for a \$48 million nanotech laboratory, the Molecular Foundry, at the Lawrence Berkeley National Laboratory. The project went \$4 million over budget. During this time, Regent Blum was a principle investor in Perini. After the deal, Blum divested his Perini stock, which brought Blum substantial profit. From 2001-2005, Perini and URS received a combined \$1.5 billion in defense contracts while Blum was on the boards or an investor.

Genencor, Genentech, and the UC

Among those that hold close relationships with the UC, Genencor Inc., a subsidiary of Genentech Inc, is of particular interest. As UCSC enters into a new era of research-based programs that attract external funding, much of it is being done for the benefit of Silicon Valley's "bio-nano-info tech revolution," at the heart of which is Genencor and the Joint Venture's plans for "The Next Silicon Valley". The company has high ranking executives on boards across Silicon Valley, including the Silicon Valley Network, on which UCSC Acting Chancellor Blumenthal also serves. In a nutshell, this is who is directing research at UCSC and influencing high-level decisions throughout the UC.

Here are a few examples of the UC-Genencor relationships:

In August 2007, UCSC hired Phil Berman to chair the Biomolecular Engineering Department of the Jack Baskin School of Engineering. Berman, who will receive an annual salary of \$156,000, previously worked for Genentech and VaxGen for 15 years.

Such an addition to the UCSC faculty may become more frequent. The 2007 Strategic Academic Plan suggests that in the wake of rapidly decreasing state funding, UCSC should hire faculty with an "entrepreneurial spirit" that can attract external funding.

Genentech, Genencor's parent company, also has a long history with UC San Francisco--the two were engaged in a nine-year patent dispute, in which UCSC filed a \$400 million lawsuit for an alleged theft of technology developed and patented by the university. The drug of contest, Propopin, was Genentech's first drug on the market, and made \$2 billion in sales, giving rise to the company's status as a global leader in the industry. The \$200 million that Genentech gave to UCSF in a settlement

seemed to function more as an investment for the company.

UC-B(P)erkeley

BP's \$500 million deal with UC Berkeley was signed in November 2007, before BP had developed the poor public reputation it now has, but even then, many people both in the UC Berkeley campus community and beyond saw the serious conflict of interest of an oil giant funding energy research at a public institution.

The UC-Military Industrial Complex

Halliburton provides oil services and logistics. Subsidiary Kellogg Brown & Root provides military support services and received \$8 billion in 2003 alone in contracts for Iraq reconstruction. KBR, received a no-bid five year contract to put out oil fires even before the invasion began. Received \$16 million to build a prison in Guantanamo Bay. VP Dick Cheney was Halliburton President and CEO until taking office and still holds stock options worth over \$10 million dollars. The Department of Energy's Los Alamos National Laboratory, the premier nuclear weapons lab in the US, selected KBR as the new site support services contractor. KBR, and Los Alamos functions as a subcontractor to the UC which manages the lab. In the aftermath of Hurricane Katrina, KBR won a \$500 million contract to rebuild US Navy facilities damaged by the storm. Halliburton and its subsidiary KBR have received billions of dollars in contracts due to natural disasters and wars.

Lockheed Martin is number one in the defense industry "Big Three." Makes fighter planes, spy planes, missiles and nuclear weapons. Received \$17 billion in military contracts in fiscal 2002, \$20.7 billion in 2004, \$19.4 billion in 2005. Former Lockheed VP Bruce Jackson chaired the Coalition for Liberation of Iraq, which promoted the Bush war plan. LM has a facility in Santa Cruz County at the Lockheed Martin Missiles and Space Company in Bonny Doon. The Trident and other missiles were worked on at this site. The company battled the UC for a contract to manage

the Los Alamos Lab in 2005 and ultimately lost. LM has also made billions in Homeland Security contracts. Let's not forget the many environmental and health catastrophes that have resulted from Lockheed's many toxic facilities. For example, after perchlorate contamination was found in San Bernadino County's drinking water, LM tried to convince the EPA to lower perchlorate standards in H₂O to save on clean up costs.

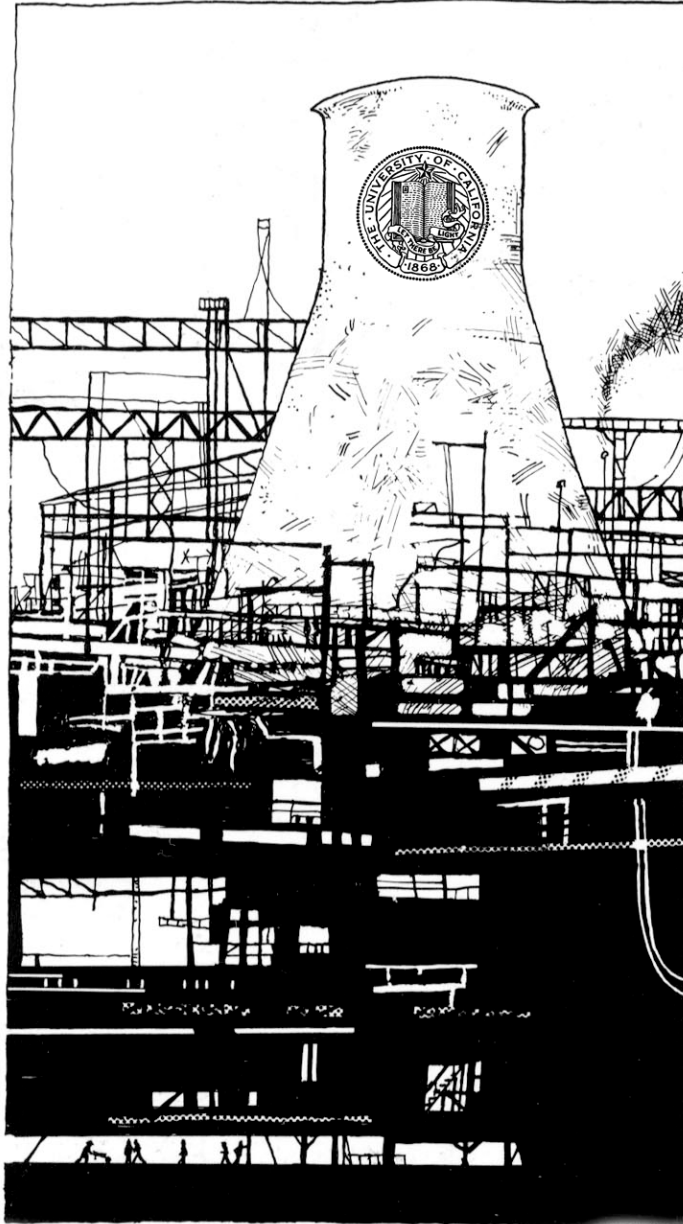
Boeing number two in the defense industry "Big Three". Makes 747s, "smart" bombs, fighter planes, missile components and Apache helicopters. Received \$16.6

billion in military contracts in fiscal 2002, \$17.1 billion in 2004. Largest US exporter. Like the other big defense contractors, has adapted marketing strategies and application of products for use in domestic security. Under investigation for numerous cases of corruption and influence-peddling. On Sept. 6th, 2008, 27,000 machinists went on strike demanding increased job security and compensation. Further struggles involved use of outside contractors and higher co-pays and deductibles. In 2005 Boeing donated \$150,000 to the UC Regents, which was then passed to UC extension programs in an effort to improve the 40% failure rate of the California subject exam for teachers (CSET) in math and science. One spokesperson for Boeing stated in regards to Boeing's donations, "This is a win-win for the company and the state. We have the potential to become better partners in the common chance to hire the students

who are going to benefit from more qualified teachers." As of 2005, Boeing is the largest manufacturing employer of the state of California.

References:

- UC Audit: <http://www.bsa.ca.gov/pdfs/reports/2010-105.pdf>
- Cal Disorientation Guide 2010



Anyone with enough money to influence CA politics via large campaign contributions (some of the Regents fall into this category)

UC PLUTOCRACY

(RULE BY THE WEALTHY)

PUZZLE TIME!

Q: Can you find the democratic parts of this power structure?

CA Governor

UC Regents (18 are appointed by the Governor, sometimes after having given large sums of money to his electoral campaign)

UC Office of the President (UCOP executives are appointed by the Regents)

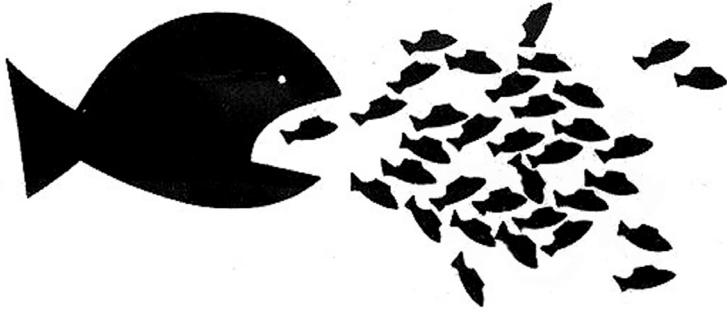
UC Chancellors (appointed by the Regents)

UC students, staff and faculty are all directly affected by the budgetary decisions of the Regents, UCOP, and campus level administrators, but have no real say in the appointment of the members of any of those groups.

A: Probably not, because they don't exist.

An Injury to One is an Injury to All!

Welcome to the University of California, Santa Cruz. In your first weeks here you will probably do some, if not all, of the following things: buy books at the Baytree Bookstore; stand in line for a new student ID; eat meals in the dining halls; take showers in a regularly cleaned dorm bathroom, and throw last night's beer cans into the just-emptied dumpster outside your building.



As you do each of these things, take a minute to consider what is happening around you. This university is staffed by thousands of people who do everything from teach your classes to clean your common room. Consider that it is these people who make your university experience here possible. The University works because they do.

Unfortunately, the University of California, which functions essentially as one of the largest corporations in the state (see Regents p.48), also has one of the worst reputations as an employer. From its inception, the UC has been charged with labor violations: unsafe working conditions, poverty-level wages and refusal to negotiate in good faith with labor unions.

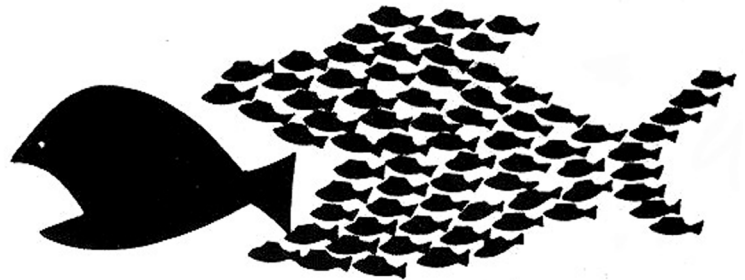
Labor unions are the primary organizations that represent workers and negotiate for their rights with their employers. They protect workers from unlawful termination and harassment, and organize to increase job security, wages and opportunities against the incessant rollbacks of corporations and our government. Most importantly, labor unions can build solidarity among groups of people who are all interested in the same thing: improving their ability to defend their rights and the value of their labor - no simple task at UC. Interested primarily in prestige, power and profit, the administrators and Regents of the University can be counted on to fight each year against the legally justified and entirely reasonable requests of its employees. And for what? UC is a public institution and yet it puts away record profits every fiscal close. Why? Because its priorities have nothing to do with improving education and the communities on and around campuses. Rather than respect the surrounding communities and the workers who come from them, the university treats them as expendable. This does not even come close to constituting

a public service; instead, it is based entirely in private interests and on private models, only this corporation uses public funds and the fees and tuition of many hardworking students to serve the already rich and powerful.

The University can more than afford to take on its role as a public institution properly, to treat its employees with dignity and to keep its doors open to all students who wish to learn. Instead, it edges out more and more students with each fee hike and tuition increase. Instead, it denies its employees salaries that meet the cost of living, and imposes greater and greater workloads on the same number of workers, directly decreasing the quality of education and student life at UCSC.

What happens to the surplus money that the University makes each year? It's clearly not going to workers. It's certainly not going to our overcrowded classrooms, shrinking library or overburdened TAs. Where is all of this money going?! And what can we do to get it back?

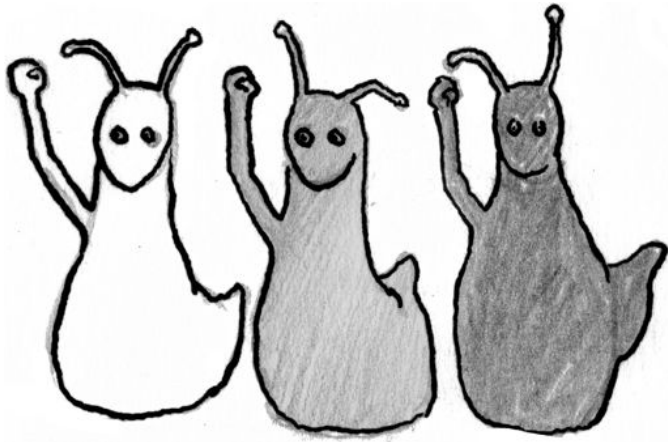
The commitment to stand up together for all working people's rights is one of the most fundamental principles of the labor movement, both ethically and strategically. Solidarity - the key to resistance - develops when we build personal connections with the people in our communities. Get to know the people who clean your dorms and classrooms, the people who drive your buses and process your financial aid paperwork. Building relationships and alliances like this is not only crucial to resisting the rollback of our education, it also gives us a glimpse of what is lost in a system which prioritizes profit over people.



Union Cheat Sheet

- AFSCME Association of Federal, State, County and Municipal Employees: groundskeepers, custodians, shuttle drivers and dining hall workers. www.afscme3299.org mmolina@afscme3299.org 831.425.4822
- AFT American Federation of Teachers: lecturers. <http://ucsc.ucaft.org/>, allison@ucsc-aft.org
- UAW United Auto Workers: Teachers Assistants. www.uaw2865.org santacruz@uaw2865.org 831.423.9737.
- CUE/Teamsters Coalition of University Employees: Clerical workers. www.cueunion.org office@santacruzcue.org 831-420-0258
- UPTE University Professional and Technical Employees: technical support, lab assistants, researchers. <http://upte-ucsc.org/> upte@upte-cwa.org 831.429.8783

Ethnic Studies



Over four decades have passed since students in the first graduating class at UC Santa Cruz took over commencement to highlight racism and discrimination towards students of color on the campus. Their protest was part of a wider grassroots political movement to realize Third World studies at public universities in California and beyond—a movement that would give rise to the College of Ethnic Studies at San Francisco State and the departments of African American and ethnic studies at UC Berkeley. Yet, whereas its neighboring institutions can claim legacies of ethnic studies over forty years old, UC Santa Cruz, in sharp contrast, remains the only longstanding campus within the University of California system without a formalized ethnic studies program or department.

The climate at UC Santa Cruz is notoriously hostile. Despite the historical and ongoing efforts of students who have continuously fought for a department of Third World, Native American, and ethnic studies, UC Santa Cruz has failed to address the need for critical race studies as a dedicated site of intellectual and political inquiry. Instead, “diversity” is managed along tokenistic or PR lines. The reality at UC Santa Cruz is grim: lecturers are hired on an inconsistent basis to teach courses in critical race studies which are nowhere advertised to the student body at large, student-of-color organizations sponsor and teach their own ethnic studies courses as well as shoulder the burden of outreach to and retention of underserved minority communities, ethnic resource centers are chronically underfunded and their staff overworked, and faculty of color are loathe to set foot on this campus and depart in droves. Over the past year alone, UC Santa Cruz has witnessed the suspension of Community Studies and American Studies, the loss of all black studies faculty in the Literature Department, and the administration’s downplaying of rampant nativist and Jim Crow graffiti throughout the campus. Complicit in perpetuating a toxic

atmosphere of complacency, ignorance, and racism, UC Santa Cruz risks the distinction of being “the Arizona of the UC system.”

The time is right—indeed, long overdue—for the establishment of a department of ethnic and critical race studies at UC Santa Cruz. As a public institution of higher learning, the University of California is mandated to serve the people of California. Given the shifting demographics of the state, UC Santa Cruz must adjust its institutional priorities away from bloated administrative salaries and allocate permanent funding for ethnic and critical race studies as an urgent comparative, local and global, interdisciplinary, and multilingual project—a critical theoretical and political project that articulates with queer, feminist, and labor studies in challenging asymmetrical power relations and fostering emergent and minoritized forms of knowledge production.

We accordingly demand the following:

- * Establishment of an ethnic and critical race studies department with permanent faculty lines, a major and a minor, and a field studies component
- * Increased permanent funding for the Ethnic Resource Centers
- * Sustained, fully-funded recruitment, and retention of students from underrepresented and underserved communities. In particular, full-time recruiter in Student Admissions who will outreach to underserved communities in San Jose and East Palo Alto.
- * Protection, retention, and education of AB540/undocumented students by developing an Intergenerational Immigrant Resource Center that provides support through programming, funding, and other resources. Funding of AB540/undocumented education through institutional aid.
- * Increased grant-based scholarships and financial aid for working-class students and students of color

A Personal Narrative

I’d like you to know that the narrative UC Santa Cruz has produced around “diversity” is a shallow interpretation of the meaning of the word. As brotha’ Cornel West puts it, true diversity is “multi-contextual” and if we accept his definition we have to assert that in the absence of Ethnic Studies, a discipline that roots its analysis in the historical legacies of colonized and oppressed people, the University of California Santa Cruz is failing to fulfill its responsibility to its students that comprise the very diversity they so proudly boast of.

For 40 years students have been contextualizing themselves, teaching their own classes and learning with and through each other, from the student lead classroom to the occupied buildings of UCSC. I’d like to share with



you what I've come to know of this 40-year history through research and first account experience. The struggle for Ethnic Studies has its roots in the beginning years of the university where a group of Third World Students hijacked the first graduation ceremony to demonstrate their frustration with the inadequate resources within an already culturally incompetent social and academic context. In 1981, students used "hunger as a weapon" against their bodies to show the administration that they were willing to live and die so that the intellectual traditions of non-western people, could be sufficiently represented, accessible, and required for the entire UCSC student body. (A short documentary entitled *Hunger Strike!* is available at Mchenry library & youtube). The hunger strike resulted in the hiring of Ethnic Studies faculty and the "E" or "Ethnic" general education requirement. Since 1981 the demands for Ethnic Studies have been sporadic, lacked clear definitive language, and was missing the graduate student and faculty support needed to realize the department.

The most recent revival of the movement for Ethnic Studies is also perhaps the most successful one. Unfortunately this success is not due to a mass movement of down brothas, sistuhs, and non-gender identified revolutionaries striking for 10 weeks and demanding that Ethnic Studies be established and allowed to flourish, much like Berkeley did. Instead the success was a result of a dedicated group of students, who were working autonomously: holding rallies, social justice tours, general assemblies, and weekly organizing meetings that informed their work institutionally, which consisted of meeting with administrators, faculty, staff, and graduate students on a regular basis. The group of students, who I'll refer to as the "friends", came together in an attempt to address the needs and concerns of students of color in a movement that reflected their own lived experiences and organizing traditions, a quality absent during the Kerr Hall Occupation

and surrounding student movement. As the friends began to develop a collective vision for the trajectory of their organizing, Ethnic Studies became a central focus of all of our planning and strategizing. As we began conducting research about the history of Ethnic Studies in Berkeley and UC San Francisco we realized there were limits to the previous incarnations of the discipline, particularly the underdevelopment of Indigenous studies, Afrikan Studies, Asian American Pacific Islander Studies, Middle Eastern or Arab Studies, Mixed-Race Studies and even a transnational/global approach to these sub groupings of Ethnic Studies.

With this realization came the language that provided the clear direction and vision for the UC Santa Cruz brand of Ethnic Studies. We no longer understood ourselves to be fighting for Ethnic Studies but instead we're struggling to establish a critical site of inquiry in the form of a "Critical Race & Ethnic Studies (CRES)" department. The following is an excerpt from the undergraduate proposal written by the friends outlining the vision for the department: "Organized around principles of Oppositional Scholarship, the Critical Race & Ethnic Studies Department is designed to cultivate a critical approach to the study of race, ethnicity, and their intersections with structures of oppression and power in a global context." The function of this language is to go beyond the brand of Ethnic Studies that focuses merely on identity politics and the nation state and fails to indict the current structures of oppression that we are all intimately connected to. Essentially the wording articulates the radical nature and function of the type of discipline we wish to see realized here at UC Santa Cruz, one that negotiates power to the extent that it has direct and tangible benefits for the communities it is accountable to. The language was essential to develop especially when our own student government (Student Union Assembly/ SUA) had decided to make Ethnic Studies their project for

the year, which manifested itself in sporadic, inconsistent and insufficient efforts to speak to undergraduates, graduate students, faculty, staff and administration.

The SUA proposal was reflective of the very underdeveloped version of Ethnic Studies we as organizers were trying to avoid. This means we, as students must hold the new SUA accountable to the students and the projects they have decided to undertake. With this vision the friends organized a rally on March 2nd, in which close to 300 students were in attendance. At the climax of the rally the friends led a retreat at the Ethnic Resource Center. As Third World Students we felt it was important to distinguish ourselves from past actions by stating this was not an occupation but a “non-violent utilization of student funded resources for the distinct purpose of “echoing the voices of the past that have demanded a critical site of inquiry in the form of an CRES department” (Retreat!). It was through organizing for March 2nd that we developed the relationships necessary to make CRES a reality in UC Santa Cruz. Since March 2nd, a group of graduate students of color from the Feminist Studies department have drafted a beautifully written and substantial proposal for a CRES department that has been the basis of our interactions with faculty and administration.

Also, a faculty of color working group has formed to be responsible for drafting the proposal for the CRES to be presented in the Academic Senate, the universities governing body responsible for approving any discipline for institutionalization. After an open forum on Ethnic Studies a faculty member from the working group approached me, “congratulations, you all have managed to accomplish a lot in short period of time. I hope you realize the urgency and organization of the undergraduates really lit the fire under the faculty and we felt we had to get ourselves together.” Despite being the closest we have been towards getting CRES we are still in the early stages of its development, which means we as students have to maintain and further our influence on how the department begins to take form. If the defunding of Ethnic Studies at Berkeley/SF and American/Community studies here at UCSC has taught us anything

is that the administration does not prioritize disciplines that are critical of dominant power structures, let alone anything to do with Third World Students. That is why I am stressing the need for current students and future CRES students to continue to organize and be willing to inflict political consequences should their resources and disciplines come under attack by any wing of the university. The ability to inflict political consequences is going to be essential when we consider the most probably trajectory of the development of CRES as a discipline, which will take the form of a program, then a major/minor, and finally a department. A department is the desired product because a department would give the faculty a great deal of autonomy in terms of budget, content, and management of resources. I would like to end by encouraging everyone to check out the blog that the friends created in attempt to sustain a historical memory. Visit <http://ucscethnicstudies.wordpress.com> to find a detailed history of the work we have been doing and updates on what is next for the movement in the coming 2011-2012 school year and how to get involved. La lucha sigue...

Holla' Back.



Prison Industrial Complex

To Incarcerate or to Educate? That is the Question.

You may be wondering why an article about prisons is in The Disorientation Guide for UCSC. What relationships could institutions of higher education possibly have to institutions of punishment? The connections are many. A snapshot: prisoners in California build many of the desks we use here at UCSC. Lets dig deeper. On the level of state government, the allocation of funding for prisons and the universities connects these institutions through California's state budget. On a societal level, prisons and universities maintain the established order, which offers some people opportunities and locks other people in cages.

As part of a global shift of governments away from social services and toward social control, global spending on prisons has sky rocketed while public education is being dismantled. In the 1960's California passed the state passed the California Master Plan for Higher Education, which laid out the Community College, CSU, and UC systems to guarantee access to education. This represented a visionary plan rooted in the belief that all people who wish to learn should have the opportunity to do so. Sadly, the state of California has been destroying the Master Plan over the past three decades while simultaneously expanding the prison system. Between the years 1980 and 2000, the state of California built 23 new prisons and 2 new universities¹; in the mid-seventies, the UC received 6.6 percent of the state budget and prisons received 3 percent, but now, the UC gets 2.2 percent and the prison industry gets 7.4 percent of the state budget². Prisons devour social wealth that could go to social programs like universities and health care. The state has shown that it cares more about punishment than education.

Universities and prisons represent two fundamental institutions for the propagation of the current social order; universities help determine who will run this show while prisons determine who will be put in cages. In America, these structural forces tend to reproduce a white supremacist capitalist society. If we actually want to live in a just world, we must critically question injustices and we must take direct

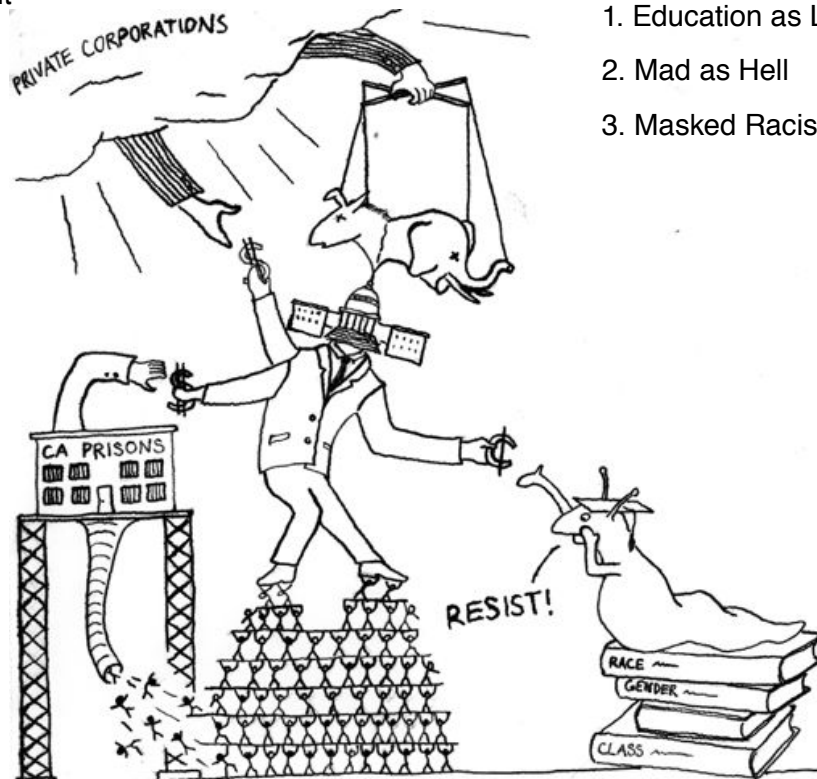
action based on what we learn. For universities and prisons, we must ask: Who ends up where? How do they get there? Who benefits?

With these institutions, two patterns stand-out: people of color in conditions of economic oppression tend to be thrown in prison while white people from conditions of economic privilege usually go to college. With both universities and prisons, corporations profit. Racialized assumptions about crime and deviancy then work to justify these horrific social practices. Over 70 percent of the prisoners in the United States are people of color; there are five times as many black men in prison than there are black men in universities³; blacks make up 6.2% of California's population at large, 29.1% of California's prison population, and 2.3% of the population at UCSC. This social reality is unjustifiable and it does not come from nowhere. This social order is structurally produced and reproduced through prisons and universities. If we wish to live in an actual democracy, with an educated population, and some semblance of equality, we must fight against the prison-industrial complex and fight for higher education. This struggle is ongoing, how will you contribute?

Due to various limitations, this piece cannot include a number of perspectives for understanding the prison-industrial complex and the university. This is a starting point, not an ending. For more information and ways to contribute to the struggle, start by looking up: Critical Resistance, Justice Now, On The Poverty of Student Life, Fire to the Prisons, and Abolition Now.

References

1. Education as Liberation
2. Mad as Hell
3. Masked Racism



Save the Knoll

It's September 10th, the night before the Disorientation Guide Collective will send the final copy of the Guide to the printers. I've waited as long as possible to write this piece because the campaign to Save the Knoll is ongoing. I want to give the most up-to-date coverage possible, but by the time you read this, more events will have unfolded. This article is an introduction to the struggle to protect the sacred Ohlone burial site on Market Street here in Santa Cruz.

You are standing on occupied indigenous territory (See Ohlone History, p. 44). The place we call the United States was once home to millions of indigenous people from many different tribes. Over the past 500 years, European settlers carried out a barbaric campaign of genocide and theft. The land we know as Santa Cruz was once the land of the Ohlone people. Beginning in 1791, Spanish colonizers invaded the area, slaughtered indigenous people, stole land, and built the Santa Cruz Mission; this savage conquest has continued through the era of Manifest Destiny to the time of the Gold Rush to today.

These practices of genocidal colonialism have not stopped—what is happening on the knoll at Market Street Field demonstrated this in the form of cultural genocide and desecration. Market Street Field is a known Ohlone village site with deep cultural, spiritual, and political significance. Beneath the soil of this site are the bodies of Ohlone ancestors—it is a sacred burial ground. Despite this fact, the Santa Cruz City Council endorsed a construction project on the site in 2007. Before voting to approve the project that would destroy this sacred place, former City Planning Commissioner Judy Warner called it “the oldest and most significant cultural area in the city.” KB Home (a Fortune 500 corporation that purchased the site in 2010) has pushed this brutal project forward despite widespread opposition from the Ohlone people, local residents, archaeologists, environmentalists and historic preservationists.

In the first week of August 2011, as KB Home moved forward with its plan to build 32 “green” homes, European settlers unearthed half of the body of a nine-year-old Ohlone child. Since this act of horrific desecration took place, the struggle to Save the Knoll has intensified. In the words of Corrina Gould, a Chochenyo Ohlone



woman, “What I say about this [type of] development that happens all over the Bay Area is that it’s a cultural genocide. They’re trying to wipe us out, in a different kind of way...When people go around to those places to try to find out, who were the native people here? What did they live like? There’s nothing here.” The knoll has not yet been destroyed, it is still here, and while KB Home continues with its efforts to bulldoze the burial ground, people are fighting to Save the Knoll.

Through the legal bureaucracy of the Native American Heritage Commission, the Ohlone people have recommended that no more construction take place on the burial ground. These laws allow indigenous people to make recommendations about development projects on sacred sites, but the laws don’t give the indigenous people real power to stop the desecration. Due to the failings of the colonial legal system, the Save the Knoll Coalition formed to protect the Ohlone ancestors. The coalition has organized demonstrations, continued to protest at the construction site, delivered demands to the KB Home corporate headquarters, spoke at City Council meetings, conducted ceremonies, and hosted educational events to raise community awareness. Its unclear what the future has in store for this struggle, but I am confident that the concerned members of the Santa Cruz community will do whatever is necessary to protect this burial ground from the barbarism of colonial destruction and cultural genocide. The struggle to defend the Ohlone ancestors needs all the support it can get—I hope you contribute your time and energy to this effort. To learn more and figure out how to get involved, check out savethetheknoll.org and get going.

References:

- Minutes from 4/19/07 Planning Commision Meeting; City of Santa Cruz, p.4.
- Audio recording of Corrina Gould speaking at the Oakland Intertribal Friendship House, 7/08/11. – “<http://protectglencove.org/>”<http://protectglencove.org/>

Engaging Education (e²)



What is e²?

Engaging Education is a supportive and dynamic space for programming that addresses the low rates of recruitment, retention and graduation that historically under-resourced communities face within higher education. To build a foundation for students to grow and evolve, e² promotes programming that engages in grassroots organizing, student activism, community-building both inside and outside the University, and understanding legacies of social justice struggle. e² partners with the University community to provide a purposeful, transformative and relevant educational experience for all students.

Context and History

The concept of e²: Engaging Education was first introduced at the 2001 Peace Vigil organized by the Ethnic Student Organization Counsel in response to two major hate incidents that had recently occurred at UCSC. On the event's flyer e² was defined as, "(v): Engaging Education: is not a organization or club – e² is a conscious movement by students at UCSC towards owning and taking responsibility for our education." Students were outraged at the lack of support felt from members of the university administration and the campus community in general. They decided that if any change was to be made it, it was going to have to come from the students.

The idea for the e²: Engaging Education Center, conceived at the Peace Vigil, was developed into the Measure 10 Campus referendum during the e² class (previously the ESOC Leadership class) of Winter and Spring 2003. The class

facilitators and students worked on developing the beginning of the e² center. The referendum was created in response to the intensifying threat of cuts to student resources, specifically outreach and retention. e² has institutionalized student-initiated outreach and retention programs, which recruit and maintain a diverse student body at UCSC, as well fight for the educational rights of all students.

Outreach and Retention

Outreach and Retention programs are student-initiated and student-run. Each targets, but is not exclusively for, historically underrepresented communities. Our Outreach programs seek to create opportunities for, and encourage high school students to continue their education at an institution of higher education. Our Retention programs aim to help students reach their fullest potential as learners and graduate. Each program fosters mentorship, builds a sense of community, and offers academic, and social support. As the center grows, new programs can be created and supported by the center

Services

In addition to our Outreach and Retention programs, e² provides other services that help support and engage students during their academic career. These include:

- Space to study, use the computers, dialogue, ask questions, and hold events or workshops.
- Tutors in writing, math, biology, chemistry, etc. They are available every Monday through Thursday at the e² Redwood Lounge.
- Academic Credit for activism through the e² class.
- Mentorship through Retention Programs and e² center internships.
- e² Library is a collection of textbooks and readers that students can check out.

Contact Us:

e-mail: ucsc_e2@yahoo.com
Main: 831-459-1743

Education For Sustainable Living Program

Hey UCSC students, do you know what sustainability means? The definition heard most widely is "to meet the needs of the present without compromising the ability of future generations to meet their own needs". The Education for Sustainable Living Program (ESLP) gives students the opportunity to learn about this powerful concept while making change in our university. ESLP is an entirely student taught class that happens each spring quarter. If you feel like your education is not teaching you about topics you care about, do something about it.

Students who enroll in the class attend a weekly lecture series on many different topics such as permaculture, food justice, and different types of activism. All students also participate in either a student taught discussion section (CRAFT), or an Action Research Team (ART). Students participating in a CRAFT meet weekly to discuss the weekly

lecture topic, and other sustainability topics. ART students study a more specific topic in sustainability, and take on a project to improve our campus in that area. All the ARTs and CRAFTs are lead by highly trained student facilitators.

There are many ways to get involved in ESLP each with a different time commitment. If you just have a little bit of time, you can sign up for a 2 unit CRAFT. With a little more time, you can participate in an ART. Students even more excited about ESLP can sign up to teach an ART or a CRAFT, or work year round to organize ESLP. ESLP is known as College 8, 61 for the CRAFTs, and College 8 161, for the ARTs. You can find us online at eslp.enviroslug.org.

- Take charge of your education
- Learn in a community
- Learn how to make change at UCSC
- Make great friends
- Get UCSC credit for your activism
- CLEI 61 or 161

Local Plants & Herbs

Aaron White

Living in Santa Cruz one should learn that food is never far, whether you're getting it from a dumpster or from the forest. Besides California Oaks, Manzanitas, Madroñes, and Redwoods that make up our environment there's a large number of herbs and plants that we can use for teas, tinctures, salves, and to eat. I'm only going to discuss a few. If you're interested in edible plants and local flora, you should go on a Free Skool herb walk, check out zines on local herbs at the SubRosa Infoshop, or pick up a copy of "Plant Uses: California" from the arboretum (also available online). You should know about plants as you can use them in many ways and become more self sufficient, in the vein of DIY. Harvest it yourself!

Rosemary (*Rosmarinus officinalis*) - This plant is rather easy to identify due to its bushy nature and needle-like leaves and the fact that rosemary is a common ingredient in cooking. You can find it growing all over campus and in town. Aside from simply grabbing a bunch and throwing it into your lunch, you can also use rosemary in tea. In eastern medicine it is believed to help with grief.

Plantain (*Plantago lanceolata*) - Not to be confused with the fruit, this plant is often considered to be a "weed," despite its numerous medicinal properties. The plantain is a small plant whose leaves can be broad or narrow with fibrous threads running the length of them. The plant can be chewed up and used externally for insect bites, stings, burns and cuts. The juice can also be used internally (1-2 tsp, 3x/day) to help treat gastritis, ulcers, and bladder problems. If you'd like, you can throw some plantain into your salad.

Miner's Lettuce (*Claytonia perfoliata*) - This plant is high in vitamin C and goes great in salads. It is often easiest to identify in spring as it has small pink or white flowers with five petals. The leaves are rounded, light green, and look like small pond leaves.

Stinging Nettle (*Urtica dioica*) - The leaves are a soft and sometimes dark green, serrated, and will appear to be hairy. The leaves can be used for tea, used in soup, and can be eaten directly off the plant after rolling up the leaf and bruising its tissue to remove the hairs that might otherwise sting you. This plant is high in protein and has often been used in folk remedies to treat rheumatism by directly applying the leaf to the sore area. Soaking nettles in water or boiling will remove the stinging chemicals from the plant. Some people also use the Stinging Nettle for kinky fun but remember that everyone's sensitivity to the plant is different.

Manzanita (*Arcostaphylos*) - This woody shrub/small tree is characterized by its smooth red/brown peeling bark and its light green oval leaves. Manzanitas has small pink flowers that mature into small red/brown edible berries in fall. The berries can be ground up and mixed with water to ferment into a cider. The leaves of the tree can be used in tea to help with bladder problems, urinary tract problems, headaches, and sores, amongst other things. The Silver-Leaf Manzanita which can be found locally is endangered.

Mountain Balm aka Yerba Santa (*Eriodictyon californicum*) - This plant's leaves are lance or stake shaped and can be both thick and sticky. They are often dusted with a black fungi which can be easily wiped off or washed away. The leaves have been used to treat upper respiratory ailments and asthma. Another kind of Yerba Santa (*Eriodictyon crassifolium*) can also be found around here though it grows to be much taller than Mountain Balm and had soft lavender flowers that grow in clusters on the top. The leaves can be boiled into teas to mitigate coughs, sore throats, and asthma. A strong tea is supposed to help with sore limbs.

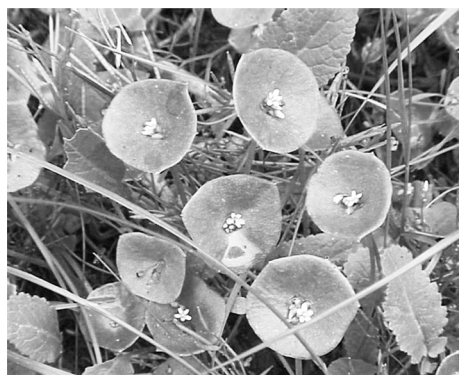
Bay Laurel (*Umbellularia californica*) - This tall tree is the sole species in its genus. Its leaves are often mistaken for bay leaves though they are stronger in flavor. The leaves are smooth and lens shaped and the tree can grow up to 90 ft (30m) tall. The tree also produces an edible nut which is inside of a fruit that resembles a small avocado. Cut the nuts out of the fruit and then wash them before baking to leach out any toxins from the fruit. The nut is kind of sweet and can be dried and powdered and made into something similar to coffee. The leaves have been used to treat headaches, toothaches, earaches, sore throats and to help free up mucus in the lungs in order to expel it. I recommend mixing a small amount of bay laurel with something sweeter as many people don't like such a bitter taste in their teas.



Yerba Santa



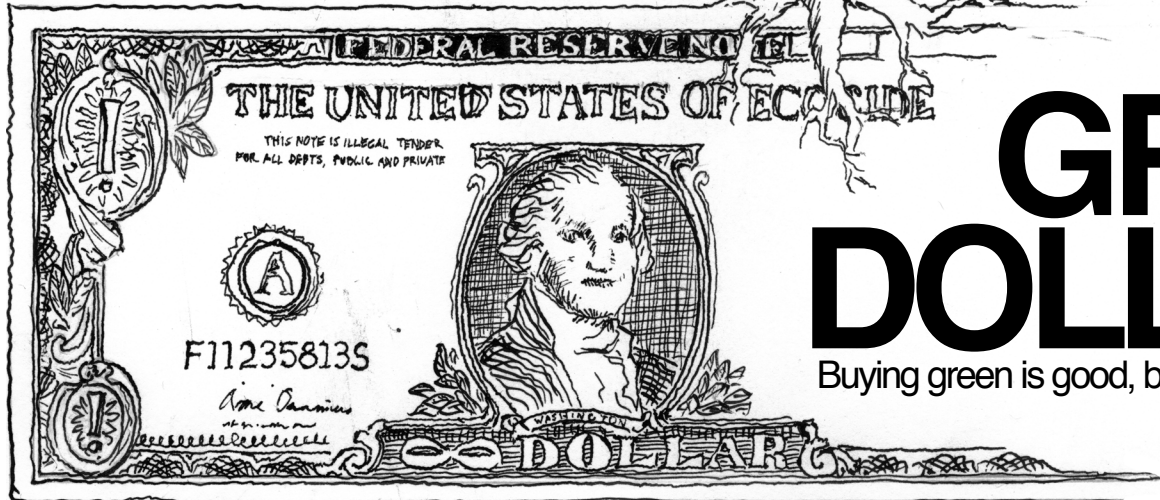
stinging nettle



miner's lettuce



Plantain



GREEN DOLLARS

Buying green is good, but it won't save the planet.

You're probably aware that we are already in a phase of global environmental collapse. If you're not, you've been living under a rock or watching too much Fox News. Hopefully you're doing what you can to reduce your ecological footprint. You might already have a Klean Kanteen (®), re-usable canvas shopping bags, and 30% post-consumer recycled notebooks for your classes this quarter. You might already eat organic and local foods whenever possible. Those are good things! Keep doing them! Just know that simply 'buying green' will not, can not, stop the environmental catastrophe that we're facing. Environmentalism is about a hell of a lot more than responsible consumerism. Here are two big reasons why:

1. 'Buying green' turns environmentalism into a luxury for those who have enough money to afford it. It's easy to get an ego boost by 'shopping ethically', but it's good to remember that a large portion of the population (locally and nationally) couldn't walk into New Leaf and throw down \$15 on a pound of organic, fair trade, shade-grown coffee even if they wanted to.

2. 'Buying green' takes responsibility for environmental stewardship off of the corporations that produce toxic shit in the first place, off of the government that is supposed to regulate those corporations, and on to individual consumers. Environmental problems get blamed on the decisions of supposedly careless individuals, rather than on the fact that our governmental regulatory systems are utterly failing to protect us from the climatologically catastrophic consequences of corporate greed. This pattern of placing responsibility solely on the individual is part of the same argument used by the political right to justify institutional racism and sexism. ("The unemployment rate for blacks

is almost twice as high as it is for whites¹ because black people are lazy. It has nothing to do with the fact that subtle prejudices still influence the predominantly white management of US corporations. Women are only paid about $\frac{3}{4}$ as much as men² because they're not as capable. It has nothing to do with the fact that subtle prejudices still influence the predominantly male management of US corporations.") "The environment is fucked up because people don't recycle enough. It has nothing to do with the fact that unchecked corporate industry produces mass quantities of stuff that we don't need in the first place." Hopefully you see the parallel.

So, where should we go from here? I don't claim to have the answer to that question, but I can list off a few things that we (and you) can do. We can keep using our Klean Kanteens and canvas bags. We can keep recycling, we can buy local and go vegetarian/vegan (hell yeah!), and we can stop buying unnecessary crap. We can compost. We can vote for political representatives who aren't bought and sold by the oil, corn and meat industries. If we're willing to risk arrest, we can hold rallies, sit-ins and occupations against the corporations and government agencies that make such enormous environmental devastation possible. If we're willing to risk torture and/or death, we can blow up raw-material supply lines and oil refineries. Do what you're comfortable with, but know that no amount of petition signing and green-buying will bring the machines to a halt as quickly as must happen if we want to have the possibility of grandchildren.

References:

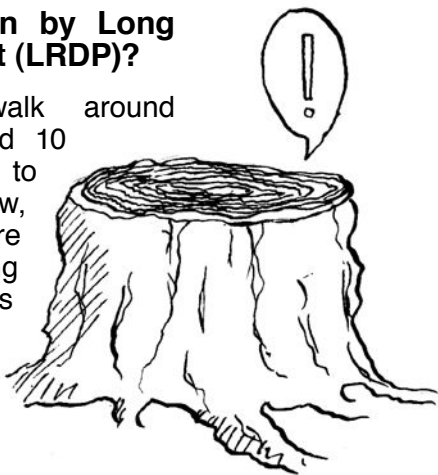
- 1.<http://www.bls.gov/cps/demographics.htm#race>
- 2.http://en.wikipedia.org/wiki/Equal_pay_for_women

Long Range Development Plan

Goodbye Upper Campus; Hello College 12

What do you mean by Long Range Development (LRDP)?

When we walk around UCSC, College 9 and 10 for example, it's easy to forget that these new, modern buildings are preceded by a long history--before fences went up and redwood trees were cut down, before cement was poured and set. The processes which made way for these constructions have not only environmental/ecological ramifications, but also spill into budgetary and institutional spheres, ultimately controlling the distribution of resources at UCSC.



The College 9/10 buildings haven't been around forever, and neither has UCSC. This university changes each year, sometimes radically, and growth is a major part of that change. This is not the kind of growth we see in the forest, but an infrastructural growth that is malleable to changing educational systems, scientific research institutions and the investment plans of larger infrastructures.

The history of campus development is paralleled by histories of resistance. There are those who have struggled to defend the beauty and uniqueness of a vulnerable habitat and the scarce resources of Santa Cruz County: students who have tried to stake out a space for their educational aspirations; faculty and staff committed to their work but often undercut by the administration's priorities; Santa Cruz residents who have fought tireless legal battles with the UC.

But wait, What is the LRDP?

The UCSC 2005 Long Range Development Plan--approved in September 2006 by the UC Regents--is the prospective general plan for the physical expansion of the UCSC campus to accommodate an increase in student enrollment. The LRDP's approval has paved the way for the construction of 120 acres of previously undeveloped (though certainly not undisturbed) land on upper campus; 85 acres of which will be impenetrable surface (aka. concrete). Enrollment is expected to increase by 4,500 students, bringing UCSC's undergraduate population to 19,500 full-time students by 2020. The stated goal of the LRDP is to expand UCSC's capacity for academic, research and professional programs and increase graduate student enrollment.

What form does growth take?

The LRDP sets the outer limits for projected growth at UCSC. It fills over 100 pages with overviews of plans for the physical future of our campus. Along with the LRDP come many other documents; especially important is the Environmental Impact Report (EIR). The EIR is a 900 page analysis addressing how expansion would impact the environment, including air and water quality, impacts to flora and fauna, and community changes like traffic and housing. The way in which the EIR addresses environment and infrastructure is incomplete and does not guarantee the mitigation of future environmental impacts. These insufficiencies have significant consequences for our academic and local communities; they obstruct our ability to learn and create at a University in the forest.

Beyond these shortcomings, neither the LRDP nor the EIR include analysis of a number of major elements of UC life. NOTHING of the process for approving expansion addresses our academic experience, the economics of expansion, and the maintenance of campus infrastructure as a whole. The EIR ignores the interdependency of all these elements and systems which make up UCSC and the environment of which it is a part. There are no safeguards to see that the administration pairs construction with efforts to maintain what is already here: a unique campus culture and academic quality, a delicate redwood ecosystem, and a thriving community. Even the UCSC sewer system is under-maintained, yet it too continues to expand.

So...how does this growth happen?

The LRDP and its EIR are the product of Chancellor-appointed planning committees, the UC Regents, their environmental lawyers and councils, and the occasional LRDP/EIR public hearing. After the council receives public comment, they revise the EIR, ostensibly to fit the concerns voiced by various parties. Their language, however, is vague and does not hold the administration responsible to community concerns. There are many instances within the EIR where, though it is noted that the environment will be greatly affected in a given way, mitigation will be pursued only "when feasible" (2005 EIR).

This is of great concern to us. Those in charge of approving and directing expansion are not accountable in the ways many people assume them to be. Despite the hundreds of concerns expressed at EIR hearings, the articles written in response to the LRDP planning process, many of the concerns have not been confronted since 1999 and there's no reason to believe they will be any time soon (Meister's Thesis, VIII). These concerns are serious and identify Long Range expansion's great political, ecological and academic significance for the communities it affects.

Environmental Effects:

So, the LRDP and EIR do address environmental impacts, but they are incomplete and non-binding. They describe many of the catastrophes that will accompany expansion, but leave out a great many more, and in no

way hold the University accountable for dealing with these effects. Let us start with the illusion of the "Green" movement (see Environmentalism as Green Consumerism article). The UC hopped on the "Green" band-wagon in 2007 when they signed the "American College and University Presidents Climate Commitments". This requires them to abide by the U.S. Green Building Council's LEED "Silver Standard"; in turn, they qualify for state and local government initiatives and marketing exposure so long as they build "Green" (www.usgbc.org/leed). Also sitting atop the "Green" band-wagon is the "UC Policy for Sustainable Practices and the Climate Action Compact," which contains the "GHG (GreenHouse Gas) Reduction Plan" (www.epa.gov/climatechange/emissions/index.html). The UC wears these "Green" certifications as a shiny Green Badge of Courage, and the whole time, they are being paid for by you and your steadily increasing student fees. These certifications are a lot of official validation for so-called sustainable growth, but they reek with contradictions.

First, the development over the huge diversity of vegetation and animal species is a blatant, violation of environmentally friendly construction. We would lose a beautiful and valuable habitat with second growth Redwoods, Douglas Firs, mixed Evergreens, Dwarf Redwoods and Hardwoods. Many of these species are on the decline, like the Calypso Orchid and the Doloff Cave Spider in Porter Caves. Many more, like the Burrowing Owl and Meadow Foam, are on the verge of extinction.

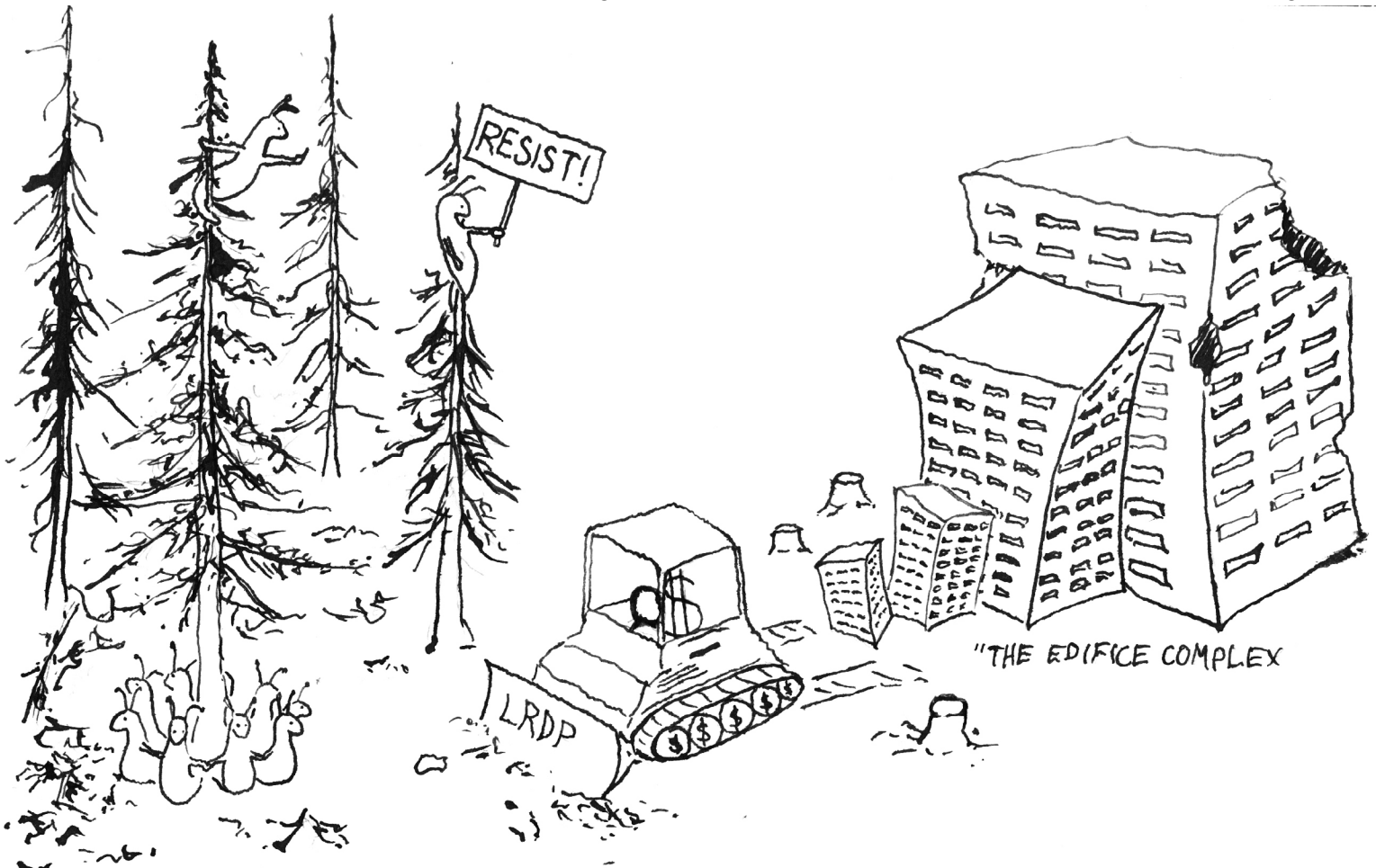
Second, as the population of Santa Cruz grows,

there will be more vehicle trips and heavy traffic on already dense streets. The CO2 emissions will be astronomical, and will likely violate the 2009 California Environmental Quality Act (<http://ceres.ca.gov/ceqa/>). The strain on Santa Cruz water supply will also increase tremendously, as some 530 MILLION gallons of water be needed annually to support 19,500 students. Housing will not be sustainable or affordable since landowners will take full advantage of the high demand. In tandem with the proposed development, we can expect overcrowding in homes and buses, noise pollution, and increased commuter traffic; The EIR itself points out that 13 intersections will likely fail by 2020 (2005 EIR). What about all this is so "Green"?

Academic Quality:

Expansion brings with it all sorts of changes, and the campus has to adjust. But expansion happens fast at UCSC, and the funds required to take on a larger student population are not secured in advance. The overall result of this is a shift in the fundamental nature of academic life. Over decades of expansion, academics at UCSC have changed to fit a new model, one which leaves behind the priorities of UCSC's founding vision. Today, this vision has been replaced with the necessity of churning out graduates and make way for ever-larger incoming classes.

As more students are added, the cost of educating them actually increases--this has to do mostly with the choice to divert resources from the maintenance of the campus as a whole in order to use those resources for expansion instead. In addition, "a campus's average state



funding per student declines with growth, and declines most sharply on the campuses that grow most rapidly.” (Meister, Eleven Theses on Growth, p.1) In this model, enrollment expands faster than educational infrastructure.

In the midst of the shortages which accompany expansion, the administration looks for new sources to fund (our) undergraduate education. This is part of why we see increases in tuition on the order of 7 and 9 percent each year. The UC’s own Planning and Budget report argues that expansion increases tuition while decreasing program and per-student funding. (See Sidebar A) It was supposed to be free to attend UC! Now, who can and can’t attend is largely controlled by the significant costs of attendance and the depletion of resources available to students as they try to work through their degrees. Tuition has a definitive effect on what it means to be a student at UCSC, who gets that privilege, and what purposes their time here ends up serving. The overall effect of increasing tuition is to displace the cost of education onto a private market which increasingly defines the role of UCSC in our lives and our society.

And still, with all these sacrifices, increasing tuition is not enough to make up for the costs of expansion: TA-student and Faculty-student ratios continue to decrease, depleting the very value of class-time. Marginalized programs are still cut each year (see The Budget Cuts article): students have fewer places to turn for academic support and fewer departments in which to build on their particular interests (an effect that is compounded by the Competitiveness Initiative featured in Sidebar B). This all goes back to the type of expansion UCSC is pursuing. The driving force behind UCSC academics becomes “the need to graduate the increasing numbers of freshmen who are already upon us while still preserving the possibility that a diminishing number of students can receive the kind of undergraduate education UC has traditionally promised under the Master Plan.” (Meister, 7)

The basics of this process are complex and difficult to sort through, but the bottom line for those of us interested in pursuing an open academic experience while earning our degrees is clear: The struggle over expansion is the struggle over our academic life here and the role our University plays in our lives and in society as a whole.

References:

- Irdpresistance.org
- 2005 LRDP Official Website - Irdp.ucsc.edu
- LRDP Environmental Impact Report - Irdp.ucsc.edu/final-eir.shtml
- Strategic Academic Plan - planning.ucsc.edu/acad-plan/docs/AcadPlan.Feb08.pdf
- “Terms and Conditions,” on campus growth
- “Eleven Theses on Growth” - Bob Meister
- Ordinance to Promote Sustainable Growth - ci.santa-cruz.ca.uc/cc/election
- UCSC Silicon Valley Initiatives - svi.ucsc.edu/
- Bio-Info-Nano Research and Development - bioinfo-nano.org
- Endangered Species and Habitats - oatney.com/endangered_species

QUEER UCSC

Our whole lives are shaped around the idea that there are two genders. Men and women are supposed to use separate bathrooms, shop in their assigned departments, and act in different ways. Most people spend their whole lives trying to live up the gender they’re expected to. Companies make millions of dollars every year off of products that are supposed to make us more perfectly gendered.

The terms to describe sexuality straight/gay/bi/lesbian are similarly restrictive because they are based on the limiting definitions of man/woman and because they don’t incorporate the other aspects that make up our sexuality, like how we engage in what kind of sex. In response to the gay liberation movement of the 70s, the institutional definition of ‘normal’ expanded slightly to allow some room for gay and lesbians to exist openly. But over time, this has taken the shape of commodification, where gay and lesbian identities and people are exploited, tokenized, and fetishized. Gender and sexuality don’t always fit into the categories that are available to us, but there still isn’t much space for people to exist outside of gender binaries and homo/heterosexual.

‘Queer’ is an inclusive term that allows us to break out of traditional definitions man/woman and straight/gay to describe infinite possibilities within gender, sexuality and sexual practices. The possibilities named by queer are much wider than the labels gay, lesbian, bisexual, and even trans, and intersex can encompass. When you add a flexible or unconventional gender identity, sexual orientation, and/or sexual practice to the mix the possibilities are endless. There are more genders than two, more orientations than same/other and same/same, and so many fun sexual practices that we can’t even think of them all. Gender and sexuality identities aren’t stable - they can change over time. It’s okay to not know what you prefer, or to try something new. We just hope you can carve out a space to be the gender you dream of, have fun sex with the folks you’re attracted to instead of the ones you’re expected to, and to join the still-desperate struggle for political, social, emotional, and psychic freedom for queers and our allies.

RESOURCES

In 2003, the Princeton Review said that students rated UCSC as the top public university for Gay Lesbian Bisexual Transgender Intersex (GLBTI) acceptance (okay,

they just called it “Gay Acceptance”). This might be true - the official history of queer students here goes back at least to an inaugural symposium in 1971. Even the university's chancellor in 2005, Denice Denton, was queer. So, it'd seem that this is an absolutely fabulous place to be queer, to become queer, and to sort out what “queer” means. Well, we're here to tell you that there is a lot of potential queer fun awaiting your pleasure this year - but it's still no walk in the park to be out and fabulous at UCSC. There are a bunch of good resources in this town, on and off campus, and hey, you're not that far a drive from San Francisco.

So in between making out with your roommate in your 'single sex' room, here are some places to check out:

The Lionel Cantu Gay Lesbian Bisexual Transgender Intersex Resource Center is a sweet queer space to escape the campus crowds. It's up at Merrill, open M-F, and has comfy chairs, a kitchen, good lighting, and lots of printed and people resources. It's a good place to meet people, take a break, and feel gender safe. The Resource Center aims to do education, advocacy, and to provide a safe space for queer UCSC students.

Downtown, there's the Diversity Center- They do Friday night movies, a queer youth task force, a senior task force, host Santa Cruz Pride every year, and offer a walk-in resource. They're a good bet if you're interested in volunteering in a queer space in Santa Cruz, and worth checking out especially if you want to get off campus and maybe help with the teen programming. Can't let the old fogies do it all! There's also the SubRosa Anarchist Infoshop is a radical space downtown by the Saturn Cafe that has the cheapest coffee you'll find in town and has Women and Trans Days as well as a radical lending library full of queer resources.

Zami Co-op is an autonomous intentional living community with a focus on queer identities. It's more than a bit crusty, but a gem of communal radical queerness.

Delta Lambda Psi is the country's only gender neutral 'farority' founded in 2005. This is for those who are looking for a non normative greek experience with a love for lady gaga and leopard print handcuffs. Meetings are weekly Sunday nights at the Cantu Center.

Out in the Redwoods: Gay, Lesbian, Bisexual, Transgender History at UC Santa Cruz, 1965 - 2003 is a fantastic written history of queer UCSC and Santa Cruz. Written through a class in 2004, this resource can be found at the McHenry library and Lionel Cantu Queer Resource Center.

UCSC has a number of housing options for students looking for specifically queer friendly spaces to live. Gender neutral housing is available at all colleges that will pair roommates regardless of biological sex. In

addition, many colleges such as Porter and Merrill, have LGBTQIQ floors which students may apply to live in.

Queer Fashion Show (QFS) is an annual variety show in the Porter dining hall which includes fashion, music, spoken word, theater, and fabulousness to promote acceptance of queer communities at UCSC, and bring up important social issues facing the community. Originally the 'alternative fashion show,' QFS has been a cornerstone of the queer community for decades.

The Queer Student Union (QSU) is a student-led queer organizing group which uses resources from the Student Union Assembly to benefit the student body through speakers, events, and resources.

A Quick Guide to Preferred Gender Pronouns

Preferred Gender Pronouns (PGP) refers to one's social role as defined by social expressions such as speech, dress, gestures, and actions. Gender is often presented in binaries such as Man/ Woman; Boy/ Girl; Butch/ Femme; Dom (dominant)/ Sub (submissive), etc... Whereas, sex is in reference to biological distinction, which people often use in the binary stating that the penis/testes makes you male and the clitoris/ovaries makes you female. This sex binary is problematic because it doesn't account for people born with undescended testicles, micro-penises, enlarged clitorises, fused labia or any other difference that can occur during birth that complicates the sex binary. So, when meeting someone for the first time do not assume either their sex or gender and instead ask them their Preferred Gender Pronoun (PGP), which is how someone identifies themselves.

He-Him-His (Male pronouns)

She-Her-Hers (Female Pronouns)

Ze-Hir-Hirs / Ey-Eir-Eirs (Spivak/ Gender Nuetral Pronouns)

Some people identify by their name or “they.” While rare, a small number of individuals identify by “it.” There are more pronoun forms out there but it is rare you'll hear them and if you do, just try to keep them in mind and treat that person with respect.



I AM NOT A FEMINIST



Am I? I am not an angry, bra-burning, man hating woman. I'm not angry, I'm simply frustrated at the state of the world. I don't burn my bra, because the bra isn't the problem. I don't hate men, because there are men who join me in the struggle for gender equality. Maybe I am a man, maybe I am transgender. I am a believer in equal pay for equal work, LGBTQI rights, equal access to education, ending discrimination, celebrating diversity, and equal rights for all. I am defining a new feminism, for everyone.

In recent decades, the word feminism has been given a negative connotation by people who benefit from the institutions that are threatened by the feminist movement. While there are feminists who are butch, hairy, old, etc... (and there's nothing wrong with that) those are neither the norms nor the standard of feminism as I see it. Feminism should be characterized by a belief that gender equality and civil rights are worth fighting for. If you hold that belief, you are by my definition a feminist, whether or not you identify with the label.

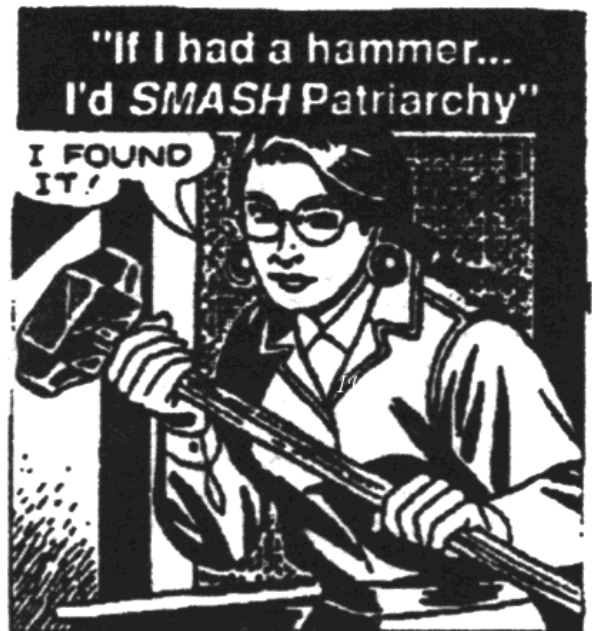
Feminism is a social and political movement centered on a belief in the ideal of social, economic, and political equality of the sexes, taking into account the inequities further imposed by gender, sexual orientation, economic class, race, ability, age, and appearance. It is about striving for equality. Not sameness, but equality.

Hugo Schwyzer, a male feminist and gender studies professor at PCC (yes men can be feminists) said that the goal of feminism is not to erase difference, but to acknowledge and adapt to it.

"What's the worst possible thing you can call a woman? Don't hold back, now. You're probably thinking of words like slut, whore, bitch, cunt, (I told you not to hold back), skank. Okay, now, what are the worst things you can call a guy? Fag, girl, bitch, pussy. I've even heard the term "mangina." Notice anything? The worst thing you can call a girl is a girl. The worst thing you can call a guy is a girl. Being a woman is the ultimate insult. Now tell me that's not totally fucked up." - Jessica Valenti "Full Frontal Feminism"

While many universities offer women's studies and gender studies majors, UC Santa Cruz is the only school that offers a Feminist Studies major. It goes beyond the struggles of women and the politics of gender to touch upon many other institutions such as homophobia, racism, ableism, ageism, and classism, and seeks to understand and change the underlying causes of these sources of inequality.

The women's movement has evolved. It has transcended the realm of white, middle class, suburban housewives in which it developed, and manifests itself in various ways throughout the world. The movement has changed because people have made it change. You too have the ability to empower yourself and those around you to fight for equality. Visit the Women's Center near the base of campus, take a Feminist Studies class (Prof. Bettina Aptheker is excellent), and keep talking to your friends about equality of all kinds, and about the global struggle for social justice going on whether you are part of it or not.



Fertility Cycles

There is a vast growth of info out there about how to keep safe and healthy, but it takes good investigating and thorough care to attend to the specifics of your body, which is living and sharing with others. This page contains info about female-bodied fertility, and contains a helpful list of resources to check out.

The info displayed here is meant to dispel myths about the female-bodied cycle as dirty, abnormal, or taboo. Our bodies are beautiful and strong, and this information is meant to highlight the power of female-bodies, dispelling systems of patriarchy that reinforce these taboo feelings.

LUNACY

“Who knows how to heal, knows how to destroy” -a woman’s testimony before the inquisition, 1499

The uterus and period cycle is something that is often side-lined as offensive or gross. Historical evidence of this: the New-England witch hunts; modern day evidence: anti-abortion rallies outside clinics.

The following aims to briefly recap the menstrual cycle and fertility patterns. This info is not just for the female-bodied; bodies aren’t quite that binary, so if you’ve got eyes and other parts, GET INFORMED! There will always be someone in your life that can use this information. Communication is the expression of reality, and by talking we can make a world that we can REALLY rock out in.

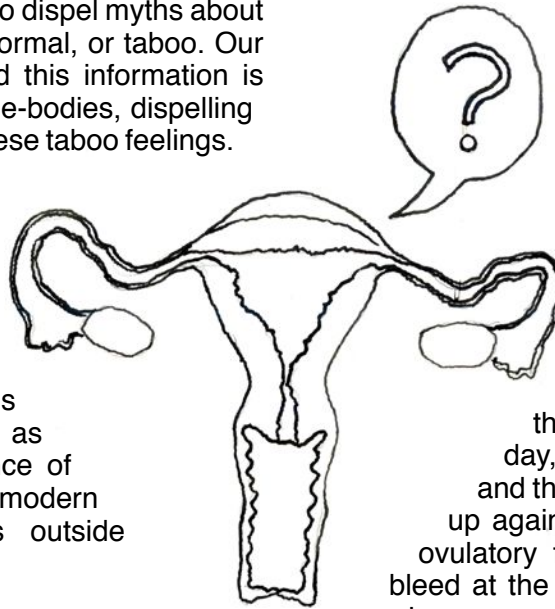
It is important to keep track of your changing body and be in tune with certain aspects of your cycle that may seem out-of-whack or confusing. The more aware you are of your body’s patterns, the more informed your decisions will be about, for example, whether or not to drop mad cash on the morning after pill, or whether you want to investigate the ALTERNATIVES. Keeping track of the cycle for a few months can blossom an awareness on how to plan/schedule and deal with day to day life. Keeping an eye out for the moon is an easy way to do this, because the human body and the moon link up pretty well.

The manse cycle starts the first day of bleeding, which can last anywhere from a couple of days to a week. When bleeding stops, there are a series of “dry” days. These days may feel damp, if you’re in a loving mood, but the dampness is usually clear and runny. After these “dry”

days comes a series of “wet” days during which the body produces a creamy substance--fluid that helps swim the sperm towards the egg, signaling:

OVULATION

To get an idea of when you are likely to be ovulating, pay attention to the mucus-like fluid released by the body before, and usually during ovulation. It is usually white, creamy, or stringy (yum!). Check for this before peeing daily by wiping downwards with a finger (yours or someone else’s!) to get a good idea of whats been brewing. Noting the consistency and color is important--arousal fluid can cause the same wet feeling, but it is less viscous and usually clear. Sperm* can also be confused with ovulation fluid because they are both white and creamy. Paying attention to both substances will make the differences clear.



Ovulation happens anywhere from 12-16 days before bleeding reoccurs. The last “wet” day is the USUAL day of ovulation. While the eggs only live for one to two days, sperm can live for up to SEVEN DAYS if they are being kept warm inside the body, meaning most pregnancies start in the wide window BEFORE and AFTER ovulation. On the FOURTH night AFTER the last “wet” day, there is little to no risk of pregnancy, and this remains true up until the cycle starts up again. Menstruation can sometimes hide ovulatory fluid, meaning you can ovulate and bleed at the same time, so when the cycle starts again, a pregnancy can start.

Remember:

Ovulation can be triggered early or late, depending on circumstance. Cycles are most notably altered because of stress, which signals to the body that it is not a good time to get pregnant because of harsh circumstance, and menstruation along with ovulation decrease. This indicates the body’s needs are not being met. If you are taking birth control, this pattern is altered according to your prescription.

RESOURCES

- Herbal Abortion: The Fruit of the Tree of Knowledge by Uni M Taimat
- DIY Guide II
- Walnut Avenue Women’s Center: 175 Walnut Ave Santa Cruz, CA 95060; #(831) 426-3062
- Planned Parenthood: 1119 Pacific Ave. Santa Cruz, CA 95060 # (831) 425-1551
- Search FreeSkool Calanders for Related classes and Subrosa for written info

A Streetcar Named Consent

by Sophia Sola

What is the best thing about going to college? Hooking up! That is, when it's a mutually positive experience for both parties. Put that junk back in your trunks for just a minute. Unfortunately, most of us are subject to the prevailing sexual habits of our culture, and the results aren't always pretty. Our habits can lead us to mindlessly pressure others into sexual relations they don't want to have. Alternately, our conditioning can make us vulnerable to unwanted sexual pressure. Most people don't want to, or mean to, pressure another person into unwanted sexual relations, yet it happens all the time. You can prevent sexual boundary transgressions and sexual assault (and promote happy, healthy "be-bopping" instead) by taking a critical look at your own habits, and then adventuring to the delicious, harmonious land of sexual consent.

Our habits are not all simple, but some of them can be named. First, we have gendered habits. We've all been raised in a patriarchal world, one in which women and men are supposed to be clearly distinguishable categories, and in which women are to be submissive and men are to show their power in order to be accepted as "normal." We form habits that uphold these norms, and we play them out every day, often without even noticing.

Second, clear and honest communication isn't taught to us as kids. Straightforward communication can feel uncomfortable, and being sensitive can disrupt our confidence. Instead, we act without asking. We make assumptions in order to avoid awkwardness or rejection.

There are also other reasons we might pressure someone to have non-consensual relations with us, misread another's words or actions, or be reluctant to say "no." But there's no reason we can't work to end this fucked-up cycle. Bringing consent – mutual agreement, mutual desire – into the picture again will not only keep sexual assault and rape out of the picture, it will let the positive love vibes really flow.

So, what exactly is consent, that blessed key to empowerment and vanquisher of assholiness? In this case, consent isn't legalese terminology, and it isn't a form that your parents sign so that you can go on a field trip. Consent is when a person freely proclaims wanting to engage in certain emotional or physical relations with someone else. That the person "freely" agrees means no coercion or pressure was used on them. That the person agrees to "certain" relations means that consent should be a part of each new level of intimacy – asking once is never enough. The word "proclaims" should also be deciphered: any old "okay" to any old question doesn't mean that a person consents. Consent means you must hear (and

speak) a definitive and resounding "yes!" Obviously, all involved parties must consent to any action.

Consent isn't simple. But it will achieve one or more of the following:

- keep depressing, negative sexual encounters at bay
- prevent rape and sexual assault
- show that you care about the feelings and personhood of your partner/lover
- provide you with an effective way to fight the system
- make you better in the sack

Tools and Tips for Catching the Consent Train

By now, you are probably bursting with questions. What about a body-language "yes"? If I have to ask for consent several times in order to get a "yes," is that okay? What if I hurt someone's feelings? What if I can't even say the word "boob" out loud without blushing? What if I've overstepped someone's physical boundaries before? Will being sensitive to others make me less hot or studly?

Not all of your questions can be answered in this article. But we can provide you with four essential tools of consent, as well as some tips for making consent more fun and less daunting.

Tool 1. ASKING

Always, always ask before making a move. Whether you'd like to put your arm around someone's shoulder, give her a goodnight kiss or go down on her, ask first. Whether it is your first time with him or you have done it together a half-dozen times before, ask first. Whether he is acting seductive or sweetly timid, ask first. Whether she invited you to her house or you rode her to your campsite on a tandem, ask first. Whether you are in love or not, ask first.

Ask in words, not with a questioning hand, a raised eyebrow or a special romantic moon-powered psychic connection. Ask in a way that leaves room for "no." Ask open-ended questions. Ask before every move you make. Some good ways to ask:

- "What would you like to do?"
- "Would you like to make out more or stop for now?"
- "What is your ideal goodbye at the end of a date?"
- "How far do you want to go right now?"
- "Do you want me to...?"
- Okay ways to ask:
 - "May I...?"
 - "Is it okay to...?"
- A bad way to ask:
 - "I want to nibble your ear, okay?"

Tool 2. LISTENING

Your sweetheart cannot read your mind. He simply can't. And you can't read his. When you try, you are in

danger of hearing only your own desires echoing hollowly off of him. Listen to his words, not what you hope he will say. And be prepared to hear “no.” Until you really get to know a person’s likes and dislikes, you may hear a lot of “no”s. You’ll probably hear plenty of “no”s even after years of dating. For example, my lover boy and I have been together for three years, and:

Sophia: Lover Boy, do you want me to rub your ass with my slippery, sweaty foot? It just came out of a clipless cycling shoe.

Lover Boy: No thanks. I’d prefer to cuddle.

Sophia: Okay. I’m a little embarrassed for suggesting such a thing.

LB: I still think you’re cool.

More about listening: “No” means no, but so do other things, so pay attention. If your date is saying “Maybe,” “I guess,” “But we’ve been drinking,” “I’m thinking about it,” “Later would be nice,” or anything except an adamant “YES!” then it means no. If you ask several times, and badger a yes out of her, it doesn’t count. This is a very important point, and bears repeating. “YES!” means yes. Everything else means no.

Why be so negative? Why does “Okay, um... sure,” have to count as a no? First, because it can feel impossible to give a cold, hard “no,” especially for people socialized as female. Second, because you don’t want to accidentally hurt someone you have a crush on by mistaking ze’s words. Don’t get apprehensive. Your crush will say “YES!” when ze actually wants to do stuff.

Tool 3. CHECKING IN WITH THE OTHER PERSON

Checking in begins with talking about what each of you wants or doesn’t want from your romantic encounter. It can also include letting the other person know that you have assaulted someone in the past, or that you are an assault survivor. Checking in creates a time to say if you’re feeling awkward, wary, sad, joyous, expectant or sensitive. Check-ins bolster confidence, define boundaries and prevent embarrassment. When someone is checking in with you, take all of his concerns seriously, even if they sound absurd to you.

Tool 4. CHECKING IN WITH YOURSELF

Take moments here and there to check in with yourself. Are you sober? Is she sober? Are you feeling safe? You are really asking consent? Are you saying one thing and meaning another? If you remember to check in with yourself, you are much more likely to find yourself happy and healthy in the morning.

Now that you know the basics, here are some ways to make the consent ride a little smoother.

Tip 1. Body language: Body language can augment

(though not replace) your use of verbal consent. Body language can let you know when someone is feeling uncomfortable or flirtatious. An ambiguous verbal reply along with positive body language does not equal yes.

Tip 2. Humor: Making things funny always makes them less awkward. Making fun of your awkwardness also releases tension. Remember that awkwardness will pass, but the warm fuzziness of consent will stay.

Tip 3. Code: If you have been seeing someone regularly, try making up a code that make talking about your sexuality easier for you. For example, if you don’t want to say, “I am comfortable with prolonged, protected cunnilingus tonight, but not penile penetration,” make up code words: “I’m into going to sixth base with you tonight, with my coffee pot covered, extra sprinkles, vegetarian!” Or even: “Level three sounds good.”

Tip 4. Talk first: Checking in before you are “in the heat of the moment” to get to know one another’s communication styles, preferences and boundaries will streamline your sexual experience.

Tip 5. Tough topics: It may seem challenging to bring up consent and your personal assault history. Creativity and transitional phrases can help. For example, you might say, “So, I was reading the Disorientation Guide the other day, and....” or “Before we eat more curry, I need to share a personal story....”

Tip 6. State your boundaries: If you are feeling bold enough, let your crush know what your boundaries are before they need to ask. Along with letting him know what you don’t want to do, let him know what you would be into doing. Setting boundaries doesn’t just mean showing your sweetie where the gate closes, it also means showing her where it opens.

Tip 7. Establish rules: Setting up rules with a long-term lover is practical and still consensual, though the original tools of consent should remain an active part of your relationship. For example:

LB: I love back massages. You never have to ask me about them again. You can massage my back any time.

Sophia: Okay. Fun!

Time passes and so do many massages. One day, Sophia walks up to Lover Boy and begins a back massage...

LB, twitching: Ow, that hurts today.

Sophia: I understand. Just let me know if you ever want a massage again.

The Trainwreck, Part 1: Screwing Up

It’s likely that you have at some point transgressed someone else’s boundaries, whether or not you were

called out on your actions. When this happens, it's a time for reflection, introspection and asking for help. It's a time to apologize to the person you had that interaction with. It's a time to see if there's anything you can do to make up for your actions. It's a time to listen to others. Don't get defensive. Don't get angry. Don't pity yourself. Listen to advice and requests from others, and try to accommodate them as best you can.

If your transgression (your screw-up) was more serious, and you are called out on your actions, you will likely be named a "perpetrator" of sexual assault or rape. You may be asked to make amends, do internal work on yourself, or to go through an "accountability process." You may be asked to avoid leadership roles for a while, or to stay away from certain people or places. This can seem harsh, but try to learn from what happened, and know that many people will want to help you through this tough time. Also, remember that the reason you have been called out is because, out of your ignorance, power issues or carelessness, you hurt someone badly.

There are as many different outcomes to an incident of assault as there are perpetrators. Some perpetrators run away from the situation, only to be haunted by it for years. Other perpetrators work hard to make amends, and succeed. Some people will find an accountability process to be endlessly difficult, while others will find it an important time for self-reflection. Perhaps the best possible outcome is when a perpetrator is able to make amends, transform engrained habits and attitudes, and become an outspoken educator on sexual assault and consent.

The Trainwreck, Part 2: If Your Boundaries Are Crossed

If your boundaries are crossed, remember that it was not your fault. There is nothing you should have, or could have, said or done differently to prevent this. You did not "lead them on." The actions of the perpetrator are the perpetrator's responsibility alone. Though you might feel trapped, you do have many options. You can seek the advice of friends. You can have friends talk to the perpetrator about the assault. You can openly call the perpetrator out on the assault. You can seek professional help. Remember that you have the right to be listened to, and you have the right to make requests of the perpetrator. Whether or not you have friends to support you, there are resources you can turn to for help (see "Resources" box). If someone else approaches you because her boundaries have been crossed, listen to her story and take her word for it. You are not the person to decide if the assault needs to become public, that's up to the survivor. Whether the survivor needs time, protection or action, be there to give him unconditional support.

"The Spirit of Consent" Is Not Just a Boat in the Santa Cruz Harbor

When you practice consent, you learn quickly who you make sparks with and who you should just be friends

with. Consent makes sex better, whether it is casual or devoted. There are a million reasons to practice consent. But you need to believe in the importance of consent, and act in the spirit of consent, to make it work. You must pay more than lip service to consent: internalize it, live by it, ask, listen and check in. And try your damndest not to cross any boundaries. Have fun at college, get ready to meet some special people, and remember that the only true lovin' is consensual lovin'.

Sophia Sola enjoys erotic check-ins and playing the melodica. She believes that when the whole world practices consent, Moshiah will come. Or utopia or whatever.

The Movie Consent Game

Next time you are watching a movie with your friends, keep tabs on the characters' consent practices. Take a swig of kombucha each time you catch one of the characters acting nonconsensually, and talk about what the characters could have done better.

Variation for lovers: Re-enact the movie scene but with good consent practices....

Resources:

This list is incomplete. For example, it includes no books. It takes only moments of digging to find heaps of information on consent and related topics.

Local Groups

- Consensual Liberation through Intimate Tactics (CLIT) Collective: Based out of Santa Cruz, the CLIT Collective is a group that has come together to open dialog about sexual/intimate violence. Members are radical activists working to engage in grassroots and community-based action and response to sexual and intimate violence. Visit www.MySpace.com/ClitCollective.
- Women's Crisis Support – Defensa de Mujeres: Latina-based sexual assault and domestic violence center. Phone: 831-425-4030, 24-Hour Crisis Line: 831-685-3737.
- UCSC Rape Prevention Education: The center closed this year. The old website is here: www2.UCSC.edu/rape-prevention.

Myriad Accountability, Consent & Survivor Support Zines

- www.DorisDorisDoris.com/zines.html
- www.PhillysPissed.net
- ZineLibrary.info/English/interpersonal

Stimulating Writings

- www.Anarcha.org/sallydarity/consent.html
- www.FruitionDesign.com/dealwithit/02wispy.php
- www.BeyondIntractability.org/action/articles.jsp
- www.Incite-National.org
- www.XYOnline.net

OCCUPY EVERYTHING

on building occupations

In the fall of 2009, we faced sizable impending budget cuts and tuition increases, that we, as students, faculty, and workers, feared with good reason, wouldn't stop unless we stopped it. It was during this period when students at UC Santa Cruz resurrected an old organizing tactic that hadn't been employed in American universities on a wide scale for some time – the occupation. It was an overnight hit – the media buzzed, but more importantly students from across the state, and the world, cheered on and emulated UCSC students. A building occupation – taking over buildings and spaces with a group of students, as in the case of Kerr Hall here – is used to achieve strategic goals: ranging from concessions from the university in negotiations, to the recovery and “liberation” of an organizing space for further political mobilization. At its most radical, some sabotage of spaces may inevitably occur in order to perform essential services.

The occupation itself is a little difficult to describe. It's an often joyful, intense experience where adrenaline courses through your body, as you begin to feel, for perhaps the first time in your life, what a community can really be. So many bodies flow in and out through these spaces, some collide and form new groups, separate and start over again. At its best, it's more fun and satisfying than anything else college has on offer.

There are nominally two types of occupations. “Soft” occupations seek to keep doors open in a literal sort of way, as windows and doors are left without barricades. This type of takeover assumes some sufficient political power or movement, meaning you think you can hold onto the space by sheer popular support. This is an excellent method if there are large numbers of people involved, as it allows for new people to come and join the occupation who might be excited at the prospect of something actually happening. Insufficient political power, however, will most certainly result in a situation where the police will come with the intent to arrest as many people as possible. The only offshoot of this is, of course, when there is something else that can be levied against those who might call the cops, typically a threat of intensive property destruction.

The second type, a “hard” occupation, seeks to make it as difficult as possible for the authorities to enter the premises. This is done through the usage of c-clamps, truck ties (both are inexpensive and can be found at your local hardware store), and an imaginative utilization of movable furniture in the building itself. The idea here being to garner support on the outside, while those inside locking the building down create a space for a demonstration to come. It's important in this circumstance to always plan for

support outside—because tactically, those on the outside can make it especially difficult for police to gain entry into the building.

These two methods are not exactly mutually exclusive. In fact, the method that was utilized during the Kerr Hall Administrative Building occupation at UCSC was a combination of both types—where a movement of students made it possible. All entryways, windows, etc., were barricaded with the exception of the front door, which allowed for an ongoing flow of bodies and essential materials. Further, the front doors, while not enclosed, were prepared for barricading at the first whiff of a problem.

Most important to the occupation is not the occupation itself, but its placement in an overall strategy. A building occupation is as good as its overall planning, both the planning that goes into its execution, and the planning of what to do after there is a successful takeover. One cardinal failure of the Kerr Hall occupation of 2009 was that it never thought of itself outside of the Kerr Hall building itself. Hundreds and hundreds of people came at various times, spent the night, provided materials, support, barricaded themselves outside, served as lookouts, sabotaged cop routes, etc. But instead of looking to expand, to continue facilitating an ongoing campus takeover, it was decided to wait and hold the space hostage. The sad fact is that this is an unsustainable practice; much like an polar version of the multinational corporation, which must expand or die, we too must continue to expand, take over, end business as usual, and continue to build a broad-based anti-austerity movement.

Occupations are acts of disobedience. We discovered that creating new friendships and solidarity across difference requires installing a new social landscape on the University campus. We used our bodies -- the force of our collective physical presence in a space -- as a barrier to protect this new social landscape from a hostile outside world. The administration labeled these attempts to open spaces to new relational modes as “violent.” They criminalized our friendships. Accordingly, the police were called upon to separate us from one another. If our arms or hands were linked, they tore us apart. If we stood in a cluster, they broke us up into isolated units. If we made collective decisions, the administration blamed and disciplined a few individuals. Where coercion did not work, they attacked our bodies with pepper spray, billy clubs and brute force. It is deeply symptomatic of the society in which we live that the security of physical property counts for more than the vibrancy and happiness of human life. Occupations exposed these fucked up priorities. They taught us that global structures of capitalism can be contested in the here and now with a small group of committed individuals deciding that inaction is no longer an option.

Read more:

occupyCA - the blog that started it all. Read the *DIY occupation guide* and *A Communique from an Absent Future* (<http://occupyca.wordpress.com/propaganda/>)

How to Build a STRIKE!

Well over 1,000 students participated actively in a successful student strike on March 4th, 2010 as part of a nationwide day of action in defense of public education. UC Santa Cruz was the only campus that shut down completely, and it was the first time that a student strike closed UCSC for the entire day. The experience and lessons of the strike are a vital part of activist history at UCSC and provide an example of how a successful mass action can be built on campus.

A small group of people started planning for March 4th immediately following protests in November when the UC Regents pushed through a 32 percent fee hike for next year.

We had all participated in the militant and inspiring occupations from November 18-22th at UCSC, when hundreds of students occupied and held two campus buildings for several days. But we emerged from those actions with a sense that the protesters remained somewhat isolated from the wider body of students, faculty and campus workers, and that we had a lot of work to do if we were going to bring more people into the movement for March 4th.

We understood that if we were to remain true to the statewide call for strikes and protests on March 4, we would have to agitate among students and workers on campus on a much larger scale than before. We had progressed past the stage where small, militant actions could inspire people--we needed to go out and organize people.

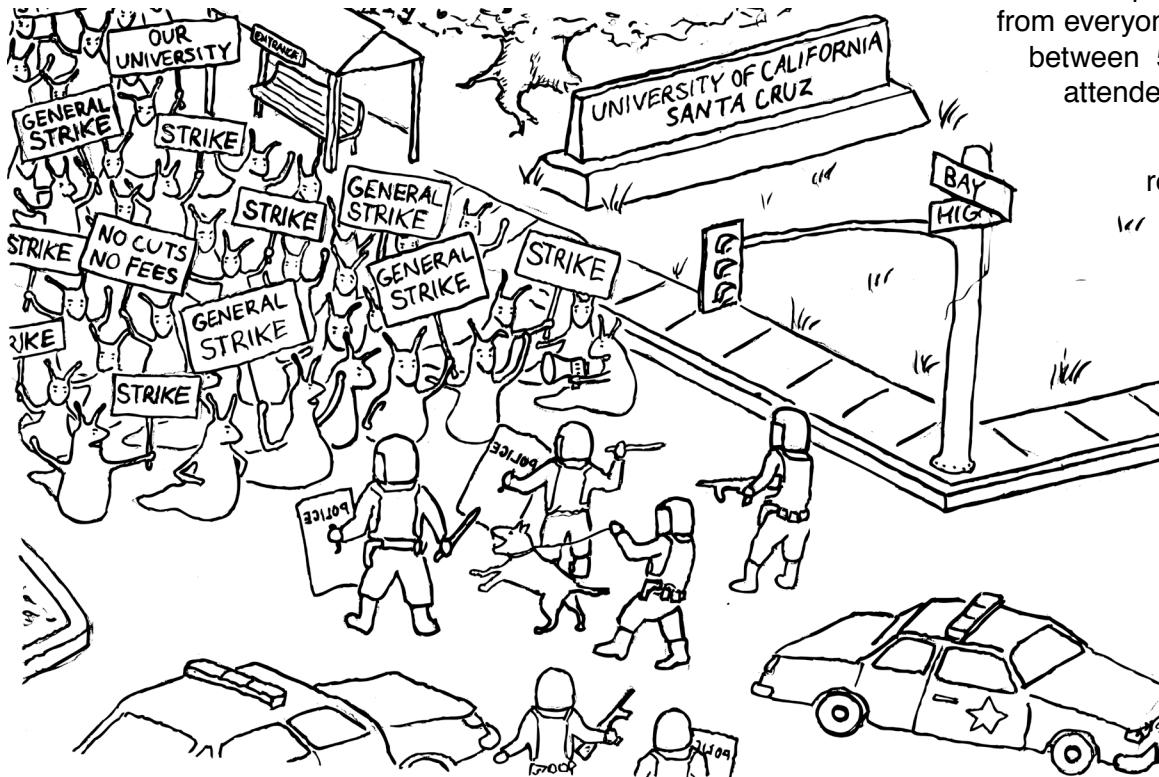
Part of our preparation was political, theoretical and educational. We organized a series of study groups called "How to Win a Strike," in which we read about and discussed mass struggles like the Minneapolis Teamster Rebellion of 1934 and the Oaxaca teachers' strike of 2006. Socialists from different political traditions, anarchists and unaffiliated radicals came together in these study groups to assess and learn from past struggles.

We were also fortunate to stand on the shoulders of a strong organizing tradition at UCSC. In particular, we took the April 2005 strike by campus workers in AFSCME as a major source of inspiration. In the lead up to that action, the Student Worker Coalition for Justice spent weeks talking to students about the strike and building support through a strike pledge campaign. These activists successfully mobilized hundreds of students to join the picket lines--we decided to adopt a similar model.

The March 4th Strike Committee emerged initially from the UCSC General Assembly in December and started meeting regularly in early January. The first couple of meetings attracted only a dozen or so people, but the group maintained its commitment to building through an open and democratic approach. Every meeting of the Strike Committee was advertised publicly. We discussed and adopted a method of voting and decision-making that allowed for maximum possible input and participation from everyone involved. By late February, between 50 and 70 people regularly attended committee meetings.

The Strike Committee built relationships with campus unions. From the beginning, members and staff from American Federation of Teachers (AFT) Local 2199, which represents lecturers and librarians on campus, and United Auto Workers (UAW) Local 2865, which represents graduate student teaching assistants, actively participated in the Committee.

In turn, representatives of the Strike Committee attended meetings of University Labor



United, the coalition of campus unions. We distributed thousands of copies of an open letter to campus workers explaining our goals for March 4th. Without the solidarity of the AFT, UAW, AFSCME, Coalition of University Employees, University Professional and Technical Employees, and the Faculty Association, our strike would not have been possible.

The Strike Committee also reached out to student organizations. We approached the student government early on and persuaded it to pass a resolution in support of March 4th. The student government eventually donated money to support the action.

Members of the Strike Committee also mobilized in solidarity with African American students during the "Real Pain, Real Action" protests against racist incidents at UC San Diego--and attended a teach-in on the Dream Act put together by immigrant rights activists on campus. A working group of the Strike Committee organized a well-attended "Solidarity Forum" to discuss issues of race and racism on campus.

In order to build these relationships, it was vital for the Strike Committee to have a clear political message for March 4th. Many students still believed that blame for the cuts lay squarely on the California state government, and that we should focus our efforts only in Sacramento--or they believed that militant action wouldn't work. The Strike Committee adopted demands that focused on both Sacramento and the university administration--and used them as the basis for successfully convincing thousands of people that the strike was worthwhile.

By far the most important aspect of outreach for March 4th was a strike pledge campaign. For six weeks leading up to the strike, members of the Strike Committee went out all day, every day, and asked students to sign on to a pledge in support of the action. This gave us the opportunity to convince people that a strike would be possible, necessary and effective. By the eve of March 4th, we had collected around 2,000 signatures on the strike pledge and had talked to thousands more students about the plan for the day. We started to get a sense that this was going to be one of the biggest protests in UCSC's recent history.

The strike itself was a tremendously well-coordinated operation. We had received word that the administration would attempt to smuggle workers onto campus as early as 5 a.m. Before dawn on March 4th, hundreds of strikers were already blocking the entrances to campus. As the administration tried to sneak the workers past, across fields and along dirt roads, we used cell phones to coordinate squads of flying pickets, and successfully prevented their entrance. Workers themselves were incredibly sympathetic to our cause, and not overly enthusiastic about trying to cross the picket lines!

Throughout the day, nothing moved on campus without our permission. We had devised a system of passes so that Health Center staff could get to work, and parents of young children could get to and from Family Student and Faculty Housing. As a result, many families showed up on the picket lines to show their support later in the day.

Picket captains were vital to our success on March 4th. The Strike Committee had chosen people for these positions in advance--they had the authority from the committee to coordinate the picket lines and keep the campus closed. They played a crucial role in the early-morning game of cat and mouse with the administration in which emergency vehicles were being used to force openings in the line for cars to pass through. Pre-selected media contacts and legal observers also played an essential role in ensuring the day went well.

In keeping with its traditional modus operandi, the UCSC campus administration tried to vilify student protesters by any means necessary. Early on the morning of March 4th, Executive Vice Chancellor Dave Kliger sent out a message to the campus, accusing picketers of violence and claiming that we were armed with "clubs and knives." He was referring to a couple of incidents in which irate drivers attempted to force their cars through the ranks of peaceful picketers, resulting in minor injuries to student protesters and a few broken windshields. The incidents were minor and the reports of weapons were completely false, designed to slander the movement and attempt, unsuccessfully, to scare students away from the action.

In fact, because we had done such broad outreach before March 4th, very few people tried to cross the picket lines, and thus the mood was overwhelmingly celebratory rather than confrontational. Local media coverage reflected this, even if some national outlets merely echoed the UCSC administration's line, rather than investigating the real story. Overall the day was a success, and although the privatization of the University has continued real gains were made through the strike which are worth elaborating.

The March 4th Strike Committee and March 4th succeeded in politicizing and training whole new layers of student activists who have continued to organize against privatization and austerity. It equipped hundreds, even thousands of students with an experience of mass political action which will provide a reference for those who will go on to fight new struggles in their communities and workplaces. It helped inspire students, workers and radicals around the country, and sent a clear message that the potential exists for mass student action in the US against austerity measures.

Two Perspectives on (Non)Violence

Please understand that this subject is complicated and contentious, and to fully appreciate the nuances of these perspectives might take some patience. Thanks for taking the time to read this; you're beautiful!

Thoughts on Violence

While at UCSC, you're going to hear a lot about nonviolent activism. Violence in radical social movements is a point of much contention, and can be justified in some contexts on the grounds of self-defense. Some social movements of the past and of the present (you may have heard of the Black Panthers, the EZLN, the ongoing revolutions in North Africa and the Middle East) present solid arguments for armed struggle. As UCSC students and activists, we don't face the degree of state repression experienced by the above groups. This isn't to say that student-led acts of peaceful resistance never lead to encounters with the police. When an on-campus protest escalates into an act of resistance that genuinely threatens the undemocratic functioning of the University (the strikes and building occupations that swept through the UC during the last two years are a few examples), one can be relatively certain that university administrators will summon people with guns and riot gear to put an end to the unrest. Who's really being violent in this situation?

Fortunately, we're going to school in a time and place where police violence against visibly nonviolent students tends to be publicized in a relatively sympathetic way. Any retaliation by any person without a badge, however, generally results in news stories blaming students for the entire conflict. Any substantial student movement that resurfaces at UCSC in the near future might benefit most, in terms of favorable public opinion, from adherence to non-violent tactics and strategies. Our fight for democracy and autonomy in the UC continues, and the campaign will only be won with well articulated demands, large-scale acts of civil disobedience, and extensive media coverage directed toward California voting public.

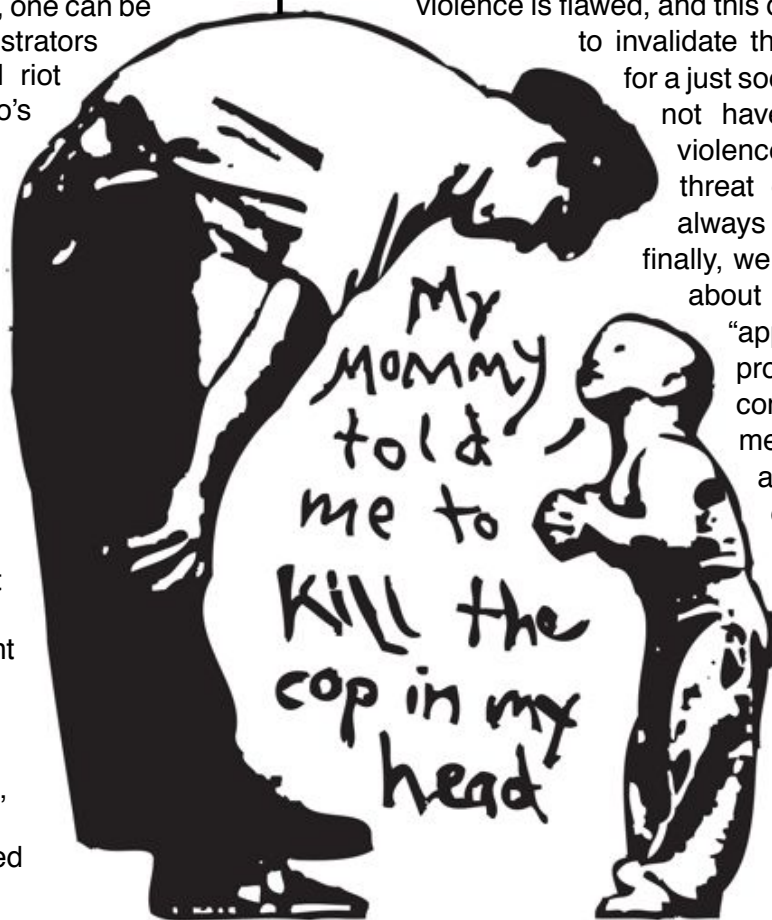
The Problems with Non-Violence a user's manual

It is strategic to abandon the hegemonic, dogmatic program of nonviolence. Nonviolence serves the state's effort to protect capitalist interests. We argue, tactically and experientially, for a departure from strict, unquestioned adherence to nonviolent forms of social dissidence. We warn you now: this is not a philosophical discussion. There is an urgency that surpasses our privileged abilities to muse about being peaceful, man. We are at class war, and must proceed accordingly. We hope that we can dance, drink and/or smoke and/or drink tea and eat cookies together whilst we discuss nonviolence; (booze, weed, tea) it's your choice, and you have the privilege to make these kinds of choices. We ask you to think about how you will demand justice. We argue the popular definition of violence is flawed, and this definition is employed to invalidate the people's demands

for a just society, the state should not have the monopoly on violence and inasmuch the threat of insurrection must always be on the table, and finally, we must consider ideas about what constitutes "appropriate" forms of protest in light of state control of definitions, media interpretations and the enactment of violence. Issues raised here are not exhaustive but are related to our experiences.

Problem
#1: The definition of violence. The term is misused

(continues next page)



by mainstream media and political elite to describe destructive actions against property. We explicitly reject that destruction of property is violence. Indeed, we maintain that property itself is violent: what it takes to make it, get it and keep it often includes threats to bodies. Although a relationship exists between violence on humans and the destruction, alteration, or theft of property, the distinction is ignored to sensationalize

a news story, or to delegitimize movements working for a just world. Bodies and livelihoods are threatened and in reaction, property gets damaged or appropriated. The police state does not

intend to protect people. We stood in Oakland at a demonstration against the BART killing of Oscar Grant, facing thousands of police in riot gear holding large guns. The intent was apparent: to protect things, not people. If care for the people were even a minimal goal of the police state, perhaps more effort would be put into NOT BEATING or KILLING unarmed people of color on the BART in the first place. Recent riots in London were also a reaction to the disciplining (killing) of mostly brown unarmed bodies and the context of racism, poverty and joblessness of the UK's underclass. Dissenters were portrayed as violent and apolitical as they destroyed property symbolic of their oppression, and looted items that could help them pay rent. Anger and uprising seem rather ordinary responses to such extraordinary strain on human life.

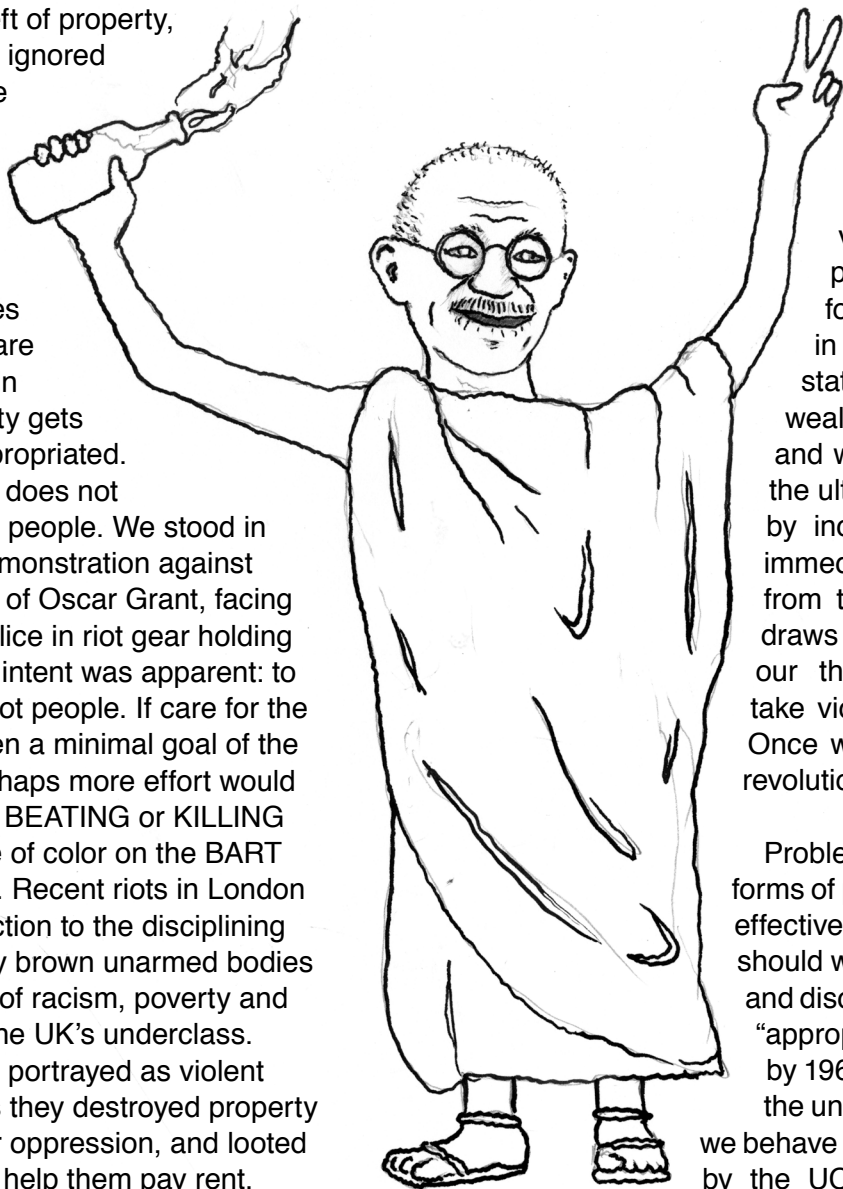
Police are the perpetrators of a great deal of violence, yet the state controls the violence narrative. No matter the tone of an action, the state may respond violently, and will influence the narrative so that political dissenters are identified as violent actors, especially if they are low-income people of color. During the Chicano movement of the 1960s, police beat students who walked out of racist schools in a nonviolent political action, yet the media reported it was the protestors who were violent. During the recent UCSC strike, the administration falsely claimed protesters were wielding clubs and knives. This

was a cynical attempt to paint an unsympathetic public picture of students and workers. Only months before, police pushed (government-issue) clubs at the chests of students engaged in a nonviolent action at Kerr Hall. The "story": political dissidents were "violent" because they supposedly damaged property. The state's overwhelming ability to control publicity regarding definitions, as well as their ability to enact violence with impunity, gives us good reason not to limit our options.

Problem #2: The state monopoly on violence. The doctrine of nonviolence pacifies dissent, doing most of the job for the enemy. By resolving to only act in pacific modalities, we ensure to the state (the cops, the administration, the wealthy overlords) we will be manageable and well behaved. Only the state controls the ultimate threat of bodily harm. Whether by incarceration in inhumane prisons or immediate physical pain or death, it is from the threat of violence that the state draws power. We must maintain and build our threat of insurrection. If we blindly take violence off the table, we lose power. Once we limit our means of revolution, the revolution will be over.

Problem #3: The tyranny of "appropriate" forms of protest. Let's think about what is most effective. We are at war against injustice, why should we behave? We are lectured by elders and disciplined police and media to behave in "appropriate" ways. Whether it is motivated by 1960s nostalgia or a paternalistic form of the unquestioned doctrine of nonviolence, if we behave too well, we run the risk of co-optation by the UC administration and their capitalist interests. Appropriately protesting students (e.g., students at the state house, students pushing paper for oil taxes) are featured on glossy brochures so the UC can sell itself: "look at what good citizens we produce."

Violence is not a solution itself. It should be employed only when a situation demands it. Denying that force is necessary to upend oppression, or condemning force, leaves the people at the mercy of those who have since the dawn of tyranny raised weapons at us to extinguish opposition. We hope you think differently when confronted with ideas of action. Any unquestioned, principled doctrine deserves a critical eye. Nonviolence, without critical examination, is bourgeois fantasia.



An Incomplete Ohlone History



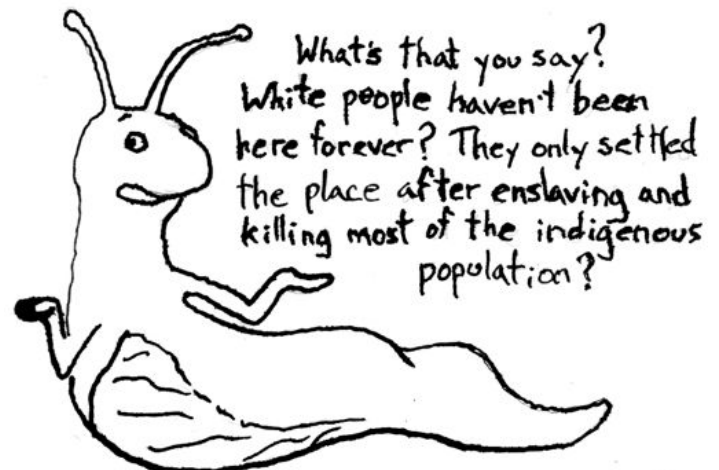
This article was not written as a definitive synthesis of Ohlone history. If that were my goal, it would represent extreme ignorance or complete delusion. I am not a Costanoan Ohlone, nor am I indigenous to North America at all. To put it nicely, I'm a foreigner. I can only hope that my intention to provide some basic information, history, and analysis will not lead to further marginalization of Ohlone culture and existence. I am not attempting to preach to the Ohlones about what their lives are like, or to reinterpret the history of their ancestors. I have no interest likewise, in idealizing their culture and stereotyping them as being a "pure" or "unspoiled" people, though we do have much to learn from them. In short, I want to provide some history that hopefully is a little more fair, and a little less racist than what has been written many times before.

More than 10,000 Native Americans once lived in the coastal region stretching from Point Sur to the Monterey Bay. In fact, before the advance of Spanish colonists, Central California had the most populated community of indigenous peoples anywhere north of Mexico. The Spaniards who came in search of 'savages' to 'civilize,' as well as labor and resources to exploit, arrived (literally) millennia after the original inhabitants of the area: the Costanoan, or, Ohlone People. Ohlone is a Miwok Indian word meaning "western people," and both Ohlone and Costanoan refer to a grouping of smaller tribes in Central California who shared a similar language. Among the 10,000 Ohlone, there were about forty different groups, all with their own distinct culture. The Hordean Ohlone of what is known contemporarily as Santa Cruz, or "Holy Cross," is but one. These groups inhabited different territory, and had varying social practices and customs, as well as largely unique languages. Still, it is possible to speak generally about the Ohlones because the groups held much in common.

The Ohlone attitude toward their environment was characterized by respect, fostered by a direct and unmediated relationship with their bioregion. While they too altered the landscape somewhat, their damaging impact on wildlife was minimal - incomparable to the wreckage caused by industrial capitalism. Whether fishing for

salmon and sturgeon, gathering seeds or brome grass, or collecting clams and oysters, basic daily sustenance of the Ohlone was achieved through the direct use of their bodies interacting with the environment. The earth was seen as a vast and intricate network deserving of respect and awe, rather than as a simple mass of objects or resources to be exploited. This more tightly integrated relation between the human population and other forms of animal and plant life, in tandem with the intimacy of the social relationships within the groups, might explain the harmony said to have been found in much of Ohlone life before invasion.

To further understand the deep bonds within Ohlone society, it is important to recognize that each tribe constituted between roughly two or three hundred people. There was virtually no leaving such a situation unless one was cast out completely. Such ostracization did occur, but it was very rare and reserved only for the greedy or aggressive. Margolin, author of *The Ohlone Way*, writes of greed: "Acquisition was not an Ohlone's idea of wealth or security." After a hunt, for example, the hunter would not prepare meat for himself, but would rather distribute the bounty to family and friends first. For this, the hunter would receive admiration and respect, as well as a kind of insurance that they would be treated with similar trust and benevolence. This is what would be recognized today as a "gift economy," a method for the distribution of goods without bureaucracy, through a network of friends and



family. This world of collective security and mutual aid was unheard of to Europeans who felt that a strong (i.e. oppressive) government was the cornerstone of society.

The Mission Period (1697 - 1834)

Upon the arrival of the somber, gray-robed missionaries, the first response of the Ohlone can best be described as fright and awe. The stability that existed among the Ohlone for centuries was suddenly shocked into a new reality. A member of the Portola expedition wrote of the Ohlone reaction to the Franciscan Monks: "Without knowing what they did, some ran for their weapons, then shouted and yelled, and the women burst into tears." But this was to be only a minor hysteria compared to what was to befall the Ohlone in coming years. When the Missionaries appeared to intend no harm, the Ohlone treated the new-comers quite warmly," bearing gifts of fish seed cakes, roots, and deer or antelope meat."

At first some people came voluntarily to the missions, entranced by the novelty of the missionaries' dress, their magic and metallurgy, their seeming benevolence. Others were captured through force. The mission project was created with the stipulation that the Natives would only be held captive and forced into cultural "assimilation" camps for a period of ten years, after which they would be "weaned away from their life of nakedness, lewdness and idolatry." Ten years of captivity and torture were just the beginning for the Ohlone. Their language was criminalized, they were forced to pray like white people, dress like white people, eat like white people, to raise cattle, abandon traditional native crafts, farm etc.

In the Missions, Ohlones were baptized without knowledge of the implications of the ritual. The Spanish believed they had title over the Ohlones, could hold them without consent, and deprive them of any vestige of freedom or their previous culture. The Spanish postulated by torture and imprisonment these 'heathens' would be transformed from "bestias" (beasts) to "gente de razon" (people of reason). If they attempted escape, soldiers were deployed to recapture them. Routine escapees were "whipped, bastinadoed, and shackled, not only to punish them but to provide an example to the others."

Resistance Against the Mission

Some Ohlones acknowledged that the only way they could preserve their way of life was through the employment of political violence, also more favorably known as self-defense. Certainly (much like today) law had little to offer the Ohlone, other than to reinforce their servility to the theocracy of the Mission system. As such, along with the consistent escapes from the Missions, other more insurrectionary actions were taken by the Ohlone. As an Ohlone author put it on IndianCanyon.org:

"They resisted in many ways. The restrictions that the Padres seemed to think were desirable for their neophytes, willing or otherwise. Santa Cruz Mission was attacked by

some indigenous resistance fighters who were pursuing their rights to life and liberty."

Phil Laverty wrote of the attack on Mission Santa Cruz:

"On the night of December 14, 1793, Mission Santa Cruz was attacked and partially burned by members of the Quiroste tribe, an Ohlonean group [just twenty miles north of modern-day Santa Cruz]. Based on all available information, this occurrence appears to be the first and perhaps the only direct attack on a mission building in Central California during the Spanish era. Nearly two years of armed resistance on the part of members of the Quiroste [Ohlone] tribe preceded the attack, which was probably the first extended resistance against the Spanish in the entire San Francisco Bay Area."

Ohlone resistance was on too small a scale however, to make the critical difference. The only significant threat in the area, the Quiroste, were defeated by sheer force in numbers and a superior military apparatus. Another large blow to the health and morale of the Ohlone, were diseases such as influenza, smallpox, syphilis, measles and mumps. These often were intentionally spread by Europeans, and were much more devastating to the Ohlone due to the lack of immunity to such diseases. Death rates at the missions soared, while birth rates plummeted. This was partially a result of the isolation of women and men into separate facilities (prisons) which were intended to enforce strict chastity regulations. In just some sixty years, the missionary project left the Ohlone peoples almost completely decimated. Native arts like basket making were all but entirely forgotten. Native dialects became mixed and muddled, or were deserted entirely, forcibly replaced with the dominant language of the Spaniards. The gift and barter economy that existed for centuries at least, along with the intricate network of tribal relations and collective responsibilities shared by the Ohlones, had virtually disappeared.

The Mexican Era and Anglo Advance

After California was ceded to Mexico from Spain in the 1820s, the struggling Ohlone were jostled into a new but equally disastrous position. The Missions were turned over to the Mexican state in 1834, and the Ohlone who had survived were now legally free, but without much of the knowledge or resources necessary to make it in the modern world (if this was something that was desired at all). Without a means to sustain themselves, some Indigenous Californians became servants to the Spanish, while others formed wandering bands who subsisted by hunting cattle, horses and sheep. This was their only option, as the elk and antelope had almost entirely disappeared. These bands of "outlaws" were themselves hunted and killed. At Mission Dolores in 1850, an old man speaks about his people:

"I am very sad; my people were once around me like the sands of the shore- many, many. They

have gone to the mountains- I do not complain: the antelope falls with the arrow. I had a son- I loved him. When the pale-faces came he went away; I know not where he is. I am a Christian Indian; I am all that is left of my people. I am alone. ”

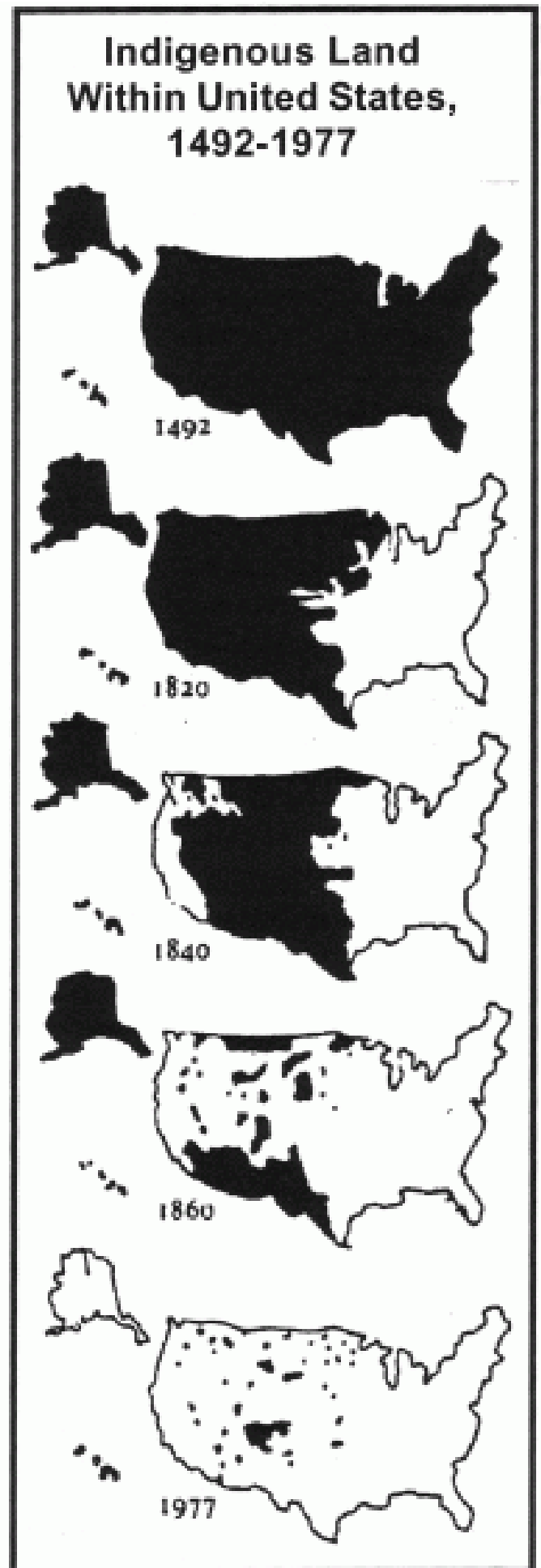
With California's incorporation into the U.S. in 1846 and the coming of Anglo settlers, extermination became more overt and publicly acceptable. Indian killing was a favorite pastime, and one subsidized by the U.S. Government. The 1850 Act for the Government and Protection of Indians led to looser protections for Native children already heavily exploited as young slaves and servants. This act also ensured that Indigenous People's were withheld status as legal persons, although the Treaty of Guadalupe Hidalgo already ostensibly secured Indigenous Californian's citizenship. With the Land Claims Act of 1851, most remaining Indigenous land was expropriated for the coming white settlers. Racism and hatred of California Indians led to the impossibility of their receiving fair trial, as virtually any white man would lie for another. The new inhabitants of California made their desire clear in this article from the Yreka Herald in 1853:

“We hope that the Government will render such aid as will enable the citizens of the north to carry on a war of extermination until the last redskin of these tribes has been killed. Extermination is no longer a question of time - the time has arrived, the work has commenced, and let the first man that says treaty or peace be regarded as a traitor.” (Yreka Herald, 1853)

Between 1850 and 1870, indigenous Californians experienced perhaps the most bloody and murderous times in their history, with squatters and supposed 'pioneers' tracking and assaulting any Native who could be found. In California, the population of 200,000 - 300,000 California Natives in 1848, was reduced to 15,238 by 1890. As for the Ohlone, all 40 tribes and almost all 10,000 people are gone.

The Modern Era

Despite the centuries of torment and subjugation, the Ohlone are not dead. Even as you read this, an energetic movement is springing up around the preservation of an Ohlone village and burial site located near Branciforte Creek (See Save the Knoll article). Another example of a current Ohlone project is the Indian Canyon Ranch, which serves as an Indigenous cultural center and home for Native Americans of many tribal origins. Also hopeful is Quirina Luna-Costillas, who has studied the Mutsun Ohlone language extensively, and started a foundation to research and teach it to others. Some have revived the art of traditional basket making and storytelling, and are writing about various aspects of Ohlone culture and history. These examples serve as a reminder of a living, persevering culture, and as a wake-up call to those of us who consider the Ohlone to be deceased.



Santa Cruz History

First the land of the Ohlone, then Spanish, then Mexican, then an independent California Republic, and finally, part of the United States, what we call Santa Cruz has been home to communities whose stories and struggles are rarely recorded, much less acknowledged in popular culture. Elementary school taught many of us about gritty, hard-working settlers and gold miners who pushed westward and eventually forged the state of California. Here you will find another story, a story of those who weren't white, weren't colonizers, but lived in the same area we now call Santa Cruz. Partly, we hope to shed light on the racist underpinnings of America's history, reflected on national and local scales. While many of us are somewhat familiar with the history of racism in the national context, here we offer a very condensed account of local history.

Several immigrant communities have lived and suffered under various degrees of racism and xenophobia since before Santa Cruz was founded in 1866. Among the most important in early Santa Cruz life was the Chinese population. Chinese immigrants built the California rail system (among others) and were an established, if ruthlessly marginalized, part of Santa Cruz since its beginnings. There were three big waves of anti-Chinese sentiment in Santa Cruz, – the first in the late 1870's, the second in 1882, and the third beginning in 1885. The Santa Cruz Sentinel played a prominent role in these efforts as well, particularly its publisher, Douglas McPherson (ancestor of long-time local politician and former California Secretary of State Bruce McPherson), who, in an 1879 Sentinel editorial referred to Chinese laborers as “half-human, half-devil, rat-eating, rag-wearing, law-ignoring, Christian civilization-hating, opium-smoking, labor-degrading, entrail-sucking Celestials.” Despite the hateful environment, four Chinatowns existed in Santa Cruz – the first as early as 1859 and the last remaining until 1955. The Chinese Exclusion Act of 1882, local anti-Chinese sentiment (a county vote in 1879 showed 2450 to 4 against the Chinese), laws targeting the Chinese (anti-opium laws, and an anti-carrying-baskets-with-poles law), and fires in 1897 and 1894 led to the dissolution of the local Chinatowns. The final few residents of the Front Street Chinatown were forced to leave by the 1955 flood and the subsequent redevelopment efforts, which brought the Long's Drugstore and adjacent movie theater. (Today, the Museum of Art and History is housed at the McPherson Center, a prominent building in downtown Santa Cruz.)

Following the Chinese Exclusion Act of 1882, increasing numbers of Japanese and then Filipinos began to move into Santa Cruz County. By 1900 there were almost 1,000 Japanese living in the Monterey Bay area. With the bombing of Pearl Harbor in 1941, Japanese-Americans all over the West Coast were removed, 71% of whom were American citizens. They were sent to a camp in Arizona called Poston, the largest of the camps with 17,000 Japanese- American internees.

In 1945, after years in the camps, Japanese-Americans were finally allowed to return home. Many had lost their land and property during the war. During this period, German and Italian Santa Cruzans were also affected, although not nearly to the same degree as local Japanese. Santa Cruz's Genoese-Italian fishing community were forced to live inland on what is now Mission Street and prevented from using their fishing boats, due to a bizarre fear that they would somehow collude

with the enemy. While these communities were fighting for their right to continue living and working in Santa Cruz, the Sentinel continued to sing its xenophobic tune: “The United States can take no chances by trying to pick for exclusion only those aliens who are known enemies. All aliens originating from countries with which we are at war [should] be banned from the defined areas.”

The African American community of Santa Cruz didn't become particularly prominent until after World War II. Historian Phil Reader notes, “Racism has always been a basic component in the socio-economic makeup of this community, but it has been the more visible communities which have born the brunt of this mindless prejudice.” Even while white Santa Cruzians were lynching Native Americans and trying to push the Chinese out of town, in 1860 Loudon Nelson, an ex-slave, left his entire estate to the children of Santa Cruz. A decade later, perhaps in response to this generosity, the trustees of the school board allowed three African-American students access to public schools, ignoring a law prohibiting the public education of “African, Oriental, and Indian” students. In 1880, Joseph Smallwood Francis graduated with honors from Santa Cruz High School – the first African American to graduate from a “regular” public high school in the state. At the turn of the century, as Santa Cruz County's black population started shifting from Watsonville to Santa Cruz, anti-lynching crusader Ida B. Wells and her sister Anna (who also graduated from Santa Cruz High) settled in town.

With the 1914 onset of World War I and the 1916 release of the Ku Klux Klan-promoting film *Birth of a Nation* (which sold out at local theaters), treatment of local African Americans shifted abruptly. Reader describes a suddenly hostile climate: “Bigotry became a policy in many quarters as blacks were banned or discriminated against at local hotels, road houses, and inns... Finding housing and jobs became an impossible task, so many Negro families left in anger and discouragement.

After World War II, Santa Cruz saw a fresh influx of black residents to the Westside in the area now called “the circles.” After an all-black Army unit was stationed at Lighthouse Point, integration of Santa Cruz could not be undone. Though many white residents disliked the changes, they could do little to stop it. Businesses, for example, were threatened with a boycott when city leaders tried to make certain areas off-limits to the newcomers. Many men from the unit moved their families to Santa Cruz, stimulating the growth of a new African American community and establishing the Missionary Baptist Church. In 1949, the Santa Cruz chapter of the NAACP was established. The NAACP's campaigns included efforts for fair-housing laws, low- income housing projects, and local electoral politics.

New waves of immigrants, mostly Latino, have continued to arrive over the past few decades. Xenophobia and racism is still present in Santa Cruz, even if the Sentinel may not use as direct language as it once did. When UCSC opened its doors in 1965, a fresh challenge to centuries-old white supremacy and patriarchy was launched, but efforts to make Santa Cruz a more just place have always been present – from the Ohlone resistance to the Mission, to Chinese, Japanese, Italian, and African American efforts to organize their communities for survival, and much more.

This information was all borrowed from Josh Sonnenfeld's thesis: ‘An Incomplete History of Activism at the University of California- Santa Cruz’ Feminist Studies 2007.

Timeline of Local Activism

1965

- UCSC is founded.

1967

- Alan Chadwick community garden opens below what is now Merrill College.

1968

- Governor Ronald Reagan attends UC Regents meeting at UCSC and is greeted by mass student protests.

- Students demand that College 7 be called Malcolm X College with a focus on domestic Third World Concerns. It is now Oakes.



1969

- Students take over a portion of the commencement address and present an honorary diploma to Huey Newton (who at the time was in prison). Years later, Newton earns a PhD from the History of Consciousness department.



1970

- The U\$ invades Cambodia.
- Student strikes spread nationally after protesters at Kent State and Jackson State are murdered by police:
- 1,800 students out of a total of 2,200 take over Santa Cruz streets and march to the County building to demand we send a representative to Washington to lobby for our withdrawal from Vietnam.

- Many spring term classes are cancelled or “reorganized” to focus on Vietnam War issues.
- Students burn draft cards in the Quarry plaza.
- Large numbers of students participate in closing down of Highway 1 in front of Fort Ord.
- Student body president Stephen Goldstein critiques UC President Clark Kerr’s book, *Uses of the University*, at commencement and Kerr refuses to speak after him.

1971

- 73 neighborhood activists successfully organize to fight the development of Light House field. This effort marks the beginning of the local environmental movement.

- The first gay and lesbian conference at UCSC attracts 120 people.

- Gay Students Union begins meeting.

1974

- Women’s Studies is approved as a BA program.

- “The Farm” opens to further the study of agroecology and sustainable food systems.

- Nancy Shaw (Stoller) becomes first female professor to come out at UCSC.

1975

- Kresge Coop opens in a teepee in the Porter meadow.

1976

- The Resource Center for Nonviolence (pictured next page) is founded. It is still located at 515 Broadway street. Check out www.rcnv.org for more info.



- Santa Cruz activists contribute heavily to the creation of affinity groups within “People for a Nuclear Free Future” and the “Abalone Alliance” who protest the building of Diablo Canyon Nuclear Power Plant. No nuclear plant has been built in California since.

1977

- The Coalition Against Institutional Racism (CAIR) is formed. The group mobilizes over 1,000 students at Hahn Administration building to demand that the University divest from South African apartheid and reject the Bakke decision outlawing affirmative action. 401 students are arrested occupying the building.

- A proposal is written calling for the implementation of a Third World and Native American Studies (TWNAS) program at UCSC. The intent was to examine the dynamic of race and class interactions as a whole rather than merely dwelling on the history of oppression and exploitation of each individual group.



1977 Rally in front of Hahn Student Services. Banner reads, "(illegible) Overtun Bakke."

1978

- A growth limitation is created in Santa Cruz which preserves a "greenbelt" through Measures O and J.

1979

- Anti-nuclear activists create the "Radio Active Times" and distribute 100,000 copies over the next few years.

- The first issue of the TWANAS newspaper is published.

- The first wave of progressives is elected into SC city council. By 1983, progressives constituted the majority on the council, a trend that continues to this day.

1981

- History of the TWANAS struggle:

1. Ed Castillo, the only instructor teaching Native American Studies, is dismissed. UC Santa Cruz still lacks Black Studies, Chicano Studies, or Asian and Pacific Islander studies programs.

2. TWANAS and the Native American Studies Support Group merge and decide to present specific demands to secure permanent faculty positions.

3. Nearly 600 people march to the Chancellor's office and present demands which are to be answered within 5 days. The University's response doesn't specifically address the demands, instead proposing the formation of yet another committee.

4. The TWANAS Support Coalition organizes another rally in response, and 25 people commit to not eating until all demands are met.

5. Third World and Native American faculty meet and unanimously agree to support the hunger strike, which lasted 5 days.

6. The University agrees in writing to:



TWANAS logo

a. One tenured track faculty member each in both Asian-American Studies and Native American Studies.

b. The continuance of a part-time position in Asian-American Studies.

c. Additional funding for staff to search for and hire these faculty.

d. To replace Third World and Native American faculty who go on leave in adherence with affirmative action guidelines.



e. A proposal to the Academic Senate that each student be required to take a course substantially focused on Native American and/or the domestic Third World.

f. Increased financial support for the Third World Teaching Resource Center.

• "Save our Shores" is created in Santa Cruz to spearhead the movement against off shore oil drilling.

• Agroecology program founded, ensuring the continued existence of the Farm and Chadwick garden.

• UCSC Earth First! Starts to holding meetings at College Eight.

1982



• Openly gay professor Nancy (Shaw) Stoller is denied tenure despite the recommendations of her department, outside reviewers, and an ad-hoc committee. After a long legal battle, Stoller wins in 1987 and returns to teach.

• Nearly 10,000 protest at Lawrence Livermore National Lab, one of two UC-managed nuclear weapons production sites. 1,475 people are arrested.

1983

• First "Take Back the Night" at UCSC is organized in reaction to multiple serial murderers, including the son of a provost.

• June 20th: over 1,000 people are arrested blocking the entrance to the Lawrence Livermore Weapons Lab. Five days later more than 6,000 join hands around the lab in opposition to the lab's work and in support of the arrested blockers. In response, the Department of Energy buys a 196-acre "security buffer zone" around the lab.

• Santa Cruz becomes a "Nuclear Free County."

• Demands from 1981 TWANAS hunger strike remain unmet.

Oakes College ethnic studies courses are dissolved.

- John Laird, a UCSC grad, elected mayor of Santa Cruz - the first openly gay mayor in the country.

1984

- TWANAS circulates a petition that shows overwhelming student support for the Ethnic Studies general education requirement.

1985

- EOP/SAA sponsors a forum for all Third World students and UNITY THROUGH ACTION is born. UTA drew together a coalition of Third World organizations.

- UTA/TWANAS petition drive collects 1500 student signatures supporting the Ethnic Studies G.E. requirement. Petitions are submitted to the Academic Senate, which votes to include the requirement. This means VICTORY after 13 years.

- Student Union Assembly (SUA) founded to put students in a better bargaining position with the administration on campus-wide issues.

- Local feminists, led by former fashion model Ann Simonton, protest the Miss California pageant which was held in Santa Cruz. Simonton (pictured at right) wears a dress of raw meat to highlight the objectification of women and is among the arrested. Next year the pageant moves to San Diego.



- Westside neighbors organize Westside Community Health Clinic (later becomes Planned Parenthood downtown)

- The Women's Center opens.

1986

- Years of student protest pay off as the UC becomes the largest public institution yet to take a stand against apartheid in South Africa. Actions are held at all UC campuses, including mock shantytowns, sit ins, teach-ins and rallies. These caused such disruption and bad press for the UC that it sold its \$3 billion in stock holdings of companies with ties to South Africa. Mandela would later state that the UC divestment campaign was a key part of international pressure to end apartheid.

- What is now the Queer Fashion Show is started at Crown or Merrill. It is called the "Alternative Fashion Show."

1987

- Protest at Lawrence Livermore Labs. 2,000 people are arrested.

- GLBT conference "Exposed!" attracts 500 people from around the country.

1989

- City Council explicitly un-invites Navy from visiting harbor for recruitment efforts.

- Gay Lesbian Bi Trans Intersex Resource Center ("Intersex" added in 2003) space is won by students.

1990

- Earth Night Action topples power tower in Aptos and blacks out Santa Cruz for 2 days.

- For 3 days, students from the Coalition on Democratic Education take over the Chancellor's office, sleeping in the foyer of McHenry Library. The action helps ensure that ethnic studies courses are listed in the Schedule of Classes.

1991

- UCSC/Big Creek starts logging at Elfland (a redwood grove) over holiday break. 42 people are arrested in a day-long demonstration. Native shell site is trampled and sacred sites are destroyed. Construction of Colleges 9 & 10 begins. The full story can be found here: <http://nativenet.uthscsa.edu/archive/nl/9201/0051.html>.

- Students and local activists shut down Highway 1 to protest Operation Desert Storm.

- African American Resource and Cultural Center opens.

1994

- Rainbow Theater founded by Don Williams. Despite continued attempts to lay off Williams, consistent activism has ensured that the group continues today.

1995

- August 6: 15,000 people gather in downtown SC to honor the victims of the US atomic bombing of Japan.

- Walnut tree action by Santa Cruz Earth First! fails to save old tree behind former Bookshop site. City sells wood at a profit. Protesters march to demonstration and lockdown at Big Creek Lumber mill in Davenport.

- Ethnic Student Organization Council (ESOC) forms out of Third World and Native American Studies Coalition. ESOC plays a key role in campus politics over the next decade.

1996

- After extensive negotiations with the Regents, the UCSC "Affirmative Action Coalition" (AAC) mobilized over 500 people and shut down the campus for 7 hours on January 17.

- Redwood Empire begins logging at Gamecock Canyon. Activists blockade Summit Road until injunction issued. Resistance continues over the next 3 years until monkey-wrenching finally bankrupts the company, but not before Gamecock Canyon is trashed.

- Chicano Latino Resource Center (El Centro) opens.

• Prop. 209 passes, eliminating affirmative action in CA. Students encircle Hahn Student Services building for 8 hours. The protest ends with Chancellor M.R.C. Greenwood and the students issuing a statement on how the administration will support student efforts to ensure a diverse campus.



1998

• A teach-in on affirmative action policies draws 500. Speakers include American Studies professors Judy Young and Curtis Marez, as well as chancellor M.R.C. Greenwood.

1999

- Asian American/Pacific Islander Resource Center opens.
- December 3: 1,000 student protesters successfully halt introduction of grades.

2000

• June 18: Ramsey Gulch Treesit started by Earth First! with help from Canopy Action Network.
Redwood Empire files a lawsuit that would bar treesitters from property but then withdraws it.

• American Indian Resource Center (formerly Native American Resource Center) opens.

• Engaging Education is first conceptualized with events organized by the Ethnic Student Organization Council and SUA in response to violence and racism on campus.

• May: More than 1000 students demonstrate to end once and for all the attempt to remove evals. Nevertheless, mandatory grades are voted in by the faculty senate. Evals are kept optional.

• Statewide anti-sweatshop campaign succeeds when the UC Office of the President adopts a "Code of Conduct". Loopholes in this policy later lead to another UC Sweat-Free campaign.

2001

• In the academic year following 9/11, reported Hate/Bias incidents increases by 400%. This was the last published Hate/Bias report.

• On the 1-month anniversary of 9/11, 1500 people rallied at the base of campus to oppose a U.S. invasion of Afghanistan.

• African-American, Chicano/Latino, Native American, and Asian-American/Pacific Islander Resource centers open in Bay Tree building.

2002

• A group of student leaders pass a referendum allocating

funding to address UCSC's low outreach and retention rates, and act as a vital hub for self and educational empowerment within the community. The ballot measure swept the Spring 2003 student elections with 69% of the vote, setting up "Engaging Education" or "E2."

• October 14- 15: As part of the largest strike in UC history, the Coalition of University Employees (CUE, the clerical workers' union) and the American Federation of Teachers (UC-AFT, the lecturers' union), stopped work at five different campuses in response to "unfair labor practices" on the part of the UC. Specifically, the UC was failing to negotiate in good faith, using such illegal tactics as deliberate not just by the two unions, but student and worker allies.

• Santa Cruz City Council weighs in on many national/international issues:

a. First city to pass resolutions against US wars on Afghanistan and Iraq.

b. Joins cities across the country in opposing the Patriot Act, and raises question of impeachment of Bush.

• A coalition of 9 student organizations named Standing United for Peace (SUP) becomes active:

a. Rallies: 700-800 students rally on October 7; 150 march around campus and orchestrate a 'die-in' on November 20; and 300 demonstrate on March 5.

• The SUP actions were each part of nation-wide days of action with participation from schools across the country.

• SUP also organizes teach-ins, tabling, a peace camp, and carpools to the big antiwar rallies in San Francisco.

2003

• E2 center opens.

• UC Regents unanimously pass a Clean Energy and Green Building policy after a yearlong "UC Go Solar!" campaign by students and Greenpeace.

• The "Dump Sodexho" campaign begins:

• In January food-service workers, students, and the union local AFSCME 3299 come together to start a campaign to cancel the University's contract with Sodexho. Sodexho, the largest food service provider in the world, ran the dining halls at UCSC, making obscene profits while paying its workers poverty wages, not providing health care or full-time employment, and disrespecting dining hall staff on a daily basis.

• February 14: 150 students and workers rally to demand that the University cancel its contract with Sodexho, and that all workers currently employed by Sodexho be hired as full University employees.

• March 3: UCSC publicly agrees to coalition demands.

• September: All former Sodexho employees are hired by the University, winning dignified salaries, full time jobs and



health care for their families, union representation through AFSCME 3299, and respect. VICTORY!!!

• February 15-16: 11 million people in 600 cities around the world make their opposition to a US invasion of Iraq known in the largest protest in history. 5000-7000 (by police estimates) rally in downtown Santa Cruz.

• On the day after the war began, 20,000 people, including many from Santa Cruz, shut down San Francisco's business district with mass civil disobedience. Protesters targeted offices of companies such as Bechtel and the Carlyle Group, who stood to make millions off of the war.

• The Coalition to Demilitarize the UC forms to end military research at the UC, including management of the nuclear weapons labs.

• Students successfully lobby to get fair-trade certified coffee served in the dining halls. This ensured that at least \$1.26/lb. of coffee went to the coffee farmers, a vast improvement over the \$0.55/lb poverty wage offered by the conventional market.

2004

• Starting Spring quarter, coffee served in the dining halls was purchased direct from a coffee growing cooperative in Costa Rica through the Community Agroecology Network (CAN), earning \$3.77/lb. for the farmer. See page 57.

• A radical campus newspaper, "The Project" starts up.

• May 20: 300 workers and students kicked off a campaign for a better contract for AFSCME workers with a rally at the chancellor's office. 2450 pledges by students to stand with workers, and 300 pledges signed by union members were formally presented to the chancellor's office. This action was just the beginning of a larger campaign for workers' rights

• September 29: US Marshals and FCC Agents raid Free Radio Santa Cruz, but an outpouring of community support allows the station to get back on the air.

2005

• January 20: UCSC Students Against War (SAW) forms.

• April 5: SAW leads its first major action as students successfully kick military recruiters out of a campus job fair.

• April 14: AFSME 3299 strike SHUTS DOWN CAMPUS, leading to a better contract for campus service workers, including sweatshop-free uniforms.

• April 18-22: Tent University Santa Cruz (TUSC) takes place at the base of campus.

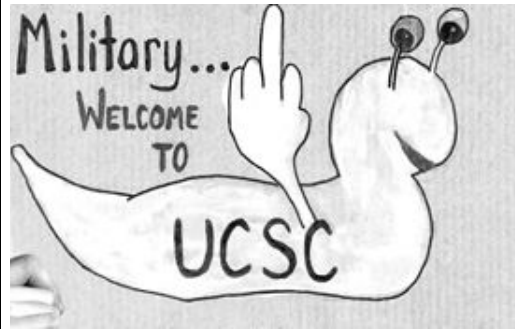
• April 18: riot police arrest and brutalize students who refuse to leave the base of campus after "free speech zone" hours



end.

• April 29: The DA drops all charges facing students.

• Spring elections: the administration co-opts students into paying for basic services, as a large new fee barely wins to expand the problem-ridden Health Center.



• October 7: 200 people turn out for a rally organized by the Student Worker Coalition for Justice in support of striking metro bus drivers (UTU Local 23). Drivers struck

for 37 days against bad faith bargaining by the Metro Board of Directors.

• October 18: SAW organizes a "Queer Kiss-in" in front of military recruiter tables at the fall job fair to highlight the military's discriminatory policies.

• December: MSNBC leaks part of a Pentagon surveillance database that lists SAW's April 5, 2005 counter-recruitment action as a "credible threat" to national security; SAW members work with the ACLU to release the rest of the report.

2006

• February 13-16: students organize a week-long event called "New Orleans: An American Disaster" to educate the campus about the institutionalized disparities magnified by Hurricane Katrina.

• Winter quarter: TWANAS resumes publication of student newspaper.

• April 11: SAW kicks recruiters off of campus for the second year in a row.

• May 1: Hundreds of students rally at the base of campus in support of immigrant rights and then march to the beach flats to join a community rally.

Right: (sign reads "No Immigrants? No Business!")

• May 5: The UC Sweatfree campaign ends in victory.

• May 18: SAW and anti-nuke activists from around CA disrupt a UC Regents meeting. One UCSC student is escorted out of the building for going over his 30 second limit during the comment period.

• Spring: The Save Our Languages campaign demands prioritization of UCSC Language Programs.

• June 6: The Affirmative Diversity Coalition holds mass rally to demand concrete infrastructural support for diversity at



UCSC.

• October 18: In response to a UC Regents visit, a large coalition of students from a variety of struggles protests the regents' comment period.

• UC police quell the crowd with pepper spray (a first in UC history) and arrest 3 students. Chancellor Blumenthal shows no concern about the pepper spraying and condemns the protest. Later the administration tries to make an example out of one of the arrestees, a black woman named Alette Kendrick, by suspending her for 3 years.

2007

• February 15: "Money for Wages, Not for War" rally calls for a reprioritization of resources to focus on the needs of low-paid service workers rather than on weapons development and war. The rally corresponds with anti-war student strikes on several other campuses nation-wide.

• April 17: With major protests imminent, military recruiters withdraw from upcoming spring job fair.

• May 1 - 4: The Movement for Immigrant Rights Alliance (MIRA) organizes a week of actions and awareness in support of immigrant rights and May Day.

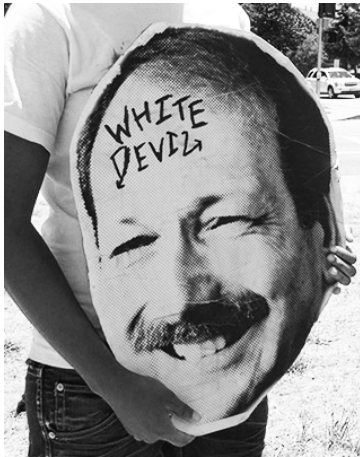
• May 7 - 10: The Committee for Justice in Palestine organizes Palestine Awareness Week events including a mock check-point established by Baytree.

• May 9 - 17: 45 UC students and faculty engage in a 9 day hunger strike, raising the pressure for UC severance ties with nuclear weapons lab.

• May 24: 500+ rally at the Chancellor's Office to protest the proposed 3 year suspension of Alette Kendrick. Speakers include Angela Davis and members of the UC Activist Defense Committee. In response to this outcry, the administration backs off from this severe punishment on May 30.

• June 21: UCSC rehires fired dining all worker Angela Ruiz after a day of student and worker protest. Angela was fired in April for attending a union-sponsored protest against UC President Robert Dynes, even though she had received excellent evaluations and the protest was during her lunch hour.

• November 7: After a Rally against the LRDP at the Quarry,



Alette holding a picture of Blumenthal.
(photo by Bradley Stuart / Indycbay.org)



Students and Allies break down police barriers to provide food to Tree Sitters on Science Hill, who had ascended the night before. Students hold an autonomous zone beneath sit for two months after.

• November 9: First ever Student of Color Conference to be hosted at UCSC.

2008

• March 10- 14th: To commemorate the fifth anniversary of the Iraq War, Students Against War (SAW) holds a week against war in the Quarry Plaza, with a simulated Nuclear Waste Dump, educationals, and a rally. On March 19th, UCSC joins other campuses in a Coalition To Free the UC action at the UC Regents meeting in Mission Bay, in conjunction with Direct Action to Stop the War.

• April 22: SAW holds an "Awards Ceremony" where the U.S. Army takes sweeping wins in categories such as "Most Money Poured Into Violent Gaming Industry" and "Most Homophobic"

• May 20: To end Prison Industrial Complex Awareness Week, Angela Davis speaks to packed audiences College 9/10.

• May 27: Students protest neo-conservative David Horowitz speaking on campus.

• June 6: Student & Worker Coalition For Justice and AFSCME 3299 workers hold rally and march calling for a Fair Contract and Protesting the Inauguration of Chancellor George Blumenthal, who failed to provide public support for the campaign. Demonstrators shut down the intersections of Bay and Mission for 3 hours. Graduation speakers also refused to speak in solidarity.

• July 14-18 8500 members AFSCME 3299 conduct statewide strike to call for a fair contract and an end to poverty wages.

• October 1st, 300 people picket and block traffic near the bookstore demanding justice for AFSCME workers



• November 1st, Subrosa Anarchist Cafe and Infoshop Opens-The downtown coffee shop/bookstore/radical library serves as an open community space for student activists, community members, and radicals.

• November 18-20th, Regents Meeting in San Francisco-AFSCME members, labor activists, and union leaders gathered in San Francisco to demand a fair contract for University of California service workers. Union leaders from around the state were arrested after they refused to leave the public comment period.

• Winter, 2008/9 Cuts to Beach Flats Community-Amidst city budget cuts, the Beach Flats Community, a primary Latin@ community, experienced major cutbacks to community centerpieces including the community garden and community center, a wellspring of education and opportunity.

- December 9th, hundreds of Community Members and Students march from the Beach Flats Community Center to city hall to fight against cutbacks

- December 14th, 2008 Tree Sit Ends-The 13-month tree-sit demonstration ended immediately after students left for Winter break. Students had been occupying the trees in protest of UC expansionist policies and the Long-Range Development Plan. After facing threats of legal action, protesters abandoned their redwood platforms above Science Hill. Following the protesters descent, UCSC cut down 48 redwood trees and 11 oak trees to make way for the construction of a campus biomedical facility. Due to budget cuts throughout the UC-system the plans to build the facility have been put on hold and the land remains vacant and dead.



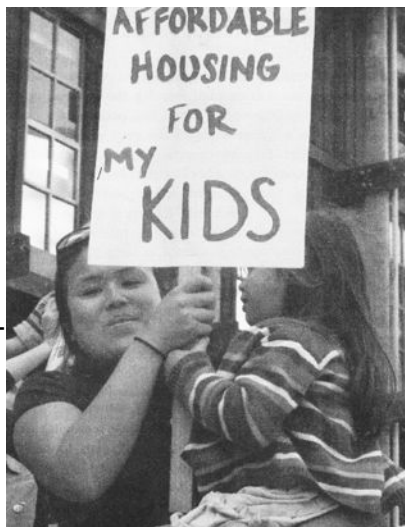
2009

- January/February, 2009-AFSCME service workers settled their contract with the UC after a year and a half of negotiations and protest. The agreement included significant wage increases, a pay system that rewards seniority and a first time ever statewide minimum wage for their job classifications.

- February, 2009 Four Local Animal Liberation Activists Arrested by FBI-Café Pergolesi, a downtown coffee shop, snitched on four local animal-lib activists to Federal Agents who charged them under the Animal Enterprise Terrorism Act (AETA). Each faces ten years in prison for attending protests against animal experimentation at the UC and allegedly publishing the names and addresses of UC professors who experiment on living animals.

- February, 2009 The Project/TWANAS Revival-Two radical, alternative, student-made newspapers resumed printing in the early months of 2009 after years of stagnation.

- April, 2009 Kiddie Picket at Family Student Housing-Students living at Family Student Housing brought their kids out to Quarry Plaza to protest repeated rent increases and deteriorating apartment conditions.



- May, 2009 Walk-Out in Opposition to UC-Wide Budget Cuts-UCSC admins announced major cuts to student services and

undergrad programs. These cuts were especially damaging to the social sciences, humanities, and the arts and threatened to obliterate the Community Studies Department. Two founding Latin American and Latino Studies professors, Susan Jonas and Guillermo Delgado, were given notice that their positions would be terminated along with other staff and faculty members. Students mobilized in opposition to the cuts and in support of the faculty and Community Studies Department.

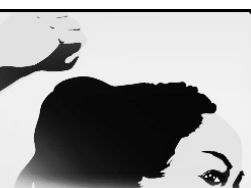
- May, 2009 May Day-Hundreds of students and community members braved the rain to celebrate International Workers' Day and speak out for immigrant rights. Students marched from campus to the Beach Flats.

- June, 2008 SOCC Hunger Strike-The Students of Color Coalition (SOCC) organized a four-day hunger strike in protest of budget cuts and in opposition to UC policies, noting that cuts are disproportionately affecting students of color and marginalized communities within the university. SOCC's demands included among other things making the university a safe sanctuary for undocumented students. SOCC also demanded that the university hire a full-time director of the American Indian Resource Center and Women's Center.



- In August workers call for a vote of no confidence in President Mark Yudof. This leads to an UPTE strike and faculty walkout on September 24.

occupy california



- Sept. 24, Hundreds of students and faculty walkout. UCSC garners the attention of students across California, and much of the world, when dozens of students occupy the Graduate Student Commons for 7 days. Over the next several months occupations follow at UCSC, UC Berkeley, San Francisco State University, CSU Fullerton, UCLA, UC Davis, and more. Alongside the demonstration students throw dance parties and distribute information. The term electro-communism is coined. A real sense of student unity across the state forms. The text, A Communique from an Absent Future, makes its debut. (see more: <http://occupyCA.wordpress.com>)

- Oct. 15, Students occupy the Humanities 2 building for several hours.

- Oct. 24, A conference is held at UC Berkeley to unite the budget cuts movement across the state, particularly in education. It brings in over a thousand in attendance.

- Nov. 13, Students take over the Science and Engineering library for 23 hours in protest to budget cuts affecting the libraries.

- Nov. 17-22, Around 500 students occupy Kresge Town Hall, leading to the 4 day occupation of Kerr Hall, the main administrative building on campus, in protest of a 32% fee

increase, among other things. Students at UC Berkeley and UC Davis also occupy spaces.

2010

- Feb. 24, A dance party at UCSC roves around campus at night to publicize the upcoming March 4 Strike, attracting hundreds of people from several colleges as it made its way from Porter to Stevenson.
- Feb. 26, A series of disgusting racist imagery is found at UC San Diego, resulting in an uproar from students across the UC, including Santa Cruz.
- March 4, Approximately 800 students shutdown both entrances to campus in protest of budget cuts for the entirety of the day, allowing only foot traffic in. Students tirelessly organized themselves to stop incoming workers being forced to commute to campus despite its closure as early as 4am. However, the momentum failed to continue onto the next day despite interest, due to fatigue and poor planning. Across the state, and the US, millions of students protest cuts.
- May 18, Students hold a small walkout and teach-in for two days.
- Sept. 24, A dance party, reminiscent of the ones during the occupations is attacked by police and three are arrested.
- Oct. 7, In attempt to mimic the success of March 4, a statewide conference was held in April to organize a day of action against budget cuts for Oct. 7th. However, it fails to meet hopes of another March 4. 2-300 attend at UCSC to rally. The demonstration included many theatrical elements, including a zombie squad and puppets to raise awareness.
- In the summer, the admin closed the Rape Prevention Education program, the last of its kind in the UC. It was reassigned to SHOP, ultimately reclassifying rape as a medical issue.
- Nov. 18, Hundreds of UC students, staff and faculty rally outside a Regents' meeting at UCSF to protest an 8% fee increase. 13 students are arrested, and dozens more are beaten and pepper-sprayed by police while holding picket lines. One police officer draws his gun.

2011

- Mar 1, 700 students gather on OPERS to spell out the words 'FREE EDUCATION' with their bodies while photographers fly over in an airplane. The event is covered by three TV stations and several local newspapers.
- Mar. 2, 200 Students rally in Quarry Plaza and occupy the Ethnic Resource Center to demand the creation of the long-overdue Critical Race and Ethnic Studies department. The action succeeds in establishing an ongoing open forum on the creation of such a department.
- May 5, hundreds of students hold an impromptu symposium about racism at UCSC in Cowell dining hall after the message "Stop the invasion, kill a mexican" is found scribbled on a Cowell bathroom wall.
- May 9, More than 80 students and teachers (23 from UCSC) are arrested for sitting in at the state capitol building in Sacramento in protest of the \$28 billion in cuts to social services in the latest CA budget. All students but one have their charges dropped.

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Free Skool Santa Cruz is another one of the exciting local projects happening in this town that is aimed at building strong community, and creating a world that we enjoy living in. The basic goal of this project is to create a network for the free exchange of information and skills, which is outside of the traditional market economy and institutional educational structures. YOU, me, and everyone make Free Skool happen. Free Skools exist all over the place, with high numbers of them in the U.S. and Canada. The way it works in Santa Cruz is that there is a collective of people who get together and look at class ideas, organize them onto a big calendar (complete with class times, summaries, and locations), and then distribute it different areas in town. ANYONE can submit a class idea on whatever they want, and propose to teach it anywhere/ anytime they want. There are 3 sessions or quarters in each year of Free Skool SC (Fall, winter, spring, or summer). All classes are free, although some teachers may request a donation if there are materials supplied for you. The meaning of “free” in the title is not only in reference to monetary cost but also to the concept of liberation through self and community reliance. Here is a short statement from the Free Skool SC website: “As much as possible, Free Skool works to blur the line between teachers, students, and organizers. Teachers make most of the arrangements for their classes including subject, material, timing, and location. Classes are informal, egalitarian, and are held in homes, social spaces, and parks.”

What kinds of classes take place through Free Skool Santa Cruz?

Class topics are very diverse and vary each free skool session. Some classes you might see or go to are:

- Homebrewing
- DIY Silkscreening
- Bee Keeping
- Nature Walks (w/ plant identification)
- World Without Police Discussions
- Introduction to Anarchism
- Creating community spaces
- Boat Design
- Tenants Rights
- Soap Making
- Deodorant Making

There are many other classes offered other than those above. If you have an idea for a class you should put something together and teach a class of your own. I recommend attending other classes first before teaching your own though.

From my own personal experience...

For me, Free Skool SC has been a way for me to connect with other people in Santa Cruz and share my interests. I have been both a student and a teacher/facilitator of classes through Free Skool, and the benefits to myself and my community are numerous. I’m thankful to have the opportunity to share my passions with other people who are eager to learn and discuss, and Free Skool has made this possible. As a student of the university, it’s also refreshing to get out of the formal educational environment and interact with all sorts of people of all different ages in the Santa Cruz community. And most importantly for me, Free Skool has helped me to form new thoughts and opinions on how I want my education to be, and given me the tools to direct it in that way.

Free Skool calendars are distributed at various places on campus, so if you get your hands on one check it out. There will likely be at least one interesting class that you can attend (even with your busy college life). Calendars can often be found in the Kresge Foods Co-op, located on the south side of Kresge College. You can also visit the SubRosa Anarchist Infoshop downtown for a Free Skool calendar. For more information and a schedule of classes, check out the Free Skool Santa Cruz website: <http://santacruz.freeskool.org>

DIY Guide to Santa Cruz

An Incomplete List of Independent Local Projects

Meaningful projects begin with people who are motivated to put into action their desires for the kind of world in which they want to live. Here is a short list of some of these kinds of projects in Santa Cruz

Anarchist Library

at SubRosa, 703 Pacific Ave.

Pick up some summer reading now that you have a bit of free time to sit in the sun. Anarchism, cultural studies, history, literature and poetry, ecology, indigenous studies, biography, gender studies, for the kids, political and economic theory and more!

Bike Church

703 Pacific Ave. 831-425-BIKE

<http://bikechurch.santacruzhub.org>

A community bike shop and tool cooperative. Mechanics are there to help you learn how to work on your bicycle. We encourage people to get their hands dirty and familiarize themselves with this machine that they rely on.

Computer Kitchen

703 Pacific Ave. <http://computerkitchen.org>

Strives to reduce the amount of technology that ends up in landfills while providing a space, tools, and advice for people to work on and learn about this technology. Open Wed & Sun.

The Fábrica

703 Pacific Ave.

<http://thefabrica.wordpress.com>

A community textile arts cooperative organized by a collective of artists for the purpose of artistic collaboration and creative reuse. A space to work on projects or learn to sew, knit, etc.

Free Radio Santa Cruz - 101.1 FM

101.1 FM. 831-427-3772

<http://www.freakradio.org>

On the air since 1995 without a license, broadcasting 24 hours a day, 7 days a week, 365 days a year, in defiance of federal regulations. Broadcasting programs unavailable on corporate controlled stations.



Brazen Square Dancing in the streets

Free Skool Santa Cruz

Calendars distributed widely around Santa Cruz

<http://santacruz.freeskool.org>

A completely grassroots, collective effort to create an autonomous, mutual-support network. It is a direct challenge to institutional control and the commodification of learning and how we relate to each other.

Guerilla Drive-In

<http://www.guerilladrivein.org>

An outdoor movie theater under the stars that springs up in the fields and industrial wastelands. Showing great movies, bringing a broad community together, and reclaiming public space.

Meristem Health Distro

Zines available at SubRosa and online

<http://meristemdistro.blogspot.com>

Information to empower ourselves and each other, take our well-being and healing into our own hands, and find ways to minimize our reliance on the western medicine. Topics include herbalism, medicine making, reproductive health, women's health, mental health, emotional support, sexual health, and more!

Red Root Herbal Collective

redrootherbal@gmail.com

Red Root Herbal Collective is a group of herbalists in training who provide herbal and nutritional education. They also offer private herbal consultations.

Santa Cruz Solidarity

<http://scsolidarity.blogspot.com>

a network of people fighting against mistreatment by bosses and landlords. We take collective action to solve individual problems such as stolen security deposits and unpaid overtime wages- we no longer have to face these issues alone! Come learn about ways that you can take action to get what you need!

SubRosa: a community space

703 Pacific Ave.

<http://subrosaproject.org>

An anarchist and radical space offering anarchist books and literature, local gourmet coffee, shows and a weekly open mic, gallery art by emerging local artists, and a garden courtyard social space. It also hosts the Anarchist Lending Library, free computers, and many free skool classes.

Union of Benevolent Electrical Workers

<http://ubew.org>

Creating technical infrastructure for both the local radical community and a wider community of radicals and activists. UBEW provides mutual support to anti-authoritarian groups making radical social change through direct action, community involvement, and education. Women and geeks of color welcome.

Of course there is much more going on around town than this short list encompasses. Keep your eyes and ears open; talk to others (word of mouth is the best way to find out what's going on) and look for flyers around town (a great DIY way to spread the word). Let's joyfully tear down the world around us and create something wonderful in its place.

Homelessness & City Ordinances

Once you leave campus and enter the city of Santa Cruz, there's an entirely new set of rules and regulations to be aware of. If you're walking out of Urban Outfitters in flashy apparel, carrying a purse, or sporting a back pocket full of cash, you probably don't have much to worry about. But, if you happen to don a scruffier look, police will use the above laws to keep you out of the downtown area. These laws are designed for the persecution of individuals without the financial means for housing: those lazy, crazy homeless people!

Technically, these regulations are supposed to be for everyone, which would make public space uninhabitable. They are designed to keep people moving, providing no free place to sit and take a much needed break, unless of course you have a recently purchased cup of coffee in your hand, or a large shopping bag full of new shoes.



This trend of criminalizing the poor terrorizes a fragile population and promotes an atmosphere of hostility, a sense of unease. The city's extensive police force may imply a concern for safety, but its law enforcement priorities reflect a stronger concern for the property rights of downtown businesses than for the well-being of the members of our town's lowest economic strata. The reality is that homeless people reduce tourism, and that just can't be tolerated by those whose priority is a profit margin.

Witnesses and photographs of police harrassment can make a report to HUFF

(423-HUFF). To get a history of local police visit www.huffsantacruz.org.

DOWNTOWN LAW!!!

*Do not sit on the sidewalk, you can be ticketed if:

- You are at a Bus Stop;
- Within 14 Feet of ANY building;
- Within 50 feet of an ATM (or any other outdoor coin/ money machine);
- Within 14 feet of any fence that abuts a public sidewalk;
- Within 14 feet of any drinking fountain, public telephone, public bench, public trash compactors, info or directory/map signs, sculpture or artwork displayed in public property, or vending cart;
- Within 14 feet of any street corner or intersection;
- Within 14 feet of any kiosk;

*Do not sit on any public bench for longer than 1 hour;

*Do not sleep in the car or in the park;

*Do not walk a dog downtown;

*Do not politically table or street perform in designated areas for longer than an hour;

Student Organizations

These are some important student organizations here at UCSC. However, the complete list of all the valuable, radical and empowering organizations is much longer than this. It's easy to find wonderful people in Santa Cruz to organize and hang out with.

Student Worker Coalition for Justice (SWCJ)

is composed of students, campus workers, and organizers from the various unions on campus (see p.x). The purpose of the org is to build student awareness of labor issues on campus and to foster student-worker solidarity within the . SWJC is a non-hierarchical collective, meaning there are no permanent leadership positions and everyone has an equal voice in the decision-making process. Historically it has been an invaluable resource for the labor movement at UCSC, and new members are always welcome!

TWANAS

has a 30 year history of being a collective student of color publication at UCC. We believe that TWANAS is valuable and necessary because it provides a voice for UCSC students of color, which can give strength to teach the communities represented. In order for TWANAS to truly represent UCSC students of color, we need the participation of every community of color at UCSC. If you share our vision for collective action, we invite you to join us. Send us your articles, photos, artwork and poetry! to submit content and learn how to get involved: TWANASPRESS@GMAIL.COM

Movimiento Estudiantil Chicana/o de Aztlan (MEChA)

The Chicano Movement of the late 1960's helped spark cultural and historical pride in our people. Chicanas/Chicanos demanded to be treated as equals and denounced acculturation and assimilation. Brown pride began to express itself through poetry, literature, art and theatre.

The contributions of the Chicano Movement are numerous and continue to be very valuable to our society. M. E.Ch.A was established at the Denver Youth conference in 1969 by student organizations (such as UMAS & MAYO) that came together to create one organization that would work towards the self-determination of our gente.

Movimiento Estudiantil Chicano de Aztlán (M.E.Ch.A.) is a student organization that promotes higher education, cultura, and historia. MEChA de UCSC is

committed to the liberation of nuestra raza's minds, bodies, and souls through educational, economic, and political empowerment. M.E.Ch.A. was founded on the principles of self-determination for the liberation of our people. We believe that political involvement and education is the avenue for change in our society. In the time of the new sun, los estudiantes of MEChA, los guerreros/as in other places, and la gente all over the world are here to claim our voices and our rights as humankind. Por la raza, habla el espiritu.

Students Informing Now (SIN)

Our mission is to help promote higher education particularly in support of marginalized students, especially, but not limited to, AB540 students. We aspire to develop a safe environment and network where students don't have to be afraid to ask questions about their educational circumstances. By working collectively with the community, we aim to empower and inform, consequently bringing voice to those that are unjustly silenced. We aim to achieve these ambitions by employing popular education methodology; everything done without shame... SIN Vergüenza!

Vision:

- One-day there will be equal opportunities in education.
- Education will be free of charge.
- Eliminate barriers that restrict higher education to the economically and socially privileged.
- Advocate for a just immigration reform.
- Eliminate all forms of oppression
- Maintain S.I.N.'s legacy long after founding members have graduated.

www.StudentsInformingNow.org

The International Socialist Organization (ISO)

The ISO is committed to building an organization that participates in the struggles for justice and liberation today--and, ultimately, for a future socialist society. The ISO's members are involved in helping to build a number of struggles: the movement to stop war and occupation, fights against racism and anti-immigrant scapegoating, the struggle for women's rights like the right to choose abortion, opposing homophobia, and standing up for workers' rights.

A world free of exploitation--socialism--is not only possible but worth fighting for. The ISO stands in the tradition of revolutionary socialists Karl Marx, V.I. Lenin and Leon Trotsky in the belief that workers themselves--the vast majority of the population--are the only force that can lead the fight to win a socialist society. Socialism can't be brought about from above, but has to be won by

workers themselves.

We see our task as building an independent socialist organization with members organizing in our workplaces, our schools and our neighborhoods to bring socialist ideas to the struggles we are involved in today, and the vision of a socialist world in the future.

SocialistWorker.org; WeAreMany.org
iso.santacruz@gmail.com

The Committee For Justice in Palestine (CJP)

CJP is a SOAR sponsored student organization. Our mission is to bring attention to the lifestyles of the indigenous Palestinian population currently under occupation. This ranges from setting up events celebrating Palestinian culture to raising awareness of the political conflict in the region. We do this by bringing in academics and public speakers, and by holding music and cultural events. As a group we do not take a position on a solution to the conflict, and we host a variety of speakers who hold many different opinions.

Our goal is to spread awareness and to shed light on the Palestinian struggle. You do not have to be fully informed about the issue to join; as long as you have an interest in civil rights and a willingness to learn, you are welcome! FREE PALESTINE!

Radical/ Empowering Organizations cont.

- The (GLBTIQ) Network
- SFL (Slugs for Liberty)
- CLIT Collective
- Sister Solidarity
- SO (Socialist Organizer)
- Student Environmental Center
- Blender (Student Run Trans Support Group)
- Kinetic Poetics Project (KPP)
- Olive Tree Initiative (OTI)
- Rainbow Theater
- Rainbow TV
- Sex Positive Autonomous Coalition for Environmental Sustainability (SPACES)
- Los Guerrilla Gatitos

Unofficial, Temporary Organizations

Some of the most radical and effective student activism in recent years has been organized by groups of students that decided to act outside the institutionally recognized channels. The UC-wide 32% fee increase that was imposed in November 2009 was met with waves of building occupations and strikes, coordinated in large part by students with no affiliation to official organizations. These actions had far-reaching effects: statistics released last year by the Public Policy Institute of California showed

that 74% of residents say the state does not provide enough money for colleges and universities, up 17 points from October 2007 (Baldassare, 2010).

It should be noted that the actions that inspired that value shift among voters were not supported by UC administration, and the resources that made those actions possible were mostly provided by students themselves. Official organizations can provide student activists with valuable resources, but there are significant limitations on how those resources can be used. Direct action organizing generally requires that students network and act outside the channels provided by the university. Within or without “the system”, GET INVOLVED!

Other Wonderful Resources:

SOAR (Student Organization Advising & Resources) <soar.ucsc.edu> - SOAR is an umbrella organization for most student orgs at UCSC. For a full list of UCSC student orgs, or to form a new organization, visit their website.

Student Media - SM is an umbrella organization for all student media organizations at UCSC: everything from City on a Hill Press to Banana Slug News to the Disorientation Guide. Funding for student publications is allocated by Student Media Council, which is made up of representatives of all student media orgs that want to be in attendance.

Resource Centers

- El Centro (Chicano Latino Resource Center) <www2.ucsc.edu/raza>
- AARCC (African American Resource & Cultural Center) <www2.ucsc.edu/aasl>
- AIRC (American Indian Resource Center) <www2.ucsc.edu/airc>
- AA/PIRC (Asian America/Pacific Islander Resource Center) <www2.ucsc.edu/aapirc>
- Women's Center <www2.ucsc.edu/wmcenter>
- Lionel Cantú LGBTI Resource Center <www.queer.ucsc.edu>
- ABSA (African/Black Student Alliance)
- APISA (Asian/Pacific Islander Student Alliance)
- FSA (Filipino Student Association)
- SANAI (Student Alliance of North American Indians)
- MESH (Mixed Ethnicities Student Headquarters)
- MIRA (Movement for Immigrant Rights Alliance)

Recommendations

Professors who are badassess (take classes from them if you ever get the chance):

- Andrew Matthews (ANTH)
- Carolyn Martin Shaw (ANTH)
- Alan Richards (ENVS)
- Jeff Bury (ENVS)
- Steve Gliessman (ENVS)
- Bettina Aptheker (FMST)
- Gina Dent (FMST)
- Stewart Cooper (KRSG)
- Flora Lu (LALS)
- James McCloskey (LING)
- Gary Young (LIT)
- Jody Green (LIT)
- Bob Meister (POLI)
- Eva Bertram (POLI)
- Megan Thomas (POLI)
- Nameera Akhtar (PSYC)
- Regina Langhout (PSYC)
- Travis Seymour (PSYC)
- Aida Hurtado (PSYC)
- Craig Haney (PSYC)
- Danny Scheie (THEA)
- David Lau (LIT)
- Gopal Balakrishnan (HISC)
- Debbie Gould (SOCY)
- David Brundage (CMMU)
- Andrea Steiner (CMMU)
- Anjali Arondekar (FMST)

Books (not that you want extra reading, but these are some good ones):

- A Thousand Plateaux, Deleuze & Guattari
- An Introduction to Civil War, Tiqqun
- Anarchism and Other Essays, Emma Goldman
- Bury My Heart at Wounded Knee, Dee Brown
- Brave New World, Aldous Huxley
- Caliban and the Witch, Silvia Federici
- Chomsky On Anarchism, Noam Chomsky
- Conquest of Bread, Peter Kropotkin
- Eyes of the Heart, Jean Bertrand Aristide
- How Nonviolence Protects the State, Peter Gelderloos
- Our Bodies Ourselves, The Boston Women's Health Book Collective
- Pedagogy of the Oppressed, Paulo Freire
- V for Vendetta, Alan Moore
- Society of the Spectacle, Guy Debord
- Sweetness and Power, Sidney Mintz
- The Art of Loving, Erich Fromm

- The Coming Insurrection, The Invisible Committee
- The Kite Runner, Khaled Hosseini
- The Monkey-Wrench Gang, Edward Abbey

Informative Pamphlets/Zines

- A Day Mournful and Overcast, Iron Column
- Bananarchy
- Civilization Will Eat Itself
- Communique From An Absent Future

Music that some of us like, which may or may not have a political message:

- Blackbird Raum
- Birdeatsbaby
- Blue Scholars
- Brother Ali
- Bob Dylan
- Dead Prez
- Defiance, Ohio
- Lupe Fiasco
- Manu Chao
- M.I.A
- Minor Threat
- Rage Against the Machine
- Saul Williams
- The Coup
- The Welfare Poets
- Victor Jara
- Zion I
- Vagabond Opera

Movies that you should watch because they will take your mind and fuck it:

- AKIRA
- Berkeley in the 60's
- Brother From Another Planet
- Capitalism, A Love Story
- Der Baader-Meinhof Komplex
- El Norte
- Eternal Sunshine of the Spotless Mind
- Fight Club
- King Corn
- La Haine
- Lal Salaam
- Libertarias
- Life Is Beautiful
- Nausicaa of the Valley of the Wind
- Salt of the Earth
- Sin Nombre
- The Corporation
- The Edukators
- The Great Dictator

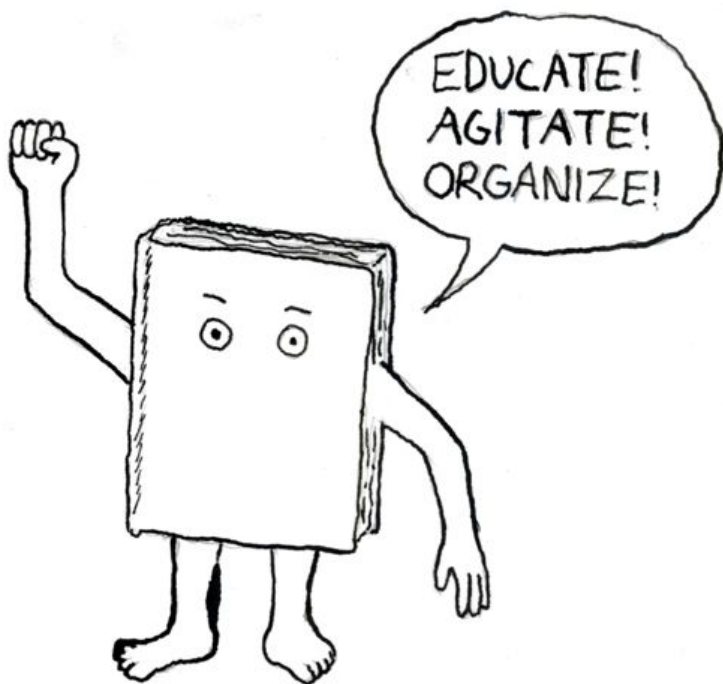
- The Legend of Bhagat Singh
- The Trial
- Tout Va Bien
- Y Tu Mama Tambien

Websites with more information than you even want to see

- <http://theyesmen.org/>
- <http://crimethinc.com/>
- <http://anarchistnews.org/>
- <http://zinelibrary.info/>
- <http://occupyCA.wordpress.com/>
- <http://signalfire.org/>
- <http://anti-politics.net/distro/>
- <http://blackpowderpress.com/>
- <http://www.ruckus.org/>
- <http://reclaimuc.blogspot.com/>

Poetry

- Pablo Neruda
- Oriah
- Kinetic Poetics (UCSC slam poetry team)



Dedications

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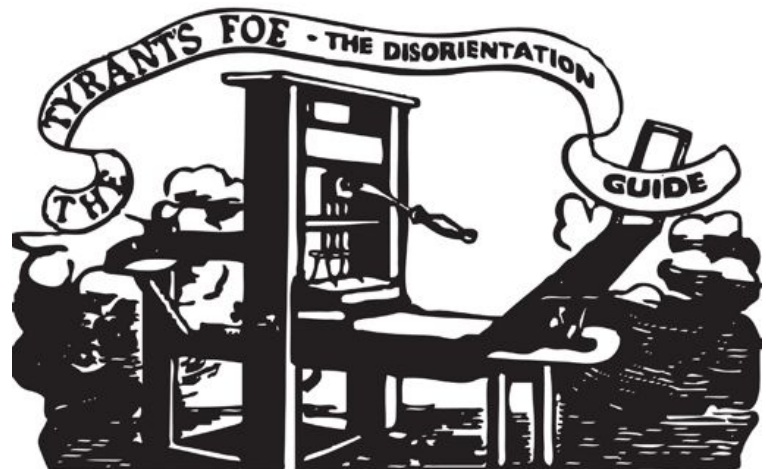
and our Financiers

As you flip through this year's Disorientation Guide there are probably some things you dig and some things you would change if you could ... and thank goodness for that! You see, this project was created over the summer by a small number of folks who contributed their knowledge, resources, and time. In other words: we gave it our best shot.

The Disguide has been published for over 30 years with generations of students working on it. We welcome and invite you to make next year's guide your own by giving feedback, providing content, and/or helping with its construction. Only with your help can the DisGuide evolve, improve, and grow.

Take us over.

Comments. Critiques. Involvement.
disguide@gmail.com



Know Your Rights

& Resist the Police State

This government's system of laws exists to maintain the dominance of those in power, and the police are its armed enforcers. If you doubt this, look at who are selectively targeted by local laws: people who are homeless, young, poor, black or brown, dissenters. On a global scale, look at who dies and who gets rich from our wars and other man-made disasters. For 250 years in this country, the government and their enforcers have consistently fought against people working for liberation: indigent resistance, land reformers, slave revolts, abolitionists, labor organizers and workers, free-speech advocates, women's and civil rights workers, anti-war and anti-globalization protesters, and recently, animal rights and environmental activists.

Your relationship with the police is at heart adversarial. While there may be cops with hearts of gold, the job of all police is to arrest and prosecute you. As such, it is almost never in your best interest to cooperate with the police.

Keeping yourself safe and resisting the police state comes down to these simple principles:

- 1) Non-cooperation: If you talk with the police, you will likely unintentionally hurt yourself, your friends, or others.
- 2) Do not consent to searches: Never give law enforcement the okay to examine your pockets, car, backpack, or home.
- 3) Remain silent: Use the magic words and then stay silent.
- 4) Talk to a lawyer: Never take advice from the police, they may try to trick and mislead you.
- 5) Use trust and intuition: Without being paranoid, work only with people with whom you have a history of trust.
- 6) Mutual Support: Support those who are dealing with cops and courts. Don't leave people isolated - show strength in numbers.

Rights During a Police Encounter

In a police encounter these rules will help protect your civil rights and improve your chances of driving or walking away safely. From here on out, we are talking about your "rights" guaranteed by law. Though in our view, what you can do and what you can do legally are two different things. Hopefully, these are tools you will find useful in your toolbox of resistance. All of these rights also apply to minors and non-citizens.

Stay Cool & Politely Assertive

Police are well armed and often unpredictable, so remaining cool and calm will keep you safe. Treat them with the caution with which you would treat any dangerous, unpredictable, armed person.

Be polite and yet assertive to ensure that your rights aren't trampled on. Some officers may come on heavy if you are not absolutely submissive, but standing up for your rights will keep you safe in the long run, in court when it really matters.

Determine Whether You Can Leave

You don't have to talk to the police. As soon as an officer approaches you, ask the officer, "Am I free to go?" If you get an answer other than a definitive "No," gather your stuff and leave without another word. You have the right to end an encounter with a police officer unless you are being detained or arrested. Don't waste time trying to determine your status. Test whether you are free to go, and then go. If you aren't free to go, the officer will make it perfectly clear.

Use the Magic Words

If you are detained or arrested, use the magic words: "I'm going to remain silent. I would like to see a lawyer."

Do not talk to police. Wait to talk to a lawyer who is representing you. Even casual small talk can come back to haunt you. Anything you say can, and will, be used against you.

Cops have numerous tricks to get you to talk. They can and do use fear, solitude, isolation, lies, advice, playing you against others, and even kindness to get you to cooperate. Don't be fooled. If you need to say anything, repeat the magic words.

Keep in mind the credo: If no one talks, everyone walks. Regardless of what you are told by an investigating officer, you have nothing to gain by talking to the police... and everything to lose.

Police officers will often tell you that your cooperation will make things easier for you, and many people hope to be let off easy if they are honest and direct with the police. The only thing it makes easier is the officer's job. Do not let the threat of arrest scare you into admitting guilt. Better to spend a night in jail, than years in prison. Ask to speak with a lawyer, and remain silent.

Refuse to Consent to Searches

Officers seeking evidence will often try to get you to allow them to search your belongings, your car, or your home. Refuse to consent to a search, with the phrase:

"I do not consent to a search."

Usually, a search request will come in the form of an ambiguous statement, such as, "I'm going to ask you to empty your pockets." Answer such requests unambiguously. Repeat as many times as necessary. You are under no obligation to allow a search. The only reason an officer asks your permission is because he doesn't have enough evidence to search without your consent.

Always keep any private items that you don't want others to see out of sight. Legally speaking, police do not need consent or a warrant to confiscate any illegal items that are in plain view. Police officers are not required to inform you of your rights before asking you to consent to a search. If the officer searches you in spite of your objection, do not physically resist. Your attorney can argue to have evidence thrown out of court.

You are not obligated to identify yourself (except when driving) in most states. Officers will often tell you otherwise.

Where to Go For More Help

If you feel your rights are being violated, hold tight until you can talk to a lawyer. If you don't have your own lawyer the court will appoint the public defender to defend you. For more information about your rights, law education, and what to do if your rights were violated, check out:

Bay Area Legal Resource Network
Midnight Special Law Collective
National Lawyers Guild
ACLU of Northern California

legal.resource.network@gmail.com
midnightspecial.net
www.nlg.org/sf 415-285-5067
www.aclunc.org 415-621-2493

There may also be legal help in your community that will specifically help you if you are a senior, low-income, homeless, or a non-citizen. Ask around in your community.

For more copies of this handbill, or to send corrections, email freeskoolsc@riseup.net