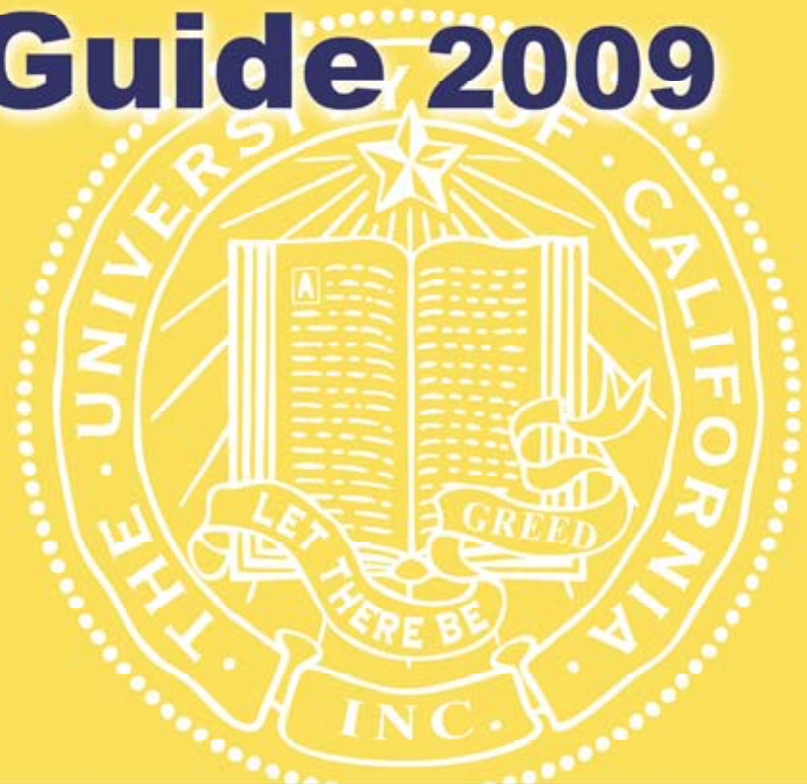




Disorientation Guide 2009



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What’s up people, let me be the first person to say welcome to UCI, the only UC behind the Orange Curtain. If you got that joke, then keep reading, this pamphlet just might be for you. If you didn’t, keep reading any way there might be something to peak your interest. What you hold in your hand is an energy saving, mind tripping, rocket propelled opening into the college campus you have stepped on. It’s filled with the stuff that makes you wonder: A.) Why you choose this place B.) What does this mean to you C.) what are you going to do about it now that you’re here and D.) Seriously, why the hell did you chose this place. Let me just say that I wish I received a pamphlet like this when I was going to UCI, it could have saved me a lot of time and effort. Between these covers you have a guide into the belly of the University. Use it wisely. But don’t let this be your only map of this place, add your own experiences into the mix. Just remember what you don’t see is probably more interesting and important than what you do.

In compiling and writing this year’s Disorientation Guide -- the first ever! -- we recognize that it’s not perfect. Some of the definitions in the glossary are inadequate, there’s groups that we left out, and many other sections that we would have loved to have included but couldn’t because of lack of volunteers and/or space. Despite the shortfalls, we wanted this to be a starting point both for our editorial collective and for students, faculty, and workers on the UCI campus -- we hope it opens your eyes to the dark side of Orange County and UCI life while giving you avenues to pursue a more complete education alongside participation in subversive organizations, and we hope in the coming year to build off of what we have started in order to craft a better Disorientation Guide for next fall. Let us also quickly say just how fucking amazed we are at all of the Disorientation Guides that have been published across the country for Fall: University of Houston and UC-Santa Cruz put out awesome Guides while we were editing ours, and we’d encourage you to check out the UCSC one especially because it has a lot of good info about the budget crisis that’s fucking over the entire UC system: disorientationguide.wordpress.com.

Statement on copyrights: We have borrowed extensively from a wide variety of sources without their consent, under the philosophy that intellectual property is theft. OK, so we plagiarized quite a bit. Even in this paragraph. We did cite a few things when it seemed like a good idea. What we have produced and distributed is anti-capitalist, anti-imperialist, anti-patriarchy, anti-state: Anti-Copyright.

To contact the Disorientation Guide editorial collective, you can email DisorientUCI@riseup.net. We gladly accept art, articles, and hate mail.

Whats Wrong With Education?

During your educational tenure at UCI, you may get an overwhelming feeling that something is seriously wrong with the education you’re receiving. Here we present you with two essays from the book ”Toward the Destruction of Schooling” by Jan D. Matthews, available free of charge through the Radical Student Union. Endnote citations available in original text.

The Role of Schooling in Society

Most people don’t like being told what to do. Any institution that aims to structure and regiment a person’s life is, to a certain extent, in conflict with that person. The interesting thing is that that person is not always in willful conflict with the institution. Those who are obedient and fulfill their role as students understandably try to ignore the negative effects their schooling is having on them. But who would honestly deny that these effects are quite visible? Students are taught, through the process of schooling, to be conformist, unimaginative, docile, and a great many other things that are by and large considered virtues in the working world. Stay this way and you may never feel good about yourself, but you will be congratulated by authority figures for the rest of your life. I think that the antagonistic feelings that people have toward school reflect what schools are trying to do to you. Our present situation in which compulsory schooling appears to be so natural has a historical context; the forces at work and reasons why we spend so much of our lives in school can only be adequately explained from a perspective that looks at schooling historically in terms of the means employed and the ends desired and looks at where these institutional designs leave the individual caught up in school. Such a perspective can be revolutionary only if it identifies with the individual caught up in school—with their needs and desires, their anger and frustration. We must look at how schooling fits into the whole of society and what sort of social relationships and institutions are hinged upon keeping this individual—you, for all practical purposes—acquiescent. The problem, namely, that most people do

in fact do what they are told, is a problem with the totality civilized social relations.

Schooling is a fundamental process of our society. It can be understood as the ensemble of techniques by which a society instructs the young in the knowledge, values, and attitudes necessary for becoming responsible members of society, reproducing the dominant social order. The bells, the classes, the rules, the discipline—all are important aspects of a controlling process aimed at molding the individual into a form more desirable to others—to authorities. Schooling, like work, is based on coercion. Generally speaking, one does not do schoolwork because the experience itself is rewarding. One does not do schoolwork on one’s own terms. Also, there is a carrot or a stick guiding your progress—usually both. Max Stirner had it right when he said that “the school question is a life question.”¹

The most important life-skill taught in schools is subservience. It is absolutely essential to all hierarchical social systems. Education, as William Torrey Harris (U.S. Commissioner of Education at the turn of the century) once defined it, is “the subsumption of the individual.”² Nobody is absolutely free of social pressures, material forces, outside influences. But it does not follow that we should submit to the ideal of the individual’s “adjustment” to the social terrain: behavior modification administered by the guardians of the Republic. There is an essential tension here: the tension between unique individuals and the social institutions that prevent their self-determination.

The necessity of schools

is deeply ingrained in the modern psyche. Implicit in the acceptance of any modern political ideology is the assumption that the individual exists to serve the common good or some higher principle exterior to personal subjectivity—in fact, this seems to be the basis of all ideology, all political systems, all forms of rule. So, proceeding from this assumption, the sufficiently schooled person—the university student, for example—assumes the thinking of a social planner with regard to all political questions. Critical thinking is so discouraged that many are virtually incapable of taking an anti-political stance against all the moral baggage of formal ideology, against the totality of “mental production”.³ Alexander Inglis had the following to say about this aspect of schooling: “It must be recognized that in American society each individual must be not merely a law-abiding citizen but also to some extent a law-making citizen.”⁴ In a democratic state, social stability rests principally on the internalization of the values behind the rules, the morality behind its reification in law. One can dislike school and still believe in its mythology—most people do. The stereotypes of good students, bad students and every other category of student conceal the question of the desirability of systems of grading and categorization. “Banalities, due to what they conceal, work for the dominant organization of life . . . words will not cease to work until people do,” wrote Mustapha Khayati.⁵ The mythology of this dominant organization of life consists of myths such as the necessity of being schooled in order to learn, the detached objectivity (and in-

“When examined, answer with questions”

-Graffiti Paris, 1968

telligence!) of the intellectual, and many others, all reflecting capitalist values—the most salient of which is Progress.

The student, like society, is continually making progress. The student’s progress, like that of society, is fundamentally a domestication of the human animal. When Derrick Jensen asked himself why schooling takes so long, the answer he came up with was straightforward and truthful: “It takes that long to sufficiently break a child’s will. It is not easy to disconnect children’s wills, to disconnect them from their own experiences of the world in preparation for the lives of painful employment they will have to endure.”⁶ A few centuries earlier, Immanuel Kant put it more succinctly: “Man must be disciplined because he is naturally wild. . . .”⁷ Discipline is at the heart of the educational enterprise. Schools are obviously not organized by the students—they are the population that is to be controlled, monitored, measured, and disciplined. Discipline is “what the factory and the office and the store share with the prison and the school and the mental hospital.”⁸ There are cer-

tain rules to be followed and the student is watched at all times to make sure she is conforming. Discipline is essential, but it does not explain all aspects of schooling. Knowledge, the commodity that the school deposits in you or showers you with is something exterior to the student, who accumulates knowledge in a process beyond her control. Knowledge is power, most commonly to the extent that one can serve the interests of power and secure a comfortable or powerful place in the social order. Foucault pointed out that power necessarily produces knowledge: “. . . power and knowledge directly imply one another . . . there is no power relation without the correlative constitution of a field of knowledge, nor any knowledge that does not presuppose and constitute at the same time power relations.”⁹ Highly specialized knowledge of the type that schools impart reflects complex power relations hinging on extensive hierarchy and division of labor. The increasing importance of schooling in modern society reflects society’s increasing totalitarianism, in the sense that more and more human activities

are subordinated to and conditioned by the advanced techniques of a technological society whose driving force is Capital.¹⁰

It is obvious that any critique of schooling must have within it a critique of the social order of which the schools are a part and vice versa. Schooling seems to be a positive feedback system: more and more people go through schools, capitalism advances, and more schools are needed to keep people subservient to the bosses. Education is such an important “right” for all people that it “shall be compulsory” according to Article 26 of the 1948 Universal Declaration of Human Rights.¹¹ Education seems to be something that all the ideologues can agree on. It is obviously helping people to adapt to the insanity of modern society. We become automatons, docile bodies—boring, dumb, and monotonous from doing schoolwork with the same characteristics. By and large, students submit to their behavior modification and faithfully reproduce the current social order.

life is subordinated to the imperative to accumulate commodities that affirm the student’s chosen identity within the social group—so much so that it is possible for the student to ignore much of the substance of schooling. Entertainment is organized around (sub)cultural identity—a dead world of media swill with an appearance vaguely reminiscent of actual life (which has been vanquished by modern capitalism). Sexual activity, long repressed, is now tolerated within the context of relationships which could only be described as masturbatory. If it had any meaning, if it opened up new realms of communication, sex would be a force antagonistic to schooling—instead it is a safety valve. In *Civilization and Its Discontents*, Freud said that civilization uses sexual energy for its own purposes (displacing it through work, for example). We are now so alienated from each other that it is difficult to conceive of a world in which our energies and desires are not systematically controlled and manipulated—a world in which meaningful communication is commonplace. Our capacity for self-regulation and autonomy has been schooled out of us; we are left with a character armor (the colonization of Capital) which protects us

from expressing ourselves freely.

“Politics, morality, and culture are all in ruins—and have now reached the point of being marketed as such, as their own parody, the spectacle of decadence being the last [hopefully] desperate attempt to stabilize the decadence of the spectacle.” Religion is a perfect example of this. It is now often marketed as spirituality, an admission of some vague need to retreat from reality and be enriched by assorted mystical beliefs. Any justification for the present madness will do. Depression is endemic. Drugs and alcohol help out as much as possible, setting the stage for all social interaction. But is it enough? Consumer goods help fill the void, but are they sufficient? So far, it seems to be. The life that gets away from us can always be sold back to us by the mass media in the form of images. All that once was directly lived has become mere representation. “For in the mass society, individuals have a tendency to withdraw from each other more and more. Their relationship is only artificial; it is only the product of the mass media,” wrote Jacques Ellul.

The student often finds more meaningful forms of escapism—ideological escapism. Students are for justice, Che Guevara t-shirts, and affirmative action. And the socialist organizations are waiting to recruit. The student’s “rent-a-crowd militance for the latest good cause is an aspect of his real impotence.” The student serves the cause and the cause serves to justify the student’s subservience. The student activist consciously aligns their thinking with what they perceive to be that of an oppressed group (which they may or may not be a member of). Now they can speak for that group and articulate the desires of that group, usually phrased as demands made of the authorities. Every person, every group, must be represented. Representation is at the heart of the logic of modern politics, and its so-called enemies uphold this logic better than anyone. Such thinking is institutionalized among the academic Left, who are proud of their broad curriculum which includes all sorts of women’s studies, queer studies, African-

American studies, etc. As long as students learn to demand “justice” for everyone, the possibility of revolutionary change can be ignored. Through appeals for justice or equal rights within the system, the academic Left perpetuates the system and its moralistic logic. And since academia is virtually defined by the dissociation of thought and action, no revolutionary theory could possibly thrive in this context; conversely, it is here that revolutionary ideology is at home, an object of passive consideration.

The university gives the appearance of fostering learning on one’s own initiative. Indeed, many of the controlling aspects of high school are absent—but only because they are no longer necessary. The university student is self-oppressed, a beautiful example of modern schooling’s hegemony. Her only hope is to stop identifying with the university and its myths. The student must commit the sin of pride (non serviam—I will not serve) just as Stephen Dedalus did: “I will not serve that in which I no longer believe whether it call itself my home, my fatherland, or my church. . . .” Perhaps the student read this in high school but thought nothing of it. Perhaps, too, they read of the Combine in Kesey’s *One Flew over the Cuckoo’s Nest* but did not recognize the similarity to their teachers. As long as knowledge is looked at from afar as one views the world of commodities, whatever truths it may reveal remain concealed.

The fact that universities serve the interests of power is all too obvious. As Fredy Perlman observed, students are taught to be innovative when it comes to the sciences and the physical universe, but their approach must be adaptationist in regard to the social world. Every academic field must be focused toward progress where it is needed and apologetics when it comes to the effects of such progress. Every individual must fit themselves into institutions, jobs, and the whole social network without ever thinking twice about what is lost. As Michael B. Katz put it, “We live in an institutional state. Our lives spin outward from the hospitals where we are born

to the school systems that dominate our youth through the bureaucracies for which we work and back again to the hospitals in which we die.”

The university is a perfect representation of our institutional reality. The university is an impersonal bureaucracy even when it tries to be something else. Alexis de Tocqueville clearly described the techniques through which such institutions function: “[Administration] covers the surface of society with a network of small complicated rules, minute and uniform, through which the most original minds and the most energetic characters cannot penetrate, to rise above the crowd. The will of man is not shattered, but softened, bent, guided; men are seldom forced by it to act, but they are constantly restrained from acting; such a power does not destroy, but it prevents existence; it does not tyrannize, but it compresses, extinguishes, and stupefies a people, till each nation is reduced to be nothing better than a flock of timid and industrious animals, of which government is the shepherd.”

The university purveys an advanced form of schooling. It is advanced mainly because the university is the schooling institution most directly in the service of Capital. But haven’t the students had enough of schooling by the time they get to the university? They are most likely tired of it. It is not easy to have your will systematically softened, bent, and guided by authoritarian social structures. Opposition to work itself must now be the basis of any radical opposition to Capital (which recuperates all forms of partial resistance). Opposition to schooling is now a necessity for those who resist the domestication of capitalist society. “Schools function as the organization of the passivity of the soul, and this is true even when active and libertarian methods are used; the liberation of the school would be the liberation of oppression,” wrote Camatte. It is all too apparent that schooling breaks your spirit. And while it is not easy to resist, it is well worth it. Only through resistance to this society can life become worth living.

Notes on the Poverty of Student Life

The university is the training grounds for the future ruling class and their most dependable lackeys. Most university students—after being constantly adjusted throughout their youth—are already well adjusted to subservient roles. They are model consumers, if not always model students. The students who are content with their social role as students have accepted passivity. Some accept passivity by ignoring all politics, others by becoming politically active. The result is the same—a useful citizen—useful to others. “Modern capitalism and its spectacle allot everyone a specific role in a general passivity. The student is no exception to the rule. He has a provisional part to play, a rehearsal for his final role as an element in market society as conservative as the rest. . . . Meanwhile, he basks in a schizophrenic consciousness, withdrawing into his initiation group to hide from that future.”

Students are vaguely conscious of why universities exist and what is expected of them—most simply don’t care. To be (a) pathetic is to be fashionable. When Nietzsche said that the idealism of humanity was on the verge of deteriorating into

“I suspect God of being a Leftist intellectual”

—Graffiti Paris, 1968

1960

REVOLT OF THE STUDENTS

1960 US: Spurned by the Vietnam War draft, American students began questioning their educations and their position in a changing US society. Students involved in the Civil Rights Movement returned to their campus radicalized, and began organizing against the war and against Capitalism. Groups like Students for a Democratic Society and the Student Nonviolent Coordinating Committee flourished, and eventually militant groups of students split off and formed the Weather Underground and Symbionese Liberation Army.

1968: France: Inspired by the Situationist International Movement, students in Paris, France, joined with workers and shut down the factories and schools of the city. The movement was violently repressed, but both groups won significant concessions.

1968: Mexico: Students began taking over their universities and linking the Autonomous Universities with the Polytechnic Universities. Mexican police began kidnapping, torturing, and killing student leaders, but the movement continued to grow. With the 1968 Mexico City Olympics nearing, students and workers began criticizing the government for the hypocrisy of hosting the Olympics in the midst of poverty and repression. On October 2, just days before the opening ceremonies, Mexican police and army opened fire on 10,000 students and workers meeting in the Tlatelolco housing complex, killing over 500 and jailing and disappearing more.

1973-1976 Throughout South America, particularly in Chile and Argentina, students led the fight against US-sponsored dictatorships there. The CIA helped coordinate the crackdown which resulted in thousands of students and workers being "disappeared." --murdered with the body disposed of.

1973 Mexico: Once again, students provided the impetus for political change in Mexico. Students returning from the cities began a political movement in Juchitán, Oaxaca. Along with workers and campesinos, they handed the Institutional Revolutionary Party (PRI), the single governing party, their first electoral loss in over 60 years and opened the door for more democratic elections in years to come. More importantly, they re-envisioned how politics was to be done in Mexico.

1997 US: Following the Zapatistas, American college students began looking for ways to challenge their universities' roles in the global economy. They discovered that their university apparel was produced under exploitative, if not illegal, conditions. Through a series of sit-ins and direct actions, they were able to force brands like Nike and Adidas to redesign their production practices.

1999: Mexico: In protest over plans to dramatically increase tuition at the Universidad Nacional Autónoma de México (UNAM, National University of Mexico), students planned a university-wide strike, barricading main streets, holding guerrilla classes, and taking over buildings. Police cracked down on the protest, beating and arresting students, and almost 10 years later, some student leaders remain in jail.

2006: Mexico: Students played a key role in the movement to oust Oaxacan governor Ulises Ruiz Ortiz, who was responsible for repression against a teachers' strike in May of 2006. The Benito Juárez University of Oaxaca housed the main insurgent radio station, and many students were routinely attacked and jailed, with several remaining in jail today. A few faculty were even publicly listed on hit lists.

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2008: Greece: Greek students began rioting just hours after a 15-year old anarchist boy was gunned down by police in Athens. The movement was based largely in the universities, with students taking over buildings, holding public assemblies, and carrying out barricades, squats, and other actions throughout the country.

2009: US: Students at New School in New York City campaigned against the mis-management of their university, and occupied several buildings. Soon after they were evicted, students at New York University began occupations on their campus for many of the same reasons. Situations around the country carried out solidarity actions in support of the occupations.

2010

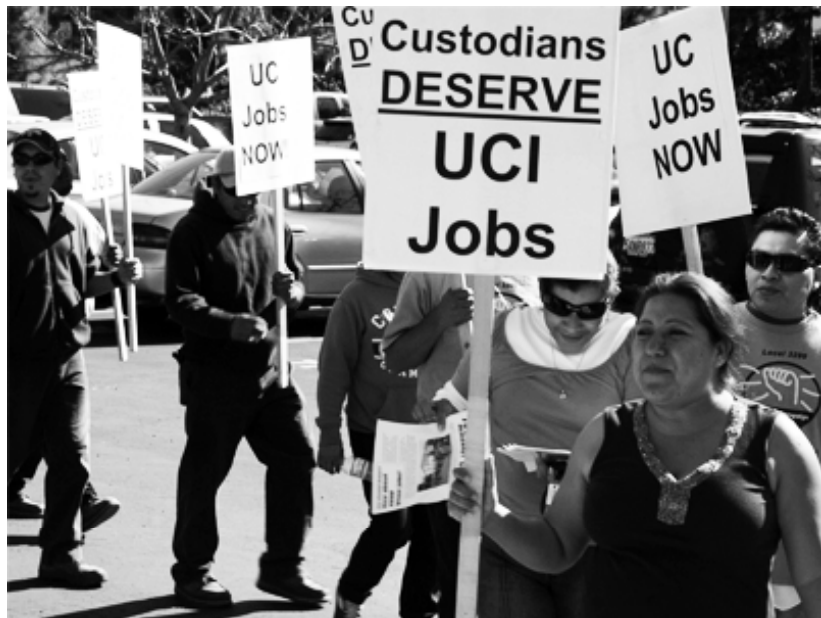
★ OCCUPY

UCI

“Founded in 1965, the University of California, Irvine combines the strengths of a major research university with the bounty of an incomparable Southern California location. With a commitment to cutting-edge research, teaching, learning and creativity, UCI is a driving force for innovation and discovery that benefits our local, national and global communities in many ways.

With more than 27,000 students, 1,100 faculty members and 9,200 staff, UCI is among the fastest-growing campuses in the University of California system. Increasingly a first-choice campus for students, UCI ranks among the top U.S. universities in the number of undergraduate applications and continues to admit freshmen with highly competitive academic profiles. Orange County’s largest employer, UCI generates an annual economic impact on the county of \$4.2 billion.”

- uci.edu



Campus Issues

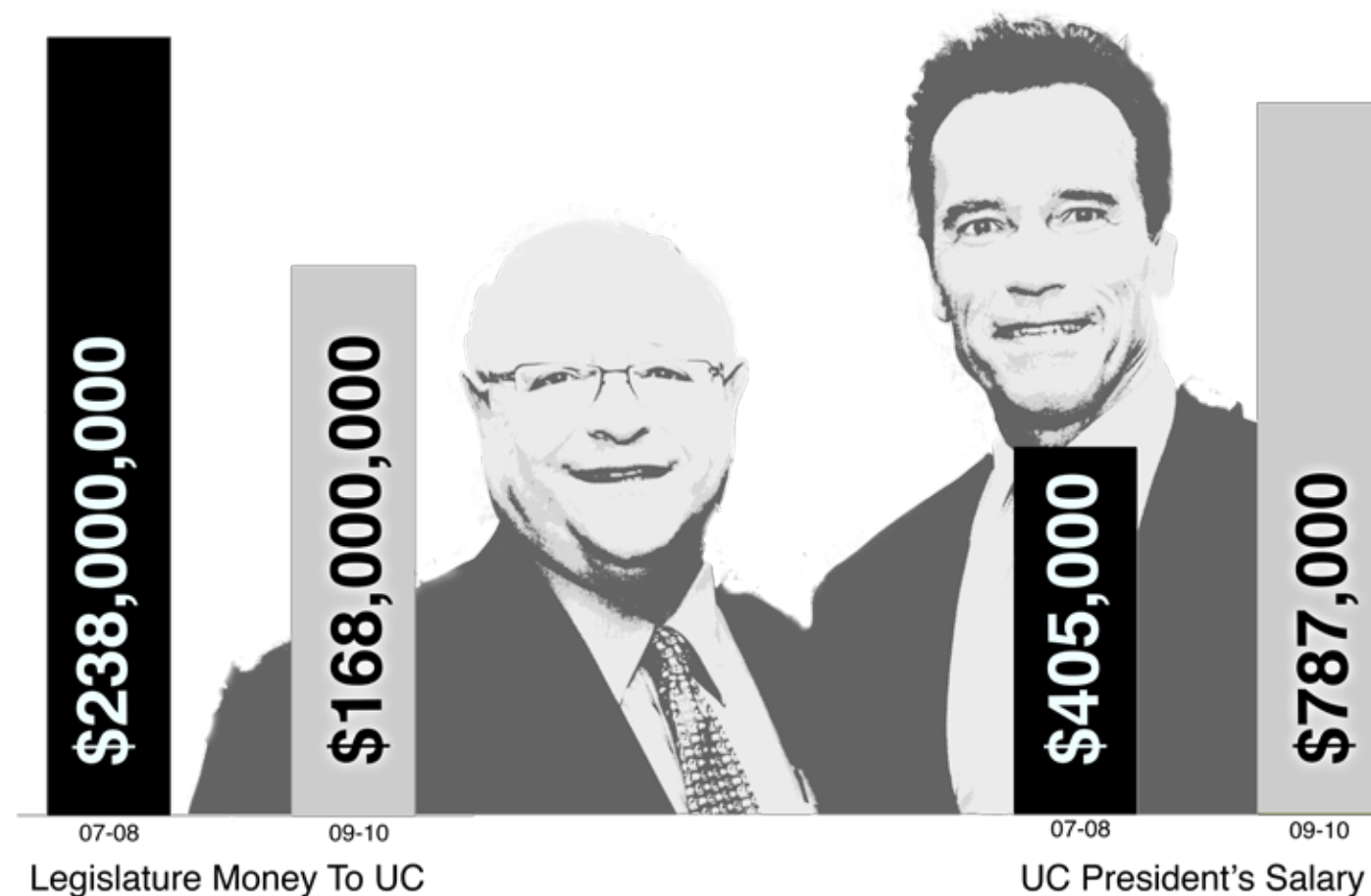
While much of this Disorientation Guide is meant to provide you with a critical framework with which to examine your education and the world you’re about to graduate into, it is also important to know what is happening on campus. We are providing the following information so that you will be knowledgeable about the various issues affecting your classmates. If you are concerned enough about any given action that you want to take action (and we hope you are!) there is information in this section, and in the Campus Orgs & Resources section on page 62, so that you can get in touch with like-minded students and make a difference on campus.

“The state of California has no business subsidizing intellectual curiosity.”

-- Ronald Reagan

Campus Issues: Budget

Faculty walkouts? Furloughs? Tuition Hikes?! All of the above? Confused about what the hell is going on? We are here to help! Here are a few ‘borrowed’ articles to try and help explain the issues and what is being done of them. To put this section in context, the average income in the city of Irvine (as of 2005) is \$111,455 while income in Santa Ana averages at \$44,505. An excellent resource to find out more information is to read all of the posts and articles on <http://utotherescue.blogspot.com/>



UC Proposing 32 Percent Fee Hike

By Matt Krupnick
Contra Costa Times
Posted: 09/10/2009 03:17:34 PM PDT

The University of California may raise student fees 32 percent by next fall, boosting annual undergraduate tuition over the \$10,000 level for the first time ever.

UC regents next week will discuss the phased increases, which for most students would include a 7.5 percent hike for the upcoming spring term and then a sharper increase for the fall 2010 term. The decision, which would bring UC tuition to \$10,302, would cost undergraduates an additional \$2,500 per year.

Most graduate students also would pay about 32 percent more in fall 2010. The board also will consider for the first

time the possibility of charging more for undergraduate business and engineering students, much as it does for graduate students in those fields. Undergraduates in those departments would pay up to \$1,000 more than other students.

A student leader called the fee increases “staggering.”

“It’s really coming out of left field,” said Victor Sanchez, president of the UC Students Association and a UC Santa Cruz undergraduate. “What you’re going to see is an astronomical drop in the number of students able to attend.”

Regents also will consider reducing enrollment by 2,300 for a second straight year, and possibly for several years thereafter. And the university warned that the state may not be able to raise the maxi-

mum Cal Grant to cover the midyear fee hikes.

UC leaders have long predicted a mid-year fee hike this year and an additional increase for next fall. With hundreds of millions of dollars cut from state funding, raising fees is the university’s only choice, leaders said.

The 10-campus university is laying off nearly 1,900 employees.

“Obviously a fee increase would be painful for students, we understand that,” UC spokesman Ricardo Vazquez said. “But the kind of quality that students expect is being threatened.”

California State University trustees, also facing severe cuts, raised fees 32 percent this year. The UC board is scheduled to vote on its proposal in November.

To bring you up to date,

below is an adaptation of an electronic letter sent from Judith Stepan-Norris, current UCI Academic Senate Chair to the Members of the UCI Academic senate.

September 11, 2009

Dear Members of the UCI Academic Senate,

By now you are aware that the summer months have been a time of rapid decision-making and reaction in the UC system. This e-mail provides background information and updates on the issues involved. You have been called upon by various groups to make decisions regarding your views on these issues. The UCI Academic Senate is designed to represent its members and has formal responsibilities and input in running UCI and the UC system. I want to make sure that all of your voices are considered when the senate arrives at a position on these matters.

Below I provide a brief summary of the issues as I see them. In addition, I have provided links to the organizational charts of the UC1 and UCI2, a summary of shared governance at UC and UCI, and links to various advocacy positions on the issues at hand.

Brief Summary of the Issues

In early summer, the Academic Senate at UCI voted to endorse the inclusion of instructional days in furlough days3, as did the system-wide Academic Council4. Subsequently, President Yudof, after consulting with the Chancellors and EVC/Ps from the ten campuses, members of The Regents, and members of the legislature, decided and announced through Interim Provost Pitts that instructional days may not be taken on furlough days5. Interim Provost Pitts followed this with an open letter to the faculty which describes his reasoning for his decision6. UC Berkeley has proposed an alternative plan*, which changes the last few instructional days of the semester into “non-podium” days of review and reading (with the maintenance of faculty-student contact)7, and this proposal has been ruled to be within compliance of President Yudof’s and Interim Provost Pitts’ decision8.

It is clear that the President has the authority to make the decision to exclude instructional days from furlough days. To understand the distribution of powers between the UC Regents, the administration and the Senate, past UCI Senate Chair, Arnold Binder’s summary statement “The Question of Shared Governance”9 is useful. In particular, Standing Order of the Regents 100.4 (h) states “The President shall fix the calendar of the University, provided that no session of instruction shall be established or abolished except with the advice of the Academic Senate and the approval of the Board.”

As we all know, the UC budget crisis is rooted in the current California state crisis, and more generally in the context of declining state support for the UC over the last decade. This is a pattern that has already manifested itself in other state university systems, and one that the UC clearly must address. There are two contrasting views on how to proceed.

Several groups on UC campuses and a system-wide faculty initiative have called for a response to the UC administration’s decision on furloughs because it is directly at odds with the expressed will of the Academic Council. It argues that decisions have been made “in a manner that flouts the principle of shared governance.” This view focuses on the UC response to the state’s budget cut, and identifies the UC administration as making unfortunate and unnecessary cuts over the summer. For example, the system-wide faculty initiative laments the “program of tuition hikes, enrollment cuts, layoffs, furloughs, and increased class sizes that harms students and

jeopardizes the livelihoods of the most vulnerable university employees,” but it is yet to articulate an alternative vision of how to balance the budget.

The other position, fostered by the administration and the leadership of the Academic Council views the crisis as a dilemma that the senate and the administration must work together to solve. Both are partners in running the system, and must devise solutions that protect the interests of the UC system as a whole while doing its best to protect the individual interests of its constituents. In fact, the UCI Budget Work Group and the Academic Planning Group (both of which have substantial senate representation) have been working on these issues all of last academic year and throughout the summer.

Something all of us can do to fight the larger threats to the future and quality of the UC system, is contact our state representatives as citizens to encourage them to restore UC funding. A useful website to help with this is <http://capwiz.com/uc4ca/mailapp/>.

With regard to whether or not the administration’s decision to exclude instructional days from furlough days violates the spirit of shared governance, the first set of voices has argued that it does. These include the open letter by the group of 16 system-wide faculty members which is supported by several campus-based unions10, and one by the American Association of University Professors (AAUP)11. The letter by 16 faculty members is a petition that calls for a strike on the first day of classes (September 24th). As of this morning, 588 faculty system-wide and 72 from UCI (approximately 4 to 5% of full-time UCI instructional faculty)** have signed in support. Voices representing the other position argue that while disappointing, it is the President’s prerogative to decide this issue and given the views of other constituents, along with the considerable Senate input on many other issues, it doesn’t violate the spirit of shared governance. Prominent among these is the letter of support for the administration by former Academic Council Chair Croughan and others12, and the Academic Council Chair Powell and Assistant Chair Simmons’ letter in response to the AAUP letter13.

Judith Stepan-Norris
Academic Senate Chair

* UCB planned this change before the announcement of the furlough as a permanant pedagogical decision. It was not devised as an alternative to instructional days on furlough days.

** A handful of UCI signers are non-senate UCI faculty.

LIST OF DOCUMENTS (these can be found at <http://www.senate.uci.edu/SenateChair/index.asp> as of 9/15/09)

1. The University of California Academic Senate Organizational Chart
2. The Irvine Division Academic Senate Organizational Chart
3. Letter from Irvine Division Senate to Academic Council Chair: Furlough Plan Implementation (7/28/09)
4. Letter from Academic Council to Provost Pitts: Implementation of Furlough Days on Instructional Days (8/5/09)
5. Letter from Provost Pitts to Chancellors and Academic Council Chair Croughan: instructional days may not be taken on furlough days (8/21/09)
6. Follow-up Letter from Provost Pitts: Open Letter to Faculty (9/10/09)
7. UC Berkeley’s Announcement re Changes to the Fall 2009 Academic Calendar (8/20/09)
8. Letter from Provost Pitts to Divisional Chairs: Non-Podium Instructional Days (9/8/09)
9. The Question of Shared Governance, Arnold Binder, Chair, Academic Senate, 1995-1998
10. Open Letter to UC Faculty: A Correction: From Shared Governance to Collective Action (8/31/09)
11. An Open Letter to UC Faculty from American Association of University Professors (AAUP)
12. Letter from Academic Council Chair Croughan and others to UC Colleagues in support of the Administration (8/31/09)
13. Letter to AAUP from Academic Council Chair Powell and Council Vice Chair Simmons regarding An Open Letter to UC Faculty from the AAUP (9/9/09)

Execs still get raises as UC cuts staffing, pay

-Stolen from SFChronicle.com

Nanette Asimov, Chronicle Staff Writer
Friday, August 7, 2009

On the same July day that the UC Board of Regents cut \$813 million from UC budgets - setting in motion pay cuts, layoffs and campus cutbacks - the board quietly approved pay raises, stipends and other benefits for more than two dozen executives.

University officials were quick to characterize the increased pay in a positive light.

“It’s really a story about cost savings,” said Barbara French, a UCSF spokeswoman, adding that three people on her campus who won hefty pay increases took on new duties and deserved to be compensated.

French said they are all filling in for Chief Operating Officer Tomi Ryba, who left in January and was not replaced, hence the savings. She earned \$547,600.

But critics - from janitors to physicians, whose salaries have all been slashed - said that people earning between a quarter million and half a million dollars can afford to take on new duties without extra pay. After all, they said, they themselves are now paid less money for more work.

“These are outrageous actions, taken at the same time as UC has been pleading poverty, giving layoff notices, forcing staff and faculty to take furloughs and hinting at more student fee increases,” said library assistant Kathy Renfro, chairwoman of the UC Berkeley Labor Coalition.

At UCSF, the three employees in question are getting yearly stipends - periodic payments above their salaries that are meant to compensate them for additional duties.

UCSF’s chief financial officer, now the interim chief operating officer, is getting a yearly 6.5 percent stipend, boosting his salary this year to \$500,763.



UCSF stipends

The new interim chief financial officer will get a 25 percent yearly stipend, bringing her salary to \$293,125 this year. And a nursing chief with new duties will get a 15 percent yearly stipend, for a total of \$287,500 this year.

New positions have also been created at UCSF - “chief quality officer” and “vice chancellor of research” - with potential salaries between \$239,700 and \$420,100, plus benefits.

On July 16, the regents also approved requests from other campuses to pay new deans and vice chancellors higher salaries than their predecessors had earned, on grounds that this was needed to attract the brightest leaders. The regents referred to the changes as “re-slotting,” rather than as raises.

“The timing of this is atrocious,” said Dr. Warren Gold, chairman of the UCSF Faculty Association. “The day before, (UC President Mark) Yudof requested the entire university community to take a pay cut.”

Salaries above \$240,000 were cut by 10 percent. Yudof had rejected a recommendation by Gold’s group to cut those salaries by 15 percent to ease the burden on lower-paid employees. “That’s why we’re so upset,” he said.

“If there really is a financial crisis at UC, why do they have all this money for top administrators?” asked Tanya Smith, president of the University Professional

and Technical Employees at UC Berkeley.

Limits on using funds

UC typically gets \$3 billion of its \$19 billion budget from the state. The state is cutting \$813 million, and critics say UC should use more of its substantial remaining budget to find ways to avoid cutting salaries and jobs. Yudof has declined, saying that UC could find itself in legal trouble if it used funds for purposes they weren’t intended for.

Meanwhile, campus officials defended the pay increases, saying they were in line with what other universities, including top private schools, pay for such work.

At UC Davis, social sciences dean George Mangun will earn \$278,500. As acting dean, he earned \$275,000 - his salary plus a \$28,401 stipend.

“His salary reflects the remarkable academic breadth over which Mangun presides as dean of the Division of Social Sciences at UC Davis,” said spokesman Mitchel Benson, noting that the increase is a modest one after including the stipend.

At UC Riverside, the vice chancellor for university advancement will earn 6 percent more than his part-time predecessor would have earned full time.

“Setting Peter Hayashida’s salary at \$265,000 was in keeping with an external market survey that showed a salary midpoint of \$300,000 for comparable positions,” spokeswoman Kris Lovekin said.

An idea for fixing UC & CC education

There are a number of issues facing the UCs, CSUs, and Community Colleges:

- No money for lecturers
- No money for teaching assistantships and graduate funding
- Large class sizes
- Class cuts
- Top-notch faculty teaching intro classes and doing it half-assed
- Crappy lecturers gaming the system while half-assedly teaching multiple classes
- Undergraduates not receiving a critical or meaningful education

What’s a solution for all of these problems?

Hiring ABD or advanced graduate students as lecturers at these schools.

Doing this would provide funding for graduate students at a critical point in their education, right before they dissertate. It would also give them teaching experience above discussion sections, meaning that their future students will be better instructed. It would mean that both schools could save money on lecturers, while being able to open more and smaller classes. And because most graduate lecturers could only teach one class, they could put more attention into that one. Finally, because graduate students are less interested in career preservation and tenure, they can introduce more radical and diverse ideas into the classroom rather than maintaining a sterile, valueless, dehumanized presentation.

So why hasn’t this been done already? Because of the last part, and administrators’ fear that students will receive any education other than mere job training and that students will begin to question and criticize their leadership.

Top 10 Salaries of 2008

1. Nittin Bhatia - \$664,253.24 Asst. Professor, Medical School	6. Mark E. Linskey - \$566,419.58 Assoc. Professor, Medical School
2. Ranjan Gupta - \$652,276.04 Professor, Medical School,	7. Gregory Evans - \$564,325.06 Professor, Medical School
3. Philip J. Disaia - \$609,070.43 Professor, Medical School	8. Maureen Zehntner -\$553,813.34 CEO of the UCI Medical Center
4. Neil Jones - \$599,596.75 Professor, Medical School	9. Baruch Kuppermann - \$529,413.29 Professor, Medical School
5. David N. Bailey - \$532,500.12 Vice Chancellor	10. Alpesh N. Amin - \$510,896.15 Professor, Medical School

Your Deans, and what they earn.

Arts

Alan Terricciano - \$147,007.84

Health Sciences

Dr. Frank Meyskens - \$481,575.68

Law

Erwin Chemerinsky - \$263,334.46

Biological Sciences

Albert F. Bennett - \$249,999.96

Humanities

Vicki L. Ruiz - \$221,300.04

Medicine

Dr. Ralph V. Clayman - \$439,507.73

Business | M.B.A.

Andrew J. Policano - \$300,900.00

Information & Computer Sciences

Debra J. Richardson - \$195,200.04

Physical Sciences

John Hemminger - \$248,092.34

Engineering

Rafael L. Bras - \$193,410.00

Social Sciences

Barbara Doshier - \$195,900.00

The Green Initiative Fund

In Spring of 2009, students voted to create the Think Green Initiative Fund (TGIF). TGIF is an exciting grant that will raise over \$300,000 annually for sustainable projects through a \$5 quarterly tuition fee. Any student, faculty, or affiliate of UCI with an environmental project will be able to apply for this funding -- that means YOU! Where it has been established at many other UC’s, TGIF has provided waterless urinals, reduced greenhouse gas emissions, and educational workshops to name a few.

Students For Sustainability and the UCI Student Sustainability Coalition worked to pass the fund and are involved in many other environmental and sustainability campaigns on campus.

We are all animals. However, we have made the social decision to call ourselves humans and use the word “animal” to indicate non-humans, thereby setting ourselves (as well as our preferences, tastes and desires) apart from other animals. This semantic twist provides us with peace-of-mind when we make decisions to objectify, control, slaughter, ingest and torture other animals. The idea that we, as a species, deserve more rights than other animals is called speciesism. Those who reject speciesism as a violation of the rights of other animals understand that the mistreatment of non-human animals is akin to racism, sexism, homophobia, ageism and classism—it is just another way for those in power to justify the abuse they exert on those they claim are inferior.

Those who believe in animal rights, or animal liberation, reject the use of non-human animals for the benefit of human animals. An animal rights agenda maintains that non-human animals have a right to life that includes freedom from pain, torture and fear. As such, those with an animal rights orientation refuse to kill animals, eat animals, wear animals, experiment on animals or treat animals as property. They also avoid purchasing products or participating in systems that involve such treatment. The ultimate goal is to create a shift in society such that all animals are liberated from oppression—meaning no animal is treated as property under the law, confined and tortured in laboratories or slaughterhouses or defiled and objectified as an aesthetic accoutrement to be worn by humans and labeled as fashion.

Animal welfare is an agenda sometimes confused with animal rights and animal liberation. Animal welfarists are those who accept the use of non-human animals to fulfill human desires but seek to minimize the pain and discomfort they experience.

For those who believe in either animal liberation or animal welfare, whether they are simply ideologically committed or also oriented to activism, college campuses can be very hostile places. Many venues on campus sell meat or leather. Food establishments on most campuses buy the cheapest food possible, which leads to buying from companies that have bad labor and animal practices. As such, the decision to consume food on a college campus can mean supporting a food system that relies on the exploitation of the poor, the politically disenfranchised, non-human animals and the environment. There are vivariums hidden in various buildings throughout campus. Vivariums are rooms that house non-human animals that are being used in experiments and classroom exercises while still alive. (Experimenting on live animals is called vivisection). The campus has policies that ban certain species of animals from sharing our space, limiting the campus to live animals only if they have a very explicit use for humans (i.e. service dogs, animals being experimented upon).

To add to the insult perpetrated against the lives of animals, college campuses (UCI in particular) have a number of policies in place that restrict those students and community members who want to speak up in defense of animals from doing so. See page Free Speech on page 26 for more information.

Animal Rights

The UCI Food System

The Situation

Our food system is broken. From food riots abroad, to rising rates of diabetes and obesity at home; from the carbon emitted by agriculture to the human rights abuses in the fields; it’s clear our food system is in need of major change. Government and big business have failed to step up to the challenge, with business-as-usual prevailing over the health of our bodies, our communities, and the Earth.

What We Can Do

Colleges and universities spend over \$4 billion each year on food. This figure represents a significant portion of the national food system - one that young people can directly influence. Students are making a difference! There is a growing movement of college students working to address food issues on campus. At least 300 institutions already have college farms, fair trade initiatives, or farm-to-cafeteria programs, and the number is growing every day. If we act together we can amplify our voice and our power. Real change will come from the grassroots and students can lead the way.

The Real Food Challenge at UCI has worked to change how and where campus food is fed to us. To get involved, email ucirealfoodchallenge@gmail.com

Irvine Queers (IQ) is an undergraduate club at UCI for Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, and Ally students. We aim to provide a safe space for queer and ally students, education about queer issues from oppression to safer sex, and opportunities for political participation. We hold weekly meetings on Tuesdays at 7PM which are usually a mixture of social, educational, and political activities. Meetings may also be used as a planning space for our major events. In previous years we have sponsored a quarterly on-campus dance called Club Q, an annual Kiss-in held to protest heterosexual privilege, an annual Queer Culture Festival celebrating all forms of queer art, an open mic event entitled “Say It Out Loud”, and casual bonfires at Corona del Mar. We also march in the Long Beach Gay and Lesbian Pride parade every year in May, and attend the annual LGBT Western Regional Conference. Many Irvine Queers members also participated in the protests surrounding Proposition 8.

In 2009-10 we look forward to repeating many of these events as well as adding some new ones. We are always looking for new ideas to make the the queer community more visible and more welcome on campus. Please join us for meetings Tuesdays 7-9PM. During Fall Qtr 2009 we will be meeting in Crescent Bay C-D in the Student Center. Find Irvine Queers on Facebook or email us at irvine.queers@gmail.com for weekly meeting reminders and event updates.

Quick Fact:

In 1972, UCI’s Gay Students Union arranged to for a showing of a gay porn film called “Seven in a Barn” as part of an educational panel. Orange County police seized the film from a GSU meeting, preventing the screening. With support from the Southern California ACLU, the GSU then filed a suit against the Orange County District Attorney and Sheriff in the US District Court. And won.

LGBT

American Indian Student Association

Founded in 1974 and making up one of the Umbrella organizations at UCI, The American Indian Student Association was founded with the initial purpose of promoting the academic/social education of American Indian Students at UCI and supporting native issues; providing a comfortable environment for Native students and faculty while promoting awareness to the campus community. A.I.S.A continually looks to strengthen the Native voice and presence on UCI's campus through events such as the month-long celebration of American Indian Heritage Month in November, the annual powwow held in the spring, the Dreamcather Workshop

during winter quarter, and at least two fry bread sales throughout the year. We also work with the American Indian Resource Program at UCI with their outreach program to native youth as well as helping tutor and outreach to native youth across the Southern California area.

You can find AISA located in the Cross-Cultural Center on Ring Road. Our website is clubs.uci.edu/aisa and our office number is (949)824-2223. Our meetings are on Wednesday evenings at 4 pm

Campus Workers

UCI workers need your support!

UCI currently subcontracts (through ABM Industries/OneSource) 150 custodians that work to keep the campus looking beautiful and clean. They work very late and early shifts, do the difficult job of removing trash and recycling from campus, and clean almost all UCI buildings, classrooms, labs, libraries, and offices. Yet the custodians are not hired directly by UCI, but subcontracted through an outside company. This means they do not receive the job benefits of UCI employees: higher wages, vision, and dental insurance, retirement benefits, and vacation time. Even though they do the same work as other UC custodians and workers, UCI's subcontracted custodians are not treated equally. Custodial workers need the support of UCI students in this struggle to end subcontracted poverty wages, exploitation, and inequality at our campus.

The Worker-Student Alliance has been on the forefront of the fight to insource ABM workers. For more information and to get involved, contact WSA at workerstudentalliance@yahoo.com



Do you know where and how your UCI apparel is made? Student activists in the late '90s pressured their universities and brands like adidas and Nike to publicly disclose where university apparel is produced, and under what conditions. Students around the country have done a lot to fight the horrors of sweatshop conditions, but companies still abuse workers all too often in their quest for ever-greater profits. But we can stop it! Schools like UCI have control over the lucrative university-logo apparel market because we own the logos--Peter the Anteater on your t-shirt, for example--and students demand that companies respect human rights in their factories. After all, we want to be proud of all the values that the UCI logo represents, and we don't want that image tarnished by unspeakable labor practices committed on its behalf.

Last year, the Radical Student Union began a campaign in coordination with activists at other UC schools and United Students Against Sweatshops to pressure the UC Regents to cut our contracts with Russell Athletic. Russell was involved in numerous labor violations at a factory in Honduras, where workers were fired and denied legally-required severance pay after forming a union in the factory. This factory, Jerzees de Honduras, produced clothing for a number of universities. In April, due to student pressure at each of the campuses, the Regents decided to sever business ties with Russell, and the UCI Bookstore concurrently decided to stop carrying Russell-produced apparel! As of September 1, 2009, 98 universities have cut their Russell contracts, including Duke, Georgetown, Michigan, North Carolina, and Stanford.

To get involved in the fight against sweatshops, contact RSU at irvineradicalstudents@riseup.net

Sweatshops



We live in a rape culture -- 1 in 4 women are sexually assaulted in their lifetimes, and sexual assault is also frequently committed against queer and trans people. Almost all rapes and sexual assaults are committed by an acquaintance. During your college experience, it is likely that you or someone you care about will survive a sexual assault or rape. Therefore, it is important to learn about consent and make every effort to apply it to our everyday lives. Consent is about more than “NO” and it’s about more than just sex; it’s about creating a society in which we are all held accountable to each other. It is about paying attention to and supporting one another, while understanding and challenging our location in the systems of oppression that dominate our present society.

10 Things Men Can Do To End Men’s Violence Against Women

(taken from www.acalltomen.com)

1. Acknowledge and understand how sexism, male dominance and male privilege lay the foundation for all forms of violence against women.
2. Examine and challenge our individual sexism and the role that we play in supporting men who are abusive.
3. Recognize and stop colluding with other men by getting out of our socially defined roles, and take a stance to end violence against women.
4. Remember that our silence is affirming. When we choose not to speak out against men’s violence, we are supporting it.
5. Educate and re-educate our sons and other young men about our responsibility in ending men’s violence against women.
6. “Break out of the man box”- Challenge traditional images of manhood that stop us from actively taking a stand to end violence against women.
7. Accept and own our responsibility that violence against women will not end until men become part of the solution to end it. We must take an active role in creating a cultural and social shift that no longer tolerates violence against women.
8. Stop supporting the notion that men’s violence against women is due to mental illness, lack of anger management skills, chemical dependency, stress, etc... Violence against women is rooted in the historic oppression of women and the outgrowth of the social-ization of men.
9. Take responsibility for creating appropriate and effective ways to develop systems to educate and hold men accountable.
10. Create systems of accountability to women in your community. Violence against women will end only when we take direction from those who understand it most, women.

Who is Teaching Your Classes?

By Andrew Tonkovich
Lecturer, Department of English
President, UC-AFT Local 2226

When undergraduates enter a UCI classroom, they might not know who, exactly, is teaching them. To be fair, nobody has told them, and they might assume that their instructor is a “professor.” That’s why I always proudly introduce myself as a Lecturer, a non-Senate adjunct faculty member, a professional, but not that variety of university worker that students might expect. That’s right, I said “worker.”

I am indeed a worker. Sure, I have an advanced degree and I work in a classroom on the campus of a prestigious research university, but I am still a worker. I am not a manager or an owner or a chancellor or a CEO.

And, as other Lecturers, I am a union worker.

The labor union to which I belong, and which I represent at UC Irvine, is hardly a “radical” organization, except that it is, sort of, at least in the context of both recent history and a workplace environment built on a model of decision-making dominated by non-unionized Senate or “ladder” faculty, administrators, the Regents and the California Legislature. That is a medieval system which predates modern struggles for labor justice you might know about (or should) from reading about Mother Jones, Cesar Chavez, Joe Hill, Eugene Debs, Martin Luther King and other labor heroes.

And, no, although you will not see obvious reminders of that struggle (certainly no monuments, statues or commemorative plaques) at the pristine, lovely, corporate-style campus of UC Irvine, the struggle for the right to control one’s own working conditions here has --- as across the United States --- indeed been a radical struggle. It’s been a hard fight, with opposition almost always from bosses, including in the UC system by some administrators and anti-union elected officials.

Today most teachers, at least at public elementary, middle school and high schools, at community and trade technical colleges and at public universities have unions looking out for them, to negotiate on their behalf for what is called collective bargaining.

There’s an old song, “There is Power in a Union.” This song

reminds us that collectively, together, workers have the power to make decisions themselves about at least some of the conditions of their labor. This is to say further that power is not a bad thing, despite the anxiety some people feel about it, or claim to feel, and the frequent message that it is something to be feared. Read community activist Saul Alinsky’s classic Rules for Radicals, a kind of how-to book about politics, activism and intellectual self-defense which helpfully redefines common words and phrases often misunderstood, in part because these words and phrases are misrepresented, frequently by bosses and those opposed to workplace justice for workers. (By the way, Alinsky was an advisor to Chavez and King.)

Let’s consider UCI, then, as not only a school, but as somebody’s work- place, namely the workplace of Librarians and Lecturers, as well as classified staff, Academic Student Employees (“Teaching Assistants”), facilities support, lab technicians, police officers and many more. Full-time tenured and tenure-track instructors (“professors”) are actually a minority of workers on our campus. In fact, Lecturers as myself, and ASEs, teach most of the undergraduate courses offered at the University of California.

My own union is the University Council–American Federation of Teachers (UC-AFT), exclusive representative of 3,000 non-Senate faculty and professional librarians employed at all ten UCs. We work together to advocate better salaries and working conditions, benefits, security of employment, professional respect, workplace rights, academic freedom, legislative solutions to educational policy issues, and full access to quality public higher education for students. Our union has been helping its members to fight for fair treatment by UC for almost a quarter of a century. UC-AFT was founded following the passage in 1978 of the Higher Education Employer-Employee Relations Act, which for the first time allowed formation of unions in the UC system. We won elections to represent non-Senate faculty, or Lecturers (Unit 17), in 1982, and Librarians (Unit 18) the next year. The union went on to negotiate collective bargaining contracts for both “units.” The original 1986 contract, called a Memorandum of Understanding (MOU), made major improvements for non-Senate faculty by replacing the former “8-years-and-out rule” of temporary “adjunct”

UC Irvine Campus Unions:

American Federation of State, County and Municipal Employees (AFSCME)

California Nurses Association (CNA)

Coalition of University Employees (CUE)

Federated University Police Officers Association (FUPOA)

International Association of Firefighters (IAF)

State Employees Trade Council (SETC)

University Professional and Technical Employees (UPTE)

United Auto Workers (UAW)

University Council – American Federation of Teachers (UC-AFT)

employment with a system of renewable 3-year appointments (after a review process) that has allowed hundreds of excellent Lecturers and other non-Senate faculty to have actual UC teaching careers, all to the great benefit of students.

The adoption of this contract was a very big deal, as it prevented the university from letting go of Lecturers who’d gotten raises and then replacing them with new ones at lower salaries. It provided for a grievance process and layoff and termination protections, as well as stronger benefits and rights. The librarians’ contract provided for recognition and support of professional activities. Librarians are current negotiating with UC to renew and improve their MOU.

University Council is made up of nine locals, one from each campus, with San Francisco members belonging to the Berkeley local. Our newest local was chartered at UC Merced in 2006. As the name suggests, my local “council” is part of a network, one of two large teachers’ unions, the California Federation of Teachers, which is part of the larger AFT, and affiliated with the AFL-CIO.

All of this to say that when you walk into your UC classroom, especially if you are an undergraduate, you are quite likely to be taught by a university worker represented by a labor union.

Remember, there is power in a union, in working together, so that when our brother and sister workers --- whether campus law

enforcement, ASEs or janitorial staff --- struggle with the UC, you’ll find members of a big union family marching with them, in solidarity.

What’s solidarity? It’s exercising the right and responsibility to empathize with fellow workers, and to support them in their struggle for labor justice, a struggle which trade unionists argue is, ultimately, everyone’s struggle.

That’s really important now, as the California budget crisis is used as an excuse to further reduce the emphasis on teaching undergraduates, to privatize and corporatize the once-great California state university system, to obscure a history of funding priorities which subordinate instruction and pay out millions to chancellors and presidents. And, as in another famous labor anthem, it’s important to ask which side you are on.

You might begin by asking your instructor who she or he is, exactly. Chances are they are union workers. No? Ask them why not!

And for an analysis of and response to budget decisions made by the UC, see the blog maintained by my own union president.

<http://changinguniversities.blogspot.com/>

Since we figure that if you are reading this student guide you are a most likely a student, we have included some basic information about the union that would represent you.

UAW Local 2865

UAW Local 2865 is the union that represents Academic Student Employees (ASE’s) at the UC who are TA’s, Readers, or Tutors on campus. The UAW represents both graduate students and undergraduates who hold one of these positions. UAW 2865 currently represents over 12,000 Academic Student Employees at the 9 UC campuses. The union works to protect the wages, benefits, hiring procedures and workload of all TA’s, Readers and Tutors on campus. Through collective bargaining we have a strong voice at the UC, which allows us to have a real say about our lives and working conditions as employees of the UC.

Currently, we are represented by our 5th contract with the UC, which was negotiated over the summer of 2009 and managed to preserve all of our current wages, protections and benefits, at a time when many UC employees are facing pay cuts and furloughs. UAW 2865 is a democratic, grassroots organization, run by elected student workers and dedicated volunteer activists at the UC. We work hard to protect the rights of ASE’s at the UC and consistently have won groundbreaking contracts, which have been models for other student employee unions around the country, including the recently recognized postdoctoral employee union at the UC, PRO/UAW and UAW Local 4123, which represents over 6,000 ASE’s at the 23 campuses of the California State University system.

To find out more about our union, visit <http://www.uaw2865.org/home/home.php>, where you can get information about our current contract, read about the history of UAW 2865, find out who your elected union officials are, and get involved! The union is only as strong as our members make it, which means participatory democracy and activism on campus. For more information, contact the Irvine office, or the UAW 2865 statewide office in Berkeley, CA.

UAW 2865 Irvine Office

UAW Local 2865 – Irvine
4500 Campus Drive #516
Newport Beach, CA 92660
Phone: (949) 476-0100
Fax: (949) 476-2489
irvine@UAW2865.org

UAW 2865 Statewide Office

UAW Local 2865 - Berkeley
2855 Telegraph Ave, Suite 305
Berkeley, CA 94705
Phone: (510) 849-1628
Fax: (510) 549-2514
berkely@UAW2865.org

Undocumented Students

In the U.S. there are 1.7 million undocumented youth under age 18, with approximately 1.3 million having lived in the US for 5 years or more and enrolled in K-12 schools in the year 2002.

1.5% of all children PK-5th are undocumented, and 3% of youth grades 6-12 do not have legal immigration status.

About 80,000 undocumented immigrants turn 18 each year. 16-20% of them fail to complete high school.

Only 1 out of every 20 (5%) of undocumented high school seniors attends college.

Of undocumented high school graduates who have lived in the U.S. for at least 5 years, only 20% enroll in post-secondary education.

Those who graduate from college cannot work legally in the U.S.

In a 9/16/09 online poll sponsored by the OC Register, 73% of respondents believed that children born within the US to undocumented parents should NOT receive US citizenship. Currently, any child born in the US, regardless of parents' immigration status, automatically receive US citizenship.

Undocumented Students

The mission of DREAMS at UCI is to support and advocate for the rights of immigrant students (1.5 Generation) of all nationalities by educating the UCI community about the struggles and adverse experiences they face on a daily basis.

Q: Who is a part of the 1.5 generation?

A: 1.5G refers to people who immigrate to a new country before or during their early teens. They earn the label the "1.5 generation" because they bring with them characteristics from their home country but continue their assimilation and socialization in the new country. Their identity is thus a combination of new and old culture and tradition.

Depending on the age of immigration, the community into which they settle, extent of education in their native country, and other factors, 1.5 generation individuals will identify with their countries of origin to varying degrees. However, their identification will be affected by their experiences growing up in the new country. 1.5G individuals are often bilingual and find it easier to be assimilated into the local culture and society than people who immigrated as adults.

Many 1.5 generation individuals are bi-cultural, combining both cultures - culture from the country of origin with the culture of the new country.

Unknown to most Americans, many of those in the 1.5 generation are undocumented.

Q: Who are undocumented students?

A: Undocumented students include those born outside of the United States, many of whom have lived in this country for a significant portion of their lives, and who reside here without the legal permission of the federal government. They are American in every way except on paper. Undocumented students often feel isolated from society because even though they grew up in America, they feel like second-class citizens because they cannot legally work, vote, or drive in the country in which they call home.

DREAMS (Dedication for the Realization of an Education and Always Motivated for Success) and MEChA (El Movimiento Estudiantil Chicano de Aztlán) have been working to support and defend undocumented students at UCI.

MORE INFO HERE:

<http://www.dreamactivist.org/text-of-dream-act-legislation/general-faq/>
<http://www.dreamact2009.com/>

Q: What is AB540?

A: AB540, signed into law on October 12, 2001, authorizes undocumented students who meet specific criteria to pay in-state tuition at California's public colleges and universities. Any undocumented student, except a person in nonimmigrant status, who meets the requirements, shall be exempt from paying nonresident tuition at all public colleges and universities in California.

Q: What is the DREAM Act?

A: The DREAM Act is a one time solution intended to provide a path to a permanent legal status for persons brought illegally or legally to the United States by their parents or guardians as children. This includes individuals whose parents attempted to immigrate legally but were then denied legality after several years in application, thus deriving their illegal status solely from their parents as well as those initially brought here illegally. In most versions of the DREAM Act immigrants with current legal status brought here as children would also qualify.

Campus Issues: Free Speech

Maintaining a balance between free speech and academics in a university setting can be tricky; however, time and time again, UCI administration has shown contempt for student speech and activities which run contrary to the political and business interests of UC elites.

Campus policy places restrictions on the time and location of certain free speech activities such as those using amplified sound. Any protests, for example, that wish to use amplified sound must seek prior approval from Scheduling & Conference Services, and are restricted to use of the Flagpole area between noon and 1pm. Besides limiting protest activity conveniently to Chancellor Drake's lunch hour, this approval process gives Administration an excuse to restrict protests and deny students use of tools to be heard. Advertising by groups is

only there to make sure Muslim and Arab students didn't do anything illegal. And this past Spring quarter, a lecture by former Green Party presidential candidate and UC Congressperson Cynthia McKinney saw police in partial riot gear stationed throughout Crystal Cove auditorium, as usual carrying clubs and guns. They stood idly by as someone began yelling during her opening remarks--think they would have been so lenient if Muslim students disrupted a pro-Israel speaker? During that same week, a protest for workers' rights outside Aldrich Hall was disrupted by police, who threatened to arrest ANYONE--whether involved in the protest or not--who stepped foot inside Aldrich Hall. Aldrich--home of the Registrar and Financial Aid--was shut down for most of the afternoon with motorcycle cops blocking the main entrance.

spite getting the OK from MSU. Yet later in the week, Anteaters For Israel set up a table in the middle of Anteater Plaza, the main area by the Flagpoles which was reserved by MSU, and Scheduling said they could stay there!

But the free speech policies at UCI are not unique. Free Speech Zones have been set up at many other universities in order to prevent student activism from disrupting the functioning of the university--in other words, to give students the appearance of a voice while denying them the power to be heard. In a report released this year, the Foundation for Individual Rights in Education (FIRE) has found that 77% of public universities maintain unconstitutional and restrictive "free speech" policies. Even apart from activism, location and time restrictions, like here at UCI, weaken the role of the University as a marketplace of ideas. Thor Halvorssen, executive director of FIRE, said, "By creating zones, the administration is saying that free speech does not exist in the areas of campus outside the zones." Many believe that these zones are unconstitutional, and student groups at West Virginia University and New Mexico State University have recently won lawsuits which have greatly rolled back time and location restrictions on speech. In 2004, U.S. District Court Judge Sam Cummings struck down Texas Tech's free speech zone policy: "According to the opinion of the court, campus areas such as parks, sidewalks, streets and other areas are designated as public forums, regardless of whether the university has chosen to officially designate the areas as such. The university may open more of the campus as public forums for its students, but it cannot designate fewer areas... Not all places within the boundaries of the campus are public forums, according to Cummings' opinion. The court declared the university's policy unconstitutional to the extent that it regulates the content of student speech in areas of the campus that are public forums." In August of 2006, Penn State University revised its policy, effectively making the entire campus a Free Speech Zone.

“the entire campus is a free speech zone”

Manuel Gomez, UCI Keeps a Balance Between Free Speech and Academics, New University, 1/10/2003

limited to the bridges along ring road and some bulletin boards, but these venues are inadequate. Some students have resorted to chalking on the ground, but police have stopped and even threatened to arrest students for doing this.

Additionally, despite UCI's claims that it addresses free speech issue in a neutral manner, and respecting Constitutional rights, administrators' and police actions have shown otherwise. Police routinely monitor protests--of course with loaded sidearms and riot clubs--in order to "protect" the rights of protesters. Protests against animal testing have seen more police than protesters. Muslim students are routinely attacked by Zionist students and Minutemen in front of police. In 2004, a display put up by the Society of Arab Students supporting Palestinian resistance was pushed down and later completely burned, with little investigation by police. In 2005, in a protest against "Torture Memos" author John Yoo on campus, even as Muslim students were physically assaulted by counter-demonstrators, police told students that they were

Administration has also taken active steps to quash speech opposed to their interests. During Palestine Awareness Week this past Spring, the Muslim Student Union properly submitted events to be listed in the Anteater Weekly email and on the electronic marquees. Despite being one of the largest organizations on campus and having ten other groups co-sponsor the events, the week's events were left out of the email. And the marquees announced the events for only four days before being rescinded by Administration, with Drake announcing that submissions for the marquee could not include the word "Israel." A display of a bloodied Israeli flag, previously approved by the University, was taken down mid-week. Even the allocation of Ring Road took on political overtones. MSU reserved the entirety of Ring Road between Aldrich and Social Science in accordance with UCI policies. On Monday of the week, Food Not Bombs set up a table on Ring Road in front of Aldrich Hall for their weekly serving and put out pro-Palestinian literature, and was harassed by Scheduling staff, de-

"These Policies and campus regulations in no way constitute prohibitions on the right to express political views by an individual in the University community."

--(Section 30.40 in UNIVERSITY OF CALIFORNIA POLICIES)

Campus History

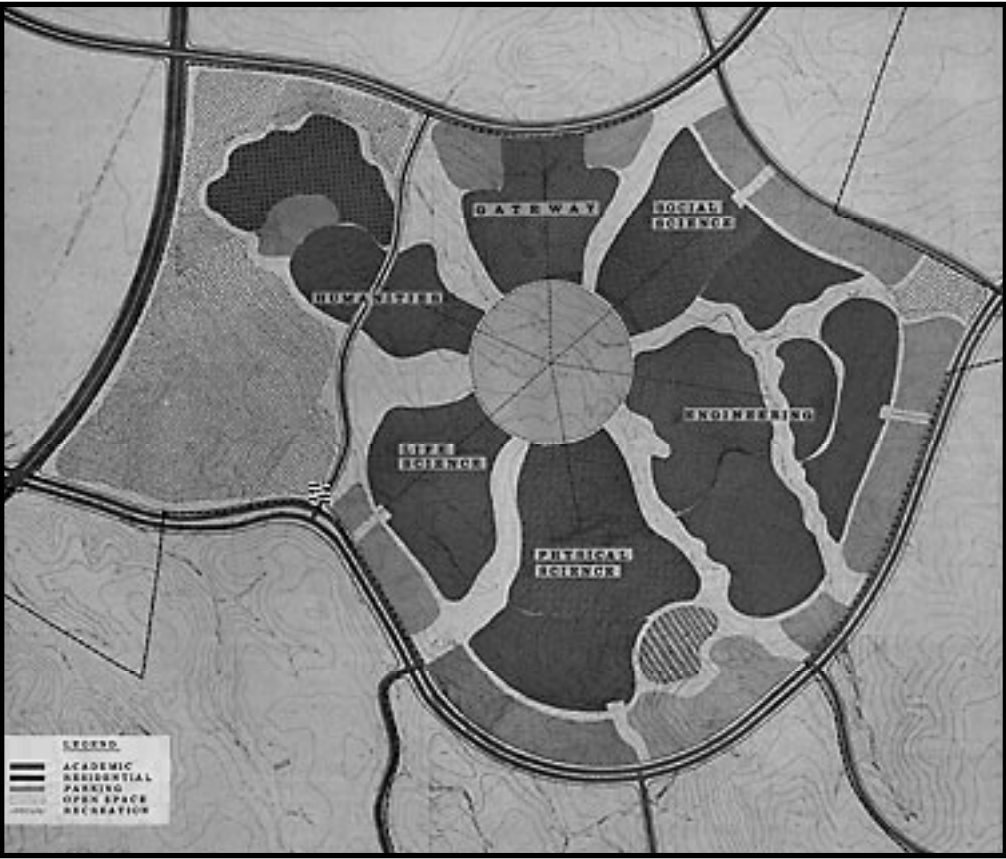
Basics

The history of the Irvine campus begins in the early 1950s when the Regents concluded from University-wide enrollment projections that three new campuses must be in operation by 1970, one of which should be located in the east Los Angeles-Orange County area. Twenty-three locations in this area were examined and in March, 1959, a site on the Irvine Ranch, a few miles inland from Newport Beach, was tentatively selected by the Regents.

The Campus

Situated at the center of a large urbanizing area and connected with metropolitan Los Angeles by a network of freeways, the site was on gently rolling land, with an inspiring outlook over the Santa Ana Basin. Among principal reasons for its choice was the great potential for development of an integrated and interrelated campus and community, an opportunity provided through mutual agreement with the sole owner of the surrounding land, the Irvine Company.

In July, 1960, the Irvine Company offered 1,000 acres as a gift and the deed was recorded on January 20, 1961. The Regents purchased an additional 510 acres adjacent to the original site in January, 1964. Coordinated planning of the ranch, the university community, and the campus was achieved by the University and the Irvine Company, hiring Pereira and Associates as master planners.



With the selection of Daniel G. Aldrich, Jr., as first chancellor on January 19, 1962, Irvine was cast in the role of carrying forward the spirit of the land grant colleges and universities in meeting the needs of a new era.

As a soil scientist with the University for 20 years, Chancellor Aldrich was imbued with the land grant spirit and practice through his association with the University Division of Agricultural Sciences and Agricultural Extension. He was serving as University dean of agriculture at the time of his appointment as chancellor.

A “Provisional Academic Plan for the Irvine Campus” was issued in April, 1963; it outlined a core academic organization consisting of a College of Arts, Letters and Sciences, with Divisions of Social Sciences, Humanities, Fine Arts, Biological Sciences and Physical Sciences, and a Department of Physical Education. Also proposed at the outset were a School of Engineering, a Graduate School of Administration, and an Institute of Environmental Planning, which in 1965 was broadened into the Public Policy Research Organization. University Extension also became an integral part of the academic plan. Irvine’s first catalog, issued in July, 1965, followed this outline.

History of the Anteater

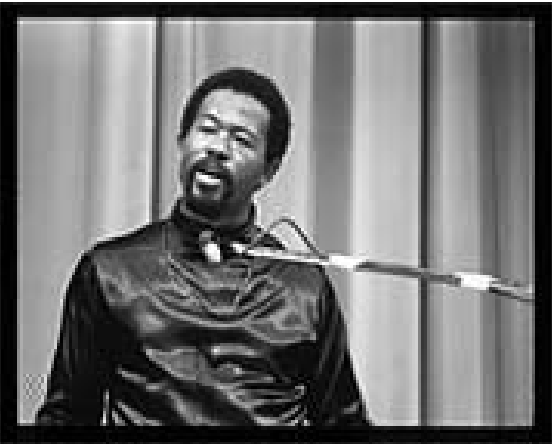
The anteater was chosen in 1965 when students were allowed to submit mascot candidates, which would be voted on in a campus election. An undergraduate named Schuyler Hadley Basset III was inspired by “Peter the Anteater” from the Johnny Hart comic strip, “B.C.” and designed a Peter knock off accordingly. Before the voting took place on campus, the men’s water polo team highly encouraged the students to vote for the anteater as the school mascot, which is said to have increased student’s interest in voting for the anteater. The “original and slightly irrelevant” anteater became the official mascot of UCI after barely edging out the choice “none of the above” in the election. The word “zot” is the noise Johnny Hart’s “Peter the Anteater” made while eating ants.



Administrative and Academic Development

Activism and Protests

The opening of UCI coincided with the politically-charged climate of the 1960s. Despite its small size and its location in a relatively remote suburban area, the campus was not immune to the strong sentiments and activism that were so prevalent at large metropolitan campuses such as Berkeley and UCLA. Students for a Democratic Society (SDS), a left-wing radical organization started by students in Michigan in 1959, had an active chapter on campus. They led protests of the Vietnam War and fought for racial equality and academic freedom. The University Moratorium Committee, a group that consisted of students, staff and faculty, joined together against the Vietnam War, staged a large “live-in” in November 1969, and called for campus walkouts to protest the draft.



Eldridge Cleaver speaks at UCI, 1968

Eldridge Cleaver, Information Minister for the Black Panthers and 1968 Presidential candidate of the Peace and Freedom party, became a central figure in UC history when Governor Reagan spoke out against Cleaver being hired as a lecturer at UC campuses. Students throughout the state protested against Reagan and the UC regents for trying to silence a controversial voice. At UCI, English professor Steve Shapiro had invited Cleaver to lecture to a series of classes. This did not prove popular with Hazard Adams, Chair of the Department of English and Comparative Literature, which may have lead to Shapiro’s firing a few months later.



Chancellor Daniel Aldrich addresses protest rally against Clark Kerr firing, January 23, 1967.



In a communique received by the North American Animal Liberation Press Office, members of the Animal Liberation Front claim to have sabotaged the property of a UC Irvine vivisector, who turns out to be Michael Selsted, involved in the killing of not only mice and rats, but non-human primates including baboons and macaques. Selsted recently took a leave of absence from UCI to work at the University of Southern California, but continues to reside in the University Hills area of Irvine. The action was confirmed by the UCI police department.

The communique, by an anonymous author:
“On July 10, 2009 3 vehicles and the home of a UC Irvine vivisector were hit by the ALF.
1 of his cars (the fanciest of the 4 in front) was doused with paint stripper. 2 others had red paint poured all over them. More red paint was splattered across his driveway, and “KILLER” was spray painted in huge red letters across his garage door so that all his neighbors could see what a cruel, sick person they live near.

To the vivisector:
The red paint on your cars and home is a reminder that these things were purchased with the blood of tortured, innocent animals that are subjected to your sadistic experiments. We know this action was just a minor inconvenience for you, but we hope it makes you realize that your actions have consequences. We can only hope that one day someone will make you suffer as much as the animals in the laboratories you work in. Make the ethical decision (if not for the innocent animals, than for your own good.) Stop vivisection. --ALF”

OC in the 1960s: US Military Spied on UCI Student Activists

Rumors to the contrary, Orange County was not just a rightwing conservative stranglehold in the 1960s. A small but active SDS -- Students for a Democratic Society -- formed on the new campus to oppose the Vietnam War. According to declassified documents released under the Freedom of Information Act by U.S. Naval Intelligence to UCI librarian Dan Tsang, UCI SDSers and other protesters came under surveillanec by federal authorities when they mounted a May 21, 1966 protest at the nearby El Toro Marine Corps Air Station [which eventually closed in 1999]. Military surveillance team members took photos, filmed protesters, taped the speakers, and recorded the license plates of rally participants.

The base behind the Orange Curtain was an important target for anti-war demonstrators at the time. Just months earlier, in 1965, the 9th Marine Expeditionary Force had landed in Da Nang, South Vietnam, “marking the beginning of large-scale Marine involvement in Vietnam,” according to a Marine history Web site (<http://www.geocities.com/Pentagon/3026/history>). More than 13,000 Marines died and 88,000 were injured in the war, the longest in the Marine Corps’ history.

The base’s 6th Counterintelligence Team report of May 27, 1966, runs some 66 pages and includes transcripts of speeches and copies of handouts given at the rally six days before, as well as copies of surveillance photographs of the protesters.

On paper, counterintelligence teams spent the Cold War hunting possible Soviet spies that infiltrated Marine Corps installations such as El Toro. They also monitored Marines suspected of being Soviet agents. By the 1990s, declassified Marine Corps documents released by the Federation of American Scientists show the El Toro counterintelligence team was one of only three teams nationwide that specialized in locating and countering “technical surveillance”—Defense Department jargon for high-tech spy gadgets and such. But monitoring and observing civilians—even civilians gathered around the base—were never part of any counterintelligence team’s legal mandate.

The El Toro counterintelligence team noted that its “investigation” was to determine the extent of military personnel participation; the extent of the rally’s influence on the personnel; the rally organization and

its nature; and the identity of personnel participation, if any. However, the remainder of the report is devoted to identifying the “civilians” who participated in the demonstration. Nowhere does the report indicate any active personnel involvement.

The report states that instead of watching the base, a “surveillance team” was stationed at the Irvine train station to observe demonstrators parking there. The spies dutifully recorded the license-plate numbers of a tan-and-gray Volkswagen bus parked there and began taking down the license plates of another 19 vehicles, including two more Volkswagen buses, two Volkswagen “sedans,” a Morris Minor, a Volvo, a Fiat and a Renault. There were more Fords than any other make. The spies gave up after the area became too congested.

At 2:16 p.m., the 37 demonstrators formed a straight line and marched from Central Avenue in Irvine toward Trabuco Road. The report identified UCI student Patty Parmalee as an “obvious leader” of the group. It noted that the Marines had a file on her already. By 2:56 p.m., the group had reached the main gate to the base and began passing out literature along Trabuco Road.

The literature the SDSers passed out, which was preserved for history in the file, included an untitled SDS leaflet (about rights under the draft law), another titled “Victims and Executioners” and a “National Vietnam Examination.”

At 4 p.m., Parmalee introduced the first of two speakers. If the Marines were expecting a couple of bomb throwers and communists, they would be disappointed. Reading the transcripts, their speeches appear rather tame, even reasonable. Greg Hofmann, identified in the files as representing the UCI SDS, explained to the gathering that “demonstrations of this type are about the only method of political expression left to us,” but he cautioned that “as we march, it’s very easy to think that I am moral and these guys are all misguided.” He suggested that “it is easy to be antagonistic toward people who disagree with you” and called for dialogue: “Talk with them; try and reason things out.”

The other speaker, Bill Timmerman, who was from the SDS regional office in Los Angeles, continued in the same vein. “What brings 40 or 50 people out to a Marine base carrying signs that read, ‘The U.S. should leave Vietnam’ and, ‘Thou

Shalt Not Kill’?” He suggested that the Marines know the brutality of war “better than we do because they have the experiences that so far none of us has. But I don’t think, however, this justifies anyone telling us that we should experience it first before we disagree with it. The more important problem, as I see it, is whether or not what the U.S. government says about the war in Vietnam is supposed to protect us from Communism is the truth or not.” He even criticized totalitarian governments. He concluded: “Before we give up and say the only alternative is war, we better be sure there aren’t any others. And that I think is why most of us are here today.”

Parmalee then spoke, according to a transcript in the released files, criticizing the draft for making the U.S. more “totalitarian” but endorsing a suggestion from the audience of a “universal draft” in which “draftees will have the opportunity to decide whether to work for warfare or peace.” She asked folks to write to then-President Lyndon Johnson and their congressmen.

The demonstrators encountered only one person who raised objections to the speakers “during the entire program”: an unidentified Caucasian, aged 25 to 30, with a black crew cut, according to the surveillance report.

Reached in Manhattan, where the 59-year-old now lives, Parmalee said she did not know the Marines had spied on her, although she was well-known: the local media covered her activities.

Of the 1966 demonstration, she confirmed, “Yeah, I organized that.” The goal was to educate the draftees about the war since the base was “so close.” “People told us we were crazy . . . the Marines will kill us,” she said, attributing the warning to the SDS regional office in Los Angeles. She thought the Marines would throw rocks at her, but the ones they passed along the march route were more shocked than angry; they “ogled” in amazement at the first anti-war demonstration at El Toro.

Her FBI file (which she had received under FOIA) didn’t indicate the Marine surveillance, although it mentioned the protest. A comparative-literature teaching assistant at UCI when the school first opened the previous fall, Parmalee and Hofmann, a freshman student of hers, started the local SDS because “there was nothing else going on” in Orange County, which was “such a conservative place.” “Everybody was



Angela Davis speaks at UCI, 1969

shocked that we would stick our necks out,” she said. “We had to take on all the issues” with a group of about 20 active students. Her students were “politically naive,” largely freshmen from the first class to attend UCI.

Parmalee said she and her dedicated comrades were “the smart people” who worked together during SDS’ heyday, before ideological splits tore the national group apart.

Hailing from Salt Lake City, Parmalee and her parents never talked politics at home, and UCI was really where her radicalism flourished (she had organized a teach-in in Salt Lake City). The UCI SDS also helped start a mimeographed underground paper, Oscar, at local high schools in Orange County and distributed the Vietnam War Examination leaflet throughout the county, sparking news coverage. Parmalee said the FBI came around campus asking about her, telling her department head, English professor Hazard Adams, that she was a “bad seed.”

Adams stood up to the FBI, she recalled, but her teaching-assistant con-

tract was not renewed. Adams, who was reached at the University of Washington, where he now teaches, could “vaguely recall” that an FBI agent may have come to see him about Parmalee. “I can’t remember what transpired,” he said. “If Parmalee’s [contract] was not renewed, I doubt if it had anything to do with that. . . . I can’t imagine the FBI matter having any effect on what we would do.”

But other radical UCI faculty members who had supported SDS also got fired, according to Parmalee. And SUNY Press recently published Adams’ novel Many Pretty Toys, which is about a faculty firing circa 1970 in which “some of the events . . . are influenced by what went on at UCI,” he said.

The El Toro protest led Parmalee to anti-war work with GIs in Berlin, where she lived for a year. On her return, she helped start the Green Machine, a radical coffeehouse outside Camp Pendleton. She is still politically active; she is now engaged in Nicaraguan solidarity work, the Marxist School in New York and the Union of Radical Political Economists.

Hofmann, whose name is misspelled as Gregg Hoffman in the surveillance file, doesn’t remember the El Toro demonstration. Reached in San Jose, where he now lives, Hofmann, a graduate of Newport Harbor High School, does recall his undergrad days, when he co-founded the SDS chapter at UCI with Parmalee. He recalled it as an idealistic, turbulent if politically naive time, and he has especially fond memories of SDS’ guerrilla theater group, which staged skits and political theater in Orange County, including protesting Marine Corps recruiters on campus. After being reminded that at one such 1968 event, a recruiter was hit with a water balloon, Hofmann took pains to deplore the occurrence, saying it wasn’t a part of the skit. But the liberal administration under UCI chancellor Daniel Aldrich agreed with protesters’ demands that future Marine recruitment be held indoors, where students had to seek them out. (Today, the Marines recruit in the open at UCI.)

In a 1969 Los Angeles Times profile on UCI political activists preserved in a FBI file, Hofmann is quoted as being unsure what he would do after college. Criticizing corporate capitalism, Hofmann told the Times: “There just aren’t many jobs today that let you be a human being. Everything contributes to the kind of society we have now—the hypocrisy and preoccupation with material possessions that victimize everyone who doesn’t define success and happiness in terms of money and status.” These days, Hofmann limits his political activism to donations to such liberal causes as Amnesty International. An English major then, he didn’t graduate with his comrades who entered UCI’s first freshman class; instead, he came back about 10 years ago to finish his degree—this time in philosophy—amazed at how the campus had transformed itself from four buildings to a major university. After editing guitar and graphics-design magazines, he now works for a major computer company.

The report claimed that many participants were “obviously not students,” suggesting they could be from the Committee for a Sane Nuclear Policy. The report concluded that no military personnel were involved and that there was no evidence the rally influenced any such personnel. “The departure of the participants at 4:24 p.m. was orderly and without incident.”

According to the El Toro base commanding general’s July 19, 1966, cover

memo accompanying the report, the protesters “failed to obtain the desired publicity,” which he attributed to the military’s ample warning of the pending demonstration, thorough briefing of military personnel as to the aims of the demonstration, Orange County law enforcement’s “cooperation and control,” the protest’s restriction to a remote area with limited contact with military personnel, “no visible concern” on the base, the remoteness of the base from populated areas, and the “local conservative press.”

By conservative, it undoubtedly meant the then-Santa Ana Register, which published two front-page photos on the demonstration but with no story beyond a brief caption: “Pickets at El Toro.” One photo showed a protester holding a sign reading, “We Americans Want Peace.” Right below one photo was a headline about another protest 3,000 miles away: “NYC Vietniks Sit in Path of Armed Forces Parade.”

Spence Olin, then a young faculty member who was also assistant vice chancellor for student affairs at the time of the El Toro demonstration, does not remember that protest, but “I presume my picture is in there,” he said in reference to the military dossier. [The photocopies released do not clearly identify anyone.]

Olin, who was subsequently promoted to dean of humanities at UCI before retiring, recalled Parmalee as a “bright” graduate student. A historian who co-edited the now defunct Journal of Orange

County Studies, Olin views that initial UCI class as exceptional. “Unlike any subsequent period in UCI history at least, there was a substantial proportion of the students who were prepared to be activists on behalf of what could be called radical causes . . . never a majority, but certainly several hundred,” he said.

He attributed the radicalism to the Vietnam War and the “general tone of the times.” About the FBI, Olin said, “I remember they were on campus, but I don’t believe they ever talked to me. Hazard [Adams] is a man of real principle. . . . He wasn’t on the side of the student protesters, but he’s a man of conscience, so [what he] would not want to do is undercut them.”

Olin believes that period of student turmoil was “influential in the long-term thinking,” even of those “opposed to what was going on” in the area of democratization of university decision making. “What the students there now don’t realize is the sort of battles that were waged in opening up the process . . . and many departments have abandoned those,” he noted.

[An earlier version of this essay appeared in: “The Few, the Proud, the Spies: Spying on civilians was part of El Toro’s mission,” OC Weekly, 15 July 1999, by Daniel C. Tsang: <http://www.ocweekly.com/1999-07-15/columns/the-few-the-proud-the-spies/>]

Military UCI

The Military Industrial Complex, the idea that connects the U.S. military, corporations and the civilian government into one gigantic unholy trinity slowly eating away at your soul until you become a mindless zombie, wandering the streets at night searching for brains in a county where most people are missing theirs . However when most people hear about it they tend to forget one important aspect, the University. Though you may not notice it, but U.S. universities, like UCI, are a hotbeds for future of U.S. military dominance. No we don’t have ROTC roaming the campus (there are members but they’re usually shared with other colleges around the area) What I’m talking about is R&D, Research and Development, that pathway to the Future! Even current chancellor Drake tells us about this important part of college life, “At UC Irvine (UCI), we have nearly 26,000 students, and we conduct research in a wide range of the sciences that are supported by the National Institutes of Health (NIH), the National Science Foundation, the Departments of

Defense and Energy, NASA, NOAA and several other federal research agencies.” (Role of the public in promoting economic growth) That’s right, right here on the sleepy little Irvine campus are developing the technology and weapons that will scare families of civilians in impoverished nations. Grants, scholarships and programs are given live at UCI thanks to the military and military contractors. Thanks to this trio, new research for technology is being rolled out like:

- New armor for soldiers, so that if they get hurt on the battlefield someone can find them quicker so they can fix em up and go right back to killing people;
- The understanding of large scale social networks, so that the government can find out how to “friend” you;
- A type of technology in order to interpret signals from peoples minds, i.e. reading peoples minds for the purpose of god knows what crazy and horrifying plans the military has.

Going along with new R&D, professors here at UCI have been called on by DARPA, Defense Advanced Research Projects Agency and huge military contractors like Boeing, with former company McDonnell Douglas (in fact we have one building in engineering named after the company), to become consultants and directors at these firms. This isn’t to say all research at UCI

is bad, even though lots of it is. But really, the military? The people who’s job it is to kill thousands of people in a foreign country because we want something they have and usually the didn’t do anything to us. And lets be real, no matter how smart a bomb is suppose to be, why does it kill children and everyday people hiding in their homes? Either we need better R&D or someone is putting those bombs there on purpose. So if you want to help kill people like you or someone you may know in a place far away for reasons you don’t really understand, why not do some Research and Development here at UCI.



Berkeley students stand off against National Guard troops in People’s Park (1969)

Medical Scandals

Shortly after Chancellor Drake took office in a pomp-laden ceremony attended by the U.S. surgeon general, UCI officials confirmed to the Register that federal prosecutors have begun a criminal investigation into possible fraud connected to UCI’s liver-transplant program.

But that investigation is just the latest in a string of bad news connected to UCI. In the decade leading up to Drake’s arrival, UCI Medical Center was linked to some of the most bizarre and high-profile medical scandals in recent American history.

In the mid-1990s, UCI fertility doctors fled the country after being accused of stealing human eggs and implanting them in other women. The university paid nearly \$20 million to settle legal claims.

In 1999, the facility fired the director of its donated cadaver program amid suspicions that he had improperly sold spines to an

Arizona research program. In 2003, UCI hired Jagat Narula and Mani Vannan as the chief and division chief of cardiology. Neither was board certified in internal medicine nor cardiology, and neither had a California medical license. Narula then allegedly forced out electrocardiologist Michael Brodsky, and hired David Cesario, the son of med school dean Thomas Cesario, to take his place.

In 2005, it came to light that 32 patients had died while waiting for liver transplants at UCI. The livers were available, but, for two years, UCI did not have a full time surgeon to implant them, in contravention of federal regulations. UCI’s surgeon was actually on staff at UC San Diego, 70 miles away. A patient at UCI, Elodie Irvine, filed a lawsuit which brought scrutiny upon the hospital. Ms. Irvine, who had liver and kidney disease, had 95 organs offered for transplant by the United Network for Organ Sharing during her stay at UCI. The hospital allegedly told the patient that they were waiting for organs, when in fact they rejected every organ offered to them. Only one UCI physician advised her to look elsewhere for a transplant.

What’s in a name?

School of The Arts

Claire Trevor - The award winning film noir actress. Also, Donald Bren’s step-mother. The school was named in her honor after a 10 million dollar gift from her well known son.

School Of Business

Paul Merage - The man who invented hot pockets. That’s right. You heard me. I can almost taste the sodium tripolyphosphate now. He eventually sold the recipe to Nestle, but thats not what matters. The school was named in his honor after a \$30 million dollar donation. UCI’s biggest single donation ever.

School of Information and Computer Sciences

Donald Bren – The CEO and majority stock holder of The Irvine Company. From his website:

“Long supportive of Republican candidates, he has played major finance roles in the campaigns of Presidents George H.W. Bush and George W. Bush, former Governor Pete Wilson and Governor Arnold Schwarzenegger. Bren is a founding member of the New Majority in Orange County, California, an organization that has raised millions for Republican candidates supportive of free markets and fiscal responsibility.”

School Of Engineering

Henry Samueli - A first rate criminal. The Engineer who started Broadcom, a company who also has their worldwide headquarters at UCI’s research park. Broadcom provides the video processors for Apple’s Ipod products, from the 5th generation to the newest iPhones. Mr. Samueli also owned the Anaheim Ducks for a period of time until the NHL suspended him due to a criminal investigation. On June 23, 2008, Samueli pleaded guilty for lying to SEC for \$2.2 billion of backdating. Under the plea bargain, Samueli agreed to a sentence of five years probation, a \$250,000 criminal fine, and a \$12 million payment to the US Treasury. On September 8, 2008, U.S. District Court Judge Cormac Carney rejected a plea deal that called for Samueli to receive probation, writing: “The court cannot accept a plea agreement that gives the impression that justice is for sale.”The school was named in his honor after a \$20 million dollar donation.



School of Law

~~Donald Bren~~ (haha whoops!) Mr. Bren didn’t want to put his name on anything that was run by someone who wasn’t in his pocketbook. From The Chronicle Of Higher Education:

“The University of California at Irvine is hiring Erwin Chemerinsky as its law dean after all. In a news conference that is still going on, the university’s chancellor, Michael V. Drake, is announcing that Mr. Chemerinsky, a professor at Duke University, will become the law school’s inaugural dean, less than a week after Dr. Drake drew an avalanche of criticism for at first offering Mr. Chemerinsky the job, then withdrawing the offer because he was “too politically controversial” — which many critics viewed as code words for “too liberal.”

Since word of the hiring controversy broke last Wednesday, Irvine has had to deal with questions about whether conservative activists or the chief donor for the new law school had tried to sink the appointment. Critics wondered if any high-caliber candidate would want the job if it had been tarnished by what they characterized as an attack on academic freedom. The episode played into the image of Orange County, Calif., where Irvine is located, as a bastion of conservatism that is every bit as politically correct as, say, a liberal bastion near Boston.”

UC Irvine Farm School

Ever wonder what those green houses are next to the ARC? Originally housing ranch hands on the old Irvine Ranch, these were the home of the UC Irvine Farm School between 1969 and 2007. The Farm School was founded by Social Science faculty who wanted to encourage children to become free-thinkers while allowing faculty and students to study child behavior and develop educational materials. Undergraduates could also earn course credit for assisting teachers in the classroom. Zack de la Rocha and Tim Commerford of Rage Against the Machine met while attending the Farm School.

<http://www.ocfarmschool.org/History.htm>



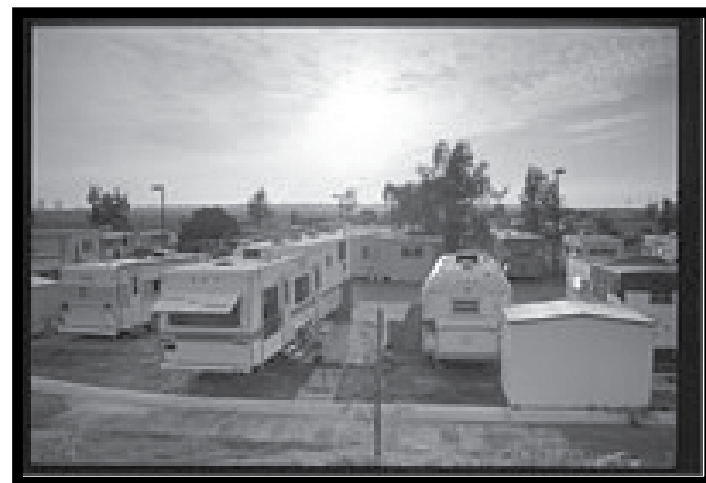
Irvine Meadows

UCI's recreational vehicle residential trailer park opened to students on November 15, 1979. Known as Irvine Meadows, the park was built to accommodate the many students who had already been camped out across the street from campus for 6 years. When the City of Irvine passed an ordinance that made it illegal for the students to remain in their makeshift quarters, UCI set aside a parcel of land, marked off 12 spaces, and made them available for rent. Just a year later, school officials moved the park across campus and made 80 spaces available with sewer lines and electricity. It was the first university housing of its kind in the country.

Irvine Meadows' off-beat charm made it a kind of oasis in the otherwise uniform look of Irvine. Over the course of the park's existence, residents brought their own tastes and creativity to the look of the park. Trailers were painted in an assortment of colors, plants and flowers abounded, and a park and community garden were built. Residents praised it for its funky, bohemian surroundings and strong sense of community, but most importantly, as an alternative to the high rents in nearby cities. When the park first opened, rents were \$70.00 a month. In 2004, rents were still a mere \$130 a month, a fraction of the cost of a one-bedroom apartment in Irvine or any other city in the area.

While campus administration always considered the park a temporary measure, residents grew increasingly attached to it. In 1999, the university announced that it would close down Irvine

Meadows in 5 years. The announcement met with much protest from residents, but the closure was inevitable, given campus growth and the demand for building space. In July 2004, trailers were auctioned off and residents' belongings were moved out. All residents were off the grounds by August 3rd. The land is slated to become a parking lot – evoking the Joni Mitchell song from the 1970s, “They paved paradise and put up a parking lot.”



Irvine Meadows trailer park, 1989.



“The UCI Police Department provides our community with the highest level of public safety and police services. We are committed to respecting human dignity and to understanding the needs and values of our community. We support and assist the University of California in its mission of providing excellence in education.” – UCIPD Mission Statement

The UCI Pig Department is, like most things at UCI, extremely hypocritical, useless, and, above all else, exasperatingly fascist. The Facts:

1. The UCI Pigs do not provide students and workers with the highest level of public safety. Rather, they protect the rich capitalist fucks (e.g. Chancellor Drake) from students and workers. UCI Pigs routinely deny students the freedom of speech and the freedom to speak with their own Chancellor. Prime example: In May 2009, UCIPD prevented students and workers from entering their own Administration building by holding the doors shut and threatening to arrest any student/worker that entered Aldrich Hall. Scared that the students would occupy Admin or, even worse!!, meet with Chancy Drake, UCI Pig Patrol created a cute ‘motorcycle unit barricade’ to close off the main doors.
2. The UCI Pigs enjoy harassing students and professors. Classy example: In 2005, UCIPD handcuffed a professor for “failing to stop at a red arrow”. In the words of the Prof, “Two young police officers stopped me after I had crossed the street and harassed me by lecturing over and over about the danger of what I had done.” Thanks to the Pigs, a serious crime was successfully dealt with and human dignity respectfully upheld.

3. The UCI Pigs enjoy seeing students harassed (or nearly killed) by the FBI. In 2007, an FBI Agent attempted to drive into several Muslim Student Union students near the Social Science Lecture Hall. The FBI was conducting surveillance on a vehicle used by the MSU students. When the students tried to ask the driver why he was following them, the driver attempted to physically move the students out of the way with the car. Then, when a student attempted to take a picture of the car's license plate, the car revved its engine and aggressively drove toward the crowd. (Un)Fortunately, UCIPD was there and was able to stop the car. Downside: The officer lied to MSU, saying ‘he stopped the wrong car’. The next day, Chief of the Pigs Paul Henisey confirmed that the vicious car driver was, indeed, FBI. And, the Agent's identity was held a secret!

4. UCI Police are Deadly. These Pigs are trained in AR-15 assault rifles (a semi-automatic rifle derived from the M-16 series assault rifle currently in use by the U.S. Military) and ballistic shields, traditionally the fare of heavily armed Special Weapons units. Moreover, UCIPD, along with the UCLA, UCSD, UC Riverside, UC Merced, and UC Davis Police Departments, use the taser to send 50,000 volts of current into the body in order to ‘temporarily paralyze’ victims.

The Pigs' Salaries for 2008:

Chief of Police Paul Henisey: \$143,029.13 (A whopping \$34,800 increase from 2006, budget crisis my ass. That's more than the median salary of a groundskeeper!)

Assistant Chief of Police Jeff Hutchison: \$134,030.22 (An increase of \$21,500 from 2006 – which is more than the annual income of ABM workers)

Police Lieutenant Baltazar De La Riva: \$120,859.74

Average Police Sergeant Salary: \$103,205

The total UCIPD Budget is roughly \$3.5 million.

Caesar Sereseres: The Bloodiest Hands on Campus



Some of you have had the distinct “privilege” of meeting Caesar Sereseres, the Associate Dean of Undergraduate Education in the School of Social Science, here at UCI. Sereseres bills himself as an expert on “foreign policy strategy and formulation in Mexico and Central America, revolutionary guerilla insurgency, and civil-military relations in Latin America”.

But where does his expertise originate? Aside from his doctorate from UC-Riverside in 1971, he worked in the U.S. State Department’s Office of Policy Planning in the Bureau of Inter-American Affairs from 1985-1987, and was a consultant for the RAND Corporation in national security studies.

In the early 1980s, he helped devise a counterinsurgency (read: state terrorism) program for Guatemala, along with Colonel George Minas, who served as military attache to Guatemala in the 1980s. Under their program, according to a State Department report, “military, civil patrols and police continued to commit a majority of major human rights abuses, including extrajudicial killings torture and disappearances.” Their plan included the use of means of “population control such as Vietnam-style military-controlled strategic hamlets and civilian defense patrols” (McGehee 1999;

Covert Action Information Bulletin, Spring 1994). Essentially, he organized a program to help a military dictatorship maintain power after it overthrew a democratically-elected president, and then massacre the Guatemalan people who resisted. Even more unnerving, the counterinsurgency campaign waged in rural Guatemala looks suspiciously like an ethnic-cleansing campaign, as entire villages of indigenous peasants were massacred without even a suspicion of insurgent activity.

“The strategy of control was also characterized by a litany of human rights crimes that stand out not only in the region but in the world. The violence was so severe in the early 1980s in Nobel Laureate Rigoberta Menchú’s home department of Quich, to cite but one example, that the entire Catholic archdiocese shut down and withdrew, with all its priests, nuns, catechists, and many parishioners. The situation there and in other departments by 1982 led Guatemala’s Conference of Catholic Bishops to conclude: Not even the lives of old people, pregnant women or innocent children were respected. Never in our history has it come to such grave extremes” (Smyth 1995).

As an indirect result of Sereseres’ counterinsurgency program, Guatemala has become a central location for drug trafficking, as the military leadership he helped install are now heavily implicated in the drug trade.

It is unknown what role Sereseres has played in other civil wars, mass killings, and large-scale acts of repression in Central and South America, but given his clout as a regional counterinsurgency expert and his involvement with the U.S. State Department, C.I.A., and RAND Corporation, it is likely that he is at least partially responsible for many more deaths than those in Guatemala. Where else has Sereseres-induced acts of genocide occurred? Honduras? El Salvador? Mexico? Peru? Chile? Each of those countries has seen similar mass killings in the years that he was active as an advisor.

Even on campus, his counterinsurgency efforts are felt. Through his involvement in finding sources of funding for student organizations, he is given some ability to marginalize and demobilize activist groups on campus. Additionally, his efforts to help students “get ahead” in college through independent research can also be seen for their ulterior motives: to bring potentially dangerous students -- those coming from poor backgrounds who have begun to see the flaws in capitalist society -- under his wing and totally dependent upon him, thus again marginalizing and depoliticizing them. By systematically institutionalizing students and student organizations, Sereseres is partially responsible for the widespread apathy and apolitical nature of the UCI campus.

Sources:
McGehee, Ralph. 1999. CIA Support of Death Squads. http://www.serendipity.li/cia/death_squads1.htm
Covert Action Information Bulletin. Spring 1994, p28-33
Smyth, Frank. 1995. Guatemala’s Gross National Products: CocaDollars, Repression, and Disinformation. <http://www.hartford-hwp.com/archives/47/002.html>

Corporate UCI

Think we are at a school? Wrong. We are a business. After all if we are going to have to change the way we do business that means we are doing buisness in the first place.

What kind of business is this?

Since we are a business we do business with some other big name people. If you take a look around you might have noticed that there are quite a few corporations here on campus. Don’t like Starbucks coffee? Too bad, they probably won’t listen to you if you tell them that you want to try a different type of fair trade certified bean.

Almost all of our food service is provided by nationwide corporations: Wendy’s, Quizno’s, Starbucks, Einstein’s, Jamba Juice. Hell, over the summer we moved up the corporate ladder, and went from a Rice Garden to a Panda Express, and from a Tortilla Express to a Wahoo’s Fish Tacos; an escalation of chain heirarchy. And whatever business these guys don’t get is handled by our food overlord Aramark.

It isn’t just food either. Who do you think stocks our phys-

ics labs with all of that new equipment? Johnson & Johnson and Carl Zeiss give out a few dollars in grant money, of course then we are in their pocket. A \$300,000 laser to find out what will soak up little Billy’s piss the best.

Student Housing you ask? American Campus Communités operates and owns Vista Del Campo as well as Vista Del Camp Norte. And if you don’t like them you are welcome to chose one of the various off-campus communities owned by the Irvine Company.

Insurance? United Health Insurrance

Janitors? ABM Industries

Keeping the campus skinny? Health Management Resources Corporation

It looks like we are in the business of selling our students to multinational companies. This place is ‘Magret Thatcher’s Wet Dream.’ For some context on corportaions move on over to The History Of The Corporation.

History Of The Corporation

When American colonists declared independence from England in 1776, they also freed themselves from control by English corporations that extracted their wealth and dominated trade. After fighting a revolution to end this exploitation, our country’s founders retained a healthy fear of corporate power and wisely limited corporations exclusively to a business role. Corporations were forbidden from attempting to influence elections, public policy, and other realms of civic society.

Initially, the privilege of incorporation was granted selectively to enable activities that benefited the public, such as construction of roads or canals. Enabling shareholders to profit was seen as a means to that end.

The states also imposed conditions (some of which remain on the books, though unused) like these:

- * Corporate charters (licenses to exist) were granted for a limited time and could be revoked promptly for

violating laws.

- * Corporations could engage only in activities necessary to fulfill their chartered purpose.

- * Corporations could not own stock in other corporations nor own any property that was not essential to fulfilling their chartered purpose.

- * Corporations were often terminated if they exceeded their authority or caused public harm.

- * Owners and managers were responsible for criminal acts committed on the job.

- * Corporations could not make any political or charitable contributions nor spend money to influence law-making.

For 100 years after the American Revolution, legislators maintained tight control of the corporate chartering process. Because of widespread public opposition, early legislators granted very few corporate charters, and only after debate. Citizens governed corporations by detailing operating conditions not just in charters but also in state constitutions and state laws. Incorporated businesses were prohibited from taking any action that legislators did not specifically allow.

States also limited corporate charters to a set number of years. Unless a legis-

lature renewed an expiring charter, the corporation was dissolved and its assets were divided among shareholders. Citizen authority clauses limited capitalization, debts, land holdings, and sometimes, even profits. They required a company’s accounting books to be turned over to a legislature upon request. The power of large shareholders was limited by scaled voting, so that large and small investors had equal voting rights. Interlocking directorates were outlawed. Shareholders had the right to remove directors at will.

In Europe, charters protected directors and stockholders from liability for debts and harms caused by their corporations. American legislators explicitly rejected this corporate shield. The penalty for abuse or misuse of the charter was not a plea bargain and a fine, but dissolution of the corporation.

In 1819 the U.S. Supreme Court tried to strip states of this sovereign right by overruling a lower court’s decision that allowed New Hampshire to revoke a charter granted to Dartmouth College by King George III. The Court claimed that since the charter contained no revocation clause, it could not be withdrawn. The Supreme Court’s attack on state sovereignty outraged citizens. Laws were written or re-written and new state constitutional amendments passed to circumvent the

Dartmouth ruling. Over several decades starting in 1844, nineteen states amended their constitutions to make corporate charters subject to alteration or revocation by their legislatures. As late as 1855 it seemed that the Supreme Court had gotten the people’s message when in Dodge v. Woolsey it reaffirmed state’s powers over “artificial bodies.”

But the men running corporations pressed on. Contests over charter were battles to control labor, resources, community rights, and political sovereignty. More and more frequently, corporations were abusing their charters to become conglomerates and trusts. They converted the nation’s resources and treasures into private fortunes, creating factory systems and company towns. Political power began flowing to absentee owners, rather than community-rooted enterprises.

The industrial age forced a nation of farmers to become wage earners, and they became fearful of unemployment--a new fear that corporations quickly learned to exploit. Company towns arose. and blacklists of labor organizers and workers who spoke up for their rights became common. When workers began to organize, industrialists and bankers hired private armies to keep them in line. They bought newspapers to paint businessmen as heroes and shape public opinion. Corporations bought state legislators, then announced legislators were corrupt and said that they used too much of the public’s resources to scrutinize every charter application and corporate operation.

Government spending during the Civil War brought these corporations fantastic wealth. Corporate executives paid “borers” to infest Congress and state capitals, bribing elected and appointed officials alike. They pried loose an avalanche of government financial largesse. During this time, legislators were persuaded to give corporations limited liability, decreased citizen authority over them, and extended durations of charters. Attempts were made to

keep strong charter laws in place, but with the courts applying legal doctrines that made protection of corporations and corporate property the center of constitutional law, citizen sovereignty was undermined. As corporations grew stronger, government and the courts became easier prey. They freely reinterpreted the U.S. Constitution and transformed common law doctrines.

One of the most severe blows to citizen authority arose out of the 1886 Supreme Court case of Santa Clara County v. Southern Pacific Railroad. Though the court did not make a ruling on the question of “corporate personhood,” thanks to misleading notes of a clerk, the decision subsequently was used as precedent to hold that a corporation was a “natural person.”

From that point on, the 14th Amendment, enacted to protect rights of freed slaves, was used routinely to grant corporations constitutional “personhood.” Justices have since struck down hundreds of local, state and federal laws enacted to protect people from corporate harm based on this illegitimate premise. Armed with these “rights,” corporations increased control over resources, jobs, commerce, politicians, even judges and the law.

A United States Congressional committee concluded in 1941, “The principal instrument of the concentration of economic power and wealth has been the corporate charter with unlimited power....”

Many U.S.-based corporations are now transnational, but the corrupted charter remains the legal basis for their existence. At ReclaimDemocracy.org, we believe citizens can reassert the convictions of our nation’s founders who struggled successfully to free us from corporate rule in the past. These changes must occur at the most fundamental level -- the U.S. Constitution.

Thanks to our friends at the Program on Corporations, Law and Democracy (POCLAD) for their permission to use excerpts of their research for this article.

Corporate Headquarters in Irvine and Orange County

Fortune 500

Ingram Micro
First American Corporation
Western Digital
Pacific Life

Others

Gateway Inc.
Linksys
Activision Blizzard
Oakley
Hurley
Pleaser USA
St. John
Wet Seal
Parker Hanifin
Capital Group Companies
Braun Medical
Freedom Communications (eek! Libertarians!!)
Etnies
Tilly’s
Pac Su
Rickenbacker International Corporation
Shimano USA

And this doesn’t even scratch the surface...

Fast Food

Del Taco
Wahoo’s Fish Tacos
Taco Bell
El Pollo Loco
In-N-Out Burger
Claim Jumper
Marie Callender’s
Weinerschnitzel
Carl’s Jr.
Yardhouse

Regional Offices

Mazda
Toshiba
Kia Motors
Hyundai
Verizon Wireless
Parker Aerospace
General Electric

A little information about our on campus ‘vendors:’



Bistro by the Bridge). ASUCI, which is partially responsible for negotiating UCI’s food services contract, has justified the decision to offer Aramark its business with the argument that Aramark has pledged to invest millions of dollars into the university’s food service infrastructure.

Critics argue that offering one corporation the university’s food services contract is a de facto monopoly. It is also argued that the management of food services by Aramark leads to low-quality food and poor customer service, and that support of Aramark condones its poor employee relations record. Many full time Aramark employees qualify for public assistance and rely on Medi-Cal, low-income housing, and other social programs. Though these workers prepare and serve food on the UC Irvine campus in residential dining halls, they are not afforded the same rights as UC service employees. Aramark Corporation prohibits its workers from unionizing to fight for higher wages.

Despite its attempt to create a socially responsible image, Starbucks' failure to meaningfully embrace Fair Trade coffee has left coffee farmers and their children teetering on the brink of starvation in the Global South. In Starbucks cafes, baristas are paid a poverty wage and the company insures a lower percentage of employees than Wal-Mart. Starbucks baristas are organizing a union (www.starbucksunion.org) with the Industrial Workers of the World for a better life on and off the job. In response, the company has waged a fierce and relentless anti-union campaign that tramples on workers' rights. In this union-busting operation unburdened by the law, Starbucks routinely retaliates against baristas for supporting the union. In addition, Starbucks Chairman Howard Schultz recently broke the union of roasting plant employees, and was accused of illegally obstructing the unionization of Starbucks employees. Furthermore, Schultz (an active Zionist) has expressed staunch support for the "noble cause" of Israeli soldiers, and donates percentages of Starbucks annual profits to the country of Israel.



Pepsi has a long history of labor violations, including denying overtime pay to workers and spying on, harassing, and firing union leaders. Pepsi has also fallen significantly short of its promise to use 25% recycled materials in its bottles, and has militantly opposed deposit programs such as the one in California, despite these programs leading to recycling rates of over 70%.

What can you buy for \$1.50? For about \$1.50 for a Pepsi product, there is also the bonus association of stealing water from already economically burdened farmers and laborers in India and Mexico, to name a few places, and ten billion virgin plastic bottles discarded in one year!





Irvine

By 1878, one man owned nearly one quarter of Orange County, about 110,000 acres stretching from the Pacific Ocean to the Santa Ana Mountains. James Irvine was that man, and more than 43 square miles of his ranch is now part of the city that bears his name. James Irvine came to California from New York during the Gold Rush of the mid-1800s and struck it rich without ever swinging a pick axe. Irvine made his first fortune selling supplies to miners, a profitable and less-risky venture than gold hunting; he used the money to buy land in Southern California.

When James Irvine died in 1886, he left his estate to his wife and to his 18-year-old son, James Harvey Irvine, who gained full control of the ranch when he turned 25. James Harvey Irvine turned the Irvine Ranch into a profitable agricultural center by digging hundreds of wells and producing large quantities of oranges, strawberries, walnuts and asparagus. During the 1920s, the Irvine Ranch also became the world’s leading producer of lima beans.

Irvine lost the use of his prized bean fields at the start of World War II when the Navy purchased 3,918 acres for two bases, the Tustin Lighter-Than-Air Base and the El Toro Marine Corps Air Station.

Irvine is best remembered for creating The Irvine Co., which still exists as the city’s major land holder and developer. William Pereira, a consultant to the University of California, worked with the Irvine Co. to create the city’s first master plan. It envisioned a community centered around a new university campus. Development continued according to the Irvine Co.’s master plan until residents voted to incorporate the city on Dec. 28, 1971.

The City of Irvine and some surrounding areas are unique in that while houses may be bought and sold, the land still belongs to the Irvine Company and is offered to homeowners in 99-year leases, thus extending the American Dream to upper-middle-class America while maintaining the land monopoly that keeps our rent and cost of living so ridiculously expensive.

Donald Bren

In 1977 Donald Bren, rich from the development of the failed state Mission Viejo, purchased the Irvine Company with a group of investors. By 1996, he had bought out all outstanding shares to become the sole owner. The development of the Irvine Ranch area propelled Bren into the position of the wealthiest real estate developer in the US. However, the actual extent of his wealth is viewed to be a company secret. Bren is engaged in an ongoing child support lawsuit against his two children. Under California law, child support is supposed to be 19.2 percent of the parent’s annual income. Bren shelled out something in the neighborhood of .0001 percent of his purported income while the children were raised by their mother. Donald Bren hired famed O.J. Simpson civil case lawyer Daniel Petrocelli to help hide his actual income as it might damage the Irvine Company’s ability to negotiate with municipalities. Donald Bren has a wealth of about \$12 billion, making him the 26th richest man in the world and enabling him to be the #2 contributor to John McCain’s 2008 Presidential campaign.



Donald Bren: “I make more money every time I take a shit than you’ll make in your life! Bwahahahaha...”

The Safest City in the Whole World?

For those of you who believe the Police can Protect you from Crime, and believe in the Tooth Fairy. Just ask someone who has been, or knows of someone, who’s been Robbed or Murdered. The Good News is, assuming your body is available, the Coroner, eventually will be along, and will stick a Meat Thermometer into your Liver, in effort to determine the approximate time of your Death.

Generally, Affluence, and Demographics, [NOT] Big Expen- sive Police Departments, make Cities Safer! The City of Irvine is Listed in FBI Crime Statistic Reports as One of the Safest Cities in America for Many of the Following Reasons.

Factor [In order of importance]	General Effect
Residential Population & Population Density	High population leads to higher residential crime rate (residential burglaries, larce- nies from motor vehicles, domestic assaults, auto theft). High population density also leads to a higher residential crime rate.
Commercial & Educational Population, number & type of commercial establishments and educa- tional institutions	High commercial population leads to more “business” crimes (commercial burglars- ies, shoplifting, larcenies from buildings, forgery) and to more crimes against the person often committed in commercial areas (larcenies from the person, larcenies from motor vehicles, larcenies of bicycles, street robbery, auto theft).
Age composition of population	A higher population in the “at risk” age of 15-24 leads to a higher crime rate.
Stability of Population	Stable, close-knit populations have a lower overall crime rate than transient popula- tions. Neighborhoods with more houses and condominiums (generally signifying a more stable population) have a lower crime rate than neighborhoods with mostly apartments (generally a more transient population).
Street Layout	Areas with major streets offering fast getaways and mass transportation show more crime clusters than neighborhoods with primarily residential streets.
Proximity to Public Transportation	Criminals are often indigent and cannot afford cars or other expensive forms of transportation. Areas near public transportation, and particularly subways, witness a higher crime rate-particularly robbery and larceny-than more inaccessible areas
Economic conditions, including poverty level and unemployment rate	Again, criminals are often indigent. Areas afflicted by poverty show higher bur- glary, robbery, and larceny rates than Middle-class or wealthy neighborhoods.
Family conditions with respect to divorce and family cohesiveness	Larry J. Siegel, author of Criminology, says: “Family relationships have for some time been considered a major determinant of behavior. Youths who grow up in a household characterized by conflict and tension, where parents are absent or sepa- rated, or where there is a lack of familial love and support, will be susceptible to the crime-promoting forces in the environment.”
Climate	Warmer climates and seasons tend to report a higher rate of larceny, auto theft, and juvenile-related crime, while cold seasons and climates report more robberies and murder.
Operational and investigative emphasis of the police department	Problem-oriented, informed police departments have more success controlling cer- tain aspects of crime than other departments.
Attitude of the citizenry toward crime, including its reporting practices	Populations that have “given up” on crime and the police experience an exacerba- tion of the crime problem.

When the Mayor of Irvine, Beth Krom, tells you that the low crime rate in Irvine is because, they spend almost half of the entire City budget on the Police Department, she’s perpetrating a Fraud, and you’re the Victim of it, because that statement is completely false and reckless.

As a general rule, readers should consider the following fac- tors when gauging the relative safety of any city, neighborhood, or business district. Most of these factors are provided by the FBI in its Uniform Crime Reports:

John Wayne: Orange County’s Racist Laureate?

The Santa Ana Airport is named after John Wayne, who lived for some time in Newport Beach. He was best known for his acting career, but we’ll let him tell you more about himself:

“I don’t feel we did wrong in taking this great country away from them if that’s what you’re asking. Our so called stealing of this country was just a question of survival. There were great numbers of people who needed new land the Indians were selfishly try- ing to keep it for themselves.... I’m quite sure that the concept of a Government-run reservation... seems to be what the socialists are working for now — to have everyone cared for from cradle to grave.... But you can’t whine and bellyache ‘cause somebody else got a break and you didn’t, like those Indians are. We’ll all be on a reservation soon if the socialists keep subsidizing groups like them with our tax money” (Playboy Magazine Volume 18, issue #5 “John Wayne:The Playboy Interview”, Richard Warren Lewis p. 78, May 1971).

“I believe in white supremacy until blacks are educated to a point of responsibility. I don’t believe in giving authority and positions of leadership and judgment to irresponsible people.... The academ- ic community has developed certain tests that determine whether the blacks are sufficiently equipped scholastically.... I don’t feel guilty about the fact that five or ten generations ago these people were slaves. Now I’m not condoning slavery. It’s just a fact of life, like the kid who gets infantile paralysis and can’t play football like the rest of us” (Ibid. p. 79).



The most flattering image we could find of that asshole.

Who lived in Orange County before you?

A Thriving Nation: 12,000 BC - 1542 AD

California has a rich Native American heritage. Hundreds of tribes call California home, more than any other state. The native inhabitants of San Juan Capistrano and all of Orange County belong to the Acjachemen Nation. For more than 10,000 years, the Acjachemen (A-ha-che-men, also called Acagchemem or Juaneño) occupied the pristine coastline, vast valleys, and ma- jestic mountains which spanned from Long Beach to Oceanside, as far east as Lake Elsinore, and westward to Catalina and San Clemente Islands. The Acjachemen possessed an intricate social structure based on clans. Villages were governed by male and female clan chiefs called Nu and Coronne who oversaw hunting and gathering expeditions, migrations to seasonal settlements, tribal councils, and ceremonies. Villages contained populations of about 50 to 250 people each. Women and men wore grass skirts and animal skins with elaborate jewelry made of shells, seeds, and beads. Within the village, Acjachemen families lived in ki-chas, dome-shaped huts made of willow and tule, and ate wi-wish or acorn meal, fish and roasted deer or rabbit meat. Hunting was performed with bow and arrows, snares, and throw- ing sticks. Elaborate stone bowls, grinding stones, and tools were

ingeniously made by the Acjachemen as well as intricately woven baskets. The Acjachemen were a deeply spiritual people who celebrated their religion in sacred ceremonies of dance and song.

An Inflicted Nation: 1543-1834

Spanish exploration of Alta California began with the voy- age of Juan Rodriguez Cabrillo in 1542. This would be the first contact between Europeans and Native Californians. In 1769, Gaspar de Portola’s expedition of Spanish soldiers and Francis- can padres would be the first recorded contact in Orange County between the Acjachemen and Spanish. With the advent of Span- ish occupation of California in 1769, the native peoples were in- tegrated into the mission system. By 1776, Father Junipera Serra, charged with establishing missions in Alta California, founded the seventh mission known as the Mission San Juan Capistrano. The Acjachemen were forced to adapt to a new way of life and system of beliefs which were foreign to them. The newcomers also introduced diseases which inflicted a loss of over 60% of the Acjachemen population. The Mission San Juan Capistrano was established upon an Acjachemen sacred site and was the basis for a new identity for the Acjachemen who were then named San Juaneños by the padres.

A Transformed Nation: 1835-1940

In 1821, Mexico achieved independence from Spain leading to the liberation of the Juaneños by Mexican Governor Figueroa in October 1833. With the Mexican occupation of Alta California, the Acjachemen/Juaneños became transformed into citizens of Mexico overnight and thus adopted Mexican culture, names, and a second language. The Mission San Juan Capistrano became dismantled, secularized, and abandoned. The Mission San Juan Capistrano was placed on public auction in 1845 by order of Mexican Governor Pio Pico. Don Juan Forster, and English settler, then purchased the Mission San Juan Capistrano for \$710. By 1848, Mexican and American troops were at war over the western territory. Having defeated the Mexican army, American forces negotiated the surrender of California to the United States via the Treaty of Guadalupe Hidalgo. Thus, the Republic of California was established in 1850 and California became the 31st state in the American Union. This opened the flood gates to American immigrants into southern California. The Acjachemen were forced again to adopt another foreign culture and a third language -- English. American Indian Agents sent Native children to far-away boarding schools, while their parents learned the new rancho occupations. Native Americans would remain foreigners to the United States until the passing of the Federal American Indian Citizenship Act of 1928. The California Mission Indian Federation was founded during the early 1900s to fight for California Indian Native rights and recognition. Acjachemen representation within the Federation was in the form of traditional clan leaders called Capitane.

A Sovereign Nation: 1941 - Present

Clarence Lobo became the first Acjachemen leader to formalize a government to government exchange between the Acjachemen Nation and Washington, D.C. The Acjachemen were one of hundreds of tribes across North America to be overlooked as living tribes by Washington. And thus began the pursuit for Federal Recognition of the Acjachemen Nation. Clarence Lobo led this charge until is death in the 1980s. During the 1980s, formal governmental structure was established and elected Tribal Council was inaugurated. An official petition for Federal Recognition was submitted to the U.S. Bureau of Acknowledgement and Research (BAR) in August of 1982. All Federal requirements were finalized and submitted in September 1999. The Acjachemen Nation currently waits on a Ready for Active Consideration list for BAR’s attention and then finally Federal Recognition. The Acjachemen Nation today is an organized, democratic body comprised of a membership of over 2,300 members. Elected Tribal Council Members serve 4-year terms and direct the affairs of the Tribe. Various Tribal duties are delegated to Committees including Culture, Archaeology, Education, Community Events, Basketweavers, and others. The Acjachemen culture and language lives on in ceremony, traditional songs, and history.

[from juaneno.com]

Community Spaces & Organizations

El Centro Cultural de Mexico
310 W 5th St, Santa Ana www.el-centro.org
El Centro seeks to be at the forefront of creating a strong ideological and cultural bridge to support a variety of cultural projects from Mexico, Central and South America.

Santa Ana Food Not Bombs
Santa Ana Food Not Bombs shares fresh healthful food every Sunday @ 3pm across from the Santa Ana Library at Ross and Civic Center. The food is usually vegan and/or vegetarian.

Santa Ana Infoshop
BASE Collective and SAFNB are working to open an infoshop/social center in the coming months. Check with the Disorientation editors (disorientuci@riseup.net) for more info.

East Side Café
5469 Huntington Dr, El Sereno
The Eastside Café Echospace is a cultural and educational space founded by El Sereno residents for the evolvement of sustainable self-reliance through education, cultural awareness, health and the arts.

Chuco’s Justice Center
1137 E Redondo Blvd, Inglewood, CA
www.myspace.com/chucosjusticecenterpunx
Chuco’s Justice Center is a radical art space/community center, charter school for youth organizing, and office for Youth Justice Coalition, and Critical Resistance.

SELA Infoshop
2520 Long Beach Blvd, Lynwood, CA
www.myspace.com/selainfoshop
A radical community space in Lynwood. Southeast LA Infoshop aims at providing the community with alternative educational resources and safe space for the purpose of creating a sense of community amongst the residents of South East LA and to empower community members to seek alternative and radical ways to help their communities thrive.

OC-RAP - Orange County Recruitment Awareness Project
www.myspace.com/oc_raps
Opposed to the militarization of public schools and seeks to provide the truth about enlistment. Pamphlets, Articles, etc. available at above website.

Bicycle Tree
2204 N. Main St. Santa Ana, CA
The Bicycle Tree is offers bicycle repair workshops on the last Saturday of every month from 11 am - 4 pm at The Road Less Traveled store at 2204 N. Main St. in Santa An. Learn how to fix your bike with their volunteers. \$5 suggested donation per bike. No one turned away for lack of funds. If arriving by car, please use parking on the opposite side of Main Street. That is the east side of the street.

Health Care

Planned Parenthood
621 W. 19th St., Ste. B, Costa Mesa, CA 92627 - (949) 646-4002
www.plannedparenthoodosbc.org
Planned Parenthood of Orange and San Bernardino Counties provides confidential, affordable, high-quality reproductive health care and fights for your fundamental right to determine your own destiny. We believe that respect and value for diversity in all aspects of our work are essential, and enable you to make responsible and informed choices through comprehensive, honest sex education and health information.

Share Our Selves Free Medical and Dental Clinic
1550 Superior Ave., Costa Mesa, CA - (949)650-0640
www.shareourselvesourselves.org
Medical Services include: Depression screening, crisis intervention, prenatal education, dental services, primary medical care, onsite pharmacy, and lab services.

Lestonnac Free Clinic
1215 E. Chapman Ave., Orange, CA - (714) 633-4600
www.lestonnacfreeclinic.org
Our Mission is to ensure that there are no closed doors for those seeking primary healthcare at our clinic in Orange County. With no county hospital or public primary health care system in Orange County, Lestonnac Free Clinic is acutely aware of how critical the shortage of affordable health service is. We recognize that low-income patients are often forced to make the difficult choice between paying a \$10 healthcare co-payment or applying the money toward rent, food, and other necessities. Our 30 year history of providing free healthcare service to those in need both alleviate the patient’s stress of having to make this kind of decision and increases the efficiency of local hospitals. For this reason, the clinic continues to expand our volunteer pool. Medical Services include: vaccinations, prenatal care, primary care, comprehensive dental care, and smoking cessation programs.



Independently Owned Businesses

Bike Shops

Peregrine Cyclery
1224 Village Way Unit B Santa Ana, CA
Fixed Gear Shop. They can order parts for other types of bikes, but if you have a fixie go here first. It is owned by two recent alumni of UCI.

Bike Religion
On Campus
These guys have a super small shop on campus, but they are knowledgeable and have ok prices. They also have other locations in Newport Beach that have more inventory.

The Path
215 West First Street Tustin, CA
The best bike shop this author has found in Orange County. They have a HUGE selection and what they don’t have in stock they might have in their discounts room for cheap. They are also super helpful, almost over the top. So good.

Bicycle Tree
If spending a ton of money on getting your bike fixed doesn’t sound like a great idea flip to page 45 to learn more about The Bicycle Tree.

Restaurants/Cafes

Veggie Grill
4213 Campus Drive, Irvine, CA (Across from Campus, in University Center)
Delicious, Casual Vegan Food. (Many Organic options as well)

Native Foods
2937 Bristol St., Costa Mesa, CA
Completely Vegan, Gourmet Ethnic Fusion

The Stand
238 Thalia St, Laguna Beach
‘Natural food’ restaurant. Healthy Vegan/Vegetarian food.

Avanti Cafe
259 E 17th St, Costa Mesa
Delicious but pricy vegetarian/organic food.
Locally grown produce basket exchange you can sign up for.

Wheel Of Life
14370 Culver Dr., Suite 3G, Irvine, CA
Vegan Chinese/Thai Cuisine.

India Cookhouse
14130 Culver Drive #M, Irvine, CA
Includes many vegetarian dishes.
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Phnom Penh Noodle Restaurant
1644 Cherry Ave, Signal Hill
Cambodian cuisine

Tapatia
202 S Bristol St, Santa Ana
Real Mexican food and Mexican seafood!

Taqueria de Anda
1029 E 4th St, Santa Ana
1106 S Bristol St, Santa Ana
2610 W Edinger Ave, Santa Ana
Affordable Mexican food, open 24 hours.

El Gallo Giro
Bristol and Edinger, Santa Ana
Taqueria and panaderia, damn good aguas frescas!
Open 24 hours, and if you go in late, make sure you can at least fake Spanish.

Los Primos Cantina
488 E 17th St # A106 Costa Mesa, CA
This place has good and cheap Mexican food. And a burrito so serious it is name Mr. Serious. It is so big it requires two tortillas, and it fed one girl for four days.

Taco Loco
640 S Coast Hwy, Laguna Beach
“hippie-influenced” Mexican food...at a yuppie location...

Alta Coffee
506 31st St Newport Beach, CA
Local coffee roasters, live music and open mics, local artists displaying their work, lending library, coffee’s only 50 cents if you bring your own mug (which you can keep there), great food, super friendly folks.

Pannikin Coffee & Tea
510 N Highway 101, Encinitas (other locations in La Jolla)
pannikincoffeeandtea.com
Family-owned coffee shop selling organic and fair trade coffee and tea.

Viento y Agua Coffeehouse
4007 E 4th St, Long Beach
www.vientoyaguacoffeehouse.com
Coffee shop, music venue, and art gallery

Haus of Pizza
1500 Adams Ave, Costa Mesa
Family-owned, inexpensive Italian restaurant. OC’s #1 Hole-in-the-wall restaurant.

Books/Records

One Dollar Bookstore
8520 E. Chapman Ave. Orange, CA
Lots of books! dig!

Open Bookstore
2226 E. 4th St., Long Beach, CA
www.thestoryofopen.com
Used books, music, art, magazines, venue

Sound Trolley Records
440 E. 17th St., Costa Mesa
www.myspace.com/soundtrolley
Buy Sell Trade: Vinyl, Cd’s Tapes, Books, and supplies

Dr. Freecloud’s Record Shoppe
18960 Brookhurst St., Fountain Valley
www.drfreeclouds.com

Bionic Records
16101 Bolsa Chica St., Huntington Beach, CA
(714)846-2585

Clothing/Other

The Road Less Traveled
2204 N. Main St., Santa Ana, CA
www.roadlesstraveledstore.com
Environmental store providing eco-friendly lifestyle products. Run by good people and they even give up their parking lot to Bicycle Tree once a month.

Evocal
814 W. 19th St., Costa Mesa
www.myspace.com/evocal
Boutique/Event Space/Art Gallery

Pro Photo Connection
17752 Fitch, Irvine, CA
www.prophotoconnection.com
Photo developing for better prices and they process 120 film!

OC Certified Farmers Markets

Tuesday Irvine
Historic Park at the Irvine Ranch
13042 Old Myford Road, Irvine
9 AM - 1 PM (rain or shine)

Wednesday Tustin
Corner of El Camino Real and 3rd St.
9 a.m. - 1 p.m. (rain or shine)
Westminster
Westminster Mall, Goldenwest and Bolsa, adjacent to Target Store
12 - 5 p.m. (rain or shine)

Thursday Costa Mesa
Orange County Fairgrounds, 88 Fair Dr
9 a.m. - 1 p.m. (rain or shine)
Orange
The Village at Orange,
9 a.m. - 1 p.m. (rain or shine)

Friday Laguna Hills
Laguna Hills Mall, I-5 and El Toro
9 a.m. - 1 p.m. (rain or shine)
Huntington Beach
Pier Plaza, Main Street & PCH
1 p.m. - 5 p.m. (rain or shine)

Saturday Laguna Beach
Next to the City Hall
8 a.m. - Noon / 8 - 11 a.m. July and August (rain or shine)
Irvine
University Center (across from UCI)
8 a.m. - Noon (rain or shine)

Sunday Laguna Niguel
Plaza De La Paz Shopping Center on the Corner of La Paz and Pacific Park
9 a.m. - 1 p.m. (rain or shine)

Thrift Stores & Swapmeets

Orange County College Swap Meet
Orange Coast College
2701 Fairview Drive Costa Mesa, CA 92626
Sat & Sun 8am-3pm

Golden West College Swap Meet
15744 Golden West Street Huntington Beach, CA 92647
Sat & Sun 8am-3pm

Dee Lux
1500 Adams Ave. Costa Mesa, CA 92626
Vintage Store that buys & sells used clothes.

Food Markets

Mother’s Market
Irvine (2963 Michelson Drive)
Costa Mesa (225 E. 17th Street)
Santa Ana (151 East Memory Lane)
A small chain of health food stores that provide quality organic products along with other goods unavailable at large chain supermarkets. The stores also have a restaurant and fresh juice bar (not all of which is organic, but much of it is--the Limeade Cooler is amazing).

Trader Joe’s
4225 Campus Dr, Irvine, CA
Located across from campus in the University Center.
Many vegetarian/vegan/organic food options at reasonable prices. They are also locally owned. (Pasadena, CA)

Whole Foods
2847 Park Ave., Tustin, CA
Fairly expensive organic/vegan/vegetarian options. However, sells many hard-to-find/specialty food items. Be warned: CEO is a capitalist fuck. Google it.

Tips&Tricks

What to do if you’re stopped by the police

(adapted from www.aclu.org)

- Stay calm and in control of your words, body language, and emotions.
- Don’t get into an argument with the police -- you won’t win.
- Remember, anything you say or do can be used against you.
- Keep your hands where the police can see them.
- Don’t run. Don’t touch any police officer.
- Don’t resist even if you believe you are innocent.
- Don’t complain on the scene or tell the police they’re wrong or that you’re going to file a complaint.
- Do not make any statements regarding the incident.
- Ask for a lawyer immediately upon your arrest.
- Remember officers’ badge and patrol card numbers.
- Write down everything you remember ASAP.
- Try to find witnesses and their names and phone numbers.
- If you are injured, take photographs of the injuries as soon as possible, but make sure you seek medical attention first.
- If you feel your rights have been violated, file a written complaint with the police department’s internal affairs division or civilian complaint board.

1. What you say to the police is always important. What you say can be used against you, and it can give the police an excuse to arrest you, especially if you bad-mouth a police officer.
2. You don’t have to answer a police officer’s questions, but you must show your driver’s license and registration when stopped in a car. In other situations, you can’t legally be arrested for refusing to identify yourself to a police officer.
3. You don’t have to consent to any search of yourself, your car, or your house. If you DO consent to a search, it can affect your rights later in court. If the police say they have a search warrant, **ASK TO SEE IT**.
4. Do not interfere with, or obstruct the police -- you can be arrested for it.

If you are stopped for questioning:

1. It’s not a crime to refuse to answer questions, but refusing to answer can make the police suspicious about you. If you are

asked to identify yourself, see paragraph 2 above.

2. Police may “pat-down” your clothing if they suspect a concealed weapon. Don’t physically resist, but make it clear that you don’t consent to any further search.
3. Ask if you are under arrest. If you are, you have a right to know why.
4. Don’t bad-mouth the police officer or run away, even if you believe what is happening is unreasonable. That could lead to your arrest.

If you’re stopped in your car:

1. Upon request, show them your driver’s license, registration, and proof of insurance. In certain cases, your car can be searched without a warrant as long as the police have probable cause. To protect yourself later, you should make it clear that you do not consent to a search. It is not lawful for police to arrest you simply for refusing to consent to a search.
2. If you’re given a ticket, you should sign it; otherwise you can be arrested. You can always fight the case in court later.
3. If you’re suspected of drunk driving (DWI) and refuse to take a blood, urine or breath test, your driver’s license may be suspended.

If you’re arrested or taken to a police station:

1. You have the right to remain silent and to talk to a lawyer before you talk to the police. Tell the police nothing except your name and address. Don’t give any explanations, excuses or stories. You can make your defense later, in court, based on what you and your lawyer decide is best.
2. Ask to see a lawyer immediately. If you can’t pay for a lawyer, you have a right to a free one, and should ask the police how the lawyer can be contacted. Don’t say anything without a lawyer.
3. Within a reasonable time after your arrest, or booking, you have the right to make a local phone call: to a lawyer, bail bondsman, a relative or any other person. The police may not listen to the

call to the lawyer.

4. Sometimes you can be released without bail, or have bail lowered. Have your lawyer ask the judge about this possibility. You must be taken before the judge on the next court day after arrest.
5. Do not make any decisions in your case until you have talked with a lawyer.

In your home:

1. If the police knock and ask to enter your home, you don’t have to admit them unless they have a warrant signed by a judge.
2. However, in some emergency situations (like when a person is screaming for help inside, or when the police are chasing someone) officers are allowed to enter and search your home

without a warrant.

3. If you are arrested, the police can search you and the area close by. If you are in a building, “close by” usually means just the room you are in.

Everyone hates a snitch!

Just as you do not have to incriminate yourself, you do not have to incriminate others. If police ask questions about another individual, do not answer. If you find yourself in a situation where you are compelled to answer, you can always claim you don’t remember. Lying to the police will just get you in more trouble, and ratting out a comrade will get them in more trouble. And remember, answering police questions or allowing police to search your property or person will only make things worse for you and others.

Planting in your dorm or apartment

Trader Joe’s is no substitute for homegrown produce. And even if you don’t have an acre of land or are living in an apartment, you can still grow your own food. Some fruits and vegetables are easier to grow than others, and while you get the hang of growing plants, some suggestions to begin with are tomatoes, jalapeños, and lettuce. Passionfruit is also easy to grow, but be careful because it tends to grow quickly, and vines can quickly overtake your apartment complex.

You also have the option of planting from seed, or using pre-sprouted plants. The second is easier of course, but seeing plants grow from seeds is much more rewarding. Tomatoes are the easiest to grow from seed; just go to your local grocery store and buy an organic tomato, and cut the seeds out. Nursery pots work the best for sprouting, but anything that’s 3” deep will work; just keep each seed separate or else you’ll run the risk of killing the plants when you try to pot them. Once they get a few inches high, transfer them to a bigger pot (for tomatoes, it should be about 6” in diameter). As they get bigger and start flowering, you’ll need to stake or cage them, as this will help the plant support the weight of its fruit and will help it grow more. Before too long, you’ll be amazed at the number of red tomatoes growing on your porch!

Another option is building a self-watering container. This can be done rather easily. For the sake of space we’ll direct you to an excellent tutorial in [The Urban Homestead](#)

by Kelly Coyne and Erik Knutzen (Process Media).

Finally, you’ll need to take sunlight into consideration. Most apartments around UCI are built so that there is ample sunlight on their porches; however, the amount and direction of sunlight changes throughout the year. Dorms, while limiting, give you a little more flexibility if you have several windows. Before you plant, see where the

sun shines at various times throughout the day (i.e. 10am, 2pm, and 5pm). Place your plants in accordance with your findings and their need for sunlight.

Planting in your dorm or apartment can be a very rewarding activity. You may kill a few plants, but through trial and error you’ll grow a green thumb and lots of tasty food!



Composting in Confined Spaces



Why compost? Our practice of burying biodegradable waste with non-biodegradable waste contaminates groundwater and increases the occurrence of greenhouse gas emissions. You should already know why this is bad news. Compost is also a safe way to fertilize any plants you have.

Composting is nature’s way of recycling. It is the process of bio-degradable materials breaking down back into nutrients in soil, from whence it came. A combo of microorganisms, nitrogen-based (brown and dry) and carbon-based (green and wet) biomass work together in your compost bin, leaving only nutrient-rich soil and a satisfying feeling that you’re helping the environment.

Around 30% of what we throw away can be composted. We can reduce use of trash bags as well as dumpster trips to the landfill. Whether you are save-the-planet type of student or a save-a-trip-to-the-dumpster kind of person, composting is an easy way to reduce the amount of trash in landfills.

Vermicomposting (or worm composting in a bin) is the easiest (and cleanest) way to start composting on a small scale, especially if you live on campus. Vermicomposting uses worms to break down your leftover food into worm castings, also known as ‘black gold,’ a more potent and concentrated version of your regular pile compost.

Here’s what you need to get started:

- Prepare a bin: A bucket, old garbage can, wooden bin, or other container with a lid; wide and shallow works best. You can also buy a “composting bin” at a hardware store or online.
 - The worms and microorganisms will need access to air, so drill or cut holes in the sides, bottom, and the lid.
 - Place your bin in an airy spot, without direct sunlight. If you manage your bin properly you can keep it under the kitchen sink, or in a pantry.
- Make bedding and add some worms: Make a 6 inch bed of moist shredded newspaper and spread your worms on top. Certain species are more suitable for apartment style worm bins, such as the Red Wiggler and the European Nightcrawler. These can be found locally at www.vermipro.com in Orange County or www.redwormproducts.com/ in Escondido. You can also collect them from matured compost piles and they reproduce in your worm bin, so borrow some from a friend.
- Start adding food waste:
 - All fruits and vegetables, with high acid fruits in moderation.
 - Avoid meat and dairy, it stinks.
 - Tea bags, coffee grounds, and egg shells.
 - Stuff will break down faster the smaller it is, so cut up large pieces before you add them.
- Use that compost: After 3 to 6 months, your food material should transform into nice dark brown material. After awhile the castings become a bit much for the worms to handle so you can sort out the compost you will use from the worm bin. You can also let the worms sort it out for you. Just feed your worms on one side of the bin for a month. The worms will migrate to the side with the food, and the worm castings on the other side can be easily removed!
- Use it: You can use the compost by mixing it with soil for growing plants or add a layer of compost at the plant base to prevent weeds.

REDUCE & REUSE

The two forgotten R’s (probably due to consumerism, fuckers!)

consumerism: the theory that an increasing consumption of goods is economically beneficial

Dumpster Dive!

In our current consumer culture, so much goes to waste. Products are routinely thrown out for damaged packaging and produce is tossed if it no longer looks impeccable. For many of us, it makes sense to dumpster, because we can often get food and other things that we need but can’t afford to buy -- for FREE! And dumpstering is good for the environment: by reclaiming food, we’re reducing our consumer demand, meaning that less energy is spent shipping and growing additional food; and when food goes into the landfill, it breaks down differently than in compost and releases methane and other harmful gases.

Where to dumpster: Anywhere! Some businesses lock their dumpsters or use trash compactors, and you’ll really just have to go out back and see. Stand-alone businesses will usually have their dumpsters behind the store, but businesses in strip malls may share dumpsters or have a common dumpster area. Organic food stores throw out their food frequently, and some fill up 2 dumpsters a day.

When to dumpster: It’s recommended that you go at night after the store has closed, and you should give the employees sufficient time to leave. Some people have had luck during the day, but that can be really sketchy. Use your judgment.

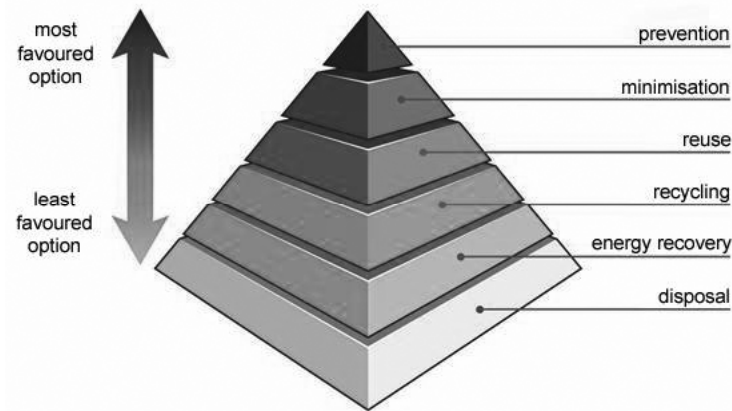
What to bring: Definitely bring a headlamp, these are often available at Target and other stores which carry camping supplies. They’re fairly inexpensive, but you can get them for free. Gloves, if you’re squeamish about dumpsters and germs. If you’re lucky enough to find a big haul of food or goods, you’ll also need a car or a bike with a rack.

Because dumpstered food is further along in its life cycle, it presents some challenges for its use. Here’s some suggestions for how to use dumpstered foods:

- Go through your food that night. Some foods, especially berries, may already be moldy, but usually there will be some good fruit in the batch. By getting rid of rotten food right away (see composting article), you’ll help save the rest.
- Most fruit, like berries, apples, bananas, and mangos, can be frozen and reused later. Don’t expect them to look like fresh fruit after thawing, but you can use them in smoothies, apple sauce, and baked goods. Vegetables like tomatoes or basil can also be chopped and frozen.
- Chili, tomato sauce, apple sauce, jams, smoothies, aguas frescas, and lemonade are good ways to use a variety of commonly dumpstered foods.

Other tips:

- If there are two dumpsters and one or both are full, you can get the useful things off the top of the less-filled one, and dig down in both by moving bags and bigger items from one to the other.
- Many restaurants and groceries will have stacks of plastic crates by the dumpster; these are perfect for standing on as you dig around. Just put them back where you found them.
- Go with a buddy! If you’re worried about security guards, one can be a lookout. With some dumpsters, especially fenced-in ones or ones with guards, one person can wait in the car while the other climbs in and loads up boxes. Once you’ve found as much as you want to or are able to take, you can signal your driver to come over, quickly load up the car, and take off.
- Take care of the dumpster. Generally if you leave the dumpster cleaner than it was before you got there and respect the space, management won’t give you problems. After all, if you’re not making a mess and you’re taking their garbage, it saves them some work and money! If there’s consistently a mess, management is much more likely to lock or fence the dumpsters or just get a trash compactor.



Wheatpaste

5 Easy Steps to make Wheatpaste

1. Heat 250ml (~1 Cup) of water in a medium sized pot.
2. Measure out 45 ml (3tbsp) of Organic Locally Grown & Processed all-purpose or wheat flour into a separate bowl. Add just enough cold water from the faucet to make a milky-white paste. Use a fork to beat out the clumps.
3. Start stirring the water in the pot while slowly pouring this mixture in. Bring to a boil. Don't stop stirring. Once it has come to a boil add 15 ml (1tbsp) of sugar or corn syrup to make it more effective.
4. Remove from stove and let it cool.
5. Put it into an old dish soap or similar squirting bottle for ease of use. (See the article on Reusing)

3 Easy Steps to use Wheatpaste in a completely legal way

1. Using a paintbrush or roller, apply a thin layer of wheatpaste to an area slightly larger than your poster.
2. CAREFULLY place your poster on the wheatpasted area, making sure there are no wrinkles or bubbles. Press firmly on all parts of the poster to make sure it's adhered to your surface.
3. Coat your poster with another thin layer of wheatpaste, making sure to completely cover the edges and corners.



Stenciling

1. First, you'll need to make an image. You can either hand draw it or photoshop it, but it'll need to be two-tone (black and white). Until you get really comfortable cutting stencils, simpler is better. An easy way to photoshop pictures is to convert it to greyscale, then play around with the threshold until it looks good. Print out your image in the size you want.
2. Before you start cutting, you'll need to search for islands. If you're printing out a black image on white paper, look for any white areas that are completely surrounded by black. Use a red marker or highlighter and draw lines connecting islands to the white background, and make note of them for when you start cutting, because if you don't leave bridges the islands won't show up in your stencil!
3. Pick a stencil material--probably the two easiest are thin cardboard and transparency paper. If you're using cardboard, tape your image on the top; if you're using transparent materials you can tape it underneath. The more rigid yet thin the material, the better, but it's a matter of preference, cost, and availability.
4. Start cutting! Use an exacto knife, and cut on top of a cutting mat. Go slowly and use short knife strokes--pretend you're doing surgery, the faster you go the more likely you are to mess up have to start over. Again, keep in mind islands and bridges!
5. When you go to spray your stencil, hold it firm against your surface or tape it on. If the stencil rises up at all, it will end up looking blurrier. Hold your spraypaint can about 12-18" away from the stencil, and spray quickly over it so that there's a thin layer. Too much paint leads to drip lines. Spray another thin layer if needed.
6. Run!

Stickering

Stickers are a way to get up your name, message, or art all over, very quickly, and with much less risk than stenciling, tagging, or wheatpasting. You can conceal stickers in your palm and slap them onto any surface you can reach, including poles and other non-flat surfaces. To make stickers on the cheap, you have two good options.

First, is to buy or appropriate mailing label paper. Make sure you buy the 8 1/2x11 sheets. Avery make good stickers, but experiment with different brands to see what works best for you. You can also buy sticker paper, although it's considerably more expensive. You can draw your stickers, stencil them, or print on them with a laser or inkjet printer using computer graphics. Obviously this gives you a lot of options for what you can make.

Transportation

Walking

The Ankle Express is the oldest form of transportation. It is a good way to meet the people around you; the best way to explore the neighborhoods where you live and the cities that you visit. At UCI Ring Road is design so you can walk to any quadrant in under 10 minutes. We also have pedestrian friendly businesses at University Center and around Albertson's. It is natural, healthy (even the US Surgeon general recommends it daily), and nearly impossible by design in the city of Irvine, except for certain areas like UCI.

Irvine is a master planned suburb designed and built for the wealthy car-owning families of Central Orange County. It is large (on a pedestrian scale) and not dense enough to support the infrastructure of walking. A walking city, such as the city of Venice, Italy, has 1500 intersections per square mile. Irvine? Fifteen.

Irvine's major shopping centers (not that you should support consumerism) are also put in the middle of a sea of parking lots that peds have to navigate through to find the businesses at the end. These of course are also along major thoroughfares that are more like 8 lane wide highways with interstate-like speed limits, which no person likes to walk next to. To counter this the city planner has designed a few walking/bicycle only paths that weave throughout Irvine and link up with a few shopping centers, but the problem remains, the city is too spread out for walking to be efficient.

Bottom line: Walking in Irvine is possible in certain areas, like UCI and Woodbridge, but once you get beyond these foot travel is difficult, and must be supplemented with another type of transport.

Since walking is out of the picture, what is the best way to get around Irvine?

Bicycling

This takes a little extra effort, but is the most sustainable, funnest, and healthiest way to tackle sprawling suburbs such as Central & Southern Orange County. Although the City of Irvine master plan has screwed pedestrians they have left quite a bit of room for bicycles. I would say, that out of all the cities in Orange county that I have ridden, Irvine has the most extensive system of on and paved off road bicycle paths.

Bottom Line: Ride your bike, the best way to get around town.

Resources:

Orange County Bike Map: http://www.octa.net/bikeways_map.aspx
How to Fit a Bike: <http://www.peterwhitecycles.com/fitting.htm>

Where to get a bike:

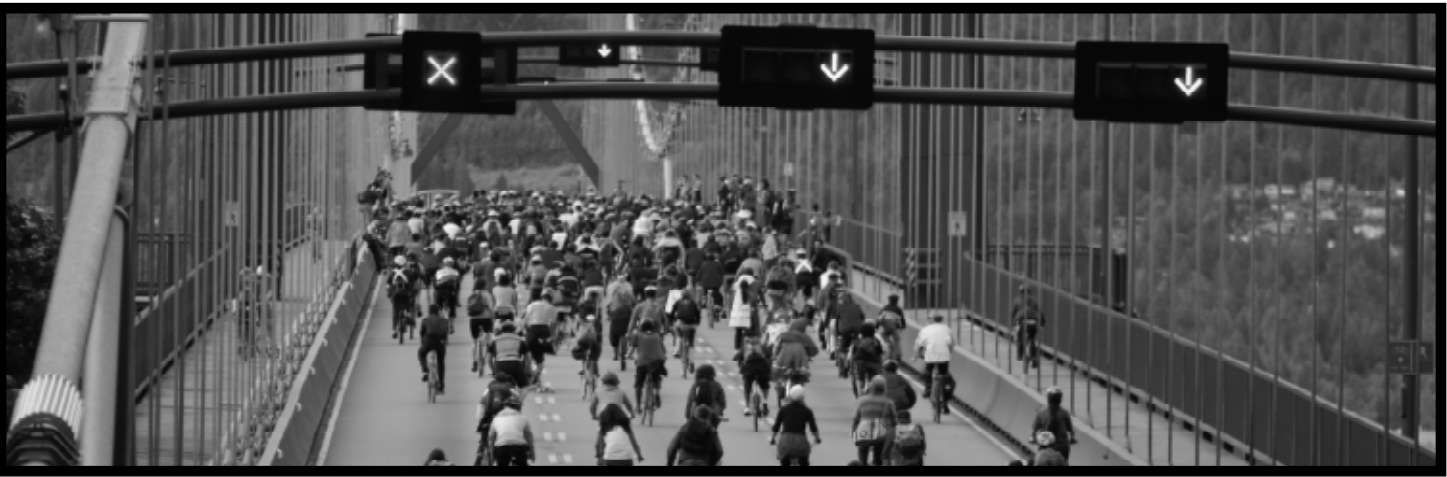
Local Bike Shops: (See Page 46)

UCI Bike Yard

- Open every last Wednesday of the month.
- On the corner of Jamboree & Campus

Craigslist

- In my experience, when you purchase bicycles from the internet, the most important thing is to find a bike that fits you properly. (see the section on how to fit your bike) Usually you don't want to waste the sellers time (and you don't want to hang out in their smelly house for very long) so you only ride the bike around the block or down the street and back, which is not enough time to ensure that you and that bike can work well together. Of course, if you are only going to ride it once a month downhill to class, the fit isn't all that important anyway. Mechanical problems can be easily fixed, but and improper fit is near impossible to change.



5 Steps to properly fit a bike:

1.) Stand Over The Bike
For most riders, the first step in getting the right size bike is to stand over the frame with both feet flat on the ground. A properly-sized road bike frame will give an inch or two clearance between the top tube of the frame and your crotch. Not too much, not too little. A mountain bike should have more space - maybe the width of your hand across your fingers.

On women’s bikes that don’t have the high top tube going between the seat and the handlebars, you can skip this step.

2.) Seat Height
You want to have the bicycle seat set to a height that allows your leg to extend until it is almost completely straight when you are sitting on the seat. There should be only a slight bend to the knee when your foot is on the pedal in the bottom position. This will maximize power and minimize fatigue.

A common mistake is for people to think that they should be able to sit on their seat and still plant their feet firmly on the ground. Riders should come off their saddles and straddle the bar when stopping the bike. If you can sit on the seat and touch your feet to the ground other than on tippy-toes, your seat is too low.

3.) Seat Position
For maximum comfort and pedaling efficiency, you want your seat to be pretty much level, so that you can sit on it and pedal without having to consciously monitor where you are on the seat. Too much forward tilt, and you’ll feel like you’re sliding forward. Too much backward angle, and you won’t be able to get any power and you’ll have the sensation that you’re slipping off the back. Both of these situations are distracting and uncomfortable.

When on a bike seat, your weight should be borne by the same spots on your rear that you feel underneath you when you sit upright on a hard firm surface. In addition to adjusting the tilt angle, you can also move the seat forward and backward in relation to the seat post. This will help make sure you’re comfortably centering your weight in the right places.

4.) Handle Bar Adjustment
The goal of handlebar height adjustment is to find the position where you can ride comfortably without putting strain on your back, shoulders or wrists. There is a lot of personal preference here, and a fair amount of variation between body types, so don’t be afraid to experiment until you find the setting that is best for you. And remember, the staff at your local bike shop are always happy to offer advice on finding the proper fit.

Generally, the following guides may be used for different types of bikes:

- Road bike: on a road bike, the top of the bike’s handlebars should be a bit lower than the top of the saddle, in the range of an inch or two. This allows for a definite forwarding-leaning, more aerodynamic ride.
- Mountain bike: on a mountain bike, the handlebars will often be set even lower, perhaps three to four inches below the saddle. The point in this is to provide a low center of gravity, particularly if you’re going to be riding off the pavement. so as to give a lower center of gravity. Also, mountain bike riders often come out of the saddle to negotiate bumps, logs and other obstacles, and the lower handlebars provide a better, more balanced position in distributing the rider’s body weight across both wheels.
- Hybrids and Cruisers: With these bikes, where you’re sitting much more upright (in contrast to road and mountain bikes) the handlebars will be raised correspondingly higher, approximately an inch or two (or more) higher than the seat. This means much more of your body weight will be borne by your rear, instead of your shoulders, wrists and arms.

5.) Handle Bar Height
Remember, when setting the height of your handlebars, personal preference and variations in physique will have an important effect. You should feel free to make adjustments until you find the position that allows you to ride comfortably for extended periods of time. In general, the higher the handlebar is set, the more upright you will sit.

NOTE: All handlebars have a minimum insertion mark. Make sure you don’t raise your handlebars into a fixed position so high that you pull this mark up out of the frame. Below this point, it means that there is less than two inches of the handlebar stem remaining inside the frame, and the handlebars are susceptible to breaking which will cause a mean crash.



Air pollution by vehicle

(oz./passenger mile)

Car: 10

Train: 3

Plane: 17

Traffic Principles

(From The League Of American Bicyclists)

- Ride on the right
- Always ride with the flow of traffic
 - Do not ride on the sidewalk
 - Allow yourself room to maneuver around roadway hazards

- Yield to traffic in busier lanes
- Roads with higher traffic volumes should be given right-of-way
 - Always use signals to indicate your intentions to switch lanes
 - Look behind you to indicate your desire to move and to make sure that you can

- Yield to traffic in destination lane
- Traffic in your destination lane has the right-of-way
 - Making eye contact with drivers lets them know that you see them
 - Signal and make your lane change early, before you need to

- Directional Positioning
- Position yourself in the right-most lane that goes in the direction of your destination
 - Ride in the right third of the lane
 - Avoid being overtaken in narrow-lane situations by riding in the right third of the lane

- Speed Positioning
- Position yourself relative to the speed of other traffic
 - Left-most lane is for fastest moving traffic, right-most for slower traffic
 - Yield to faster moving vehicles by staying to the right in the lane

OCTA/ASUCI Shuttles

The Orange County Transportation Authority (OCTA) has established an above average bus system in northern Orange County and barely a mediocre bus system in Southern/Central orange county. We, unfortunately, are just a few miles south of this poor bus system threshold, and because of this there are a few things to watch out for. Many bus lines do not run past 10pm in our area, or on weekends. They also do not run very often, some only every two hours. So just make sure you know exactly which bus & route you will be taking before you set off on a journey on the OCTA. OCTA bus passes used to be free, but with the current budget situation, the fee has been increased to \$95/year. Not a bad deal at all, if it were a functional bus system...

ASUCI shuttles run on biofuel, which isn’t perfect but is a step in the right direction. They also give off the slightly disgusting aroma of french fries when you’re stuck biking behind them--if you like fast food. We doubt that the drivers are trained for driving around bikes. The shuttles are free around campus during the week, but during recesses, on the weekends, and on certain routes, there is a charge.

Metrolink/Amtrak

Closest Station: 2975 Edinger Ave, Tustin, CA (4mi from UCI)

Metrolink suffers from the same faults as the OCTA bus system, but hey, we can’t blame them for it. When we spend most of our transportation budget on roads, we suffer in other places. Metrolink’s trains are designed for commuters, so they go into L.A. in the morning, and head out to the suburbs (like O.C.) in the evening. Unless you get a job in L.A., which you probably won’t since you are going to college, this makes taking the train very hard.



Cars sitting in port waiting to be sold, but no one wants them. Because cars suck.

Automobiles

Irvine, and most of Southern California, is designed for low occupancy vehicle travel. Unfortunately. I could go on for years about how terrible this is, but if you are reading this far you probably already understand what I mean. If you would like to read more about this read the books under Appendix D on page 63.

Appendix A: Glossary of Terms

Ableism: Discrimination and oppression against people who are not recognized as mentally, emotionally, or physically “normal.” Deeply rooted in the belief that people whose physical, emotional, cognitive, or sensory abilities fall outside the scope of what is currently defined as socially acceptable cannot be productive members of society. Gives power and privilege to temporarily able-bodied people.

Ageism: The pervasive oppression of people based on their age, which privileges middle-aged adults over youth and seniors. Discrimination comes from the social myth that older and younger people cannot perform certain cognitive or affective standards in the same way simply because they are younger or older.

Ally: One who actively works to eliminate the oppression and marginalization of people within an identity group of which they do not self-identify. This includes recognizing and challenging one’s own privilege.

Anarchism: A set of political philosophies and social movements which advocates the elimination of imposed social hierarchy and the establishment of anarchy as the predominant social system. Anarchist movements have traditionally opposed the State, Capitalism, and the Church for being oppressive institutions. Dominant schools of anarchist thought include anarcha-feminism, green anarchism/anarcho-primitivism, anarcho-communism, syndicalism, and queer anarchism/tranarchism.

Theorists: Mikhail Bakunin, Peter Kropotkin, Emma Goldman, Michael Albert, and David Graeber.

Movements: Spanish Civil War, Situationists, anti-globalization

Anarchy: Social system based upon autonomy, solidarity, and consent and defined by the absence of imposed authority and hierarchy. Does not mean “chaos,” in fact, anarchists believe that anarchy provides a more cohesive social order than current society, where order is maintained by a system of physical and mental repression. Anarchy is commonly represented by a circled A, which means “anarchy is order.”

Autonomy: The ability to live by one’s own rule and not be governed or oppressed by others. This is not the same as independence, for an autonomous individual is still integrated into society.

Bourgeoisie: From Marx, the group of individuals in society who control the means of production, or the ability to create wealth. This class also controls access to the resources of the State, and utilize sexism, racism, and classism to maintain power. Often called the ruling class.

Capitalism: A socioeconomic system where social relations are based on commodities for exchange, in particular private ownership of the means of production and on the exploitation of wage labor. Capitalism is dependent upon classism (and often racism and sexism) to survive. In US society, and in the university, Capitalism and economics are used interchangeably.

Cisgender: A person who identifies with their socially assigned gender and/or sex.

Class privilege: The set of social markers and unearned advantages given to people born into upper and middle class households.

Classism: Oppression against working class and poor people. It is based in “meritocracy,” the idea that our society is fundamentally fair and that working class people have less wealth because they are lazy or biologically inferior to upper class people. Classism blames working class people for their own oppression and creates a social hierarchy based on income, wealth, lineage, culture, and access to education. Classism incorporates prejudice, structural oppression, and internalization by working class people themselves.

Communism: A political and economic philosophy developed by Karl Marx which advocates an egalitarian society with no State, no private property, and no social classes. All property would be communally owned. Best known for the principle, “From each according to his ability, to each according to his need.” While seemingly identical to Anarchism, the two philosophies are deeply divided over strategy and organization. Communism has been associated with totalitarian regimes such as the Soviet Union and North Korea, and to date every Communist regime has failed to decentralize power and reduce the State apparatus, although it must be noted that early communist theory did not provide a justification for authoritarianism.

Theorists: Karl Marx, Vladimir Lenin, Joseph Stalin, Mao Zedong, and Fidel Castro.

Consent: Informed and voluntary permission for some individual, group, or entity to act in a way that affects you positively or negatively. Based upon consensus, which seeks to find a mutually agreeable outcome for all individuals or groups affected by a decision. In many cases, such as the government or economic system, participation is expected regardless of consent. In sexual relationships, such a lack of consent is often considered sexual assault or rape. See page 20.

Contingent class/poor: People who are excluded from the formal economic system. This group includes unemployed people and workers in precarious or informal employment (day laborers, undocumented workers, etc).

Direct action: A method and theory of stopping objectionable practices, creating more favorable conditions, or solving problems using immediately available means. Action is direct when it creates immediate change, whereas electing officials or lobbying power holders to make change at some later date is indirect. Some examples include guerrilla gardening, opening social centers, strikes, and civil disobedience.

Ethnicity: A group of people who are socially defined as similar because they share a common culture, history, and/or ancestry.

Fascism: A totalitarian philosophy of government that glorifies the State and nation and assigns to the State control over every aspect of national life. Sometimes referred to as Corporatism. Fascists do not necessarily support Capitalism, and instead seek to overcome class conflict through unity around the State. Fascists may use an external (or internal) enemy to build support, often a minority or neighboring ethnic or racial group; as such, fascism often incorporates elements of nationalism and extreme racism.

Notable fascists: Mussolini (Italy), Hitler (Germany), Franco (Spain), Pinochet (Chile)

Gender binary: A system of oppression that requires everyone to be raised either male or female, masculine or feminine. Eliminates the possibility for other gender expressions, and gives power to people whose genders do not break gender norms at the expense of transgender and intersex people.

Gender: What a society deems “masculine” or “feminine.” Gender identity refers to an individual’s self-identification as a man, woman, transgender person, or other identity. Gender is socially and culturally produced/constructed, as opposed to being fixed, static, and coherent.

Genderqueer: A person who redefines or plays with gender norms, or who refuses the gender binary altogether.

Gentrification: The socioeconomic process of renewal and rebuilding accompanying the influx of middle class or affluent people into deteriorating areas that often displaces earlier -- often poorer -- residents.

Heteronormativity/heterosexism: A system of oppression that gives power to straight people at the expense of queer people, by normalizing heterosexuality as the only form of healthy sexual expression. Sometimes manifested as homophobia.

Homonormativity: A recreation of heterosexual, transphobic, and sometimes patriarchal normativity within the queer community, often closely tied to assimilation. Homonormativity reinforces the gender binary, while creating a hierarchy that rewards those with passing privilege and marginalizes bisexual, transsexual, transgender, and other people who are not strictly gay or lesbian and male or female.

Homophobia: The fear, hatred, or intolerance of lesbian, gay, bisexual, transgender, and queer people or of any behavior that is outside the boundaries of “traditional” heterosexual roles and relationships.

Imperialism: The policy of extending the control or authority over foreign entities as a means of acquisition and/or maintenance of empires, either through direct territorial control or through indirect methods of exerting control on the politics and/or economy of other countries. The term is used by some to describe the policy of a country in maintaining colonies and dominance over distant lands, regardless of whether the country calls itself an empire.

Intersex: Intersex people are born with “sex chromosomes,” exter-

nal genitalia, and/or internal reproductive systems that are not considered “standard” for either male or female as defined by medical standards that presume the gender binary as the basis for its analysis.

Oppression: Oppression = prejudice + power. Oppression is the acts and effects of domination, including ideological domination and institutional control. In the US there are many forms of often interlocking systems of oppression -- racism, imperialism, patriarchy, heterosexism, ageism, ableism, etc. -- which ensure the the power and advantage of a few groups or one group of people.

Passing privilege: The ability to enjoy the privileges of one or more dominant societal groups while not identifying with or being socially assigned to that group. Not all members of an oppressed group enjoy passing privilege, so this may create stratification within groups.

Patriarchy: A social system based on the domination of women by men. Patriarchy also encompasses sexism, heterosexism, and transphobia, although it is more subtle and complex. While sexism is oppression of women by men, patriarchy creates a rigid and systemic hierarchy based on gender and sex. Patriarchy often affects activist and progressive organizations, even those committed to feminist ideals.

Power: A relationship between human beings in a specific historical, economic, and social setting. Power must be exercised to be visible, and usually implies access to the resources of the State. Sometimes defined as “the capacity to make and enforce decisions,” although power also encompasses the ability to control agendas for discussion and control public consciousness.

Prejudice: A set of negative personal beliefs about a social group that leads individuals to prejudge people from that group or the group in general, regardless of individual differences among members of that target group. Prejudice and oppression are often mutually-reinforcing.

Privilege: Situations where one group has advantages that others do not receive based on their membership in a societal group. Privilege is often invisible to those who have it.

Proletariat: From Marx, the group of individuals in society who are forced to sell their labor in order to survive. This class has little or no wealth or political power. Today, the proletariat is often associated with the working class or contingent class.

Queer: Often used in two different ways: 1) As an umbrella term for lesbian, gay, bisexual, transgender, and other people who are marginalized on the basis of sexual orientation. 2) As a political identity, to self-identify with a radical politics of sexuality, including by not limited to LGBT identities.

Race: A group of people who are socially defined as similar because of a socially-determined set of salient, heritable physical characteristics.

Racism: Racism = Race/ethnic prejudice + power. The systematic, unequal distribution of power and opportunity in the hands of one racial and ethnic group at the expense of other groups and multi-racial/ethnic people. Manifestations of racism range from denial of opportunities to extreme physical violence.

Representative democracy: While in theory democracy meets the needs of the people, at best democracy turns into a tyranny of the majority, which denies autonomy and consent to individuals in the minority. Representative democracy also relies on a State apparatus to administer its control over the people. Elected representatives are given financial and political incentives to

subvert even the majority and instead support the interests of political and economic elites, as has happened in the US.

Sex: What society deems “male” or “female.” Sex refers to an individual’s biological characteristics, defined by chromosomes, hormones, and/or genitalia. Sex is assigned at birth, although some individuals do not fit neatly into “male” or “female” (see Intersex and Transsexual). Sex is not static, but is dynamic and socially/culturally defined, similar to gender. Sex and gender may correspond to each other, but many times they do not.

Sexism: Sexism = power + prejudice against women and people perceived as female. Within the gender binary system, sexism refers to the oppression of women by men in a patriarchal society.

Socialism: A set of political philosophies and social movements which advocate social control of property and distribution of wealth. Socialism as a philosophy and historical tradition is very broad and extensively fractured. Some socialists identify as or resemble Anarchists, while others as Communists. Some schools of Socialist thought include: Autonomous Marxism, Situationism, and Critical Theory. There have been Socialist elements and influences in most social movements, including the World Social Forums, the Black Panthers, and the anti-war movement.

Theorists: Leon Trotsky, Rosa Luxemburg, Che Guevara, Antonio Negri, Franz Fanon, and Michael Hardt.

Solidarity: The feeling or condition of unity based on common goals, interests, and sympathies among a group’s members or between groups. Solidarity is the affective and organic ties that hold a community together, rather than force and power.

Speciesism: The belief that humans are superior to non-human animals, thus creating a structural hierarchy that allows humans to demean, or treat non-human animals cruelly without remorse or ethical reflection. Speciesism provides the moral justification for vivisection, meat and dairy consumption, and recreational hunting.

The State: The set of institutions and people who compose the political order, including governments at all levels, police, prisons, armies, and welfare. The State regulates most aspects of social life and works closely with the Capitalist system to maintain the current distributions of economic and political power. According to Max Weber, the State holds a “monopoly on the legitimate use of physical force within a given territory.”

Transgender: Umbrella term for people whose gender identity differs from the social expectations for the sex they were assigned at birth. It is important to acknowledge that while some people may fit under this definition of transgender, they may not identify as such. Transgender is not a sexual orientation.

Transsexual: Refers to a person who lives, plans to live, or desires to live as the sex opposite the one assigned to them at birth. Transsexuals sometimes undergo medical treatment to change their assigned sex to match their sex identity through hormone treatments and/or surgically. Not all transsexual people are able to have, can afford to have, or desire to have surgery.

White supremacy: A social system based on the privileging of white or European individuals at the expense of “people of color” and multiethnic people. Occurs through institutionalized practices, policies, and procedures as well as cultural norms, values, and expectations. White supremacy is associated with racism, and today is the most prevalent forms of racism around the world. Closely tied to colonialism and imperialism.

Working class: The working class has access to socially stigmatized, hourly wage jobs. In today’s economy, the vast majority of these jobs are in the service sector. Working class people must struggle for financial stability and have less access to education.



Appendix B: Alternative Media

Forest Fire

Forest Fire a news and culture quarterly from the University of California, Irvine.

Forest Fire is a quarterly journal dedicated to novel coverage of culture and politics in the local and global community. In a difficult time for print media, Forest Fire preserves the spirit and aesthetic of the alternative press.

<http://teamforestfire.blogspot.com/>

Indymedia

The Los Angeles Independent Media Center is a non-commercial, democratic collective of Los Angeles area independent media makers and media outlets, and serves as the local organizing unit of the global Indymedia network. Los Angeles Independent Media Center involves volunteer participants and allied collectives organized along anti-authoritarian principles of open and transparent decision-making processes, including open public meetings; a form of modified consensus; and the elimination of hierarchies.

Principles of Unity: Los Angeles Independent Media Center

1. We strive to provide an information infrastructure for people and opinions who do not have access to the airwaves, tools and resources of corporate media. This includes audio, video, photography, internet distribution and any other communication medium.
2. We support local, regional and global struggles against exploitation and oppression.
3. We function as a non-commercial, non-corporate, anti-capitalist collective.

Mission Statement

- To encourage a world where globalization is not about homogeneity and exploitation, but rather, about diversity and cooperation.
- To cover local events that are ignored or poorly covered by corporate media.
- To provide edited audio, video, and print stories of the above on the internet for independent media outlets and the general public.
- To facilitate the networking and coordination for the coverage of local events as well as gather information about events to cover.
- To provide links to alternative media, activist, and research groups.

- To seek out and provide coverage underscoring the global nature of people’s struggles for social, economic, and environmental justice directly from their perspective.
- To offer community classes for training in internet and media skills.
- To encourage, facilitate, and support the creation of independent news gathering and organizations.

Los Angeles Indymedia: <http://la.indymedia.org>

Global Indymedia (with links to other local Indymedia collectives): <http://www.indymedia.org>

Kill Radio

Kill Radio has a lot of good music, news, and talk shows, even shows about bikes! Go to KillRadio.org to see the schedule and listen in!

Kill Radio Mission Statement:

Killradio.org is a collective organization committed to using media production and distribution as a tool for promoting social and economic justice. We intend to promote the proliferation of radio in whatever form is necessary in order to challenge the corporate domination of our airwaves. It is our goal to further the self-determination of people under-represented in media production and content, and to illuminate and analyse local and global issues that impact ecosystems, communities and individuals. We seek to generate alternatives to the biases inherent in the corporate media controlled by profit, and to identify and create positive models for a sustainable and equitable society.

What is Kill Radio?

Kill Radio is short for Kill Corporate Radio, or Kill Monopoly Radio, or K-ILL Radio, whatever you prefer. Kill Radio is a Los Angeles based internet radio station run by the Kill Radio Collective, a group of 50+ activists, journalists, and DJ’s. We are a strictly not-for-profit, non-commercial organization. We can be heard at www.killradio.org/listen.pls (check the schedule for latest updates).

Kill Radio is a spin-off of the LA Independent Media Center radio affinity group which covered the D2K protests during the Democratic National Convention in August of 2000. Kill Radio is also a part of MicroRadio.net; a network of community based radio stations that are challenging the corporate hegemony of our publicly owned airwaves. See our links page for more information.

KPFFK

Pacifica, the parent network of KPFFK, was born in the late 1940’s out of the (now nearly forgotten) peace movement surrounding World War Two. Lewis Hill, a conscientious objector and Washington, D.C. newsman, was fired from his mainstream reporting job when he refused to misrepresent the facts.

This was a time when the idea of a listener-sponsored radio station was a new one which had never been implemented. Many people doubted the viability of a broadcast model which didn’t rely on some kind of corporate or government funding. But the idea was too compelling for Hill and others who agreed with him. Pacifica was born and in 1949 KPFA went on the air from Berkeley, California.

KPFFK, in Los Angeles, was the second of what would eventually become five Pacifica Stations to go on the air. It was 1959 and Terry Drinkwater was the first General Manager. Blessed with an enormous transmitter in a prime location, KPFFK is the most powerful of the Pacifica stations and indeed is the most powerful public radio station in the Western United States.

One unique feature of the KPFFK schedule is its Spanish language programming, which is an hour and a half on Monday-Thursday (9–10:30 pm) and 5.5 hours on Saturday evenings (4–9:30 pm).

Tune in to KPFFK at 90.7 FM!

KUCI

Mission

KUCI started as a pirate radio station, because even back then, there were people sick of commercial radio. There are currently no independently owned commercial radio stations in the greater Los Angeles area. This is the reason that if you call up a commercial station and request a song, you won’t hear it if it’s not the flavor of the week. Public affairs shows are not immune to this, either. There are almost no people who are willing to express a non-politically correct opinion, because they are deathly afraid of losing sponsorship. We are the last bastion against crappy, sound-alike radio in Orange County. We are the voice of freedom for all the independent music that gets snubbed by the major labels. We are the defenders of the faith for those who choose to express a different opinion. We are Corporate Rock’s worst nightmare. We are KUCI.

KUCI Programming Policies

1. NO MAINSTREAM MUSIC... we will not tolerate playing mainstream music, and even then, they better not have been TOO famous. We are pioneers and once the world discovers what we’ve been up to all along, we move on to the next band that needs to be heard.
2. Our talk shows examine subjects mainstream radio won’t. Our hosts dig deep into subjects that are interesting but somehow not “interesting” enough to warrant being on a mainstream station. We encourage expression of all kinds and it shows in our diverse talk programming.

History

Conceived in 1968 by engineering student Craig Will and was later turned over to Earl Arbuckle, who became KUCI’s first Chief Engineer. In October of 1969, KUCI received test authority from the Federal Communications Commission (FCC) and made its initial broadcast. “Sugar Sugar” by the Archies was the first song played. On November 25, 1969 KUCI was granted its official broadcast license, transmitting 10 watts of power at 89.9 FM.

In 1972 KUCI offered its first news broadcast, while in 1974 the station began broadcasting 24 hours a day. By 1978 KUCI had been host to some noteworthy guests, including Jackson Browne, Ray Bradbury, Howard Baker, Cesar Chavez, Blue Oyster Cult, The Beach Boys, and Monty Python’s Flying Circus. In the spring of 1979, an article in Billboard Magazine mentioned that KUCI airs jazz programming.

KUCI takes pride in setting trends, and in 1996 the station became one of the first to broadcast its signal over the Internet, opening KUCI up to a worldwide potential listening audience. As KUCI enters a new decade and a new millennium, the focus of the staff will be to continue to discover innovative and underrepresented music and information and to bring it commercial-free to Orange County and the world.

Listen to KUCI by tuning in to 88.9FM or going to <http://www.kuci.org>.

Subversity

It’s like Disorientation on the radio!

Subversity is a progressive public affairs program broadcasting now every Monday from 9-10 am on KUCI, 88.9 fm and web-cast simultaneously. It began its first live broadcast on September 27, 1993. It ran for 10 years. After a two-year hiatus, it resumed on-air shows on September 23, 2005.

<http://kuci.org/~dtsang/subversity/>

Appendix C:

Campus Organization and Resource Directory

American Indian Student Association (AISA)
www.clubs.uci.edu/aisa
aisa@uci.edu
Wednesdays 4pm

Athiests, Agnostics, and Rationalists
clubs.uci.edu/aar
aar@uci.edu
Wednesdays 5pm SST 120

Black Student Union (BSU)
clubs.uci.edu/asu
cochairs.bsu@gmail.com
(949) 824-2223

Campus Assault Resources & Education (Care)
www.care.uci.edu
(949) 824-7273
630 Aldrich Hall

Campus Legal Clinic
www.asuci.uci.edu/legalclinic
legalclinic@asuci.uci.edu
(949) 824-5547
Wednesdays 2-4pm
ASUCI Conference Room

DREAMS
www.clubs.uci.edu/dreams
dreams_uci@yahoogroups.com

Food Not Bombs (FNB)
fnbuci@riseup.net
Servings Mondays 11:30-1:30 Ring Road

Health Education Center
free, anonymous HIV testing
www.health.uci.edu
(949) 824-9355
G319 Student Center

Irvine Queers (IQ)
www.clubs.uci.edu/irvineq
irvine.queers@gmail.com
Tuesdays 7pm

Irvine Students Against Animal Cruelty (ISAAC)
isaacuci@gmail.com

LGBT Resource Center
www.lgbtrc.uci.edu
lgbtrc@uci.edu
(949) 824-3277
G302 Student Center

Movimiento Chicano Estudiantil de Aztlán (MEChA)
www.clubs.uci.edu/mecha
mecha@mail.clubs.uci.edu
Wednesday 3pm

Muslim Student Union (MSU)
http://www.msu-uci.com
msu.uci@gmail.com

Radical Student Union (RSU)
www.rsu-uci.org
irvineradicalstudents@riseup.net
Wednesdays 7pm

Real Food Challenge
ucirealfoodchallenge.weebly.com
ucirealfoodchallenge@gmail.com
Wednesdays 6pm

Students For Sustainability (S4S)
clubs.uci.edu/s4s
uci.cssc@gmail.com
Mondays 5pm

Take Back the Streets
Last weekend of the month, 11pm

Worker Student Alliance (WSA)
www.uciwsa.org
workerstudentalliance@yahoo.com
Mondays 6pm

Appendix D:

Suggested Reading

In no particular order...

Books

Pedaling Revolution, by Jeff Mapes
The Urban Homestead, by Kelly Coyne and Erik Knutzen
Ad Nauseam, edited by Carrie McLaren and Jason Torchinsky
How To Live Well Without Owning A Car, by Chris Balish
The Coming Insurrection, by the Invisible Committee
The Society of the Spectacle, by Guy Debord
The Open Veins of Latin America, by Eduardo Galeano
Everywhere All the Time: A New Deschooling Reader, edited by Matt Hern
Lies My Teacher Told Me, by James Loewen
That’s Revolting: Queer Strategies for Resisting Assimilation
Days of War, Nights of Love, by the CrimethInc. Ex-Workers’ Collective
Recipes for Disaster, by the CrimethInc. Ex-Workers’ Collective
Quiet Rumours: An Anarcha-Feminist Reader, by the Dark Star Collective
The Monkey Wrench Gang, by Edward Abbey
City of Quartz, by Mike Davis
Endgame, by Derrick Jensen
Animal Liberation, by Peter Singer
We Want Freedom, by Mumia Abu-Jamal
No Logo, by Naomi Klein
Bury My Heart at Wounded Knee, by Dee Brown
The Wretched of the Earth, by Franz Fanon
Gender Trouble, by Judith Butler
The Autobiography of Malcolm X
Watership Down, by Richard Adams

Films

The Corporation
The Take
Fourth World War
The Yes Men
Pickaxe
Breaking the Spell
Rebels With A Cause
Z
Blossoms of Fire
500 Nations

Magazines

Adbusters
Fifth Estate
The Progressive
Slingshot
Z Magazine

Our apologies for any incorrect or missing information. We did the best we could based on the information we had, and we encourage you to check Facebook, the Dean of Students’ Clubs directory, or contact the Disorientation editors directly to plug in with any of these groups.



