

CAL DISORIENTATION GUIDE

FALL 2010

THERE ARE SOME THINGS THEY JUST WON'T TELL YOU AT CALSO.

SEX! MOVIES! BUDGET CUTS!
CO-OPS! PROTEST! HISTORY! EVENTS!
FOOD! RACISM! LABOR! EXPLOSIONS!



WELCOME.

This is the 2010 Cal Disorientation Guide. It was created as an anti-orientation guide. As the guide you will never get from CalSO, your dorm, or the Daily Cal. We seek to guide you to a real college experience, not the tame, watered-down, mass-produced, and ultimately forgettable college experience some have decided to settle for.

We have prepared a guide that touches on media, food, sex, movies, labor, privatization, satire, history, representation, events, research, and much more. But there is also much that we had to leave out due to the limitations of time and the printed page. However, the articles left out are no less important than the articles included here. You can find them at caldisorientation.org. There you will find the story of the first people of Berkeley, the Ohlone, learn about the Regents that “manage” the university, and resources like the Berkeley Free Clinic and a map of Cal’s corporate connections. You will also find richer content, videos and links that relate to the various articles in this edition.

Who is this “we” anyway? Never you mind. Just know that the Disorientation Guide was a collaboration among many who wanted to make this happen and inform the community. If you are interested in getting in touch with us, email:

caldisorientation2010@gmail.com

Enjoy.



COPY LEFT: The text of all articles in this guide are free to publish, reproduce, mash-up, expand, and anything else you can creatively use them for.

11 MOVIES YOU MUST WATCH BECAUSE THEY WILL TAKE YOUR MIND & FUCK IT

Let’s get this straight. These aren’t “don’t-use-your-brain, Hollywood ending” movies. You didn’t go to college to watch boring mainstream shit, did you? You’re here to get your mind blown. You can view most of these movies on Netflix, at the Media Resources Library in Moffit, or through the thepiratebay.org.

The Corporation (Documentary): Ever wonder how a corporation thinks? In the wake of the BP oil spill and the bank bailouts, millions of people are pondering this question. Corporations are considered legal “people,” so the Corporation asks, what kind of “people” are corporations? The filmmakers take you through a psychological analysis of the corporate structure and prescribe psychotherapies for dealing with these “monstrous institutions.”

Children of Men (Science Fiction): Set in England in the near future after the world becomes infertile and the global economy collapses, Clive Owen must save the world’s last newborn. Children of Men will make you rethink reproduction, immigration, and the modern nation state.

Exit Through the Gift Shop (Mockumentary): Directed by Banksy, the world’s most famous and notorious street artist, this is a film about obsessive filmmaker Thierry Guetta wrapped around a history of the street art movement he strove to document. At one point the filmmaker becomes the artist and Banksy becomes the filmmaker and what is reality and what is fantasy is called into question.

Do The Right Thing (Drama): Set on a hot summer day in Brooklyn NY, this is Director Spike Lee’s masterpiece about racial tension, police brutality, and cultural resistance. With the recent Oscar Grant case in Oakland, this film is incredibly relevant to today’s East Bay climate.

Berkeley in the Sixties (Documentary): It’s one thing to hear about it in some phony campus tour, it’s another thing to see it with your own eyes. There’s something inherently inspirational in seeing footage of hundreds of students getting arrested in Sproul Hall in defense of free speech, or thousands of students taking over a barren parking lot and turning it into People’s Park. Watch it for free through the Media Resources Center online collection.

Sin Nombre (Drama): Shot from the top of moving trains, Sin Nombre follows a Guatemalan family makes the perilous journey to the US. Their story interweaves with that of a young man on the run from his former gang. The film gives us a human perspective on Latin American immigration.



Babel (Drama): A bullet travels across the world, tearing through the lives of people in Japan, Morocco, and the US-Mexican border. To try to explain the film would not do it justice. Babel asks questions rather than prescribing solutions and interrogates our globalizing world, the humanity of “the other,” and the ever-growing towers of the hyper-developed world.

Food Inc. (Documentary): You will be a vegetarian AT LEAST for a few days after watching this film. Food Inc. explores how our food system has become unhealthy, unsustainable, corrupted by corporate interests, and just plain gross.

A look into our country’s monocultured crops, ammonia-treated beef, and persecuted farmers, the film will make you reevaluate the food on your plate.

Cradle Will Rock (Drama/Musical): A film about prostitution and the power of art, Cradle is set in the during the Great Depression in the context of the federal government’s communist crackdown of New Deal public theater. Characters include Diego Rivera, Orson Wells, and the Rockefellers. If you truly understand what is going on in the film, you can graduate from Cal. If not, maybe you should consider staying an extra year.

Capitalism A Love Story (Documentary): With unemployment at its highest since the Great Depression, corporate control of government, and a deteriorating social safety net, it’s no wonder that 47% (Rasmussen) of Americans have lost faith in capitalism. Agitprop filmmaker Michael Moore takes us through the ruins of America to explain why capitalism fails, and highlight pockets of resistance to the privatization of everything.

The Great Dictator (Comedy): Charlie Chaplin, our beloved tramp hero, plays both insurgent Jew and Hitler-like dictator of “Tomania.” The Great Dictator is a classic Chaplin satiric comedy about Nazi Germany written and filmed at a time when the US was neutral to the Nazis. One of the first films to expose the Nazis for their treatment of Jews, Chaplin’s concluding political speech is the only one you’ll ever need to hear.

For even more mind-fucking movies, see the online version of this article at caldisorientation.org



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August 23rd, 2010

DEAR STAKEHOLDERS OF THE UNIVERSITY OF CALIFORNIA:

It is with tremendous pleasure that I welcome you to what promises to be another highly bankable year at UC Berkeley!! The fact you can actually afford the high cost of admission is quite the enviable accomplishment. You should be extremely proud of yourself.

As I am certain you are well aware, Cal once had the reputation of being the world's most renowned public university. Thanks to the efforts of yours truly and my opportunistic team of portly administrators, that disgraceful past is fortunately a thing of – well – the past!

When I first took the helm of the UC just three years ago, life was a lot different. Not only did I have two million dollars less in my bank account, but the very thought that the UC Board of Regents could ever pursue its dream of dismantling public higher education in the state of California with such ferocity and swiftness was all but unthinkable. Who could ever have imagined that the UC Regents and I – in the course of just a single year – could have instituted student fee hikes of 40% all while slashing services and cutting jobs? By making the most of California's insolvency, we have deftly made lemonade from the rotting lemon of public education. Realizing our dream of a privatized UC has not come without some sacrifices, however. But to make an omelette, you've got to break a couple eggs. And if those eggs include fiscally reckless priorities like student diversity, free speech, the living standards of UC employees, and the quality of UC courses, then so be it.

All these food metaphors are making me hungry... LOL!!

While I could go on detailing all the astonishing things I had a hand in pushing through last year, I would prefer that you not linger too long on what's past – particularly those ugly memories of the mass protests, occupations, and general hullabaloo that tarnished an otherwise pristine year at the UC. Instead, I encourage you all to look to the future in eager anticipation of the many surprises I have in store for you this next year.

UC Kuala Lumpur (UCKL)

The most exciting development we have planned is the much-hyped launch of the UC's 11th campus: UC Kuala Lumpur (UCKL). Now you might be saying to yourself, "How can Kuala Lumpur have a campus in the UC system, it isn't even in the United States!" That may be true – but only if you lack entrepreneurial imagination.

With the magic of the Internet, Kuala Lumpur can now be anywhere you want it to be, as can UC Kuala Lumpur – especially since it will not be a real campus! That's right folks, UCKL will not be another one of those anachronistic high-overhead campuses (with ceilings over your head): UCKL will be a cyber-campus.

Under the impeccable guidance of UC Berkeley Law Dean Christopher Edley (who btw has close to four decades of experience setting up such online education programs!), the UC Regents are investing hundreds of millions of

dollars into a brand spanking new campus located right on the internet. The rationale is clear: why should the UC waste resources on improving the campuses we've got when UCKL will allow the UC brand to penetrate the darkest corners of the planet that have yet to see the shining golden light that is the University of California. Fiat Lux, baby!

What's even more ingenious is that Dean Edley has not hesitated marketing the development of cyber-campuses as a "civil rights issue" for the new millennium. While I don't really know what he's talking about, this rhetoric sure appeals to deep-pocketed investors with liberal sensibilities!

Sure, there's a lot of criticism that a cyber-campus like UCKL will only further institutionalize the exclusion of marginalized communities from brick and mortar universities like UC Berkeley. While that may be, I want to assure you that UCKL promises to give a whole new meaning to the much maligned phrase "separate but equal." With this said, I sincerely hope the UC considers using the following catchphrase when marketing our new cyber-campus to the aforementioned marginalized communities: "Just because we don't want you on our campus, doesn't mean we don't want your money."

Jonathan Poullard, UC Berkeley's Grand Inquisitor

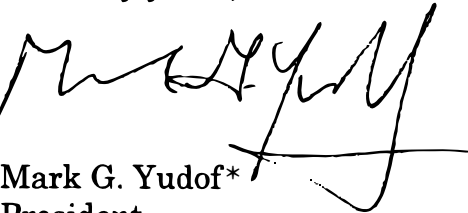
In recognition of his astounding commitment to revoking the civil rights of over 100 students at UC Berkeley last year, Jonathan Poullard will be promoted. Beginning September 1, the current Dean of Students will become UC Berkeley's very first Grand Inquisitor. Like Tomas de Torquemada, Spain's legendary inquisitor of the 15th century, Mr. Poullard will be charged with overseeing an uncompromising and vindictive campaign of criminalizing student dissent through the use of anonymous denunciations, medieval torture techniques, and mass expulsions of any undesirable populations. While the duties of his new office are hardly any different from the way Mr. Poullard has done his job as Dean of Students, I and Chancellor Bobby Birgeneau agree that this new title is an appropriate nod to Grand Inquisitor Poullard's unparalleled service in ensuring the proper campus comportment of UC Berkeley students.

The Expansion of UC Berkeley's Partnership With BP

While a lot is changing at UC Berkeley, one thing will assuredly remain the same: UC Berkeley will continue its commitment to help out anyone facing difficult times. To this end, UC Berkeley has begun exploring how best to expand its corporate partnership (currently worth a paltry \$500 million) with the Oliver Twist of multi-national corporate empires, BP. It has been a rough year for BP, what with the recent resignation of its impeccably dressed CEO and that slight hiccup down in the Gulf of Mexico. In an effort to get a struggling BP back on its feet, UC Berkeley will soon be announcing an ambitious 5 year plan to help BP continue bringing oil to American shores any way possible. The full details of this proposal will be revealed at the November Regents meeting.

These are just a sampling of the exciting developments you can expect to see in the coming months. And for those of you who want to do your part to make changes like these a reality, all you have to do is sit back and do nothing at all.

Sincerely yours,


Mark G. Yudof*
President

*Actually, UCMcP. Visit <http://ucmcp.wordpress.com/>



THE UNIVERSITY IS COMING TO BE/ A SHADOW OF ITS FORMER SELF

Mice are eating away at our libraries, which smell faintly of rot. Accordions of police barricades stand in for public sculptures. They greet our puzzlement with cold handshakes. The buzz of helicopters interrupts the hum of AV machines: unwelcome ostinatos. We are being privatized; this is how it feels.

We now know that the first to be fired in the name of efficiency will be custodial and dining service workers. Tuition increases will continue, and will continue to push members of the working classes away from our classrooms. We know that the acceptance rates for black and latina/o students are dropping sharply, while we are opening our doors to relatively wealthy out-of-state students. Shared governance is shattered, professors are leaving, and the UC Commission on the Future envisions squadrons of GSIs ‘teaching’ online classes to a pool of undergraduates who will be ushered away after three years.

This is the future we are being asked to accept. But we are having no part of it.

Our acts of refusal this past year have been varied, and have had various effects. Two such acts at UC Berkeley, my place of employment, have shown us our strength, and have helped set the agenda for the coming year: the occupation of Wheeler Hall in the fall, and the Hunger Strike in the spring.

The day after the Regents raised tuition by 32 percent, consigning our generation to a few thousand more years of debt, we opened up a vortex on campus by locking ourselves in Wheeler Hall and demanding that the University rehire laid off workers. Early in the morning, the chancellor emailed the campus claiming that the police were taking care of us; but late in the afternoon, we still hadn’t left the building. We remained inside

only because of the hundreds who were outside; chanting, pressing against police barricades, getting soaked, enduring beatings, refusing to leave. Our vortex had drawn out the passions of students and the solidarity of workers, who felt, perhaps unconsciously, that reclaiming space on campus was the proper response to the theft of our time.

Since then, those of us who locked ourselves in Wheeler Hall have been threatened with seven month suspensions. We are told that being suspended will be good for our personal growth and education. We are told that there are strict regulations on when, how, and where protests can take place. There is a Code of Student Conduct. We violated the Code. We are to be punished, re-educated, developed, fixed.

Remarkably though, the Administration is the only body on campus that seems to believe in this Code and its enforcement. In re-education. In a one hour window, per day, for amplified protest. The faculty, through the divisional council; the workers, through the unions; and the students, through the ASUC, have all called for our charges to be dropped. Those who work, study, and teach in the buildings on campus have thus begun to assert their own anti-code of conduct -- a ‘code’ that nurtures our capacity to protest and that treats buildings not as property to be guarded or capital to be efficiently employed but as public goods to be put to use in ways that are determined by, and that



call forth, our collective passions.

Engaged students, workers, and professors are starting to formulate the principles of a free University -- a University that remains merely spectral at the moment. A shadow University. Traces of its possible realization inhabit our present; it’s time for us to seize, turn over, and extrapolate these traces.

Late in the spring, another vortex opened up on campus. This one lasted ten days, and centered on the empty stomachs and wan faces of students & workers on hunger strike. The strikers began by demanding that the Administration demonstrate a bit of leadership by denouncing Arizona’s recent anti-immigrant legislation, by declaring UC Berkeley a sanctuary campus, by rehiring workers, and by dropping conduct charges. But by the end of the strike, those who danced with empty stomachs saw the recalcitrant chancellors’ mealy-mouthed words for the dead letters they were. A hand-drawn sign lingered in the branches of a tree: “fire admin” it read. We were done with them.

Our definitive break from the administration occurred a week into the strike, minutes before dawn. Police came to evict the hunger strikers. Yellow tape was stretched around the lawn in front of California Hall. The vice chancellor sent a mass email declaring that the strike had ended and that we were dispersed. But students and workers still weren’t eating. And we were beginning to mass on the edge of the cordon.

From then on our presence was spectral, yet our force was real.

That day we blocked the doors of California Hall, held hands around the building, chanted, read aloud a faculty petition that “reject[ed] police interference into a non-violent protest,” marched across campus, sat and danced in front of the chancellors house. All day our numbers grew. All day we felt our collective power, and improvised with confidence. And in our practice we went beyond our words: we encircled California Hall not because we wanted crumbs from the chancellor, but to block the building; to shut it down. We were done with them; done with their bloated salaries and their fear of democracy; done with their hatred of organized labor, their plans to privatize us, and their cynical invocations of ‘diversity.’ We were done being ruled by capital’s bureaucrats. We had different plans.

“Our struggle is against privatization; against austerity measures that re-segregate the state and that make it harder for poor and working class people to get by. Such measures will continue to grind us down until, through collective struggle, we render them inoperative. And we will not stop fighting.”

If the hunger strike put on the agenda the closure of California Hall, it also articulated a principle of student/worker protest that we will need to take seriously in the coming months: if it is to be emancipatory, such protest will necessarily look beyond the walls of the University. The strikers saw their protest as part of a regional struggle against racism and the criminalization of immigrants. They acted in concert with those in LA, Tucson, and Phoenix taking direct actions against SB1070 and the militarization of the border.

More solidarity actions of this sort are on the agenda for this year.

The governor of California has recently declared that, while higher education should be funded, welfare, childcare, mental health services, and services for people with disabilities should be eviscerated. This is not the ‘victory’ we were fighting for, and not only because it won’t stop the Regents from raising our tuition. Our struggle is against privatization; against austerity measures that re-segregate the state and that make it harder for poor and working class people to get by. Such measures will continue to grind us down until, through collective struggle, we render them inoperative. And we will not stop fighting.

On campus, we will reclaim the spaces and times of our lives. On October 7th, our next day of action, we will initiate an indefinite strike, to be maintained until our shadow University has been made real.

Off campus, we will act in solidarity with those who are striking back against neoliberalism and mass racialized incarceration. We look forward to a statewide general strike, when the words on all our lips will be: “Let’s get free.” When such a strike comes, we’ll turn the Universities into ghost towns.

We’ll be there in the streets,
and will see you there...

NAVIGATING MEDIA & NEWS AT CAL

TWITTER.BLOGS.PODCASTS.RADIO.ETC.

Media/News Aggregators

Reddit: Reddit is a democratically-run internet aggregator. What the heck is that? It means that people from all over the internet submit links to things they find interesting, people vote, and the best things end up at the top of the list. It's a great place to go to when you need to smile, think, or be informed of the latest in news and politics.

Twitter

Follow these:

ucbprotest Follow for news on major campus protests

reclaimuc A student collective resisting the privatization of the UC, their way with words will make you think.

indymbay Follow for independent news on what's going on in the Bay Area. Indymbay reports on things that will never get picked up by the mainstream media.

ASUCSUPERB Superb puts on free concerts, movie screenings, and entertainment events for students.

dailycal Get breaking news as it happens from our campus newspaper.

UCRegentLive This is UC Student Regent Jesse Cheng's official twitter feed. Follow him for up-to-the-minute updates from inside UC Regents meetings, as well as for news and commentary on issues affecting UC students.

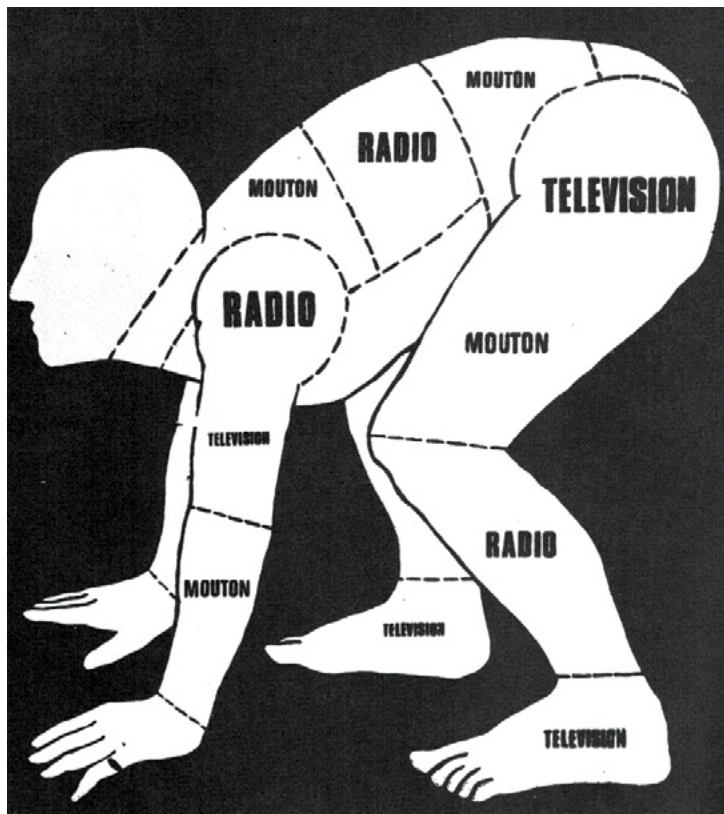
asucfamily Follow for news affecting the campus community as well as for information on the various projects and events planned by the ASUC, Berkeley's student government.

BAMPFA UC Berkeley's art museum often has fun, artsy events and film screenings.

Castro Theatre If you love film old and new and want to be mystified by a 1920s-era movie palace you have to check out the Castro Theatre. Follow for movie screening news.

hbmag Hardboiled is UC Berkeley's Asian and Pacific Islander magazine.

UCSA The UC Students Association is the "official" voice of UC students. Whatever that means. Follow them to hear the latest on UC-wide news and Sacramento budget negotiations.



Cartoons

www.markfiore.com/ Pulitzer-prize winning animated political cartoons that are funny as hell.

thismodernworld.com/ Smart cartoons, often featuring a talking beaver.

www.youtube.com/theRSAorg/ Sort of hard to describe, but it's hand-animated cartoons to short thought-provoking lectures from some of the smartest people around.

Blogs/News

UC and Campus News:

-Mobilize Berkeley: mobilizeberkeley.com

-Occupy California: occupyca.wordpress.com

-Remaking the University: utotherescue.blogspot.com/

-University Probe: universityprobe.org/

-The Daily Clog: clog.dailycal.org

Bay Area News:

-KPFA 94.1FM: www.kpfa.org/

-San Francisco Bay Guardian: www.sfbg.com/politics

-KQED: http://www.kqed.org/

National/State News:

-reddit.com/r/politics/

-LA Times Education: latimes.com/education/

-Democracy Now!: democracynow.org/

Podcasts: Free in the iTunes store

Video:

-Democracy Now

-KQED California Shorts

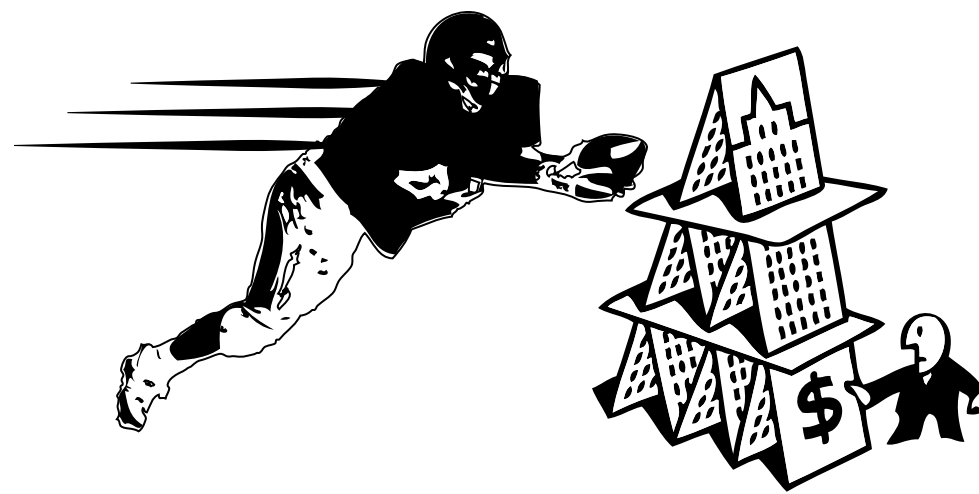
-NYTimes World and News

Audio

-This American Life

-Latino USA

--KQED California Report



SACRED COW OF CAL: INTERCOLLEGIATE ATHLETICS

UC Berkeley has an unhealthy relationship with its intercollegiate athletics program, and the budget crisis has revealed the more devastating crisis of priorities that Cal has developed over the past 19 years. No, we're not talking about the fact that Oski is morbidly obese and is in desperate need of gastric bypass surgery; we're talking about millions of dollars in subsidies and student fees going to treat the athletics department like a royal court.

Cal's Athletic Fauxillary

Intercollegiate athletics (IA) is supposed to be a self-supporting auxiliary program (auxiliary means self-sustaining by definition), yet since 2003 this "auxiliary" enterprise has overspent its generated revenues each year by \$7 million to \$14 million and the campus has covered the difference with central campus funds and student registration fees. That's in addition to the \$73 athletic student fee students already pay per year already. (Yes, we're all piggy banks. Welcome to your private university.)

Myths of IA's economic value are widespread and perpetuated by those who place sports over the academic mission of the university. Let's debunk the myths! Cal Athletics does not make mon-

ey for the university, nor is it true that the existence of a large sports program increases alumni donations to the institution. Furthermore, sports do not give student-athletes more opportunity when they do not graduate with a degree. Only one-third of Cal's men's basketball players and one-half of the football players graduate and Cal's football graduation rate is near the bottom of the Pac-10. While few go on to play professionally, our peers are merely a means to an end for those who worship the Golden Bear of Cal and are willing to violate campus policy to compete in the national intercollegiate "arms race".

Oski's Big Numbers

Since 1991, IA's accumulated loss (revenue minus costs, not including campus subsidies) is estimated to be approximately \$172.852 million. Cal's football coach, Jeff Tedford, is the highest paid employee of the entire UC System and of the state of California. He earned \$225,000 of base pay and \$2.8 million in total compensation in 2007.

Cal's IA program supports twenty-seven intercollegiate sports. Compare that to other public schools in the conference: UCLA has twenty-two, for instance, while ASU and Washington have

nineteen. Twenty-four of Cal's programs lose money. Only men's football and basketball take in more than they spend. Men's golf breaks even. There is a required number of teams that a school has to have to qualify for Pac-10 competition and Title IX, and Cal's IA has gone above and beyond these requirements. While it is a commendable attempt to provide a broad-based student-athlete experience, it's also a costly one, and one that is not part of the core mission of the university.

Now answer this riddle: If I.A. cannot even cover its own annual operating costs without going into the red, then how on earth did the Regents approve financing of the seismic retrofitting of the Memorial Stadium (at a cost of \$321 million) and the new Student Athlete High Performance Center (SAHPC) estimated at \$136 million, a facility with access that will be restricted to only 450 student-athletes, to be financed externally out of Athletics program's (nonexistent) gross revenues?

Answer: Because of IA's blatant violation of UC system-wide policy, Chancellor Birgeneau has tried to change the rhetoric from "auxiliary" to "hybrid", a policy label that does not even exist.

Recent History

On November 5, 2009, the Academic Senate passed the Intercollegiate Athletics Resolution calling for IA to be self-sustaining and the creation of a Senate Intercollegiate Athletics Oversight Committee.

In March 2010, Chancellor Birgeneau ordered the creation of an advisory committee of four faculty and alumni, a big F.U. to the Academic Senate and the idea of shared governance. The co-opted committee released a report in July. Not surprisingly, their recommendation did not say that IA should adhere to policy and be self-sustaining. Instead, with more cuts to classes and fee increases imminent, it suggested winding down "the amount of campus support to intercollegiate athletics to \$5 million by 2014."



SMASH THE CYBER-UNIVERSITY!

The following letter was posted by a student to an online “discussion section” in one of Cal’s online courses (AAS N124). These inferior quality classes are being heralded by UC admins as the future of the UC. In reality, they are just another way to extract more money from students while laying off campus workers and faculty.

Hello “Peers,”

This is the first online class I have taken, and the irony has not escaped me that as Professor Henry feeds us the information of the civil rights movement, a people’s struggle to overcome oppression, we, the students, have no way of questioning him or actively participating in the discussion. The “discussion” section, I’d argue, is a sham and is in no way fostering an active discussion about the content material. No one reads each other’s discussion posts, and I don’t even think our “GSI’s” do either.

In this way the online pedagogy of this class fits the “banking” dynamic that Paulo Freire describes in *The Pedagogy of the Oppressed*. Professor Henry assumes we are empty vessels that he is filling with information of Martin Luther King Jr. and the movement. He is assumed to be the ultimate authority on the subject, and we, the students, are asked only to regurgitate the information in weekly “discussion” sections or the quizzes. Even the midterm I found to be recitation at best with minimal or no room for analysis. Freire asserts that the banking approach to learning is one of the tools of the oppressor, as it dehumanizes the student and teacher and leaves no room for an active discussion on the topic.

The extreme irony of this class is the subject matter. Unlike Stats20 which I would imagine fits a banking approach more readily, “The Political Philosophy of MLK Jr.” explores

a period of history where people had to rise above perceived authority and stand up despite everyone telling them they are inferior. We cannot stand up here because this online class affords us no way of human interaction, or problem-solving methods of education. We cannot question Professor Henry when he tells us that the Mississippi Freedom Democratic Party impacted the Free Speech Movement in X ways. We cannot even talk to one another in a meaningful way. This online banking pedagogy is in effect oppressing us while we learn of the struggles of oppressed people fighting against the system of segregation that oppressed them!

Dean of Boalt, Christopher Edley is making a historic push to privately raise 6 million dollars to start a pilot program of online classes. He is arguing that an online degree is of comparable quality and classes therefore should be the same price. He is not arguing for expanded access, rather a new lucrative revenue stream created by an exclusive online degree.

In order to stop this we must protest the system from within, especially when it gives us such a distorted view of a historical struggle. The civil rights movement and free speech movement never ended. If we want to see that our education does not end in a world of one-way learning I urge you to stand up against this oppressive online class!! Professor Henry should realize what he is feeding into by “teaching” a class with such an oppressive instrument behind it.



OPEN EDUCATION: PUTTING THE FREE(DOM) INTO EDUCATION

Textbooks, classroom materials, course readers, and research papers are not available in digital formats and are not accessible online—but they should be... for free. The fight to demand these conditions has begun, but the struggle for Access to Knowledge (a2k) in the U.S. and around the world is far from over. Students must continue to take up the flag in the movement for Open Education.

With the advent of digital technology, some notions of scarcity have been blown to smithereens. Before the personal computer, to reproduce a resource such as a book, one required physical materials and labor for each book—including paper, printing, and binding. Today, a digital work is infinitely and perfectly reproducible at zero marginal cost (due to the low cost of computer storage space, processing power, memory, and electricity).

If I publish a paper textbook, it is not easy for me to hand it out for free. It is a physical commodity that has unavoidable publishing costs I need to recoup. However, if I publish an electronic textbook on a computer, anyone can copy that textbook perfectly, essentially for free, with no value lost from my original copy. With digital works, you can actually get something out of nothing! Once the first copy is produced, you might as well have produced as many as you will ever need.

Education and research are among the most clear fields that should substantially benefit from this shift in reproduction costs. Digital technology has afforded an opportunity to students, educators, researchers, administrators, policy makers, publishers and many others to rethink and redesign processes of creating and disseminating educational and research materials. We have the opportunity to ensure people are not cut out of education and knowledge production merely because they do

not have access to the requisite resources.

So what’s the hold up? Why do students break the bank on textbooks and course materials?!

The short answer is: the structural changes to educational institutions, the publishing industry, regulating bodies, and consumer practices have yet to take full form. This is why it is essential for students to take up the fight, raise awareness about these issues, challenge educators and administrators to take measur-

“Why do students break the bank on textbooks and course materials?!”

able steps toward goals of openness, and to start programs and initiatives of their own. If students remain silent, they will not be included in processes of educational material creation—and thus the needs and goals of students will go unrecognized, or at best, poorly translated. The following are some ways you can get involved:

Open Educational Resources (OER)

OER are legal, digital, accessible educational materials available to students, educators, schools, and the general public. OER are “open” in that they use copyright in conjunction with a license to allow users more freedom to reproduce and potentially remix the OER. There are many licenses available, the most popular of which are Creative Commons licenses that help you easily decide under what terms your resources may be used. A popular Creative Commons License is known as “CC-by” or “Attribution Only,” which allows anyone to copy or remix and distribute your work so long as they site their source, giving credit to the original creator(s).

This fall semester marks the trial run of a new DeCal (student-facilitated course) entitled “Digital Berkeley: Making Open Educational Resources.” The idea behind the course is to connect students to the process of creating OER by having them meet with professors/lecturers/facilitators and create rich, legal, digital packages of one of their courses and publish them online for free. To find out more, check out www.decal.org/digital.

Open Access (OA) to Research

On June 4th 2010 a group of University of California Librarians issued a letter outlining the rationale for a potential boycott of Nature Publishing Group. NPG publishes 67 academic journals. In order to read these journals, each UC campus pays its own subscription fees—for both print copies and access to online repositories. As students, we can be proud that our librarians are standing up for our institution and drawing a line in the sand over ridiculous subscription fees that facilitate an outdated publishing model (slow, ineffective, print-based).

But this is not nearly enough.

SEX!



Disclaimer!

Although I hope you hear what I have to say and heed the cautionary advice (clearly marked “PSA”), the information herein isn’t objective.

A World of Possibilities

I’m not going to try to debunk the myth that dorms, co-ops, sororities and fraternities are orgiastic sex dens filled with unimaginable debauchery. That’s up to you to find out, dear reader. My job is also not to scare you with statistics about STI’s and sexual assault on campus; I don’t think that’ll keep the shit from happening. There are other sides to sex beside wild abandon and fear, and although I’ll go over the above two things as well, I’m mostly interested in the rest that sex has to offer.

Through families, friends and media, we more or less know

what sex society considers normal. We also have an idea of what’s considered not normal, except maybe for certain groups of people or situations. And then there’s weird sex. If I had the power to give you a homework assignment, I’d ask you to partake in some weird sex, either by yourself, with a partner or more, or vicariously over the internet. But alas I have no such power. The thing is: weird sex tends to feel really good and be enjoyable on a mental level as well. So try something new. If you’re nervous to try with a partner, try it on yourself when you get a spare moment alone. Also, if weird sex to you means fantasizing or masturbation, you’re not the only one. It’s not a race to be hardcore the quickest, it’s about having the most pleasurable journey possible.

PSA: People’s sexual preferences, so long as they’re consensual, are no fodder for discrimination or hate. Think about it this way, if the only way you could get off was anal, would you not do it? If you enjoyed licking a person’s clit so much that you couldn’t imagine sex without it, would you deny yourself? People do what they do, and if everyone involved is having a good time, just try to be happy for them.

When the Time is Right...

Everyone has a different time that they feel good about taking things a little further. It’s not right or wrong to fuck the first time you meet, or to wait for a marriage vow. The most important thing is to figure out is what time feels good to you. There will be many attempts to influence this decision of yours, but others can only influence you so much before it’s your turn to act autonomously. Preferences can change too; a person’s sex habits do not have to be static.

Of course, being intimate is not easy. Most of us feel awkward or vulnerable at some point. Not a problem. Some people are comfortable being intimate after they’ve seen how each other handles a different kind of tense situation, like trying a new sport, collaborating on a project, or discussing complicated political subjects. Others feel like they want their first encounter to be a one-night stand with a willing stranger, just to break that first barrier. Again, in theory these decisions are to be made by you, not anyone who presumes to hold power over you.

Don’t Be a Dick, Even If You Have One

There will no doubt be times when you’ll have to make a difficult sexual decision. Do you ask out your final project partner, knowing it may jeopardize your work relationship? Should you take that girl home, even though she seems drunk? Moral codes about separation of academic from personal lives and intoxicated sex aside, a basic guideline can be found at the top of this section. Although sex can be easy and casual with consenting people, it can be a serious matter when there’s a misunderstanding or lack of communication. Giving folks the benefit of the doubt, many damaging sexual experiences were not meant

to be that way from the beginning. Instead, someone was lazy, confused, drunk, inexperienced, cynical or whatnot and didn’t check in adequately with the other(s) involved.

PSA: I’m not trying to deny the existence of vindictive or power-hungry sex. Just don’t do that. It’s fucked up. If you’ve been involved in a non-consensual encounter, you’re definitely not alone. I send you a heartfelt wish of empowering, fulfilling relationships in the future.

Freelove Isn’t Free.

It’s time once again for the safe sex talk. Basically this paragraph is one big PSA. We grew up into a culture of fear influenced by the rise of HIV and STIs like chlamydia and HPV in teen populations. So, it’s difficult to go into any sort of sexual encounter without that gnawing voice, “Safety...safety...” I don’t want to perpetuate the fear of STIs, but they do exist, and they’re extremely uncomfortable. Check out the Berkeley Free Clinic (510) 548-2570 or the Tang Center for their STI services. The last topic is most likely going to get a few people upset. I’m talking about multiple relationships, a.k.a. polyamory. I’ll try to answer some questions in my own voice. I’ve been dedicated to polyamory for 3 years now, and I’m always learning.

Q: Isn’t that just infidelity by a different name?

A: Nope. Infidelity implies that the rules of the relationship, like exclusively having sex with one partner, were broken. Polyamory is like ripping your favorite quotes out of the rule book with your new partner and throwing the rest of it under the bed.

Q: Aren’t we naturally monogamous creatures?

A: Not sure. And it doesn’t really matter whether we’re natu-

rally this or that when the species has created an entire built environment, governments, economic systems and other powerful forms of social control.

Q: Does having several lovers make things more complicated?

A: In all honesty, I think that if it’s not complicated, you’re doing it wrong. Luckily, complicated does not necessarily equal dramatic, so long as people can be open-minded, communicative, understanding and patient. This of course is not always possible.

Q: How do you start a polyamorous relationship if you’re already in an exclusive one?

A: Lots and lots of talking. Some partners appreciate opening up the relationship, but be prepared for your partner to be pissed at even the mention. It’s not for everyone, and a coerced open relationship is infidelity in disguise.

Q: What about if you’re single?

A: Talking. Sorry. Try discussing the possibility when you’re not both “ready to go,” if you will.

Q: Isn’t casual dating for young people who will grow up and settle down?

A: Not necessarily. There comes a point when the idea of a monogamous relationship just feels downright oppressive, and one would no sooner go back to that than to the dreadful years of middle school. People can sustain emotionally invested multiple relationships for years, longer than some marriages.

Q: Aren’t you just a damn hippie stuck in the 60’s?

A: Ha. No. Now hand me my tie-dye headband and pass the joint to the left.

PROGRESSIVE EDUCATION AT CAL

You’ve come to Cal to expand the way you think. Unfortunately, with huge lecture classes and often problematic course material, there are many classes at Cal that will not challenge you to break down conventional paradigms of thinking. Fortunately, there are a lot of classes that will. Here’s just a taste:

African American Studies 158A--Poetry for the People
African American Studies Courses with Michael Cohen
Chicano Studies 50, Alex Saragoza
DEVELOPMENT STUDIES C10, Michael Watts
Education 190--Current Issues in Education
Ethnic Studies 130AC--The Making of Multicultural America, Victoria Roinson
Geography 159AC--The Southern Border, Manz and Shai-ken
History Courses with Doumani
Integrated Biology 117--Medical Ethnobotany, Tom Carlson
Interdisciplinary Studies 100a--Introduction to Social The-

ory and Cultural Analysis
International and Area Studies 115--Global Poverty: Challenges and Hopes in the New Millennium, Ananya Roy
Latin American Studies and Peace and Conflict Studies classes with Clara Ines Nicholls
LGBT Studies 100--Queer Visual Culture, Jack Asher
MCB 62--Drugs and the Brain, David Presti
Native American Studies and Near Eastern Studies Courses with Hatem Bazian
Native American Studies C152--Native American Literature
Plant and Medical Biology 113--California Mushrooms
Public Policy C103--Wealth and Poverty, Robert Reich
DeCal Classes: www.decal.org

Professors to look out for:

Carlos Munoz
Kathleen Moran
Richard Walker
Ruth Rosen
Waldo Martin



THE LABOR OF THE UNIVERSITY

A lecturer crushed by a falling chalkboard due to maintenance staff layoffs, grad students getting by on food stamps, a service worker active in the strike turned over to Immigration and Customs Enforcement by the university and deported: these are the stories that will never hear at CalSO.

One of the first things we hear as new students at UC Berkeley is how we are among the talented few who “made it” into the “world’s premier public university,” renown for its academic excellence. If we make it through the next four years, we are told, our future is secure: prestige, social validation, a good career await us. We are told that “we’re moving on up” and that we should ignore the suffering and tragedies of the working class along the way.

However, the quality of our educational experience directly reflects the living and working conditions of those who make this university run: the workers. These are the people who make our educational experience what it is, by teaching our classes, providing us health services, giving us counseling, processing our forms and documents, tutoring us, maintaining campus grounds, preparing our food, cleaning our dorms, driving campus buses, maintaining the libraries and archives, or doing research for the university. When their working conditions are impaired, so too is the quality of our educational experience.

STUDENT AND WORKER UNITY: ONE STRUGGLE! ONE FIGHT!

The history of activism at UC Berkeley is a history of student worker solidarity. During the last year of organized resistance from students and workers to the budget cuts to public education, our unity was a critical factor. We stood united not just in the protests and on the picket lines, but also in our demands and at the negotiation table. It started with the walk-out and strike on September 24th 2009, through the library occupation, the strikes of November 18th and 19th and the occupation of Wheeler Hall on November 20th, when a key demand of the students was the reinstatement of laid off service workers, and on to March 4th and the Hunger Strike and graduation ceremony picket lines of May, 2010. An examination of this experience shows clearly that when students and workers unite to fight, we form a significant force for social change!

UC BERKELEY’S WORKERS HAVE A LONG HISTORY OF STRUGGLE

Despite its wealth and prestige, the UC system is notori-

ously “the worst public employer in the state.” While workers strikes were virtually non-existent in California in 2009, UC Berkeley was an active center of labor unrest with three strikes along with numerous protests, pickets, and direct actions.

Workers in the UC system have been organizing and fighting hard for decades. The UC unions fight not just for living wages, job security, and safe work conditions, but also for a more democratic and accountable system of university governance in which students, staff, and faculty have a say in the decisions that affect our educations and our lives. The ongoing worker struggles, which center mainly on decisions of how resources are allocated, went hand in hand with the struggles against the cuts of 2009-2010, and how they would be implemented. Today, workers in the UC system are facing the worst attacks of the last several decades, in the form of work speed-ups, furloughs, pay cuts, outsourcing and layoffs.

Let’s take a brief look at the different unions on campus, their histories of struggle, and their recent campaigns to improve the conditions of workers at UC.

Grad Students and Academic Service Employees:

Increasing corporatization of the university in the 1980s, manifested in a decline in real wages, fewer tenure-track jobs and more reliance on temporary lecturers, led the graduate student instructors (GSIs) and teacher’s assistants to organize. They recognized that as GSIs, they were doing an increasing part of the instruction work in the University, and yet received almost none of the benefits of University employees.

In 1989, they won health insurance after a 2-day strike. In 1991, the Berkeley GSIs struck for, and won, a partial fee waiver, and to avoid further strikes, was extended to GSIs at all UC campuses. In 1998, GSIs at eight UC campuses organized a union drive that culminated, after a several-day strike in the midst of finals, in University recognition of the UAW as the official union for all UC GSIs, tutors, and readers.

Today, grad students are one of the most militant and well-organized sectors of the UC labor force. They played an important role in the strikes and walk-outs against the budget cuts that happened last year and showed concerted solidarity with other sectors of the UC labor force by not crossing picket lines. They have active opposition caucuses inside the union at UC Berkeley and UC Santa Cruz that are fighting for increased member participation. Yet, they are still treated as a cheap, temporary labor force.

Lecturers:

Most of the classes at UC Berkeley are taught by lecturers and grad students. The experience of lecturers is characterized by low salaries and job insecurity. Today, many lecturers are forced to hold teaching positions at two or even three colleges in order to make ends meet. The university administra-

“Most of the classes at UC Berkeley are taught by lecturers and grad students. The experience of lecturers is characterized by low salaries and job insecurity.”

tion constantly tries to pit their interests against those of grad students and professors.

In the early 1980s, most lecturers were hired for 8 years and then laid off, regardless of job performance, and their positions filled anew. UC-AFT, in its very first negotiations, was able to put an end to this practice of “churning”, securing a review at the end of six year of employment and the possibility to earn indefinite three year reappointments. The UC administration continued to illegally “churn” its lecturers at Berkeley and Davis and was found in violation of its contract and fair labor laws multiple times in the late 80s, 90s, and early 2000s. In its last contract negotiation, UC-AFT succeeded--after strikes on many campuses and solidarity protests from many students -- in winning a peer review component for performance evaluations, and replaced the 3-year reappointment system with a “continuing” appointment system so that high quality teachers do not have to reapply for their jobs every three years. Today, however, rather than give them the salaries and job security they deserve, the UC administration has decided to slowly phase out lecturers entirely.

Researchers, Techs and Professional Employees:

Researchers and Techs comprise one of the most varied groups of workers—from artists and writers to lab techs and research associates to stage crew and sign language interpreters. Represented by the University Professional and Technical Employees (UPTE), they recently concluded over two years of action and negotiations to reach a contract.

In 2009, they held three short-term strikes in May, September, and November, with the latter two coordinated with a statewide student and faculty walkout on September 24th and a joint protest of the Regents on November 18-19th. The numerous actions during the campaign helped embolden them to resist many of the cuts being pushed on staff by the administration and culminated in a new contract ratified in April, 2010. The agreement came with significant gains in compensation but also came with losses: numerous workers who volunteered as bargainers lost their jobs during the negotiations, and, at the time of publication, have still not been reinstated to their UC positions. The fight for their jobs and for all laid-off workers will continue this Fall.

UPTE is currently organizing a campaign to represent one of the largest non-unionized sectors on campus — the “administrative professionals”. The administrative professionals work as communication specialists, student affairs officers, analysts,

building coordinators and other positions comprising over 3,000 workers on the Berkeley campus.

Service Workers:

The most exploited sector of the campus workforce, service workers at Berkeley have struggled hard for a livable wage, fair treatment, and a contribution to health care and pensions from their employer.

Cal's custodians and dining workers, among others in the AFSCME union, were getting paid \$5 to \$10 dollars less per hour on average than those at other East Bay campuses. After the UC administration claimed repeatedly it didn't have the money for even a \$1.75 an hour raise for all Berkeley service workers, AFSCME lobbied the state legislature and succeeded in having exact funding for this raise added to the UC 2006-7 budget. However, UC administrators then spent it elsewhere and claimed they still didn't have the money. Only after months of massive worker and student protests, including a demonstration at Berkeley where 400 students slept overnight on the street to show solidarity against the administration's homewrecking, did the administration concede and provide the \$1.75 raise.

After a year and a half of negotiations, numerous demonstrations, a difficult strike, and the occupation of Regent Richard Blum's downtown San Francisco office, AFSCME won their contract negotiations with the administration in 2009 with significant gains in wages, health care, and job protection. This was a huge victory for the entire campus labor force because it showed the power workers have to win. Since then, however, the attacks have far from subsided. Rather, AFSCME has become a hated symbol for the administration of worker organizing and empowerment.

For the small group of subcontracted janitors responsible for cleaning part of Dwinelle and the libraries, conditions are even worse than for AFSCME workers. Many have been working for Cal for more than 5 years, yet they are paid less than the AFSCME janitors (directly employed by the university) for doing the exact same work, have less health and safety protection, have larger work loads, and have little job security. These janitors are organized with SEIU.

Clerical and Allied Service Workers:

Clerical and allied service workers include the administrative assistants, clerks, cashiers, public safety dispatchers, child care teachers, and many other employees found in nearly every department. They represent the largest unionized sector of the UC workforce.

Their union, the Coalition of University Employees (CUE), began representing employees in 1997 and was known nationally for its innovative organizing techniques and democratic values. Clerical workers, some of the lowest paid on

“AFSCME lobbied the state legislature and succeeded in having exact funding for this raise added to the UC 2006-7 budget. However, UC administrators then spent it elsewhere and claimed they still didn't have the money. Only after months of massive worker and student protests, including a demonstration at Berkeley where 400 students slept overnight on the street to show solidarity against the administration's homewrecking, did the administration concede and provide the \$1.75 raise.”

campus, won many gains during the years following CUE's formation. In Summer and Fall of 2002, clericals joined lecturers at Berkeley, Santa Cruz, Irvine, Davis, Riverside and Santa Barbara campuses in walking off the job for 2-3 days in protest over the University's multiple unfair labor practices and bad faith bargaining. Santa Cruz campus was virtually shut down for 2 days, and disruptions were felt at each of the other campuses involved. The strike was one of the largest seen to date by a UC union and resulted in significant compensation gains.

The low wages of UC clerical workers have been well documented. During the 2005 contract campaign, a neutral arbitrator, Gerald McKay, supported CUE's claim that clerical employees are among the lowest paid employees working in the University system, and that when UC is compared to similar employers, the wage gaps are even greater than UC acknowledges. McKay found that when assistant positions at UC are compared to similar positions in the Cal State system, UC clericals “earned approximately 22.7% less” than their counterparts.

Clerical workers have been negotiating their most recent contract since June of 2008. They have been active at a number of demonstrations, Regents meetings, and supported the three 2009 strikes by researchers and techs. As of August 2010, CUE and the University were going through prolonged legal steps that will result in a neutral fact-finding report this Fall.

Librarians:

The UC administration claims that librarians receive salaries similar or better to those at other major research libraries -- callously ignoring the local cost of living. In fact, Berkeley librarians have long been paid considerably lower salaries than those in the California State University and community college system. Through UC-AFT, librarians have won biannual evaluations for raises, standardized advancement procedures, and peer evaluations. However, with the budget cuts, there have been dramatic reductions not only to library hours of operation but also to funding to maintain archives, collections, and databases.

LIVING IN A COOP

Berkeley has a lot of cool places to hang out, a lot of great food, and plenty of places to meet new friends. It also has some beautiful houses and apartments, ranging from old mansions to quaint cottages. Well, what if all those things -- and more -- were combined into one awesome living-chilling-friendly-delicious housing option? And what if that housing option were affordable, democratic, and one where everyone worked together? Well, it exists, and it's called the Berkeley Student Cooperative.

The BSC has been around since 1933 and is currently the largest student-run housing cooperative in the United States. It's a non-profit with 20 houses and apartment buildings, 1300 members, and a central core of student leaders and staff that provide services to the whole system. The underlying theme is cooperative democratic self-governance: students are elected at every level, run houses ourselves, and everybody works together to keep things going. For example, imagine a board of directors 30 people strong at the organization-wide level, and a full management team for each house, made up entirely of students elected by their peers. That's a reality in the co-ops.

The community in the houses is also strong: people care about the house and each other, which comes through in both

“The co-ops also run based off a cooperative model, where everybody pitches in: folks do cooking, cleaning, and social-managing to keep food tasty, the house clean, and community flowing. It also makes things cheaper for everyone.”

emotions and actions. People spend time on murals or upgrading rooms, and it's not uncommon for someone to make several dozen cookies to share just for the hell of it. Social events -- whether planned or impromptu -- pull the house together. Movie nights, band nights, broomball, and special dinner help take us away from studying and bring us together for the full experience of college. And the food! Oh, the food. The kitchen is constantly stocked with produce, grains, meat, dairy, chocolate chips!, cheese, bread... you name it and it's there. Fresh meals come out every evening, which sets the perfect scene for a group gathering and conversation over quinoa or pizza. French toast brunch on Saturday is the best way to start a weekend and ideal post-Friday-night nomnom. Whoever said that food makes community was right. It also makes delicious, but that's another story.

The co-ops also run based off a cooperative model, where everybody pitches in: folks do cooking, cleaning, and social-managing to keep food tasty, the house clean, and community flowing. It also makes things cheaper for everyone. Room and board is around \$800 a month, less than half of what the dorms cost. And most people end up spending less time doing this “work shift” than they would in an apartment. Plus, members are guaranteed meals every night that aren't Top Dog or Top Ramen.

But that's just cool organizational stuff. What really makes co-ops great is the people, the food, and the fun. Personally, I moved in to Andres Castro Arms my sophomore year after living in Unit 1 as a freshman. The dorms seemed to be missing something - they were fun, and I loved my floormates, but the food and community needed an extra kick. Castro filled the niche I was looking for. The house itself was beautiful: a 1906 Julia Morgan mansion with a regal brick staircase and columns up the front, a view of the Bay, and spacious living and dining rooms that were always bustling. Murals covered the walls: in the dining room, a larger-than-life image from “Where the Wild Things Are” brought me back to my childhood, and poems down the halls kept my artistic wheels turning. And people seemed to actually be enjoying themselves. I could tell that they were living in a home.

The co-ops are truly one of the unique things about Berkeley - organizationally, socially, and nutritionally. I've loved my experience in the BSC, as have hundreds of others before me (plus those to come). And we're friendly folks, so if you're interested in joining the crew just drop by a house and check it out - for a tour, an event, or anything else that comes around. More information is also available at our website, www.bsc.coop. Hope to see you soon.

This chart was created to aid the busy, hungry student in making informed decisions on where to eat. What we eat is essential to our everyday lives and interconnects us to the Earth and each other, whether we see this or not. Read this chart, use it, meanwhile always thinking about the impact of your actions.

KEY

☀️

ORGANIC

In an organic system, food is grown by the power of the sun, water, and insects, rather than synthetic fertilizers and pesticides, genetic engineering, growth hormones, irradiation or antibiotics. Organic food reduces health risks, builds healthy soil, preserves diversity and tastes great!

🌿

LOCALLY-SOURCED FOOD

The closer to home the food is grown, the less it has to travel. That means it's grown and harvested in its meant-to-be season, so it's healthier, fresher, and tastier, and helps to reweave the community food web.

🏠

SUSTAINABLE PRACTICES

These sites are into making a smaller impact on the earth. They may compost, keep a garden, use recyclable or biodegradable packaging, or use as little energy as possible to prepare their foods.

🚲

LOCAL BUSINESS

These businesses are not chain stores you can find in every city. That means the company is more accountable and your money goes back into our local economy instead of the coffers of a distant CEO.

✓

VEGETARIAN

✓✓

VEGAN

If everyone in the U.S. became vegetarian for just one day 1.5 billion pounds of crops, enough water to supply 6 small states for four months, 70 million gallons of gas, 3 million acres of land, 33 tons of antibiotics, and \$70 million in economic damages.... Vegan? Think about it.

👤

COOPERATIVELY-OWNED

Within a cooperative, there is no manager or boss. All workers are in charge of the business and have a say in how the operation functions. This may guarantee fairer treatment for workers and a better sense of community.

\$

A meal = \$10 or less

\$\$

A meal = more than \$10

\$-\$\$

Prices vary depending on what you get

(So, no, a meal you think is cheap most likely is not. Such a simple thing as eating costs time, land, labor, money and energy. In an ideal world, perhaps what something “costs” would include not only the price but the resulting deterioration of the world around us. Unfortunately, this is not that world, and we are but humble college students. Therefore prices are included.)

GROCERY STORES

Andronico's 🏠 🏠

Monterey Market 🌿 🌿 🚲

Berkeley Horticultural Nursery 🌿 🏠 🚲

Berkeley Bowl (sells some organics) 🏠 🚲

Whole Foods (some food is locally sourced) 🌿 🏠

Bear Market (sells some organics, takes meal points) 🏠

Golden Bear Cafe (GBC)

RESTAURANTS

🍷

Digs Bistro

☀️ 🌿 🚲 \$\$

🍷

Breads of India

☀️ \$

🍷

The Bread Workshop

🚲 \$

🍷

Gioia Pizzeria

☀️ 🌿 🚲 \$

🍷

Caffe Venezia

🌿 🚲 \$\$

🍷

Herbivore

✓✓ \$-\$\$

🍷

Venus

☀️ 🚲 \$\$

🍷

Razan's Organic Kitchen

☀️ 🚲 \$

🍷

Gather

☀️ 🌿 🏠 🚲 \$-\$\$

🍷

Amanda's Feel Good Fresh Food

☀️ 🏠 🚲 \$

🍷

Raw Energy Organic Juice Cafe

☀️ 🌿 🚲 ✓✓ \$

🍷

Bobby G's Pizzeria

☀️ 🏠 🚲 \$-\$\$

🍷

Zatar

☀️ 🌿 🏠 🚲 \$\$

🍷

Village Grounds

☀️ 🏠 🚲 \$

🍷

Cafe Gratitude

☀️ 🌿 🏠 ✓✓ \$\$

🍷

Guerilla Cafe

☀️ 🚲 \$

🍷

Gregoire

☀️ 🌿 🚲 \$-\$\$

🍷

Chez Panisse Cafe

☀️ 🌿 🏠 🚲 \$\$

🍷

The Cheeseboard Collective

🚲 ✓ 👤 \$

🍷

Cesar

🏠 🚲 \$\$

🍷

Juice Bar Collective

☀️ 🌿 🏠 🚲 👤 \$

🍷

Saul's Deli

☀️ 🌿 🚲 \$-\$\$

🍷

Free Speech Movement Cafe

☀️ 🌿 🚲 \$

🍷

Tara's Organic Ice Cream

☀️ 🏠 🚲 ✓ \$

🍷

Ici Ice Cream

☀️ 🌿 🏠 🚲 ✓ \$

🍷

Nabolom Bakery

🏠 🚲 👤 \$

🍷

Cafe Muse

☀️ 🌿 🚲 \$

🍷

Adagia

☀️ 🌿 🏠 🚲 \$\$

🍷

Yali's Cafe

🏠 🚲 \$

CalDining (takes mealpoints)

🍷

Cafe 3

🍷

Clark Kerr Dining

🍷

Crossroads

🍷

Foothill Food Court

☀️ 🏠

ON BEING A STUDENT OF COLOR @ CAL

Black students stage a black-out in opposition to last year's hate crimes at UCSD.

In poor schools across the country, college admission is discussed as if it is a golden ticket into paradise. On my college visits as a high school senior, the promise of paradise was superficially confirmed by the overflowing food at the dining halls, the rows of brand new computers in the computer labs and the promise of financial aid dollars. I was also promised the opportunity of joining a prestigious intellectual community. Coming from a “low-performing” urban high school, where most classes included worksheets and goofing off, I was excited to become a part of a community that valued critical thinking. But as soon as I started receiving acceptance material it became clear that paradise was more like a polishing school for suburban middle and upper class students in order for them to secure corporate jobs.

My dreams of becoming part of the greater campus com-

“What I had not been prepared for was that leaving my home town and ‘movin’ on up’ also meant entering into a world where what I said, what I wore, what music I liked to listen to and the color of my skin, made me strange.”

munity quickly dissipated as I was encouraged to limit my activities and course schedule to those organized by students and faculty of color, most of whom shared my feelings of rejection and disappointment. What I had not been prepared for was that leaving my home town and “movin’ on up” also meant entering into a world where what I said, what I wore, what music I liked to listen to and the color of my skin, made me strange.

Together the African American community on campus made our own parallel institution within the greater university, and this was somewhat satisfying. We had our own newspaper, theater group, acapella group, themed dorm and graduate ceremony. This was our way of challenging the isolation and alienation that we had found in paradise, but what I realize now is that it was never paradise to begin with. The modern college culture that rejected me and other students of color is universally alienating and dehumanizing. Those suburban men and women who I was so envious of are being manipulated into sacrificing their spiritual, psychological and physical health to become slaves to a way of life dominated by fear and aggression. All they get for their sacrifice are trinkets bought on credit. At least I was welcomed into a community when I got to college which was nurturing, meaningful and did not require hazing to

CONTINUED ON PAGE 25

OPEN EDUCATION CONTINUED

Open Access to research is not a battle fought only by librarians, professors and policy experts. Students have entered the fight and must continue to do so in order to secure affordable access to knowledge for future generations of researchers, scholars, students, and the public at large. Open Access is a demand to publish scholarly work digitally, online, for free. There are various revenue models for Open Access journals, which have proven themselves as successful businesses, prestigious in quality and even superior to traditional journals as reputation engines (open access papers are more often cited). Further, there are many online repositories where individual authors can deposit their papers they publish in non-Open Access journals, which is called self-archiving.

To raise awareness about Open Access, join us (students, librarians, professors, staff, and activists) October 18th - 24th for Open Access Week. This year there will be several events

at UC Berkeley including a panel hosted by Nick Shockey of the Right to Research Coalition on the current state of Open Access policy and how students can help ensure research is no longer locked in the ivory tower!

To participate in or host an Open Access Week event at a UC, e-mail UCoaWeek2010@googlegroups.com to collaborate with other UC OA Week organizers across California.

Resources:

OER Commons, a free, online repository for OER www.oercommons.org

Creative Commons, a non-profit that maintains easy-to-use licenses for you to use for your creative works www.creativecommons.org

Open Access Week, an organizing site to raise awareness about Open Access during the week of Oct 18th - 24th www.openaccessweek.org

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THE BERKELEY-BP RESEARCH DEAL



British Petroleum oil washes up on the shores of Florida.

Many students are unaware that UC Berkeley is part of the nation's largest university-industry energy research project along with Lawrence Berkeley National Lab, the University of Illinois and BP, the same oil company that just caused the worst environmental disaster in US history.

Many students are unaware that UC Berkeley is part of the nation's largest university-industry energy research project. UC Berkeley has partnered with Lawrence Berkeley National Lab, the University of Illinois and BP - the same oil company that just caused the worst environmental disaster in US history - to create a massive bio-energy research Institute called the “.

BP wants you to think of them as a forward-thinking company that really cares about the environment, which is why they spent millions on a huge ‘greenwashing’ ad campaign long before the recent oil spill. But in reality BP’s top priority has continued to be protecting its profits from oil extraction above all else, to maintain itself as one of the most profitable companies in the world. In 2006 BP funded a campaign against state ballot measure 87, a measure that would have taxed oil production in California and used the revenue to fund research, development, education and training for alternative energy. Instead, BP wanted to have its own monopoly on energy research at public institutions – namely, at your university!

BP’s \$500 million deal with UC Berkeley was signed in November 2007, before BP had developed the poor public reputation it now has, but even then, many people both in the UC Berkeley campus community and beyond saw the serious conflict of interest of an oil giant funding energy research at a public institution. The research funded by BP is supposed to revolve around biofuels, “converting fossil fuels to energy with

less environmental damage,” maximizing oil extraction from existing wells in environmentally sensitive ways, and carbon sequestration. Students, faculty and staff held teach-ins to break down the myth that we can reduce greenhouse gas emissions simply by running automobiles on ethanol derived from biomass in the ways in which the automobile industry has alluded to. However, students, faculty and staff held teach-ins to dispel the myth that we can reduce greenhouse gas emissions simply by running automobiles on ethanol derived from biomass. Many faculty at Berkeley pointed out that it is essential for us to think beyond replacing petroleum gas with biofuels because the amount of space and resources that would be required to grow enough biomass to replace petroleum with biofuels might take up more space than the world can afford, especially considering that we also need enough space and resources to feed everyone. Despite these and other substantial concerns voiced, Chancellor Birgeneau and other faculty pushed the proposal through the Academic Senate, thus accepting BP’s money to create the

“In 2006 BP funded a campaign against state ballot measure 87, a measure that would have taxed oil production in California and used the revenue to fund research, development, education and training for alternative energy. Instead, BP wanted to have its own monopoly on energy research at public institutions – namely, at your university!”

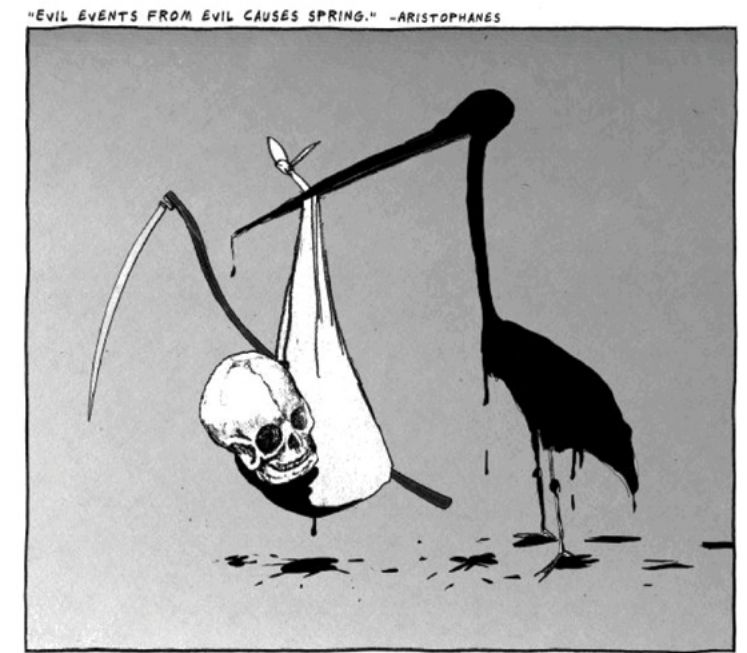
“UC Berkeley, LBNL and the University of Illinois have the right to pull out from the contract with BP if a “discrete event were to occur or a change in facts and circumstances were to arise” within 180 days of such an occurrence. This is our opportunity to take a major step in restoring the integrity of UC Berkeley as a research university by halting the BP deal.”

Energy Biosciences Institute.

Students also pointed out BP’s extremely poor safety record in its oil extraction operations and suggested that it was unwise to partner with and take lots of money from a company with such a reckless reputation. According to the Center for Public Integrity, between June, 2007 and May 2010 BP has received 829 citations for “willful” safety violations—760 of which were classified as “egregious willful” safety violations—out of a grand total of 851 such violations found among the entire oil industry by federal inspection agents during that period of time. To summarize, the Center noted that “97% of Worst Industry Violations [were] Found at BP Refineries.” In March of 2010, we all saw the horrific effects of this recklessness, yet many administrators at the public institutions receiving money from BP continue to nervously defend the deal.

Dr Steven Chu (US Secretary of Energy) who is currently the most senior-level federal official in charge of the Gulf of Mexico oil spill cleanup efforts, was, at the time of the signing of the BP deal, the Director of the Lawrence Berkeley National Laboratory and a major public proponent of the deal. He admitted at a climate change summit on campus that he thought that solar and wind energy technologies were more promising than biofuels in terms of reducing greenhouse gas emissions, but due to the lack of funds available for research into these technologies, he and many of his colleagues felt compelled to accept funds from BP rather than to settle just for the very little funds available from the government.

During the contract negotiations process, BP Executives managed to secure a great amount of control over much of the administration of the Energy Biosciences Research Institute, which surprised and disappointed even some faculty proponents of the deal. This raises the question of the role of the private sector in research, especially at public universities and laboratories. The private sector infiltrates almost every aspect of our universities, not just energy research, especially in times of wavering funding from the government. This is not just a threat to the energy research sector. The enormous industries behind fossil fuels are the most profitable companies in the world, and can easily maintain a firm grip on energy research, with their many strings attached. But what industries benefit from energy efficiency and are willing to fund research around that? What industries benefit from workers’ rights? Organic agriculture



instead of pesticide application? Part of our university’s mission is to serve the public, but we need to remind everyone in our university community that in order to truly do that, we cannot rely on private interests to fund so much of our research.

Going back to energy research, if we know that what we need to be focusing on is energy efficiency, solar, wind and geothermal technologies, then it’s absurd to be using the minds of some of the world’s most brilliant researchers to cater to the needs of the dirty energy industry, and especially a company with such an egregious record of safety violations. The sad truth is that the petroleum industry is the most profitable industry in the world right now. At the end of the day, these research deals between public universities and industrial corporate giants call to question the sustainability of the economic system that we live in.

UC Berkeley, LBNL and the University of Illinois have the right to pull out from the contract with BP if a “discrete event were to occur or a change in facts and circumstances were to arise” within 180 days of such an occurrence. This is our opportunity to take a major step in restoring the integrity of UC Berkeley as a research university by halting the BP deal.

As students, when we fight for restoring funding to public education in California, we’re not only fighting for the value of our education for the price we pay, but we are fighting for the integrity of research around some of the most pressing global issues of our time. Research that comes out of the University of California can dramatically influence the economy, political landscape and the entire energy sector, and many other aspects of our country and the world. We must ensure that our public university is truly serving the public and not private interests—sometimes people in our campus community forget about this great responsibility that we have as the nation’s foremost public university and we need to remind them of that.

THE DISABILITY RIGHTS AT CAL



Disability rights activists occupied federal offices across the nation in 1977. Their actions resulted in federally mandated and enforced accessibility rules.

As you go around Berkeley, you may notice some people in wheelchairs. Okay, I take that back. You may notice a lot of people in wheelchairs. And people using white-tipped canes, guide dogs, or walkers, people with a peculiar way of walking that hints at hip dysplasia or cerebral palsy, or folks who use their hands to communicate instead of their voice. The proportion of people with disabilities to those without is striking, and certainly seems higher than most other places around.

So, you may ask yourself: what's going on? Is there some takeover we haven't heard of yet? Did a colony move here and keep reproducing baby disabled people, kind of like some imperialist-rabbit hybrid? Most students here will think that it's some anomaly, or won't really think much of it. Others will know that something is up, but won't take the time to ask why. Well, the truth is just like many other things here: Revolutionary. Berkeley is the home to the largest civil rights movement you never heard of, and this town continues to be the center of the movement 45 years after its birth. I'm talking about the modern disability rights movement: a movement that changed perceptions of what is normal and who is worthy of living, learning, and working in our society.

In the fall of 1962, the same semester that the first African-American student was enrolled in a Southern university, a man named Ed Roberts arrived at Berkeley. It was already an arduous journey for him to get here. At age 14, Ed contracted polio and was left with only the ability to move a couple of toes and

fingers; equally challenging, his lungs had been decimated by the disease, and he had to spend up to 18 hours a day in an 800-pound iron lung. Throughout his life, he was forced to fight to get what he rightfully deserved. In high school, his principal withheld his diploma because he hadn't completed physical education and driver's education requirements. After a long fight with the principal and superintendent and the eventual reception of his diploma, Ed completed two years at the College of San Mateo. Afterward, he decided to apply to UC Berkeley, but the California Department of Rehabilitation (the agency that provides educational assistance for people with disabilities) deemed him too disabled to work and therefore a waste of money. Once again, Ed fought – this time using media and appeals. He won his battle against DOR and was finally headed to Berkeley.

No university had ever admitted somebody with as severe a disability as Roberts. UC officials even told him, “we’ve tried cripples before and it didn’t work,” a statement that reflected their past reality. Most classrooms and facilities were not wheelchair-accessible, so there would need to be either construction or other accommodation to make Cal feasible for Roberts. Also, there were no dormitories that could handle Roberts’s iron lung. He addressed the two issues directly: he used a manual wheelchair because power chairs weren’t yet invented, and would ask the friends and attendants who pushed him to carry him up stairs if necessary; as for housing, he petitioned the Uni-

versity to allow him to live in the on-campus Cowell Hospital and treat it has a dorm space.

Roberts’s entrance into Berkeley began to transform to the concept of independent living and kick-started the disability rights movement. Once Roberts moved into Cowell Hospital, it was opened up to other people with disabilities. They nicknamed themselves “The Rolling Quads,” playing off the shorthand for “quadriplegic.” The students, inspired by other political activists in the 60s, learned how to organize to demand rights and flex political muscle. A first of many battles pitted them against a Department of Rehabilitation counselor who was threatening to cut off support to some struggling students; by contacting department supervisors and gaining media coverage, the students pressured DOR until the counselor was transferred.

The students also learned how to reframe disability as a social, not medical, construction. Just as the feminist movement challenged the concept of a normative body, the budding disability rights advocates formulated that disability was compounded, and in many ways created, by barriers put up by society. According to their new philosophy, people with disabilities were not physically unable to perform the tasks necessary for living and work, as general society had so often claimed. Instead, society didn’t provide the necessary accommodations to ensure full participation, whether those accommodations were personal attendant care, alternative media, or simply adding ramps and elevators to buildings. Furthermore, the students recognized active discrimination on the part of society because of preconceived notions of what disabled people could do.

The biggest philosophical change, though, came when the students redefined what it meant to be independent. Recognizing the paternalistic nature of the government case managers and certain social service agencies, the students fought to secure control over all aspects of their life. Finances, attendant care, housing, education, and a host of other issues were now brought back to the individual. No Pity, a book on the disability rights movement, explains it this way: “Roberts redefined independence as the control a disabled person had over his life. Independence was measured not by the tasks one could perform without assistance but by the quality of one’s life with help.”

Using this philosophical ammunition, the students began establishing programs to help people with disabilities. Using grant money, they opened the Physically Disabled Students Program (the precursor to the modern DSP in Cesar Chavez), which coordinated services ranging from in-class help to wheelchair repair to an advocacy assistance department. The program was phenomenally successful, and almost entirely student-run. Demand for PDSP services eventually expanded to Berkeley city residents, so Roberts and others founded the first Center for

“The empowerment that Roberts and the Rolling Quads discovered while at Berkeley spread and expanded. It led to some of the largest direct action movements in American history, including a 25-day sit-in at the San Francisco Federal Building to support Section 504 of the Rehabilitation Act.”

Independent Living to help community members be fully participating members of society. The CIL, just like PDSP, is still alive and well in Berkeley; it also was the framework for what is now a nationwide network of Independent Living Centers that provide services to people disabilities in every county.

The empowerment that Roberts and the Rolling Quads discovered while at Berkeley spread and expanded. It led to some of the largest direct action movements in American history, including a 25-day sit-in at the San Francisco Federal Building to support Section 504 of the Rehabilitation Act, which guaranteed freedom from discrimination for people with disabilities in all federal programs. It was also an inspiration for the Americans with Disabilities Act, a landmark anti-discrimination legislation that just celebrated its 20th birthday on July 26. More disability rights organizations have also been established nationwide, and some of the most important are located in or near Berkeley. The World Institute on Disability, Disability Rights Advocates, the Disability Rights Education and Defense Fund, and many others are located nearby. Our nation has radically transformed the way it treats people with disabilities in the last 45 years, both socially and institutionally, and it all started here.

And as with all other struggles, the fight is ongoing. Though much progress has been made on campus, more still remains in full funding for disability programs and disability-related staff positions. For example, the Disability Resolution Officer position was recently eliminated due to budget cuts. Student and staff understanding of disability also requires constant outreach, which affects both implicit and explicit discrimination, not to mention appropriate implementation of accommodations. State cuts in social services also impact students here: Gov. Schwarzenegger has proposed cutting attending care programs to the extent that some students would be forced into nursing homes, mental health service cuts affect students with psychological disabilities--the list goes on. Protesting these cuts, disability rights activists set up an “Arnieville” tent city near one of Berkeley’s busiest streets for a month this summer, making it the longest running disability protest in the United States. So, as with all other movements, the struggle must continue constantly, and we all must keep pushing forward.

For more history of the Disability Rights and Independent Living Movement, check out: bancroft.berkeley.edu/collections/drilm/.

FALL CALENDAR OF EVENTS!

There are a lot of things going on this semester. From protecting public education, to ending the wars in Iraq and Afghanistan, to bringing justice for Oscar Grant, this calendar of events gives you an opportunity to plan your semester around direct actions for social justice. To keep informed about various events, please read our article on Media and News Sources on page 8. All dates in this calendar are subject to change, go to mobilizeberkeley.com to find event locations and up-to-date information on events throughout the year.

August 2-October 18: Student voter registration drive.

August 22-23: Cyber University/Budget Cuts Guerrilla Theater at Caltopia!

August 25th: Pillow Fight Flash Mob

August 26th 5:30-9pm: Calapalooza (meet student groups). Lower Sproul Plaza.

Early September: The Corporation film screening and panel with CalPIRG, Cal Dems, Student Worker Action Team, and others.

September 14-16: Regents Meeting - UCSF Mission Bay

September 15: Forum on Civil Disobedience Theory and History

September 23: General Assembly to Plan for Oct. 7th Day of Action!

September 25: Non-Violent Civil Disobedience Workshop

September 28th: CA Gubernatorial Debate @ UC Davis

Week of October 6th: National Mobilization Against the War in San Francisco

October 6th: Teach-in on the Crisis of American Empire and the Death of Public Education

October 7: National Day of Action to Defend Public Education

October 15th: Conference on the Future of Public Education

Oct 18th - 24th: Open Access Week, www.openaccessweek.org

October 30-31: Conference to Defend Public Education at SFSU

October 23: ILWU Shuts Down the West Coast to bring justice to Oscar Grant.

November 16-18: Regents Meeting - UCSF Mission Bay

DIVERSITY AT RISK: 2012 ADMISSIONS

Starting in 2012, the percentage of California students eligible for guaranteed admission to the UC system will decrease from 12.5% to 10%. The new policy eliminates the requirement for 2 SAT II Subject Tests and creates a new category of students who are “entitled to a review of application, but not guaranteed admission.”

If the policy had been in effect in 2007, 18,000 fewer California high school students would have been eligible for guaranteed admission to the UC system.

The new criteria cut eligibility for guaranteed admission across the board, but minorities bear an inequitable share of the lost guarantees. If the policy had been in effect in 2007, 50% fewer African Americans, 42% fewer Chicano/Latinos, 41% fewer Filipinos, 39% fewer Pacific Islanders, and 36% fewer Asian Americans would have been eligible for guaranteed admission. The number of whites would decrease only 23%. (These declines are not a projected simulation, but based purely on a bright-line test of eligibility).

The policy results in increased reliance on SAT Reasoning

Test Scores to determine eligibility for guaranteed admission.

Although the policy creates a more diverse pool of students “eligible for review,” this change will fail to increase diversity since comprehensive review at UC campuses is already under pressure to decrease in-state enrollment and increase out-of-state enrollment. Reducing the percentage of CA students guaranteed admission to UC and replacing it with “entitlement to review” exposes in-state enrollment to systematic erosion during times of budget crisis. (Already at UC Berkeley, the number of Latino freshmen who enroll next year could decline by 18%, the number of black freshmen by 13%, and the number of first-generation freshmen by 15%).

Although Yudof and the administration claim that this policy will increase diversity at UC, the results of three simulation studies suggest that this policy will either have “race neutral” effects or will decrease African American enrollment anywhere from 27%-33%, decrease Latino enrollment by nearly 3%, and decrease Asian American enrollment by 11%. Proposition 209, which eliminated affirmative action in 1998, led to a decline in African American admissions by 12.6%.

Think about it this way: had this policy been enacted a couple years earlier, YOU might not be reading in UC Berkeley reading this booklet right now. Interested in advocating for equality in education? Check out apielnow.blogspot.com

WE EXIST: UNDOCUMENTED @ CAL



One of the things that students at UC Berkeley never learn and continue to ignore is the reality that undocumented students attend the university. To say they attend is actually an understatement. Undocumented students are an integral part of UC Berkeley and are involved in everything from the Cal band to student organizations to on campus jobs. Others continue to grad school after graduation.

It is not common for undocumented students to openly express their immigrant status, unafraid of the bigotry that has made it a crime to identify as an immigrant. But also because of the cold fact that Berkeley students—in all their privilege—fail to see undocumented students as equal once they realize they are the children of so called “illegal immigrants.” Yes you might have heard that UC Berkeley is quite the liberal campus, and in some spaces it might be, but an overwhelming majority of the students and departments on campus are as conservative as conservative gets, which, along with upper middle-class elitism, makes the atmosphere all the more difficult for undocumented students.

It’s a surprising fact given that California Assembly Bill 540 was passed nearly 10 years ago, a bill which gave children of immigrants the opportunity to receive in-state tuition (but not offering them financial aid). Before AB540 came into law, un-

CONTINUED FROM STUDENTS OF COLOR

become a member.

Now I am in graduate school at Cal and I have seen students of color struggle with the same sense of bewilderment that I felt when I first got to college. What has helped me this time around has been an understanding that the dominant culture of the university is a disease that infects our ability to make connections. Our ability to identify relationships between people, our environment, our hearts, our minds and our actions are destroyed by the modern diseases of isolation, otherization, manipulation and domination which flourish on our campus. The antidote that

documented students who were admitted to UC Berkeley were required to pay non-resident tuition fees without any type of financial aid, even if they had lived in California since the day after they were born.

AB540 students still don’t get financial aid, so college is not affordable, just more manageable. Fee hikes paint the future with uncertainty. For those of you still wondering if AB540 students are some dark creatures on campus lurking over your shoulder waiting to steal your seat in class, consider the fact that most undocumented students have been here since they were infants or toddlers.

You probably went to school with immigrant children during your K-12 years. You probably have been friends with AB540 students as well. Undocumented students are essentially students just like anybody else on campus getting a college education. That is why both the state and University have recognized that AB540 students need more help, but it hasn’t been decided if that should come by way of the Dream Act or of Comprehensive Immigration Reform. Any of these solutions would help naturalize thousands of AB540 students. However, one can’t wait around until this legislation gets passed.

That is why many organizations and non profits around the Bay Area and California have mobilized over the last few years in order to help undocumented students. By doing fundraisers and receiving donations, a lot of these organizations have provided thousands of scholarships for well deserving undocumented students. The scholarships help a great number of students, but they aren’t the solution. The solution is to have a national immigration reform that would naturalize the millions of immigrants who contribute to this country in academics and in the local economies. Without the proper documents, AB540 students are being turned away from college and jobs at a time when American needs more college graduates. Until immigration reform comes, many families will struggle to pay the bills, yet they will proudly find ways to get their daughters and sons through expensive schools such as UC Berkeley.

has worked for me in warding off these devastating diseases and their consequences (depression, apathy, drug and alcohol abuse), has been seeking out the interconnections within my life and the world around me. It has also included becoming active in creating a campus culture that is conscious and respectful of diversity and interdependence.

Resources:

Bridges Multicultural Resource Center ocf.berkeley.edu/~bridges or the Graduate Diversity Office grad.berkeley.edu/diversity.

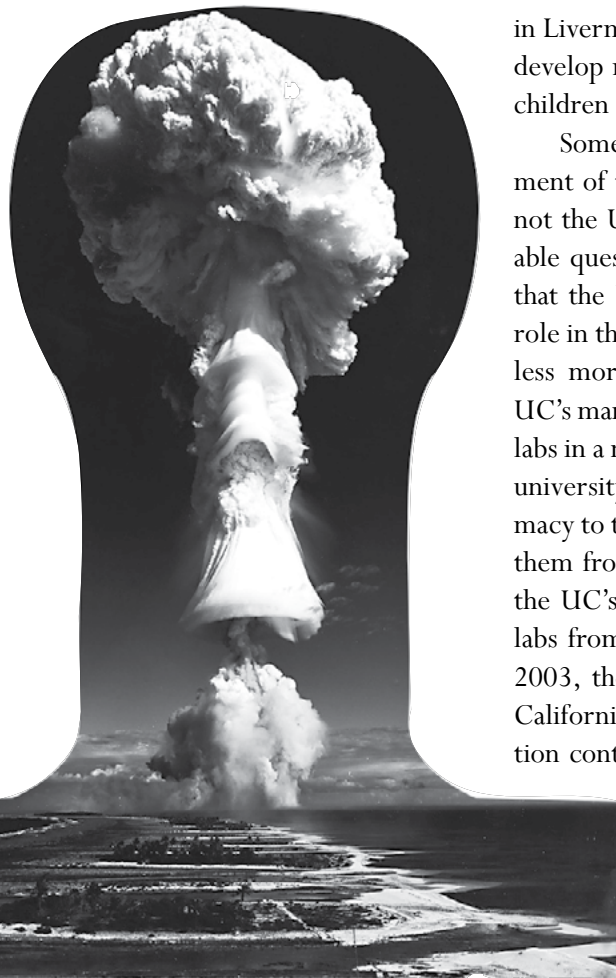
BERKELEY AND THE BOMB:

FROM THE MANHATTAN PROJECT TO NOW, THE UC HAS BEEN INVOLVED IN THE DESIGN OF EVERY NUCLEAR WEAPON IN THE US ARSENAL.

Fourty-three miles southeast of UC Berkeley, barricaded by dozens of armed security guards and buried under a mountain of controversy, lies the Lawrence Livermore National Laboratory (LLNL). LLNL and its twin lab, New Mexico's Los Alamos National Laborator (LANL), have been managed by the University of California since their respective inceptions in 1952 and 1942, under contract with the US Department of Energy. In this role, our university and its employees have been involved in the design of every nuclear weapon in the US arsenal, including those dropped on Hiroshima and Nagasaki in 1945.

The UC claims that the operation of the labs is a "public service" that helps to "enlighten, educate, and train students and teachers at all levels" and contributes to our "national security". But to many less convinced about the value of nuclear weapons, the labs have long been symbols of the tragically misshapen priorities of one of the world's most prestigious educational institutions. What the UC's official line fails to recognize is the horrific human, environmental, and moral implications of nuclear weapons lab management.

Even apart from the potential for the US to again use nuclear weapons at horrific costs, the process of designing nuclear weapons has huge costs for local Bay Area and New Mexico communities. The DOE has declared the 50-mile radius around each facility as the 'affected



population', an area that includes over seven million people. Take the grave environmental contamination caused by the labs, which are loaded down with various forms of toxic sludge and dangerous chemicals. Both the LLNL and LANL sites suffer from extreme soil and water contamination, the result of extensive on-site work designing and testing bomb components, and LLNL has a long history of leaks, spills and accidents. Both Livermore's main site and Site 300, a high explosives testing facility, are "Superfund

sites" — on Congress' list of the most contaminated sites in the country.

Among other hazardous effects, LLNL has released a million curies of airborne radiation, roughly equal to the amount of radiation released by the Hiroshima bomb. Lab documents disclose that Livermore wines contain four times the tritium found in other California wines, and a California Department of Health Services investigation found that children in Livermore are six times more likely to develop malignant melanoma than other children in Alameda County.

Some have defended the management of the labs with the question of "If not the UC, then who?" While a reasonable question, it does not make the fact that the UC continues to play a leading role in the design of nuclear weapons any less morally reprehensible. In fact, the UC's management has been useful for the labs in a number of ways. As a prestigious university, the UC lends an air of legitimacy to the labs which has acted to shield them from criticism. And until recently, the UC's nonprofit status exempted the labs from fines and taxes. In September 2003, the DOE fined the University of California \$137,500 for violating radiation controls when a chemist attempted to purify a radioactive material without using proper safety equipment. Because of the nonprofit status, the UC was exempt from the fine, thus removing a key financial incentive for the labs to take all the necessary (and expensive) safety precautions.

Until 2006/2007, the labs were under the exclusive management of the UC. Due to DOE concerns over safety, security, and financial management at the labs, in 2003 (LANL) and 2007 (LLNL) the contract for management of the labs was opened to competition for the first time. The UC formed two corporations with new private partners also involved in the military industry — Bechtel, BWX

CONTINUED ON NEXT PAGE

BERKELEY AND THE BOMB CONTINUED

Technologies, and Washington Group International — to compete for the contracts. These companies, called Lawrence Livermore/LosAlamos National Security respectively, were awarded the contracts and continue to operate these labs. High-ranking UC administrative officials continue to sit on the boards of both companies, and play a key role in continuing development of the US nuclear arsenal.

While the anti-nuclear movement reached its peak in the 1980s, only to diminish in size with the end of the cold war, the issue remains urgent. In the last few years, the anti-nuclear movement was crucial in the US's abandonment of the Robust Nuclear Earth Penetration project. While insisting that countries such as Iran uphold their commitment under the Nuclear Non-Proliferation Treaty not to develop nuclear weapons, the

KNOW YOUR RIGHTS



You have legal rights, but many police will not respect your rights, as this student found out.

IF THE POLICE STOP ANYONE...

- Stop and watch.
- Write down officers' names, badge numbers, and car numbers (they are required to tell you upon request).
- Write down the time, date, and place of the incident and all details as soon as possible.
- Ask if the person is being arrested, and if so, on what charge.
- Get witnesses' names and contact info.
- Try to get the arrestee's name, but only if they already gave it to the police.
- Document any injuries as soon as possible. Photograph them and have a medical report describing details of the injuries.

IF THE POLICE STOP YOU...

- Ask, "AM I FREE TO GO?" If not, you

can take you to the station to verify your identity.

•If a cop tries to search your car, your house, or your person say repeatedly that you **DO NOT CONSENT TO THE SEARCH**. If in a car, do not open your trunk or door - by doing so you consent to a search of your property and of yourself. If at home, step outside and lock your door behind you so cops have no reason to enter your house. Ask to see the warrant and check for proper address, judge's signature, and what the warrant says the cops are searching for. Everything must be correct in a legal warrant. Otherwise, send the police away.

•The cops can do a "pat search" (search the exterior of one's clothing for weapons) during a detention for "officer

US continues to ignore its own commitment under Article VI of the treaty to negotiate in good faith with other nuclear powers to bring about an end to nuclear weapons. In fact, the US is currently in the midst of developing a new series of nuclear weapons, known as the Reliable Replacement Warhead (RRW), in

order to revamp the US arsenal. The Livermore lab is currently designing the first of these new bombs.

The last decade has also seen an ever-growing student movement at the UC, working to oppose the UC's involvement in the production of nuclear weapons, and oppose nuclear weapons in general. However, the movement to cut the ties between the UC and the production of weapons of mass destruction has died down over the last few years and awaits a new generation of activists to take up the cause.

safety reasons". They can't go into your pockets or bags without your consent. If you are arrested, they can search you and your possessions in great detail.

•**DO NOT RESIST PHYSICALLY.** Use your words and keep your cool. If an officer violates your rights, don't let them provoke you into striking back.

IF THE POLICE ARREST YOU...

- You may be handcuffed, searched, photographed and fingerprinted.
- Say repeatedly, "I **DON'T WANT TO TALK** until my lawyer is present" Even if your rights aren't read, refuse to talk until your lawyer/public defender arrives.
- Do not talk to inmates in jail about your case.
- If you're on probation/parole, tell your P.O. you've been arrested, but nothing else.
- Police can arrest someone they believe is "interfering" with their actions. Maintain a reasonable distance, and if cops threaten to arrest you, **EXPLAIN THAT YOU DON'T INTEND TO INTERFERE, BUT YOU HAVE THE RIGHT TO OBSERVE THEIR ACTIONS.**

YOU HAVE THE RIGHT... to be in a public place and to observe police activity.

IMPORTANT BERKELEY NUMBERS:

Copwatch — (510) 548-0425 UC Jail — (510) 642-6760 Jail — (510) 981-5766 Police Review Commission — (510) 981-4950

This article was brought to you courtesy of Copwatch Berkeley.

MOVEMENTS AT BERKELEY THROUGH TIME

WORLD WAR I THROUGH THE 50'S

In the World War I era, an autocratic university president, Benjamin Wheeler, rode about campus on horseback as he issued edicts to the generally progressive campus community. The faculty rose up in rebellion against Wheeler, forced him out of office and established the Academic Senate with powers over curriculum and faculty hiring.

In the thirties, the student left at Berkeley helped the labor movement on the picket lines in the 1934 San Francisco general strike. Students also campaigned for radical Upton Sinclair in his bid for governor and pushed educational reform. In 1933 students organized the first co-op student house, which evolved into the United Students Cooperative Association, still around today.

The largest upsurge on campus was over the spread of fascism in the world. Many Berkeley radicals went to Spain to fight in the Spanish Civil War. While American industrialists traded extensively with Hitler (who in turn armed the Spanish fascists), leftist Americans took up arms in the Abraham Lincoln Brigade in Spain. Berkeley was also a national center for the peace movement before the war.

Berkeley continued to be active after World War II. When radical Henry Wallace ran for President for the Progressive Party in 1948, the first Young Progressives in Support of Wallace club in the country was formed at Berkeley.

CIVIL LIBERTIES AND CIVIL RIGHTS

In 1950 (the low point for leftist activity in this country because of the McCarthy witchhunts), the faculty began a several year struggle against a mandatory "loyalty" (anti-communist) oath, one of the greatest acts of faculty resistance to McCarthyism on

any American campus. Although they received a majority of student support, the faculty chose not to include students or working people in their fight so that their 'role as gentlemen' would not be compromised. This marked the end of a tradition of faculty initiation of university reform. In the 1950s, student

groups were tightly controlled. Political groups were disallowed, no off-campus speakers were permitted, and the Daily Cal editor met with the administration to plan the paper. The chief administrator of student affairs had declared on the record that moves to racially integrate fraternities were part of a communist plot.

In 1956, Presidential candidate Adlai Stevenson was not allowed to speak on campus and had to address 20,000 from the gutter of Oxford street. In the wake of this, students organized to get rid of Rule 17

which barred off-campus speakers. The bus boycott in Montgomery, Alabama opened the Civil Rights Movement in 1955. In Berkeley, the graduate representatives on the Academic Senate raised the issue of racial discrimination at Greek letter houses in early 1957. This became a major issue on campus and led to the establishment of SLATE, a student political party and action group.

In the spring of 1958 SLATE campaigned for an end to racial discrimination in Greek letter houses, fair wages and rent for students and protection of academic freedom (which at the time meant free speech and an end to political firings of faculty members). The administration responded by throwing SLATE out of the ASUC election. A petition was circulated to get SLATE back on and in one day the petitioners collected 4,000 student signatures.

In May of 1958, UC students were angered when a UC student was subpoenaed by the House Un-American Activities Committee (HUAC). Several hundred noisy demonstrators were kept out of the hearings which were being held in San Francisco. Without warning police opened up fire hoses on the students, washing them down the steps of city hall. 12 were injured and 64 arrested.

The next day, 5,000 demonstrators showed up for a peaceful protest. The press around the country was horrified and covered the event closely. HUAC made a propaganda movie of the event depicting UC Berkeley students and faculty as "communist conspirators", and distributed the film around the country. Ironically, the movie's message about the subversive menace ultimately attracted more students to Berkeley.

During the summer and fall of that year the administration attacked activism on campus by throwing graduate students out of the ASUC and censoring the Daily Cal. In 1961, Malcolm X was barred from speaking on campus because he was a minister-- even though ministers had spoken before. SLATE sponsored a speech by anti-HUAC leader Frank Wilkinson before 4,000 people; the administration responded by throwing SLATE off campus.

From 1961 to 1963, there was constant conflict between students and the administration over civil liberties issues. The administration was steadily forced back. In effect, the campus was opened up to all outside speakers and compulsory ROTC

for all men was dropped.

In 1963 and 1964 when the Civil Rights Movement was in full swing nationally, most campus political activity in Berkeley focused on a fight for job opportunities for African Americans. People protested Lucky Supermarket's racist hiring policies by organizing large numbers of people to fill their shopping carts and then abandon them inside the store. Sit-ins and picketing of the Sheraton Palace Hotel and the Cadillac agency in San Francisco brought industry-wide agreements to open up new jobs to black applicants.

From 1960 to 1964, students had greatly strengthened their political rights and civil liberties and had become involved in off-campus as well as on campus struggles. The Free Speech Movement (FSM) in October of 1964 is the most famous demand for student civil rights at Berkeley.

THE FREE SPEECH MOVEMENT

Traditionally, students had set up political tables on the strip of land at the Telegraph/Bancroft entrance to the university since this was considered to be public property. However, the Oakland Tribune (which students were then picketing) pointed out to the administration that this strip of land actually belonged to the university.

When the university announced that students could no longer set up their tables on "the strip," a broad coalition of student groups -- civil rights, Democrats and Republicans, religious and pacifist, radical and conservative -- responded by forming the United Front to protest the new rule. The groups defied the ban, setting up tables where they were forbidden, and collecting thousands of signatures of other students who sat with them. A police car arrived and the officers took into custody a man sitting at a CORE (Congress of Racial Equality) table. First one, then two, then thousands of people sat down and trapped the car on Sproul Plaza for 32 hours. While Jack Weinberg sat inside and police officers surrounded the car, a procession of speakers spoke to the issues from atop the car. Clark Kerr, then president of the UC system, got the governor to declare a state of emergency and sent hundreds of policemen to the protest, but the mass support of thousands made Kerr retreat.

The Free Speech Movement built enough support that a subsequent notice of disciplinary proceedings against four FSM leaders triggered a sit-in of 800 students and a student strike of 16-20,000. This forced Kerr to go before a gathering of 18,000 in the Greek Theatre with some pseudo-concessions. When FSM leader Mario Savio attempted to speak, the administration ordered UC police to drag him off stage. But they underestimated the FSM's strong student support. The repression caused increased anger and activated additional efforts on behalf of free speech. The eventual settlement greatly expanded student political rights on campus, and led to a strengthened role of students in universities all over the country.

OPPOSITION TO THE VIETNAM WAR

From 1965 to 1968 the anti-war movement grew and stu-



dents focused on the draft and the university's role in defense research. The number of troops in Vietnam increased from an initial 125,000 to 500,000 by early 1968 and tens of thousands of G.I.'s came home in body bags. Protesters responded with a gradual increase in militancy. Spring 1965 saw the formation of the Vietnam Day

Committee (VDC), which sparked a huge outdoor round-the-clock teach-in on a playing field where Zellerbach Hall is now located. About 30,000 people turned out.

During the summer of 1965 several hundred people tried to stop troop trains on the Santa Fe railroad tracks in West Berkeley by standing on the tracks. In the Fall, 10-20,000 people tried three times to march to the Oakland Army terminal from campus. Twice they were turned back short of Oakland by masses of police.

In the spring of 1966, a majority of students voted for immediate US withdrawal from Vietnam in a campus-wide VDC-initiated referendum. Onethird of all graduate student TAs used their discussion sections to talk about the war. Soon after the vote, the VDC's offices were bombed and students responded by marching 4,000 strong on Telegraph Ave.

The Fall of 1967 saw a new level of anti-war militancy in Berkeley, focusing around Stop the Draft Week. Antiwar activists planned to shut down the Oakland Induction Center and run teach-ins on campus all week, but authorities responded with court orders, clubs, and mace. This culminated on Friday with 10,000 helmeted, shield-carrying protesters engaging in a running battle with police to stop departing troop buses.

THE THIRD WORLD STRIKE

The next quarter saw the Third World Strike at Berkeley. For the first time, students of Native American, Latin American, African, and Asian descent played a leading role in a major campus struggle. It was also the first time that different third world groups were able to unite among themselves and seek support from white students.

Three third world groups had been involved in separate smaller negotiations and confrontations with the administration for a year, trying to get the university to allow the voices of oppressed people to be part of the university education. Influenced by the earlier strike at San Francisco State, these Berkeley students formed the Third World Liberation Front (TWLF) and put forward their demands, chief among them an adequately funded Third World College controlled by non-white people, increased admissions and support for students of third world ethnicities and Native Americans.

First, the TWLF sought to educate the campus about the importance of dedicating resources to supporting third world studies and students. Picket lines were set up, a series of convocations was organized, and literature was circulated. Later came disruption, like blockades of Sather Gate and the

Telegraph Ave. entrance. Governor Reagan declared a “state of extreme emergency” and placed control of the campus in the hands of Alameda County Sheriff Madigan. The administration and police began a campaign to crush the strike. Peaceful picketers were arrested and beaten in the basement of Sproul Hall. Leaders were arrested. Despite rallies and public meetings on the campus being banned, the demonstrations got bigger and bigger. On campus, battles between police and students were fought with rocks, bottles, tear gas and clubs. Hundreds were injured or arrested.

After two months of the strike, students were worn down and involved with court battles. A divisive debate about tactics had arisen. The TWLF decided to suspend the strike, and entered into negotiations with the administration over specifics of an Ethnic Studies program, which, while falling short of their demands, was a partial victory and created today’s ethnic studies departments.

U.S. INVASION OF CAMBODIA

In early 1970 the students continued to do extensive education about ROTC and war research. On the April 15 Moratorium Day against the Vietnam war, Berkeley students attacked the Navy ROTC building. The university declared a state of emergency. Campus was still under a state of emergency when the media announced the invasion of Cambodia. Yale University students called for a national student strike over the Cambodian invasion and the strike spread even more when news came about national guard murders at Kent State, Jackson State and Augusta.

Berkeley students paralyzed the school with massive rioting the first week of May. Students went to their classes and demanded that the class discuss the Cambodian invasion and then disband. 15,000 attended a convocation at the Greek Theater and the regents, fearing more intensified riots, closed the university for a four-day weekend.

The Academic senate voted to abolish ROTC but the regents simply ignored the vote. A faculty proposal called the Wolin proposal sought to “reconstitute” the university so students could take all classes pass/not pass and could get credit for anti-war work. Thousands of students participated.

During the spring of 1972, a coalition of groups organized an April 22nd march of 30-40,000 people to oppose the continuing war and Nixon’s increase of the bombing of North Vietnam during Christmas. They called for enactment of the Seven Points Peace Plan, which was proposed by the North Vietnamese. When the demonstrators returned from San Francisco, a national student strike had been called. At Berkeley, construction workers had gone out on strike to protest administration efforts to break their union. Other campus unions joined the strike. The possibility of a campus-wide strike, including both campus workers and students, was beginning to emerge.

At the same time, Chicano students held a sit-in at Boalt Law School in order to get more Chicano students admitted.

Other Third World students were also fighting for greater representation in Boalt. With these events facing them, students held massive meetings, rallies and spirited marches, and joined the workers on the picket lines. The strike lasted for 83 days.

During the summer of 1972 the April Coalition worked for the election of radicals and for three initiatives: rent control, the legalization of marijuana and the establishment of a Police Review Commission. One coalition member was elected to the city council and all three initiatives passed, although the first was later overturned and the others watered down (but still important!).

In the fall of 1972, just a few years after it was established by the Ethnic Studies strikes, the Black Studies Department was absorbed into the College of Letters and Sciences, despite a Black Student Union-led boycott. The Research Institute on Human Relations, also established by the Ethnic Studies strikes, was closed by the chancellor.

ACTIVISM IN THE 80s

The nuclear arms issue continued to gain importance nationally during the early eighties. In early 1982, 174 people were arrested in the first blockade of the Livermore Labs. Another 100 people were arrested that spring in various actions around the labs. On June 21st, 1,300 were arrested in another huge protest at Livermore. At the start of 1983, over 100 students and community members were arrested in a blockade of California hall, again over the issue of nuclear weapons involvement by UC.

In spring of 1982, the Berkeley Feminist Alliance collected hundreds of signatures on petitions demanding the administration take steps to prevent rape on campus. These steps included better lighting, self-defense classes and increased hours for the university escort service. The campaign was in response to 3 rapes of students that spring. The ASUC senate later passed a bill mirroring the demands of the petition.



THE ANTI-APARTHEID MOVEMENT

In early 1977, as a response to the increased struggle against apartheid in South Africa, the campus anti-apartheid movement began to demand divestment of university holdings in companies doing business in South Africa. The movement quickly led to sit-ins, demonstrations, and mass arrests across the state, as the Regents’ disinterest fueled student outrage.

In 1978, 10,000 petition signatures were collected demanding that the UC system hold a hearing on their investments by May 5. When there was no response, sit-ins were held at the LA regents meeting and at 5 campuses. In the Spring of 1983, hundreds of students plastered Sproul Hall



with banners and signs and renamed it Biko Hall, after the murdered South African Consciousness Movement leader, Stephen Biko, and occupied it overnight. This led to student strikes of more than half of the student body, more building occupations, and eventually the regents agreed to hold a forum on apartheid which, despite attendance by 2,500 students demanding a decision, produced nothing.

The struggle continued through 1985, when leading anti-apartheid groups Coalition Against Apartheid and United People of Color, with massive support, built a shantytown reflecting the conditions in apartheid South Africa in front of California Hall, that was forcefully and bloodily evicted.

In Spring of 1986, the regents realized the movement would persist if they continued to resist divestment. That June, the regents voted to divest \$3.1 billion of investments in companies with South African ties. Unfortunately, it turned out to be a sham -- their investments continued to increase -- but this wasn’t discovered until the movement had dissipated.

WOMEN GET ORGANIZED

Women at Berkeley began to organize during the height of the sit-ins and throughout the anti-apartheid movement because they felt they didn’t have a significant voice in decision making, although their numbers equaled those of the men involved. They organized groups to deal with these issues and in the mid-1980s began organizing to tackle the issues face women daily. One group, Women’s Liberation Front (WoLF), became widely known in the fall of 1986 when it acted in support of a young woman who had been gang-raped by four football players. The university actually protected the football players, while the victim was so traumatized that she dropped out of her first semester at UCB. WoLF sponsored emotional rallies that included speak-outs and testimonies. WoLF also organized Take Back the Night marches to protest the virtual curfew imposed on women due to the fear of rape.

Legal abortion (established in 1973) was being threatened by several of Reagan’s conservative Supreme Court appointees. Retain Our Reproductive Rights (RORR), a pro-choice group on campus organized counter-demonstrations against so-called “operation rescue,” an anti-abortion group that blockaded abortion clinics and tried to intimidate pregnant women. In spring of 1989 they also began a 50 day, 24 hour vigil on Sproul Plaza in favor of a women’s right to an abortion. A different group focusing on faculty diversity at Boalt Hall law school organized a national law student strike. At Berkeley, 90% of law students struck and several students occupied the administration offices and were arrested.

Also during the spring of 1990, student protests demanding a more racially and sexually diverse faculty continued. Students occupied the Chancellor’s office in California Hall.



After a long educational effort, the United Front, a coalition of groups, called a two-day strike for April 19 and 20. Pickets were set up around campus and many classes moved off campus or were sparsely attended. Earlier in the school year, the first issue of Smell This was published, reflecting the increasing self-awareness and organization of women of color.

BARRINGTON HALL

During the fall of 1989, with the War on Drugs in full swing, students held a smoke-in on Sproul Plaza that attracted 2,000, the largest event of the semester. Barrington Hall, a student co-op that helped organize the smoke-in and that had long provided a haven for activists and organizing efforts was threatened with closure from a vote within the co-op system. In November, the referendum passed.

After the vote, residents took legal action to remain in their home and started to squat the building. Finally in March, a poetry reading was declared illegal by police who cleared the building by force. A crowd developed which built fires and resisted the police, who attacked, badly beating and arresting many residents and bystanders and trashing the house. Eventually, the house was leased to a private landlord.

ETHNIC STUDIES, AGAIN

In the Spring of 1999, Ethnic Studies (the departments of Native American Studies, Asian American Studies, and Chicano Studies) was losing four faculty members that the University was refusing to replace, and was facing budget cuts that would eliminate over half of its classes. Students organized in support of the program, and after months of trying more diplomatic routes, decided on direct action.

On April 14, students locked down to occupy Barrows Hall for 10 hours, demanding funding and faculty for the Ethnic Studies program, as well as a multicultural center and mural space to make the University’s “commitment to diversity” a reality. Facing rejection from the administration, two weeks later students began a hunger strike. For eight days, six hunger-strikers and many hundreds of supporters camped out in front of California Hall, 24 hours a day. Following those who originally forced the university to establish the studies, they took the name “Third World Liberation Front”, distributed yellow armbands, and held rallies of thousands. Several times, University police hauled off hundreds to Santa Rita Jail in predawn raids, but the strikers held strong.

After eight days, the administration met with the strikers and promised to grant the Ethnic Studies program eight new full time faculty and a return of the \$300,000 budget cut, to fund a new Center for Study of Race and Gender, a multicultural center (this is the Heller Lounge) and a mural in Barrows Hall, to allow a student representative on the Ethnic Studies department task force, and granted amnesty to almost all of the people arrested.



STRIKE

october 7



Last year, hundreds of thousands of students, workers, faculty, and other supporters mobilized to protect and defend public education for all. The movement continues.

NO CLASS ON OCTOBER 7TH! ORGANIZE YOUR DORM, CO-OP, STUDENT GROUP, COMMUNITY. FOR MOBILE UPDATES TEXT "BERKELEY" TO 313131 OR FOLLOW UCBPROTEST ON TWITTER.