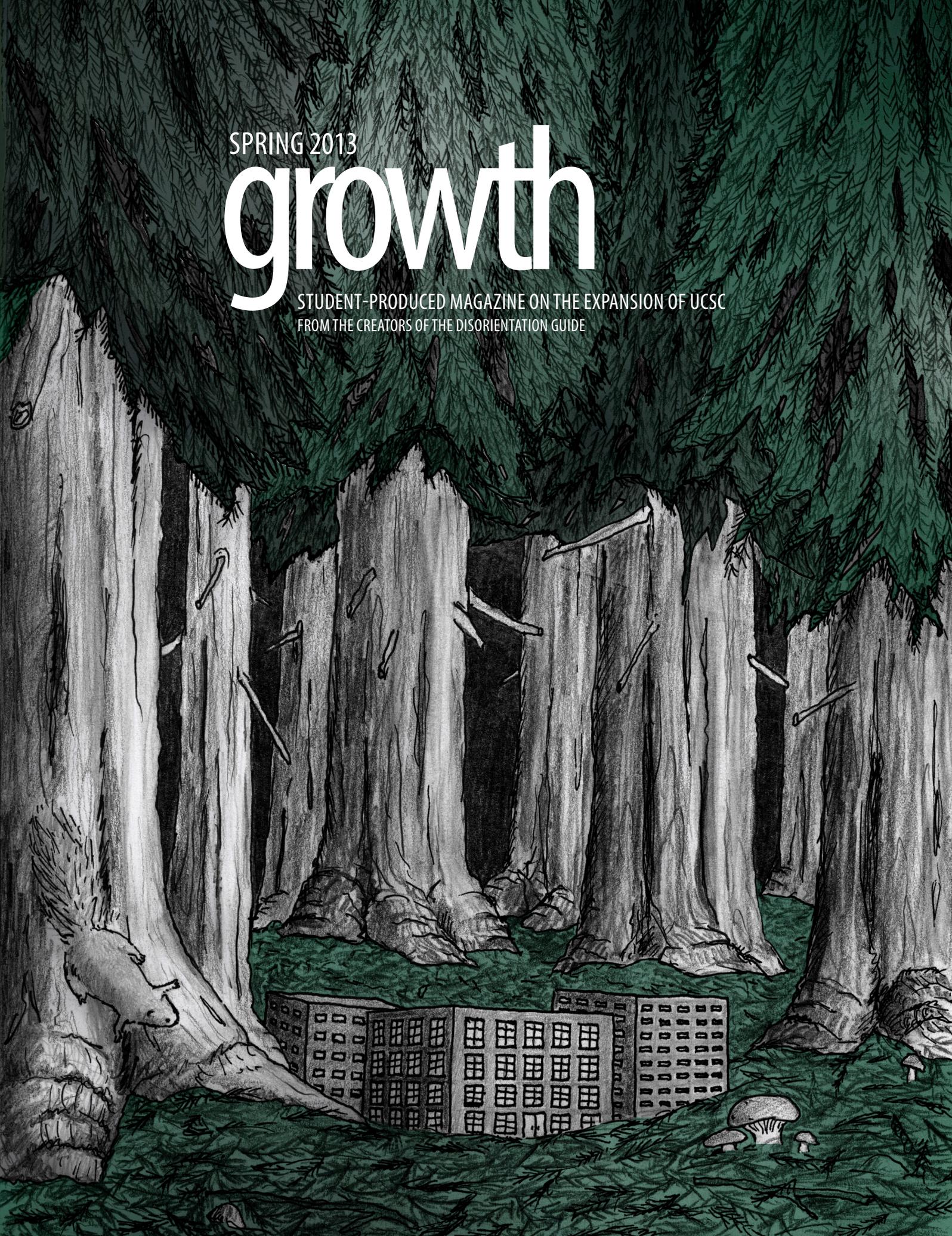


SPRING 2013

growth

STUDENT-PRODUCED MAGAZINE ON THE EXPANSION OF UCSC
FROM THE CREATORS OF THE DISORIENTATION GUIDE



Hello, and welcome to Growth magazine. This project was initially designed as an introduction to the issue of campus expansion, but it has become much more than that.

While much of the content does focus on the Long Range Development Plan, we also include articles exploring other related topics. There are many angles from which the issue can be examined, because it affects different people in very different ways. The debate over campus expansion is multifaceted, raising questions about colonialism, UC politics, regional water scarcity, endangered species protection, and the meaning of a university education, among others. We do not have all the answers. But one thing we do know is that we do not have to accept the non-options that the university has presented to us. Growth is intended to help students engage in the difficult conversations that surround expansion, and to serve as a resource for those who wish to organize.

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An Introduction to the LRDP

NOAH MISKA

The Long Range Development Plan (LRDP) is a document that creates an outline for expansion of the UCSC campus. It identifies areas where new dorms, classrooms, offices, roads, sewers, and other infrastructure could be built, enabling an enrollment increase that would bring the total student population to 19,500 by 2020. Much of this development would occur in what is now the forest of Upper Campus.

The LRDP is a subject of much debate, and has been for decades. The most recent draft of the LRDP was released in 2005, and differs significantly from the original 1963 version. In the 42 years between the first version and the most recent one, plans for development were scaled back dramatically, largely in response to pressure from students and Santa Cruz community groups. Over the years, indigenous activists have fought to protect what they see as sacred spaces, framing university expansion as a neocolonial project that further strips them of their access to the land. Many Santa Cruz residents have argued that campus growth increases traffic congestion, stresses the region's already scarce water supply, and drives up the cost of rental housing in the city. Students often point out that expansion threatens the very things which make UCSC special as a site of education. As forestland and meadows are paved over to make way for new buildings, the classroom that is the natural environment gradually recedes. As the total student population grows, so do class sizes, while instruction becomes ever more impersonal. Ecologists and biologists have also decried campus expansion, warning of increased soil erosion, sedimentation of drainage



systems, and other potential harm to sensitive species and habitats.

Those opposed to expansion have voiced their concerns through countless public hearings, planning meetings, and open letters. Sometimes this advocacy work results in a promise by UC administrators to scale back development, as happened in the 2008 Settlement Agreement. Sometimes negotiation breaks down, and the struggle over the future of the forest escalates into physical obstruction, exemplified by the 2007 tree sit on Science Hill. Resistance to the LRDP is as varied as the ecosystems it aims to protect. Through it all, pressure for expansion continues to mount. The number of students applying to UC grows every year, and administrators see no option but to expand on existing campuses. They speak of the need to make the UC accessible to future generations of students, and of UC's legal obligation to admit the top-performing 12.5% of California's graduating high school class each year.

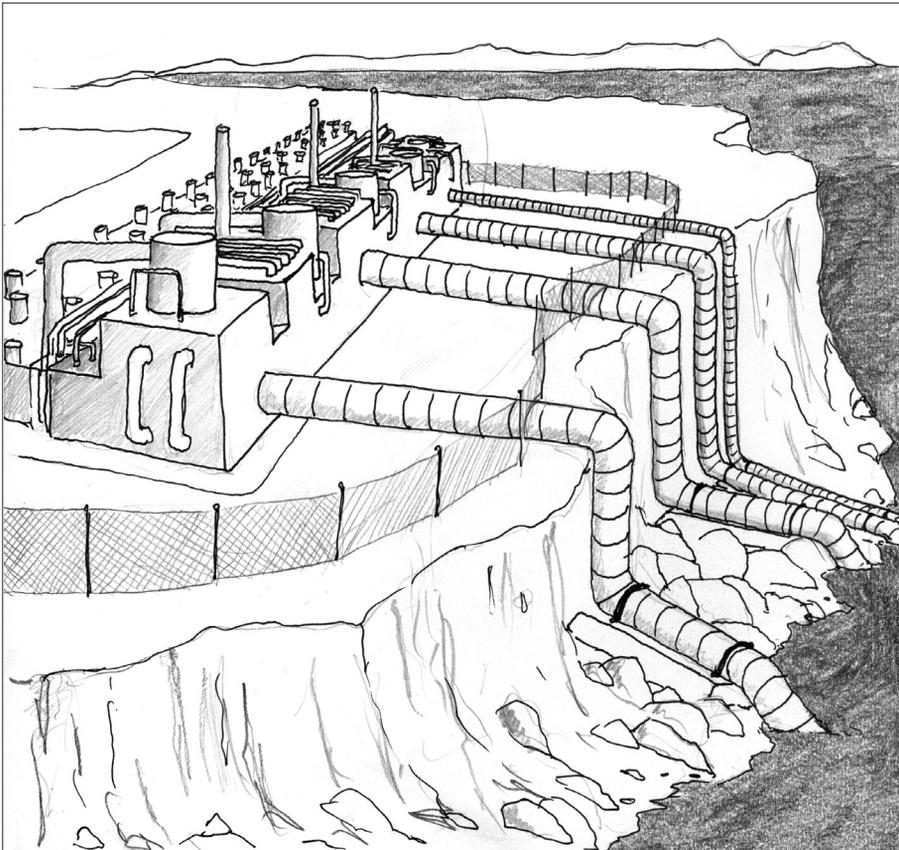
Is expansion inevitable? That depends on whom you ask. To folks

charged with making sure that UC meets its enrollment quota, and who see development in upper campus as a means to that end, expansion could very well seem inevitable. To those who value the forest as a sacred place, the maintenance of which is an end in itself, and who fight through word and deed to protect it, expansion is anything but inevitable. The best person to ask, though, is yourself. Do some research, and find out how the debate is currently playing out. Plans for expansion are currently stalled by a lawsuit, but the issue won't stay tied up in court forever. In the meantime, arm yourself with knowledge, and figure out where you stand on the matter. Go out into the forest, and find a quiet spot. Listen to the redwoods and firs creaking in the wind, and to birds talking amongst themselves. Poke around for mushrooms, and see if you can spot a salamander. Ask yourself: what does this place mean to me? Would I rather have a meadow, or a 600-seat lecture hall? Is the proposed expansion really the only way to accommodate the growing number of UC applicants? Is it possible to build sustainably in a living forest?

Water and Future Constraints:

Desalination

LILY FOREST



Human health and survival relies on a healthy planet; to ensure a long future, conservation and sustainability need to be at the foundation of legal and societal change. Local and federal governments need to consider what will be left for future generations' needs (i.e., clean water, natural resources). In preparing for an uncertain future filled with population growth and environmental transformations caused by climate change, sustainable solutions will be necessary. Water use and water conservation are necessary for long-term human survival.

The potential growth of the UC Santa Cruz campus reflects the projected population growth of California and the country. This growth forces cities like Santa Cruz to look at their available water sources and decide whether new water treatment plants, desalination or other facilities need to be expanded or built. Due to a long history of water shortages, the city of Santa Cruz has proposed the construction of a desalination plant, that would turn

ocean water into freshwater, to expand the water supply and mitigate potential increases in demand. This plan has provoked local environmental groups and citizens to question the environmental impacts and financial cost of desalination. Santa Cruz also recently passed Measure P, which allows citizens to vote on whether the plant will be built. The activism and protest around desalination should encourage investment in other water sources. There are other solutions besides desalination; one of them is simply recycling the water that we are already using.

When states or nations look for ways to increase water supply, due to demand, drought, a growing population, or other factors, there are many solutions available, yet desalination has become a serious contender in recent decision-making with regards to

water supply alternatives. Desalination has been proposed, not only as a solution for water-stricken areas, but also as a mitigation tool as the world population expands in the next century. Although measures must be taken to ensure that clean drinking water is available, desalination is a new method that needs more research and is currently proving to be a potentially unsustainable solution to counter the problem.

Desalination is a costly, energy intensive process and, consequently, has multiple environmental concerns. Desalination plants rely on petroleum, coal, or another energy source, contributing to greenhouse gas emissions and climate change. Perhaps with a renewable energy source, this air pollution could be reduced, but there are also concerns about impacts on water and marine life. Brine, the waste leftover from desalination, made up of salt and various dissolved minerals, could be treated as solid waste and disposed of in landfills or as a byproduct that is put back

into the ocean. The main environmental concern with brine is its effect on marine ecosystems; the highly salinated water often re-enters the ocean at a higher temperature, a higher alkalinity, and can carry toxic metals from contact with materials in the plant. All of these factors can change the makeup of that localized marine environment. Additionally, investment in this technology does not ensure a steady flow of clean water. High costs have forced Santa Barbara's desalination plant to sit dormant since the early 90's. Even with these concerns, many cities consider investing in desalination.

Why has desalination become one of the first solutions considered? One reason may be that it is seen as a more permanent solution; after money is sunk into the infrastructure, the building and purification processes should last for more than fifty years. If the search for new water sources is the search for a sustainable, long-lasting solution, then other sources must be considered, because many plants have become too expensive or have broken down.

Recycled water and desalinated water are both considered "alternative" water sources to surface and ground waters; both go through extensive filtration and treatment, while recycled water can be treated tailored to its need. For example, if it will be used for drinking, it requires more treatment than if it is used for irrigation. Recycled water, or reclaimed water, and desalinated water have both been considered important in planning for a future with more people and less resources, but as previously mentioned, desalination has proven to be less environmentally-friendly and more expensive.

One reason that desalination has become a more popular alternative, relative to recycled water facilities, may have to do with public misinformation. Authors Sara Dolnicar, Long Duc Nghiem and Anna Hurliman note in their comprehensive research on public acceptance that historically, there has been a lot of community resistance surrounding increased water supply from alternative sources. Often, public misinformation or lack of knowledge about sources like recycled and desalinated water determine their willingness to accept the potential costs of these supply options. In their article, "The effect of information on public

acceptance—The case of water from alternative sources" (2010), the authors found that potential consumers were less likely to use recycled water than desalinated water (in various uses, such as in doing laundry or cooking), but with additional information, acceptance levels increased at similar rates for both. The authors suggest that providing visual information to consumers could help bring in more support for alternative water sources, such as recycled water. If people are more educated on the processes of recycling water, as well as the environmental consequences of desalination, it may be easier for them to make a more sustainable solution and for new laws and amendments to be voted in.

Water policy and projects should be crafted around sustainability, science, and education; if the public is educated about the benefits of recycled water, this process can be more widely implemented and could increase water conservation practices. The path to maintaining clean water for the population must include many efforts by consumer conservation, smart investment in sustainable water practices, and careful legal and environmental analysis. Desalination is still a very new process that requires too much sacrifice, as well as air and water pollution, when other sources, like recycled water, are accessible and sustainable. Sustainability requires smart decision-making, and will ultimately improve current and future livelihood.

" Water policy and projects should be crafted around sustainability, science, and education; if the public is educated about the benefits of recycled water, this process can be more widely implemented and could increase water conservation practices. "

The relationship between desalination and UCSC expansion

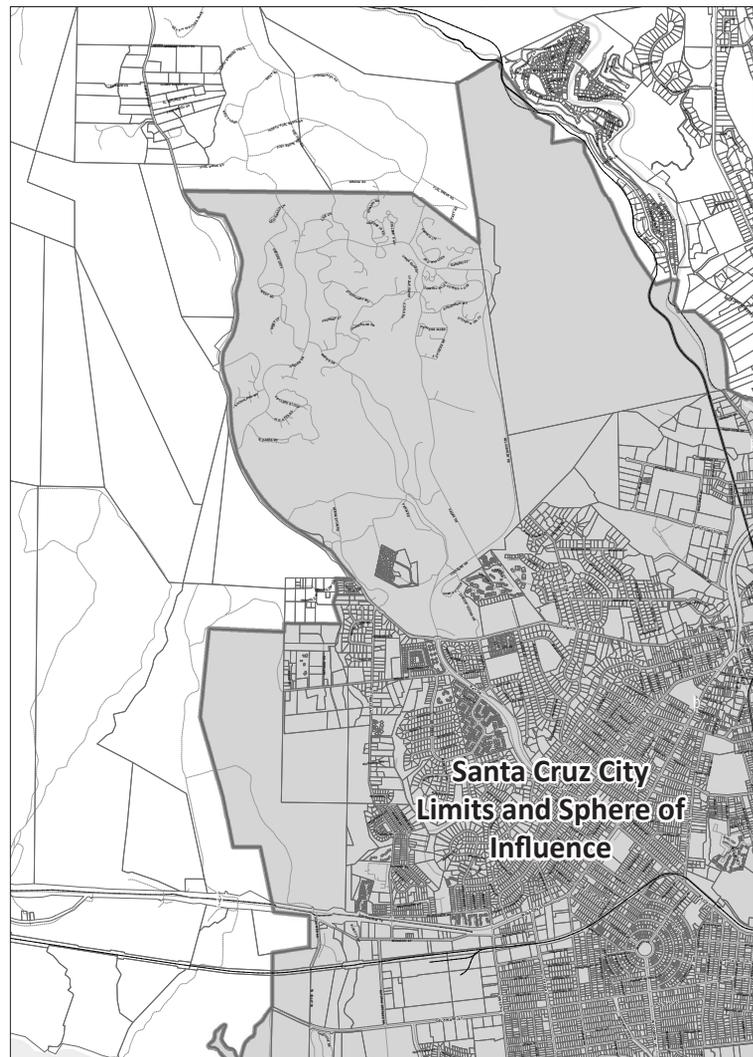
NOAH MISKA

According to the City of Santa Cruz Water Department, the proposed desalination plant would not cause or aid university expansion. This, however, is debatable. It is the opinion of many local activists that construction of the desal plant would increase the likelihood of expansion in Upper Campus. Why is this so?

The main reason is that the biggest current obstacle to campus expansion is Santa Cruz's water shortage. Because Santa Cruz's water supply is stretched thinly between salmon habitat, city use, and campus use, any projects that would increase UCSC's consumption (like the North Campus expansion) cannot be carried out until an extension of water and sewer services is approved.

The legal power to authorize that extension lies with a group called LAFCO (Local Agency Formation Commission), which is composed primarily of local officials. LAFCO meets about once a month, often with well-attended public hearings.

LAFCO has see-sawed back and forth on the decision to extend water service to UCSC's North Campus. This is due in part to conflicting pressure between campus administrators and various community groups, university students, civil engineers and environmental scientists who oppose both campus expansion and desal. A major factor in LAFCO's ultimate decision will be the size of Santa Cruz's water supply, and a major factor in the size of Santa Cruz's water supply is the desal plant. The desal plant would increase that supply by some 2.5 million gallons per day¹, potentially making LAFCO commissioners more receptive to extending water service to North Campus. Conversely, if enrollment increases at UCSC, Santa Cruz will face even more pressure to develop new water sources. By this line of reasoning, efforts to prevent UCSC expansion indirectly support efforts to stop the desalination plant from being built,



MAP Prepared by Santa Cruz County Geographic Information System Staff October 2007

and vice versa.

Where the issue gets more complicated is in the fact that housing on the UCSC campus is more water-efficient than housing in the Santa Cruz community². This means that if UCSC increases enrollment by another 2,000 students, overall water usage will be lower if those students live in the proposed North Campus development than if they live in town. If UCSC were to abandon the enrollment increase, however, this issue would cease to exist. It then stands to reason that those who oppose campus expansion and desalination should direct their creative energies toward answering a difficult question: what is to be done with the many thousands of high school students who are clamoring for admission to UC?

UCSC teeters on the boundary of the city's current water services domain, halting expansion unless that boundary is pushed.

¹ "FAQs." Scwd2 Desalination Program. Santa Cruz Water Department, 2011. Web. 03 Mar. 2013.

² Galloway, Alison, Jim Burns, and Sarah Latham. "LRDP Interview 1." Personal interview. 17 Jan. 2013.

INTERVIEW

MICAH POSNER • *Santa Cruz City Councilmember*

COURTNEY HANSON



How do you understand the relationship between the proposed desal plant and UCSC expansion?

A desal plant, if used to its fullest capacity, would insure that UCSC and other city customers could have a reliable source of water even given an increase in demand.

How does the passage of Measure P (Right to Vote on Desal) affect the likelihood of the desal plant built?

If we work hard, use good tactics and respectful communication, we will be able to stop the desal plant. Moreover, because the desal debate will be so public, it allows us to communicate about concepts such as ecological boundaries in a principled way. It also has the potential to create new leadership in the local political scene. It could end up being this generation's "Lighthouse Field."

You say that you want to "allow for growth to occur at UCSC." What benefits do you think UCSC expansion will bring the campus community?

I do not "want" to allow for growth to occur at UCSC. Rather, I do not think it is constructive for me to take a position on growth in the abstract.

First of all, as a City Councilmember, my primary job around this issue is to negotiate with the University to insure that any growth that occurs does not have a negative impact on the citizens (including students of course) of Santa Cruz. Taking a stand for or against growth in this context would be detrimental to these negotiations. How many students UCSC takes in is a question for the Regents and for the community of UCSC to decide. How these students get around and where they live are clearly things that the City should clearly have a say in.

To tease this issue apart a little bit, allow me to give two examples. One is the proposal in the LRDP to carve another entrance for automobiles from Empire Grade to Upper Campus. This entrance would come off of a city road (if expansion is approved by LAFCO) and would draw traffic through a variety of other city roads, thereby creating congestion of specific city streets while inducing more traffic to the city as a whole. This is something clearly a proper issue for a city councilmember to address. I would like to work with campus activists to stop it. An the other hand, the LRDP also calls for expanding the Science Hill area so as to essentially infill the remaining space between the Cowell Health Center and the bridge to Kresge so as to create more facilities for more students.

This is not directly my business as a Councilmember.

A second reason not to be "for or against" growth in the abstract is more theoretical and could apply to campus activists as well. As an activist of 20 years, my opinion is that it is easy to organize the "pro" and "anti-growth" folks around any particular issue, as we all can all guess what those folks will think. In part because of this, contentious issues tend to be decided by people that support some but not all growth. These are the folks that we should be attempting to win over by voicing particular concerns to particular projects or plans, as per my argument against a new car access that I printed above. For example, biologic diversity is a great argument against development in a specific location but if used against all growth it loses the scientific authority that it gains from being specific.

My experience wrestling with the last LRDP as a student at UCSC in 1986 to 1991 was instrumental in how I think about growth today. I went to protests and meetings that questioned the expansion proposed in that past LRDP, but successfully focused my efforts on stopping a proposed road through the Great Meadow that would have replaced the bike path. By focusing on a specific project, we very much increased our chances of having an impact while creating an allegorical showcase for the potential problems of growth in the abstract, but at this point I am an old guy giving advice so I better go on to the next question.

What does the recent invalidation of the EIR mean for campus expansion?

It makes it clear that authorizing growth before we have a real plan on how to handle issues like water, transportation, and housing is not going to happen easily. It slows the process down and creates an impetus for the University and the City to address these issues before moving forward.

What desal alternatives are you aware of, and why do you think they are/are not viable options?

I believe that water transfers can significantly address the overdraft problems of Scott's Valley, Live Oak, and Soquel/ Aptos by resting these wells during the winter, thus reducing their draws by at least 20% in a normal year. In exchange Scott's Valley and Soquel can help out the city to a lesser degree. Scott's Valley can supply high quality treated water for a few applications, thereby shaving off a few percent of our current use. Both districts could conceivably help us in a serious drought, though not nearly to the 50% mark that is our projected deficit.

In the medium to long term (ten years or more), the likely solution will be to entirely reclaim our water and reuse it. This is a profoundly ecological plan and we should start getting over our "yuckies" and be prepared to embrace it.

I can also imagine storing water at a used quarry (there are several possibilities) as a backup source during a drought. Doing so would involve a whole lot of plastic/ metal, etc., but it would occur in a very

disturbed environment.

There are some gadgets that recycle greywater within a home that could really help. One, put out by Sloan plumbing, transfers used sink water to the back of the toilet with a potential residential savings of 3 to 5%. I intend to install one in the next few months at my home.

On the problematic side: Water catchment is a great idea and could help our overall situation but doesn't help much in a drought year when there is no water.

Dramatic changes to rates that would provide incentives to households with lower per capita water rates are likely to unduly penalize the large number of poor and/or undocumented people who are not officially listed as residents with the city's water department. It would also penalize people who were growing their own food. Given how complicated the rental market is here, anything that relies on straightforward resident data is sure to be problematic- likely in ways that no one has thought of yet.

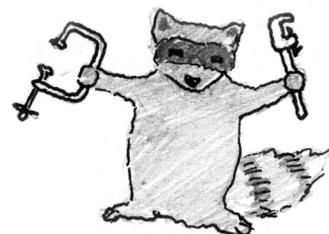


Image courtesy of tarsandsblockade.org. Photo depicts activists in a tree sit intended to block construction of a segment of the Keystone XL Pipeline, which would transport up to 590,000 barrels per day of crude oil from Canada to refineries around the Gulf of Mexico.



JEZZABELL PUTNAM

GROWING AMONGST THE CHAPARRAL

UNDER A CANOPY OF MAJESTIC REDWOODS I WOULD OFTEN SET OFF THROUGH THE UPPER CAMPUS OF UNIVERSITY OF CALIFORNIA, SANTA CRUZ, FOR STROLLS THAT WOULD MEANDER TO MANY UNEXPECTED PLACES BEFORE MY INITIAL DESTINATION. WHILE VISITING IN THE WINTER OF 2007, I FIRST LEARNED THAT UCSC WAS PLANNING TO EXPAND UPON THE UPPER CAMPUS. IT TRULY CRUSHED MY HEART.

Initially it was Science Hill attempting to build a new vivisection laboratory. I wanted to see for myself where this was happening. I walked to Science Hill one night and saw the platforms hovering above, from their home in the trees. I knew instantly I yearned to be on a platform of my own.

Soon enough, on a rainy Friday afternoon in January 2008, I ascended to the top of a redwood tree on Science Hill. This beautiful tree would be where I rested my bones and called home for a few of the best months of my life. I figured it was the least I could do to throw-down and resist the university's Long Range Development Plan (LRDP).

While much solitude could be found at the sit, similar to the Upper Campus, as I traversed from my house to the other platforms, I was never alone. Nearly every afternoon hawks and falcons would pierce the sky with wings glimmering, gliding above me. Many mornings before the campus woke I would peer down and watch deer grazing below me, trotting through the dew filled grass. Not a single day passed without a marvel of nature sharing its beauty with me and the world around us. I will never forget the day as I sprawled out to read a book after tensioning my platform, when a hummingbird found its way into my cozy tree house.

Looking back at this experience I recall how much of an instinctual reaction it was for me to take to the trees. Being avidly opposed to experimentation on animals was one of the initial conductors drawing me to the trees.

There are three words that really represent my opposition to this expansion within the larger context of global resistance and solidarity, they are "California Floristic Province". In 1996, Santa Cruz joined the other 33 internationally recognized areas of biological hotspots due to its large concentration of endemic species and unique environments that numerous species depend upon to survive. In simpler terms, you can't reproduce the ecosystems such as the ones of the Upper Campus. And further, upon disrupting them, an irreversible domino effect of environmental collapse could occur.

If that doesn't motivate you to defend this

pristine environment of the Upper Campus, we are in grave danger.

Of course, one only needs to open their heart to the calling of the songbirds. Or maybe it is beckoning whispers of the trees that call you to action. Perhaps it is the rustling of the foxes methodically making their way to drink from the river, and the reflection you both see in the water that is much clearer than any manmade mirror. The anticipation of the moment you may come eye-to-eye with a mountain lion that compels you to say “enough is enough!”

As with many of the hikes I have taken through the Upper Campus, this journey atop the trees lead me down many mental journeys. I would often ponder on the notion of the “LRDP”. How could an institution of higher learning possibly fathom such an idea? The headwaters of numerous watersheds, the abundance of plant species: who would knowingly put such a place in harm’s way?

I can only describe my walks through the aromatic, chimerical chaparral to the river, my favorite place on the Upper Campus as a roaming meditation. Nature has placed so much intention on the Upper Campus. At your feet, bright moss entwines with logs nestled upon older logs giving birth to mushrooms. The forest literally leads you to discover inner balance. The sacredness of this place begs one to grow internally far beyond the depth of the institutional development plan.

Any infringement or encroachment upon this natural world would cause unforeseeable damage. Not only would the environment be dealt an unchangeable blow, but an entire culture lives within the rings of trees and footsteps of the past. The teachings of a people’s culture that many pursue beneath the years of colonization of this area, lie waiting to be learned by those who have called this place home prior to settlers. And do the children of today not deserve an untouched meadow to get lost in, and to return to years later and rediscover their inner-child?

MAY WE ALL ONLY HOPE THE LARGER SANTA CRUZ COMMUNITY CAN ONE DAY GROW TO LEARN THE UPPER CAMPUS HOLDS SUCH A HIGHER PLACE IN THEIR LIVES INTACT AND LESS TOUCHED BY THE DEVELOPING AND PLANNING OF THE UNIVERSITY.

A POEM

by **BEN NELSON**

Forbidding weather?

Short days?

White skies?

Come now

Are these really the issues?

I’m sure the Oak’s catkins paint things in a different hue

The duffs bounty cannot see a dreary landscape

Fetid Adder’s Tongue blossoms wait patiently for months

for grey wet skies

Stretching roots snuggle into the inundated dirt like nudity

into a welcoming bed

The leafless trees bearing their secrets to you

The clouds descend into the canopy, eager to play hide and

seek with you

The smell of both young and dead grass rushing off the

meadow to you

Growth!

Can’t you see that supper has been served

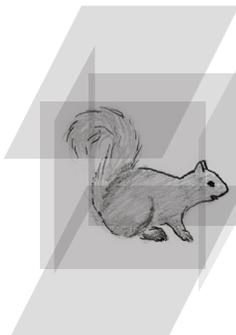
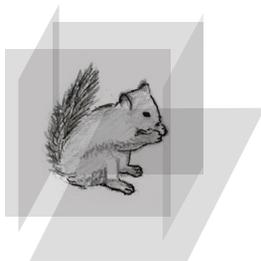
It’s time to sit down and eat

habitat fragmentation

The Effects of Habitat Fragmentation on Native Tree Squirrels

TYLER JESSEN

One of the most pressing ecological concerns of the twenty-first century is conserving critical habitat needed by plants and animals in the face of environmental change. The process of subdividing viable habitat for a species into smaller parcels of land is known as habitat fragmentation. This phenomenon and its effects on wildlife have become hot topics of ecology in recent decades. It is a broad topic, and can occur in small areas such as a particular field or woodland, to large ecosystems. Habitat fragmentation by humans is chiefly a result of agricultural and urban development, and has been occurring at large scales on every continent except Antarctica.



The reason for concern over habitat fragmentation is it has been shown to reduce the biodiversity of areas affected by it. In general, ecosystems that are less diverse are less stable: this is a popular idea called the *diversity-stability hypothesis*. To illustrate, think of two farms. One grows only strawberries, while the other grows ten different kinds of fruit. If a particular disease or insect that harms strawberries comes around, then the strawberry farm will be wiped out completely, while the second farm will only lose one tenth of its productivity. There are numerous reviews and scientific papers that give examples of how habitat fragmentation reduces biodiversity or changes the composition of biological communities¹²³, and research here at UCSC is shedding new light on the topic.

I have spent the past two years

completing my senior thesis on tree squirrels on the UCSC campus. The tree squirrels are the grey squirrels common in the forested areas of campus, however you might be surprised to hear that nearly all the tree squirrels on the UCSC campus are actually not native to this area. The grey squirrels with patches of brown hairs on them are called eastern gray tree squirrels (*Sciurus carolinensis*), and as their name suggests, they are from the east coast of North America. Interestingly enough, the more rare black squirrels common within the city of Santa Cruz are actually the same species, just a different color morph! The native tree squirrel, appropriately called the western gray tree squirrel (*Sciurus griseus*), is exclusively silver and white. They are extremely rare within the UCSC campus, even though the eastern squirrels are abundant. After years of research, I believe I have figured out why this is.

In a nutshell, habitat fragmentation, more specifically tree canopy fragmentation that usually results from human development, is facilitating the replacement of native western gray tree squirrels by eastern gray tree squirrels. Near the center of campus, the tree canopy cover is sparse because there are so many buildings and roads compared to the outside fringes and upper campus area. In fragmented areas squirrels are forced to move up and down trees more often to travel and forage. This exposes them to cars, predators and competitive interactions with other tree squirrels. Although both species of tree squirrel are capable in living in fragmented areas, the eastern gray squirrels are *better adapted* to life in this kind of disturbed environment. As

a result, the native tree squirrels are being displaced by non-native tree squirrels as infrastructure breaks up the continuous tree canopy. The exact mechanisms behind the replacement are still unclear, but it could be that eastern gray squirrels have been exposed to large human developments for a longer period of time simply because they are from the east coast.

Chris Wilmers, a UCSC professor of Environmental Studies, has been studying how habitat fragmentation changes the structure of animal communities in the Santa Cruz area. “The construction of roads and residential developments are the main contributors to habitat fragmentation here” he says. Wilmers’ research on the effects of subdividing mountain lion habitat has provided new insights into their behavior and ecology. “Habitat fragmentation can even change the composition of predator communities” he says, “such that there are more numbers of smaller ‘mesopredators’ (such as bobcats) than larger ‘apex predators’ (such as mountain lions).” Professor Wilmers’ lab is conducting ongoing research on the effects of habitat fragmentation, but more research is needed because the effects it has on flora and fauna are complex and varied.

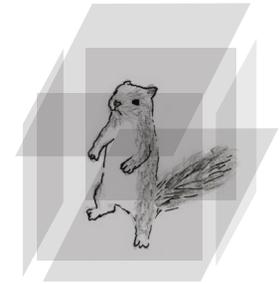
UCSC’s Long Range Development Plan (LRDP) includes a proposed expansion to the north areas of the campus. The LRDP has been the subject of much debate between university officials, contractors, students and other stakeholders for years now. Whether the expansion

Although both species of tree squirrel are capable in living in fragmented areas, the eastern gray squirrels are better adapted to life in this kind of disturbed environment.

is “good” or “bad” for the university will likely remain a contentious issue for years to come. My own research has led me to draw two conclusions. First, the LRDP will inevitably fragment the tree canopy in the UCSC upper campus. The extent

of this fragmentation remains to be seen, but it will be a significant change even with the efforts that development planners make to preserve wildlife corridors on campus. Second, this canopy fragmentation will very likely contribute to the process of native tree squirrel replacement. Nearly all of the evidence I have collected points to this conclusion, and fragmentation in this way is the reason western gray tree squirrels are entirely absent in the city of Santa Cruz and rare on the UCSC campus grounds.

The silver lining to all this is that the native and non-native tree squirrel fulfill very similar ecological roles. They both spread the nuts of trees all over the ground and serve as food for hawks, owls and bobcats. Thus we will not see any profound change in this ecosystem if the western gray tree squirrel is replaced. However, what is the native squirrel worth to us? It may seem like a silly question at first, but the extinction of a species is irreversible. Western gray squirrels have been classified as “threatened” with extinction in Washington State, and competition with the eastern gray squirrel is implicated with its decline. Furthermore, how does one assess the importance of a native species, and what makes one more important than another? If this campus is to be seen as a leader in environmental problem solving, the conservation of native species in our own backyard is a sincere way of symbolizing our commitment.



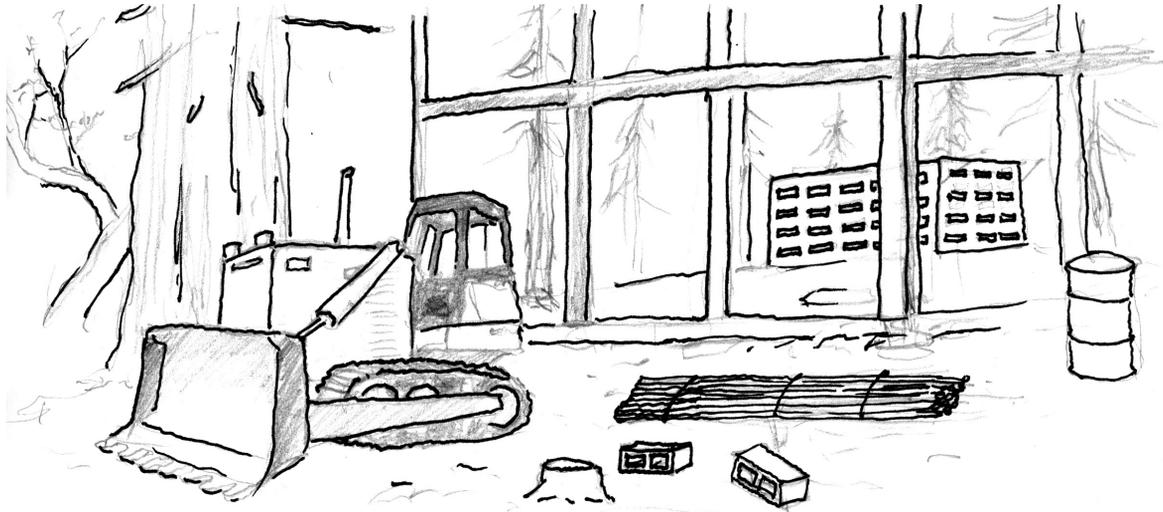
¹ **Fahrig, L.** (2003). Effects of Habitat Fragmentation on Biodiversity. *Annu. Rev. Ecol. Evol. Syst.* 34 pp. 487–515.

² **Saunders et al.** (1991). Biological Consequences of Ecosystem Fragmentation: A Review. *Conservation Biology* 5 pp. 18-32.

³ **Andren, H.** (1994). Effects of habitat fragmentation on birds and mammals in landscapes with different proportions of suitable habitat: a review. *Oikos* 71 pp. 355-366.

The Paradox of Growth

NOAH MISKA



The reason most often cited by administrators for why campus must expand is that the number of applicants is growing. This article talks about why that is not sufficient justification for further construction in North Campus.

It is true that campus expansion is driven in large part by pressure to admit more students every year. Some sites of university growth, like the UCSF medical center, are arguably related to the tendency of the Regents to manage the UC as a private corporation, but such is not the case with expansion into North Campus at UCSC. Even if the profit motive was disentangled from UC governance, the school would still face tremendous pressure to admit more applicants, for three related reasons. One is that state law requires the UC to accommodate the top performing 12.5% of California high school grads each year. Another is that the number of CA high school grads has increased by more than 60% in the past two decades, from 253,083 in 1994 to 410,476 in 2011¹. The last is that high school grads are far more likely to apply to college now than they used to be: in 1994 the UC received 43 applications for every 1000 graduating seniors, and in 2011 they received 69². That's another increase of more than 60%. In other words, there are many more high school grads than there used to be, many more of them are applying to UC, and UC is obligated by the state to make room for them.

If one believes that university education can be a catalyst for personal enrichment, critical thought, and the development of healthy social relations, then it makes sense that UC should be made accessible to as many young people as may benefit from it. From this perspective, campus expansion can seem justifiable, even to the detriment of fragile ecosystems. Viewed this way, the debate over campus expansion boils down to a question of tradeoffs between the accessibility of a UC education and the integrity of UCSC's surrounding natural environment. One can, however, complicate the issue in several important ways. One way is by recognizing that if the university is to expand on the grounds that it can and should provide the above opportunities to young people, it is necessary to ensure that the university actually has the ability to provide them. And right now, UC's ability to provide those opportunities is highly limited and rapidly diminishing.

The three and a half years that I've attended this school have been defined by termination of majors, cuts to essential academic support services, layoffs for brilliant faculty and staff, ever-increasing class sizes, and rising

¹ "DataQuest - Educational Demographic Reports." CA Department of Education, n.d. Web. 03 Mar. 2013.

² "UC Santa Cruz - Institutional Research & Policy Studies - Office of Planning and Budget." University of California, n.d. Web. 03 Mar. 2013.

tuition. These problems can be understood as symptoms of dwindling state funding for education, and of gross mismanagement of the university's financial resources by UC Regents. Even with the passage of Prop. 30 in the November election, there is little support for the notion that UC will be more financially stable any time soon. Shortly after the passage of Prop. 30, UC administrators announced that they hope to divert the money it raises into the university's online education program³, a multimillion dollar initiative which has already proven to be remarkably unsuccessful⁴. It is also impossible to say that the Regents will not again lose billions in UC's investment portfolio—like they did in the 2008 financial crisis⁵. As soon as the next speculative bubble bursts, tax revenues will drop, and the state could decide that it once again needs to slash funding for education. The next barrage of cuts could be right around the corner. When this happens, UC will face more class cuts, more layoffs, more tuition hikes and so on and so forth. UC now seems to exist in a perpetual state of crisis.

Another way to complicate the issue of expansion is by recognizing that personal enrichment, critical thought, and the development of healthy social relations do not constitute the experience of all UCSC students, because this is not what the university is designed to provide. University education often functions only as a form of job training. Students labor through narrowly focused disciplines in order to acquire marketable skills, and are not pushed to consider the intersection of their discipline with other fields of study. This lack of intersectionality produces students who remain unexposed to many different forms of analysis, and who learn to devalue whole bodies of knowledge. I want to go to a university that values many ways of thinking, and which cultivates worldviews outside the logic of the market. I want to go to a university that doesn't just prepare students to be cogs in a global economy whose functioning depends on rampant exploitation of human and natural resources. I want to go to a university that helps my generation directly confront the challenges we face in an era of skyrocketing inequalities, secret drone wars, climate change, and political turmoil at local and global scales. These demands aren't utopian; I only want an education that reflects my historical moment.

There is no sound reason to expand a university that cannot even meet the needs of its current students, that still has no Critical Race & Ethnic Studies program, and is in the process of gutting existing units. I don't want to expand a university that maintains technocratic hierarchies of knowledge, that treats humanities and sciences as irrelevant to one another, and that reproduces the worldviews which undergird today's exploitative political economy.

And what if the university manages to fundamentally transform itself so that all students leave with the tools necessary to navigate the insane world we occupy? Would expansion then be justified? Perhaps, but not in the forest. We could expand other campuses located in areas that are already more ecologically disturbed, and we could establish new campuses through the repurposing of existing facilities around the state. If the necessary will and creativity existed within UC management, these modes of expansion would not seem so far-fetched. This is the university that designed the atom bomb and cracked the human genome. If we can do those things, we can accommodate a growing student population without destroying more land. The idea that such a path is impossible is a failure of the imagination.

³ **Andrea**, Koskey. "UC Hopes to Use Prop. 30 Funds to Expand Online Course Offerings." *San Francisco Examiner*, 16 Jan. 2013. Web. 03 Mar. 2013.

⁴ **Asimov**, Nanette. "UC Online Courses Fail to Lure Outsiders." *SFGate*. *San Francisco Chronicle*, 22 Feb. 2013. Web. 03 Mar. 2013.

⁵ **Doyle**, Jim. "UC Pension Fund Lost Third of Its Value in 2008." *SFGate*. *San Francisco Chronicle*, 16 Apr. 2009. Web. 03 Mar. 2013.

"There is no sound reason to expand a university that cannot even meet the needs of its current students"

The UC and Manifest Destiny

WESLEY SOMERS

Christianity has always shaped the psyche of the United States, and despite the dampening of faith in our society, there is a strong undercurrent of Christendom that drives our toxic culture. Whether we believe in God or not, we may still be enacting the narrative of Manifest Destiny, a concept steeped in Judeo-Christian myth, which has paved the way for institutions like the UC. Manifest Destiny is the belief in our divine destiny to expand across the continent, which stems from the secularly ingrained premise from the Bible's Genesis—that the world was made for us, and we were made to rule over it. If this is true, then creation ends with us, meaning the world is simply over. By living as if this were true, we have made it true. The world is ours, so we can plough our fields into pale lifelessness, we can drill for our oil, we can blow our coal out of our mountain with dynamite, we can dump endless poison into our water, and cut down our forests, and expand forever. We talk about our environment all the time, as if we were the only ones in it, as if it were a resource for our own personal projects, failing to recognize the millions of other life forms with which we share it. By ignoring this we are causing 50 species to go extinct every day¹, destroying the diversity of life that we are a part of and on which we are interdependent. We are literally making ourselves to be the end of creation.

Since its construction and implementation, The UC has acted as a crucial part of the neo-liberalist proponent which enacts this very narrative. The history of the UC is tied to Berkeley. The Berkeley campus was named for a poet and philosopher named George Berkeley, one of the first administrators of the English Crown in occupied Ireland, who wrote the words,

*Westward the course of empire takes its way;
The first four Acts already past,
A fifth shall close the Drama with the day;
Time's noblest offspring is the last.*²

These lines are often credited with having influenced the concept of Manifest Destiny. The founders of the college that became UC Berkeley remembered these bluntly imperialist lines as they stood on what is now Founder's Rock, looking west over the bay toward San Francisco². An institution founded on ideas such as political dominance, imperialism, and a divine destiny to rule the world could only create monstrosities.

1697

The slaughtering of the Ohlone begins. Between then and 1820, the Spanish Missionaries invade Ohlone territory, between Point Sur and the San Francisco Peninsula, and the Ohlone are being forced into prison camps known as missions. Their language is criminalized, and they are forced to abandon their old way of life and to live like the white Spaniards. In 1846, California becomes a part of the US, and between 1850 and 1870, killing Indians becomes a Californian pastime. As a result, the estimated 200,000–300,000 native peoples living on the California coast is reduced to 15,238³. The UC is founded in 1868 on top of bloodstained land.

1940

Plutonium is being created in a lab at UC Berkeley for a bomb, which will later be dropped on Nagasaki.

¹ "Mass Extinction of Species Has Begun."

Mass Extinction of Species Has Begun. N.p., n.d. Web. 27 Feb. 2013. <<http://phys.org/news11151.html>>.

² Brechin, Gray A. "7. University, the Gate, and the "Gadget"" *Imperial San Francisco: Urban Power, Earthly Ruin.* Berkeley: University of California, 1999. N. pag. Print.

³ "An Incomplete Ohlone History." *The Disorientation Guide at UCSC* (2012): 54-56. Print.

1990s up to now

Some have posited that the recent financial crisis has given regents an excuse and an opportunity to change the direction of the campus towards the sciences, bringing it closer to Teller and McLaughlin's original intentions. While those intentions may not be realized, there are a number of influences that have contributed to the privatizing of the public institution, making it into a for-profit corporation that threatens the environment around it, and leaves the world with fewer life-sustaining ecosystems.

The UC not only threatens its immediate surroundings, but avidly contributes to political dominance and colonization by creating nuclear weapons and conducting scientific research for the military, and the expansion of the UCSC campus will make way for new science buildings⁴ in which said testing may occur. By expanding the infrastructure of the UC we are also expanding the military's capacity to violently dominate other cultures. It may be that the UC Regents are far more motivated by military development than they are student enrollment, either way, the result of the expansion will be the same: a diverse and delicate ecosystem will be destroyed, endangered species will be displaced and reduced in number, the campus will suck the streams dry, and an endangered keystone species of salmon will no longer have a spawning ground. It is preventable atrocities such as this which have resulted in the EIR (Environmental Impact Report) for the LRDP being invalidated in court—twice⁵.

Genesis has shaped the imagination of the United States for centuries, and while Christianity may be waning, Christendom is still thriving, and our notion of progress is based on the same premise: the world is ours. It was this narrative that swept across the North American continent, committed countless genocides, and cleared the brush for our monstrosities. But if one narrative has brought the earth to near annihilation, another one can restore it. Adopting a different narrative to counteract Manifest Destiny can make way for the healing that our culture desperately needs.

1960

Edward Teller and Donald McLaughlin (as in McLaughlin Drive), a major mining executive for the Home Stake Mining Corporation, strategize in McLaughlin's home about the UC Santa Cruz campus. They plan to make it a satellite campus for the Livermore lab—a nuclear testing school. Unfortunately for them, the liberal politics of the country at this time result in the campus becoming a “liberal experiment.” When the campus first opens in 1965, there are 650 students, no grades, and a lot of untouched scenery. Thanks to the activism of the student body at the time, the campus becomes more open than the administration had intended for².

⁴ "UCSC Long Range Development Plan 2005-2020." UCSC, Sept. 2006. Web. 21 Mar. 2013.

⁵ Brown, J. M. "Ruling Stands in UCSC Water Case: Appeals Court Holds Environmental Report ..." *Santa Cruz Sentinel*. N.p., 20 Feb. 2013. Web. 22 Mar. 2013.

"2011 Freshman Admissions to the University of California." *UCOP*. N.p., n.d. Web. 21 Mar. 2013.

"UC Regents Adopt Changes to Freshman Admissions Policy." *University of California*. N.p., 3 May 2010. Web. 21 Mar. 2013.

1952

The Livermore branch of the UC Radiation Laboratory is built with the intention of developing nuclear weapons, and on the board is Glenn Seaborg, the same scientist who discovered plutonium at UC Berkeley. Between 1946 and 1958, about 67 thermonuclear bombs are tested in the Marshall Islands. Edwin Pauley, an oil tycoon from LA, and a UC regent, leads an expedition to his private island in the South Pacific. Other regents and UC scientists are invited. As they step off the private plane, beach chairs and cold beers await them on the shore, and they all don sunglasses to watch, for their entertainment, the nuclear testing that will result in the heightened cancer rates in the Marshall Islands. As the mushroom cloud erupts on the horizon, they clink their bottles in congratulations, sip their beers and recline².

(Not) Like Apples to Oranges:

An (un)natural Interpretation of the LRDP

NADIA LUCIA PERALTA

cosmology (*n.*)
how a subject's universe is made;
a person's science, religion,
philosophy, esotericism and beyond.

I would like to acknowledge the ongoing storytelling about the expansion of UCSC, which suggests that we would undermine other students' opportunities for an education if we say "No" and stop expansion into UCSC's Upper Campus reserve. In my estimation of the situation and history, I suggest that the likelihood is low that either side knows what the other side thinks is under discussion. Negotiating contradictory opinions is hard enough, but in this case of deep hostility, opinions are not what is at stake.¹ My personal disagreement around university expansion (and I believe there are many human and non-human others who would agree with me) are ontological, that is, it is a disagreement about a state of being-in-the-world or a desire to be-in-the-world differently; it is a disagreement

¹ This inspiring way of starting this essay is from Eduardo Viveiros de Castro's seminal essay, "Exchanging Perspectives: The Transformation of Objects into Subjects in Amerindian Ontologies" (2004) Duke University Press.

about the world we inhabit. I think there are several approaches for staying with the trouble and I would like to address them here with the academic writing tools that I have learned at the university, acknowledging that I have had the privilege of circumscribing and hiding my ontological commitments in order to sound “more academic”. Well I decided recently that I can do this no longer.

My subject is the cosmological setting of a world-that-exists and yet is also a world-that-is-coming², but is infrequently acknowledged-into-being because of the ways our society speaks, stories passed down from our modern ancestors, and the power of capital, et cetera. It is based from dreams, my day-to-day practice of being-in-the-world, and has been passed down from having the privilege of living in other natures around the world and thus reflecting upon how to communicate about how another world is possible, about how another nature is possible. It is an incarnate and sensory experience of the world around me as a set of relations and forms reflexive and interdependent of my being-in-the-world. Let me try to illustrate:

Cave Gulch, a cavernous and mysterious place that will be massacred by the LRDP—and for that matter, all the caves and the delicate hydrology of the Ben Lomond Mountain (the mountain UCSC is built upon, the mountain of our forest) are the unseen keepers of the health and vitality of the creatures of Santa Cruz—which includes our “human” group and hundreds and hundreds of other forms of creatures. Let us, for this paragraph, imagine my cosmological setting as a place where humans are no longer the center of the universe—as our post-Enlightenment European storytellers (scientists,

intellectuals, philosophers, religions) would have liked for us to believe, and further, a story many stories about ourselves still live out of; let us instead imagine multiple centers of the universe, both human and non-human, holding common ground. Through this capacity of imagination we can start to comprehend the extent to which the minutia of the forest processes scream life-for-each-other and life-with-each-other, while on the other hand³, modern, human-centered stories of the universe arguably scream death and ecocide—a pattern we have inherited from our parents and their parents and a pattern we will give to our children unless we can change the way we know and think.⁴ As I understand it so far, holding a different cosmocentrism, and for that matter, passing on a different cosmocentrism to our children is not about throwing out the human in favor of another center, but rather, acknowledging that what we regard as the “human” is responsibly complementary and response-able to the ecological multiplicity that has a subjectivity similar to ours. Aesthetically this means the lights, sounds, chemicals, plants, seeds, habits and practices we sow into the land. Currently, the aesthetics and cosmocentrism of the University of California and its landscapers is still quite modern and anthropocentric—trading carbon credits for water use, and using the locally-sourced food at the dining halls as “green” reasons for why it is OK to build on a redwood forest with sensitive hydrology that interconnects all of life. For those of you who are perhaps unfamiliar with hydrology, it may be useful to imagine the hydrology of the forest which UCSC is built on, as a part of a song; in the sense that hydrology is the dynamics and tensions—what is beautiful and complicated, often unobserved, intricate and delicate—components of water as it relates with

² A-world-that-is-coming is an over and over again, reoccurring, person by person, kind of way rather than a fixed and end point “utopia” or a coming that has anything/and has everything to do with “me” bringing “it” about; for it is a relational world built by many beings and its moment in time-space is hard to articulate on a page.

³ For the purposes of making this essay understandable I present this cosmology as dualism to modernity; please don’t mistake this tool of rhetoric as the purpose for a different way of being-in-the-world. I put modern cosmology and this cosmology as a binary to point to how unstable modern ontologies are.

⁴ **Ecocide** (*n.*) willful destruction of the natural environment; for the purposes of this essay, it is also the willful destruction of ourselves.

the land and the creatures living from the land. This song is what is at stake when we weigh expansion in our meaty hands.

Another thing to consider is the inadequacy of a methodology of a politics of comparison about the topic of expansion. It is not as if we can or should (though the UC administration will insist that we will) hold the ecology of the redwood forest in one hand, and the possibility of further access to classrooms and education for Californian students on another. I do not think, in the legacy of women of color scholars whom I have learned from here at the UC, that comparison methods is an accurate nor non-violent method for discussing the subject before us—as if more access to higher education were apples and the delicate ecology of the redwood forest were oranges, if you understand what I am getting at then you will see that they are both NOT fruits. Furthermore, I can see through the lines of this argument and I call them violent. It is violent to suggest that there is a simple connection between California residents and access to the world-renowned University of California education; I think that a non-violent method, that could simultaneously slow down the situation before us, might look like this:

The death-oriented, systematic structures of modern society have created a need for, and are kept in place by, an educated polis who can think for themselves (and who believe they are free). I am not

saying that this is all education is good for, in fact, the topic itself is much too much to get into here for the reasons explained in the footnote below.⁵ However, keeping in mind that this is in part what is produced by higher education, we can then move to the argument that the university must build more classrooms in the name of the Californian people, that more educated Californians will promote the story of the American Dream and the myths of progress. This argument is often used as a stand-alone reason for why expansion at UCSC makes sense. But we cannot keep affirming this story and continually make invisible the women and men of color who are terrorized by the police in their neighborhoods and incarcerated for their trope-esque roles in the myths of this broken system. A system built on the formations of race and gender, and supported through and by, violence, stigma, racism, and ultimate death by who it incarcerates, where, how, and why. I dream that if we were going to be intensely radical, as in truly from new roots, we would demand to withhold from expanding UCSC until an effective conversation can be had about the criminalization of colored bodies and “illegal” bodies, which has created the dirty war our country and state have fallen into, through systematic terror and violence. I dream that we will see how intimately interconnected higher education and mass incarceration are, based on systematic structures of power, especially in California,

⁵ Certain kinds of education are emancipatory, critical, and engaging and connective to life forces and ways-of-knowing that don't relegate knowledge to a practice of the brain/mind. I have experienced classes that engage curiously and meaningfully with themes, students and more. But I also question education at the University of California, Santa Cruz as it gets used today—as a method for sustaining an alienated middle class (if we were going to be Marxist about it and I'm open to not doing so).

especially in the United States.⁶ If we could not realize this dream, nor agree on what I have learned through reading and witnessing, then at least we could consider building a new UC elsewhere? How about in the central valley? Or another UC in Los Angeles or another UC in the Bay Area? Why here?

Finally, I question why it is so hard and absurd to demand that the University of California listen to this cosmopolitical orientation that I am putting forth—which is queer and one of revival, which asks that the University of California and others around, hear me when I say that the forest above UCSC is our temple (because you will have a hard time understanding sacred places unless they are in metaphor) and if you destroy the forest you destroy me. The US government refuses to hear Diné grandmothers as they say a similar yet different thing about their land. Eco-cide is genocide. And the UC is implicated in the pollution of the water, the soil, the air—through genetically modified seeds, chemical pesticides, and bombs. I know I cannot trust you, bastion of the University of California. But I also know that there are people working for you and their humanity is bound in mine, that we are a part of each other. I do not want to hurt you like you will hurt me, but you must finally listen.

⁶ See Angela Y. Davis's chapter in *Frontline Feminisms: "Public Imprisonment and Private Violence: Reflections on the Hidden Punishment of Women"*. Routledge. New York: 2000.

⁷ A phrase borrowed from Bruno Latour in *Nous n'avons jamais été modernes* (1991).

We were never modern⁷ and you can no longer compare the need for education and the forest above UCSC like apples and oranges. They are not comparable. I refuse to allow my home to be destroyed because of the inevitability of wild capitalism, nor because of the comparative methods of a patriarchal (civilization). I am standing between two strong currents. I am a speaking embodiment of a place that cannot speak to you because you cannot hear. And although you turned away some time ago, this place still supports you. Yes you. Just go to the places where the water flows, where the mushrooms sprout, how the trees clean the air, how the salmon come home from the ocean to spawn. SAVE UPPER CAMPUS, SAVE YOURSELF.

Oasis *by* KALI RUBAI



Dear Newts.

I remember running in Pogonip,
When you were an army in camouflage, hundreds of webbed toes waddling.
I had to tip-toe not to crush you.
Newts and Salamanders and Slugs and Frogs.
The sensitive ones.
The ones with wet skins,
The ones who die first when things go wrong.

This land is sick.
You shriveled up like snails that had been salted.
The land has dry skin.
The land has a dry throat.
The land wheezes.
The land goes silent.

Strontium in the grass.
A grid of false clouds in the sky.
The great horned owls are less and less: the surveillance lights glow too bright for hunting.
The coyotes went quiet, they let out a yip and then hushed.
But I remember hearing them cackle and whoop all night long.
Before the land was sick.

Dear Newts.

I have outlived you.
I have outlived you by hundred of generations. Because I am a big animal and you are small animals.
But also because your soft, seeping habitats have evaporated, crowded out by new roads, buildings,
and pipes cutting through.
You are the ones with wet skins,
The ones who die first when things go wrong.

We don't talk about it much in the human world, but Lockheed Martin has a "test" location just above campus, and we don't really know, but we can feel, that something sick is in this land.

We don't talk about it much in the human world because we always have to upload new versions of skype

And we have hundreds of pages to read...

But we feel that perhaps we are not being taught the things that we ought to be taught.

The Classics.

The outdoor classes.

Critical theory.

There used to be Community Studies.

There used to be a Middle East program.

There used to be more trees.

There used to be self-critical classes like UC and the Bomb.

There used to be YOU!

Dear Newts. I have outlived you.

I was a little girl on this campus, and I knew you as daily companions.

I learned about elf houses in the trees, and I learn that human beings could find ways to exist in relationship with nature. With you.

But now I am grown up, and I am writing to you as ghosts.

I am writing to a few refugee newts nestled somewhere in upper campus.

I miss you because I know that you have wisdom and I once had professors who knew that too.

The oldest ones, the professors accustomed to outliving good things, are tired.

Their memories are irreconcilable with this machine-corporation that this campus has become. Taking contracts from the military.

Taking contracts from weapons labs.

Taking contracts from the lowest bidder, producing sub-par housing that harms people's health.

So, I have outlived you, dear little sticky creatures.

I was taught, on this campus, that when your sensitive systems cannot handle the stresses of heavy metals, of car fumes, of traffic, of buildings, atmosphere-heating cement slabs... then I am in trouble too.

Dear Newts.

Things are wrong.

UCSC has developed a sickness.

It wants to grow and grow and grow, out of sync with the environment, to the detriment of its host, out of balance with its own material needs.

I think that is called cancer. Unrestrained growth that kills its host.

There are always good reasons.

Money. Resources. Progress.

Sometimes they even try to play the "equal access for lower income and first generation students" card. No one is convinced.

I know this: you are the ones with wet skins, and you die first when things go wrong.

The few of you left are refugeed in upper campus, and I am writing to warn you that there is a plan to eradicate you.

You have nowhere to run, so this will only spread panic.

But you have the right to know:

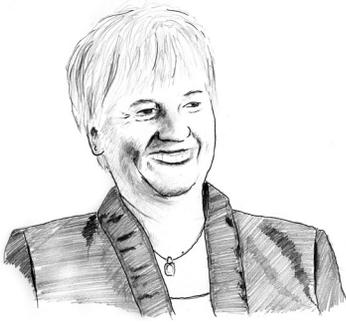
Unless we talk about it in the human world, your last reprieve will be destroyed.

You would live only in my childhood memories, when you were waddling in the hundreds across Pogonip trail.

I am writing to warn you, but also to tell you that the students are smart.

They know that the few of you left are refugeed in upper campus, and they will fight for you.

Some of those wise professors are left, and taught us to.



INTERVIEW

ALISON GALLOWAY • *Executive Vice Chancellor*
JIM BURNS • *Director of Public Affairs*

KAYLA BORGES

NOAH MISKA

Editors' note: The following two interviews were initially conducted in person, and were edited during transcription to eliminate "ums," "ahs," and other markers of conversational speech. Some sections have been omitted for the sake of concision, but we've taken care to present all statements in the context of the questions which prompted them.

NOAH : First question's for Alison: what is the nature of student involvement in decision-making processes surrounding campus growth? **ALISON :** So, the LRDP was a very lengthy process, and it had many months of wide stakeholder meetings. And I know because I had to take over from the last EVC going to them. And so there were a lot of students involved at that time, and we looked at a lot of different scenarios, different ways of structuring the campus, and a lot of them were rejected, like going down onto the Great Meadow. There are some Karst problems; Karst means that there are these big—

NOAH : Caves. **ALISON :** Yes, it drives us nuts in terms of building because you need to support the building weight differently. But that's one of the things, where you can put a lot of weight, you can put a lot of housing down, like of the Great Meadow. And you can imagine what the student response was. Even things that would go onto the East Field and cut into the recreational facilities were rejected.

NOAH : My question is more about who has ultimate decision-making authority over these projects. **ALISON :** Ultimately, usually what happens is those groups come with a recommendation, and it comes up to the provost and the chancellor and they make the final decision. The chancellor always has the final say.

NOAH : Ok. And what role do indigenous Ohlone people have in the process? **ALISON :** At the moment, none that I know of. We do consult with them on certain areas because we do have archaeological sites, and one of the rules that we have to follow is to protect those. So for example some of the dorms had to be situated in certain configurations so that we didn't infringe upon the archaeological site. The local Ohlone, it's a difficult situation for us legally because they're not federally recognized. We do work a lot with the Amah Mutsun band out of San Juan Batista. That's been the group that we work closely with on campus, both for repatriation issues, and also with the Arboretum, and also with the ethnic resource centers. So we've worked with that group, but there isn't a formal role other than with the presentations at the LRDP. But we have been working particularly to accommodate the archaeological sites, which are a recognized resource, and we do have some very major sites on our campus.

KAYLA : What trade-offs might the LRDP entail between the quality and accessibility of a UCSC education given the current trend of fewer instructor positions and bigger class sizes? **ALISON :** Well we're trying to reverse the trend, first of all. The LRDP was predicated on a climate in which there was expected growth on all of the campuses. All of the campuses are expected to keep on growing, and the budgets were expected to keep on growing, and so it defines an envelope; it doesn't say how much of that envelope you have to fill. So we as a campus now have to look at how we manage our enrollments, what kinds of enrollments we have, and what are the funding sources behind those. You've heard the number quite often that we have so many students here who are unfunded by the state, and people say just get rid of them, because that would really lower the teaching load, but getting rid of them and their tuition dollars alone is a huge financial blow for the campus. I mean, I'd have to do more layoffs. So I'd just be moving back, and it

wouldn't really help anything; it would cut accessibility. We're already kind of dealing with the difficulty of the number of students that are unfunded throughout the system. Estimates range. If you look at the number of students it's about 11,000 students that are unfunded throughout the system. We have over a thousand on this campus. If you look at it with the budget cuts, some estimates have put that at 26,000 students. So you could say "we're going to take only the eligible students we're paid for", and we'd be throwing 26,000 students out of the system, which nobody from this campus wants to do. But we do have the tension between campuses who can say "well, we can let those students go and we can put international students in, or out of state students." They come in with higher tuition dollars. That does give us more money to help maintain the quality for everybody. So, we're all kind of working this dance about how to accommodate the shrinking budgets, the accessibility for in-state students who are qualified, and making sure that fits within what we have capacity for.

NOAH : So, to summarize that, the enrollment increase would represent a challenge to maintaining the quality of education in this budget situation. Is this correct?

ALISON : It's a challenge. It depends on the type of enrollment, so if it's out-of-state students that come in with higher tuition, even in-state students who don't get state support, are going to come in with tuition dollars that are going to be very helpful for us. We have to balance, though, the quality. And if we said we could take in instead of an entry class of about 3,700, we'll take 5,000, we'd get a lot more money. That's when the LRDP does sort of kick in, because you have to ask, "where are you going to put 'em?" And in order to take in that kind of class, then we've got to start talking about additional colleges, and that's what the LRDP lays out for us, is when you do these things, this is what you need to have in place to support that number of students.

JIM : One thing that I wouldn't mind adding, if it's okay, is that part of what we're doing here is we're trying to meet a need that is expressed by students like you. So you're here because you wanted higher—you wanted to go to UC Santa Cruz. And tomorrow, for instance, the UC system is going to announce the application numbers for Fall 2013. We have 17% more applications from people wanting to be undergraduates here. So there's a need for higher education.

NOAH : This is important, but I'm also keeping my eye on the clock. So, do the Regents really have the power to use our tuition to pay off interest on bonds purchased for construction projects?

ALISON : I think you'd need to go to Peter Taylor's office for that one. That's not in my league; anything the Regents do I don't have to worry about. It's a discussion between the Regents and Office of the President, and Peter Taylor's office would be the group to go to. I'm definitely not the best source on that one. I worry about the in-campus money and how much money we're going to get, because of the whole rebenching thing and the manipulation of money at that level. I'm worried about how much money is coming down here, and how much of the assessment we have to pay.

KAYLA : What do you think of the history of civil disobedience and obstructionism around development projects in Santa Cruz?

ALISON : In Santa Cruz in general? It has brought about some very good things; I think Lighthouse Field is a prime example of people getting absolutely obstinate about having a huge hotel out there, so I think it has done some good things, and on the other hand it's been difficult, as you probably know, you've got to maintain the tax base in order to maintain the services. And if you keep everything out then you're left with a financially inadequate base. So I think it's been good; it's been bad too, and somehow it works. So many times the things that really are of value, enough people will rally behind, and that will work.

NOAH : How you think the the enrollment increases associated with campus growth will affect town-gown relations?

ALISON : Well, they were difficult for a long period of time because of the access to the campus, and when George [Blumenthal] came into the office as chancellor he really worked very hard with the city to work out a structure of how to lessen the impact. It's one of the reasons we have the shuttle program, we have the bike shuttle, we have bus support for the Metro system, we have carpools, we have vanpools, and we're actually running into a situation where we're no longer getting enough parking fees to pay for the parking services, because we've been very successful in having people find alternate routes onto campus. Same thing with the water. Water was a very critical and is still a very critical resource for the Santa Cruz community, and we have very sharply

cut the water consumption on the campus, and that's taken a huge investment of resources to do that, but it was one that we felt was important in trying to get people to use less of the resources out there. There are still strains, looking at housing. We've built housing on campus; the problem is because of the housing slump in the community, housing in the community has tended to be a bit cheaper, and the cost of on-campus housing is high. Obviously students are going to go where they can get housing for less money, and that means more people are trying to live in the community. There are associated problems with that. We find that the vast majority of students are great neighbors, but we do have party houses. And unfortunately a few party houses cause a huge area of unrest amongst the neighbors.

JIM : You know, just if I can add real quickly, you know the Settlement Agreement—really, I'm paraphrasing liberally—but it was really an acknowledgment from the community that the campus has an obligation from the state to provide access to students like you. Tomorrow's students like you. But the community obviously had real concerns about how we might do that, and so in the end they really ended up concluding that they wanted us to build more housing on campus, because building more housing on campus would reduce traffic impacts, reduce impacts on the neighborhoods, and also interestingly, would reduce per capita water use, because we do a better job of conserving water than housing in the community does. So, for all of those reasons they want us to build more housing on campus. It's a challenge for us to do it, for some of the economic reasons that Alison mentioned, but we're committed to trying to do that, and that's what the settlement agreement requires that we do.

(KEN CHRISTOPHER, ALISON'S SECRETARY, STEPS IN: "YOU'RE DUE IN ANOTHER MEETING IN TWO MINUTES.")

NOAH : We do have one more question, but if you need to run off—

ALISON : The last one is on the desal?

NOAH : Yeah, if the desal plant gets voted down, how would plans for university expansion be affected?

ALISON : (sighs heavily) We don't know at this point. We really don't know.

NOAH : Oh, okay. **ALISON :** We have an agreement with the city that they will be providing us with water; it's a legally binding agreement. We could be nasty, but you know, we'll probably do what we've done with the LRDP. We will try and find a compromise that works for everybody. But we have made a huge commitment to lower the water usage on campus, and we're going to continue to do that. Every time we look at a building now, that's a high priority.

JIM : Can I just quickly add two things to that? I mean, like other customers in the Santa Cruz water district, we rely on the city for an adequate water supply, so that's the city's responsibility to do, but the other thing is that the city has completed multiple studies on this, but the most recent one is their water supply assessment, and essentially what they concluded was that the city had enough water irrespective of LRDP growth in regular rainfall years to accommodate the district, and not enough water in dry years, even if we didn't grow one little bit. So we're not the issue there in terms of the city's water shortage; the city doesn't have enough water in rainfall short years, irrespective of us.

NOAH : Campus growth would exacerbate that, wouldn't it? **ALISON :** Not just campus growth, but growth anywhere in the community. So growth period is going to be a problem. We use about 6% of the city's water and we have probably over 20,000 people on campus during the day. We have a nighttime residency of about 9,000. And the city's at 58,000, something like that, so if we're only using 6% we're doing a darn good job. What we have to do is help the rest of the community get on that same pathway. And that doesn't take into account people like me: I live out in the county, and I'm on a well.

(KEN STEPS IN AGAIN: "I'M SORRY GUYS, I'VE GOT TO—")

NOAH : Ok, that's fine. Thank you very much!

ALISON : Absolutely.

INTERVIEW

JIM BURNS • *Director of Public Affairs***JOHN BARNES** • *Campus Architect***DEAN FITCH** • *Senior Planner for PPC*

NOAH MISKA

NOAH : Ok, first question is for John: where did you study, and what was your focus?

JOHN : I was an undergraduate at Harvard University, and studied Visual and Environmental Studies there, and then about nine or ten years later went to UC Berkeley as a grad student in Architecture.

NOAH : What else led you to your current position as Campus Architect, and what does your work consist of?

JOHN : Let's see. I started here in 1999, and I started here as a principal planner in charge of architecture and site design, that was my title I believe. And in the campus planning unit, which is a unit within Physical Planning and Construction. Then I believe it was 2003 when the Director left, and so I moved into the position as Director of Campus Planning, which I held until April 2010. Then I was in an interim role for the position that I have now, then went through a recruitment and was made permanent about a year ago.

NOAH : And now that you're in this position, what do you do?

JOHN : Ok, well in the role of Associate Vice Chancellor I manage Physical Planning and Construction, which basically deals with various aspects related to supporting the academic mission of the campus around its physical environment and space, and so when anybody wants to put in a new building, or a new path, or do physical alterations to the inside of a building, we deal with that. We manage the planning aspects, if that's involved. The design aspects, and working with consultants. And then we ultimately have the project managers, that ultimately manage the construction of whatever the project is, large or small. So we have a large group of very small projects, and then we have some larger projects, and right now, because of the state of funding in the state budget, there's not as much large scale work as there was several years ago. Those are the

key aspects. I'm also the campus building official, so I oversee some of the regulatory stuff around the building code, and we also go through other regulatory procedures, that we need to go through in order to entitle projects before they get started. I also oversee the sustainability office, which is under this umbrella as well. As the Campus Architect, which is another part of my title, it really just means that I have responsibility for trying to maintain the aesthetic and functional key pieces of the campus environment. And on a more traditional campus you'd be looking at buildings and quads, while this here encompasses some of the natural aspects of the campus as well, so it's a pretty unusual place to work. And a really exciting place for me to work, to be in this kind of environment.

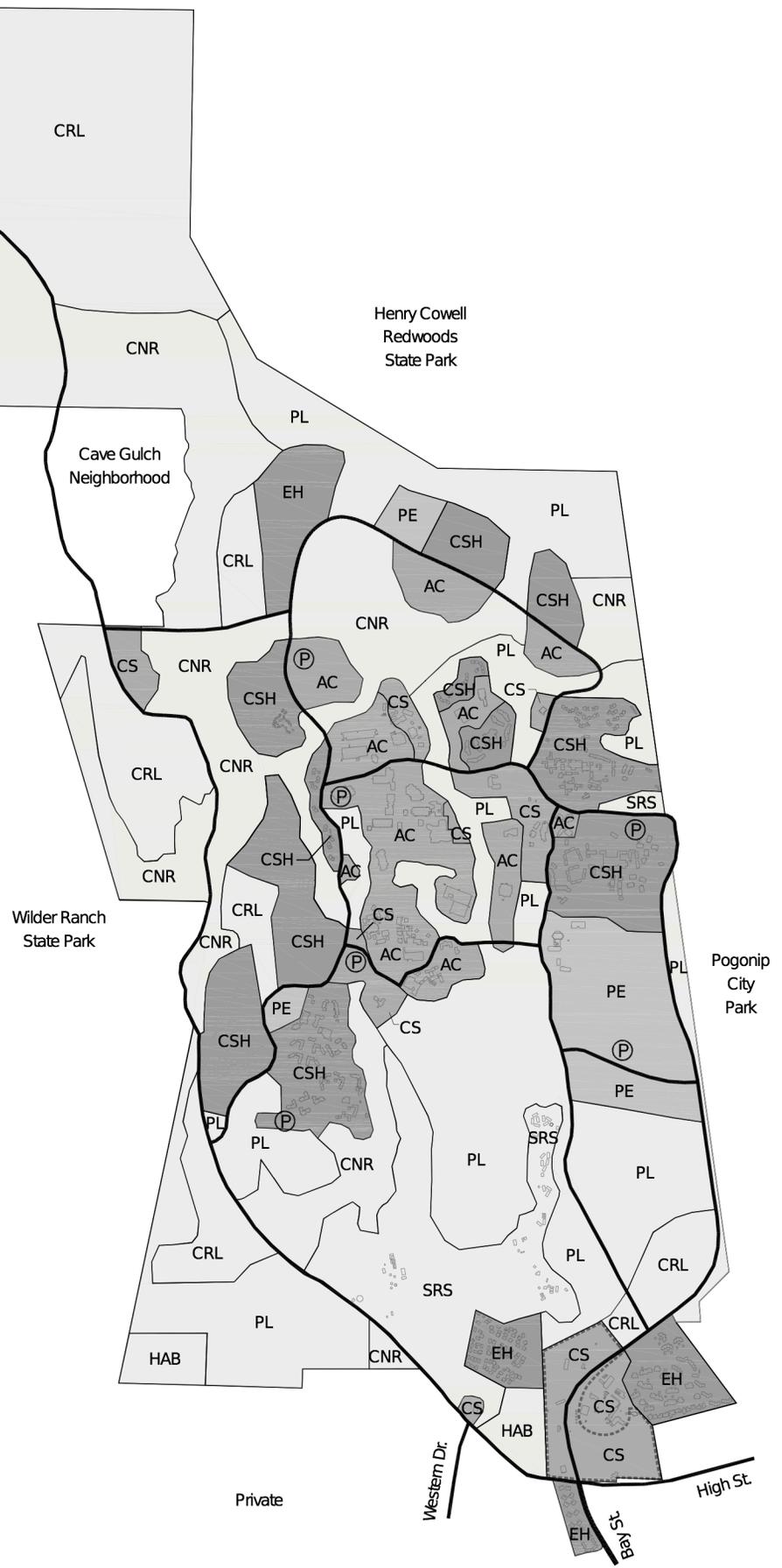
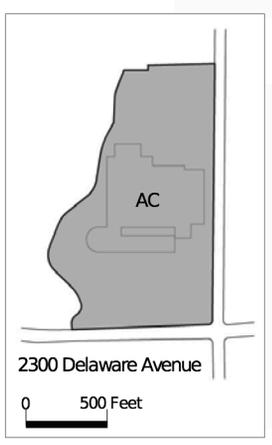
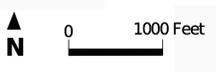
NOAH : A lot of students don't know anything about campus expansion at all. How does your office keep students informed of developments in expansion, or is that your responsibility?

JOHN : I don't know that I think that's our primary responsibility. And again there are these layers of information; one is obviously the Long Range Development Plan which went through a very public process during the creation of the plan, and I think one of the challenges we face is that the student body is continually changing. So it's probably something where there's always room for improvement, but the LRDP is kind of the template that we use and the plan that we base long range planning on from a physical point of view, and also as we get into more specific efforts then there's outreach around those.

"Figure 20 Land-Use Map." Map. UC Santa Cruz Long-Range Development Plan 2005-2020. Santa Cruz: UCSC Physical Planning & Construction, 2006. 66. Print.

Legend

- AC Academic Core
- CS Campus Support
- CSH Colleges and Student Housing
- EH Employee Housing
- PE Physical Education and Recreation
- PL Protected Landscape
- CNR Campus Natural Reserve
- SRS Site Research and Support
- HAB Campus Habitat Reserve
- CRL Campus Resource Land
- P Parking Facilities
- Cowell Ranch Historic District





JIM : And I might just add, we do try to have at least regular conversation with student reporters to keep them apprised of campus activities, achievements, projects, including projects such as the ones John is referring to. So once a quarter the Chancellor and Alison will meet with a group of reporters. So that's one way. And sometimes it's funny, we've tried sending a lot of email to students, but we get kind of a mixed reaction.

NOAH : "Stop spamming me!"

JIM : Well, a little bit, so we try to do it more judiciously, so maybe we err too much on the other side.

NOAH : There's a balance somewhere.

JIM : Yeah.

NOAH : Given the overwhelming voter approval of Measure P (the right to vote on desal) in the recent election, it seems less likely that the desal project will go forward. Do you agree with this statement, and if so, what does it mean for campus expansion?

JOHN : I honestly don't know what the outcome will be on that measure.

NOAH : Assuming it passes, assuming Santa Cruz voters strike down plans for the desalination project, how would that impact UCSC's plans for expansion?

JOHN : I don't know. What would you say to that? I'm not sure I know the answer to that. (looks to Jim)

NOAH : What Jim said in another interview was that the city has enough water to meet campus demand during regular rainfall year, but during drought years they don't have enough water even if we don't expand, so it seems like not having that extra water supply would make expansion more difficult.

JIM : I think the point I was trying to make was that as a customer of the Santa Cruz water district, we're obviously interested in the city having an adequate water supply. What I'm trying to say is that while some people have linked our expansion to the city's possible need for more water, there's a disconnect there, because the city needs more water in drought years irrespective of us.

NOAH : I'm not trying to say they're trying to build the desal plant *because* of UCSC expansion, but that having the desal plant might facilitate expansion. Is that right to say?

JIM : Well, I think what would be right to say would be that we have a right to expand to try to meet the needs of CA students. We have worked closely with the city to undertake water conservation projects in way that is also responsive to the community. And Dean, for instance, could tell you how we implemented I think 19 water conservation projects to reduce our water intake, and indeed we *have* reduced our water intake.

JOHN : I think one underlying thing to be clear about is that there's no direct link between adding students and consumption of water. No direct link. If you add another student, you're not automatically going to add that demand. The campus does have within its control ways of managing its demand.

NOAH : But there are also limits to the extent to which one can stretch say a gallon of water. There are limits to conservation. At a certain point adding students will require more water. I don't know where that point is, but I know that you can't keep adding students infinitely without at some point needing more water.

JOHN : Well I don't think we're going to add infinitely. (laughs)

NOAH : (also laughing) No, I should have picked a better number.

JOHN : We're not quite that pro-growth.

JIM : But I get your point. Clearly there's a threshold somewhere, but I think what we've tried to do, to use a tennis metaphor, is hit a sweet spot, to meet the needs of students like you, which means generally expanding, because the enrollment line has generally gone up, we've got a record number of applications for Fall quarter for undergraduates, about 46,000. In the end, we'll probably be able to accommodate about 5,000 of them, and so you're right, there is a tension that exists.

JIM : We're trying to honor our educational commitment to students, and our challenge has been how to try to do that in a balanced and responsible way; in a way that at least partially mitigates some of the concerns that the community has. Can we completely eliminate all of the concerns that everyone in the community has? Probably not, no. But we can try. And I think we have a record of trying. We've lowered our water consumption even as enrollment has grown. One of the things about the North Campus that concerns us if we can't do anything out there is that it's really going to impede our ability to build additional student housing on campus, which people in the community, at least the people that signed onto the settlement agreement, said they wanted us to do.

NOAH : What bothers you most about opposition to infrastructure expansion projects?

JOHN : That's a good question. I'm actually not that bothered by the opposition because I think it's healthy to have an open conversation about what's going on and why it's going on, and we're a public institution, and that, I think, changes the nature of the dialog. I was at both a private and a public university, so I understand, and I was actually fairly politically active when I was at a private institution, and it could be very frustrating. And I'm not saying that it's not frustrating for you sometimes, but this is a very open place to have that conversation, and I think it's very important to have that conversation. And I think it's very important for the campus to understand—to always be examining what it values. And what it values does change over time, and I think that's healthy too. It doesn't mean that there's not conflict sometimes, that there aren't going to be some disagreements, but that's also part of the process. And maybe that's too vague, but the opposition, so to speak, doesn't bother me as long as we're being accurate about what's going on and why it's going on.

NOAH : Ok, thank you. Dean, you might be better positioned to answer this next one. I've heard rumors of plans for a “thousand seat lecture hall”; how accurate is that?

DEAN : In terms of us building a thousand seat lecture facility?

NOAH : Yeah, I know that new academic facilities are part of the plan, and I was wondering what those might look like.

JOHN : Well, the Long Range Plan is more of a framework with which a whole bunch of things can happen, so the LRDP doesn't necessarily have a specific project incorporated into it. It has more of a land-use diagram with potential growth in certain areas. Like research areas, housing areas, etc. So within that, the campus can decide which particular path or direction it wants to pursue, whether it's a new social sciences facility, or a new building for the humanities, or it's a new classroom facility. And it can fit within the umbrella of the LRDP. The LRDP itself doesn't identify any particular piece, I just want to make sure that I clarify that classroom component from the LRDP. So with that, the campus has looked at

expanding classroom space on campus, and we just finished a planning project. It's also in the 10-year plan of what we call instructional facilities, which is an upgrade to existing facilities, a few million dollars on new seats, and new projectors and all that. It also involves building new classroom spaces, and that kind of component included a 600 seat classroom space, and a 400-seat lecture hall, with a small little 200-seat lecture hall as well. So a whole bunch of components are being thought of, and if you add them all together do you get a thousand seats? You can get a thousand seats somewhere (laughing), but really it's a large lecture hall and two smaller ones. So yeah, we've been looking at that.

NOAH : (Sighing) I think that really does tie in to a question about the quality of education, because those kinds of instructional facilities are intended for a very specific type of schooling, and I think they sort of reflect what the university is becoming. It's becoming a lot of things and it has been a lot of things, but I know that in my time here I've had far more classes of over 100 students than I've had of under 25. I see the quality of an education at UCSC in terms of peer to peer learning and face time with instructors really changing, and some of the things that I associate with a really critical education being de-prioritized. That's where I see this tension with the need to accommodate all these new applicants, because I've called for increasing accessibility to the UC for as long as I've been here and got involved with student movement doing all sorts of advocacy work, and I just don't know if it's possible to accommodate all these new students without fundamentally compromising some of the components of what I might loosely call a well-rounded education. Jim, I don't know if you have any thoughts on that.

JIM : Sure, yeah, I was just, um—I mean—I think you're right to be concerned about the quality of education on this campus and on other publicly-funded campuses. I'll just speak for California. You can't cut \$50 million in state support from our campus and not have it really impact the quality of education for students. I think you think that the campus growing to meet its enrollment needs is impacting the quality of education, and I would argue that what's really impacting the quality of education, specifically things like class size, is the reduction in state support for this place. I think it's fair to say that we're stuck between a rock and a hard place, because on one hand, we're trying to accommodate the interest among students like you, who want to come here, and yet we're not being given adequate resources to do that as well as we'd like to, or maybe even as well as we used to do, is probably more accurate.

NOAH : **Hm. It's really difficult for me to believe that the diminishing quality of education here can be solely attributed to reductions in state funding. I think there are certain things about the way education happens that have a profound impact on the richness of student experience here that are in some ways unrelated to reductions in state funding.**

JIM : And that's probably no doubt true. And we could have a long conversation about what those things are.

NOAH : **We could. I feel like that's sort of at the crux of the disagreement between students and administration, and I don't feel like there are many conversations about that.**

JOHN : So you're saying that there's a perception that growth impacts student experience, just to state it simply.

NOAH : **Yes, there is that perception. And it relatively widespread within the portions of the student body that are most active around this issue.**

JOHN : Well Dean, you were here a while back.

DEAN : Obviously I had a better education and smarter than those students that are coming through now... not.

JOHN : What was the enrollment when you were here?

DEAN : I don't know; 7,000 students?

JOHN : So less than half of what we have now, and I can guarantee you that the state funding was a lot higher than it is now.

JIM : A lot higher, when adjusted for inflation.

JOHN : And I certainly know what I paid for graduate school, compared to what I'm paying for my daughter to go to school now, and there's certainly a difference. The calculus is just so different now than it was 20 or 30 years ago, or even 10 years ago.

JIM : I mean it's probably fair to say that the larger the place has gotten, it's been I guess somewhat understandably harder to maintain the experience that students had when it was half the size. I'm not sure how you'd quantify that, but there's definitely some truth to that. I'm trying to remember, how many years ago was it that Colleges 9 and 10 went in?

NOAH : **I think it was about 10 years ago.**

JIM : And I remember there was a fair amount of tension about the campus expanding its footprint when that happened. I was working here then, and doing somewhat the same job, and you, there were people who believed we really just shouldn't have expanded our footprint into that area of campus. There was a lot of protest over it, and the people that were protesting that, you can't say they didn't offer a legitimate view; they did have a legitimate view. On the other hand, the campus built two new colleges which represent about a fifth of the school now.



NOAH : I went to College 9, so I know they're—

JOHN : And I think people in their world tried to build those colleges sensitively. I mean it sure doesn't look like an exercise in clear cutting, and it provided another 20% capacity for students, so it's a small sweet spot maybe.

NOAH : Yeah... Do any of you know anything about the controversy a few years ago, when one of the Regents, Dick Blum, had to step down from his position on the board of directors of, I think it was the URS Corporation, because they were contracted to do some sort of work on a UC campus?

JOHN : I don't.

NOAH : Okay, I've just been trying, since I learned about that, to find more information, but it's been difficult. Anyways, I don't have any more questions written out; I've just been going free form for a while. If there's anything else that you would like me to know and, potentially, pass onto readers, speak now, or hold your peace until you email me.

(LAUGHTER)

JIM : Well I will, but it's of nil value to your article, in terms of substantive content.

DEAN : (Laughs) Come on, Jim!

JIM : No, I just want to say that it's been really, I've sat through two of these with you now, and I have no idea how you're going to present this, and you were completely upfront about your tilt going in, which I really appreciated, and I think that there've been interesting discussions, sometimes more, a little more thoughtful discussions than sometimes occur with reporters, so I appreciate you at least trying. Good luck with how you present it.

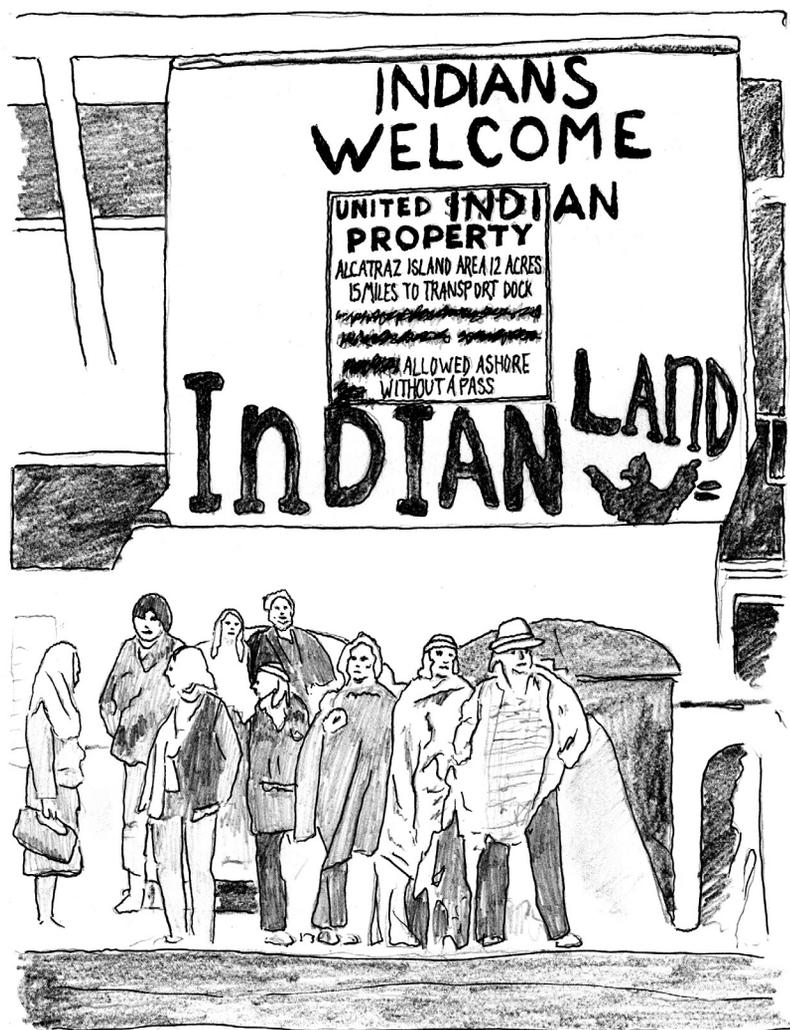
NOAH : Thank you, I will do my best. I don't want to misrepresent anybody; I would—that would be bad.

JIM : And you know, and I think like you and I said, I thought, you heard my initial exchange, was really interesting, because you were very understandably saying, Joe, I wanted to talk with you or someone else about the pro-growth perspective, and I said, it's not pro growth, it's—we're just pro option.

NOAH : Yeah, I see you acting as, well, not you, but I see administrators generally acting as mediators between all these conflicting demands, more than as drivers of this whole process. It's sort of like, "The buck stops nowhere."

JIM : Right.





The words and intentions of the following speeches are expressions of the frustrations with the asymmetrical development of the University, which has failed, tremendously, to fulfill its obligations to the population of California or even adequately address the needs of the communities that embody the diversity it so proudly boasts of. The University as a colonial project, as an extension of empire, and as a key site from which the division of labor occurs, can only serve as a temporary space for the empowerment of ourselves and our communities.

Despite this temporality, we must demand, constantly and without compromise, an educational environment that negotiates power through an expansion beyond what currently exists. Not a physical expansion catering to the interests of capital or empire but an expansion of narratives and intellectual traditions historically and intentionally omitted, an expansion of resources and programming beyond rigid and flat identities, and finally an expansion of the commitments this university has to the people of California, and of the world. These speeches were written with the intent of envisioning the potential critical expansion of the university.

(LEFT) Artist's rendering of a photo from the occupation of Alcatraz Island in 1969 by indigenous activists in the Indians of All Tribes (IAT) group. The occupation lasted for 19 months, until it was forcibly put to a halt by US marshals, the FBI, Coast Guard, and other government forces. The occupation was influential on Native American activism over the following years.

Mental Development :

2 ORATIONS REGARDING UNMET NEEDS
OF A DIVERSE COMMUNITY

CHRIS CUADRADO

MAR 2, 2011

Dear Friends,

Before I begin I would like to acknowledge that we are on the land of the Ohlone people. Santa Cruz, UCSC, are the names of the patriarchal, heteronormative, heterosexist, racist, capitalist imperial fascists who have historically dominated indigenous peoples across the world. The imperialists have crafted an economy and state that reproduces inequities while

simultaneously veiling accountability for those in the brain of the beast. This ultimately makes poverty "a product of economic processes" instead of a product of white power. If you're confused about your relationship to white power...consider this. You need food and water to survive. Yet you rely on green pieces of paper with pictures of dead white men to get it. Your accessibility to this green paper is determined by dominant social structures.

In this same respect, the imperialists have also created institutions of higher learning by, with, and for white power that functions within a

bureaucracy that protects, enables, and reproduces white power. The quality of your life becomes dependent on your ability to climb the economic ladder, yet they reduce our access to the ladder. The narrative that UC bureaucrats have spread is that budget cuts and the decline in the quality of education is an issue of economy, “there simply is not enough money to sufficiently fund higher education.” This is laughable when we consider where the money is being directed and where it has been directed historically.

What has been cut?

1. *Merrill used to be home to the Third World Resource Center.*
2. American Studies and Community Studies are being phased out.
3. *The Ethnic Resource Centers are put through competitive processes of acquiring funds.*

This is a crisis of priorities that has come to pass because of the absence of a true UC Democracy. The regents and administrators do not reflect the interests of its students. Those that make decisions are stockholders and we, whose fates are being decided, are the stakeholders. This is a relationship is based on western principles of control that are obstructing our human right to an education. And because I frame education as a human right, we must consider that what the UC is doing is a violation of our human rights. Granted, the problems we face here do not compare to femicide in the Americas or violent state repression across the globe. But we are being deprived of our right to education because we are coerced into their schooling. A type of schooling that does not reflect the history of non-western peoples.

If the distinction between the two is unclear, let me see what I can do.

Schooling is a process whereby individuals are trained, assessed, and deployed based on such assessment. Schooling follows military and factory models of production. So...what is education? Education is this! Education is community! Education is us! Education is the process by which the human soul flourishes! Education is the everyday.

YET SCHOOLING IS DISRUPTING OUR EDUCATION.

Schooling is trying to reduce you to a single subject student. They are trying to specialize you to better market you. This is why we must acknowledge that schooling was not created for us. Despite the fact that the institution needs us; the school needs diversity to maintain any semblance of legitimacy as a University.

What does this mean for some of us? This means that the histories of colonized and oppressed peoples are incorporated into the institution so that the institution may claim that is not racist but in fact...multicultural. With departments like Sociology, Anthropology, the stories of non-western peoples become subject matter in the curriculum of university courses, yet are being taught in a Western classroom design, in a western institution so that you may proceed to get a career in the Western world. That is why we must demand a critical site of inquiry in the form of a Third World College with its own Ethnic Studies department.

In the absence of an Ethnic Studies, many students have been convinced that our options lie within the walls of this campus. I am not giving this speech to refute that. It is because of this institution that I am able to share this with you. I am okay with having to live and work here because there are others who cannot. I am okay with having to navigate the power structure the imperialists have created. What I am NOT okay with is actively or passively assimilating into this power structure. I refuse to be convinced that representation at the UC is sufficient. I know that collective empowerment and self-determination for my people will not come in the form of a career. I know that contributing to their definition of Diversity will not solve the problems we face as colonized and oppressed peoples. It is NOT empowerment when we struggle to secure resources in an institution of white power. It is not empowerment when the curriculum does not reflect our histories.

We must seek an end to this relationship. We must demand more than money can bargain for. We must understand that education exists within us and not the institution. We must know that education is a right to be exercised and I encourage

you to exercise it; every day, wherever you go claim your right to know and learn with and through each other. Do this even if it does disrupt their schooling because their schooling has disrupted your education; it has disrespected your history and the intellectual traditions of your people! I want you to imagine a better world through education by doing so here and now! We invite you to struggle with us to realize free education for all. Let us retreat to where we feel safest so that we may better understand, develop, and articulate our demands for change.

MAY 1, 2012

A Call to Diversity

I always like to start by acknowledging that we are on Occupied Ohlone land. Before Occupy was a protest tactic, before Occupy became a people-centered process, before Occupy became how we are going to create spaces of liberation today, Occupation was a violent military conquest inflicted on people throughout the globe. As we struggle, we must not forget the rights of indigenous peoples throughout the world, especially since our University is built on stolen land with an American Indian population of only 1%.

I'm sorry if this makes some of you uncomfortable, but this is the solidarity bestowed upon me by my heritage, education, and community. I'm also sorry if what I'm about to say makes you uncomfortable as I wrote this for a particular audience. I wrote this for people who identify as students or people of color, although I don't doubt that everyone has something to learn from what I'm about to say.

This is my call to diversity. This is my call to the students who make up the 55% non-white student population on this campus. What are we doing? What the fuck are we doing? We are doing great things...actually. Many students of color have inherited organizations and other spaces in which to organize and sustain our presence at the university. We have e², which is a resource center for students of color and provides classes to supplement the lack of Ethnic Studies as well as the Filipino historical dialogue, and other student-initiated classes. We have the big 5 organizations that hold offices in the Student Union building in addition to a large amount of student organizations for students of color based on



different interests like Centro Americanos Unidos, FSA, Apiza, ABSA, Grupo Folklorico Los Mejicas, and Rainbow! And these are all spaces that help to sustain our presence at this university.

I truly value the spaces and resources we have inherited and invented. Yet its time to call into question if we are living up to the legacy of students of color at the university. The current spaces for students of color were gained through struggle, organizing, and most importantly, agitation. Now that we have these spaces, the struggle and organizing takes place institutionally, where dedicated students work hard to meet and grease the ego of administrators, hold fundraising events, and spend endless hours drafting proposals. I'm referring to my friends on

Rally for
Ethnic Studies,
Quarry Plaza,
3/2/11

Image courtesy of
ucscethnicsudies.wordpress.com

the Cultural Arts and Diversity board making sure our arts are funded and represented. I'm talking about my homies in Mejicas and PCC dealing with the main stage issue, trying to get funds together to perform on a stage that is growing increasingly expensive, at a university that boasts diversity. I'm talking about e² struggling to get their space funded as well as student initiated outreach programs, that the university itself should be conducting! This institutional work is incredibly important and should be maintained and advanced further to increase our political power in the university. As many of you may know, many of the people of SUA are students of color in solidarity with many of these issues. Many students of color sit on various committees and hold places of power throughout the university. These are all great resources and important roles to keep as students of color here. Yet the element of agitation that has historically worked hand in hand with institutional organizing seems to be by and large absent. The most recent instances of agitation organized by students of color that challenge the administration of the university through direct autonomous actions that I can think of are:

1. The hunger strike of 2009 which resulted in the appointment of an indigenous scholar as the director of the Ethnic Resource Center and American Indian Resource Center.

2. The March 2, 2011 occupation of the Ethnic Resource Center that resulted in significant leaps towards a Critical Race and Ethnic Studies department not yet seen before.

These events were organized by a small dedicated group of students of color who understood that organizing outside of the bureaucracy of the university was just as important as working within. It certainly was not the 55% of the non-white student body that organized these events. Nor was it the entirety of any of the spaces I mentioned above, although there certainly were members from those various groups involved. Now imagine if everyone in all of the student of color organizations, I'm not even talking about the entire 55%, just the organizations, came together and decided they

were going to organize to create a campaign of institutional and autonomous efforts to seriously shape the university. We have folks putting in work with admin, grad students, professors, staff, and other members of the bureaucracy, while having those same members be involved with students occupying, sitting in, striking, protesting, and negotiating with those same administrators. How long then, would it take to get e² permanent funding? How long then would it take to make the main-stage issue a non-issue? How long then would it take to move the Ethnic Resource Centers from beyond half a floor to an entire building? How long then would it take to get a Critical Race and Ethnic Studies Department? I'm writing this because I want all of you who make up diversity, the 55%, to consider how our current power, that is our resources and organization, can be enhanced by an autonomous student of color movement that operates outside the UC bureaucracy and is not afraid to agitate and demand something from power.

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You can observe a trend in the strategies, frequency, and victories of student of color organizing. It was in 1981 that the hunger strike resulted in the hiring of Ethnic faculty and establishment of



A timeline of student of color organizing at UCSC.

ucscethnicstudies.wordpress.com/2011/03/03/timeline-of-ucsc-struggle-for-ethnic-studies/

E requirement. Now consider what we could do now. Consider what it would be like to not have to feel like the movement for education is dominated by white men whose political inclinations fail to come anywhere close to our own concerns. Our concerns and struggles will not be represented if we choose to not insert ourselves into the dialogue and process. This does not mean join the General Assembly, although I do not advocate against it.

What this does mean is that we need to come together to create a force that uses different tactics and strategies to enhance the work we are doing institutionally. I'm convinced we have so much more power than what we have now. Those that came before us have proved it. Now the question is, what will we gain in our time here for those that will come after us?

Repairing the Historical Damages of Ohlone Colonization

EDITOR'S NOTE: UCSC campus is built over the ancestral lands of the Awaswas-speaking Ohlone people. Ohlone descendants are still here today and so is their deep connection with their ancestors and their homeland.

According to the 2005 LRDP Environmental Impact Report, "Archaeological testing at several sites on the UC Santa Cruz campus has resulted in recovery of two human burials and nearly 1,300 artifacts. Artifact types and radiocarbon dates suggest occupation of campus land from as early as 5,500 years before present (3550 B.C.) to 200 years before present (1750 A.D.)."

UCSC's plan to build on hundreds of acres in Upper Campus threatens Ohlone sites and could potentially disturb Ohlone burials that have not yet been discovered. The majority of Upper Campus has never been surveyed by archeologists, and therefore the full extent of what is threatened by proposed development is not known.

This brief article submitted by Charlene Sul articulates an Ohlone perspective on the subject of land stewardship and cultural revitalization.



CHARLENE SUL, M.A.,
CONFEDERATION OF OHLONE PEOPLE

For Native people across the United States, the process of colonization was devastating on multiple levels. It broke physical and spiritual relationships that can hardly be put into words. Disease spread due to a lack of antibodies from previous exposure to viruses and lack of experience in treating unfamiliar diseases, resulting in death. Tribes were thrown into chaos as their social and political

structures were shattered.

Native societies in Northern California, differently from those further east, were able to remain cohesive until contacted by the Spanish Catholic missionary system in the late 1700s. Through the mission system, Spain secured dominion over the land that is now California. This was made possible by enlisting or forcing Native people to provide the needed labor.

While some tribes revolted, others found that the only means of survival was to surrender. The missionaries claimed "legal" custody of Indian people who lived on the missions and regulated their lives in every detail. At that time, the missions were the heart of the economy in colonial California. Indian people were forced to labor in the missions, working in fields, shops, and kitchens, and it was they

who took care of the thousands of cattle the missions owned. They were deprived of food and often physically abused.

In essence, California Indians were caught in a cycle of perpetual slavery until long after Mexico gained control over the mission system in 1834. In the Santa Cruz region, those who survived this travesty are the descendants of the Ohlone people.

It has taken decades to recover after this devastation and begin to rebuild as an Indigenous nation. Today the Ohlone speak of the generations who assimilated with the Mexican population during the early 1900's, just to survive the brutality of discrimination. At that time it was safer to be Mexican, than to be Indian.

Generations have spent their lives integrating into growing urban communities, becoming educated and recovering spiritually. Central to the recovery of all Native people is access to sacred places. For the Ohlone, this includes the ocean, and all surrounding water sources, native plants, animals and secluded locations.

Recovery also includes the protection of ancestors. The Ohlone are determined to protect burial sites, traditional village sites and shell mounds. It is imperative that remaining cultural sites stay intact. Essentially, the Ohlone know that all people are strengthened when our environments and sacred places are honored and protected.

In an effort to acknowledge this need for all Native Americans in California,

the State passed Senate Bill 18 (SB 18) in 2004. Acknowledging the cultural importance of "sacred sites," such as ancient village sites, burial grounds and ceremonial locations, SB 18 mandates that agencies and developers communicate their proposed development plans to tribes at the beginning of the planning process. When projects are proposed atop locations known to be sensitive, or located nearby, the goal is "consultation over confrontation."

In addition to SB 18, policies and practices that address the need for tribal consultation include: the Native American Graves Protection and Repatriation Act,

Section 106 of the National Historic Preservation Act, the California Environmental Quality Act, Forest Practice Rules, and Native American cultural resource impact assessments.

Simultaneously, the Ohlone are becoming more engaged with the legal tools available to bring back community wellness. Government agencies across the nation are seeing the advantages of creating and following agreed upon policies that would repair historical damage.

By engaging in dialogue and policy creation with regulatory agencies, tribal nations seek to protect valuable cultural assets and mitigate confrontation down the road, when they are alerted to new development projects. Through active stewardship of their sacred lands, the Ohlone are strengthening their cultural ties and mending long-term relationships for future generations.

**The Ohlone know
that all people
are strengthened
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and sacred places
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protected.**

POEMS BY KALEB GOFF

Puzzling Tendencies

We have certainly
 created this prison, this
 destruction of man. But
 we seem to think we are
 held by some phantom
 sentry, that the key is far
 and away on a dreary
 hook. But look closer and
 you will find that this is
 certainly not the case. The
 key lays waiting in wild
 places, at the junction
 between the sublime and
 the primeval. Give in to
 your animal tendencies,
 you are nothing but
 another beast.

Cathedral Thoughts

Cathedral alight
 thoughts spill,
 into freezing sunrise.

Do you not tremble
 when you hear —
 the thousand orchestras
 of silent red-barked friends.

Do you not wish to bow —
 to sing to pray to rejoice!
 when you hear the music
 of the ancient cathedral regrown.

Learning

Profess yourself:
 to books in running brooks
 to tomes hanging high in trees
 to the great lecture in the lichen
 to the symphony of the sea,
 and
 to the unspoken, as obvious as a spring meadow.

And yet they turn —
 their heads away
 weeping, searching
 for the smell and sight of meaning.

LIMITS OF THE CURRENT STATE OF INSTITUTIONAL ORGANIZING AT UCSC

Ashley Nguyen

What can on-campus sustainability organizations like the Student Environmental Center (SEC) tell us about organized student advocacy surrounding the Long Range Development Plan?

The answer is: surprisingly, not so much.

The organization's mission statement reads, "*The purpose of the Student Environmental Center is to promote student involvement through research, education, and implementation of environmentally sustainable practices on campus in collaboration with the university.*" And as issues surrounding development are multiple and complex—ranging from water supply, biodiversity, to impact on environmental research, indigenous history, housing, green building, accrued constructional refuse, and increased admission—wouldn't one assume that the LRDP would be on the forefront of the organization's agenda?

I joined the SEC in 2009, one of the most extensive and well-funded

SOAR organizations on campus. As a rookie to the collegiate realm of sustainability, my attention was drawn to SEC's philosophy of "bridging the gap": between the classroom and the community, sustainable practices and consumer culture, energy saving technologies and UCSC's built environment. Fueled by this philosophy, well-meaning students, staff, and faculty pour into working group campaigns with a good deal of overlap: the Transportation Campaign, Students for Organic Solutions, the Green Building Campaign, the Waste Prevention Campaign, Gardeners Alliance, Drop Your Own Drip (a water conservation advocacy group), and Earth Summit (a campaign that collectively produces a living document—rewritten yearly—that archives potential project possibilities for the campus, none of which has anything to do the LRDP). Motivated by funding from student referenda and projected goals listed in the university's Campus Sustainability

Plan, SEC's work has changed the operational and educational landscape of UCSC since its formation in 2001. In addition to cultivating new spaces for environmental education, SEC has also improved and institutionalized the university's environmental performance, alongside numerous offices, organizations, administration, colleges, staff, faculty, and community members. That said, it is obviously imperative to address SEC's role and essential stake in the campus' Long Range Development Plan (LRDP).

During my time with SEC, the organization hosted a less than a handful of adequately attended LRDP-related gatherings and debates that have featured prominent community members such as Rick Longinotti of Santa Cruz Desal Alternatives and former county supervisor, Gary Patton of Community Water Coalition. Both Santa Cruz-based environmental

advocacy groups had been very thorough, informative, and well received. They spoke upon both sides of contested issues, comprehensively justified their arguments against the proposed development, and created a space within our gatherings to have fluid discussion.

However, as SEC student leaders developed a rigorous contextual wherewithal of the LRDP and identified community stakeholders relating to the development's prospective environmental degradation, no further engagement within SEC came out these discussions. On the

grounds of advocating for "land, habitat, and watershed" issues—a section within the organization's Earth Summit Blueprint—the SEC and its sister organizations (Education for a Sustainable Living Program and Campus Sustainability Council) have failed to take any stance on campus development. Rather than utilizing SEC's wide campus presence, its generous operating budget, and autonomous governing body to make student voices heard, SEC's current involvement within the campus

community has merely served as a monitoring program for legacy projects waiting to be institutionalized within the campus' built environment.

Rather than utilizing SEC's wide campus presence, its generous operating budget, and autonomous governing body to make student voices heard, SEC's current involvement within the campus community has merely served as a monitoring program for legacy projects waiting to be institutionalized within the campus' built environment.

Publicized as the student-run, project-based center for effective environmental change at UCSC, the SEC can have its bureaucratic challenges. As a "registered student organization" with

an associated SOAR Staff Advisor, student members of SEC and its sister organizations are recognized as UCSC representatives. That is, in exchange for university privileges—purchasing, holding university-recognized events, inter-organizational networking and collaborating, and utilizing larger SOAR training opportunities and selective campus facilities and media equipment—student members must agree to abide by university policies and be liable for activities programmed by their organizations. What does this look like? Forms of all sorts, copious amounts of meetings accompanied

with scrupulous decision-making, budgeting, a tedious approval process for almost every decision the organization makes, emails, volumes of Google Docs, binders, evaluations, and more emails, just when you thought it was all over. Navigating the institution can not only be exhausting, but its students' voices can be lost as mere whispers in a sea of red tape. Nevertheless, given steadfast SOAR staff support (who ensure SOAR services meet the changing needs of the UCSC student body, and who mitigate paperwork otherwise placed on students), there is no excuse to for SOAR organizations, like SEC, to render immense local environmental issues such as the LRDP invisible on their agendas.

So why is it that student organizations entwine themselves within an academic institution packaged with uninterrogated messages of what recognized activism or real societal change should be? Does lack of university sponsorship provoke the possibility of defunding, similar to recent funding threats posed to some of CUNY Brooklyn College's student groups by New York City Council members in response to a discussion of the pro-Palestinian Boycott, Divestment, and Sanctions movement (BDS)¹? Would politicizing the organization's voice jeopardize its current work? Even if the issues are at the center of its mission statement? Only student leaders within SEC have the answers to these questions.

When two governing bodies converge, such as the administration and the student body, there is always unequal footing. The collective struggle of working groups and organizations have long been deep in the trenches of the institutional hand. This is the same administrative hand

many fellow SOAR staff and veteran student organizers are familiar with. It dictates budget cuts and allocations, staff support, and further compromises to the inevitable growth of student groups as enrollment increases. Additionally, hierarchies that already exist in academic politics around participation and funding capacity are easily activated in groups. Therefore, assumptions about privileges within organizations are layered within our actions and possession. For that reason, SEC student leaders and fellow SOAR organizations must be prepared to question our privilege of power on this campus. Organizations must recognize that conflict is how we get better as a movement, and in that light, strategize in ways that illuminate the power we have in each other, as well as the promise of sustainable future despite all roadblocks that stand in our way. Rather than joining a group because *'this is how you get a job after this internship'*, members can utilize their personal leadership within SOAR as a vehicle to serve as a catalyst in breaching divisions of class, race, environmental injustice, inequality, complacency, and negligence on our campus and in the greater community it affects. The LRDP invigorates a space for all individuals involved and impacted by the university to make connections and address the future of higher education. This is the moment to build groundswell for true sustainability at UCSC, as it is time to unmoor from sustainability's comfort culture and seek out parallels and intersectional relevance in Ethnic Resource Centers and academic disciplines outside of Environmental Studies. We must continue to create new activist alliances and exhilarate action around the LRDP, otherwise it is so easy to put onus on the inevitable.

¹ Taylor, Kate. "Mayor backs college's plan to welcome critics of Israel." *New York Times* 06 Feb. 2013. New York Times Company. Web. 06 Apr. 2013.



REAL UNIVERSITY

JASON ANDREWS

¹ This term is employed with some repetition. This is not done out of disregard for the contributions of women in the narrative, but as a stylistic necessity and to emphasize the disproportionately large role that men played in driving processes of industrialization.

² "It is to be surmised that the early Spanish, following their usual practice, set fire to the campus and surrounding lands and then, so as to increase the pasturage of their herds of cattle, seeded the burned-over land with grain (and, inadvertently, with "weeds"). Spanish agriculture in the Great Meadow is further suggested by the plants now growing in it, for nearly all of its grasses and most of its "weeds" are of Mediterranean origin." (Calciano, Elizabeth Spedding, and Ray Collett. *The Campus Guide: A Tour of the Natural Environment and Point of Historical Interest*. 1973. Retrieved from <http://people.ucsc.edu/~rosewood/guidebook/>)

"Now we're getting somewhere," cried the foreman as the first load of limestone, drawn by oxen, set off down the freshly minted road. The oxen strained under the heavy load and men¹ looked on proudly as the sounds of growing industry filled the air. The land had seen destruction before. The colonial mission system had killed and marginalized most of the the original inhabitants of the hill generations earlier, and the forest was already far from a "virgin landscape".² Work progressed, trees fell, and dwellings rose where, only days before, ferns, shrubs, and mushrooms had graced the land. Destitute men poured in from distant continents to find work in the limekilns. Bears and wildcats met fences, transecting the

lands they once freely roamed. In their place, cattle grazed lazily, inadvertently introducing foreign grasses and weeds, spelling the death of the native meadows, forever altering the natural balance.

The discovery of gold in the east, and the growth of nearby cities spurred the demand for limestone cement. The hill was filled with men, buildings, smoke and fire, to meet the needs of the growing industry. Shanties sprang up to accommodate the workers who soon arrived. The forest receded as stone was extracted from beneath layers of delicate soil and refined in kilns fueled by the incineration of entire trees. The result was lime, which went on to form the concrete foundations of great buildings, such as churches, museums and city halls—testaments to the unstoppable, noble progress of mankind. The hill, which only a generation before had been a quiet land, was transformed by this extractive industry. The former meadows and forests were now home to cows where coyotes and pumas once roamed, and stumps sat where redwoods once reached towards the sky.

With time the forest was exhausted. Roads cut scars deep into the woods, and even the steepest, most inaccessible valley was stripped of its Sequoia sempervirens. The forest could scarcely provide the wood needed for the lime

industry. In addition, new technologies that could replace limestone were developed, and demand for the stone declined. Production slowed over the decades, and eventually stopped. In place of the lime industry, a large ranch covered the hill, growing out of the smaller ones that preceded it. A couple decades of relative calm passed on the hill. Cows grazed lazily.

Meanwhile, the country's economic machine expanded rapidly, galvanized by war and international competition. This spurred the growth of universities to provide educated young minds, with which to fuel the economic progress of the nation, and ostensibly to ensure its defense.[#] The state's university system, which started as an underfunded, marginal, and seemingly over-ambitious project quickly grew into an internationally respected institution; a beacon of both economic progress, and then a symbolic fulfillment of manifest destiny. Westward migration, and an economic boom created pressure to build more campuses, and university planners considered the hill as a potential site. After much negotiation, the ranch land was sold to the university for construction of a new campus. "Now we're getting somewhere!" exclaimed a regent, smiling as he signed the contract, overlooking the grassy expanse of the hill.

Thus, the building of a great new university was tackled head on. Instead of oxen, great machines marched up the hill, yoked by a new group of men. Many objected to the renewed encroachment upon the forests, but it was said that this was a worthy cost of progress; imperative and inevitable. The first planners gave much concern to retaining the ecological aesthetics of the hillside. Despite this, it was still a destructive process. Large swaths of concrete came to cover the meadows, and the air was

The quality of education suffered, because the most profitable thing to do with the revenue was to invest it into the financial system, rather than improve educational capacity to match the swelling student population. It so came to be that the increased tuition, paid by more and more students, was used each year as collateral to finance the debt incurred by the loans necessary to pay for construction projects.

filled with the grinding, sputtering and crunching of machines.

Rapidly, buildings sprang up around campus, and an inaugural group of students filed into fresh classrooms. From the moment the university opened its doors it was celebrated as a symbol of environmental progressiveness. Scholars, politicians, writers, artists and engineers came to hail the physical layout of the University as a model of environmental balance.

The university grew larger with staggered expansion projects. With time it developed a culture

of its own. Nature was celebrated. The university gained a reputation as a center of radical yet astute counter-culturalism. Social movements and mass protest marked its history. All the while the university continued to grow. Buildings were tastefully placed amongst the trees. Before long a generation had passed, and the university began to seem as though it had always been there. The days when the first hammer stroke had resounded, the first tree felled, the first meadow paved, and the first classes held, lay deep in the past and were looked upon as history.

Much admired by students and visitors alike were the remnants of the old limekilns and ranch buildings, which had been refurbished and dedicated to the history of the university. Placards and history books depicted the first wretched shacks and shanties, shown in their primitive setting. Purposeful men with sooty faces stared from the

³ Following the major role played by scientific preponderance in securing victory in WWII, the American government and public viewed continued scientific ascendancy as key to maintaining this dominant economic and military role during the Cold War. Considerable investments were made in public-private partnerships to promote agricultural, military and scientific advancements. In 1950 alone "over a dozen federal agencies funneled over \$150 million to a select group of universities for contract research." (John Aubrey Douglass, "The Cold War, Technology, and the American University," July 1999. http://cshe.berkeley.edu/publications/docs/PPJD.Sputnik_Tech.2.99.pdf)

black and white images, surrounded by wooden buildings and oxen. Young people regarded these artifacts, contemplating the course of history. They learned the history of the hill, from shack and shanty, from the primitive lime industry to the modern institution. Guided and instructed by their professors, they learned to understand the great laws of development and progress: how the refined grows from the crude, man from beast, civilization from barbarism, and abundance from penury.

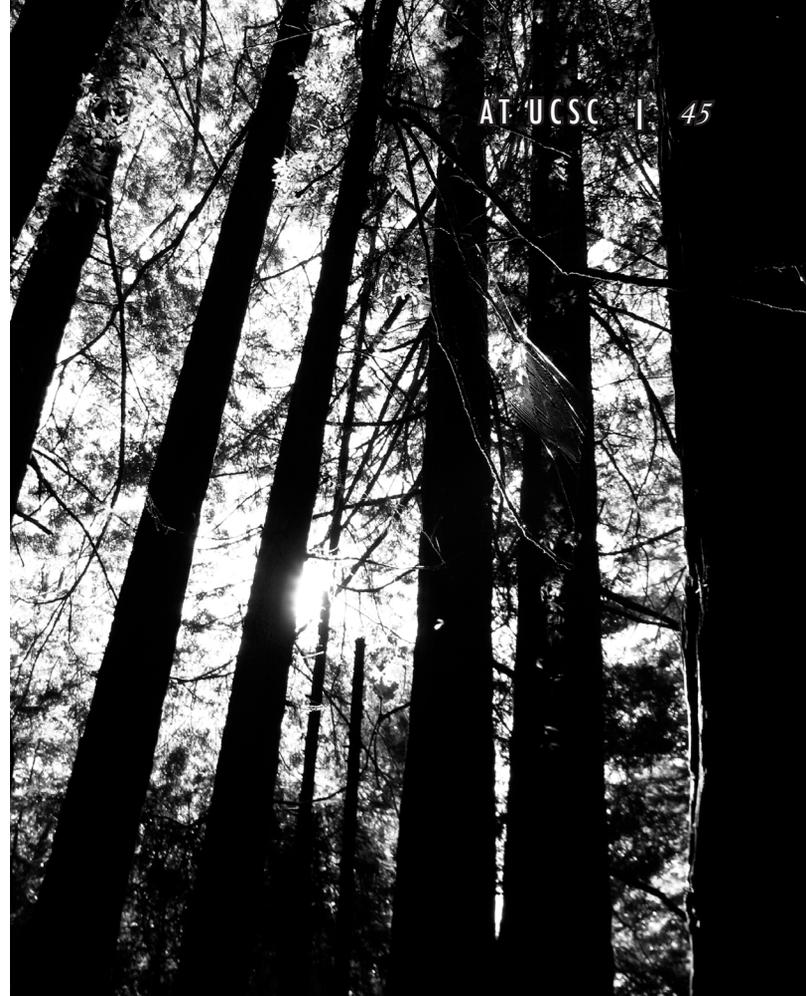
The progress of the university was hailed far and wide, as discoveries in mathematics, agricultural science, linguistics, and many other fields of knowledge contributed to regional and national economic growth. Despite this growth, the university was increasingly short of funds. The leaders of the state and the regents of the university (often the same people) could not come up with enough money to pay for the school's operation. It was generally accepted that this was due to an economic downswing. To fill the gap, the regents repeatedly raised the cost of attendance. This,

The growth would continue indefinitely in accordance with the cyclical nature of the financial system. Many students, recognizing the incompatibility of ecological and capitalist priorities, objected strongly and decried the chicanery of the oligarchical regents. However, the generational amnesia with each graduating class impeded sustained resistance to the expansion of the university

they assured students, would be the only way to keep the doors open during hard economic times.

However, it became clear to a growing number of people that the budget crisis was not merely the product of recession, but of the way the university was managed. Policy shifts enacted over time constituted both the symptoms and causes of the crisis. The university was effectively privatized, though still remaining public in name. Rather than managing the university as a mechanism of public enrichment, it was

instrumentalized by the regents to become a profit-making business.⁴ This was done by adapting the function of the university's finances to the model



of a business and the logic of capitalist growth. Enrollment was increased along with with tuition, creating a huge source of revenue. Despite this, the quality of education suffered, because the most profitable thing to do with the revenue was to invest it into the financial system, rather than improve educational capacity to match the swelling student population. It so came to be that the increased tuition, paid by more and more students, was used each year as collateral to finance the debt incurred by the loans necessary to pay for construction projects.⁵

It was an excellent business model for the people that it served, though students were collectively swindled. Nonetheless, the ideal of progress continued to fuel ever-increased enrollment in the university. Despite high tuition, overcrowded and underfunded classes, and administrative bloat, attending the university was still seen as a crucial part of personal economic progress. Many sacrifices were made in the name of progress. Students, unwittingly engaging in a financial scheme tangent to the university debt/bond sales cycle, took out heavy loans to pay for tuition. Thus, revenue was assured, and could even be guaranteed to

⁴ Meister (2011). Debt and Taxes: Can the Financial Industry Save Public Universities? http://ucscfa.org/wp-content/uploads/2011/11/07_Meister.pdf

⁵ Meister (2011). They Pledged Your Tuition, An Open Letter to UC Students http://ucscfa.org/news/2009_oct11.php

increase, maintaining high bond ratings, and high returns on investments.

New construction projects, leveraged by augmented tuition revenues, were taken on every few years. The delicate ecology of the hill was repeatedly sacrificed to augment revenue. While the university had once grown in order to increase the quality of its education and research, it now grew to increase the profits of investors. The mismanagement of funds became apparent to anyone who cared to investigate the matter. The growth would continue indefinitely in accordance with the cyclical nature of the financial system. Many students, recognizing the incompatibility of ecological and capitalist priorities, objected strongly and decried the chicanery of the oligarchical regents. However, the generational amnesia with each graduating class impeded sustained resistance to the expansion of the university.

No end of growth lay in sight. The imminence of continued

destruction was available for all to see, detailed in public plans and blueprints. Nonetheless, the development continued, with devastating banality. Every few years the prospect of growth provoked outrage and opposition, and when it finally took place, elicited disgust and anguish. Yet within another few years the new buildings were normalized as unconcerned freshmen filed into the university's doors.

Every few months zealous investors crowded into a conference room in order to review the quarterly earnings on the construction bonds. "Now we're getting somewhere," exclaimed the investment manager at BNY Mellon as he reviewed the earnings report for Fall 2012, impressed by the favorable numbers, "this is progress!"

[INSPIRED BY THE STORY
"THE CITY" BY HERMAN HESSE]

EPILOGUE

The university was a reflection of society at large. Or rather, society reflected the dissonance of the university, and the contradictory nature of its growth. Economic progress in the form of investment returns was pursued with little regard for student's futures, or for natural systems. Loans taken on by students in order to pay for tuition created a large credit bubble. Construction projects pushed deeper and deeper into the forest. Classes came to be unbearably crowded, until vast sections of the curriculum were moved to virtual internet classrooms. The pursuit of economic mobility, always a fundamental aspect of the university's appeal, drove the institution's priorities. Non-profitable majors were stripped down and eventually eliminated.

Graduates left with a vigorous desire to progress through the ranks of the globalized capitalist economy, and drove ecological destruction in doing so. Society looked to the university for answers to imminent environmental and social problems, but did so too late: the growth imperative had reduced the institution to a business school, unconcerned with ecology or equality.

With time, the inevitable occurred. The tired and depleted forests of the earth could no longer support the strain of civilization's constant growth and pollution. The air, soil and water became unsuitable. Crops failed, unrest spread,

and wars further ravaged the land. The university continued to evolve as a machine of private profit and environmental destruction, until the façade of progress could no longer be upheld. The ecosystems of the hill unraveled. Polluted and depleted rivers couple no longer support fish. The populations of many birds collapsed. Parasites flourished. Unknown fungi ravaged the already strained forest. Repeated years of drought threatened to force people from the hill, but the final straw was the collapse of the financial system that propped up the paradigm of infinite growth. Environmental degradation had ravaged the world's economies. The dual credit bubbles of student loan and construction bonds popped simultaneously. The university collapsed with the rest of the world's environment and economy, for they reflected one another, and shared the same problems. No longer were classes held or roads maintained, and in the end, people abandoned the hill.

The forest edged downward, slowly cloaking the whole hillside, the remnants of old walls, buildings and roads. Reinvigorated by the absence of progress, vegetation swept across the campus. Trees fought their way through cracks in the concrete, and deer slept in the old library. Shrubs colonized dormitories, and creeks flowed across collapsed parking lots. A young redwood tree had taken root in the rubble of a fallen administrative building. "Now we're getting somewhere!" cried a woodpecker who was hammering at the trunk, and looked with satisfaction at the spreading forest and the magnificent green progress that was covering the earth.

Sacred Busyness of the Nekropolis

BEN NOKES

Growth is a dream,
an unreal fantasy of alienated madmen.

For the complicit, complacent, and comfortable it is sacred business.

For the historically dehumanized, persecuted, and oppressed,

for human beings attempting to fulfill humane lives,

for the miraculous manifestations of cosmic revelation that continuously
flow from the well,

for the Earth and all its beloved creations,

it is a nightmare.

Do not be seduced to slumber,

WAKE UP!

WAKE UP!

or suffer your greatest blunder.

For in the spaces not controlled by measured calculations of tick-tocks,

in the rooms that will not rationalize the acceptable loss of life,

in homes where children are not taught racism and perpetual war,

in the eyes that do not shut to poverty and injustice.

A waking life is budding,

a possibility is growing,

the opportune is blooming,

Wake up and smell the redwoods.

song of the gulch

JACK MAZZA

trickle down
resting roots, redwood
fallings and tanoak

gliding formations move
with drips and drops:

hidden splashes skim and skip
down paths, arrive
where they may
without hurry or rush

echo through madrone
and mossy time-worn fir,
the smallest of gaps
in sedges and soil

shifting shape, shaping form
like uneven cloud-speckles
rolling across azure skies.

window into thoughts:
through rivers of eastern hills
deep ice of arctic lands
peaks of mountains, light brushed snow
marshes, flatlands, deserts of gold
and sage lakes of elevations higher
than tidal wave streams and waterfalls
flowing through sands and stones
into the ocean

until warm rays hit
waves:

raise the recollections into arrangements
of painted clouds melting
releasing memory after memory
splash on a huckleberry leaf.

SUSTAINING THE UNSUSTAINABLE

ROBIN MOORE

UCSC Expansion and the Politics of Extinction

Recently, while eating lunch on campus, I glanced over at the napkin dispenser on the table. Imprinted on each napkin was the message: "Save the environment—one napkin at a time."

We are bombarded daily with slogans and images promoting conservation, urging us to be green, and informing us of UCSC's leadership in the field of sustainability.

Meanwhile, UCSC is proposing to build on 240 acres of the undeveloped Upper Campus,¹ removing redwood forest, mixed evergreen forest, and northern maritime chaparral in order to construct new buildings, roads, and parking lots.²

Gazing warily at the napkin dispenser, I began pondering this contradiction. What is a meaningful concept of sustainability, and how can we practice it in relation to this land that we call UCSC campus?

Without healthy land, water, and air; without a healthy biosphere in all its interdependent complexity, human communities cannot be sustained for long. In considering human sustainability, the health of the land on which we live seems like a natural place to begin.

The varied campus ecosystems harbor an incredible diversity of native species that have adapted to this land over millennia. This web of species is fragile, and has already been heavily impacted by the past 48 years of university development. Grey Hayes, Ph.D., biologist and former UCSC Natural Reserve steward, speaks forthrightly about the current state of affairs:



¹ LAFCO Santa Cruz, 6/6/12, Resolution no. 928/929, p. 3.

² 2005 LRDP Environmental Impact Report, Vol. I, Section 4.4 (Biological Resources). <http://lrpd.ucsc.edu/final-eir.shtml>

³ 2005 LRDP Environmental Impact Report, Vol. VI, Section 5.3, Comment Letter I-34.



"It is my firm belief from many years of careful examination of UCSC that the current level of development has exceeded the campus' institutional, physical, and biological capacity. The signs are everywhere: unfunded mitigations, eroding hills, and disappearing species... To continue expanding development is to burden future generations with the damage we wrought now."¹⁵

A living ecological and social landscape, Upper Campus anchors the lives of the many who are familiar with it. It forms the headwaters of three ocean-bound creeks, one of which is home to a recovering population of steelhead salmon. In this biological treasure-trove, multiple species new to science have been discovered, rare species thrive, and unexplained mysteries abound.

As the saying goes, we lead by example. And what are the attitudes and practices being taught to young people by the UCSC administration, through their example of greenwashing the campus while strong-arming development in the Upper Campus forest?

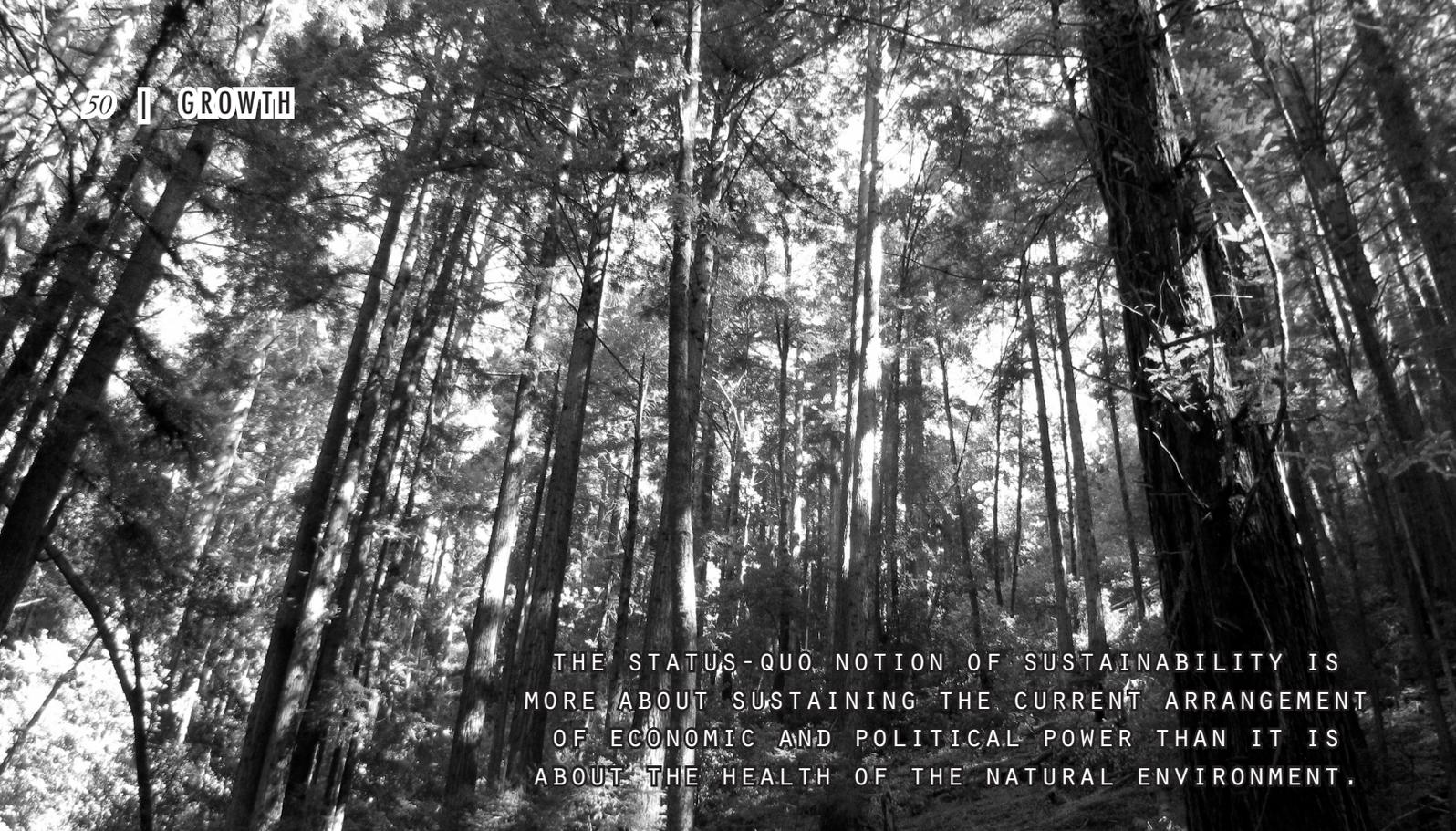
They're teaching us to not respect carrying

capacity. That it is unrealistic to not destroy our environment. That the demands of so-called progress are more important than the needs of the ecosystems being uprooted.

They're teaching us that sustainable development is about manipulating information and using phrases like "water neutrality", "careful stewardship" and "no significant impact" to make things look good, while carrying on with ecologically destructive projects. We're encouraged to focus on abstract and faraway environmental problems, rather than what is right in front of us.

I've long been perplexed by how the issue of UCSC expansion is routinely left out of the mainstream campus discussion of sustainability. There are many possible explanations for this. Perhaps it's in part because, despite being concerned about the environment, many campus environmentalists are relatively uninformed about campus natural history and only minimally familiar with campus ecosystems.

However, I suspect that the key issue may be that to challenge the Long Range Development



THE STATUS-QUO NOTION OF SUSTAINABILITY IS MORE ABOUT SUSTAINING THE CURRENT ARRANGEMENT OF ECONOMIC AND POLITICAL POWER THAN IT IS ABOUT THE HEALTH OF THE NATURAL ENVIRONMENT.

Plan is to challenge power: something rather frightening, which most people aren't used to doing. This becomes further complicated when that very power—the UC administration—is the authority governing innumerable people's paychecks, organizational funding, and even the future existence or nonexistence of one's department or position.

And yet, without challenging power, I don't believe we can get very far at all. Not just in regard to sustainability in Santa Cruz, but in any social or environmental struggle in the world at large. It is vital that we not look at "campus issues" in isolation. To truly understand our local predicament, we have to understand it as an expression of much larger patterns and systems that are at play.

Profit-driven activities of human beings are causing rapid degradation and collapse of the earth's ecosystems. More than a third of all species could be slipping towards extinction by 2050⁴—so we'd better start using fewer napkins! But why are the solutions that are being peddled to us so woefully out of touch with the depth of the problems we face?

Biodegradable dishware, green power purchasing, carbon offsets, waterless urinals, waste reduction—the green measures are seen as

benign, small steps in the right direction. And some of them are, in a way. But their political and psychological implications can be very insidious.

These well-marketed forms of change give us a sense that things are getting better. That's dangerous, because for the most part, they're really not. We change lightbulbs and dishware, but larger patterns remain. The train of progress chugs along full throttle, choking the sky with invisible smoke.

Emphasis is placed on the individual actions of consumers and students: those with the least amount of power within the system. A perfunctory sense of participation (we're each "doing our part" by using fewer napkins) and an oversimplified notion of individual responsibility (we're all causing these problems together), help to divert our attention from greater environmental harms inflicted systematically by corporations, government agencies, and the university administration.

Perhaps most insidiously, these green so-called solutions tend to actually increase participation and investment in the institutions concerned, reinforcing and legitimating their power. Green consumerism sells us less toxic products, but we are still buying into the same corporations doing the polluting.

Students are encouraged to get involved with

campus sustainability efforts such as green building design and waste reduction. Their activities augment the production of UCSC's "green image" which is leveraged by the administration to justify policies such as building in the Upper Campus forest.

Perhaps it would be more accurate to refer to many of these solutions as marketing schemes, or distractions. It seems that the status-quo notion of sustainability is actually more about sustaining the current arrangement of economic and political power than it is about the health of the natural environment.

To be clear, this is not an argument against recycling and resource conservation, which can bring some much-needed relief to the natural systems that we are plundering and dumping on. What I'm saying is that we've got to be honest with ourselves about the depth of the problems we face and the nature of the structures that are creating them, and analyze our own activities and priorities within that context.

It's worth asking; if the nation-states and corporations that are sacking the planet right now were to implement the highest standards of green-ness starting tomorrow, would that actually bring society back into a sustainable relationship with the land? Would that bring about the healing we need?

The uncomfortable reality is that imbalance and

environmental degradation are inherent byproducts of any system based on an extractive relationship with the earth. And as long as we are treating the land as a resource to be exploited rather than a habitat to be treasured and cared for, the future looks pretty dim.

The nation state and the corporation are incapable of bringing about the changes we need, because their very existence depends upon the plunder continuing at an ever increasing rate, and always has. Our only practical recourse is to recruit the most creative and wise parts of ourselves, in order to think and act outside of the frameworks to which we are accustomed.

According to a recent report from the UN Convention on Biological Diversity, "massive further loss of biodiversity is increasingly likely" unless "swift, radical and creative action" is taken.⁵ Radical action is born out of engagement with the root causes of the problems we are dealing with. These causes are both within us, in the form of alienation from nature, historic trauma and internalized oppression, and outside of us, concentrated in the high-rise buildings of those who are pulling the strings.

Sustainability is something to continually redefine. It means learning to live in ways that nourish the conditions for the long-term future survival of life in its fullest possible

⁴ Thomas, C. D. et al. Extinction risk from climate change. *Nature* 427, 145–148 (2004).

⁵ **Convention on Biological Diversity**, 2010-05-10 Press Release, "New Vision Required to Stave Off Dramatic Biodiversity Loss." Read the full report: Global Biodiversity Outlook 3 (GBO-3), 2010. <http://www.cbd.int/gbo3/>

diversity. It is understanding that we are part of a continuum of interdependence and that we have a responsibility to carry this gift of life in respect of the those who came before us, and the generations to come. It's something unknown, that we've got to piece together with imagination and trial-and-error—and it's also something ancient that we can reach back to and remember.

It's overwhelming to think about how profoundly we must transform our lives if we're ever to reclaim even a small semblance of sustainability and balance—in other words, if we are going to stop living in a way that is condemning the future. On top of that, the work of transforming ourselves and our communities is only half the battle. Any reasonably effective effort to halt destructive practices is certain to bring on the counteraction of interests that are deeply invested in keeping things the way they are because it is profitable for them.

To face these challenges, I believe we've got to begin by growing our personal connections with the land we live on and the people who surround us. As a matter of survival, we've got to build strong and diverse communities that are committed to protecting the land, air, and water. Respectful, mutualistic relationships strengthen

us, and are truly the foundation of any of the larger changes we can bring about.

The forest above the university offers an open invitation to rediscover connection with the natural world. Like forests everywhere on the planet, it's threatened by development in the name of progress. This troublesome situation offers us a practical and meaningful way to engage with some of the most dire challenges of our era.

The local fight to keep our forest intact may seem insignificant in the big picture of halting environmental destruction. And yet, it is no less significant than any other. How can we stand for protecting ecosystems anywhere if we don't stand for it in our home? Protecting our local forest can be seen as a starting place in the revolutionary project of *fostering circumstances that will sustain biodiversity in the future*.

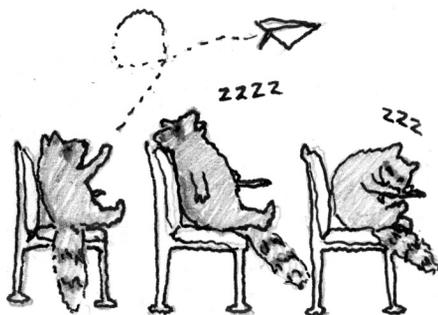
Rather than helping to perpetuate the system's fixation with sustaining the unsustainable, it's time to wring out the green bundle of deceptive untruths we've been handed and reclaim a vision of sustainability that serves life. It's time to realize our power as individuals and communities to transform our circumstances and protect the earth that sustains us.



RECOMMENDED FURTHER READING:

The UC: America's Most
Ecocidal "Green" University
by Will Parrish and Darwin Bond-Graham

<http://www.indybay.org/newsitems/2009/04/05/18586240.php>



How Our Tuition Finances the Construction Projects

NOAH MISKA

Every time you pay your tuition bill, you might be paying for some of the construction projects included in the Long Range Development Plan. In a 2009 paper titled *They Pledged Your Tuition*, UCSC Professor Bob Meister explains exactly how this came to be. What follows is a brief summary of Meister's paper.¹

The first thing you need to know is that the UC pays for most of its construction projects through bonds, which are essentially giant loans. Just like a person taking on a credit card loan or a housing mortgage must ostensibly have a good credit rating, an organization seeking to take out a bond must have a good bond rating. In other words, the lender needs assurance that the borrower will be able to pay back the loan.

Given that the state has cut funding to UC by more than 50% since 1990, and given that the UC Regents lost billions of dollars of university money in the 2008 financial crisis, one might assume that UC would have a terrible bond rating. In fact, just the opposite is true: UC has an AA+ bond rating, one of the highest possible². How can this be? Why should any bond rating agency believe that a university which often finds itself in dire financial straits would be able to pay back its debt?

Part of the reason is that the Regents can use your tuition to pay off UC's bonds. Because the Regents have the ability to raise tuition at will, and are under no legal obligation to spend any of it on instruction, they have a permanent back-up plan in case of a default. If the university finds itself short on cash and unable to pay off a construction bond, the Regents can simply raise your tuition and send the money straight to the bank that they borrow from. In other words, your tuition doesn't necessarily go to paying your instructors. It could go toward building new facilities in the forest. So, next time you pay your UC bills online, don't think that you're saving any trees.

¹ Meister, Robert, Prof. "They Pledged Your Tuition to Wall Street." Letter to UC Students. 2009. Keep California's Promise, 2012. Web. 3 Sept. 2012.

² Osborne, Natasha. "Fitch Assigns UC Bonds AA+ Rating." *The Daily Californian*. N.p., 18 Feb. 2013. Web. 21 Mar. 2013.

WEB

http://www.oatney.com/endangered_species/

Site with information on endangered species in the Santa Cruz area, maintained by a group of leaders of a variety of local environmental organizations.

<https://www.facebook.com/protectmotherearth>

Facebook page for Santa Cruz Indigenous Solidarity, a group that organizes around anticolonial movements and land-based struggles.

<http://desalalternatives.org/>

Site for the community organization Alternatives to Desalination. Has a large archive of articles with critical perspectives on the proposed desal plant and related issues.

<http://ppc.ucsc.edu/>

UCSC sponsored site for Physical Planning and Construction at UCSC. Contains details of past and present plans for expansion.

<http://mnhc.ucsc.edu/ucscnh/>

UCSC sponsored site with basic information on the natural history of the campus.

<http://ferp.ucsc.edu/>

UCSC sponsored site for the Forest Ecology Research Plot (FERP), a section of protected forest habitat set aside for research and educational projects.

<http://santacruzlafco.org/>

Official site for LAFCO, the group deciding whether or not to extend the City's water service to UCSC's North Campus.

<http://www.cityofsantacruz.com/index.aspx?page=268>

Official site Santa Cruz City Council.

<http://www.cityofsantacruz.com/index.aspx?page=54>

Official Site for Santa Cruz Water Department.

<http://teachtheforest.wordpress.com/>

Anonymously run blog with semi-frequent updates on ongoing efforts to stop expansion into upper campus.

<http://longrangeresistance.org/>

Blog similar to the one previous, with archival information on resistance efforts as far back as the 2007 tree sit.

<http://www.fiatpax.net/uc.html>

Site with information on UC's long-standing relationship with military research projects.



<http://www.indybay.org/uploads/2012/10/09/disorientationguide2012-digital.pdf>

Online copy of the Disorientation Guide, this magazine's parent publication.

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LITERATURE

The Natural History of the UCSC Campus

Sherridan Warwick, 1982

An Unnatural History of the UCSC Campus

Jeff Arnett, 2008

Bury My Heart at Wounded Knee: An

Indian History of the American West

Dee Brown, 2007

The Ohlone Way: Indian Life in the San

Francisco-Monterey Bay Area

Malcolm Margolin, 1978

A Brief History of the University of California

Patricia Pelfrey, 2004





TREEBEARD WANTS YOU TO OPPOSE THE LRDP

"THEY COME WITH FIRE, THEY COME WITH AXES...
BREAKING, HACKING, BURNING.
DESTROYERS AND USURPERS, CURSE THEM!"