



Anth 21:

Race & Racism

Spring 2017

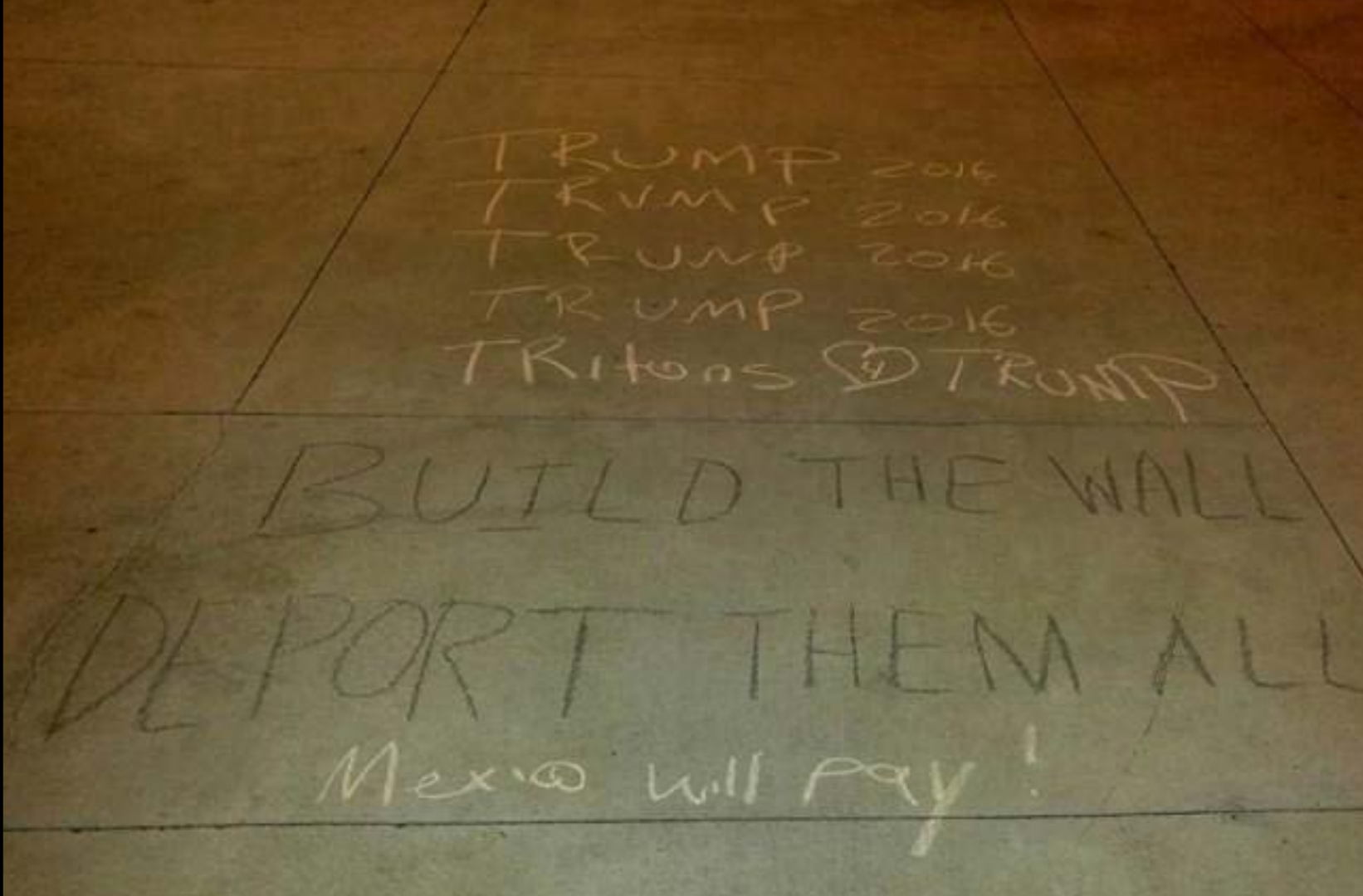
# Tell Us How UC It: A Living Archive

<https://library.ucsd.edu/tellushowucit/>

Cristela Garcia-Spitz, Tamara Rhodes, and Gayatri Singh  
UC San Diego Library



# Context



TRUMP 2016  
TRUMP 2016  
TRUMP 2016  
TRUMP 2016  
TRUMP 2016  
TRITONS @ TRUMP

BUILD THE WALL

DEPORT THEM ALL

Mexico will pay!



Photo by Kirk Wang



# A History

## 1960s – 1980s

\*This timeline consists entirely of direct quotations. Full citations are available at <https://library.ucsd.edu/tellushowcut/>

'60 November 18



### UCSD Officially Established

A handful had dreamed of attending the University of California, La Jolla, the name given this new campus by the Board of Regents in 1959. Eighteen months later, after listening to community debate, the Regents voted to scrap UCLJ for the more inclusive UCSD (Morgan, 2004).

"La Jolla was a place that banned land ownership by Jews or minorities," former Revelle College Provost F. Thomas Bond said. "Putting that together [with] a university system that was largely liberal made for some interesting times" (Nguyen, 2006).

## Turbulent world events spark campus actions . . .

'65 May 6

### UCSD's FIRST DEMONSTRATION

In one of UCSD's historic moments a collection of twenty-five (twenty-five), graduate students and faculty members joined in a demonstration against U.S. military intervention in the Dominican Republic. UCSD's "Advisory and Open Discussion Area" on the upper campus was first put into service as four or so before noon, Thursday, May 6.

Many of the demonstrators carried signs commenting on the situation in the Dominican Republic. Among the slogans used were "Just the marines and fight the world," "Then the end justify the Marines," and "Naples (their Dominican kids)"

### UCSD's First Demonstration



### COMMENTS ON A DEMONSTRATION

In, the midst, one of UCSD's earliest moments twenty-five (twenty-five), graduate students and faculty members, by joining, together in a new demonstration, made complete fools of us and their school. The demonstration against US military intervention in the Dominican Republic accomplished for one thing—a lot of publicity. The demonstrators got the attention they've been working and a few liberal and conservative officials were given their chance to respond some wonderful advice.

Let's do a little thinking. If the little boys and girls must demonstrate, then at least demonstrate for the right cause. But, unfortunately, cause has little to do with demonstrations. It's about a new slogan meant to be heard for its violence and faculty who have nothing better to do in college. "If at first you don't succeed, demonstrate!"

Robert Ralston

'68 April 5

### UCSD Mourns Death of Dr. King

The assassination of Dr. Martin Luther King had a deep and profound effect upon members of the UCSD academic community.

Chancellor Galbraith held an official commemorative service on the grassy knoll behind the library at noon. This was followed later in the day by a march into La Jolla and a demonstration at City Hall in San Diego, where a series of recommendations were presented.



## 1990s

'91 October



### UCSD's First Diversity Conference

The first diversity conference was held at UCSD in 1991. It was a landmark event that brought together students, faculty, and staff to discuss issues of diversity and inclusion.

### An ongoing struggle for diversity & inclusion

'92

February

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## 1990s

### Racing diversity & building community...



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## 2000s

September 26

September 26

September 26

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September 26

September 26

Photo by Kirk Wang

# "Current" Perspectives



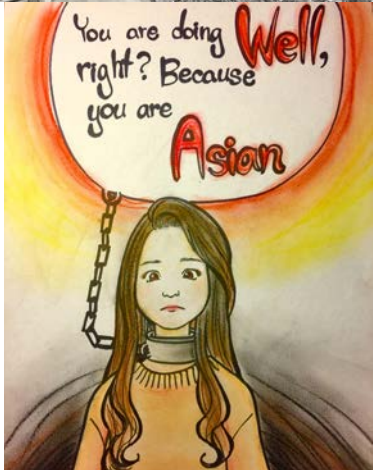
"They"

By Cleo Nettles

They try to place me in a box  
 They try to tell me their thoughts  
 They try to get me to see it their way  
 They try to tell me what to say  
 They try to make me less than,  
 But not by words, but by  
 Passive aggressive acts, man.  
 They scream Trump this, Trump that  
 Trying to go back to wearing KKK hats  
 They don't want brown  
 They don't want black  
 They don't want anything that's not...

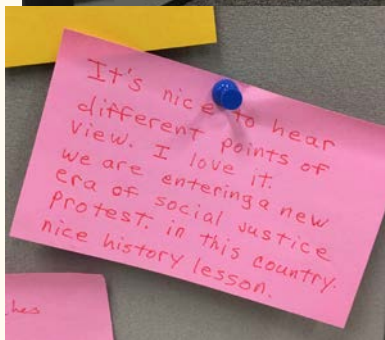
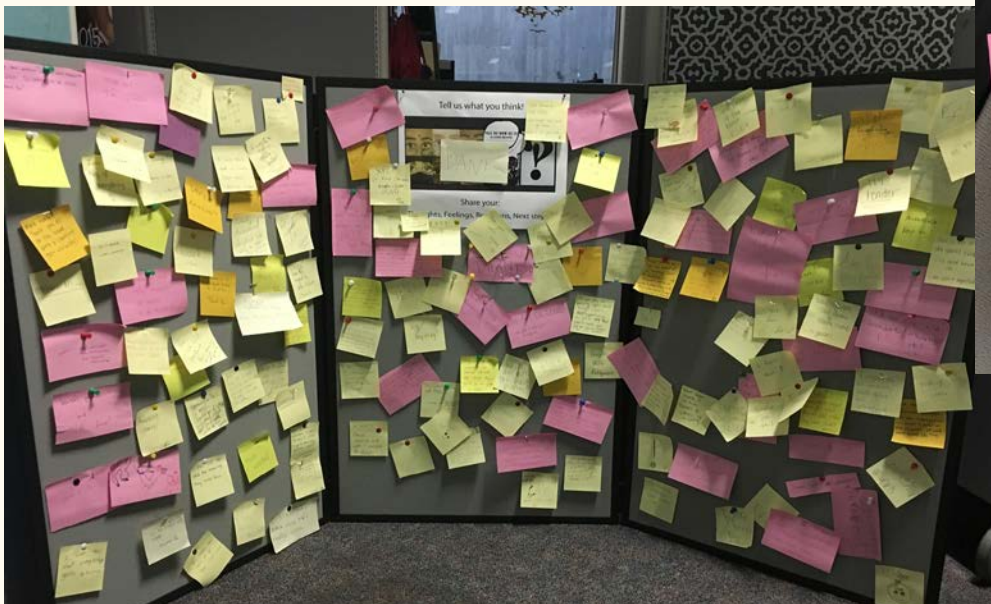
Never mind, scratch that.

They remind me that I am not like them,  
 They write it in chalk as if I actually care about, them.  
 Black, Brown, Yellow, Green  
 No matter what you say your words don't have mean-ing  
 You can try to be passive  
 You can try to make me quit  
 But we ARE the majority

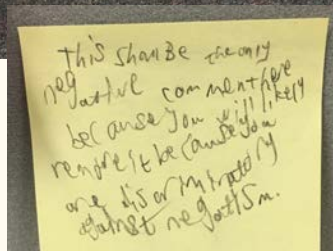




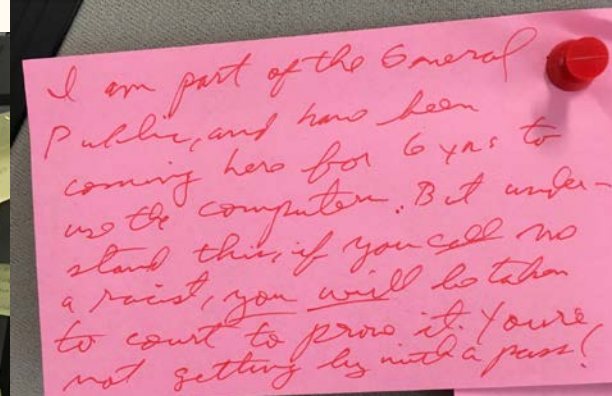
# Real-time feedback



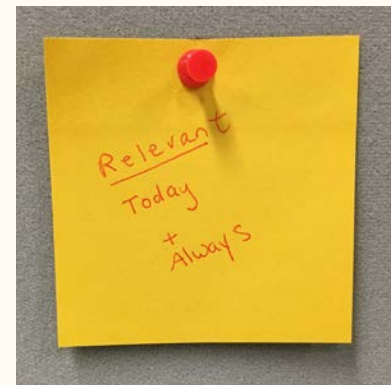
It's nice to hear different points of view. I love it. We are entering a new era of social justice protest in this country. Nice history lesson.



This shall be the only negative comment here because you will likely remove it because you are discriminatory against negatism [sic].



I am part of the General Public, and have been coming here for 6 yrs to use the computer. But understand this, if you call me a racist, you will be taken to court to prove it. You're not getting by with a pass!



Relevant  
Today + Always



Glad we're engaging in these conversations. This exhibit needs more visibility. Love to all & have a great day - ur local chicana



# Compton Cookout





# A History

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## 1990s

'91 October Diversity Committee on Campus  
Majority Committee on Campus  
UCSD's Diversity Committee was established in 1991 to address the needs of diverse students and faculty. The committee's first report, "Diversity: A Vision for the Future," was published in 1992. It outlined a plan for creating a more inclusive campus environment.

### An ongoing struggle for diversity & inclusion

'92 February 14 Intimate Community  
The Intimate Community was established in 1992 to provide a safe and supportive environment for students and faculty who are members of the LGBTQ+ community. The community's first meeting was held in 1993.

March 14 March 14  
The March 14 event was a demonstration in support of the LGBTQ+ community. It was held in front of the UCSD library and drew a large crowd of students and faculty.

'92 May 14 May 14  
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'93 May 18 May 18  
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## 1990s

### Racing diversity & building community...

May 14 May 14  
The May 14 event was a demonstration in support of the LGBTQ+ community. It was held in front of the UCSD library and drew a large crowd of students and faculty.

October 14 October 14  
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November 14 November 14  
The November 14 event was a demonstration in support of the LGBTQ+ community. It was held in front of the UCSD library and drew a large crowd of students and faculty.

The Prison School of UCSD  
The Prison School of UCSD was established in 1993 to provide a safe and supportive environment for students and faculty who are members of the LGBTQ+ community.

while fostering the best possible working & learning environment

Principles of Community  
The Principles of Community were established in 1993 to provide a safe and supportive environment for students and faculty who are members of the LGBTQ+ community.

## 2000s

September 26 September 26  
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Photo by Kirk Wang

# 1960s-1980s



## UCSD Senior, 23, Dies After Setting Himself Afire

George Wayne Jr., 23, a senior at UCSD, died early yesterday of burns, 49 hours after he set himself on fire in opposition to the war in Southeast Asia.

Wayne died at 3:30 a.m. in Scripps Memorial Hospital, where he was taken Sunday afternoon. He had third and fourth degree burns over 50 per cent of his body.

Wayne doused himself with kerosene on Revelle Plaza about 4 p.m. Sunday and ignited it. He carried a sign reading "It's the name of God, and the war."

Friends said Wayne was withdrawn and upset after receiving his draft notice a few weeks ago. He was to receive his degree in ancient history in June.

**MEMORIAL SERVICE**

Faculty and students at UCSD held a brief memorial service yesterday on Revelle Plaza and flowers marked the place where Wayne set himself afire. Chancellor William McGee delivered a



GEORGE WAYNE JR.  
... arrived another day  
peak with Dr. Gabriel Jackson,  
a history professor at UCSD.

Let's Prayer until he died. His father told reporters Sunday night that his son had told him "he would see us in Heaven."

"He was a spiritual, highly opinionated person who acted on his principles," said Patrick Chompton, 21, who had known Wayne several years and was a student with him at UCSD.

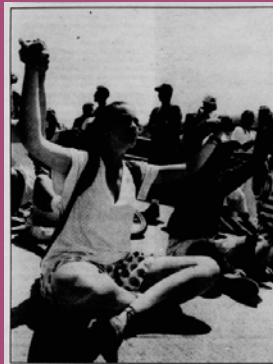
Chompton said Wayne told him at the hospital that he did not want to be made a political martyr.

Wayne was "brought up in a military atmosphere and had respect for it," his mother said. She said he was once turned down for the U.S. Naval Academy because he was overqualified in one way.

He attended the Colorado School of Mines where he was recognized as an outstanding student in the Reserve Officer Training Corps, she said.

**TRANSFER STUDENT**

# 1990s



These two students were among the demonstrators who flooded in to a Friday afternoon, blocking traffic and demanding a meeting with Chancellor Richard Altkorn.

## Chancellor Complies With Two Demands After I-5 is Occupied

## UCSD Students Protest Verdict In Police Beating

■ Action against acquittal takes demonstrations into the streets

By Eric Schmidt and Sheryl Waldorf  
Associate News Editors  
and Francisco DelReal  
Staff Writer

### INSIDE...

#### Loss of Focus

The acquittal of four Los Angeles police officers accused of using excessive force against Rodney King was outrageous, but no more outrageous than the violence which followed. People have every right to voice their indignation at this verdict. Indeed, they should. But the voices of the truly outraged have been closely stifled by thugs and opportunists with their own, distinctly different agendas. None, as the flames die down and order is restored, is in one for all people to begin the process of restoration, regardless of the color of their skin. PAGE 4

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# 2010s

Facebook | RAGEnts Presents: Compton Cook Out

http://www.facebook.com/event.php?id=344076439337

Facebook | RAGEnts Presents: Co... Center for Student Involvement: S... (Unread) Yahoo! Mail, concerned...

facebook

RAGEnts Presents: Compton Cook Out

Type: Party + Holiday Party  
Network: Global

Start Time: Monday, February 15, 2010 at 1:00pm  
End Time: Tuesday, February 16, 2010 at 12:00am  
Location: regents

Description

February marks a very important month in American society. No, I'm not referring to Valentine's day or Presidents day. I'm talking about Black History month. As a time to celebrate and in hopes of showing respect, the Regents commends students to come out to our Compton Cook Out.

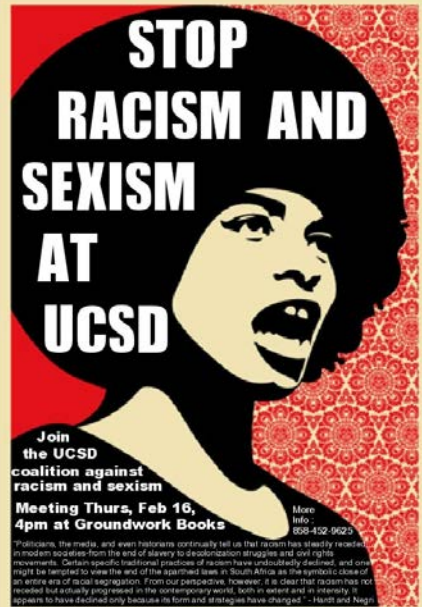
For guys: I expect all males to be rockin' acceptable, anything (FUBU, iCicks, Rock stunner shades, \$9.50 hats, Tatts, etc.

For girls: For those of you who are unflinching, start fights and drama, and wear and expensive couture. They also have in bad colors, such as purple or bright. They look and act similar to Shenayna, waving their finger in your face, Chetto make up for it, by forming new words, using other types of vulgarities, and making other angry noises, grunts, and "The objective is for all you lovely ladies qualities throughout the day.

Several of the regents condos will be to house and experience the various elem

We will be serving 40's, Kegs of Natty, color purple, chicken, cooldae, and of self before we break ya self, keep stupa remembernd- or not.

Photos



# 2016-





# Context

TRUMP 2016  
TRUMP 2016  
TRUMP 2016  
TRUMP 2016  
TRITONS @ TRUMP

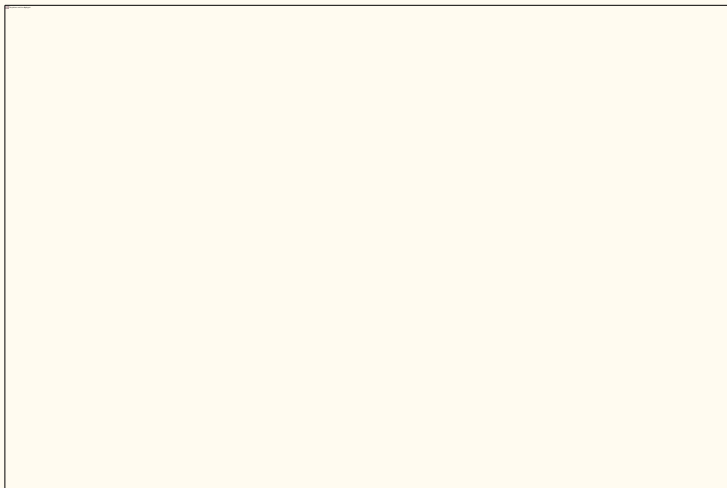
BUILD THE WALL

DEPORT THEM ALL

Mexico will pay!



# Context



May 2016, Comm Playground pop-up installation



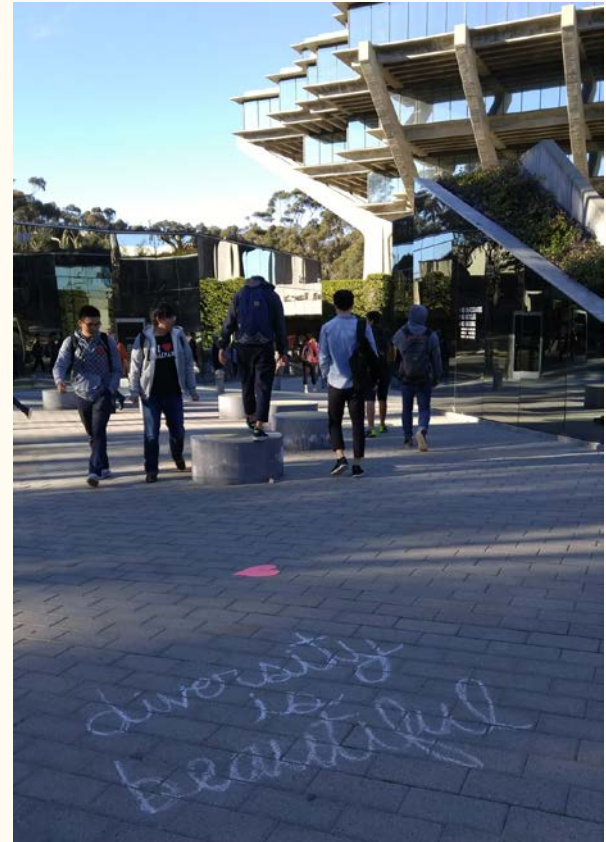
November 2016, Screenshot from 10News



# Context



November 2016, positive chalk messages



# Context

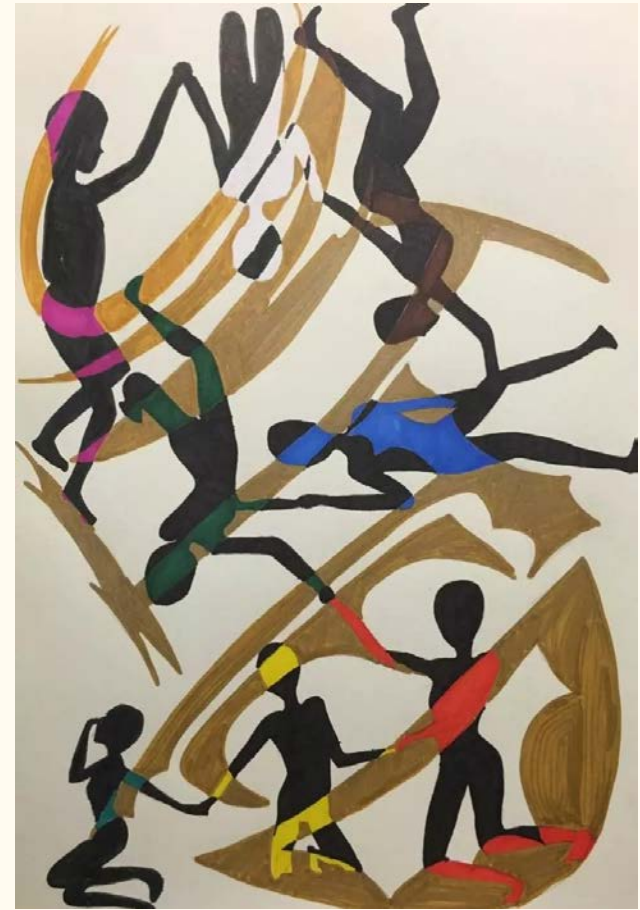


January 2017, Protest and march against the "Muslim ban" executive order

# Process of Archiving

“Archival records appear no longer as impartial or neutral carriers of facts. The archival record is complex, problematic. It represents power relationships in society, both in the events, persons, and ideas memorialized in the documents themselves and in the process of how they are selected for preservation and validation within archival repositories.”

-Randall C. Jimerson, *Archives Power* (2009)



Wenjia Shen, “United,” *Tell Us How UC It: A Living Archive* ,  
<https://library.ucsd.edu/tellushowucit/items/show/2104>.



# Not all stories are being told. What is your story?

Activity - Discuss in small groups & write on post-it note:

- What would you want future students to know about how you are experiencing this current political era?

Allie Pai, "Reach," *Tell Us How UC It: A Living Archive*  
<https://library.ucsd.edu/tellushowucit/items/show/1953>.



# Thank you. Questions?

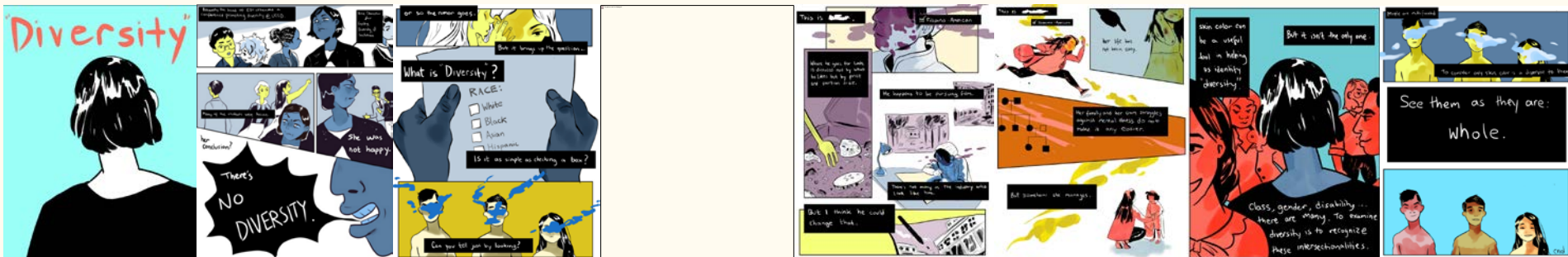
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cgarciaspitz@ucsd.edu

Tamara Rhodes  
tlrhodes@ucsd.edu

Gayatri Singh  
gasingh@ucsd.edu

[www.library.ucsd.edu/tellushowucit](http://www.library.ucsd.edu/tellushowucit)

Anonymous, “Diversity,” *Tell Us How UC It: A Living Archive*, <https://library.ucsd.edu/tellushowucit/items/show/2000>.





# Tell Us How UC It:

A Living Archive

<https://library.ucsd.edu/tellushowucit/>

Cristela Garcia-Spitz, Tamara Rhodes, and Gayatri Singh  
UC San Diego Library

Thank you for inviting us to your classroom.

We'll introduce ourselves in a second, but we wanted to start by talking about the classroom space today. The class is called Race & Racism, so you probably already has this conversation at the beginning of the quarter! We wanted to remind everyone to help us create a respectful and inclusive environment. Lean into your discomfort. Your voice and experiences are valued, so if you normally don't speak a lot in class, find the courage to speak. And if you tend to speak a lot in class, try to practice active listening a little more.

Now we'd like to introduce ourselves not only to share a little bit of ourselves with you but to also provide a little context to why these issues and this project are important to us.

My name is Gayatr Singh. I'm indian-american. My parents immigrated here in the late 60s/early 70s from India, so I was born in San Diego, and we are settlers on this land. I went to a community college before transferring to UC Irvine and getting my degree in history and women studies. I went out to North Carolina to get my graduate degree, and then came back to California where I worked in the libraries at UC Irvine, UC Riverside, before coming back to San Diego. I've been at UCSD for about 10 years. I help manage our research services, so you might have seen me at one of the desks in Geisel, and I'm also the librarian that supports the Communication Department.

I'm Cristela Garcia-Spitz and I'm Mexican-American. My mother's side was from Germany and immigrated here in the late 1800s. My father's side was from Mexico and came here in

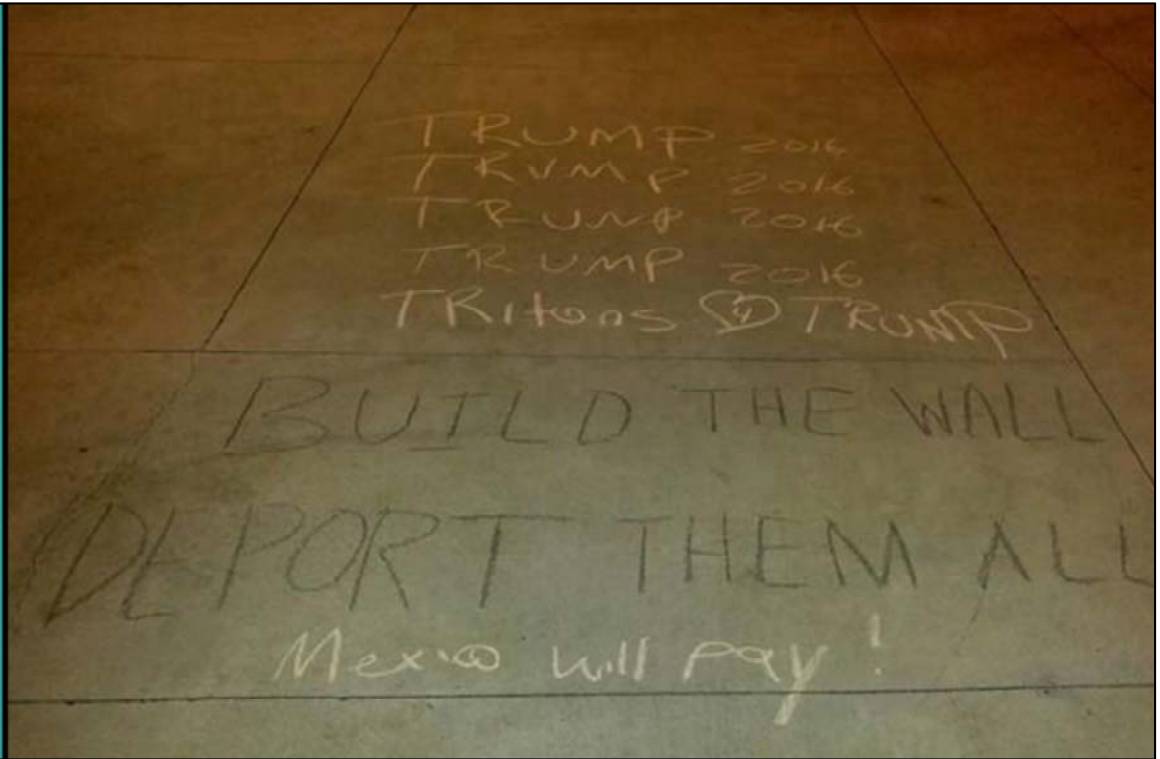
the 1930s. I was born and raised in South Texas. I went to a magnet high school in the Rio Grande Valley which provided a path to College. I did my undergraduate degree in Anthropology at Tulane University in New Orleans, and my graduate degree at the University of Pittsburgh in Library & Information Science. I've worked at Carnegie Mellon University and Princeton University as a Librarian and Archivist before coming here to UC San Diego to work in the Digital Library Development Program. I collaborate across areas of the library, campus, and community to create content for our Digital Collections website. I also recently became Curator of our Melanesian Archive, which consists of collections primarily from Anthropologists that work in the Pacific Islands.

I'm Tamara Rhodes. I am Black. American. I grew up in a military family, so I've lived all over the US, but primarily in the South. I went to high school in a place that had the underground nickname of Colonial "Whites", I got my Bachelor's in Sociology from an all women's private school where I was one of few people of color, then I got my Master's in Library Science from an HBCU where my degree was paid for with scholarships trying to increase the number of minorities in librarianship. I have been a librarian for 4 years, 2 in NC and coming up on 2 years here at UCSD, where I am currently the only Black librarian. I am a subject librarian for Psychology, cognitive science, human development, and linguistics.

Today we're going to discuss our project "Tell Us How UC It: A Living Archive" and share our experience with the project and the subject matter of racist and discriminatory events that have happened on this campus and what that means

1. Compton Cookout
2. Past events
3. Trump Chalkings
4. Archiving these events and how to find information
5. Going forward

# Context



Images: <https://www.facebook.com/events/509510175906322/>

In April 2016, right in the middle of the presidential campaign, like many other campuses, a number of Trump Chalkings appeared on the UCSD campus in multiple places, one of them near Raza Resource Centro, our Chicano campus community center.

As a response, the Black Graduate Student Association and the Graduate Student Association co-hosted a Race Relations Town Hall, which got us thinking about how we can support our community in this moment.

Living Archive idea:

- Published paper referencing The New School and their Occupy Wall Street living archive

Rhodes, T. (2014). A living, breathing revolution: How libraries can use 'living archives' to support, engage, and document social movements. *IFLA*, 40(1), 5-10

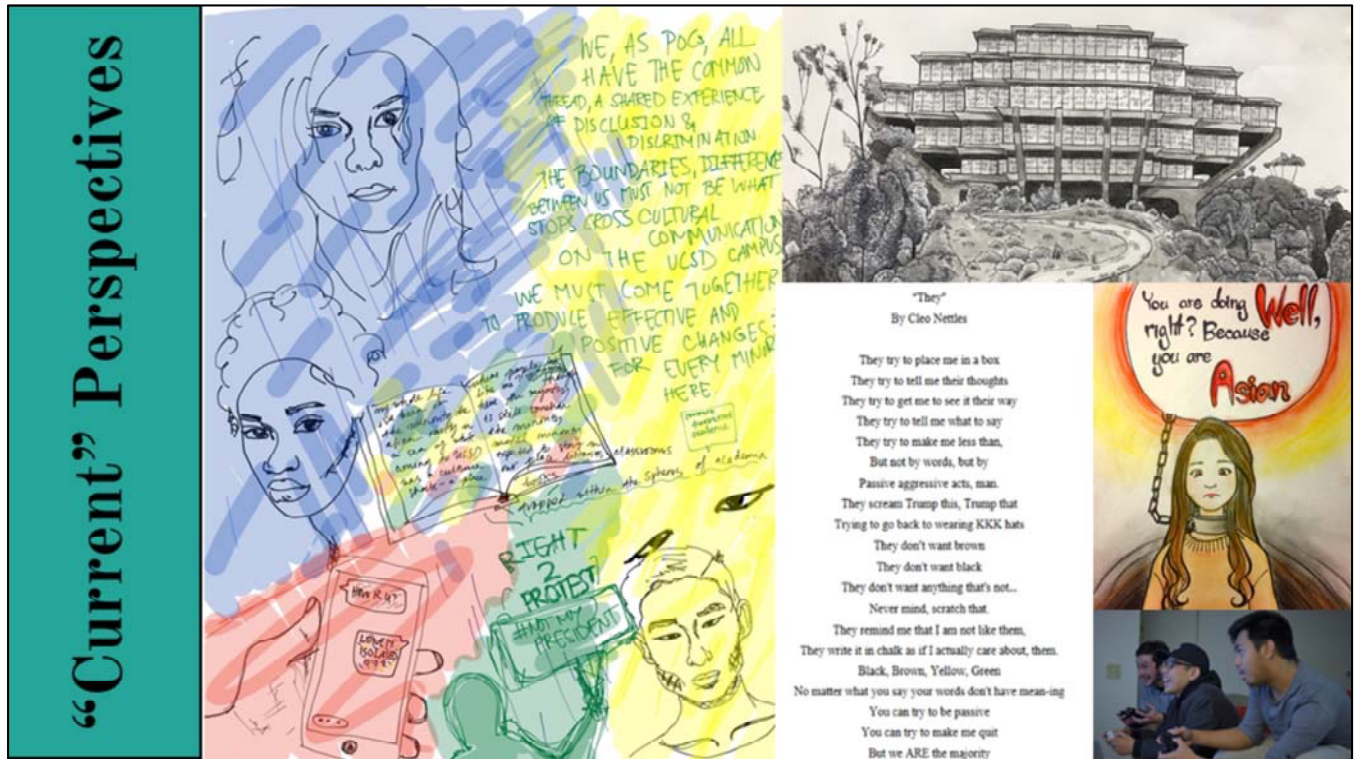


Photo by Kirk Wang

- Purpose: use The New School format for the inclusion of past and historical narratives with present sentiment in the form of creative expression, and then capture up-to-the-minute feedback and commentary. A way for libraries to bridge formats to where all is collected and presented together to establish a particular narrative.
  - A history
  - Student Perspectives
  - Real-time feedback
- Perfect for UCSD's climate: forgotten history, live current sentiment due to ongoing present events that related to the forgotten history

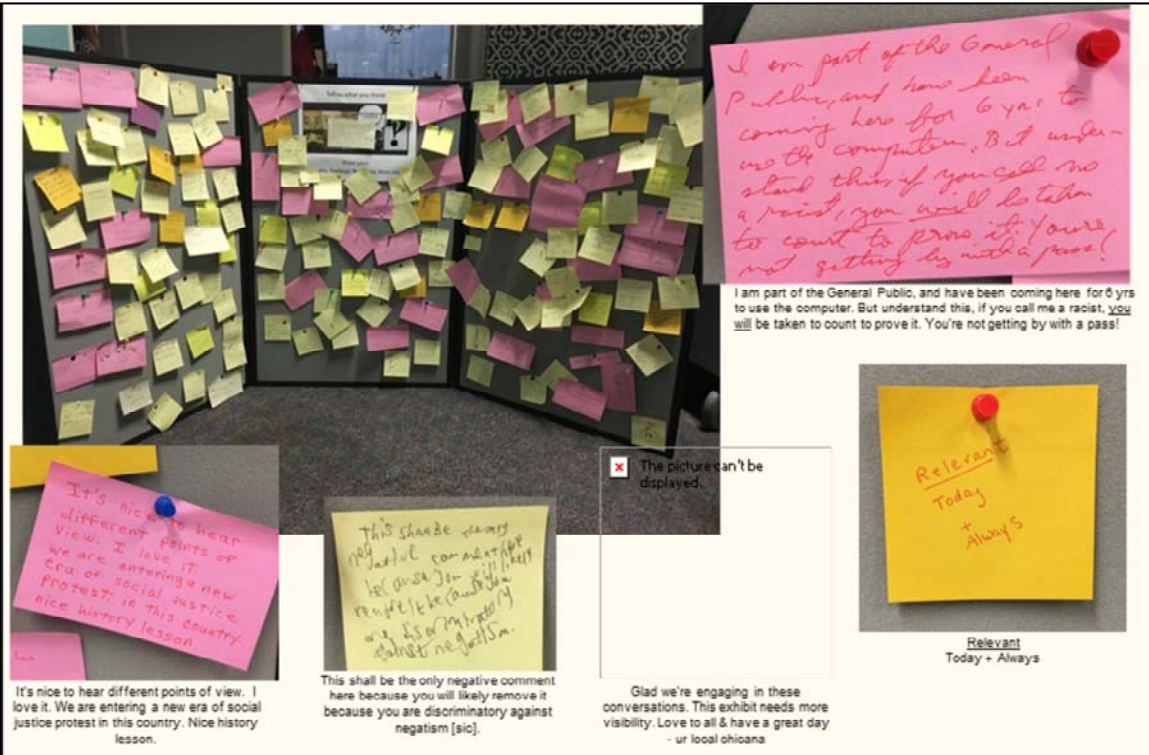


1. A history
  - a. Scope: by decades beginning when UCSD was formed in 1960
  - b. How was it collected - process
    - i. Asked around about key moments and a natural narrative formed around student activism - cycle was revealed
    - ii. Made decision to only use direct quotes
    - iii. Tried to establish balance between changes that happened as a result of activism - students and university



1. "Current" perspectives
  - a. Scope
    - i. "Campus climate at UCSD" - had to discuss and manage language used for the topic
    - ii. How they were collected
      1. Submission process
        - a. Jotform- submits to dropbox
        - b. License agreements
        - c. Marketing - where solicited submissions
          - i. Community centers (newsletters and paper flyers)
          - ii. Residence halls for all 6 colleges; transfer residence hall
          - iii. Library homepage and physical signs
          - iv. BGSA
        - d. Class collaboration

# Real-time feedback



1. Real-time feedback
  - a. Scope
    - i. As long as it was related to the exhibit, no censoring
  - b. How it was collected
    - i. Range of comments - positive and want a wider reach for exhibit, sparked conversations and educated; negative comment regarding idea of racism; negative toward assumption that university will censor any negative comments
    - ii. Took pictures of all post-its and put up online with transcriptions

# Compton Cookout



<https://www.youtube.com/watch?v=Ho4o9lb90Os>



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Since the beginning, race has played a role in University's history.

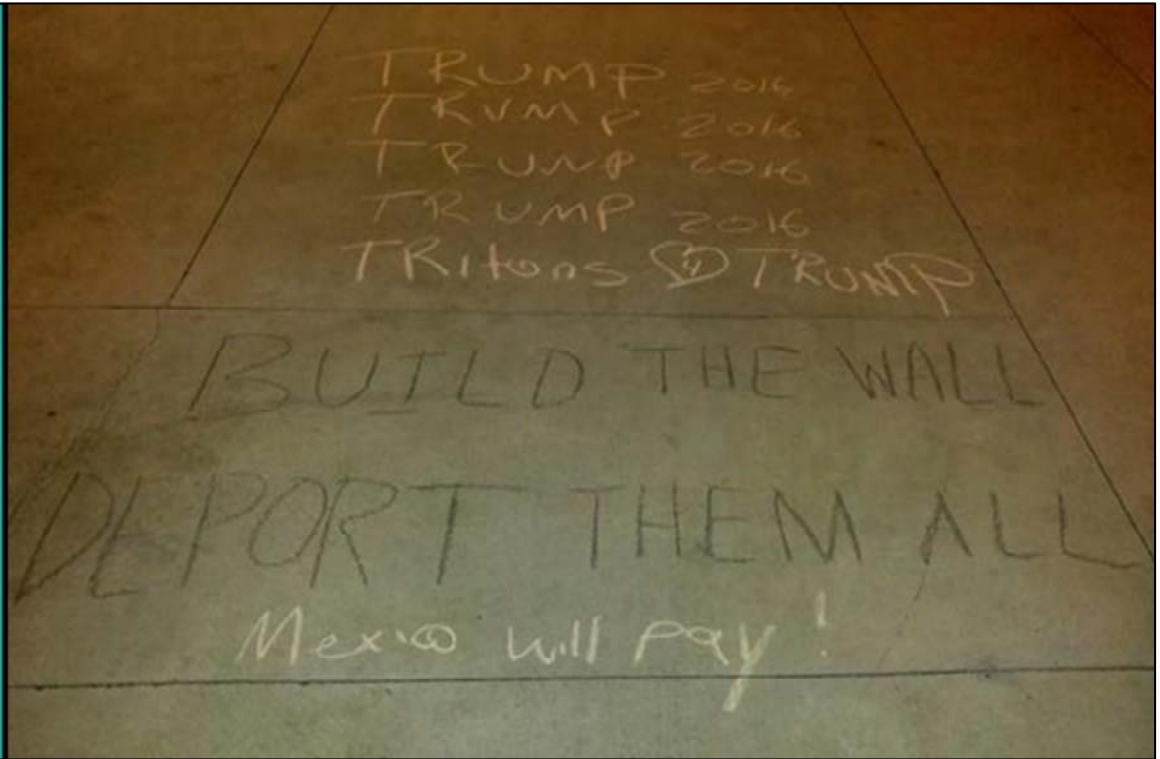
- Location: in La Jolla, far from certain communities in San Diego
- First protests on U.S. Military intervention in other countries
- Height of the Civil Rights movement, death of Martin Luther King, through the Reagan Era
- Locally, naming of Third College, student proposed Lumumba-Zapata, rejected and later became Thurgood Marshall College

90s

- Race - institutionalized: ending of Affirmative Action in admission and hiring practices
- Also see creation of Cross-Cultural Center and Women's Center

Cyclical: start to see patterns, e.g. demonstration 1992 after Rodney King verdict students walked out onto Interstate 5, also saw this again after Ferguson verdict in 2014 and after the election last year; points of conflict and how that then become policy or manifests in memorials, murals or centers on campus

# Context



Going back to the Trump chalkings we mentioned earlier. I want you to take a minute and try and think back to April 2016. Does anyone remember coming across the messages? If not, here's an example one. Take a minute to think about your reaction. Now find someone sitting next to you and share your thoughts-- think about the message, your reaction, the reaction of the campus community, etc. Regroup-- does anyone want to share with the whole class

There were various reactions. The campus administration reaffirmed its commitment to equity, diversity, and inclusion. There were discussions about what constitutes free speech.

# Context

The picture can't be displayed.

May 2016, Comm Playground pop-up installation



November 2016. Screenshot from 10News

One of the advantages to being faculty/staff is that we are on campus for longer than 4-5 year chunks. Sometimes that helps us see patterns emerging over long periods. Earlier we talked about the Compton Cookout and the activism it inspired. We also wanted to highlight some of the reactions that may have been inspired by the chalkings, or at least by the current climate...

- a. May 2016-- Comm Playground-- created a popup, collective installation about howUCracism both on campus and beyond.
- b. November 2016-- Students protested the night of the election and marched out to the freeway

# Context



November 2016, positive chalk messages



November 2016 -- reclaiming space, positive chalk messages

# Context



January 2017, Protest and march against the "Muslim ban" executive order

January 2017-- students, including the Muslim Student Association, organized a protest against the executive order that essentially was banning muslims from traveling to this country

Noticing coalition building --- message goes beyond focusing on one group, but looking at broader issues. If the government comes after one of us, they come after all of us.

# Process of Archiving

“Archival records appear no longer as impartial or neutral carriers of facts. The archival record is complex, problematic. It represents power relationships in society, both in the events, persons, and ideas memorialized in the documents themselves and in the process of how they are selected for preservation and validation within archival repositories.”

-Randall C. Jimerson, *Archives Power* (2009)



Wenjia Shen, “United.” *Tell Us How UC It: A Living Archive*.  
<https://library.ucsd.edu/tellushowucit/items/show/2104>.

Jimerson, Randall C. 2009. *Archives power: memory, accountability, and social justice*. Chicago: Society of American Archivists. p212.

Process of archiving is not neutral. Make choices about what is kept and what becomes historic record.

This project doesn't offer entire narrative. We made an effort to survey the past. Primarily used news sources and some of the documents in the Library's Special Collections & Archives. And we had to make choices and we're limited by

Not necessarily all the stories of all people – ex: Japanese students that were attacked, one line and nothing else; lack of information about certain populations

## Not all stories are being told. What is your story?

Activity - Discuss in small groups & write on post-it note:

- What would you want future students to know about how you are experiencing this current political era?

Allie Pai, "Reach," *Tell Us How UC It: A Living Archive*  
<https://library.ucsd.edu/tellushowucit/items/show/1953>.



If time, discuss

# Thank you. Questions?

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[www.library.ucsd.edu/tellushowucit](http://www.library.ucsd.edu/tellushowucit)

Anonymous, "Diversity," *Tell Us How UC It: A Living Archive*, <https://library.ucsd.edu/tellushowucit/items/show/2000>.

