

UCSB
dis·o·ri·en·ta·tion
guide



2005

The first problem for all of us, men and women, is not to learn, but to un-learn.

-Gloria Steinem

I have never let my schooling interfere with my education

- Mark Twain

It is, in fact, nothing short of a miracle that the modern methods of instruction have not entirely strangled the holy curiosity of inquiry.

-Albert Einstein

Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.

- Paulo Freire

Welcome to college, what will you do? This is a world of war and injustice, pain, hope, and struggle. The richest one percent of humanity controls as much wealth as the bottom 60 percent. There are more than two billion peasants living today. There are countless more whose lives are equally difficult, and they all live in the first world's long shadow. A global ecological crisis is upon us. Centuries of exploitation have left large swaths of the earth barren and poisoned. A crisis of meaning has overtaken us. We are continually bombarded with messages promoting consumption, wealth, and individual gain as the highest achievements we can aspire toward.

So welcome to college. How did you get here? Ever wonder how many people dream of attending the university but can't afford it? What will you do with your time and education here? Do you believe that money, appearance, entertainment, and shopping are the be-all-end-all? Or is there more to life? Is there a different meaning? Collectively, most of us came here not entirely of our own choosing. If the future were our own, what would we make of it? Can we change things for the better?

The (Dis)Orientation Guide suggests some possibilities. The future is written partly in the rubble of yesterday's burned banks. It's etched in the blazing passions of past hunger strikes, sit-ins and organized uprisings. Part introduction, invitation, and inspiration, this booklet is a resource to connect you with others in your search for meaning and understanding. The goal of the Guide is to challenge all assumptions and to catalyze radical thought about the university, society at large, and our individual lives.

Welcome to UCSB.

We can change the world if we,
work hard,
raise hell,
and love unabashedly,

The 2005 DisOrientation Guide Collective

[Darwin BondGraham, Heather Buchheim, Ronald Dumsfeld, Gabe Mann, Tanya Paperny, Will Parrish, Stephanie Smith, Vicki Zeitner]

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www.sbdisorientation.org / sbdisorientation@riseup.net for any comments, criticisms, suggestions, corrections, or additions

Still the Earth Jumps Back

Student Uprisings Then and Now

By Will Parrish

On February 1, 1960, four black college students sat down at a segregated lunch counter in Greensboro, North Carolina, and asked to be served a cup of coffee. This simple but defiant act touched off a monumental southern black civil rights movement, out of which emerged numerous other nationwide political movements for fundamental change. The sum of these movements altered countless aspects of US culture, while bringing about numerous legislative reforms in the '60s and '70s.

On March 22, 1968, eight students at Nanterre University outside of Paris broke into the university dean's office, occupying it for three days as a protest against the overcrowding of their university and the recent arrest of six of their peers in the French peace movement. The dramatic, improbable chain of events that ensued resulted in a near-revolution, with hundreds of thousands of students boycotting in the streets and over 12 million workers out on strike.

In the late-'90s, a decentralized, leaderless network of students and youth from across Serbia came together under a common goal — ending the brutal dictatorship of Slobodan Milosevic — and a common strategy -- undermining the three main “pil-

lars” upholding Milosevic’s rule. By October 2000, the country’s elites had been thrown into such disarray that the students, joined finally by activists from various other segments of society, swept Milosevic from power and ushered in a new era of democratic possibility in their country.

Dating from the 1200s, when students at the University of Paris and the University of Bologna be-

gan to demand more power over university affairs, students the world over have participated in — and been at the forefront of — mass political movements. The list of these movements’ triumphs is as long as you want to make it.

In relating these inspirational stories, I hope to instill in UCSB DisOrientation Guide readers an ambitious sense of what is possible

for our own activism. Whether we know it or not, we have in us the capacity to do just as much as the students of the past (nay, much more!). But I also hope to challenge what may be the central myth preventing the great masses among us from recognizing the disempowering, unengaging, and — quite frankly — oppressive political system we currently live in for what it is: the idea that all legitimate power in society comes from the top-down.



Students allied with staff and faculty literally shut down UCSC last spring demanding that the university respect all of its workers, support them in their needs, and pay them a living wage.

1967

March on Sacramento: In the first dramatic protest ever engaged in by campus activists, dozens of UCSB students join thousands of their peers statewide in a march on then-CA Governor Ronald Reagan's office in Sacramento. Reagan had recently announced a 25 percent funding cut across the UC system.



1968

On October 14, twelve members of the Black Student Union take over the Campus Computer Center in North Hall, re-naming it “Malcolm X Hall,” and using the takeover as a platform to issue a variety of demands to University Chancellor Vernon Cheadle. Within days, Cheadle agrees to meet several of the demands and explore several others, prompting the students to end the occupation and declare a major victory.



In reality, it is not mainstream politicians, corporate executives and military officials, but rather people far removed from these centers of establishment power, who have initiated most of the major progressive social changes we now regard as fundamental to our lives. As MIT linguistics professor and US foreign policy critic Noam Chomsky writes, "All over the place, there is constant pressure to make people feel that they are helpless, that the only role they can have is to ratify decisions and to consume."

In other words, if we realized the magnitude of our ability to change the world, we would act much differently. Instead of being cynical and subdued in regard to the present political system, we — thousands of people right here in Santa Barbara, along with millions of others in similar social positions — might be aroused to take up the struggle for a better day.

A Short History of Student Activism

Students have long occupied a special role in the context of mass political activism, both in Santa Barbara and — as evidenced by my earlier references to the French and Serbian student movements — all over the world. This most righteous of traditions stems largely from the nature of the university experience itself: College is invariably a time for young people to experiment with their identities and, by extension, with improving the world at large.

While the late-1960s and the early-'70s

marked by far the largest student insurgency the world has yet to witness, the dawn of what might be called the "modern" student movement (in the US, that is — student movements in many other countries matured much earlier) took place a century ago, with the formation of the Intercollegiate Socialist Society (ISS) in 1905. While the ISS' activities were mostly comprised of discussion groups on socialist theory and current events, the group nevertheless made a significant mark on thousands of students of the era.

The student movement became increasingly radicalized and action-oriented during the Depression era. The formation of the American Student Union in the '30s was one barometer of this trend. During its peak, the ASU boasted over 500,000 nationwide members. Its agenda -- much of it very successful -- included securing federal aid for higher education, abolishing the Junior Reserve Officers' Training Corp requirement for boys, academic freedom, and racial equality.

The World War II era was a much quieter time for activism on the whole, at least in the US. Students in other countries, however, instigated various forms of large-scale mutiny. In 1956, Hungarian students sparked the Hungarian Revolution, which for a brief time brought the Soviet Union to its knees. Students also played a crucial role in the 1959 Cuban Revolution, the global nuclear freeze movement, and a variety of others.

In the '60s, campuses the world over were set ablaze — often literally. Black students in the south



Students, both black and white, were major participants in the lunch counter sit-ins of the civil rights movement

1969
 On January 28, workers on "Platform A" of Union Oil's off-shore rig fail to cap an oil flow while drilling at 3,500 feet below sea level, resulting in a major spill in the Santa Barbara Channel (the largest in US history). This marks the birth of the environmental movement at UCSB and is also a major catalyst of the nationwide movement that emerged soon after. Locals respond by gathering over 200,000 signatures on a petition to stop oil drilling near Santa Barbara, while also initiating a campaign to send bottles of leaked petroleum to Washington legislators.



Students Liberate UCEN: On February 17, The United Front (a coalition of the Black Student Union, United Mexican American Students, and the UCSB chapter of Students for a Democratic Society) lead over 1,000 students in taking over the University Center and setting up a free, student-run university, or "liberated zone." Class topics include global capitalism, Marxism, and revolutionary theory.

initiated major civil rights demonstrations, and the wealthier white student classes soon followed suit. By the second half of the decade, hundreds of thousands of people on campuses nationwide had taken up agitating for black civil rights, student rights, and/or US withdrawal from Indochina (Vietnam, Cambodia, and Laos) — to mention only a few of the more prevalent causes.

It was during this time that the University of California established itself as a hub for student activism on a grand scale. On September 2, 1964, several thousand students at UC Berkeley's Sproul Plaza surrounded a cop car in which was detained student Jack Weinberg, who had violated the university's recent ban on distributing political literature. One by one, for over 18 hours, students mounted the car and gave passionate speeches regarding their right to freedom of speech. One year later, students had won basic free speech rights at virtually every major university campus in the US.

Meanwhile, students in France, England, Japan, South Korea, Canada, and Mexico were engaged in mass civil disobedience in protest as well. Some of these protests (as in the US) were marked by violent repression. Tragedy struck when, during a protest by over 15,000 students in Mexico City on October 2, 1968, hundreds were brutally murdered by the Mexican police and army (but only after receiving the US government's encouragement to do so).

Back in the US, on May 4, 1970, four peaceful student demonstrators at Kent State University in Ohio were murdered by federal troops who had occupied the campus per order of President Nixon. The student insurgency reached a volatile peak in the wake of this tragedy; from May 5-8, 1970, over four million students took part in protests of such intensity that 536 schools nationwide were shut down completely for some period of time, 51 of them for the remainder of the year. The intensity of the student struggle prompted the US to withdraw troops from Cambodia, while marking a major intensification of the grassroots struggle that finally ended the US occupation of Vietnam in 1975.

Student Movements Then and Now

The student movements of the past 30 years have not been as visible as those of the '60s and early-'70s, but student political organizing on the whole has progressed in significant ways. The environmental, American Indian, feminist, queer, Chicano, and other movements

“It was fun to have that sense of engagement where you jumped on the earth and the earth jumped back – the sense that you were a part of history.”

– Abbie Hoffman, '60s activist.



MEChA Founded: In April, the Chicano Coordinating Council on Higher Education (CCHE) holds a national conference at UCSB, the goal of which is to develop a guiding document and structure to guide the burgeoning Chicano student movement. The students at the conference vote to drop their current organizational names throughout the state of California and instead adopt the common name of El Movimiento Estudiantil Chicano de

Aztlán (MEChA). MEChA goes on to become a permanent, well-organized bloc for directing university attention and resources to the needs of Chicano students and Chicano communities. UCSB's El Congreso is the heir to MEChA at this campus.



***Allen Denied Tenure:** Popular UCSB Anthropology Professor Bill Allen is denied tenure, despite a strong track record of popular classes and quality scholarship. Students immediately suspect that Allen's dismissal is due to his counter-cultural sensibilities, including long hair and open pot-smoking, and revolutionary ideals.

that emerged out of the '60s period have combined to make today's activism greatly more diverse and decentralized. In many ways, student activism now is more effective than its more widely-recognized '60s counterpart, being that it is much more rooted in and responsive to the needs of distinct communities (the Serbian student movement is one example of this trend on a global scale), rather than trying to impose a one-size-fits-all solution to complex problems.

Among the most notable movements of the last few decades have been the South African divestment campaign of the '80s, which played a central role in toppling the South African Apartheid government (this campaign was particularly strong at the UC, where the Regents held over \$3 billion in investments in the South African government); the anti-sweatshop labor movement; the Free Burma campaign whereby student activism compelled Pepsi to divest its holdings in the Burmese dictatorship; and countless others, many of which are consciously part of the international "globalization from below" movement.

Today, the UC is emerging as a vital hub of the resurgent student activism of today. A precursor of what is likely to come took place this past spring at UC Santa Cruz. In the space of only three weeks during April, hundreds of UCSC students non-violently kicked military recruiters out of a campus job fair, roughly 1,000 mobilized to completely shut down the campus during the UC-wide workers strike and 500-1,000 participated in a visionary action called Tent

University Santa Cruz (www.tentstate.com).

As you read through the pages of the DisOrientation Guide, I encourage you to reflect on your potential role as a student activist at UC Santa Barbara, not only in the context of the rich student movement history I just described, but also in the context of what it means to be a UC student. The UC is intersected with the most powerful government,

military, and business interests on the planet. Therefore, indirectly, UC students, acting in their capacity as students, have the unique opportunity to wage campaigns that will change the world, as have so many students for generations. You have the power. — you need only discover how to use it.



Students marching through UC Berkeley's Sather Gate calling for free speech and political freedom on and off campus.

Will Parrish is a 2004 graduate of UC Santa Cruz who currently works and lives in Santa Barbara.

Want to read on?

Online:

- www.fsm-a.org – The Free Speech Movement Archives
- www.campusactivism.org – General resource on student activism
- www.hippy.com – A fetishized history of the 1960s.
- <http://newdeal.feri.org/students/> - Student Activism of the '30s

Books:

- *Student Resistance: A History of The Unruly Subject by Mark Edelman Boren
- *SDS by Kirkpatrick Sale
- *In Struggle: SNCC and the Black Awakening of the '60s by Clayborne Carson
- *New Voices: Student Activism of the '80s and '90s by Tony Vellella

1970

January 28, 30 students gather outside Cheadle Hall demanding an open hearing on Allen's hiring & wider student participation in university governance. Attendance at subsequent protests swells to 2,500 by February 2. At one protest, Dean Robert Evans gets in a shoving match with El Gaucho photographer Joseph Melchione, then strikes Melchione over the head with his bullhorn. In the ensuing commotion, police beat several students in the crowd. Academic Senate holds an emergency meeting, denies giving Allen an open hearing, by a tally of 111-76. Warrants are issued for the arrest of 19 student organizers. On February 5, they call for a campus-wide strike, and Angela Davis comes to UCSB to speak to a riled-up crowd of over 3,000.



February 24 - After Chicago Seven attorney William Kunstler's speech that draws several thousand students, police arbitrarily beat and arrest student Rich Underwood as he exits campus. Over 700 Isla Vistans gather in the streets, chasing the police officers from town, and setting out to destroy the IV Realty Offices and Bank of America. The crowd sets a fire in the lobby of the bank and watches as a significant portion of it burns to the ground. The BofA is heavily invested in the Vietnam War. (Another student's rationale: "It was the biggest capitalist thing around.") 200 police officers attempt a counter-attack that night, only to be chased from town again under a hail of rocks, bricks, and cement chunks, and 1,500 enraged Isla Vistans. After some skirmishes between students and police during the ensuing nights, the National Guard comes to Isla Vista for a short time and enforces a strict curfew on all residents.

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WHO RULES THE UNIVERSITY?™

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By Darwin BondGraham

Who Are the UC Regents?

The Regents of the University of California are the governing body that oversees the UC system, UC managed DOE national laboratories, and its numerous other research stations. They are solely responsible for making key policy decisions regarding everything from affirmative action to finance and construction. The Governor of California appoints eighteen of the regents for 12-year terms. The other seven UC Regents are "ex officio" members. These are: the Governor, Lieutenant Governor, Speaker of the Assembly, Superintendent of Public Instruction, president and vice president of the Alumni Associations of UC, and the UC president. One regent is always a UC student, appointed by the other regents.

The Regents are best understood as a

body of corporate elites, and bureaucratic, technical, or managerial leaders whose influence and power is put to use by shaping policy within the economic mill that is the University of California. Many of the Regents have financial stakes in the operation of the UC through either direct investments, or through indirect interest in the operations of the school and the general economic benefits it brings to their enterprises. Many of the Regents serve on the boards of some of California, and the nation's largest corporations. Most of the firms controlled by members of the UC Board of Regents are powerful transnational corporations worth billions of dollars.

The Regents are basically the board of directors of the corporation UC. Like any other corporation, the UC is interested in expanding its power and prestige. The UC is also a locus of important activities including research, and technology transition, recruitment, and education, all of which function to stimulate the economy and

serve the interest of large firms, the economic elite, and the military-industrial complex.

The Board of Regents is also a politically contested body. Republican and Democratic governors tend to stack the board with political allies when given the chance. Many of these appointees were major contributors or close friends of the governor. For instance, Ward Connerly was appointed to the board by former Republican Gov. Pete Wilson. Wilson's anti-immigrant sentiments and conservative perspectives are well known. Connerly went on to lead the conservative attack that led the UC to drop its affirmative action policy. For in-depth information on diversity in the UC, see the web site of By Any Means Necessary - <http://www.bamn.com>. Democratic governors have been just as quick to appoint donors and political allies to the board. Members of the current Board of Regents have donated hundreds of thousands of dollars to various political campaigns in recent years. John



per the order of Assistant Chancellor Stephen Goodspeed. It is the only time in American history that a legally-licensed radio broadcast station is ordered off the air. After more skirmishes between students and police the National Guard comes to Isla Vista and enforces a strict curfew on all residents.

The Battle of IV: April 16, 1000+ students engage in virtual guerrilla war against police and National Guard. 21-year-old Kevin Moran is shot & killed by police while attempting to prevent students from burning the Bank of America again. The shooting is later ruled an accident. Two hours later, campus police enter KCSB and order station personnel to cease broadcasting, as

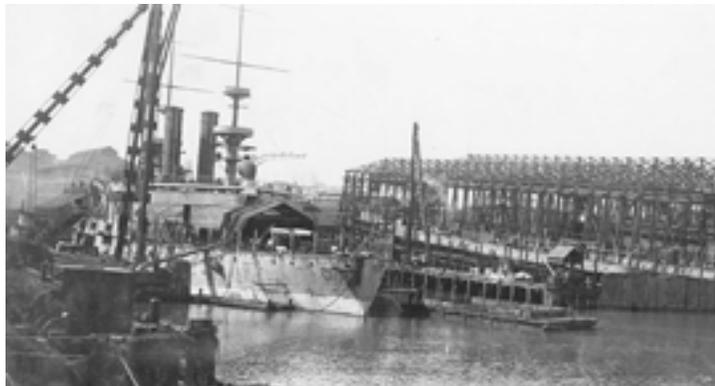


May 5, 2,500+ rally behind the UCEN the day after the Kent State Massacre. Students call for the freeing of all political prisoners, US withdrawal from Indochina, and the end of university complicity with the war (including a termination ROTC and all UCSB-military research). 100 students burn draft cards during the rally. Afterward students march to Cheadle Hall, where they shatter the building's windows with rocks and other projectiles.

May 6, students institute a "hard strike" padlocking buildings to prevent classes from taking place. 500 students block off Highway 101 near campus. Governor Reagan orders all UCs closed for 4 days.

May 7, 3,000 students rally on campus & march to Highway 101, blocking it again in protest of Kent State and the US invasion of Cambodia. Students repeat the feat the next day & stage a march of 2-3,000 through downtown Santa Barbara.

J. Moores, probably the wealthiest UC Regent, with a personal net worth of \$750 million, spent \$105,000 on politics since 2001. He was also the largest individual funder of Proposition 54. Gerald Parsky, currently Chairman of the



Regent Scott's Union Iron Works of San Francisco building the USS Wisconsin, c. 1900.

UC Regents has bankrolled Republican campaigns and political action committees (PACs) with well over \$200,000 of his personal fortune since 2001. Vice-Chair Richard C. Blum has spent nearly half a million dollars on campaigns and PACs in the same timeframe.

A Short History of the UC Regents

What is distinctive about the UC (like many other public universities) is that wealthy elite businessmen have always dominated its governing body. Most private colleges and universities were governed by clergymen well into the

first decades of the 20th century. Public universities, however, were overseen from day one by a group of men with goals of profit and power, in addition to education and enlightenment. The Regents are, and always have been, primarily concerned with the role of the university as an instrument of economic growth via scientific and technological development, and the training of an educated workforce.

They act as the leadership for

the power elite to determine the larger strategic roles of the university that will serve transnational corporations, the military, and the state.

The very first UC Regents personified the major economic activities of California, circa 1868. Nearly all of them had acquired interests in mining, farming, railroad, and ranching operations after having immigrated to the state during and after the famous Gold Rush of 1849. Most were prominent bankers, lawyers, merchants, and mining and real estate tycoons. Charles Reed, a UC Regent from 1868 to 1872 traveled to California from Vermont where he had been an engineer for the Vermont

Central Railroad. He eventually became a manager of the California Quicksilver Mining Co., and a major stockholder in the massive Southern Pacific Railroad (the railroad that built Leland Stanford's fortune). Samuel Merritt, a Regent for the University's first three years of existence was a director of the Bank of Oakland, and a major real estate developer in San Francisco, Oakland, and Washington State. Merritt is credited with constructing over 100 buildings in Oakland. Lake Merritt in Oakland was named after Samuel Merritt built the dam that separates the bay from the estuary that it originally was.

The land holdings and business activities of the first UC Regents were by no means limited to the territory of the United States. For instance, Regent Thomas Doyle, a lawyer and Shakespearean scholar was the general agent for the American Atlantic and Pacific Ship Canal Company's ill-fated attempt to cut a canal through Nicaragua in 1852. This failed foray into Latin America was followed by his successful work to recover nearly \$1 million from the Mexican government for the Catholic Church of California.

The most famous member of the first board of Regents is probably William C. Ralston. Ralston's elaborate financial empire organized through the Bank of California was

The Battle of IV: 1,000 students gather at makeshift Bank of America following the "Isla Vista Pleasure Faire." Students shatter the bank's windows with rocks and Molotov cocktails. The protest is quickly broken up by 247 "mutual aid" forces (Ventura and CHP) and dozens of City Police. The next day, Governor Reagan orders LA Special Riot Squad forces to descend on Isla Vista and occupy the town.

June 10 - 700+ students, faculty, and staff stage the Perfect Park sit-in. Afterwards, the police end their occupation of IV, and the community sets about rebuilding itself, with hundreds of thousands of dollars of funding from university administrators eager never to see a repeat of the IV battles.



1972

The Battle of IV: The day after President Nixon announces plans to start mining the harbors of North Vietnam, 3,000 students respond by marching from Isla Vista to Highway 101 at Los Carneros, where they stage a blockade of the freeway for several hours. As bonfires light up the roadway, several cars drive full-speed into the crowd and have their windows smashed. The next day, 1,500 protestors once again try to block off Highway 101 at Los Carneros but are diverted by police and chased off Highway 101 at Los Carneros but are diverted by police and chased and beaten by police on their way back to IV up Hollister Avenue. During an ensuing bonfire in Perfect Park, 800 people vote to march to the JROTC building on campus, where they engage in a stand-off with police with awaiting police, in a repeat of student protestors' attempt to burn JROTC out of UCSB in February 1971. The students cause \$6,000 in damage to IV that night.

invested in shipping, commodities, construction, public utilities, but most importantly in silver mining and other precious metals in the Sierra Nevada. Ralston's robber baron style eventually led to an Enron-like meltdown of his bank, after which Ralston committed suicide by swimming out into the cold waters of the San Francisco Bay.

Other Regents of the University in its early days included Irving Murry Scott and Isaias Hellman. Both are good examples of the kinds of men who oversaw the University in its infancy.

Scott's Union Iron Works was one of the largest producers of industrial machinery used in mining the Comstock Load. Union Iron Works ultimately shifted from industrial machinery and construction iron to warships. At its height, Union Iron Works was the largest industrial plant on the West Coast. Scott's factory built many battleships for the U.S. Navy, including Admiral Dewey's flagship, the U.S.S. Olympia, and much of the Pacific fleet that destroyed the Spanish Navy and sailed into Manila in 1898, beginning the U.S. colonization and occupation of the Philippines. Scott's Union Iron Works also built ships for the rising imperial Japanese Navy. In the same year that the United States was putting down Filipino freedom fighters, Scott traveled to St. Petersburg to advise

the Russians on retooling their industries to build warships and weapons.



Image taken from URS Corporation's web site www.urscorp.com. Current UC Regent Richard Blum is Vice Chairman of URS Corp.

that the current Regents direct, mostly software, electronics, media, finance, military-industrial, and real estate. The current board of



Regent Isaias Hellman arrived in California from Germany to run a dry goods business in the mid 1800s. In little time he expanded to banking. In 1890 he established Wells Fargo Bank, now the fourth largest bank in the United States, and also the institution that handles banking for the UC's nuclear weapons laboratory in Los Alamos, NM. Hellman went on to sit on the boards of numerous corporations.

The UC Regents remain a board composed mostly of wealthy businessmen, lawyers, bankers, along with the occasional educator or civil servant. The overall role of the university has changed little since its founding. Changes in the economic base and leading industries of California are reflected in corporations

Regents are senior level executives or directors of a total of at least 55 major corporations, and banks. Some of the most recognizable include Northwest Airlines, Walt Disney Company, San Diego Padres Baseball Club, Westwood One, and Gottschalk's Inc.

Cal and the Westward Course of Empire

The University of California was founded on the 23rd of March 1868 by an act of the State Legislature. This paralleled other state's efforts to establish public colleges and universities via the U.S. Congress's Morrill Act land grant act that gave property over to states for the purpose

May 10, 2,500 people occupy the Santa Barbara airport resulting in the cancellation of all flights for the day. At 9:30 p.m., the crowd is finally dispersed by police. Several shut-downs of Highway 101 take place over the next few days. 4,000 people march through downtown Santa Barbara. The combined efforts of UCSB students and other protestors around the country mark a major intensification of the anti-war struggle during this period. The US finally withdraws from Indochina completely in 1975.



Women's Liberation! A coalition of feminist groups declare UCSB Women's Week in May. The festival features a series of events and demonstrations on the topic of women's rights. The organizing coalition issues a list of demands in association with the events, which include the creation of a Women's Studies Dept., the end to the \$15 contraception exam fee, and the hiring of 2 full-time gynecologists at the Health Center.

1978

Diablo Canyon Protest: 487 people are arrested, including many UCSB students, in one of the largest protests against the Diablo Canyon Nuclear Power Plant being built in San Luis Obispo County. Although the protest fails to stop the construction of the 1,100-megawatt reactor, the anti-nuclear power movement as a whole ultimately proves a major success. There has been no nuclear power plant built in the US since Diablo Canyon.



of establishing universities. These new public schools stood in contrast to the entrenched private universities located mostly in the Northeast. Whereas many of the private universities would remain ecclesiastical institutions to educate and socialize the sons of the upper class, the new public universities were intended to further the development of technical and scientific knowledge for American industrial enterprise. Public universities had an applied focus from day one.

Public schools were also more inclusive from the start. Although access to the UC and similar institutions for women and minorities was still a hard fought goal made difficult by discrimination, sexism, and institutional inequalities, public schools still stood shoulders above the lily-white male academies like Yale, Harvard, and Princeton. This was especially true for opening colleges up to women. California's 1879 constitution stated that; "No person shall be debarred admission to any of the collegiate departments of the university on account of sex."

From Florida to Washington State, public schools were chartered for the explicit purposes of educating a generation who would propel the U.S. economy to a position of hemispheric dominance in agriculture, industry, and commerce. Unabashed talk of manifest

destiny, American empire, and unquenchable economic growth were legion in these early universities. California and the United States were rising among the powerful states of the modern world sys-



Bishop George Berkeley whose name and ideals were adopted by the founders of the UC.

tem through territorial expansion, economic growth, and military conquest during this era. The founding of public universities was an effort to bolster the scientific and technical might of the nation, while educating the future political leaders and business owners of the rapidly growing system of American monopoly capitalism. The UC was an archetypical college in the new American political economy.

The first UC campus was located to a sloping rural hillside just north of the city of Oakland. As the town site around the University began to grow it was named Berkeley in honor of British philosopher and Bishop George Berkeley. In 1729 Berkeley had traveled to the United

States hoping to establish a missionary school to prosthetize and civilize the "primitive aboriginal" native peoples of the New World. His dream to save the indigenous from themselves went unfulfilled in his lifetime, but the founders of the UC named the first campus in honor of Berkeley and his values. Daniel C. Gilman, second president of the University ennobled Bishop Berkeley and the ideals he represented in his inaugural address to the university in 1872:

"I hail it as a omen of good, both for religion and learning, that the site of this University bears the name of Berkeley, the scholar and the divine. It is not yet a century and a half since that romantic voyage which brought to Newport, in Rhode Island, an English prelate, who would found a college in the Bermudas--the Sandwich Islands of the Atlantic--for the good of the American aborigines. He failed in seeing his enthusiastic purpose accomplished. He could not do as he would; he therefore did as he could. He gave the Puritan College [Yale University], in New Haven, a library and his farm, and endowed in it prizes and scholarships which still incite to the learning of Latin. There, his memory is "ever kept green." ... His fame has crossed the continent, which then seemed hardly more than a seaboard of the Atlantic; and now, at the very ends of the earth, near the Golden Gate, the name of Berkeley is to be

1980

Hell, No! Draft Reinstated: President Carter reinstates draft registration for men ages 18-25 in January, and hundreds of students immediately mobilize in resistance at UCSB. A February 12 UC-wide day of action features rallies of 2,500 at UC San Diego, 2,000 at UC Berkeley, and roughly 1,000 at UCSB.



1981

UC Nuclear Free: 25 people are arrested inside Cheadle Hall in May in at a sit-in to protest the UC's management of the Los Alamos and Livermore nuclear weapons labs and call attention to the Regents' upcoming vote on whether to continue managing the labs. "There's blood on the hands of the UC Regents, and they can't hide it," one protestor says. Over 100 UCSB and UCLA students subsequently speak out and protest at the June 19 UC Regents meeting at UCLA, despite its being summer, including a group of protestors who approach the table are evicted from the room by university police. The Regents nevertheless vote to renew their contract with Los Alamos and Livermore.

a household word. Let us emulate his example. In the catholic love of learning, if we cannot do what we would, let us do what we can. Let us labor and pray that his well-known vision may be true:

*“Westward the course of empire takes its way;
The four first acts already past,
A fifth shall close the drama with the day;
Time’s noblest offspring is the last.”*

The course of American empire had by the closing of the 19th century led to the edge of the continent, to the conquest of the Spanish colonial possessions of the Philippines, to the taking of Hawaii, the looting of Latin America, and the American occupation of strategic island outposts across the Pacific Ocean too numerous to list. The course of American empire was oriental, and the UC was instrumental in this drama. California was envisioned as time’s noblest offspring, and the UC, as its early presidents, regents, many faculty, and patrons would ensure, was a servant of this burgeoning American empire, as much as it was anything else.

As a school for the advancement of mechanical arts, agriculture, and mining, Berkeley excelled in educating several generations of

miners and engineers who transformed the western landscape, and amassed fortunes in the process. Early UC graduates went on to mine precious metals from the hills of Nevada to South America, to exploit mineral deposits throughout the Pacific Basin, to engineer massive water projects, among many other things. The University also provided for the personnel and technical skills to build up many fledgling California businesses into some of the most powerful transnational corporations like Bechtel and Wells Fargo Bank, among many others. The engineers and entrepreneurs educated at Berkeley in these early years were the vanguard of American capitalism’s colonization and transformation of Latin America, Asia, and the Western North America.

The University’s role in the larger political economy of global trade, warfare, and politics has only grown over time. As the largest university in the United States, with enormous scientific and educational resources, the UC stands among the elite circle of American academic institutions that help to shape state policy, carry out the intellectual and scientific work of military and state authorities, educate the future economic, military, and business elites, and train the upper stratum of managerial and technical workers for state and corporate enterprises.

These structural

roles fulfilled by the University are ensured by the careful management of those who oversee the long-term direction and growth of its resources and personnel; the Regents of the University of California.

[Darwin BondGraham is a graduate student in sociology]

Further Reading

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Searchable web page of all UC Regent biographies from 1868 to the present: <http://sbdisorientation.org/regent-bios1868-2005.htm>

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Upton Sinclair. The Goose Step: A Study Of American Education. Halde-man-Julius Publications, c1923.

Jennifer Washburn. University, Inc. : the corporate corruption of American higher education. Basic Books, c2005.

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1982

Salvadoran Solidarity: 700 people rally in downtown Santa Barbara in May to protest the US’ support for the El Salvadoran death squads and its other imperialist policies in Latin America. Over 50 US and Mexican legislators are staying in Santa Barbara at the time. The rally is largely organized by the UCSB-based Committee In Solidarity with the People of El Salvador (CISPES). US-South American solidarity movement ultimately proves to be one of most powerful anti-war movements of all-time.



1983

The Cheadle Hall 57: Over a hundred students conduct a sit-in inside Cheadle Hall to protest UC management of the Los Alamos and Livermore weapons labs, and US militarism at large. The demonstration is titled “Ban the Bomb – and Ron!” 57 of the students are cited for trespassing, so they utilize their court case for the next several months to raise further awareness about the UC-nuclear weapons labs. Several other anti-nuclear demonstrations occur at UCSB throughout the year.



Regent Profiles

Richard C. Blum

Gerald L. Parsky

Paul A. Wachter

By Darwin BondGraham



Richard C. Blum

A wealthy financier and Democratic Party insider, Regent Blum is married to Senator Dianne Feinstein, and has provided cash and a funding network that has fueled her rise in politics over the

last two decades. Blum's net worth is probably in the level of several hundred million dollars. Blum is the quintessential power elite. His financial contributions to the Democratic Party and related political action committees often exceeds \$100,000 in a given year. He also serves on the boards of several influential policy organizations such as the Brookings Institution.

His financial holdings are primarily leveraged through his Blum Capital Partners, and Richard C. Blum and Associates capital investment corporations based in San Francisco. Through these entities Blum invests in numerous global corporations and business ventures. Blum holds considerable stock in CBRE, the largest commercial real estate firm in the world. Blum is also an owner of the Korean banking outfit, Korea First Bank, Northwest Airlines, and Playtex Products.

Blum holds

millions in stock and serves as vice president for URS Corporation, a major military-industrial company that holds innumerable contracts with the U.S. military and is currently making millions of dollars off the "rebuilding of Iraq" through its Perini Construction, EG&G, and other subsidiaries. URS is the corporate parent of Lear Siegler Services and

Sample Contracts Held By Blum's URS Corp., and Perini Corporation with the US Military.

Perini Corp. - \$52,083,473 firm-fixed-price contract for design and construction of an Afghan National Army Regional Brigade facility.

URS Corp. - Cost plus contract to provide Tactical Control System (TCS) software engineering to support Raytheon in the Navy Fire Scout unmanned aerial vehicle (UAV) integration onto the Littoral Combat Ship.

URS Corp. - Awarded a \$25 million per year contract to provide engineering design and construction services at the U.S. Department of Energy's Los Alamos National Laboratory in New Mexico.

From www.urscorp.com & denfenslink.mil

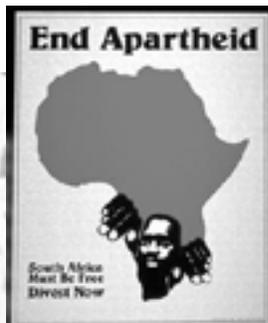
EG&G Inc., two companies that URS acquired from the Carlyle group. The deal handed \$170 million in URS stock over the Carlyle group, making the Washington D.C. based merchant bank a major shareholder in URS along with Regent Blum.

Carlyle sold of its stake in URS in 2003 (Engineering News Record, 5/31/2004). The exit of Carlyle has not reduced URS and Blum's stake in the military-industrial sector.

Through URS, Blum remains a major player in the military-industrial complex. One notable example is URS's contract for construction services at the UC managed Los Alamos nuclear weapons laboratory (LANL). As a UC Regent Blum is responsible

1985

Anti-Nuke "Die-In": Students stage a "die-in" next to the UCen featuring 100 spectators and dozens of participants in an effort to dramatize what the aftermath of a nuclear explosion would be like. Afterward, 200 students march on the Chancellor's University House, toting the "Nuclear Bill of Rights" recently passed by Associated Students' Legislative Council.



South African Divestment: As part of the system-wide UC Divestment Day, 100 students rally on April 10 in Storke Plaza, where they display a petition signed by 1,200 students demanding that the UC Regents divest their \$3 billion in investments in companies that help uphold South African Apartheid. The \$3 billion figure represents over 30 percent of the total Regents investment portfolio. At the event, AS President Darryl Neal offers a pen to UC Chancellor Robert Huttenback, but Huttenback refuses to sign the petition. By April 24, nearly 1,000 students were protesting at Cheadle Hall, 150 of whom decide to occupy the building. Sixty-nine of them are arrested for trespassing. On May 16, over 3,000 students from across the UC system converge in a protest at the Regents meeting at UC Berkeley, and the Regents agree to place a moratorium on investments in Apartheid. Further, they agree to form a committee to investigate the possibility of divesting all their holdings in companies doing business with the country.

for overseeing the overall operations of LANL, a “non-profit public service” according to Blum and the Board of Regents. As a Vice President and major shareholder in URS, Blum is responsible for increasing profits through contracts secured with the U.S. military and other clients like LANL. In July of 2000 URS was awarded a contract for “design and construction services at the U.S. Department of Energy’s Los Alamos National Laboratory in New Mexico.” This five-year contract (with a five “option” year extension) will enrich URS and Richard C. Blum by \$25 million per year. It also builds up the U.S. nuclear weapons complex to the profit of many men like Blum. The line between Blum’s management of the University and his profit driven management of URS is blurred beyond distinction.

Gerald L. Parsky

At the UC Regents board meeting on May 25, 2005, Regent Parsky was asked by a group of UC students to define the word “peace.” The students were referring to the ultimatum he had just given them: you students can only stay in this room and observe the board meeting if you “remain peaceful.” He was threatening to remove the students by force if they continued to speak out against the UC’s management of nuclear weapons labs. “What do you mean by peaceful?” asked the students. Regent Parsky replied, “Peace means you don’t speak!”

Perhaps Regent Parsky gets his definition of peace from his friends in the Republican Party. Peace and Security is increasingly defined by the Bush administration and its allies as the severe restriction of civil rights, a perpetual war on terror, and unprecedented buildups



of state military forces at the expense of nearly everything else. To put it simply, war is peace, freedom is slavery, ignorance is strength.

If Regent Parsky and President Bush seem to share the same definition of peace, that’s because they’re close allies. Parsky is Bush’s main man in California. In 2000 and 2004 Parsky chaired George W. Bush’s California election committee. This primarily meant that Parsky was responsible for tapping the state’s wealthy republican donors. Parsky raised enormous amounts of money for Bush’s campaign through his network of business associates and friends in high places. Parsky was a Bush Pioneer in 2000, and Bush Ranger in 2004. This means he successfully raised \$100,000 for Bush in 2000, and \$200,000 in 2004.

Regent Parsky got his start in politics in the Nixon administration working in the Federal Energy Office (FEO). The FEO was charged with managing the fuel crises of the 1970s caused by Arab oil embargos against the United States. In little time Parsky was promoted as Assistant Secretary of the Treasury where he worked under George Schultz (who would leave the post to become an executive at Bechtel Corporation). After this stint in government Parsky joined forces with William French Smith to found a legal practice specializing in the transnational movement of capital. (The Daily Princetonian.com 11/5/04). Not coincidentally, William French Smith would also become an executive at the Bechtel Corporation. Parsky and Smith’s legal practice was located in Los Angeles but had offices in places as far away and intriguing as Saudi Arabia. This period of Parsky career is worthy of more research.

Nowadays Parsky owns and manages Aurora Capital Partners. His Holdings in Aurora Capital are chartered in Delaware and the Cayman Islands. It is very likely that California sees few tax dollars from his business enterprises. Incorporating in Delaware is nothing unusual in American business, but the Cayman Islands remains a relatively more uncommon practice,

Take Back the Night: May also brings the first “Take Back the Night” rally at UCSB, as 350 women and men march through UCSB and Isla Vista, thereby linking them with the dozens of other campuses and communities who hold the annual rape awareness rally and march.



1986

Divestment Campaign Continues: Following a large anti-Apartheid rally, 300 students move into the lobby of the administration and refuse to leave. “I feel it was necessary to show my commitment and strong feelings partly because other avenues – letters, phone calls, etc. – didn’t prove to be working,” said Bruce Randall, a junior Religious Studies major.

Later in the year, the Regents give in to the pressure and bad publicity brought by the UC-wide student movement and agree to withdraw their holdings by 1990 in all companies doing business in South Africa. When Apartheid collapses under the outside economic pressure and South African liberation leader Nelson Mandela is released from jail, his first stop on his US speaking tour is at UC Berkeley, where he thanks the students for their critical support for his people’s struggle.

mostly one designed to avoid all taxes whatsoever. Several branches of Aurora Capital are chartered in the Cayman Islands in order to avoid U.S. federal and state taxes, as if Delaware hadn't set the bar low enough. Parsky sits on the boards of several corporations owned in part by Aurora Capital.

Paul Wachter

If ever a seat on the Board of Regents was a kick-back for the governor's most loyal cronies, Paul Wachter proves it. To say that Wachter and Schwarzenegger are close friends is a gross understatement. To say that they've done a little business together is equally off the mark. According to Daniel Weintraub, political columnist for the Sacramento Bee, within Schwarzenegger's inner circle, "the most important are his wife, Maria, and longtime friends Paul Wachter and Bonnie Reiss." Weintraub notes that Wachter is, "Schwarzenegger's personal financial adviser, [and] has known him since 1981, when they met through Maria's brother Bobby. Wachter began managing the actor's financial portfolio in the mid-1990s and served as his spokesman on personal financial issues during the campaign. But his influence now extends beyond money." (Weintraub. Sacramento Bee, October 19, 2003).



Paul Wachter is Schwarzenegger's money-man. Before Schwarzenegger's run for governor the two were business partners on innumerable deals. Wachter currently manages the blind trust into which all of Schwarzenegger's investments were liquidated when he became governor. Blind trusts are required of elected officials to avoid conflicts of interest. But given Wachter and Schwarzenegger's buddy-buddy relationship it's hard to see how Wachter acts as an

independent disinterested manager of the governor's assets. Schwarzenegger's financial holdings were briefly and partially disclosed during the recall campaign in 2003. They revealed a financial empire of tens of millions of dollars invested in securities, private equity funds, and over 100 business ventures, many in partnership with Wachter.

In addition to Wachter's position as the governor's most trusted advisor, Schwarzenegger has also appointed Wachter to his state Commission for Jobs and Economic Growth to serve alongside the Rand Corporation's Chairman Ron Olson, billionaire investor F. Warren Hellman, and the Gap's Chairman Donald Fisher.

Wachter's financial company, Main Street Investment Partners, has managed Schwarzenegger's money for decades. A particularly incestuous aspect of Wachter and Schwarzenegger's relationship is that Wachter's firm is actually located in a building owned by Schwarzenegger. Called Main Street Plaza, the building nets Schwarzenegger over \$100,000 in rent each year from tenants like Wachter's firm. If you'd ever like to visit the address is 3110 Main St., Santa Monica, CA, 90405.

Now with Schwarzenegger's money in a supposed blind trust, Wachter is expected to give advise to the Governor Schwarzenegger as a UC Regent, as a member of his state Economic Commission, and, not without serious conflicts of interest, as Schwarzenegger's financial guru and possibly business partner? If it appears the Governor and the Regents are running the state like a business, to the profit of himself and his associates, that's because they may very well be.

What About the Other UC Regents?

Yes, there are 23 more. Check out the DisGuide's web site <http://sbdisorientation.org/whoarethere-regents.htm> for extensive information on the UC Regents.



1987

CIA Off UCSB!: 600+ attend a rally to protest the hiring of long-time senior CIA officer Geroge Chritton to the Poli-Sci department, as part of a low-key CIA program to place current and retired operatives on university faculties. 150 of the protesters storm Chancellor Uehling's office, & 38 are arrested for occupying the outer-office. Protestors stress that it is not the expression of his ideas they're oppose to but

the idea of a faculty member who is pledged to disinformation. The next day, Uehling appoints Chritton as a visiting fellow; he is provided office space but will not teach classes on his own, and his contract is only for one year.

1989

Hunger Strike for Ethnic Studies: As Uehling and other UCSB administrators continue to stall in their response to students' demands, thirty-nine members of El Congreso and other students set up an encampment in front of Cheadle Hall and go on a hunger strike. Thirty of them fast for three days, while the other nine continue to fast for 15 days. A handful of faculty members join the hunger strike and students throughout the UC system engage in various protests of solidarity. A few months after the fast ends, the UCSB administration agrees to create a campus Multi-Cultural Center, institute an undergraduate Ethnic Studies general education requirement, and create Asian American Studies and Native American Studies departments.

12 13 [Horizontal] Reasons To Be Radical

By the DisOrientation Guide Collective

Although it's commonly used nowadays as a synonym for "extreme" or "crazy," the actual definition of the word "radical" is "of the root," or "pertaining to the root." Radical activists, then, seek to address the root causes of our major social problems, instead of merely treating the symptoms. The list below is chock-full of the aforementioned type of problems — namely, major ones — all of which our present political system is woefully unequipped to deal with. For our proposed radical solution to all the radical problems, you'll have to wait until lucky number 13. Once you're done reading this, we strongly encourage you to go out and **fuck some shit up!**

1. Peak Oil Theory: As the theory goes, global oil supply will "peak" sometime between now and 2012, after which the price of so-called "Black Gold" will skyrocket; travel and food delivery will become exceedingly difficult; the petroleum products we take so much for granted (plastic, for example) will no longer be viable; the global economy will collapse; and a cascade of major



warfare will take place between major state powers contending for the world's few remaining major oil reserves. Unfortunately, the theory is essentially bullet-proof, and even major petroleum companies have quietly starting admitting to its validity in recent years. There's no solution to this problem in our present political system, but that doesn't mean there isn't a solution (Big Hint: wait until you get to No. 13).

Recommended Reading: *The Long Emergency: Surviving the End of the Oil Age* by James Howard Kunstler; www.lifeafteroil.org

2. What Uncle Sam REALLY Wants: In short, he wants to dominate the globe and extract economic resources from the vast majority of the regions of the earth, regardless of the implications for the people living there or the natural world. The US spends nearly as much money on its military as every other country in the world combined. In an effort to project its global and economic rule on a global scale, our government has poured billions of dollars in weapons sales and economic aid "client regimes" to enact genocidal policies against their populations; ordered numerous CIA-organized coups of democratically-elected governments; and waged several of the bloodiest wars of conquest in world history, including the massacre of over three million Vietnamese from 1960-1975, 1.5 million Iraqis from 1991-2005, and 1.4 million Filipinos from 1899-1902. Proof of the maxim that, in the current global system, countries are only as powerful as they are violent.

Recommended Reading: William Blum, "Killing Hope" - http://www.thirdworldtraveler.com/Blum/American_Empire_KH2004.html; *What Uncle Sam Really Wants*

1991
Anti-War Revival: In the largest UCSB demonstrations since the Vietnam War era, separate anti-Persian Gulf War rallies draw 2,500 and 4,000 people, respectively. Following the January 17 rally the day after the war breaks out, 2,000 protestors march across campus and attempt to initiate a boycott of campus. Nearly 200 students are then arrested for occupying Chancellor Uehling's office. "The Cheadle Hall 200" are put on trial and acquitted the following year.



1992
Pro-Choice Rally: Students stage a pro-choice rally against the Supreme Court's hearing of a case that threatened women's rights drawing 400 people at Storke Plaza.



Rodney King Aftermath: Students erupt in outrage upon hearing the verdict. An all-white jury found several white policemen innocent of beating Mr. King nearly to death, despite a video featuring the beating in full. As rioting consumes the streets of LA, newly-elected AS President and current AS staffer Aaron Jones leads a march of 1,000 UCSB students through the streets of IV. "This is so blatantly a miscarriage of justice," Jones says. "It just goes to show that the system's not working."

by Noam Chomsky (available online at www.zmag.org/chomsky/sam); *A People's History of the United States* by Howard Zinn

3. The Iraq War: From the moment petroleum was first discovered in Iraq, the biggest fear of US business, government, and military leaders has been that the country's vast oil reserves will fall into the hands of an autonomous Iraqi government that would use them to enrich the country's starving and impoverished people, rather than further enriching and empowering those in power in the US. That's why a brutal thug like Saddam Hussein enjoyed a mutually-beneficial alliance with the US government for over 30 years, it's why the US turned on Saddam as soon as he got just a wee bit too ambitious by invading Kuwait, and it's why the US military continues to occupy and exert nearly an iron-fisted influence over Iraq's "democratic" government today. Consequently, tens of thousands of people have died in this repulsive war, the natural environment of Iraq has been wrecked, and the US government increasingly can't afford to fund basic services for its people (education, health care, disaster relief, etc.).



Recommended Reading: *Iraq Under Siege* edited by Robert Fisk; <http://www.occupationwatch.org/>; <http://costofwar.com/>

4. The American Holocaust: In 1492, Columbus sailed the ocean blue, landed on the mass of land known today as "Haiti," and promptly oversaw the systematic mass murder of thousands of Arawak indians. By conservative estimates, the population of the land mass now known as the "United States" prior to European contact was greater than 12 million. Four centuries later, the count was reduced by 95% to 237 thousand. US termination policy against Native Americans was perhaps every bit as genocidal as the Jewish Holocaust, if not as efficient. Today, indigenous peoples continue to fight to stave off cultural genocide in regions all over the world, and little has fundamentally changed.

Recommended Reading: *A Little Matter of Genocide* by Ward Churchill; www.thirdworldtraveler.com/history/american-holocaust.htm

5. Neoliberal Economics (i.e., "Globalization"): The set of ideas used to justify the increasing concentration of wealth and resources in the hands of a marginal number of global elites. See our article posted at www.sbdisorientation.org for more details.

Recommended Reading: *Confessions of an Economic Hitman* by John Perkins; *The Great Transformation* by Karl Polanyi; *Global Village or Global Pillage* by Jeremy Brecher and Tim Costello

6. Global Ecocide: An estimated 214,000 acres of forest are cut per day, an area larger than New York City (North America alone has lost 84 percent of its forest since European arrival). About 50,000 animal species are driven extinct every year. Thousands of pounds of plutonium and scores of other radioactive toxins continue to irradiate the earth. We all know about global warming. For the sake of the dead tree this guide is written on, we won't bother continuing this list in much more detail, but suffice to say that if things continue as they are, the planet will soon be totally uninhabitable.

Recommended Readings: *A Green History of the World* by Clive Ponting; *A Language Older Than Words* by Derrick Jensen

7. Topsoil Erosion: An incredibly serious and under-reported environmental problem is that the uppermost layer of soil in the ground, which plants generally concentrate their roots in and obtain most of their nutrients from, is being blown and washed away at an unprecedented pace. Modern industrial logging and agriculture have increased topsoil destruction to levels never before believed possible. To date, the US (which is far from alone in this trend) has lost roughly 80 percent of its topsoil. Estimates say we won't be able to continue life as we know it in 20 years unless this trend changes.

1993

Library Occupation: Concerned Students take over the library and stage an all-night teach-in to protest the admin's decision to shorten the library's hours. The action is part of a UC-wide day of action protesting fee increases and dwindling student services in the UC system. Due to a cut-back in state support for education, the library's operating costs at the time are being paid for fully through student fees. Ultimately, the pressure from the campaign causes the UCSB administration to redirect student fees being used to construct new buildings to the library, to allow it to return to its old hours.



1994

Hunger Strike II for Ethnic Studies: Over two dozen El Congreso students stage a hunger strike in May to pressure UCB administration into allowing more input from Chicano studies students, including a greater voice in the hiring of department chairs. The strike ultimately leads to the creation of an ethnic and gender studies undergraduate requirements and an eventual Ph.D. program in Chicana/o Studies.

1995

Affirmative Action, No More: On June 20, the UC Regents vote to end affirmative action in the UC system despite the protest of 1,000 students present. Immediately upon returning to campus, students go to work protesting. On October 12, 400 attend a demonstration at Storke Plaza to support the restoration of Affirmative Action.

Recommended Reading: *Topsoil and Civilization* by Vernon Gill Carter and Tom Dale

8. Global Racism: A problem that manifests itself in all spheres of life and complicates all of the ecological and economic processes, such as those mentioned above. The concept of race has been used throughout history by certain groups to legitimize exploitation and crass injustice. Racism, as an individual perspective, and a social structure is alive and well. It's not enough to not be racist. In this world, one must be a vigilant anti-racist.

Recommended Reading: *The World is a Ghetto* by Howard Winant; *Harvest of Empire, A History of Latinos in America* by Juan Gonzalez

9. Global Patriarchy: Probably the most fundamental of problems, male dominance, violence, and masculinity gone awry is everywhere in our culture and politics. Major inequalities between men and women can be found in almost every society. Violence and ostracism of anyone whose sexuality differs from the heterosexual norm is everywhere.

Recommended Reading: *Undoing Gender* by Judith Butler; *Feminist Theory, From the Margin to the Center* by Bell Hooks

10. 1984 = Now: "When you go to work, stop at the store, fly in a plane, or surf the web, you are being watched. They know where you live, the value of your home, the names of your friends and family — even what you read." Sound like a description of Oceania from George Orwell's *1984*? Nope, it's a quote from *Washington Post* reporter Robert O'Harrow's ultra-disturbing 2005 expose, *No Place to Hide*. The society he's referring to is the United States in the year 2005. Recommended Reading: *No Place to Hide: Behind the Scenes of Our Emerging Surveillance Society* by Robert O'Harrow; www.noplacetohide.net; *Welcome to the Machine* by Derrick Jensen and George Drafan

11. WMD, All Around: There are over 30,000 nuclear weapons in the

world, with more than a thousand of them ready to launch at a moment's notice, 24 hours a day, seven days a week. To make matters worse, the US seems increasingly intent on leading the world into a new nuclear arms race and, earlier this year, reaffirmed its so-called right to wage a "pre-emptive" nuclear strike.

Recommended Reading: *The New Nuclear Danger* by Helen Caldecott; www.wagingpeace.org

12. The Prison System and the "War on Drugs": The US prison population now totals well over two million people, roughly 500,000 more than any other country (China is a distant second). Fueling the prison boom (from which numerous private corporations profit mightily) is largely the US' farcical "War on Drugs," which has prompted the number of non-violent, drug-related arrests in the country to skyrocket in the past 20 years. What makes this expanding system of incarceration all the more appalling is its fundamentally racist nature. Relative to population, roughly seven times as many black males are incarcerated as white males.

Recommended Reading: *Are Prisons Obsolete?* By Angela Davis; www.ednotinc.org; www.booksnotbars.org

Recommended Reading: *Are Prisons Obsolete?* By Angela Davis; www.ednotinc.org; www.booksnotbars.org

13. The Answer is Us: We can't rely on this broken system of corporate "charity" and "representative democracy" to provide a magical remedy to these problems. As 1950-60s Civil Rights organizer Ella Baker observed, "People have to be made to understand they cannot look for salvation anywhere but themselves." We have to take matters into our own hands, in ways both big and small. While problems of this magnitude will ultimately require a mass collective solution, propelled by the grassroots participation of millions of people, don't feel like the only way to be radical is to go out into the street and protest: get confident by calling someone out in class, discussing your new-found consciousness with your friends — being radical is a process, and find the starting point that's right for you.

Recommended Reading: *2005 UCSB DisOrientation Guide*



1996

Oil Drilling on Campus?: Following 3 years of negotiations, Mobil Oil abandons its plan to drill for oil one mile from UCSB. Students are instrumental in convincing Chancellor Yang to oppose the project. A Daily Nexus poll in 1995 reveals that over 60% of students oppose the project, with only 8% in favor. The Community Environmental Council is also instrumental in the campaign.



1998

Another Form of Affirmative Action: In October, the year marking the 30th anniversary of the Department of Black Studies, UCSB participated in a UC-wide two-day walkout to protest anti-affirmative action legislation and a proposal by University of California Regent Ward Connerly to eliminate ethnic studies programs. 1,500 students march to Cheadle Hall, 200 of whom take over the 5th floor, which includes Chancellor Yang's office.

The students present Yang with a list of nine demands, and, although he does not have authority to implement some of them, he does publicly speak in support of the list at the next UC Regents meeting. Later on, more classes are offered in queer theory, and programs in Islamic and Near Eastern Studies and Jewish Studies are established in the Department of Global and International Studies. (contributed by Daniel Okamura)

KNOWLEDGE OF, BY, AND FOR THE PEOPLE

by the DisOrientation Collective

For nearly 40 years, UCSB students have struggled to make this campus' curriculum and institutions relevant to the most fundamental issues facing their lives. UCSB's Black Studies, Chicano Studies, and Environmental Studies departments; the Resource Center for Sexual and Gender Diversity; and the Ethnic Studies Requirement were all products of student activism, most of them created only in spite of inevitably reluctant upper-administrators.

The following information was compiled through conversations with faculty, staff, and students, as well as from a variety of department Web sites. These stories represent one of the central but little-recognized themes of UCSB's history: students organizing to claim their educations as their own, rather than passively accepting the education that is handed to

Black Studies Department

Black students at UCSB joined with the national civil rights movement in 1968 to end racial segregation on campus and to remove institutional racism from the university curriculum. They wanted something other than a mere supplement to the academy's course offerings: they wanted to move real knowledge of real people back into spaces of institutional power. Over 4,000 students had signed a petition demanding more racial and cultural diversity, but univer-

sity administration ignored them. A core group of activists persisted, and put their bodies on the line by occupying North Hall. "It was like going into South Africa," one commented, "People looked at us like we were lost."

The students presented the university administration with a set of demands that changed this campus forever: the creation of a Black Studies department and a Center for Black Studies to monitor, coordinate, support, and encourage research in the community.

Recently ranked ninth in the nation, today's department of Black Studies includes nine ladder rank faculty and four lecturers coming from an array of disciplines concerned with the Black Diaspora (the United States and Caribbean), as well as Africa. Scholarship within the department creates new knowledge on topics of religion and sexuality, media studies, music and black popular culture, critical and feminist theories, traditions of black radicalism in and outside the U.S., global political economy, multicultural education, and Francophone African and Caribbean literatures. And just as the notions introduced by Copernicus shifted perspectives from a geocentric to a heliocentric

universe, Professor Cedric Robinson reminded the audience at the department's 30th anniversary celebration, "Black Studies knowledge yields consequences....When you introduce Black Studies, the field of History is transformed, Economics is revolutionized, and Political Science is disturbed. It doesn't stop there, it moves on."

More than 4,000 students take Black Studies courses each year, and the department offers an undergraduate honors program option that provides year long engagement with original research. In testimony to the outstanding quality of its students and to the excellence of its faculty, the department has produced three valedictorians and a number of other prestigious recipients of academic awards.

Particularly popular undergrad, lower-division courses include Intro to African-American Studies, Intro to African Studies, Blacks & Western Civilization, and History of Jazz.

A doctoral program is envisioned to advance the department's reputation for excellence and broaden the fields of knowledge. But according to Professor Gerard Pigeon, who chaired Black Studies for over 15 years, institutional resistance to retaining visiting faculty and scholars must first be overcome to guarantee a

2001

March for Economic Justice: 800 people from around Santa Barbara County flood State Street for the First Annual People's March for Economic Justice. The event is organized by the UCSB Campus Labor Action Coalition (CLAC), with the help of various other groups, including the Isla Vista and Carpinteria Tenant's Unions and the Coalition for a Living Wage.



2003

On March 6, a thousand antiwar protesters march through UCSB as part of a national student walk-out to protest the invasion of Iraq. The size of the turnout pleasantly surprises the organizers and speakers. Sociology professor Dick Flacks, one of the speakers, says in a post-rally teach-in, "Until today, I was wondering, 'Where are the students?'" Several anti-war rallies have taken place since, but no sustained anti-war movement or organization has yet to form at UCSB to protest the Iraq War.

solid base of support for incoming graduate students. Perhaps just as student demand and initiative founded the department, student demand and of the department's graduate program options. For more information, see: <http://www.blackstudies.ucsb.edu/initiative> will determine the future

Ethnic Studies G.E. Requirement

In April 1988, students commemorated MLK's assassination in protest to the lack of progress made in increasing the numbers of minority faculty and minority students on campus. They presented then-Chancellor Uehling with a 5-part plan to combat racism and followed up for nearly a year



before pulling out all stops. Seeing insufficient progress by February 1989, the students pledged to hunger strike until their demands were met.

Nine students denied food for 15 days while 30 others

2004

Education for Sustainable Living: The Education for Sustainable Living Program debuts in the spring at UCSB, the largest statewide, student-initiated course ever in the UC system (if not the first). The course takes place simultaneously at five UCs, with a combined enrollment of 300-400. The UCSB wing of ESLP includes a lecture series featuring pioneering thinkers and leaders on sustainability, a small discussion series, and student-led group studies projects/courses on topics related to sustainability.



Summer of 2005 and beyond...

The war and occupations of Iraq and Afghanistan continue. A massive hurricane devastates America's Gulf coast exposing racial inequality and massive poverty in the United States. Local activists continue to oppose war and work for economic and social justice in Santa Barbara. The 1st edition of the UCSB DisGuide is produced. Someday your children will ask you, "what were you doing in 2006?"

(Thanks to the following people for their invaluable help with this timeline: Elizabeth Robinson, Dick Flacks, Geoff Green, Aaron Jones, and Ted Coe.)

abstained for 3 days. They set up camp with more than 10 tents and held ground across the entire lawn of Cheadle's entrance for 15 days in rain and 40-degree weather. A few faculty and university staff showed their solidarity by fasting and visiting the encampment. Black Studies Professors

Girard Pigeon, who fasted with students for 4 days, and Cedric Robinson set up a "Faculty Club" at the site. Six days later, students at all UC campuses unified to end institutional racism and lack of student participation in university governance.

The struggle lasted for several months, with students renaming several university buildings, staging rallies and threatening to resume the hunger strike. The Academic Senate finally agreed to a vote on the resolutions.

UCSB's MultiCultural Center, the Asian American Studies department, the Native American Studies program, divestment of university holdings from companies with ties to South Africa and

the undergraduate Ethnic Studies GE requirements are a few of the fruits born from that struggle.



Chican@ Studies Department

In Spring 1969, a group of Chicano activists and intellectuals met at UCSB and prepared the foundational document El Plan de Santa Bárbara:

"Chicanismo draws its faith and strength from two main sources: from the just struggle of our people and from an objective analysis of our community's strategic needs. We recognize that without a strategic use of education, an education that places value on what we value, we will not realize our destiny. Chicanos recognize the central importance of institutions of higher learning to modern progress, in this case, to the development of our community. But we go further: we believe that higher education must contribute to the information of a complete person who truly values life and freedom." [http://www.panam.edu/orgs/MEChA/st_barbara.html]

Inspired by their communities, these men and women generated an educational program to represent the histories, knowledges and experiences of Chicanos

and provide a bridge for a new generation of Chicanos into higher education. Highlighting the central role of knowledge in power structures and in producing real social change, the Plan was the intellectual model for the Department of Chicana and Chicano Studies at UCSB and continues to exert a profound influence on the teaching and activities here.

UCSB is the only UC campus with a Chicana and Chicano Studies department, a Chicano Studies research center, and a library collection devoted to the field. Over the past three decades, the department has developed an interdisciplinary curriculum that focuses on gender, culture, and institutions. Courses probe the roots of a cultural tradition beginning with the pre-Columbian cultures of Mexico and extending into the many areas of contemporary American society, including politics, education, literature, the arts, and religion. At the present time, the department has more majors and double majors than ever before and is expanding its course offerings.

Chicana and Chicano Studies at UCSB is organized around various support units: the Department of Chicana and Chicano Studies, the Center for Chicano Studies, the Colección Tloque Nahuaque Unit and the California Ethnic and Multicultural Archives (both in the Davidson Library), the Luis Leal Endowed Chair, the Educational Opportunity Program, El Congreso, Chicanos for Higher Education, and various student groups.

Environmental Studies Department

It was over 35 years ago when Santa Barbara experienced the worst oil spill in U.S. history up to that time. The University of California, Santa Barbara was within sight and smell of the littered channel and its

beaches.

In the wake of this unfathomable disaster, in February 1969, a group of twenty-one faculty -- calling themselves The Friends of the Human Habitat -- met to discuss the possibility of promoting some form of environmental education at UCSB. The members of the ad-hoc committee were geologists, geographers, engineers, biologists, an economist, and a historian. By the fall of 1970 the Environmental Studies Program at UCSB was established: one of the first of a new breed of educational programs in the country. It was set up as a multidisciplinary program drawing on the strengths of many fields and providing a generalist approach to complex environmental issues.

Adapted from www.es.ucsb.edu

Queer Resource Center

compiled by De Acker (acker-d@sa.ucsb.edu)

The establishment of UCSB's Resource Center for Sexual & Gender Diversity can be credited to the efforts of many different people and organizations throughout the years. These efforts included students, staff and faculty whose presence, requests, demands and activism led to the creation of the Center in 1999.

The student organization, the "Gay People's Union" was created at UCSB in 1977. A faculty, staff and student LGB awareness group was formed in 1989 and one of their first goals was the creation of a LGB Center at UCSB. This group led to the first UC system-wide LGBT conference that was held at UCSB. A formal bid for a Center was made in 1994 by a number of LGB groups including the student LGBA, GLB Graduate Student Network, LGB Faculty Group, LGB Staff Association, University Committee on LGBT Concerns, and the rap groups and LGBs of Color. In 1997 the Women's Center developed a Queer Peer Internship and Sergio Morales served as the campus' first

peer. Another formal proposal was made to the Chancellor in 1998 by the Queer Student Union.

In October 1998, the day after the vigil for Matthew Shepard, the Queer Peer Intern (Janet Mallen) spoke to the Chancellor about the lack of support for LGBT students at UCSB and the need for allies. Soon after the Chancellor and Vice Chancellor of Student Affairs pledged funds for a LGBT Coordinator and small operating budget. In Winter, 1999, a large group of students protested for the protection and growth of Ethnic and Queer studies on campus. Out of this protest came a commitment from the Chancellor and Vice Chancellor to find a space for a LGBT Center on campus.

The first LGBT Coordinator, Debbie Bazarsky, was hired in June, 1999 and the Center was officially opened in Fall, 1999. The Center was called the Queer Resource Center until the name was changed to the Resource Center for Sexual and Gender Diversity in Spring, 2001. Maurice Hudson and Stacey Shears served as subsequent directors. CC Sapp, and Rebecca Chapman served as the first office managers and Erin Pullin and Stephanie Lee as Assistant Directors. Kyle Richards is the current Director of the Center.

think any of these histories are incomplete? feel free to email us at sbdisorientation@riseup.net



UCSB—more radical than you know

by Heather Buchheim

“We must understand where we’ve been to know where we’re going.”
-Regina Smith, Black Studies alumna

We’re all familiar with the classic images from the peace movement of the Vietnam-war era—rallies and sit-ins at UC Berkeley, marches on Washington, and the horrific, needless tragedy of Kent State. But what about UCSB? Santa Barbara’s known more for its scenery and rich landowners than radical politics, right? Thirty-five years ago, this town burst into flames—figuratively and literally. Looking at Cheadle and Embarcadero halls today, you’d never know that they once provided the setting for some of the most determined and effective student activism this country has ever seen. UCSB students and faculty dared to challenge the status quo through creative protest, and we’re still enjoying the fruits of their success today.

Here are some of the community organizations that have been passed down by our progressive predecessors:

 **The IV Recreation and Park District: Established parks, public venues, and planted the dream of IV’s city hood**

 **IV Foot Patrol: Cops with closer community ties than Sheriffs of the “Operation Wagontrain” days**

 **IV Credit Union: An alternative to the Bank of America**

 **IV Open Door Medical Clinic: Providing direct medical care to students and the underprivileged alike**

 **IV Food Co-op: Offers SB’s largest selection of organic food, and easily accommodates special diets**

What better way to show our appreciation for the sacrifices of those that came before us than by supporting the local institutions they inspired and carrying forth their legacy of positive change today?

“A true community was born, out of the courage and solidarity of the Perfect Park sit in.”

-Bob Potter, Professor emeritus of Dramatic

Arts

Watch out for...The IV Master Plan

In 1970, our humble college town was affectionately called the “Isla Vista ghetto,” and wasn’t recognized as being separate from Goleta. Though today it’s probably the most densely populated town west of the Mississippi, IV remains unincorporated, so it can’t be called a city. It receives its resources and municipal services from the county, and has only one elected official on the County Board of Supervisors.

For the sake of the democratic governance and the sustainable development of Isla Vista, a planning team headed by the Santa Barbara County Redevelopment Agency, UCSB and the IV Recreation and Park District (IVRPD) are sponsoring a Master Plan for the area. The Plan will approve development policies and specific projects to improve housing, infrastructure, transportation, and downtown business opportunities in the community. Go to www.islavista-plan.org for ways you can be part of the movement to continually transform IV.

Dedication of the Perfect Park Peace Monument

This speech should be required reading for everyone who comes to UCSB and Isla Vista. It'll give you insight into the strong roots of what might on the surface seem like an all too transient community, and hope for the potential that it has.

By Bob Potter
June 10, 2003



A third of a century ago, our forefathers... and foremothers—and fore-motherfuckers—hippies and yippies; speed freaks and Jesus freaks; Students radicalized by their professors; Professors radicalized by their students; Anarchists, Pacifists and Registered Republicans; Flower Children, Franciscan Friars and pissed-off Football Players; Marxist-Leninists and Proto-Feminists; Surfers, Sorority Sisters and Sexual Revolutionaries; Space Cadets and Vietnam Vets; the Hare Krishna and the Woodstock Nation; Visionaries in all colors and Mindblown lead guitarists of non-existent bands; not to mention winos, transients, alcoholics Anonymous and Otherwise, the Chairman of the Sociology Department and ordinary college students caught up in the pure adrenalin of the moment—All of these people, and indescribable hundreds more, made history with their asses, by sitting down on them here in Perfect Park, in violation of a Police Curfew Order, linking arms to defend their community.

To begin with, there was the Vietnam Crisis. By early 1968, with the February Tet Offensive, the American public had begun to wise up to the fact it had been lied to (does that sound familiar?) and that the Vietnam War had become unwinnable, though young Americans continued to be drafted and killed in action by the thousands. This quickly brought on a Political Crisis, as President Lyndon B. Johnson was driven from the race in that Presidential

Election Year by antiwar activists led by Eugene McCarthy and later Bobby Kennedy—whose assassination after the California primary in June brought chaos and deceit in its wake, a tumultuously rigged Democratic Convention and a bloody police riot in the streets of Chicago. And this coincided with a perilous turning point in the Racial Crisis in America. The non-violent insurgence of the Civil Rights movement to overturn segregation ended in calamity, with the murder of Martin Luther King on April 4, 1968, touching off catastrophic urban riots across the country, and calls for Armed Struggle. The backlash from all of this brought the election in November of Richard

“Isla Vista burst into flames...putting this most improbable trouble spot on the world map forever.”

Nixon as President of the United States.

It was in the long shadow of these events that activism—violent and non-violent—came to the sunny shores of Santa Barbara. Thanks to the EOP program, an early example of Affirmative Action, the previously lily-white UCSB campus was integrated—though the Black students who arrived were unhappy enough with their treatment by campus bureaucracy and local law enforcement that one day they took over North Hall—the campus Computer Center! That every bit of the campus’ computing went on in one small building tells you how long ago that was. The



peaceful settlement worked out by the UCSB administration, brought the promise of more minority faculty and students, and new Black Studies and Chicano Studies Departments—but triggered a vicious denunciation from Governor Ronald Reagan, who had won his job in the first place by attacking student demonstrators at Berkeley, an ongoing Educational Crisis.

Concurrently an Environmental Crisis had erupted, with the Santa Barbara Oil Spill of January 1968, the single worst ecological disaster of our times, and the opening gun in a war of attrition between developers and environmentalists that continues along this coast to this very day. The oil-soaked dead birds on the beach turned surfers and ordinary beach goers overnight into radical activists.

Meanwhile, thanks to the baby boom, UCSB had doubled its enrollment between 1954 and 58, doubled it again by 1963, and again by 1967. Too busy building classrooms to bother with dormitories, the University solved its problems by steering this avalanche of students into substandard overcrowded apartment houses thrown up overnight by private land speculators and slum landlords, creating a demographic dystopia called Isla Vista, and precipitating a Housing

Crisis (well, there's always a Housing Crisis in Isla Vista).

And all of this, let's remember, was unfolding generationally in the throbbing context of the Countercultural Crisis of the 1960's, that sexually-pioneering, musically-energized, chemically-induced metaphysical vision quest and psychedelic light show. Oh, you should have been here!

In the fall came news of the firing of a popular (and decidedly countercultural) Anthropology professor. The Bill Allen Crisis, which culminated in massive demonstrations and a petition signed by 7,776 students demanding an open hearing on his personnel case, was at once a carnivalesque assault on academic pomposity and a serious protest against the ivory tower obliviousness of much of the faculty, at a time when the world seemed

literally to be coming apart. Bill Allen had the temerity to speak to students about what was on (and in) their minds, and it seemed he had been fired precisely for doing so.

And speaking of injustice, there were nightly TV news clips of the bizarre show trial of the Chicago Seven, with Judge Julius Hoffman railroading criminal Conspiracy charges against antiwar activists who barely knew one another, with Black leader Bobby Seale gagged and bound in the courtroom. At the year's end, as Tom Hayden, one of the defendants, came to speak on campus, a Crisis of Justice was palpable across America. Could we trust our traditional institutions, or were they in the process of failing us, precipitating anarchy and revolution—or maybe fascism?

It was in such incendiary times that Isla Vista burst into flames 33 years ago, putting this most improbable trouble spot on the world map for-

ever after. In the first few months of 1970 there were to be three major civil disorders.

In January came huge campus protests against the firing of Bill Allen, and the calling of Santa Barbara Sheriffs to clear the Administration Building of protestors, with Captain Joel Honey, the loose cannon of the Sheriffs Tactical Squad, leading the charge. As Allen's appeal for an



open hearing was turned down, with the arrest of 19 student leaders, matters careened off campus and out of control. On February 26, after a rousing speech by William Kunstler, the lawyer for the Chicago Seven, and the beating of student leader Rich Underwood by police, crowds gathered in the Isla Vista streets and attacked Realty Offices and the Bank of America, seen as the prime local symbol of the Establishment. Later that night, having chased off the police presence, the crowd set a fire in the lobby of the bank and then watched in amazement as the place burned to the ground.

The ashes of the bank were still smoldering the next day as Governor Ronald Reagan arrived in town to vilify the bank burners as "cowardly little bums" and call in the National Guard. The Bank of America took out nationwide full-page advertisements offering a \$25,000 reward for the arrest of

the arsonists, vowing to rebuild the bank. Reagan's call for a campus crackdown seemed to be heeded shortly afterwards, when Chancellor Vernon Cheadle banned Chicago Seven defendant Jerry Rubin from speaking on campus, saying it would "seriously threaten the welfare of the University." Unappeased, Reagan made a speech to a Growers Convention on April 7, in

which he made the following infamous statement about campus disorders: "If it's to be a bloodbath, let it be now."

It seemed he didn't have long to wait. On April 16, after a campus speech by Berkeley radical Stu Albert calling on students to "rip off the pigs," there was an angry rally in Perfect Park, then a vacant lot at the end of the Embarcadero loop that had become an informal com-

munity gathering place. As night fell the new temporary bank was attacked, as were realty offices; other students—protesting the violence—defended the bank and extinguished fires. The police waded into the middle of this melee, firing tear gas and birdshot into the crowd indiscriminately, from dump trucks specially outfitted for the occasion—an action that was dubbed "Operation Wagontrain". The next night the violence (and the resistance against it) resumed—with tragic consequences. As police arrived in riot gear, amid reports of sniper fire, anti violence students were attempting to defend the temporary bank from assault. One of them, Kevin Moran, was shot and killed.

KCSB the campus radio station was covering these events live, with reporters in the field, as they had previous demonstrations. Fearing that the reports were giving away police tactics and deployments,

Sheriff James Webster demanded that the University authorities close down the station—an order with which Vice Chancellor Steven Goodspeed complied. So it was that the only recorded silencing of a radio station by government order in American history took place, right over there on the UCSB campus. The death of Moran was attributed to snipers, and a dawn-to-dusk curfew was imposed, with heavy police patrols and reports of beatings and apartments broken into. On April 20, as Governor Reagan made a speech blaming Moran's killing on those who "take the law into their own hands," it was revealed that a Santa Barbara policeman had admitted that his rifle had "accidentally" discharged at the time of Moran's shooting.

In a subsequent Coroner's inquest, held with little public scrutiny, the shooting of Kevin Moran would be ruled to be accidental, and the policeman, Officer David Gosselin, exonerated and returned to duty. Less than two weeks later President Nixon astonished the world, escalating the Vietnam War by invading Cambodia. The resulting firestorm of protest spread from coast to coast. At Kent State, Ohio National Guard troops fired into a crowd of protesting students, killing 4 of them. UCSB students occupied and closed the Santa Barbara airport, and surged onto the 101 Freeway, blocking it for many hours. As Universities across the country began to close down, the UCSB faculty was energized at last, moving quickly and effectively to keep our community together, by offering special "national crisis" courses focusing on the circumstances of the times. It seemed that the school year might end quietly, but events inter-

vened once again. On June 3 news leaked out that 17 people—student leaders and activists, the "usual" suspects—had secretly been indicted, accused of burning down the Bank of America. One of those indicted had in fact been in jail the night of the bank burning. The resulting outrage led to further street and campus demonstrations, including attempts to torch the temporary bank. With disorder in



Isla Vista once again, State officials, apparently acting on instructions from Governor Reagan's office, ordered the Los Angeles County Sheriffs to dispatch their Special Enforcement Branch to restore order. Instead, this notoriously violent paramilitary outfit, which had cracked heads in many urban riots, brought a reign of terror into Isla Vista. On June 8 and 9, enforcing a dusk-to-dawn curfew, the LA Sheriffs, accompanied by local law enforcement units, kicked down doors, dragged Isla Vistans from their houses, beat them bloody with their nightsticks, sexually harassed and intimidated, destroyed vehicles and personal property, sprayed mace and threw tear gas canisters into private yards and dwellings, threatening to shoot to kill.

At this very dark moment came Isla Vista's finest hour. With their streets under siege the next day, June 10, a group of faculty, student and community leaders met in

the Methodist to seek a collective strategy. They decided to organize a sit-in in Perfect Park that night, to protest the police repression. By the time of the 7:30 curfew a quiet and determined crowd of some 700 had gathered, including UCSB faculty and staff and students of all social and political persuasions. When the police began arresting them for curfew violations, they reacted with calm, non-violent acceptance in the tradition of Gandhi and Martin Luther King. At 9:20, with nearly 300 arrested, police ordered the remaining crowd to disperse. When no one moved, the police sprayed pepper gas from a machine directly into the crowd. Then, as the Santa Barbara News-Press described it the next day, "gas-masked deputies swarmed into the crowd, flailing their nightsticks in all directions." Those

arrested were hauled away to the still-unfinished New County Jail where many were subjected to further beatings, denied bail, abused, stripped naked, sprayed with mace and thrown into solitary confinement.

But a crucial moral point had been made. Judge Joseph Lodge ordered charges dismissed against all those arrested and, faced with an ultimatum from University officials, Governor Reagan agreed to end the curfew and withdraw the L.A. Sheriffs. Peace returned to the streets of Isla Vista. The promised bloodbath had been averted, and the task of creating new institutions for the Isla Vista community had begun.

Full text of Potter's speech online at <http://www.islavistahistory.com/potter.html>

STUDENT COMMISSION ON RACIAL EQUALITY

[tuesdays at 7 p.m. in the multi-cultural center meeting rooms]

Coming to UCSB from any school is a significant change in many ways; especially socially and culturally because UCSB is home to students with varying ethnic, gender and sexual identities; we encounter a new vocabulary and way of seeing and understanding a world including many identities we had not yet encountered or stopped to consider in our everyday lives. Of those many identities and ideas The Student Commission On Racial Equality (SCORE) is dedicated to creating a safe campus environment for students of color. Get involved with an influential force in student government on our campus and open networks of students who share similar questions and experiences.

SCORE organizes two annual events: "The Gathering" is an open mic space for students to express their opinions and thoughts through poetry, song, dance and

spoken word. Our annual Facing Race Conferences included a variety of workshops, panelists, speakers and performers to provide a space for students and community members to confront multiple current issues. Over the years SCORE has worked on campaigns such as "Education Not Incarceration", a UC Statewide Campaign. We co-organized the 13th annual UC Statewide "Students of Color Conference: The War on Education and the Militarization of Our Community."

SCORE has had a long legacy of creating change within our campus as well as voicing our needs within the UC System. It is a body funded by the UCSB undergraduate students dedicated to creating a safe environment at UCSB for students of color and the identities

encompassed by people of color. We want to continue this history to create a welcoming environment for students of color and other identities students of color may claim through gender and sexual expression. We have access and act as a bridge between academic departments and various campus communities and provide a space for people to express



their individuality and their voice through mediums such as artistic expression, organizing, political action, education and dialogue to combat a wide variety of issues.

In the past, we have provided spaces for people to act think, express, educate and speak out against racism and the multiple oppressions that link racism such as xenophobia, sexism and homophobia. We also acknowledge the intricacies encompassed within people of color identities, such as various backgrounds, experiences and individual struggles. As well as confronting racism on the individual level, we also critically challenge racism through the structure of society in institutions like the military and prisons and how these forces affect higher education.

If you're interested in meeting with others who believe in working for equality, and having your voice heard within a progressive movement, we welcome you to our meetings.

Compiled by Christopher J. De La Cerda & Tiffany Pascual



Education for Sustainable Living Program

by Katie Maynard & Soumil Mehta

Education for Sustainable Living Program (ESLP) is a program to empower students to set up their own courses, inspire students by bringing in speakers on sustainability, and to encourage collaborative efforts between students, staff, administration, faculty, and community members. We were founded as the research and outreach component of the California Student Sustainability Coalition (CSSC) and have been working hand in hand with UC Berkeley, UC Davis, UC Santa Cruz, UC Los Angeles, and Santa Barbara City College. Since our conception we have been evolving from a student-initiated program to a student-community collaborative. Students connect with the experience and knowledge of both other student groups and community-based organization to develop projects that meet the needs of both the campus and broader community.

During 2004-2005, ESLP at UCSB was composed of a lecture series, small discussion series, retreat, student-led group studies projects/courses, and trainings to support the above. During spring 2005, we had our 2nd annual ESLP lecture series that explored how we can reweave our communities utilizing a vision grounded in ecology, sustained by ethics and propagated through design. The series also provides a theoretical background and inspiration for students researching these issues within the university and interested community members.

As a result of the lectures in Isla Vista, students and members of Santa Barbara and Goleta communities have built connections for future sustainability endeavors and bridged the town/gown divide and break down of the IV stigma. Many community members told us that they had not been in Isla Vista for as much as twenty years and that

it is a surprisingly nice community. This gathering of diverse group people at the lectures is a powerful demonstration of how dynamic and incredible Isla Vista can be.

Another one of our annual events is a retreat at Zaca Lake. One student recalled: "The ESLP Retreat has given me a much-needed opportunity to express myself in creative activities and in love towards others. The University setting is filled with various opportunities to learn and expand your understanding of the world, but is all

too often a lack of freedom to be creative and fully explore your individuality. Oddly enough, there is little room to realize your connection with the rest of the universe. We fall in suite with the schedules, guidelines, assignments and expectations of academia and our culture of modernity."

These intergenerational retreats engage students with perspectives on reverential ecology. We are exposed to a range of topics that recognize and respect the essential diversity of life forms: bio-diverse agriculture instead of chemical-intensive mono-cultures, upstream watershed preservation and restoration rather than large dams, local economies and trade enriching culturally and biologically rich localized communities not large scale globalized trade.

These retreats have inspired community members and students to take action and spread concepts of sustainability even further, inspiring the concept of ESLP itself. With the continued support of IRE and

increased student involvement, the retreats have blossomed from 40 participants with 20 students in 2003 at La Casa de Maria to 200 participants with 130 students at Zaca Lake.

The last part of our program consists of group studies projects which empower students to design their own education through the creation of courses that directly apply to the local community. Any undergraduate can come to us with a project that they think is needed in the community and we will help support them in creating a course. Then through experiential learning, and a process of discovery and self-education, they are able to develop life long learning skills.

Our classes provide an innovative way for under funded services to meet their needs. For example funding for outreach has been reduced at a statewide level. So, students got together and created the Asian Pacific Islander film project. This project brought together film studies majors and Asian American Studies majors to create a video for the Asian Resource Center which depicted the issues and complexity of the API community at UCSB.

ESLP has created 26 group studies projects crossing over 11 campus departments and has collaborated with Engineers without Borders and the Mechanical Engineering Department to support several more. We have formed working relationships between the staff and administration that have helped ensure implementation of our programs.

<http://orgs.sa.ucsb.edu/esl/>



ENVIRONMENTAL AFFAIRS BOARD (E.A.B.)

[tuesdays at 7 p.m. in the GSA lounge]

by Katie Maynard & Soumil Mehta

The Environmental Affairs Board (EAB) is a student organization to protect, preserve, and enhance the environment, principally at UCSB and its surrounding communities. EAB connects the community and campus through raising ecological awareness, enhancing open space, teaching K-12 environmental education, hosting the annual Earth Day Festival, and building partnerships and programs for addressing sustainability. In the past year EAB has been active on several fronts.

Last fall, EAB's Sustainable Foods campaign became an official campaign of the California Student Sustainability Coalition at the convergence we hosted at UCSB. This means that schools all over the state are making sustainable foods a priority. We also continued our commitment to community education. Every Friday, the EAB education chair and other EABers met at Isla Vista Elementary School to teach a class of 3rd grade students about various environmental topics. The teaching includes hands-on learning in the school's organic gardens, and field trips to the Devereux tide pools and Ellwood butterfly preserve.

Throughout the year EAB established academic courses through the Education for Sustainable Living Project (ESLP). ESLP is a unique collaboration among students,

community members, ESLP alumni, staff, and faculty to realize sustainable community. ESLP has four main components: 7-12 student-led, student-initiated Group Studies Projects per quarter, a nine-week lecture series featuring internationally recognized speakers, a concurrent film series, and a weekend retreat. In only a year we have expanded from one department to 10, ranging from Environmental Studies to Womyn's Studies, and Ecology Evolution and Marine Biology. We believe sustainability includes everything that goes into meeting the constantly evolving needs of a community. (See <http://orgs.sa.ucsb.edu/eslp/> to learn more about ESLP's work.)

In the winter, EAB hosted a movie on ANWR (Arctic National Wildlife Refuge), titled "Oil on Ice." We also attended the Winter CSSC Convergence in Santa Cruz. We also held a tree planting at Trigo-Pasado Park. Winter held a lot of planning for the big event of the spring...

Earth Day! The festival drew a huge crowd and included informational exhibits, local bands, cultural performances, vendors, and of course, the human wave. The theme was "Baile con Pachamama" or "Dance with Mother Earth." The spring also saw the attempt at a lock-in fee increase to fund EAB's growing activity and ESLP personnel posi-

tions, which fell short by 4%. The composting program, which began in the fall, continued to grow, led by EAB co-chair Aaron Gilliam. We completed a contract with Isla Vista Recreation and Park District for use of People's Park to place worm bins in. We also created a brand new Associated Students group, AS Department of Public Worms, which will have paid positions to compost food from local businesses in People's Park.

EAB truly had a super year, as evidenced by our selection as the AS Board of the Year. Throughout the year we worked with the Long Range Development Plan to plan a sustainable UCSB campus for the next twenty years. Our leadership is also very dynamic. We have many new chairs, and Abby Horn and Eric Cummings will replace last year's co-chairs, Alisha Dahlstrom and Aaron Gilliam.

EAB also goes on scenic hikes, had delicious potlucks, and memorable camping trips. The result is lasting friendships with others who share a love for nature, life, and peace.

Environmental Affairs Board has been actively involved in the school's institutional orientation process and has been thankful for their openness to allowing us to work with them. We are also very thankful to be included in this submission for this sort of space has not been set up before to our knowledge and will help to build acknowledgement of the activism on our campus and its rich history.

<http://as.ucsb.edu/eab/>



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ENVIRONMENTAL ACCOMPLISHMENTS !

[recycling / sustainability / organizational successes]

by Barbara Hirsch and Katie Maynard

Students, staff, faculty, and local community members have come together over the years to envision and create a more sustainable campus. In roughly the last decade, the Transportation Alternatives Program of Parking Services, A.S. Bikes, Campus and A.S. Recycling, UC Go Solar, the Community Environmental Council, California Student Sustainability Coalition (CSSC), Shoreline Preservation Fund, Green

ID and can travel to farther reaching communities by using Associated Student's online rideboard. The campus has also worked with the Metropolitan Transit District to influence their bus routes and scheduling, particularly around campus. There is currently a UCSB undergraduate student on the board.

In Recycling, Campus Offices, A.S. Recycling, and local recycling

the university to strive for LEED Silver or equivalent buildings (LEED is a nationally recognized system for evaluating the sustainability of buildings), saving energy throughout the campus and creating healthier working environments; Explosion of native habitat restoration and educational programs; the creation of a fully booked beach clean-up program. Students are making change through more open communication



Campus Council, Education for Sustainable Living, and Isla Vista's chapter of the Surfrider foundation have each worked to address the issue of how to create a collaborative environment in the university directed towards environmental change.

In Transportation, A.S. Bikes has worked hand in hand with the Office of Sustainability, and Transportation Staff to develop a good series of bike paths through campus. Examples are the restoration and redesign of the Goleta Beach Bike Path and the current project to complete the bike loop around campus through the creation of the Broida Bike Path. Students can travel via bus throughout the community for free using their student

organizations and waste disposal businesses are working towards institutionalizing recycling on campus. Bins are available around campus for newspaper, glass, plastic, and aluminum, buildings have both cardboard and paper dumpsters. A new program has drop off places variously located for safe battery disposal, A.S. Recycling has begun to offer a "technotrash" program for cds, cellphones, etc. and there is a toxic materials drop off that serves the entire community located on campus. A.S. recycling also runs a notebook recycling drive at the end of each quarter.

These are only a few accomplishments. Much more has been achieved such as the agreement of

and building relationships; learning what is prohibiting the university from becoming more sustainable and brainstorming with staff and faculty about how to get around these barriers.

This coming year the campus will be continuing work on its Long Range Development Plan (LRDP). This document will guide decisions related to land use, building construction, landscaping, and much more over the next thirty years! With increased student involvement and collaboration we can: recycle more than we send to the landfill, reduce energy usage, conserve water, and have a major impact on the long-term health of the places where we live and learn.

VOICES FOR PLANNED PARENTHOOD

article compiled by Amara Allenstein & Courtney Weaver

[<http://www.ucsbvox.com>]

VOX, Voices for Planned Parenthood, is an education and activist orientated group on campus. We work to educate and raise awareness about reproductive rights and health care issues and promote pro-choice activism on campus and in the community.

In April of 2004 several VOXers had the privilege of attending the March for Women's Lives in Washington, D.C. After several months of rigorous fundraising, we had the chance to join over 1.3 million women and men in the Capitol Mall to march for access to family planning services, equitable health-care, reproductive freedom and justice for women here in the U.S. and all over the world. Activists from all over the nation came to tell Congress and President Bush that reproductive rights are human rights, and that there IS A PRO-CHOICE majority. Many women there had also attended the original march for choice in the 1970s. Seeing the massive unification and concern for choice issues was a moving, gratifying and inspirational experience.

In January of 2004 VOX held a vigil to recognize and celebrate the anniversary of Roe vs. Wade. Though small, we commemorated the day on the women's center lawn by recognizing the lives lost and contribution to the movement made by all women who died from back-alley abortions prior to the protection of the right to privacy recognized by the landmark case.

After the 2004 presidential election between George W. Bush and John Kerry served as a defeat in the pro-choice movement, VOX participated in a Women Respond! Rally, designed to bring together women's groups on campus to discuss the results of the election and

their effects on women in the U.S. and abroad. The Global Gag Rule, Sweatshop Labor, Forced Prostitution, Supreme Court Appointments and Reproductive Rights were all discussed in rousing speeches from Campus Leaders. Movement unity and coalition building are an important part of the VOX experience.

In January of 2005, we celebrated another anniversary for Roe, this time by having a rally in Anisq'Oyo' Park. The rally featured live music, spoken word, monologues, and personal stories as well as some



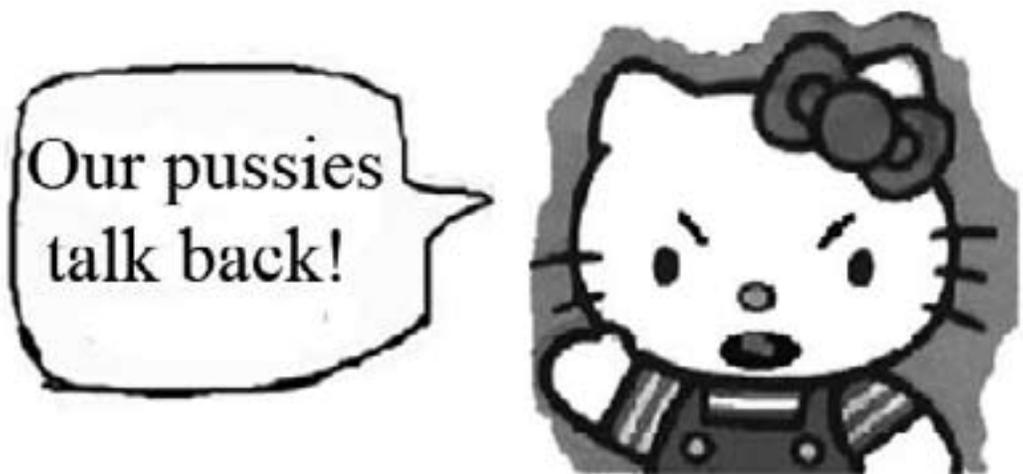
words from Assembly Member Pedro Navo and Council Member Das Williams. Student and community members as well as organizations such as the Santa Barbara Pro-Choice Coalition, Mujer, The Women's Studies Program, Santa Barbara Rape Crisis Center, WETT, Students' Co-op, and others joined in coalition to celebrate Roe and discuss her preservation.

Shortly after, in February 2005, SVOX, with the help of the UCSB Women's Center, held its first Fem*Sex event. Fem*Sex was a day of workshops focusing on various issues dealing with sexuality. We had workshops such as Reproductive Rights, Eco-Sex, the Sexuality

of Childbirth, Sexual Health, Representations of Women of Color in the Media, Sexual Violence, Orgasm, Sensual Massage and Tantric Breathing, and Sex Toys. Again, this could not have been possible without the help of great facilitators from Planned Parenthood, Mujer, Students' Co-op, Santa Barbara Rape Crisis Center, Students Stopping Rape, and the community. We are planning to have another workshop day in Spring 2006, so if you have workshop ideas or want to participate, contact us; it was a lot of fun.

After the workshops, VOX member Marina Carleton was inspired to facilitate an actual course on Women's Sexuality. Thanks to ESLP, Education for Sustainable Living Program, she was able to teach the course for a full 4 units of upper division credit in the Women's Studies Program. The course was small, ran by the students, and opened a space up for women to talk about different issues of their choice surrounding sexuality. At the conclusion of the course, we put together a zine that talked about some of the topics we covered in class and why we liked the structure of the ESLP class. If this sounds appealing, contact ESLP because we want to pass the torch and have a facilitator for another class dealing with such issues.

VOX covers a lot of ground surrounding reproductive rights, health care, and sexuality. I find that the organization is able to do as much as we want to work for. Fem*Sex and the ESLP course are examples of how our organization has expanded its interests and worked with other campus groups and in the community. Whether it is within our group, or while working with other groups, we hope to meet you soon!



VAGINA DIALOGUES

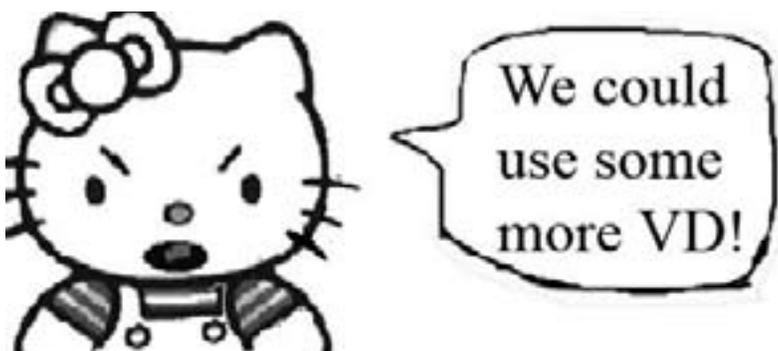
[when one talking vagina just isn't enough!]

Fed up with sexism, racism, and imperialism? Sick of not seeing your own experience reflected in art and media? Want to speak your truth out loud? Want to work with other feminist, anti-racist, badass folks to create an original performance? Then you're ready for Vagina Dialogues!

Vagina Dialogues was originally founded as an anti-racist, anti-imperialist alternative to Eve Ensler's Vagina Monologues. Our emphasis is on telling our own stories and truths, as well as working against western feminist representations of women of color and third world women that have been patronizing and destructive.

You don't need previous experience in theater. Our goal is to have a nourishing, not stressful, experience. Join us for any or all aspects of creating our second annual production!

For questions or details about our first meetings, please contact Grace Chang at gchang@womst.ucsb.edu.



I went to the University of California and All I Got Was This Stupid Thermo-nuclear Weapon

By Darwin BondGraham

The United States military possesses 10,500 nuclear weapons. Many of these are contained on the tips of ballistic missiles that are stowed in the launch tubes of 14 nuclear powered submarines that move beneath the waters of the Atlantic, Pacific, and Arctic Oceans. Many more are deployed in missile silos ranging across Montana, Wyoming, and the Dakotas. More still are stored at Air Force bases in the United States and many foreign nations.

Each of these weapons is capable of killings millions in mere seconds. This is what they were designed for. Since the atomic bombings of Hiroshima and Nagasaki in 1945, U.S. war planners have prepared for every possible scenario in which nuclear weapons

might be used again. In addition to the massive overkill targeting of Russian and Chinese cities, U.S. leaders have contemplated using nuclear weapons in wars against Korea, Vietnam, Cuba, and elsewhere. They have also explored using nuclear weapons in more hypothetical scenarios. This has led to an enormous demand for numerous nuclear weapons designs, and even more numerous modifications to these weapons including everything from “earth penetrating” models, to “dial

a yield” warheads (bombs that can explode with as little or as much force as desired). All of these and more exist in the US arsenal.

How have warmongers in the Pentagon, White House, and the Congress managed to build and deploy such an overwhelmingly large and absurdly sophisticated nuclear weapons arsenal? By asking the University of California to build it for them.

The UC manages both the Los Alamos and Lawrence Livermore National Laboratories, the

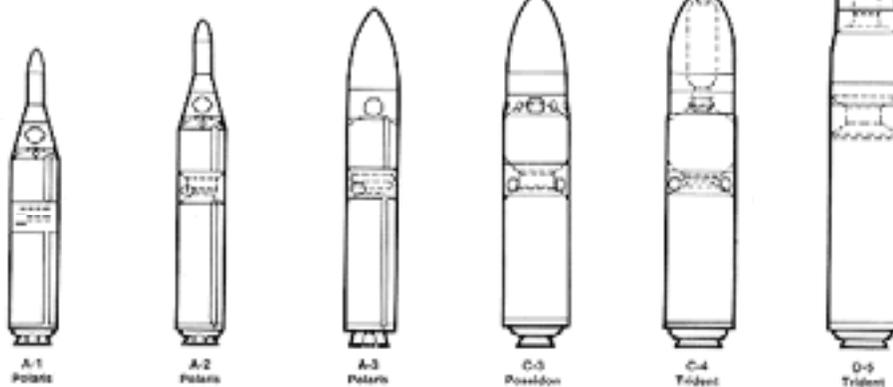
and UC President select all of the leadership at these labs, and steer the UC’s tremendous scientific resources into each weapons lab’s orbit.

The UC has managed these labs since their inception. Los Alamos was founded in 1943 by Berkeley physicist Robert Oppenheimer, and General Leslie Groves. Livermore was founded almost a decade later. Currently both labs have budgets of over 2 billion dollars. While both conduct a variety of scientific work (still mostly related to military projects), their main mission

remains nuclear weapons. Nuclear weapons activities account for over the vast majority of each lab’s work (see the National Nuclear Security Administration’s budget – <http://www.nnsa.doe.gov/>). The NNSA budget line for “total weapons ac-

tivities” accounted for \$1.27 billion at Los Alamos, and \$928 million at Livermore in 2004.

While they have traditionally been weapons design labs, they are increasingly sites of production for nuclear weapons components, especially Los Alamos. UC’s Los Alamos lab has been producing plutonium bomb cores for several years now. Last year the government paid UC’s LANL \$217 million to manufacture plutonium bomb cores for nuclear weapons.



Various submarine launched graduates of the UC nuclear weapons labs

two primary sites for the research and design of nuclear weapons. Both sites have also manufactured components for the nuclear weapons complex on a limited basis.

What does it mean that the UC “manages” these labs? It means that the operations of these sites falls under the authority of the UC Regents and UC administration. It means that every bomb designer’s paycheck comes from the UC. It means that the Regents

Bidding for the Bomb Lab

UC is not guaranteed its contract to manage the bomb labs anymore. By December 1st, 2005 the DOE will select LANL's next manager. Competing against the UC is a team headed by Lockheed Martin Corp. and the University of Texas.

To take on this pair (the world's largest weapons contracting corporation, and the university of Bush's home state) the UC has formed a partnership with the Bechtel, BWX Technologies Inc., and Washington Group International, corporations all intimately involved in the whole nuclear cycle. Among many other things Bechtel manages the Nevada Test Site where the US tests its nuclear weapons. BWXT operates the Pantex Facility in Texas, where all US nuclear weapons are assembled. WGI operates nuclear waste disposal sites and handles other aspects of the nuclear cycle for private and government entities.



On Wednesday May 25, 2005 over 50 UC students converged on the Regents meeting at UCSF. The students called for the abolition of nuclear weapons, and democratization of the University. After the Regents vote to bid for the contract to manage Los Alamos the students disrupted the meeting until UC police forced them from the room.

This is not all that these labs produce. Each is also a powerful source of a particularly militaristic ideology. Senior officials at both labs have historically promoted increasing budgets for nuclear weapons activities in addition to more aggressive weapons policies. Many at the labs are at the forefront of promoting biological and chemical weapons research in the U.S.

Both labs have also produced tons of radioactive toxins. Livermore Lab has released tritium into local groundwater, while Los Alamos has released nearly every known radioactive substance into the atmosphere. Both sites store large quantities of plutonium, uranium, and other deadly elements. Daily operations at both labs create

piles of radioactively contaminated equipment, clothing, and materials. These labs are environmental disasters.

Both labs are at the forefront of the renewed nuclear weapons complex. With new weapons designs, new arsenals, new targets, and new roles for nuclear weapons planned for by the Bush administration and many in the US congress, both labs are eager to begin work. Nuclear weapons spending is higher now than it was during the Cold War. Unless it is challenged the UC is likely to remain a willing participant in this irrational and inhuman arms race.

There is opposition to the status quo. The Coalition to Demilitarize the UC is a group of students,

community members, and non-profit organizations working to see that the UC is no longer complicit in the production of weapons of mass destruction. We share a larger vision of a world free of nuclear weapons and war. We're working not only to end the UC's role in nuclear proliferation, but for a much saner, sustainable, and just world. This is one step along the way. To get involved with the Coalition contact any of the following members.

Will Parrish – Nuclear Age Peace Foundation: wparrish@napf.org
Tara Dorabji – Tri-Valley CAREs: tara@trivalleycares.org
Jackie Cabasso - Western States Legal Foundation: wslf@earthlink.net
Darwin BondGraham - Fiat Pax: darwin@riseup.net

Thought Wal-Mart Treated Workers Poorly? Workers & the University

By the DisGuide Collective

Last spring quarter the janitors, cafeteria workers, groundskeepers, and other UC service workers went on strike to protest the University's continued mistreatment of its employees. The strike was held at every UC campus, with students and faculty joining in to call for a more just university.

The strike occurred because the University's administration refused to negotiate in good faith with the worker's unions, AFSCME (Association of Federal, State, County, and Municipal Employees), and CUE (Coalition of University Employees). For more than a year both unions had been working without a contract, the agreement between the University and its workers that establishes pay scales, health care coverage, career advancement structure, and other basic conditions of labor. The UC administration claimed that the workers demand's for higher wages, for good healthcare, and other necessities was too much, and that the University could not afford it. All of this while top-level administrators were receiving raises exceeding tens of thousands of dollars pushing many of their individual salaries beyond a quarter of a million dollars.

As if the absurd pay inequalities weren't enough, UC has also been diverting money intended for staff wage increases, often spending the money on other things, or simply putting it in reserves. The administration diverted approximately \$20 million in such funds in 2004 alone. According to Gerald R. McKay, an arbiter selected by CUE and the University to investigate wage stagnation, there is "no question that the University is in a position to afford a wage increase for the clerical employees."

The strike last spring succeeded in winning a better contract for those who clean, cook, and maintain the university. The new contract included better pay, necessary benefits like healthcare, and much more. The strike succeeded because it was the right and just thing to do, and because many students,

faculty, and other staff members joined the service workers in solidarity by walking out of classes, joining the picket lines, and voicing their support. At UC Santa Cruz the whole campus was literally shut down by a coalition of students and workers. It was a powerful and extremely effective show of solidarity, and along with actions here at Santa Barbara, at Berkeley, Los Angeles, Irvine, Davis, Riverside, San

Francisco, and San Diego, the strike succeeded in making the UC Regents and administration listen to and provide for worker's needs.

There's much more work to be done. The current UC service workers' contract is an improvement, but it's not all that it needs to be. Many UC service and clerical workers are still paid much less than the cost of living. According to the National Economic Development and Law Center, "UC service workers' wages are too low to cover the bare-bones costs of raising a family: 93% of UC service workers earn wages that would not meet basic needs for a single adult with a child, and 46% earn wages that would not meet basic needs for a two wage-earner, two child family (if both adults earn the same amount)." These 7000 UC service workers are mostly immigrants, women, and minorities. Their plight is known by millions of workers in the United States who have experienced a drastic decline in their quality of life for decades now. Wages have dropped, employers have



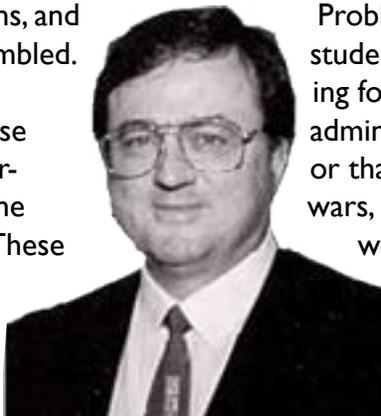
Photo from: www.rasquachemedia.org and sbindymedia.org

withdrawn healthcare, childcare, pensions, and other benefits, and job security has crumbled.

The University's support for these 7000 employees is so poor that the average food service worker qualifies for nine state and federal assistance programs. These include: food stamps, housing subsidies, and the Medi-Cal and Healthy Families programs. In this respect, UC's mistreatment of its workers results in the same kind of shenanigans that Wal-Mart has been pulling for years. By paying its workers next to nothing the University, like Wal-Mart, is profiting off publicly funded programs that cover healthcare, housing, and other needs that should be paid for by the employer, but are not because of the worker's vulnerable position and inability to demand more without the risk of losing their jobs.

Here at UCSB many of our friends and colleagues who cook, clean, and maintain the University are struggling to survive. The cost of living in Santa Barbara county is incredibly high and rising, while average pay for workers is incredibly low and stagnating. Students know about these issues. Rent is robbery, constantly increasing alongside our fees.

The UC's clerical workers are struggling alongside the service workers. Their pay is equally undervalued and they haven't seen a sufficient increase in pay or benefits in years. Meanwhile the prices of housing, food, and gasoline soar.



UC Regent John Moores: Net Worth, \$750 Million

Problems still loom large for UC workers and students, as there is no indication that funding for higher education will increase, that UC administrators will get their priorities straight, or that massive state spending on prisons, wars, and corporate subsidies will decline. As worker's wages decline relative to prices, as benefits are slashed, student fees are raised.

The strike last spring was part of an answer to these problems. Workers and students proved that by joining forces we can successfully oppose the unjust system of exploitation that is draining all of us.



Average UC Chancellor: Salary, \$300,000



UC President Robert Dynes: Salary, \$395,000



Academic Provost MRC Greenwood: Salary, \$380,000

A Quick Guide to Campus Unions

AFSCME Local 3299 – The American Federation of State, County, and Municipal Employees “represents 17,000 workers at the University of California. Our union represents workers from every UC facility in the state, including the ten campuses, five medical centers, agricultural and marine research stations, and all other facilities that employ UC workers.” This includes nearly 7000 service workers. (From the AFSCME Local 3299 web site, www.afscme3299.org)

CUE – “The Coalition of University Employees (CUE) is the independent, member-run union which was elected in November, 1997 by clerical employees throughout the UC system to represent them. CUE, which was founded in 1995, is made up entirely of UC clerical employees.” (From the CUE web site, www.cueunion.org)



UC Cafeteria Workers Average Pay: \$8.50/hr or \$16,400



Maximum UC Service Worker's Pay: 13.02/hr or \$25,000

UPTE – Represents UC's 4000 technical employees, 2000 health care professionals and 4000 researchers (From the UPTE web site, www.upte.org)

UAW Local 2865 - is the union representing over 12,000 academic student employees, TAs, tutors, readers, and others at 8 campuses of the University of California. (From the UAW Local 2865 web site, www.uaw2865.org)

Be Realistic — Demand the Impossible!:

Stopping Student Fee Increases and Transforming the World

By Will Parrish

For as long as there have been fee increases at the University of California, there has been student resistance to them.

Back in 1967, it cost a grand total of \$150 a year to attend the UC for undergraduate California residents (adjusting for inflation). When Ronald Reagan announced his plan that year to cut the UC budget by 25 percent, several thousand students responded by marching on Sacramento. Since then, UC students have engaged in rallies, occupations of administrative buildings, walk-outs, boycotts, and various other demonstrations against the skyrocketing cost of their education. Occasionally, these actions have made a concrete impact, causing a reversal of some portion of the CA State Legislature's planned UC funding cuts or the UC Regents' planned fee increases. But that impact has invariably been limited, and it seems that the same gut-wrenching cycle takes place every year.

The State Legislature cuts funding for higher education, the Regents announce a fee increase, students protest, student governments lobby, a new batch of student activists graduate, and still the fees go up.

In short, campaigns to counter fee increases have been failing for 38 years, despite some great organizing on the part of several generations of students.

The first step, if we are to come to terms with this failure, is to recognize the circumstances that caused the cost of a UC education to begin its steep climb in the first place.

The second step is to



reformulate the strategies of past anti-fee increase campaigns in a way that takes into account the real source of Student Power.

As the price of a UC education becomes increasingly unaffordable, the decline in diversity at UC campuses has been staggering. Meanwhile, the average debt of college graduates in 2003 was \$17,000. As we strive to transform

this staggering injustice, let's keep in mind a popular slogan of the May '68 uprising in Paris: "be realistic — demand the impossible."

Fee Increases in a National and International Context

Fee increases are inevitable unless we pursue the goal of cheaper or free higher education as part of a campaign for much broader and deeper social change. To take only one very obvious example, there certainly won't be cheaper or free higher education at the UC, or anywhere else in this country, as long as the US is engaged in a \$200-billion-and-counting war of conquest abroad. Likewise, the war in Iraq connects with countless other local, national, and global injustices.

During the '60s, the student movement at UC Berkeley emerged as a major political force, but it also induced serious resentment among a significant portion of the voting population of California. Ronald Reagan was elected as governor in 1966 based largely on his promise to clean up "the mess at Berkeley."

Reagan's election was historically significant largely because his repressive approach to student Over the past 40 years, this backlash has brought to power a series of reactionary politicians who have colluded with their corporate

sponsors and partners to continually expand public spending on war, corporate give-aways, prisons and the “War on Drugs” – at the expense of education and social services.

George W. Bush and his administration are strong inheritors of this tradition. Most Democrats currently in power are not fundamentally much different. To quote the Long Road Collective, a group of UCSC graduate students who published a pamphlet on UC funding priorities in spring 2005, what is happening in the UC system is “not happening in a vacuum.” What goes on at the UC “connects with what goes on in California state politics, which must be understood in



This is only a small preview of what a UC student strike would look like (UC Berkeley students protesting the Iraq war in 2003).

a national and international context.”

In a nutshell, here’s the complex task before us: We must come to understand how efforts to address the cost of a UC education are related to other efforts to bring about the kind of transformation that would make free higher education possible.

What is to Be Done?

Just as Argentine students in 1918 and 1919 mobilized a highly successful student strike in which virtually all of their demands were met (mainly, student involvement in decision-making); just as students and workers went on strike in Paris in 1968, nearly precipitating revolution; and just as students all over the world have conducted general strikes dating back to the 1600s, it’s high time that we in the US learned from our forebears and simply stopped going to class.

As the folks in these past movements realized full well, the main power students wield is their power to withhold their cooperation from a system that depends on this cooperation for its very existence. By attending class, buying textbooks, supporting campus businesses, etc., students are like the pillars propping up a top-down educational apparatus. When we act from underneath this oppressive structure, our impact is invariably limited. But if we remove the pillars (by withdrawing our support), the structure will collapse, and suddenly those in power will be in an extremely vulnerable position indeed.¹

We’re at least a few years away from a ripe time for a national student strike, so let’s start with something more modest: a UC student strike in, say, the fall of 2006 or the winter of 2007.

The demands of the strike don’t even have to stretch beyond the UC.

How Student Fees Work

¶Technically, most UC students don’t pay tuition. Other than non-California residents, who pay “nonresident tuition,” everyone else pays a combination of different “fees,” the biggest of which is the Educational Fee (essentially, the same thing as tuition). The other fees mandatory to all UC students include a “registration fee” and a health insurance fee. The variety and size of other compulsory fees vary by campus, but usually include fees for such basic services as “free” bus transportation.

¶The UC receives the vast majority of its funding from the State of California, as well as a comparatively small amount from private donations, particularly from alumni. As the share of funding the State provides has declined through the years, the UC Regents have invariably opted to make up the difference by increasing the educational and registration fees.

¶Shortly after the UC was founded in 1869, it was established that “for the time being, an admission fee and rates of tuition such as the board of regents shall deem expedient, may be required of each pupil....As soon as the income shall permit, admission and tuition shall be free to all residents of the State.”

¶I guess we’re all still waiting on the income to permit.

Democratizing the UC

The UC Regents get away with increasing our fees on an annual basis for the same basic reason they get away with exploiting campus workers, overseeing the nation's nuclear weapons laboratories, and investing billions of dollars in businesses that prop up oppressive political regimes: namely, a lack of democracy. For example, when was the last time you were asked to provide meaningful input into any important decisions regarding the institution you're paying tens of thousands of dollars to be a part of?

That's exactly what I thought.

As the extremely oppressive and undemocratic institution that it is, the Board of Regents deserves to be severely disempowered, if not entirely abolished. In its place should be instituted a system of shared governance on the part of students, faculty members,



Last Spring students in Quebec went on a "greve generale" (general strike) to oppose plans to raise their fees.

Year	Mandatory Systemwide Fees	Average Campus Fees	Nonresident Tuition
1978-79	\$ 671	\$ 49	\$ 1,905
1979-80	685	51	2,400
1980-81	719	57	2,400
1981-82	888	60	2,880
1982-83	1,235	65	3,150
1983-84	1,315	72	3,360
1984-85	1,245	79	3,564
1985-86	1,245	81	3,816
1986-87	1,245	100	4,086
1987-88	1,374	118	4,290
1988-89	1,454	120	4,956
1989-90	1,476	158	5,799
1990-91	1,624	196	6,416
1991-92	2,274	212	7,699
1992-93	2,824	220	7,699
1993-94	3,454	273	7,699
1994-95	3,799	312	7,699
1995-96	3,799	340	7,699
1996-97	3,799	367	8,394
1997-98	3,799	413	8,984
1998-99	3,799	428	9,384
1999-2000	3,799	474	9,804
2000-01	3,799	535	10,244
2001-02	3,799	480	10,704
2002-03 (Annualized)	(3) 4,204	453	12,480
2003-04	(3) 5,464	546	13,730

staff, and perhaps some full-time administrators. The highly successful "participatory budgeting" system that originated in Porto Alegre, Brazil, provides one possible model that the UC could adapt.²

While democratizing the UC wouldn't solve all our problems, it would be a tremendously important step, one with the potential to inspire similar processes of democratization at scores of institutions all over the country and world.

Students acting in isolation often lack the power to challenge institutions based on extremely concentrated power, which is one reason it's vital that we continue to build on the promise of the student-worker coalitions that have formed at the UC in recent years. Make this a UC-wide student and worker strike, and then

we're talking about some really major changes.

Take another look at the chart on this page. Compulsory fees for in-state undergraduates have soared by over \$2,000 in the last three years alone. When you look at that chart, realize that, given the US' current political direction, things are poised only to get worse — *much* worse.

When you take a look at that chart, also realize that the trend it displays is only a tiny microcosm of the sort of injustices being perpetuated at every

moment of every day by the present global system of centralized power and corporate-state-industrial domination. As maddening as it is to be paying over \$7,000 a year and counting for something that very well ought to be free, the burden of doing so is nothing compared to the misery wrought on those who really suffer at the hands of this system,.

The anger students feel over fees being increased at an unprecedented rate presents a unique opportunity for masses of students to connect the dots and recognize this ugly system for what it truly is. If we transform the UC, we can stop student fee increases. If we transform the UC, we can begin to transform the world.

1. This idea is based heavily on a concept called "People Power." For more information, visit <http://globaljusticeecology.org/peoplepower>.

2. For more information, Google "participatory budgeting Porto Alegre"

LANGUAGE MATTERS !!!

[queer terminology / campaigns / how to be a better ally]

Queer folks are often the victims of verbal, emotional, physical, and sexual abuse in their homes, schools, and communities. One step in being a better ally to the queer community and rejecting the institutions that discourage you from familiarizing yourself with queer identities is to learn the terms that members of the queer community embrace. Word choice is important when certain terms have historically been used to perpetuate violence against the queer community. While some terms have been reclaimed in order to restore justice, many terms are still a source of discomfort and pain for queer folks.

No one of these definitions is authoritative and this list is in no way complete. Many terms were left out due to space considerations. Many of those terms are contested and require much explanation, but at the same time, are sources of verbal and emotional abuse for many people who embrace those terms.

In order to be an ally to the queer communities, it is not enough to familiarize yourself with this list. People self-identify and select the terms (ones that may not appear on this list) that they feel most apply to them, so please respect everyone's choice of terms. For

example, if a person says that she identifies as female, use "she"/"her," regardless of what kind of body that person may have been born into.

If you are not sure which pronouns a person prefers, ask, "Which pronouns would you like me to use / do you prefer?" Be patient with a person who is questioning their gender identity. A person may shift back and forth before deciding on what gender expression best matches their identity. A person may ask to be called by one name one day and another name another day. Do your best to be respectful and call the person by the name they request. Self-perception is the key to many of these identity labels.

For example, a self-identified lesbian may have emotional, sensual, and/or sexual relationships with male-identified folks and still maintain her identification as a lesbian.

Also, embracing a bisexual identity, for example, is not about demonstrating bisexuality through one's behavior and actions, it is about attraction and identity. Many people engage in sexual activity with people of both sexes, yet do not identify as bisexual. Likewise, other people engage in sexual relations only with people of one sex, or do not engage in sexual activity at all, yet consider themselves bisexual.

For more ideas on how to be a better ally to the gender variant/transgender/queer communities, please see the

resources available at the RCSGD (see directory on page 65 for more information).

Terminology

Sex – medical term referring to genetic, biological, hormonal, and physical characteristics used to identify a person at birth as female, male, or intersex.

Gender – psychosocial construct most people use to classify a person as a man, woman, both, or neither.

Gender roles – set of socially defined behaviors based upon a person's sex.

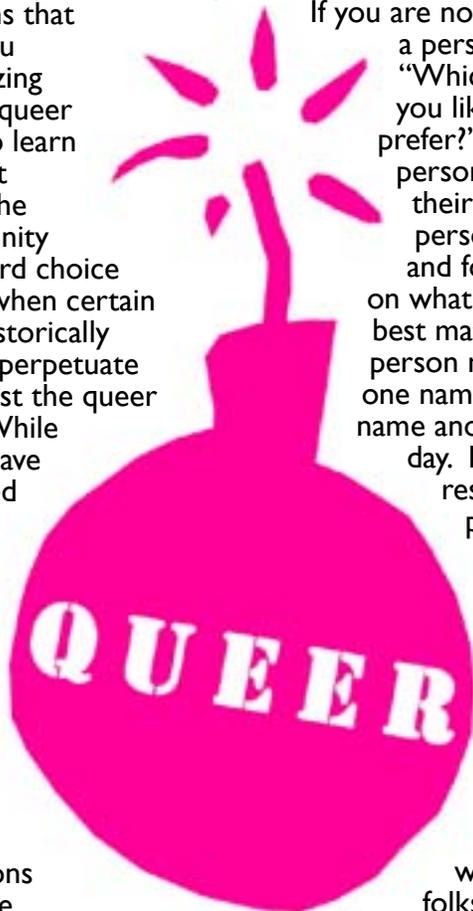
Gender presentation/expression/performance – way a person presents themselves as "masculine" or "feminine" or something else entirely and communicates their gender to other people, including dress, speech, body language, etc.

Genderfuck – deliberately sending mixed messages about one's gender. For example, a man wearing women's clothing and a beard is genderfucking.

Genderqueer – describes non-binary gender expression. Includes people who feel like no gender—including "man," "woman," or "transgender" adequately describes their experience. Can be neither "man" or "woman" or both.

Gendervariant – those who cannot or choose not to conform to societal gender norms associated with their physical sex.

Transgender community – the loose association of people who transgress gender norms in a



variety of ways. Terms include ftm (female-to-male) or mtf (male-to-female).

Transsexual – person whose gender identity is incongruent with their sex and who is preparing to undergo or has undergone “sexual reassignment surgery” (SRS) or hormone therapy. Sexual orientation varies. Male transsexual refers to ftm’s and female transsexual refers to mtf’s.

Transvestite/crossdresser – person who gets (sexual) enjoyment wearing clothing identified with the “opposite” gender. Calling a transgender person a transvestite or crossdresser can be offensive because this implies that the transgender identity is “just a phase.”

Intersexual – a person having both male and female sexual organs or hormonal makeup; having sexual organs or hormone makeup that does not align with what is conventionally defined as “male” or “female”; approximately 1 in 1000 births are intersex babies, bodies that doctors cannot neatly classify and on which doctors often perform involuntary medical interventions. For better information, visit www.isna.org

Hermaphrodite – an old medical term describing intersex people. Many intersex activists reject this word due to the stigmatization arising from its roots and the abuse that medical professionals inflicted on them under this label. Some intersex people use this word as a “pride word” like “queer” and “dyke,” but non-intersex people should avoid this term.

Bisexuality - the potential to feel sexually attracted to and to engage in sensual or sexual relationships with people of either sex. A bisexual person may not be equally attracted to both sexes, and the degree of attraction may vary over time. Some bisexual people are attracted to both men and women and some are attracted to people

without gender being an important factor in their attraction. People in the latter group often are called bisexuals for lack of a better term, although many prefer to call themselves “pansexual,” “sexually-fluid,” or “omni-sexual.”

GenderFuck terms compiled from OutWrite Newsmagazine, Winter 2005 (outwrite@media.ucla.edu). Other terms compiled from various pamphlets available at the Resource Center for Sexual and Gender Diversity (see page 57 for more information).



The Campaign for Gender-Neutral and Accessible Restrooms at UCSB

PISSAR (People In Search of Safe and Accessible Restrooms) is a UCSB-based coalition of disability and genderqueer activists. Our groups began to address a major health and safety issue on our campus: the fact that restrooms are not available or accessible to all members so of our community. We believe that all people, regardless of their ability, gender identification or gender presentation, have the right to access safe and dignified restrooms without fear of harassment, judgment, or violence.

At present, many campus restrooms illegally violate ADA codes and are not wheelchair accessible.

Others are unsafe and uncomfortable to people who do not fit existing gender norms, who may identify as transgender or genderqueer. Because of the lack of safe, accessible, gender-neutral bathrooms on this campus, student, staff, and faculty are forced to travel across campus just to find a bathroom to use. Safe gender-neutral bathrooms are important not only for transgender people, but also to traditional targets of hate crimes, families, people with caretakers or aides, and many others.

Currently, PISSAR has three main goals:

1. To raise awareness about what safe and accessible bathrooms are, how bathroom access affects both disability and genderqueer communities, and why action is necessary.
2. To find, map and verify existing accessible and gender-neutral bathrooms at UCSB.
3. To demand conversion of existing sub-standard university restrooms and the creation of accessible and gender-neutral restrooms in new and renovated campus buildings.

It is imperative that the university show commitment to restroom safety and accessibility, and actively work to repair and improve the current restroom situations on our campus.

Some Resources: *PISSAR* (pissar_ucsb@yahoo.com), *PISSR San Francisco* (www.pissr.org)

If you have any questions or comments regarding this article or have proposed changes for the next edition of the DisOrientation Guide, please contact Tanya Paperny at tpaperny@gmail.com

For genderqueer-related (and other) on-campus student organizations, see the directory on page 65 of this guide.

COVERING ALL THE BASES

[5 other ucsb-related campaigns you should know about]

The DisOrientation Guide covers a lot of UCSB student campaigns in quite a bit of detail, but there are also a lot of really righteous campaigns we didn't get to cover in much depth this year. In an effort to make up for this lack of depth, we'll at least attempt to be comprehensive. Below is a list of five other current UCSB-connected campaigns for change.

1. Military Counter-Recruitment: Military recruiters are notorious for lying and/or severely exaggerating the opportunities available through military service. In fact, it's virtually part of their job description. These recruiters have monthly "recruitment" quotas to fulfill, and naturally, they're willing to say just about anything to convince you to be a statistic they can report back to their bosses.

An important element that makes military recruitment unjust: The recruiters disproportionately target the most economically vulnerable citizens with their sales pitches, which in turn means a disproportionate number of socio-economically disadvantaged people of color are joining the military and being killed overseas.

The counter-recruitment movement has been particularly strong at college campuses, where demonstrations against military recruitment and draft registration have a very rich history. UCSB students and faculty have increasingly become a part of the trend. Last May, about 20 students stormed Cheadle Hall and strongly urged Chancellor Yang to support a ban on military recruiters on campus. Later that month, the Student Commission on Racial Equality (SCORE) dedicated its seventh annual "Facing Race" conference to the theme "Demilitarizing Our Minds and Communities," with a series of workshops and speakers on counter-recruitment being one of the main highlights.

As students at campuses nationwide work to create a ban on military recruiters at their cam-

pus, UCSB may soon become one of the first universities to do so: In January, Professor Emeritus of sociology Thomas Scheff drafted a proposal to the Academic Senate proposing a ban on military recruiters on campus. The proposal has been co-signed by 17 other faculty members, and it will likely be put to a final vote this fall. In the meantime, students will be working to create the critical mass necessary to influence the Academic Senate decision. For more information, check out the article on SCORE on page 26.

www.youthandthemilitary.org
www.counterrecruiter.net
www.wagingpeace.org/youth

2. Divest from Israel: For the past several years, UC students have been building a campaign that stands on the shoulders of the historic South African Divestment campaign of the '70s and '80s. The Israeli occupation of Palestine represents a global injustice, but also one that UC students have the ability to significantly impact. The UC Regents bolster the occupation through over \$3.5 billion in investments in companies with operations in Israel. General Electric, for example, has strong ties to the Israeli military and receives an average of \$650 million from the Regents per year. Students and faculty across the US, including at the UC, have drafted petitions and staged protests to convince their university directorates to divest their holdings from these companies.

www.ucdivest.org

3. Divest from Sudan: The UC's endowment currently includes \$133 million in investments in companies operating in Sudan. These investments enable the Sudanese dictatorship to purchase weapons and continue a military campaign that Congress and the State Department call genocide.

<http://www.iabolish.com/campaigns/campaign.php?id=uc>
www.sudanactivism.com

www.divestsudan.org

4. Anti-Sweatshop: The labor rights organization United Students Against Sweatshops (www.studentsagainstsweatshops.org) was formed in 1998, the same year the student led anti-sweatshop movement got its start at Duke University. Today, trademark licensing codes of conduct which ensure retail items with a university logo are produced without violating human rights have become common practice—all thanks to protests, sit-ins and teach-ins on campuses nationwide, including our own. UCSB removed sweatshop items from its bookstores after students and professors like Rich Appelbaum (known internationally for studying and fighting injustice behind the label) lobbied the UC to pass its own code of conduct in 2000.

www.nosweatapparel.com
www.americanapparel.com
www.gxonlinestore.org

5. Stop Killer Coke: Another campaign spearheaded by United Students Against Sweatshops. Coca-Cola's been in hot water for its reckless corporate practices, to say the least—it's been charged violent union busting in Turkey, and implicated in the torture, kidnapping, and murder of union organizers at Coke bottling plants in Columbia.

If your outrage has you thirsty, unfortunately, you won't find many alternatives to Coke products at UCSB—the soda giant has got a monopoly on what you drink on campus.

That's why the UCSB Student Lobby Labor Coalition, in partnership with other UCs and universities across the country are pressuring schools to investigate and reconsider doing business with Coke. We comprise a key marketing demographic for the company, and as students, again find we have unique leverage to push the powerful to change.

www.killercoke.org

PUEBLO (People Uniting for Economic Justice Building Leadership through Organization)

el pueblo unido jamás será vencido

From Santa Barbara PUEBLO's web site - www.sbpueblo.org

PUEBLO is a multi-issue grassroots membership organization that is building the power and leadership of low-income Santa Barbara residents by working towards economic and environmental justice.

Santa Barbara is one of the wealthiest communities in the United States, yet there is tremendous poverty. The high cost of living is forcing working families to hold multiple jobs, commute long distances for low-wage work, and live in crowded apartments. Many are frequently forced to make hard choices between paying the rent, feeding their families, or going to the doctor.

Since 2000, PUEBLO has fought for living wages, affordable housing, public transportation, immigrant rights, affordable housing, health care, child care, tenants rights, and homeless issues. We believe in a future for Santa Barbara that respects workers, honors diversity, and builds strong communities.

PUEBLO (formally the Coalition for a Living Wage) was formed in July of 2000 to pass a living wage ordinance in Santa Barbara. Through the living wage campaign, PUEBLO was able to build a powerful coalition of over fifty labor, faith-based, and community organizations to win real victories for low-wage workers while raising awareness in Santa Barbara about economic inequality.

PUEBLO has spearheaded several successful campaigns including saving the Cleveland Child Care Center, winning a discounted 10-ride and unlimited 30-day bus passes, spearheading the local campaign that defeated Proposition 54, lobbying and gaining key local support for SB 60 which expands drivers license access to immigrants, and turning out working family

voters for the City Council election, resulting in two PUEBLO members being elected to City Council (see "victories"). Through these victories, PUEBLO has emerged as a leading voice for economic justice in Santa Barbara.

We welcome you to join the struggle!

The Living Wage Campaign in SB

In December 2004, PUEBLO decided to launch a new living wage campaign in Santa Barbara. PUEBLO formed a coalition, now called "Santa Barbara for a Living Wage", made up of several labor, faith-based, and community organizations to push for a living wage ordinance. The living wage ordinance would require employers who benefit from local tax dollars through contracts or subsidies, to pay their workers a

living wage of \$13.40 with health insurance, and \$2 additional without health insurance.

Santa Barbara functions in large part because of service workers. All over Santa Barbara, low-wage workers clean houses and offices, beautify downtown, sort through recycling, sell souvenirs to tourists, clean police and fire uniforms, pick, transport, and serve food, work in the hotels, and care for thousands of children and elderly members of our community.

Almost all of these jobs in Santa Barbara are non-union poverty-wage paying jobs. The vast majority of workers in these industries are Latino. In Santa Barbara, most service workers must work two jobs to support their families. Low wage employers rarely provide health insurance, and most workers cannot afford health care. Santa Barbara County has the highest rate of uninsured children in California. The skyrocketing cost of rent and health care creates a situation where one medical emergency can thrust a



family into homelessness.

In the meantime, large companies are getting millions of our tax dollars in City contracts, yet are



paying their workers poverty wages.

A living wage ordinance will enable hundreds of hard working families to lift themselves out of poverty. Workers will spend the added income in the community, which will benefit local small businesses.

VOTE! PUEBLO's Recommendations for the Ballot Initiatives this November

PROPOSITION 74-NO

If passed, this measure would require new classroom teachers to serve a 5-year probationary period rather than the current two years. They would also lose the right to have a fair hearing on their dismissal during this period. Current law already allows for firing teachers who are not performing in the classroom. Job security and fair treatment are crucial for attracting qualified, motivated people to careers in education. Proposition 74 does nothing to alleviate the underfunding, overcrowding and the lack of materials and resources which plague our public schools. Instead, it punishes new teachers. We say: NO on 74.

PROPOSITION 75-NO

This act requires nurses, teachers, firefighters, police and other public employees to sign a written form every year, if they want their dues to be used for union political activities. No such requirement would be given to corporate or special interest groups. Unions are already required to ask permission to use dues on most political activity. This measure is designed by corporate and ultra-conservative activists to hamstring unions in their ability to respond when politicians try to harm the environment, education, health care and public safety. We say: NO on 75.

PROPOSITION 76-NO

This proposition to give the Governor new powers to single-handedly slash state funding, while gutting the voter-approved education funding requirements in Proposition 98. Poorly written, it could also deprive cities and counties of hundreds of millions of dollars for police, firefighters, health care and social service programs. This act would devastate our public schools and other vital services, cutting school funding by over \$4 billion every year- that's \$600 per student! Our schools lost two billion dollars when the Governor broke his promise to repay the money he took from education. If this initiative passes, Schwarzenegger will never have to repay that money to our schools. California already ranks near the bottom in education spending, why let the Governor mortgage our children's future? We say: NO on 76.

When subsidized employers are allowed to pay their workers poverty wages, tax payers end up footing a double bill: the initial subsidy, and then the food stamps, emergency medical, housing and other social services needed to sustain low-wage workers and their families.

More than 25 communities in California have passed living wage ordinances, including Ventura, Oxnard, Pasadena, Los Angeles, Port Hueneme, Watsonville, San Fernando, Los Angeles, San Jose, West Hollywood, Santa Clara, Hayward, Richmond, Santa Cruz, and Marin County. Santa Barbara should not be an exception.

Although the Santa Barbara City Council has yet to pass a living wage ordinance, the two highest vote getters in the November 2003 City Council election, Helene Schneider and Das Williams, both publicly supported a living wage in their campaigns.

Santa Barbara for a Living Wage is pushing the City Council to adopt a living wage ordinance this year. For more information, see the living wage website at www.sblivingwage.org.

PROPOSITION 77-NO

This measure amends the process for redistricting California's Senate, Assembly, Congressional and Board of Equalization districts, putting the process in the hands of a three-member panel of retired judges, selected by legislative leaders. It would require immediate redistricting, a costly and unnecessary process which will produce unfair results using outdated census data. Even Republican Secretary of State Bruce McPherson believes this measure is fatally flawed. We don't need this expensive distraction. We say: NO on 77.

PROPOSITION 78-NO

The big drug companies are going to spend millions trying to fool voters and keep them from passing the real prescription drug relief contained in Prop. 79. This phony measure says only that drug companies can enter a "voluntary" program to reduce prices...but why would they? A "No" vote on this measure is necessary to provide consumers with real relief from soaring drug prices, because whichever measure gets the highest number of votes becomes law. We say: NO on 78.

PROPOSITION 79-YES

We all know that health care is in crisis. The same life-saving drugs that are sold at outrageous prices here in the U.S. are affordable in Canada, Germany and other countries where action has been taken to bring prices down. Supported by seniors and consumer groups, this initiative would make it mandatory for drug companies to provide low-income residents with cheaper prescription drugs, or risk being barred from state Medi-Cal contracts. The discounts would come in the form of rebates that are negotiated between the state and drug makers. This measure also calls for an oversight board and would make certain prescription drug profiteering illegal. We Say: Yes on 79.

PROPOSITION 80- YES

A response to the deregulation disaster that brought us the energy crisis of the late 1990s, this measure aims to bring stability and reliability back to California's electricity grid. It will prevent the kind of Enron-style market manipulation that led to rolling blackouts and skyrocketing electricity bills, and further commits California to increased reliance on renewable energy sources. The ultimate result will be affordable, reliable energy for ALL Californians. We say: Yes on 80.

Peace Be Upon You

“Asalamu Alaikum!” (Peace be upon you). This is what Muslims say when they greet other Muslims or when they greet Christians and Jews who speak Arabic. When a Muslim says these words, they are talking to the person or people they are greeting, along with the angels. This is a powerful statement that reflects the nature of Islam. A Muslim is someone who finds or has found peace in his/her heart through submitting to God. We believe that Christians and Jews are our brothers and sisters because we are all “people of the book” and we all have the same God.

It breaks my heart to experience and watch my fellow Muslims experience hate crimes, dehumanization, and discrimination of all kinds in America, a country that values and celebrates diversity. Many Muslims have emigrated to this country for political freedom, job opportunities, and education. However, even though we Muslims love this country and its peoples, we are dehumanized on a daily basis. I cannot bare to watch the propoganda shown in the American media at this time, which dehumanizes Muslims (in particular Arab Muslims), resulting in many American people becoming more and more angry and hating Muslims so much that some of them have chosen to deeply hurt us verbally, emotionally and physically. The propoganda in the American media is full of deceptions about Muslims, Arabs, and peoples in the Middle East in general. I understand the purpose of propoganda – uniting a people together to fight “the enemy.” But we are not your enemy... Muslims are not “the enemy.” Demonizing an entire people is like what the Nazis did to the Jews during and prior to the Holocaust, and what the Americans did to the Japanese last century. That is what many Americans are doing to Muslim Americans and Arab Muslims right now and have been doing for the past years. This country has dehumanized us for so long and to such an extent that people forget that yes, Muslims are humans, yes, they do have emotions and feelings, yes, they are cultured and civilized just as yourselves, and no, we are not “terrorists.” That is a name that we have been branded with to dehumanize us. The “enemy” identified with us are radical terrorists. They represent Muslims no more than the Ku

Klux Klan represents Christians. We students, with the benefit of higher education, should not succumb to the temptation of stereotyping any people, religion or culture. You have no idea how much it hurts me when people look at me like I am a terrorist, just because I am a Muslim.

I am a Muslim. I have a heart. I have feelings. I believe in justice and equality. I respect everyone, no matter what they believe, where they came from, or what they look like. I treat people how I would want to be treated, and I believe in peace. I am a student at UCSB and I have experienced a lot of intolerance because I am a Muslim, and I have witnessed other Muslims being treated unkindly and disrespectfully on campus and in Santa Barbara in general. You may remember one of my fellow Arab Muslims (also a colleague) who was walking down the street in Goleta, was pulled into a car, taken to a place where there would be no witnesses, and was almost killed. He was later found beaten and stabbed several times. Why did

those young Santa Barbara men do this? What was his crime? Why did Nazis pick up Jews off of the street in Germany before WW2 and beat them almost to death? Why?

I peacefully ask Santa Barbarans, UCSB students specifically, to please be respectful and kind to the Muslims around you. If you have a lot of anger and have not found peace inside your heart, I beg you to use whatever method you choose to help you find inner peace. When you see a Muslim woman wearing a hijab (head shawl), please be kind to her and smile. Thank you to those of you who already do. :) There are almost 2 billion Muslims in the world. Most of them are in Asia (Indonesia, China and India are at the top of the list), not to mention the Middle East. So if you intend to travel the world, you will eventually find yourself in a Muslim culture. The Muslims you visit will most likely be very warm, welcoming, and hospitable. Can't we show the same kindness here?

If you want to learn about or meet Muslims to understand us better, then I suggest meeting with the UCSB Muslim Associated Students.

Peace Be With You.
- Anonymous



BUSH'S IRAQ WAR: FACTS AND STATISTICS

by the DisOrientation Collective

[getting wise to the facts of the U.S.'s illegal war in Iraq]

The official U.S. combat operation in Iraq, Operation Iraqi Freedom, lasted from March 20–May 1, 2003. May 2003 marked the official end of hostilities, however, civilian and military casualties mount daily and the American press avoids these numbers like the plague that they are. Because it forms the larger and most deliberate context of our activism, we want to disorient you to the war as well. War is not about freedom. War is not about democracy. It is sheer, utter brutality. A policy of cowardice and moral bankruptcy.

While shareholders and executives at Halliburton, Bechtel, Lockheed, Zapata Engineering and Raytheon – to name a few – grow fatter profits from the war, blood runs, hatred grows, and lives continue to be destroyed. By the time you read this, these figures will already be inadequate. We ask you to stay informed, and to do whatever you can to wage peace.

Civilian deaths	24,712 – 27,963 (as of 9/12/05)
U.S. Military deaths	1,897 (as of 9/14/05)
U.S. soldiers wounded in action	14,265 (est. 9/14/05)
Contractors killed	264 (est. 9/14/05)
Journalists killed	52 (est. 9/14/05)
Cost of stationing troops in Iraq:	\$4 billion per month*
Estimated total costs of Iraq war	>\$100 billion
Estimated costs to Californians	\$10,159,000,000.00

Number of insurgents in Iraq (estimates):

Nov. 2003	5,000 fighters
June 2005	16,000-40,000 fighters and 200,000 Iraqi Sympathizers

Average # of attacks by Iraqi resistance per day	70
% of Americans who believe the U.S. is bogged down in Iraq	62%
% of Americans who think the U.S. is well liked in the world	26%
% of Iraqis expressing “no confidence” in U.S. civilian authorities or coalition forces	80%

Fraction of U.S. soldiers in Iraq who are Guard members/reservists: 4/10
Army National Guard recruitment: missed April '05 target by 42%
% of reserve troops who earn lower salaries while deployed: 30-40%
% of U.S. police departments missing officers due to deployment: 44%

Deployment: More than 300,000 coalition troops deployed to the Gulf region: about 255,000 U.S., 45,000 British, 2,000 Australian, and 200 Polish troops (60 of whom served as combat soldiers).
[<http://www.infoplease.com/ipa/A0908900.html>]

* U.S. government figures; New York Times, March 21, 2004

[internet sources]

<http://electroniciraq.net/>

<http://iraqbodycount.net/>

<http://www.afsc.org/iraq/guide/default.shtm>

<http://www.nationalpriorities.org/iraq.pdf>

<http://licasualties.org/oif/>

http://www.ips-dc.org/iraq/costsofwar/iraq_faq_june_28.pdf

www.wagingpeace.org

www.voicesinthewilderness.org

www.corpwatch.org



UCSB FACULTY PROFILES

[by the disorientation collective]

They lecture to us. They mentor us. In many cases, they politicize us. In this section, we spotlight the lives and ideas of five of UCSB's most politically active faculty members.

UCSB is home to so many compelling and inspiring faculty activists that the biggest challenge in compiling this section was simply to narrow down the list of who to include. We sought to profile a range of professors and instructors who represent a diversity of academic interests, as well as cultural and ethnic backgrounds. The five we feature here – Dick Flacks (Sociology), Eileen Boris (Women's Studies), Cedric Robinson (Black Studies), Grace Chang (Women's Studies), and Howie Winant (Sociology) – are as insightful a collection of people whom you could ever find yourself stuck in a 500-person lecture hall with.

Unfortunately, we didn't have nearly enough room for everyone we wanted to profile, so you'll find at the end of this section a list of other faculty members who just as easily could have been included here.

Dick Flacks

For anyone looking to get acquainted with some combination of Santa Barbara progressive politics, US student political organizing, and the history and theory of US political organizing at large, the obvious place to start is inside the office of UCSB sociology professor Dick Flacks.

Now entering his 38th year on the university's faculty, Flacks was a leading activist of the '60s and a contributor to Students for a Democratic Society's seminal 1962 Port Huron Statement. He draws on a unique range of personal experiences as a basis for one of his primary research and teaching focuses: the study of social movements.

"My whole identity as a teacher and a sociologist was formed in [the '60s], and I still say the Port Huron Statement and the idea of 'participatory democracy' shaped what I think of as my work," Flacks said. "I think that participatory democracy -- the concept that people should have control over the decisions that affect them -- is a standard you can apply to every kind of human institution and relationship."

Flacks arrived at

UCSB in 1969, after completing a tumultuous year as a sociology professor at the University of Chicago (he was there from 1964-69). Only months before moving to the west coast, Flacks was brutally assaulted -- and nearly murdered -- in his sociology office by a man posing as a newspaper reporter. The man's identity was never discovered.

Upon arriving in Santa Barbara, Flacks and his wife, Mickey, hoping to attain some semblance of peace and quiet, instead received a scathing denunciation from then-Governor Ronald Reagan. That set the tone for what was often a controversial beginning to his tenure (the university even refused to accredit one of his courses in 1973). According to Reagan, bringing Flacks to the politically volatile UCSB campus was "like hiring a pyromaniac to be a fuse-maker in a fire-cracker factory."

Months later, UCSB student burned the Bank of America branch in Isla Vista to the ground. Naturally, Flacks was strongly involved in post-Bank Burning efforts to realize vibrant alternative institutions and community democracy in Isla Vista. "A lot of us had sort of romantic

hopes that the counter-culture would spawn a kind of utopian local politics," he said, "and for some period of time, that was the case."

In most respects, Flacks compares the social movements of today favorably to those in which he

was so intimately involved in the '60s, particularly in regard to the protest movement leading up to the Iraq war in 2002 and 2003.



"Even the biggest, most monumental demonstrations didn't compare," Flacks said. "Something's there that deserves respect and understanding, even if we're not in a revolutionary era."

At the same time, Flacks is somewhat troubled by the lack of current student organizing to oppose the Iraq War, a problem he says stems partly from a "willed detachment" on the part of many students, who prefer to think the war doesn't affect them, lest the moral imperative to take action against it were to interfere with their day-to-day lives. However, the main factor he attributes the current lull in student political activity to is the economic stress of skyrocketing tuition and rent, which forces today's students to devote considerably more time to earning an income.



Flacks says his primary goal has been to encourage his students to take a critical stance on issues both inside and outside his classroom.

“As a teacher, I think my job is to encourage students to be participatory citizens. Everything I do as a teacher tends to revolve around that, which I think is ironically what education should be about anyway, so I don’t see it as a very radical perspective.”

Recommended Reading:
Making History: The American Left and the American Mind, (1998)

Fall courses: None, but will teach Political Sociology in Winter.

Eileen Boris

When UCSB Women’s Studies Professor Eileen Boris was first cutting her teeth as an activist, racism -- not sexism -- was her primary concern.

“The women’s movement was just beginning, and I was kind of interested, but for me in ’68, race was the burning issue – as inner-cities did literally burn. Race was just structurally and politically more important to me.”

As a student at the University of Massachusetts, Boris also participated in various anti-Vietnam, anti-draft, and anti-JROTC activities. But it was her various summer Work Studies jobs, most of which were related to racial issues, which she found the most instructive. In one case, she served as an intern at the Massachusetts Commission Against Discrimination.

“It was a real eye-opening experience because, as a new leftist, I learned that government agencies are contradictory spaces. They’re set up to stymie the very goals they are set up on the surface to address.”



By the time Boris received her masters from Brown University and received a fellowship to study and teach in Chicago in 1974, the women’s liberation movement had long since emerged as a national powerhouse. She found her calling as a socialist-feminist -- a branch of feminism that stresses capitalism’s role in female oppression while critiquing traditional Marxism for failing to connect patriarchy and classism -- and became a member of the Chicago Women’s Liberation movement.

“We used to say we had to go to double the meetings – we had to go to the feminist meetings, and we had to go to the male New Leftist meetings, too,” Boris said.

After receiving her PhD in “American Civilization” from Brown in 1981, Boris went on to teach at Howard University in Washington, D.C., where she spent 14 years. She moved on to spend two years on the University of Virginia Women’s Studies faculty, before arriving at UCSB in 2001 as the first endowed chair of a women’s studies program in the UC system, the Hull Chair, a position she says “gives me a certain kind of status that I’m willing to use.”

Boris is widely known for her scholarship on welfare justice; women’s history; motherhood and the politics of industrial homework in the United States; and the intersection of race, class, and gender. She has authored six books, including *Home to Work*, which was published in 1994, only a few years

before the global sweatshop issues it largely addresses became a dominant theme in grassroots social movements later in the decade. As with her academic interests, Boris’ interests as an activist have consistently focused on the various links between class, gender, and racial issues on a local, national, and global level. In the Santa Barbara area, she has been involved in the Coalition for a Living Wage, El Pueblo, and Women’s Economic Justice Project, which builds the leadership capacity of low-wage working women in Santa Barbara and Ventura counties.

In her teaching, Boris stresses the importance of theory not for theory’s sake, but as a means of social change.

“I’m interested in using theory as a tool to understand the world so we can act within it – not just theory for the sake of theory. But we’re all doing theory all the time – it’s just not explicit, it’s implicit.”

Recommended Reading:
Home to Work (1994)
Fall courses: None, but be sure to check the Winter catalogue!



Howard Winant

The son of Jewish refugees from fascism, sociology professor Howard Winant learned at an early age that US society is structured along racial lines. When he was 15, Winant joined the front lines of the Civil Rights movement, thereby setting him out on a lifelong struggle to see racial justice realized in global society.

Today, Winant serves as the director of the New Racial Studies Project, a UCSB-based think tank he founded in 2002. The goal of the project is to develop new academic perspectives on race and its social construction. This field of research is especially relevant, Winant says, in a post-Civil Rights era where growing numbers of people claim to be “color blind,” and anti-racist movements are struggling to move beyond the fruits of past victories.

“I don’t know how many people tell me, ‘I’m not a racist — I see everyone as an individual.’ That perspective tends to paper over the ongoing nature of racism and white supremacy. ‘We’re not seeing color now; it must be their own fault — *their* own fault — that they don’t have equal opportunities.”

According to Winant, much of the trouble faced by current anti-racist struggles stems from an inherent dilemma faced by virtually all social movements.

“There’s a kind of a trajectory that critical struggles go through where,

when you win something, you want to get incorporated into the institutions you’re fighting against — getting a civil rights law passed by Congress, for example. But once that happens, it diffuses the struggle in some ways.”

Among the research focuses of New Racial Studies are the meaning of mixed-race identity, the nature of whiteness, the link between race and empire, and the “intersection” between race, gender, and class. In analyzing the notion of white supremacy, Winant’s perspective in some ways diverges from that of most of his colleagues, many of whom see no inherent value in what is known in sociological terms as “white racial identity.”

“There’s a part of blackness that’s tied to Americanness that’s not entirely alienated — that’s where the claims for justice and equality come from.

“I’m an American, so how come I have to drink from a colored fountain?” Winant said. “White people, too, I think, experience some form of double-consciousness. Otherwise, where would white people’s notions of anti-racism come from?”

In striving for social justice, Winant emphasizes the dynamic nature of radical social change, which he sees as perpetually unfinished business, rather than merely a series of set goals and accomplishments, victories and failures.

“I think we have to be conscious of the processual aspect of politics, that politics is a process. As you move forward toward your horizon, the horizon doesn’t just stay

“I don’t know how many people tell me, ‘I’m not a racist — I see everyone as an individual.’ That perspective tends to paper over the ongoing nature of racism...”

there — you can see farther now. We want to accomplish a little bit more than what’s possible, and when we have accomplished it, we will see that there were limits to what we thought was possible.”

According to Winant, the struggle against racism in the US is as old as the US itself, a factor in this country’s life that has strongly influenced everyone, regardless of racial identity.

“The US is such a fundamentally racially structured society. Settlers and slavers — that’s the dynamic that made us who we are today. But also the resistance to that made us who we are today. It’s not a question of getting beyond race — it’s a question of reinventing race.”

Recommended Reading: *The World is a Ghetto* (2001)
Fall Courses: Intro to Sociology (Sociology I)



Cedric J. Robinson & Elizabeth Robinson

"We can't be cautious or responsible about the truth – you have to let it do what it has to do, let it out of the box." –Professor Cedric J. Robinson, speaking at the 30th Anniversary Celebration of the Department of Black Studies.

Born in Oakland, California, Professor Cedric J. Robinson's activism go back to his days as a high school and then university student in the Bay Area, where he joined with other Black radical students in struggle for justice and intellectual freedom on college campuses, and protested the iniquities of American foreign and domestic policies. He received his BA in social anthropology from the University of California at Berkeley and completed his graduate work at Stanford University in political theory. Professor Robinson came to UCSB with his wife, Elizabeth (Station Advisor to KCSB-FM), in 1979, five years after the birth of their daughter Najda.

At UCSB Cedric Robinson has served as director of the Center for Black Studies, the chair of Political Science; and then chair of Black Studies. He is currently Pro-

fessor of political science and black studies, teaching and researching questions of modern political thought, radical social theory in the African Diaspora, comparative politics, and media and politics. Professor Robinson teaches BLST 5, "Blacks & Western Civilization," a popular lower-division course satisfying one of several GE requirements.



Cedric and Elizabeth are co-founders and regular correspondents of "Third World News Review," a weekly television program on SB Community Access Channel-17 and the oldest

public access television show in the country. In addition to serving as Station Advisor to student and community programmers at KCSB-FM, Elizabeth co-hosts a weekly news and public affairs program there, No Alibis.

She serves as Treasurer on the International Board of AMARC, an international non-governmental organization serving the community radio movement. For the past several years, Elizabeth has given life to her belief that "another world is possible" by

participating in the World Social Forum, an international peoples' movement dedicated to sustainable development and social and economic justice. She continues to share her knowledge and real-world experiences with members of the campus community through presentations at conferences, talks at the Women's Center,

through her community activism, and her ongoing mentorship as campus advisor to S.C.O.R.E. and budding media-makers.

Robinson cites his grandfather, Winston Whiteside, C.L.R. James, and Terrence Hopkins as individuals and thinkers who have had the greatest influence upon his work. He was most recently honored in



2004 at a two-day conference organized at UCSB by colleagues and former graduate students which established an annual lectureship in his name.



The conference on "Radical Thought and the Black Radical Tradition" was attended by more than 100 scholars, undergraduates, and graduate students in celebration of the 20th anniversary of his seminal book, *Black Marxism: The Making of the Black Radical Tradition*. Originally published in 1984, the book

is considered to be one of the most important works on radical black thought in print. Robinson is also the author of *The Terms of Order: Political Science and the Myth of Leadership*, *Black Movements in America* and *The Anthropology of Marxism*. He is currently working on a book about early black films in the United States.

Recommended Reading:

Small samples of Elizabeth Robinson's work can be found at www.kcsb.org, in the archives of 'Voices Without Frontiers' at <http://rvsf.amarc.org/site.php?lang=EN>, and in the hearts and minds of those who know her.

Also, check out Cedric's *Black Marxism* (2000).

Fall Courses: None, but check out the Winter catalogue!

Grace Chang

Women's Studies Professor Grace Chang often tells her students that political activism doesn't mean the same thing for everyone. Every individual needs to find out what form of activism works for them. Her first political action was participating in a "Take Back the Night" march in Washington, D.C.

"At the time I felt more comfortable just walking, not screaming or chanting," she said. After participating in a number of campaigns and actions, she has since "liberated her mouth," for a variety of political causes.

As a graduate student working towards her Ph.D. in Ethnic Studies at UC Berkeley, she saw clear links between her academic research, politics, and personal struggles as a single mother and woman of color. "Graduate school and my political involvement coincided because I was studying immigrant women workers' rights while observing how parents managed to work and raise children," she said. "I found that one of the most prevalent solutions was to exploit immigrant women of color."

Around this time, Proposition 187 was introduced in California, an initiative to exclude undocumented people from social services and public assistance, including public education, healthcare and welfare. Grace commented, "The irony was that immigrants were doing all the work to support the economy, yet Proposition 187 grew out of the attitude that immigrants should not even have their basic needs met." So Grace joined this campaign; phone banking, canvassing and talking to people on street corners. She dragged her children with her to organizing meetings and

outreach efforts, and still doesn't regret a moment of it, even after Prop 187 passed in 1994.

Soon after Grace arrived at UCSB in 2003, she became acutely aware of predominantly white, western-centric perspectives presented in the *Vagina Monologues*, which she says portray women of color as the most oppressed, but don't represent the many ways these women lead resistance movements for their own liberation. Grace was active in creating an alternative called the *Vagina Dialogues*, a "venue for women of color and allies to express their struggles in their own words".

When Grace first began offering a critique of the *Monologues* in her classes, she encountered a lot of resistance from students. "I think [some students] think [the *Monologues* are] the gospel, which was exactly my fear, because there are many problematic aspects to them and they're being taken for truth."

Grace says, "I think that Eve Ensler [producer of the *Vagina Monologues*] does a disservice to many women when she puts out these mis-

representations that get so widely consumed, because the *Vagina Monologues* are everywhere." Grace's aim in the *Vagina Dialogues* is to provide a more accurate representation of the issues facing women of color. The first showing of the *Dialogues* last spring, received very positive feedback from viewers.

As her work on the *Dialogues* reflects, Grace is a great resource for students. "I always tell students, there are lots of ways to be political — it doesn't mean you have to be yelling and screaming on the

streets or chaining yourself to a building, or getting beaten up by cops. There are so many ways you can participate, like writing, speaking, doing outreach, research or popular education".

This coming year, Grace plans to continue her active role in countering people's misconceptions about women of color. The *Vagina Dialogues* is open to on campus and off campus women. Organizing for this year's production will begin in the fall. See page 30 for more information if you are interested in any aspect, including writing, performing, directing, outreach, or tech support, contact Grace Chang at gchang@womst.ucsb.edu.

Recommended Reading: *Disposable Domestic: Immigrant Women Workers in the Global Economy*
Fall Courses: Winter: Grassroots and Transnational Feminist Movements

We'd like to acknowledge the activist faculty whom we were unable to contact for inclusion in this edition, and whose courses we strongly endorse (again, not a definitive list): Ralph Armbuster-Sandoval - Chicano Studies; Chuck Bazerman - Education; Aaron Belkin - Political Science; Kum-Kum Bhavnani - Sociology; Diane Fujino - Asian American Studies; Avery Gordon - Sociology; Lisa Hajjar - Sociology; Mark Jurgensmeyer - Sociology; Walter Kohn - Physics; Nelson Lichtenstein - History; Michael McGinnis - Environmental Studies; Bill Robinson - Sociology; Leila Rupp - Women's Studies; Thomas Scheff - Sociology (emeritus); Ines M. Talamantez - Chicano Studies & Native American Religious Studies; Verta Taylor - Sociology.



Change the media, change the world --by Heather Buchheim

"The media is absolutely essential to the functioning of a democracy. It's not our job to cozy up to power. We're supposed to be the check and balance on government." --Amy Goodman, host of Democracy Now! (www.democracynow.org)

A free and independent media is not just a central tenet of democracy, but potentially one of the most powerful resources of the peace and justice movement. The success of both hinge on the ability to effectively raise public awareness of injustice embedded within the current economic and political systems. People first must be given an understanding of the need for change, along with alternatives to the prevailing systems before they have the strength and impetus to take action.

If in the right hands, the media can provide information that will engage the public and encourage civic participation, and an informed public will be more likely to advocate sound policy choices. But as long as mass media are operated in the interest of rich corporate investors, progress towards a more equitable, peaceful, and just society will stagnate and the public will remain misled and in silence.

So logically one of the first steps in challenging institutionalized oppression and igniting positive social change is to change the media. You'll find out what you can do in the next couple pages. First, here's where the fourth estate has gone wrong.

Concentrated media = diluted objectivity

Pro-business conservatives bolster media consolidation by passing deregulation bills, giving big conglomerates free reign to tighten their grip on the

airwaves through mergers, further narrowing the broadcasted range of perspectives. Permissive legislation allows companies to vertically integrate, meaning the Viacom and Time Warners of the industry will own the means of production along with the distribution channels to guarantee their content gets an audience.

As news outlets are concentrated in the hands of corporations with holdings in multiple industries, conflicts of interest inevitably arise and disturb proper newsgathering. Media moguls have the power to refuse to broadcast information if it goes against their own self interest or the interests of those with whom they have financial or political ties.

Beholden to "free market" advocates for their monopoly status,

vertically integrated conglomerates shelter politicians from bad publicity, acting as a sounding board for conservative special interests. But of course when it comes to diagnosing political bias on the airwaves, you'll only hear about that darn "liberal media," and its fear of the liberal label and loss of republican funding that keeps media outlets desperate to remain in the right's favor.

Sacrificing diversity

In hawking propaganda-for-profit, the commercial media must appeal to the affluent elite if they are to stay in business, thereby shuttering the viewpoints of the less than ultra rich and powerful. Gearing information towards such a narrow audience inherently promotes class and racial bias, along with the misrepresentation and disenfranchisement of those voices

that don't fit the corporate media consumer profile. By decentralizing the power to produce and distribute the news, more people with a greater variety of perspectives find the encouragement to participate as newsmakers.

One of the greatest benefits of noncommercial media is the ability to bypass the need to sell in favor of having the freedom to choose our audience. Community media outlets generally make it their mission to ensure that marginalized voices are given the opportunity to make their viewpoints heard. That's why you'll get more diversity of opinion on public airwaves.

YOU WRITE WHAT YOU'RE TOLD!



THANKS, CORPORATE NEWS!
We Couldn't Control The People Without You

A MESSAGE FROM THE MINISTRY OF BIHELAND SECURITY

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The death of journalistic integrity

The goal of maximizing profit is often in conflict with the practice of responsible journalism. The mainstream media is sorely lacking when it comes to honest, hard-hitting investigative reporting—because it's expensive and time-consuming. But ultimately, is the public better served by shameless 24 hour coverage of celebrity court cases, or probing analysis of political rationalization for wholly

unsanctioned military occupation?

If the public continues to be distracted from government wrongdoing by Washington shills and lulled into a false sense of security by hours of mind-numbing infotainment, few will have the impetus to perform their civic duty and resist the status quo. And there won't be much room for dissent if we allow ourselves to be intimidated and distracted

from real issues by color-coded alerts fabricated by fear-mongering conservative leadership in cahoots with media alarmists. It's time we demand objectivity in news and resist being browbeaten by the ideological extremism of unscrupulous talking heads—sultans of spin like Faux "Fair and Balanced" News anchor Bill O'Reilly and hate-mongering talk radio tyrant Rush Limbaugh.

...there are alternatives

Educate yourself

Learn about media ownership and concentration issues

Advocate good journalism

Join watchdog and reform organizations

Recommended reading/watching:

Rich Media, Poor Democracy by Robert McChesney
The Republican Noise Machine by David Brock
What Liberal Media by Eric Alterman
Independent Media in a Time of War,

A film featuring Democracy Now!'s Amy Goodman
OUTFOXED: Rupert Murdoch's War on Journalism
A documentary by Robert Greenwald

Alternative news online

Common Dreams—www.commondreams.org
AlterNet—www.alternet.org
Truthout—www.truthout.org
Buzzflash—www.buzzflash.com
Raw Story—www.rawstory.com

Be the media—be the change you want to see

KCSB—radio that thinks for itself

<http://www.kcsb.org>,

New audio technology has made it much easier for grassroots reporters to create broadcast-quality sound. If you'd like to do some sound recording at an event, voice a story, record an interview, etc., drop by KCSB's newsroom beneath Storke Tower—we've got user-friendly MiniDisc recorders that students and community members can borrow, along with staff who can help you write a script, and voice and edit sound. The newsroom has everything you need to get your story on the air to thousands of listeners all over Santa Barbara County. Plus if you're interested in a career in journalism (or just need some units), you can get an internship for credit through the newsroom.

Free Speech Radio News—Pacifica Reporters Against Censorship

<http://www.fsrn.org>

Report on local issues of national interest for Free Speech—the only independent daily progressive newscast in the U.S. Born of a strike in defiance of network attempts to mainstream Pacifica news, FSRN is run by a grassroots collective of freelance reporters across the globe, and is broadcast on 100 stations nationwide. Anyone can be a reporter, and if your story is broadcast, you'll be compensated—always welcome, especially when you're living on a student's budget. For tips on pitching, reporting, and technical assistance, see <http://www.fsrn.org/guidelines.html> or drop by KCSB's newsroom.

Santa Barbara Independent Media Center

<http://www.sbindymedia.org>

Post articles and upload pictures, sound, and video to the Santa Barbara branch of the global IMC network. SB Indymedia is a community collective that offers those of us who don't have access to corporate media's resources the training and channels to be news makers, along with the means to link local and global struggles.

Free Press

<http://www.freepress.net>

A media reform network providing the latest information on FCC rulings and a beginner's guide to the complex issues surrounding media diversity.

Media Matters

<http://www.mediamatters.org>

Web-based non-profit progressive research and information center dedicated to comprehensively monitoring, analyzing, and correcting conservative misinformation in the U.S. media.

Fairness & Accuracy in Reporting

<http://www.fair.org>

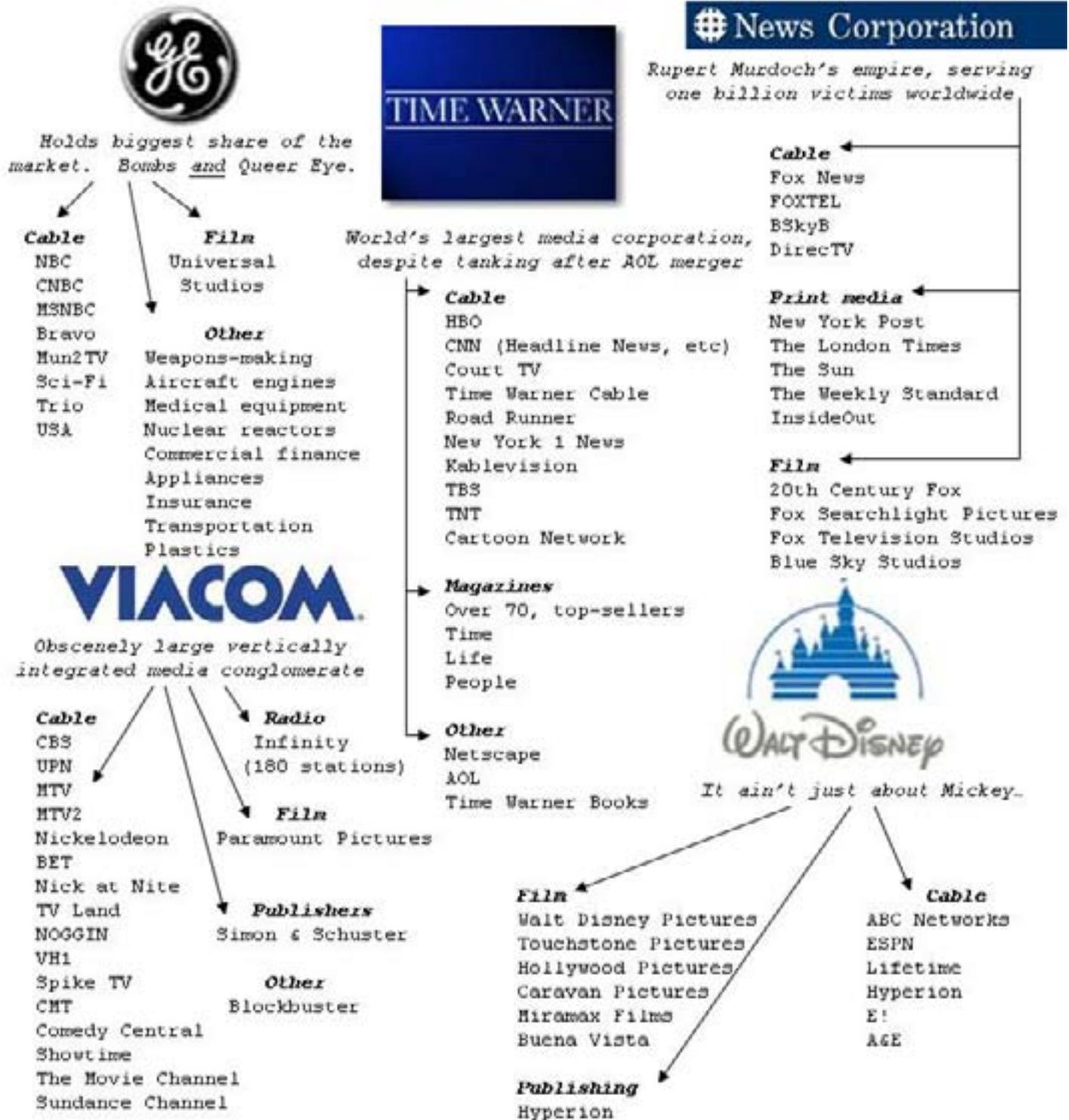
A national media watch group that offers well-documented criticism of media bias and censorship.

"Whoever controls the media, controls the mind."

-Jim Morrison

CORPORATE MEDIA OWNERSHIP

5 mega corporations own your news and entertainment. Here's a few of their holdings:



ATTACK OF THE BLOG

...a digital revolution

blog (blog) n: a personal website that provides updated headlines and news articles of other sites that are of interest to the user; also may include journal entries, commentaries and recommendations compiled by the user; contraction of web log

They've been hailed as the "new journalism" by their champions and likened to a "one man circle-jerk" by critics like New York Times editor Bill Keller. Either way you see them, blogs are the biggest thing to hit cyberspace since broadband (well...almost). Blogs are like the instant message of web publishing, and with the advent of free, user-friendly online host applications like Blogger, over the last few years it's become as easy as typing an e-mail to give everyone on the web a piece of your mind.

Blogspeak—from the blogherald.com

Blogger: person who keeps and/or writes a blog; also the name of Google's blogging service.

Blogsphere: used to describe the world or community of blogs and blogging

Blogroll: a collection or list of links to other blogs and websites commonly featured on blogs. The word came into popular uses from the service of the same name. Sometimes referred to as link lists or bookmarks

Post: the term used to refer to an individual story or article on a blog, literally to post to a blog is to write an article or contribution, and a blog consists of multiple posts.

RSS: Rich Site Summary, or Really Simple Syndication: a form of XML used in the delivery of blog feeds, comes in various standards as well, 0.92, 1 and 2 are the most common forms of RSS.

TrackBack/ PingBack: A system that allows a blogger to see which other bloggers have referenced or written about a particular post. The system works by sending a 'ping' between the blogs, and therefore providing the alert.

posted by Heather_B | 3:15 PM | 2 comments

Blogs are providing much more than just live journal forums for teen angst—they're revolutionizing the way people share ideas. In particular, the blogosphere has become a valuable tool for grassroots organizers, making it much easier for activists to network and collaborate on alternative policy ideas and actions. Skirting FCC regulations and not beholden to corporate owners and the demands of news for profit, blogs also provide a medium for truly independent grassroots journalism. Blogs place a premium on attitude and instantaneity, and unlike some big news outlets, bloggers tend not to mince words or pretend to be "fair and balanced" when they're not.

Though they've been derided by traditionalists for lacking journalistic integrity, bloggers have won some measure of respect for their ability to do in-depth research and fact-checking and corroborate quickly on developing stories. Blogs have started to be recognized as legit news sources over the last couple years for pushing stories that would otherwise be ignored by mainstream press. You can thank bloggers (Josh Marshall of Talking Point Memo, in particular) for headlines that forced former Senate majority leader Trent Lott to give up his seat to Bill Frist in 2002, and for pushing network news for coverage of military mothers for peace and government negligence in precipitating the crisis in New Orleans more recently.

Not all blogs are political or progressive—in the blogosphere, as in the realm of mainstream punditry, right-wing blow-

hards have insidiously established a solid foothold. Here are some of the heavyweights that are part of the "reality based community" blogging from the left:

Daily Kos – the king of blogs, with 500,000 hits daily
<http://www.dailykos.com>

Josh Marshall – progressive columnist
<http://www.talkingpointsmemo.com>

Rox Populi – a witty female perspective
<http://roxanne.typepad.com/>

Oliver Willis – "like kryptonite to stupid"
<http://www.oliverwillis.com/>

Juan Cole – Middle East expert
<http://juancole.com>

AmericaBLOG – focusing on gay civil rights
<http://www.americablog.org>

Huffington Post – everyone from Eve Ensler to RFK Jr.
<http://www.huffingtonpost.com>

Think Progress – blog of the Center for American Progress
<http://www.thinkprogress.org>

DIY**

Get yer own blog hosted for free at <http://www.blogger.com>. You can also join existing blogging communities—post at Daily Kos, MyDD, Guerrilla News Network, and Campus Progress, just to name a few.

Search the blogosphere using <http://www.technorati.com>

by Heather Buchheim

The Underground Beneath the Not-So-Ivory Tower

[www.kcsb.org]

How often do you get to produce, or even co-produce, the scripts and scores of your inner listening? May I remove the narcotizing Ipod from your ear for just a second? Imagine your mind as a waste dump of digitized images, false philosophies, cocky gestures, and recursive sound loops...the University grooms us to arrange these items in lexicons of order, sustains their perpetual recirculation, and then delivers unsolicited quantities of more, and more...and....Get the picture?

Welcome to The Program. You have ostensibly come to “higher education” — let’s insist — to clean and grow your brain...not to suggest you have a “dirty” brain (after all, growing needs good dirt... as long as you can tell healthy mud from a Ghengis fungus). Academia demands a ton of listening, and probably little of this content — outside of that pocket-sized narcoleptic device of yours — involves your conscious selection. Does anyone within these revered institutions — bastions of intellectual freedom that they are — ever invite you to create your own programming? And if

you could create your own inner program, what would it sound like? What sorts of conversations would it include? Would you share it with the world? Would you stream your naked revolutionary sounds and visions across the globe?

There is a war being waged for the territory between your ears. And I suggest that here is one “checkpoint” you guard very carefully, in your earplugs and cars as well as in your classrooms.

In these coveted territories of sound, voice and vision, relentless land grabs abound. Consider for a moment that out of the 20 broadcasting entities within a 21-mile radius of Santa Barbara, 7 are owned by one company: Clear Channel Communications, Inc.,

“programmers at kcsb-fm (91.9) have a healthy panic about Big Brother media maneuvers and a near renegade passion for democratic values.”

(remember?...the entity affectionately known for pulling the Dixie Chicks off the air and putting John Lennon’s “Imagine” on a ‘No Play’ list after 9-11?). Following closely behind, Cumulus Media is runner-up, owning 3 stations within the same radius. [See <http://www.publicintegrity.org/telecom/> for more information on these bastards.] Pirate radio stations and independent web news networks have become the latest targets of FBI-led shutdowns. The seizure of Indymedia Center’s web servers [www.indymedia.org], which provide news and internet radio streams in eight languages to every continent, by FBI agents outside of their domestic jurisdiction illustrates the growing power of independent media and Internet communications to the global so-

cial justice movement.

Programmers at KCSB-FM (91.9) have a healthy panic about Big Brother media maneuvers and a near renegade passion for democratic values. Recall that KCSB was probably the first and only licensed radio station in the U.S. to be shut down by local sheriffs for their field reporting (of the Isla Vista riots of 1969-70, see www.kcsb.org). Broadcasts of those events are gems of UCSB/Isla Vista political history. Several staff members from that time are still programming at the station, most notably Sociology Professor Dick Flacks, whose program “Culture of Protest” (music and commentary of social struggle past and present) spans over 20 years. There are some truly amazing people at work in KCSB studios. Not your stereotypical radio geeks (although, fortunately, there are some of those), but very diverse, creative and intelligent people committed to remaining publicly vocal and active around matters of peace and justice. Corey

Dubin and Faviana Hirsch, producers of “Latin American Journal,” have been broadcasting the news and views of first-nation peoples



for many years at KCSB and KPFK. Learning radio as a UCSB student in the '70s, Dubin helped produce "Radio Chicano," KCSB's first Spanish-language program, as well as the only live broadcasts of the historic Diablo Canyon anti-nuclear protests. In similar spirit, and more recently, KCSB was the only local media outlet which covered the growing local, national and international demonstrations against the first Gulf War and the present invasion and occupation of Iraq, and contested the mainstream media's line that the hundreds of thousands protesting in this country were small in number. The station's broadcasts are part of history-in-the-making.

But if your rebellion isn't in political reporting, the station's open-programming formats offer a blank canvass to creative cultural expression through audio documentary, talk radio, music programming (live in-studio and recorded, from ragtime jazz to hip-hop and experimental), spoken word/poetry and story telling. Its eclectic menu includes, among others, locally-grown programs such as "Panties in a Twist," a feminist, queer, antiracist, anti-imperialist show of music and commentary; "Speaking of Sex," new research and information on reproductive health and sexuality; "The Paradigm Shift, an inspirational talk show committed to generating new visions; "The India Show," Indian music ranging from Indipop to classical; "Fire Pon Rome", conscious reggae and dancehall dub; "African Kaleidoscope," an educational program shared with the Santa Barbara Rape Crisis Center,

the National Council on Drug Abuse and Focus on Disability; and "Third World News Review," analyses of political issues from "third world" perspectives. All produced by local amateur professionals....all ordinary extraordinary freaks like you.



Geoff Green, Executive Director of The Fund for Santa Barbara states matter-of-factly: "By every measure we have one of the finest stations in the country — yet it is the single most underutilized community resource in Santa Barbara." In the past year the station has extended its national recognition by becoming the first college station to organize and host the national Grassroots Radio Conference, attended by 250 people from radio stations around the country. KCSB's news and public affairs programming has gone national as well, with station staff producing 13 editions of the nationally-distributed "SPROUTS: Radio From the Grassroots." There's something

happening here...

If you lack the drive to become a programmer at KCSB you can still hang, become a member, and have fun helping out behind the scenes around the station. Our 'Annual Fund Drive' runs from November 7-16 and — given the flatulent political climate and Gropenfurher economics — this year's drive needs to be our best ever. While KCSB's basic operating costs are covered by the Associated Students through a lock-in fee, its real potential relies on grassroots financial support. If you were cute enough to take an empty gallon jug and, with a piece of masking tape, affectionately label "KCSB love pocket" across the top, you could probably collect enough coinage to express real love for independent community radio. [Please don't bring us the coin rolls, cash them in first.] Better yet, show and grow your love by showing up. Come

check out the studios at the base of Storke Tower, hang out, post your flyers, move in and make it home...but keep it tidy. KEEP YOUR EYES OPEN FOR KCSB orientation meetings - all are welcome!!

KCSB broadcasts 24-hours a day, everyday, at 91.9-FM or on the web at www.kcsb.org. You can find the programming schedule, as well as extensive information about KCSB's news and public affairs programs at the website. Become the media, before the pods colonize your mind.

Feminism for Everybody!

by Alexis Shotwell and Chris Dixon

We're sorry, but we still live in a society structured by multiple forms of oppression and privilege. One of the biggies intersecting all other forms is patriarchy, or sexism. The term "patriarchy" may seem a little outdated. After all, it literally means "rule of the fathers" and many of us would say that our fathers aren't ruling us. Still, patriarchy is a good term to keep around, because it names a form of gendered power that is still very present in all of our lives. We're talking here about a complex web of ideas, everyday practices, social systems, and ensconced institutions that form some people into men, other people into women, punish those who refuse to conform, and give social and material power to men. "Power" here means having the ability to influence important decisions and formations — about politics, money, and relationships on a scale that runs from government all the way down to our kitchens and bedrooms.

Here at UCSB we can see lots of examples of patriarchal power at work in our daily lives. You might see sexism in your classrooms. The articles and books you read might all be written by white men, or the course might include token reference to one or two women, usually also white and straight. In lecture, you might notice that profs and TAs remember men's names more frequently than women's, or call on men (also usually white and middle class) more often and with more respectful attention. Sexism also likely affects the grades you get, though also always in relation to other kinds of privilege you're partaking, or not, in. You might see patriarchy manifesting in social settings — parties, cafes, on the bus (check out who's wearing the "Freshman girls — get them while they're skinny" T-shirts, and notice how you feel). You might see it in whether you feel comfortable walking down the path to the library after dark. You might see sexism in how you're treated at the health center (especially if you have to go there once a year for a pelvic exam!) — does your doctor assume that you're incapable of using contraception correctly and recommend that you get a carcinogenic Depo-Provera implant?

Notice that, when we talk about patriarchy, it doesn't



AND FOR LOTS AND LOTS OF OTHER REASONS, WE ARE PART OF THE



stand alone. Systems of oppression and privilege – patriarchy, racism and white supremacy, class stratification under capitalism, heterosexism and gender binarism, and others – intertwine in all aspects of our lives. All of us here – students, janitors, professors, bus drivers, food service workers, and so on – live lives in relation to our gender, who we want to have sex with, how much money we have, how others read our skin color and ethnicity, etc. For instance, being white and middle class affords considerable opportunity in this university setting and in Santa Barbara — both in who can come here and who can live here. These forms of privilege, in turn, deeply affect how each of us experiences gender oppression or privilege, and vice versa. It's important to think about patriarchy in relation to other ways we're positioned, because tearing it down will involve challenging it all.

We also see, here at UCSB, daily struggles against the way patriarchy warps, limits, and messes with all of us — weekly self defense trainings for responding to sexual harassment and assault, Women's Studies classes, institutional resources like the Women's Center, individual people naming the sexism they see around them and challenging gender binarism, and (more powerfully) groups of people coming together to work against the normalization of patriarchal power. One way to understand many of these struggles is as expressions of feminist practice. "Feminism" is another term that sometimes seems outdated. Feminism is often attached to the Women's Liberation movement of the 1960s and 70s. Imperfectly, it attempted to challenge the disparities and power imbalances affecting women, including sex-role stereotypes, wage gaps, private and public violence against women, inequities in household labor, and more. Through interventions by women who were often marginalized by the women's liberation movement — frequently working class and queer women of color — much feminism has taken on a more radical, comprehensive analysis. It is a theory and practice that seeks to challenge not only sexism but all systems of oppression.

Happily, this theory and practice is available to everyone. You don't have to be a woman to fight patriarchy. In fact, it will take people of all genders to fundamentally transform our society into a place where we all want to live. **Let's start now!**



Resources

-] **Women's Center** – A safe space to hang out, nap, get work done, eat, hold meetings, etc. Services include the Rape Prevention Education Program, an art gallery, and a space for student organization meetings. (805) 893-3778. Building 434 – open M-F 10AM-7PM / F 10AM-5PM.
-] "Intersections: Organizing All the Oppressed to End All Our Oppressions" by Malik Guevara - <http://colours.mahost.org/articles/guevara.html>
-] Bell Hooks, *Feminism is for Everybody* (South End Press, 2000)

[Shotwell and Dixon are graduate students at UCSC]

SANTA BARBARA HOUSING CO-OPERATIVES

[non-profit I.V housing alternative for the students / staff / faculty of UCSB]

[<http://www.sbcoop.org>]

Santa Barbara Student Housing Cooperative (SBSHC) was started in 1976 by a group of UCSB students concerned about the cost of housing and slum conditions in Isla Vista. The students decided to form a cooperative to master lease buildings, thereby lowering rates and giving members greater quality control over the housing they occupied. Currently, SBSHC owns four houses: Biko, Dashain,

Newman and Manley. All of the houses are located in Isla Vista and each have their own distinct goals and culture. As a themed vegetarian house, Dashain was the first building within the co-op to have it's own meal plan. Initially it was going to be called the House of Seitan, but Dashain sounded friendlier as it also paid homage to a house pet.

Biko House is named for Steven Biko, the Black Nationalist student leader and revolutionary who fought and died in the struggle to end apartheid in South Africa. Biko is a house for people of color and their allies committed to fighting racism. Biko is also home to a garage space used for community events and music performances. Newman House provides "apartment style living" for its members who wish

to live in smaller units or with friends. Newman is known for its socially and environmentally conscious residents. Newman house residents recently began composting and working with worm-bins.



Manley House is located close to campus and offers two separate living spaces: an upstairs with its own separate kitchen facilities, and a communal downstairs kitchen and living

space. This past summer, the Board of Directors remodeled Manley, giving the house a new study space, kitchen, living room and solar panels.

All house management is supervised and/or performed by house residents. This includes meal service, housekeeping, maintenance, gardening, and finances. House members clean for each other, organize their own social events and educational activities, cook for each other, make their own rules and govern themselves. Issues that pertain to all of the houses and the organization as whole are addressed by the Board of Directors.

The Board of Directors is SBSHC's main governing body. It is comprised of eight members and two community representatives. Since the BoD is primarily comprised of members, SBSHC residents control all of the Co-op's major decisions. The BoD is another example of resident ownership and control over aspects of their homes that landlords would normally control. In addition to student management and BoD direction, there are two full-time staff members who oversee centralized operations. While the full-time staff provides continuity and expertise for the organization, major policy and organizational decisions are still reserved for the Board of Directors.

Santa Barbara Student Housing Cooperative offers a unique living alternative to the existing Isla Vista "slumlord" culture. SBSHC empowers its members to exert control over their living standards. Education, skill-sharing, doing-it-yourself and community building are all valued by SBSHC. While world domination may be a lofty goal, Isla Vista domination is in the works. Feel free to stop by any of the houses and say hello!



Dying In The Name of Cleanliness The Toxic Toll of Consumer Sanitation

this piece was originally published in in LOUDmouth, available on the web at www.calstatela.edu/usu/loudmouth, written by jennifer ashley

In our sanitation-obsessed society, it is all too easy to overlook the fact that the chemicals we're using to remove every possible germ from our homes might be doing more harm than good. Products that can be found in virtually every home — laundry detergent, floor cleaner, window cleaner — along with products that we use on our bodies on a daily basis — shampoos, soaps, perfumes, toothpastes — generally contain toxins. So many toxins, in fact, that indoor air is often more polluted than outdoor air. The range of symptoms that can result from short- or long-term exposure to many of the chemicals found in cleansing and cosmetics products includes problems with the nervous system, the respiratory system, the digestive system, etc. Cancer, hormone problems, and disorders such as ADD/ADHD have long been linked to exposure to toxins found in common household cleaning products. And not all products are created equal. Particularly toxic products include drain openers, paint thinners, aerosol sprays, and products that contain formaldehyde as a preservative — often found in polishes and cleaners. The good news is that many of these toxin-containing products can be replaced with less toxic items you can find easily and cheaply. With just baking soda, vinegar, and some warm water, for example, you can accomplish quite a few cleaning tasks that chemical manufacturers would have you believe require much more money, separate products, and many more pollutants.

	WHAT U WANT TO DO	WHAT TO USE	HOW TO USE IT
General Household Cleaning	All-purpose cleaning (for porcelain, tile, glass, etc.)	Baking soda OR vinegar and salt	Mix 1 tbsp baking soda in 1 quart of warm water; salt-and-vinegar mixture can also be used (after you flavor your potato chips)
	Clean, shine windows	Cornstarch and vinegar OR lemon juice	Mix with water; use newspapers to wipe; avoid cleaning windows in sunlight
	Deodorize, freshen air	Spices such as cinnamon, cloves, vanilla	Boil spices, or suck cotton smelt in pure vanilla and set on a saucer
	Disinfect surfaces	Borax and hot water OR isopropyl (rubbing) alcohol	Create a solution with 1/2 cup borax to 1 gallon hot water
	Inhibit mold/mildew growth	Borax OR vinegar	Apply heat to area and/or use vinegar full-strength or 1 tap to 1/4 cup borax dissolved in up to 2 cups hot water
	Polish Wood	Mineral oil	Rub small amount into wood furniture
	Remove stains from walls	TSP (available at 99-cent stores, this chemical is effective and less harsh than its counterparts)	Mix with warm water, scrub with rag
In the kitchen	Clean coffee pots and tea kettles	Vinegar and water; baking soda; salt	For kettles, bring equal parts water and vinegar to a boil and let stand overnight; For coffee pots, run vinegar and water through and run machine with clean water several times to rinse; Salt can be used to scrub stains
	Clean/polish chrome or stainless steel surfaces	Vinegar	Use diluted with water or straight to remove stains, wax, or grease
	Deodorize garbage pails	Borax	Sprinkle in bottom of pail
In the bathroom	Brush your teeth	Baking soda	Sprinkle on a toothbrush
	Moisturize your skin or hair	Oatmeal; olive oil	Add oatmeal to bath water to soften skin; olive oil can be used on skin and hair
	Clean porcelain surfaces	Baking soda and water; TSP	Apply to surface and scrub
	Remove soap scum	Vinegar	Scrub tiles, tub, trays
	Unclog drains	Baking soda and vinegar	Mix a 1:1 solution (1 cup total should be sufficient); pour down the drain and cover for 15 minutes. Rinse with warm water.
Floors	Clean vinyl/linoleum floors	Vinegar; baby oil and water	Add a few drops of vinegar to cleaning water to remove soap; add a capful of baby oil to water to polish then rinse with water
	Deodorize carpet	Cornstarch; baking soda	Use as you would powder carpet fresheners
In the laundry room	Bleach laundry	Lemon juice; baking soda	Lemon juice can act as a light bleach; for heavy bleaching jobs, use only half the normal amount of chlorine bleach by adding 1/2 cup baking soda
	Remove soap residue	Vinegar	Add one cup to final rinse; do NOT use vinegar with bleach
	Remove stains from laundry	Lemon juice; hydrogen peroxide; club soda	Add to water as a stain remover and light bleaching agent or apply diluted with water directly to stains. Hydrogen peroxide acts as a general stain remover. Club soda can be used to remove chocolate stains.
	Soften laundry or bath water	Baking soda	Add to water
	Sarch laundry	Cornstarch	Mix 1 tbsp cornstarch in 1 pint cold water; use spray bottle to apply

Tips for Getting Involved; Tips for Activists

[by the (dis)orientation guide collective]

So you've read the (Dis)Orientation Guide from cover-to-cover; you've poured over the articles, the graphics have soaked your consciousness and imagination, and now you're ready to dive right in and start a revolution, or a protest – or maybe just a constructive conversation or two. Or maybe you're a seasoned student organizer, and you're looking for some tips that will take your work to the next level. The (Dis)Orientation Guide Collective has compiled a practical list of steps for people looking to get involved in the fine world of activism at UCSB, as well as (later on down the list) some tools we've found useful in enhancing our own effectiveness as organizers. Take them in, and don't hesitate to send us your feedback at sbdisorientation@riseup.net.

Getting Involved...

1. Keep Your Eyes Peeled: Fliers, class announcements, calendar postings — political organizers have a variety of ways of getting the word out about their activities. Just keep your eyes and ears open, and you'll be sure to get word of some group's event or meeting. The *Santa Barbara Independent* and KCSB have highly recommended calendars.

2. Attend a Meeting: To count yourself among the ranks of the truly politically active, you'll be required to attend more than your fair share of meetings (on the bright side, a lot of them have free food). When you're first starting out, we recommend that you attend as wide a variety of meetings as possible, so that you can assess which group(s) or cause(s) is (are) right for you.

3. Believe in Yourself: If at first you have trouble actively participating or feeling comfortable in a given group, it may be that you're taking a little time to adjust to this fabulous new world of heightened political consciousness. But it's just as likely that the organization you're a part of isn't functioning in a democratic or empowering way. Most of the time, activists are the

nicest, most interesting, and enjoyable people you could ever hope to hang out with. Every so often, though, you'll encounter folks in activism who are way over on the self-righteous and/or controlling side. So, if a loud, know-it-all white guy (for example) is taking up a lot of conversation space, don't hesitate to call him on it. You may not be as informed or experienced as he is, but you're just as entitled to make your voice heard in any given situation.

4. Get Used to a Lot of Acronyms: Activists are notorious for using a lot of acronyms. Sentences like "I went to the CSC meeting, and a lot of SEC people were talking about the CSSC instead of the SUA, until some SCWSJ members brought it up" are not uncommon. If you don't know what in the name of SCORE and the EAB they're talking about, just ask.

5. Get Informed -

Stay Informed: A necessary starting point for anyone's political involvement is a basic level of awareness and knowledge of the pressing issues of the day. Check SBIndyMedia regularly, and listen to KCSB's news & public affairs programs! We also highly recommend Web sites like www.zmag.org, www.counterpunch.org, and www.commondreams.org for cutting-edge information and analysis you're sure *not* to find in the mainstream media.

...continued on next page...

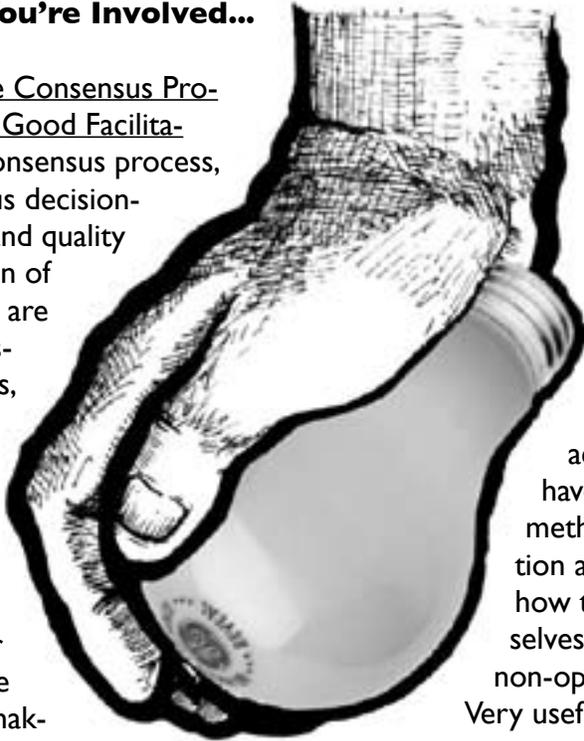


Once You're Involved...

6. Utilize Consensus Process and Good Facilitation:

Consensus process, consensus decision-making, and quality facilitation of meetings are indispensable tools, ones that we wholeheartedly recommend for any active change-maker. Consensus and facilitation serve a number of valuable functions: They equalize group participation, create a more creative and open discussion, and give your group at least a fighting chance of being truly democratic. To read more about consensus, check out www.consensus.net; or simply Google "consensus" and you'll be sure to come up with dozens of informative pages on the subject.

7. Analyze Yourself: If you're not in the process of unlearning one form of privilege or another, the odds are you're not being completely honest with yourself. Analyze your position in society: your class, racial, gender, sexual, and age identity. What privileges — or lack thereof — have accrued to you as a result of this position? How do these privileges — or lack thereof — affect your day-to-day interactions with the people around you, particularly among those you organize with? Look around for workshops on racism, sexism and deconstructing privilege. The Women's Center



and various other campus resources often have great consciousness-raising workshops and talks.

8. Practice Non-Violent Communication:

A growing network of people across the globe have adopted this method of communication and are re-learning how to express themselves in compassionate, non-oppressive ways. Very useful for activists.

More information: www.cnvc.org.

9. Build Continuity In Your Organization: A group of students get motivated, they start an organization, they graduate — the organization dies. Goes with the territory, right? Although sometimes this process really is unavoidable

(frankly, it may even be beneficial), there are some practical ways to make your organization a lasting one: For example, always be developing new leadership (that means putting trust in other people to step up and take responsibility), and keep good documentation of your activities so that the next crop of leaders don't have to reinvent the wheel.

10. Build Your Library: Read — books, magazines, more books, whatever you can get your hands on. There's an endless range of information and rich perspectives out there to inform your social change work. The Top 13 [Horizontal] Reasons To Be Radical reading list on pages ___ is a great place to start.

**GOOD LUCK
FROM THE
(DIS)ORIENTATION
GUIDE COLLECTIVE**

advertisement

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Directory of Community and Campus Organizations

This directory is intended to be a living document of activist oriented organizations and counter-culture ways to have fun! If your organization is not listed, please tell us so we can add it to the directory on the DisGuide's web site, and print it in next year's guide!

Some of the contact information (and maybe even the existence) of some of the organizations listed here may be incorrect. We've tried to bring everything up to date, but if you have corrections please email them to sbdisorientation@riseup.net.

We've separated student and campus organizations from community organizations. Community orgs are organized by the kind of work they do (although most could probably easily fit in two or more categories.

Apologies to all we've omitted! Happy networking.



Student/Campus Organizations

UCSB Student Affairs web site maintains a list of student orgs: <http://orgs.sa.ucsb.edu/index.asp>

Black Student Union - Exists to create a safe, supportive and inclusive Black student community and to provide opportunities for all students to increase awareness of Black culture with an emphasis on Black social, political, and intellectual traditions. <http://www.geocities.com/bsuatucsb/>

Campus Greens - The Green Party at UCSB -- <http://www.ucsbgreens.org/>

Campus Democrats – Yes, it's Democrat with a big D, but at least they're not Republicans. <http://www.ucsbdem.com/>

Capoeira in Santa Barbara - Once a creative adaptation to the brutal slave trades during the 16th century by captive Africans, has now become a unique art-form that synthesizes martial arts, dance, and song into an enchanting demonstration of the potentials of the human body and spirit. By utilizing this practice, African slaves were able to out-fight and defy their Portuguese slave owners. <http://www.capoeirasantabarbara.com/>

EAB / ESLP - We are a group of dedicated students who love getting together to make our campus, community, and world a better place to live. Our past and present projects include: Education for Sustainable Living Program, which lets YOU teach your own class for upper-division units in your department! Topics include increasing recycling, purchasing organic food, and using renewable energy... all at UCSB!, Working with the CSSC to implement a vision of clean energy, green buildings, green transportation, and education for sustainable living at UCSB and the wider UC community, and more!

<http://as.ucsb.edu/eab/> -- eab@as.ucsb.edu -- (805) 893-5165

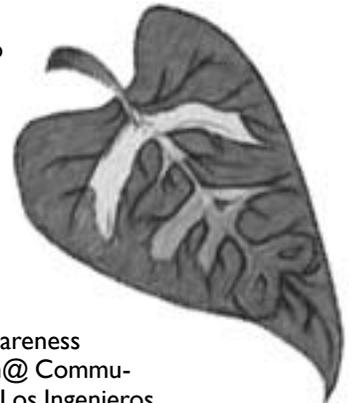
El Congreso – Working to promote community empowerment, create political awareness through activism, and provide an atmosphere of cultural pride for the Chican@/Latin@ Community. El Congreso is composed of 15 sub-committees (La Escuelita, Los Curanderos, Los Ingenieros, M.U.J.E.R., Carnales in Aztlan, LBA, Psychology/Sociology, M.E.N.T.E., Pre-Law, Protesta y Apoyo Zapatista, Radio Chicana, Cultural Arts, La Voz, Estudiantes Para Avanzar la Comunidad) that target specific areas of el movimiento.

El Centro, Building 406 on campus

Greenhouse and Garden Project - Many students live in apartments that do not allow anywhere to plant a garden, which is what makes the GHGP so unique. We currently have over fifty members, each with their own plot(s) and full access to the greenhouse.

<http://orgs.sa.ucsb.edu/ghgp/> -- ghgpucsb@yahoo.com

InterEthnic Relations in Sisterhood - IRIS consists of female UCSB students dedicated in the promotion of multicultural awareness through community services and social networking.





bilingual tutoring services; and volunteer fieldwork experience at our local schools.
<http://orgs.sa.ucsb.edu/laescuelita> -- la_escuelita_ucsb@yahoo.com

MeCHA de UCSB (Movimiento Estudiantil Chicano de Aztlán) - a student organization that promotes higher education, cultura, and historia. M.E.Ch.A. was founded on the principles of self-determination for the liberation of our people. We believe that political involvement and education is the avenue for change in our society. -- <http://orgs.sa.ucsb.edu/mecha/index.html>

Men Against Rape - seeks to combat sexual assault/rape via education and discussion and community outreach. -- <http://www.menagainstrape.org>

Muslim Student Association - Providing Muslim students with a space to enrich their faith, to provide accurate information about our faith, and to contribute diversity to the UCSB campus.
<http://www.geocities.com/ucsbmsa/> -- ucsbmsa@yahoo.com

N.O.R.M.L - National Organization for the Reform of Marijuana Laws, at UCSB has been aiding the struggle for marijuana legalization for some years and is continuing the fight. We need your help. -- <http://www.normlucsb.org>

Queer Student Union - We are a social and political organization fighting for the rights of lesbian, gay, bisexual, transgender, intersex, queer, and questioning people. Through instigating overt political actions and through creating safe spaces for various queer-identified folks to socialize, learn, and interact, we envision a safer and more-queer friendly campus. Both students and community members are welcome, as are our allies! QSU activities include attending many LGBTQIA conferences, organizing the annual UCSB Queer Pride Week, National Coming Out Day, and the Queer Wedding. For more information or for our meeting times (usually Mondays at 6pm in the MCC), email tpaperny@gmail.com. -- <http://orgs.sa.ucsb.edu/qsu/>

Students Stopping Rape - We are undergraduate and graduate students who help educate the UCSB & surrounding community on how to prevent, create awareness, and facilitate discussion about sexual assault. -- <http://orgs.sa.ucsb.edu/ssr/>

Shoreline Preservation Fund – A student initiated funding entity, provides support to enhance, protect and restore the shoreline associated with UCSB through preservation, education, open access, research, and restoration. -- <http://spf.as.ucsb.edu/> -- (805) 893-5166

Surfrider - The Surfrider Foundation is a non- profit environmental organization dedicated to the protection and enjoyment of the world's oceans, waves and beaches for all people, through conservation, activism, research and education. -- <http://orgs.sa.ucsb.edu/sf/> -- (805) 967-9938

Student for a Free Tibet – SFT works in solidarity with the Tibetan people in their struggle for freedom and independence. We are a chapter-based network of young people and activists around the world. Through education, grassroots organizing, and non-violent direct action, we campaign for Tibetans' fundamental right to political freedom. Our role is to empower and train youth as leaders in the worldwide movement for social justice.
tribalqueer@gmail.com; www.studentsforafreetibet.org; listserv:ucsb_sft@yahoogroups.com

Student Commission on Racial Equality (S.C.O.R.E.) - a body funded by UCSB undergraduates dedicated to developing a comfortable learning environment for people of color. The Student Commission on Racial Equality recognizes and is inclusive of all other identities encompassed by people of color, such as gender expression and sexual expression. Its purpose is to confront and pro-actively resolve issue of ethnicity and race related concerns through political involvement and lobbying efforts, educational training and organizing, artistic expression, and the creation of social messages in different mediums. The commission shall network with other groups and campus departments to find and promote programming with the purpose of combating racism, colorism, sexism, xenophobia and homophobia.
ucsb_score@yahoogroups.com. Tuesdays @ 7, MCC Meeting Rooms

VoX - To educate and raise awareness about reproductive rights and to promote pro-choice activism on campus and in the community. -- <http://www.ucsbvox.com>

Womyn's Commission - works to empower womyn identified individuals by providing them with a safe space to address issues pertinent to womyn by challenging institutions of power through

transgender students with more knowledgeable, self-accepting gay, lesbian, bisexual, questioning or transgender mentors (<http://www.career.ucsb.edu/students/lgbmentoring.html>), stress management, group counseling, career advice, and more. See <http://www.career.ucsb.edu/counseling.html>

Women's Center – A safe space to hang out, nap, get work done, eat, hold meetings, etc. Services include the Rape Prevention Education Program, an art gallery, and a space for student organization meetings. (805) 893-3778. Building 434 – open M-F 10AM-7PM / F 10AM-5PM. Also serves to resolve issues of sexual harassment or hate crimes: any complaints of sexual abuse can be directed to the director De Acker at (805) 893-3778. <http://www.sa.ucsb.edu/women'scenter/index.asp>

Women's Group – confidential support group for all women. For more information, call Tina Pan-teleakos at 805-636-1021. Time and meeting location TBA.

Santa Barbara Community Organizations and Contacts

*Note: If your organization is not listed it's probably because we don't know it exists. Please tell us so we can add it to the directory on the DisGuide's web site, and print it in next year's guide!

Justice!

Coalition for a Living Wage

Santa Barbara for a Living Wage is a Coalition of labor, faith and community based organizations that is proposing a living wage ordinance for the City of Santa Barbara.

601 E. Montecito St.
Santa Barbara, CA 93103
(805) 882-2484
www.sblivingwage.org

Girls Inc. of Santa Barbara - inspires all girls to be strong, smart and bold through our structured enrichment programs. All programs are developed and specifically focus on the needs of girls.

<http://www.girlsincsb.org/index.html>
(805) 684-6364

Isla Vista Tenants Union

The Isla Vista Tenants Union (IVTU) is a group of concerned residents interested in providing services to UCSB students who are tenants in Isla Vista, along with other tenants in the Isla Vista community. We aim to educate tenants on their rights and responsibilities, and to act as a resource when problems do arise. Ivtenantsunion@hotmail.com

IVTU has temporarily relocated to the 2nd floor Conference Room of the A.S. Building (next to the UCEN).

<http://ivtu.as.ucsb.edu/>

League of Women Voters

The League of Women Voters is a nonpartisan political organization encouraging the informed and active participation of citizens in government. It influences public policy through education and advocacy. We never support or oppose any political party or candidate.

328 E Carrillo St., Suite A Santa Barbara CA, 93101
(805) 965-2422
<http://www.lwvsantabarbara.org/>

La Casa de la Raza

Chicano/Latino community center offering a variety of services to low-income individuals and families. Meeting rooms are available.

601 E. Montecito St. Santa Barbara, CA 93103
(805) 965-8581

PUEBLO (People United for Economic Justice, Building Leadership Through Organizing):

A social justice organization working on bread and butter issues



for workers, families, and young people in Santa Barbara.
601 E. Montecito St.
Santa Barbara, CA. 93103
(805) 882-2484
pueblo@sbpueblo.org
www.sbpueblo.org

Santa Barbara Women's Political Committee

The Santa Barbara Women's Political Committee is a PAC dedicated to furthering gender equality and feminist values through political and social action, education, and electing representatives who will be accountable to these values.
(805) 564-6876
<http://www.sbwpc.com>

Santa Barbara County Action Network (SBCAN)

The Santa Barbara County Action Network (SBCAN) is a countywide, grassroots, non-profit dedicated to promoting social justice and preserving our community's environmental and agricultural resources. SBCAN advocates for the passage of progressive policies; educates and organizes the public; and actively works to elect leaders who will promote progressive public policies in office. SBCAN works in cooperation with a broad range of progressive activists and organizations to ensure that all members of our community share a voice in our future.

P.O. Box 23453,
Santa Barbara, CA 93121
(805) 963.7379
www.sbcn.org

SEIU Local 620

The strongest, fastest growing labor union on the Central Coast of California! Our workers are dedicated to providing quality public services and Local 620 is dedicated to making their working lives better.
<http://www.seiulocal620.org>

Santa Barbara Progressive Coalition

jon@tablerockers.com
groups.yahoo.com/group/sbprogcoalition

Mother Earth

Community Environmental Council of Santa Barbara

www.communityenvironmentalcouncil.org

Environmental Defense Center

The Environmental Defense Center is a nonprofit, public interest organization that provides legal, educational and advocacy support to advance environmental quality.

www.edcnet.org
906 Garden Street
Santa Barbara, CA 93101
(805) 963-1622

Free Our Forests

(805) 565-1853
www.freeourforests.org

Pesticide Awareness & Alternative Coalition

Dedicated to educating the public on the dangers of pesticide use in our schools, parks, homes and agriculture and available safe alternatives
(805) 965-4491

Santa Barbara GE Free

Working to educate the community of Santa Barbara County and convince the County Board of Supervisors that the public wants a 24-month moratorium on GE crops in Santa Barbara County.
www.sbgfree.org

Santa Barbara Organic Garden Club
563-2089
lbuzzell@aol.com

Santa Barbara Permaculture Network
www.sbpermaculture.org/

The Sustainability Project
www.sustainabilityproject.org
229 East Victoria Street
Santa Barbara, CA 93101
Phone: (805) 966-3355

News and Information

RAIN - Founded in 1991, the Regional Alliance for Information Networking was one of the first public Internet access Networks established in the United States. RAIN's National Public Internet Network provides over 2,500 local dial access number for high speed dialup Internet. RAIN also provides broadband Wireless, DSL, Frame Relay and other Internet Services, including GIS, Video and K-12 Curriculum.
<http://www.rain.org>

Santa Barbara Independent Media (SBIMC)
The Santa Barbara Independent Media Center (SB-IMC) is an autonomous, community-based collective committed to using media production and distribution as a tool for promoting social, environmental and economic justice. We generate alternatives to the current profit-based and state-dominated media and to contribute to the development of an equitable and sustainable society.
<http://www.sbindymedia.org/>

Health and Wise Ways

Breast Cancer Resource Center
525 W. Junipero St. Santa Barbara, CA 93105
569-9693
<http://www.breastresourcecenter.org/> -- brcsb@breastresourcecenter.org

Planned Parenthood of Santa Barbara
Join us in our vision of creating a community where every child is a wanted child, where people make informed and responsible health decisions, and where everyone has access to affordable, quality reproductive health care and the right to choose.
518 Garden Street Santa Barbara, CA 93101
Clinic Phone Number: (805) 963-5801
www.ppsbvslo.org

Pacific Pride Foundation
Proudly provides services to the HIV/AIDS and Lesbian, Gay, Bisexual and Transgender communities of Santa Barbara County.
www.pacificpridefoundation.org
805.963.3636

Rape Crisis Center
We are dedicated and committed to ending sexual assault in our lifetime.
www.sbrapecrisiscenter.org

Getting There

Coalition for Sustainable Transportation
Working towards a vision of well-planned communities that encourage walking, bicycling and transit for access to all daily needs.
www.coast-santabarbara.org

Santa Barbara Bicycle Coalition
Promoting bikes in SB!, ask for a free bicycle trail map.

685-1283
www.sbbike.org

Traffic Solutions
Carpooling & other local ride sharing resource
963-7283
www.sbcag.org/ts.htm

Peace!

Nuclear Age Peace Foundation
The Nuclear Age Peace Foundation initiates and supports worldwide efforts to abolish nuclear weapons, to strengthen international law and institutions, to use technology responsibly and sustainably, and to empower youth to create a more peaceful world.
www.wagingpeace.org

INTERNATIONAL PEACE PROJECT (An Affiliate of The Fellowship of Reconciliation) - Promoting peace through educational outreach, humanitarian aid, cultural exchange, music celebrations, retreats, interfaith dialogue and more, from headquarters in Santa Barbara, California, USA
<http://www.intlpeace.org/>
805.683.4749

Pax 2100
PAX 2100 is dedicated to fostering the research and development of initiatives that will lead us to a "culture of peace" in the timeframe of 100 years.
<http://www.pax2100.org/>

Revolutionary Association of the Women of Afghanistan (RAWA) Supporters, Santa Barbara
To raise awareness about the situation in Afghanistan, and to raise funds to support humanitarian aid projects run by RAWA in Afghanistan.
569-2331
www.rawasb.org
sbrawa@aol.com

Veterans for Peace, Santa Barbara Chapter
A national non-profit 501(c)(3) educational and humanitarian organization dedicated to the abolishment of war.
www.vfpsb.org

Foundations

Fund for Santa Barbara:
A 501(c)3 non-profit foundation that supports grassroots organizations working for social, economic and environmental justice in Santa Barbara County.
www.fundforsantabarbara.org/

Spiritual

SB Center for the Healing Arts
<http://www.sbhealingarts.com/>

Music/Art Spaces

Local Music Venues
<http://www.freewebs.com/sbdij/venues.htm>

City at Peace, Santa Barbara
City at Peace is a national, award-winning program in Santa Barbara which utilizes mediation and performing arts to teach peaceful alternatives to violence and healthy life choices for teens. Youth creates and presents a theatre production based on their lives in a venue in the community.
963-8165
<http://www.fsacares.org/4i0q7gvt.htm>

Fun Time - Where to eat, drink, and be merry in SB

CAMPUS/ISLA VISTA

1. Associated Students Bike Shop, On Campus, in parking lot #29
The AS Bike Shop has everything needed to get your bike running safely and smoothly. Bring your student ID card, your bike, your time, and an inclination to learn and the helpful staff provides the tools and instruction, teaching you how to fix any of your bike's problems. If you don't want to get your hands dirty, leave your bike with their professional mechanics and it's fixed in no time. The shop also supplies compressed air, 24 hours a day.

2. Blue Dolphin café, 910 Embarcadero Del Norte
A great location for breakfast, and one of the few places you can find excellent Malaysian cuisine in Santa Barbara area.

3. Hempwise 971 Embarcadero Del Mar, Unit B
Hempwise is dedicated to supplying Isla Vista with eco-friendly hemp products, and is one of the largest retail hemp stores on the west coast.

4. Java Jones, 6560 Pardall Rd.
Great place to meet up in IV, have some good coffee and conversation, or study all night during finals. Wi-fi hot spot.

DOWNTOWN & GOLETA

6. Alice Keck Park Memorial Gardens
At Micheltorena, between Garden St. and Santa Barbara St.
A beautiful and very well-landscaped park, complete with duck pond. A lot of us here at the DisOrientation Guide collective prefer the non-landscaped to the landscaped when it comes to the great outdoors, but Alice Keck is an irresistible place to meet for a picnic, snuggle up with a book, or simply hang out amidst beautiful surroundings.

7. The Book Den, 11 East Anapamu St.
Want to browse a heavy-duty collection of used and new books, or finally unload those dog-eared copies of The Hardy Boys volumes 19-33, that you've

kept since you were 9 years old? As good as it is, The Book Den probably can't help you with The Hardy Boys problem, but it does buy a wide range of used books, and it has an excellent book selection and very friendly staff.

9. Elsie's, 117W de la Guerra St.
A local favorite and a great alternative to some of the more typical bars on State. The SB chapter of Drinking Liberally meets there Wednesday night.

10. Kava Lounge, 508 E. Haley St.
Where else can you go to find kava, an herbal muscle relaxant, as the centerpiece of a given establishment's menu? Though the high price of the kava drink itself borders on the outrageous, there are lots of other quality menu options and frequent good entertainment options. A popular hang-out spot among many local progressives.

11. Natural Café, 508 State St., 361 Hitchcock Way, 5892 Hollister Ave.
Offering non-dairy vegetarian dishes that are rich in carbohydrates and protein, naturally low in sodium and fat, and cholesterol free makes the Natural Café a natural choice among many Santa Barbarians. The Café recycle its glass, cans and paper and encourages guests to do the same.

13. Red's Café, 211 Helena Ave.
A delightful place to pass the time with your favorite hot-brown liquid friend, or else devote it to hatching revolutionary plots and plans amongst your closest comrades. The combination of great art, decorations and good people makes this perhaps the best café atmosphere in Santa Barbara. The only drawback is its relatively early closing time.

14. Sojourner Café, 134 E. Canon Perdido St.
Famous for its home-style flavor combined with a creative international flair. Sojourners feature an extensive menu of tasty, fresh, wholesome & hearty dishes, award-winning chef's specials, and outrageous desserts.





"This DisGuide is a threat to respectable Americans. The fools responsible for this abomination should be strangled with my bowtie
-Tucker Carlson, Pundit

"DisOrientation? You mean like drunk and disoriented? I'm all for it!"
--"President" Bush



WHAT CRITICS ARE SAYING ABOUT THE UCSB 2005 DISORIENTATION GUIDE.

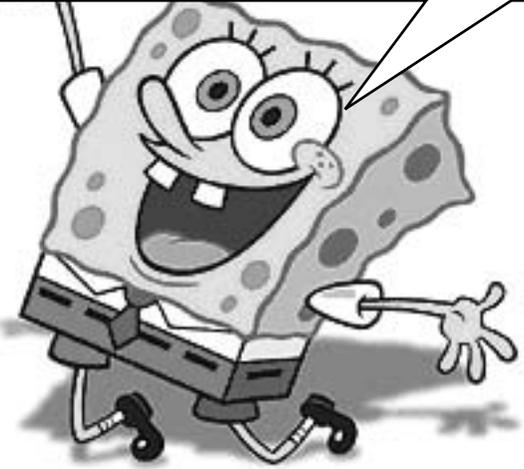


"DisOrientation Guides that say that something hasn't happened are always interesting to me, because as we know, there are known knowns; there are things we know we know. We also know there are known unknowns; that is to say we know there are some things we do not know. But there are also unknown unknowns -- the ones we don't know we don't know." - Donald Rumsfeld, Really powerful



Ghrrr... Girly men! UCSB, you are all girly men.
Arnold Schwarzenegger, Governor/Barbarian

Brilliant!, a sophisticated analysis of our contemporary crisis and its roots in the larger political-economy of global capitalism, and the various intersectionalities of race, gender, and class difference.
-Spongebob Squarepants



"If anyone who wrote this crap were married to a CIA operative, I would totally leak their name to the press for this!" -Karl Rove, the most powerful unelected official in the U.S., and Bush's brain

"Publishing un-American ideas like these is a violation of Academic Freedom @!"
- David Horowitz, Right wing ideologue

