

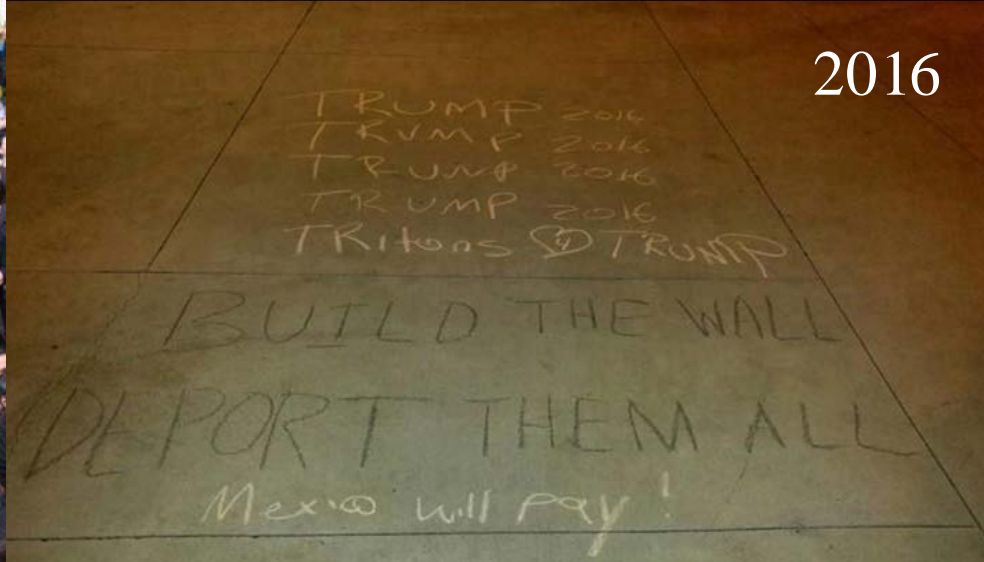


Co-Creators of Campus Climate

ANTH 21: Race and Racisms
Winter 2020

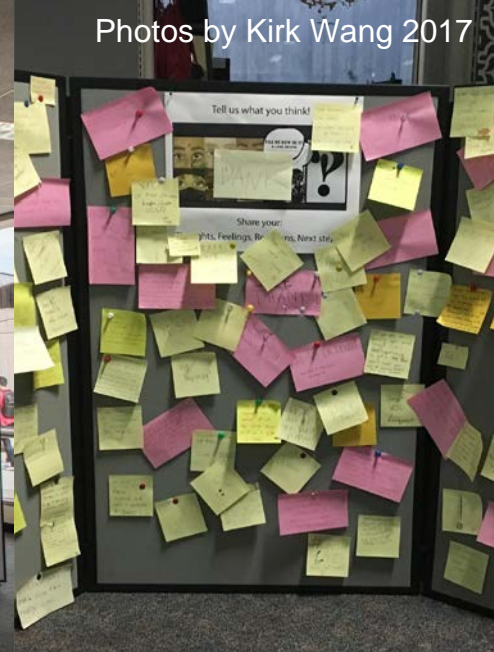
Cristela Garcia-Spitz & Tamara Rhodes
UC San Diego Library
March 5, 2020

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



Living Archive = collect and present materials for the expression, exhibition, documentation, and preservation of a sentiment or movement in a particular community.

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



**Historical
Narrative**

**Current Reflections:
Student Perspectives**

**Real-time
Feedback**



HOME

OUR STORY

OTHER PROJECTS

To foster and contextualize conversations regarding incidents targeting specific underrepresented groups on our campus, the UC San Diego Library created a living archive.

It is an alternative way to highlight awareness, provide a space for dialogue, preserve and document the events related to student activism at UC San Diego.

The living archive began with the *Tell Us How UC It* project.

You can begin by viewing OUR STORY above, which has a description of the project, or view each section individually below.

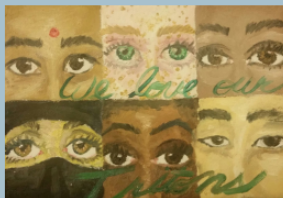
A HISTORY



Presents events and incidents from UC San Diego's history (and in some cases, history in general) that affected the campus climate for students in such a way that they were compelled to act or react.

[VIEW TIMELINE](#)

STUDENT PERSPECTIVES



Creative works by students, during the time of the project, that offer an in-the-moment expression of community sentiments and experiences.

[VIEW CREATIVE WORK](#)

EXHIBIT FEEDBACK



In-the-moment feedback about the exhibit or movement as a whole, whereby preserving real-time responses allows reflections of the past to converge with vital expressions of current sentiment.

[VIEW FEEDBACK](#)

THE PHYSICAL EXHIBIT



Images of the original temporary exhibit, video of the panel event of former student activists who still work on campus, and materials from the subsequent workshop, From Crisis to Change: How to Organize for Action.

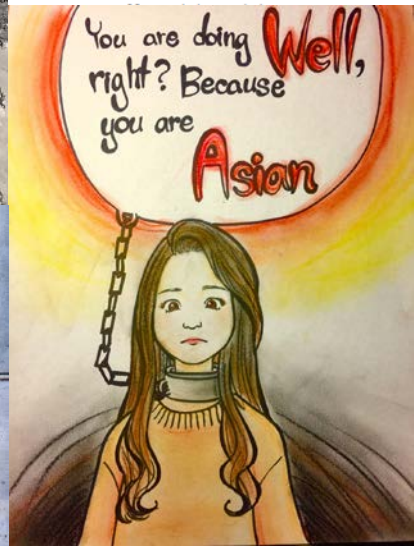
[VIEW THE EXHIBIT](#)

Student 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...



library.ucsd.edu/dc/collection/bb8844662t

Search Digital Collections

Search Digital Collections

Search Digital Collections

Collections >

Tell Us How UC It: A Living Archive

About this collection

- Tell Us How UC It: Course Curriculum and Events
- Tell Us How UC It: Exhibit 2017
- Tell Us How UC It: History of Student Activism Timeline

Extent
322 digital objects.

Description
Over the past decade, there have been a number of incidents on the UC San Diego campus targeting specific underrepresented groups. These recurring events affect ALL students, underrepresented or not, and demonstrate the need for a conversation about the way students experience UCSD's campus climate. To facilitate this conversation, the UC San Diego Library created "Tell Us How UC It: A Living Archive" as an alternative way to highlight awareness, provide a space for dialogue, preserve and document the events related to student activism at UC San Diego.

A "living archive" collects and presents materials in a way that allows for the expression, exhibition, documentation, and preservation of a sentiment or movement in a particular community. The UC San Diego Library Tell Us How UC It living archive consists of three parts:

- A History:** Historical artifacts and accounts documenting the progression of a movement
- Student Perspectives:** Creative works by current members of a community that offer an in-the-moment expression of community sentiments and experiences and exhibited in the library
- Exhibit Feedback:** In-the-moment feedback about the exhibit or movement as a whole, whereby preserving real-time responses allows reflections of the past to converge with vital expressions of current sentiment.



View Collection Items

Search this collection

Previous 2 of 3 results Next

CAT3: Art of the Protest Class Exercise

Component 1 of 131

CAT3: Art of the Protest Full Board

Last Modified
2019-12-20

Download file Embed

- Collection
- Tell Us How UC It: Course Curriculum and Events

Description
On Friday, June 2, 2017, members of the Tell Us How UC It project team presented to a CAT3 Sixth College writing program course titled: Art of the Protest: Cultural Production, Protest, & Technologies of Change.

As described in its syllabus, "This writing and communication course will focus on the rhetoric, technology, and art of American protest, with special attention understanding the role of technology (from the printing press to twitter) in civil disobedience. This course insists on the importance of historical memory, asking how the history of American protests aids in and informs the formation of contemporary movements, demanding that we all think about how we

- Components
- CAT3: Art of the Protest Full Board
 - CAT3: Art of the Protest Full Board 2
 - CAT3: Art of the Protest Response 1
 - CAT3: Art of the Protest Response 2
 - CAT3: Art of the Protest Response 3
 - CAT3: Art of the Protest Response 4
 - CAT3: Art of the Protest Response 5
 - CAT3: Art of the Protest Response 6
 - CAT3: Art of the Protest Response 7
 - CAT3: Art of the Protest Response 8
 - CAT3: Art of the Protest Response 9
 - CAT3: Art of the Protest Response 10
 - CAT3: Art of the Protest Response 11
 - CAT3: Art of the Protest Response 12
 - CAT3: Art of the Protest Response 13
 - CAT3: Art of the Protest Response 14
 - CAT3: Art of the Protest Response 15
 - CAT3: Art of the Protest Response 16
 - CAT3: Art of the Protest Response 17
 - CAT3: Art of the Protest Response 18
 - CAT3: Art of the Protest

Previous 2 of 3 results Next

CAT3: Art of the Protest Class Exercise

Component 8 of 131

CAT3: Art of the Protest Response 6

Last Modified
2019-12-20

Description
Helper (underlined)
* Participate in Protests
* Post / Share events on social media

Note
Post-it Note Response

Download file Embed

- Collection
- Tell Us How UC It: Course Curriculum and Events

- Components
- CAT3: Art of the Protest Full Board
 - CAT3: Art of the Protest Full Board 2
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 - CAT3: Art of the Protest Response 13
 - CAT3: Art of the Protest Response 14
 - CAT3: Art of the Protest Response 15
 - CAT3: Art of the Protest Response 16
 - CAT3: Art of the Protest Response 17
 - CAT3: Art of the Protest Response 18
 - CAT3: Art of the Protest

Patterns of History



What?

- World or National events
- Local or campus events or incidents

Why?

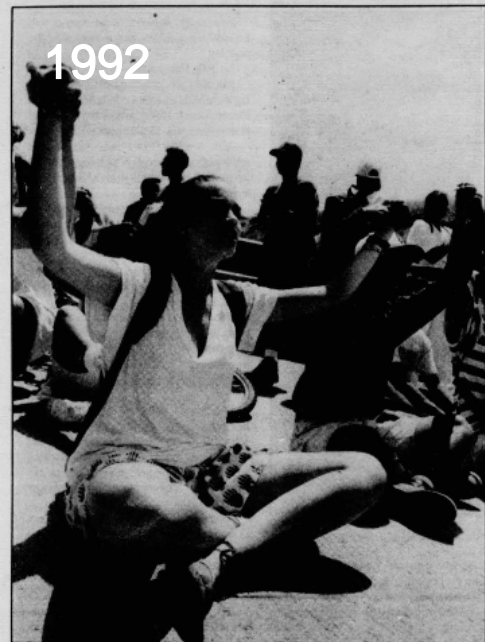
- Take a stand or make their voices heard
- Request for direct action

How?

- Sit-ins/Takeovers
- Conferences/Education
- Demands/Resolutions
- Demonstrations/marches

Patterns of History

1992



UCSD Students Protest Verdict In Police Beating

■ Action against acquittal takes demonstrations into the streets

By Eric Schmidt and Sheryl Wolcott
Associate News Editors
and Francisco DeVries
Staff Writer

An integrated group of UCSD students and faculty gathered at several emotionally-charged rallies and protests for three days following the acquittal of four police officers charged in the beating of motorist Rodney King last week.

Protests included the obstruction of Interstate 5 and a La Jolla intersection, a march to the San Diego Federal Building on Saturday and rallies on the Main Gym steps Thursday and Friday.

Protests began with a Thursday noon rally at the gym steps which led to a march on the Price Center, the UCSD police station and Chancellor Richard Atkinson's office.

Students blocked traffic at the La Jolla Village Drive-Villa La Jolla intersection for nearly two hours in protest after a meeting of the African-American Student Union (AASU) that

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 slowly stifled by thugs and opportunists with their own, distinctly different agendas. Now, as the flames die down and order is restored, it is time for all people to begin the process of restoration, regardless of the color of their skin / PAGE 4

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Chancellor Complies With Two Demands After I-5 is Occupied

Don McCowell/Guardian

These two students were among the demonstrators who flooded on to I-5 Friday afternoon, blocking traffic and demanding a meeting with Chancellor Richard Atkinson.

2016



UC San Diego police said about 500 students took to the streets early Wednesday to protest Donald Trump's election victory. (Thomas Gui)

By DAVID HERNANDEZ NOV. 9, 2016 | 1:35 AM

At least 500 UC San Diego students marched through the La Jolla campus and onto Interstate 5 early Wednesday to protest Donald Trump's presidential victory.



May 1970



Feb 2010

Sit-in/ Takeover

Apr 1982

Civil Rights Conference Convenes at UCSD

We Shall Overcome: A Retrospective on the Civil Rights Movement of the 1960's was the theme of an historic conference which took place Friday, April 16 and Saturday, April 17, 1982, at University of California, San Diego's Sumner Auditorium. The Conference, the first of its kind at UCSD, assembled a wide array of notables who made contributions to the civil rights movement and the Black nationalist struggle of the sixties, along with other academics whose research has probed it to the history of that time period. Among them were Kenneth B. Clark, Professor Emeritus of Psychology at City University of New York, who was a principal architect of the NAACP legal brief in *Brown vs. Board of Education*, and Harry Edwards, Associate Professor of Sociology at UC Berkeley, who organized the Olympic boycott of the 1968 games by Black athletes.

Dr. David L. Lewis, one of the principal organizers of the conference, along with Professor Michael E. Parisih, both of the UCSD History Department,

1960's". The panelists were Harry Edwards and William McGill, former chancellor at UCSD, 1968-1970. Edwards, the author of *The Revolt of the Black Athlete*, noted that sports act as a form of cultural identity for society. Sports is not an activity isolated from the rest of society, but rather intertwined with society, and it reflects the

sport teams. The Black athlete is exploited at the college and professional level. Ninety percent of the Black professional athletes do not get a degree in college and once their playing days are over, they have no marketable skills, hence they wind up back in the streets—poor. He pointed out that only 2 percent of Black college varsity players make it in the professional ranks. The media promotes a false image of



Clayborne Carson speaks at Civil Rights Conference

Oct 1991

Diversity, Commonalities and Dialogue Women's Conference to Convene at UCSD

by Molly McKay

The UC-wide Women's Conference, to be held at UCSD on October 25-27, is the product of an undergraduate thought group formed this summer to read and discuss the cutting edge of feminist thought on the topic of "Women of Color". The group was made up of a diverse group of women from a variety of ethnic and class backgrounds. The common goal was to come up with a conference which could best integrate the

Education

Demands/ Resolutions

A.S. passes anti-hate resolution Council promises to work to prevent hate crimes



STATE OF EMERGENCY: THE UCSD BLACK STUDENT UNION ADDRESS
Response needed by March 4th, 2010

To:
UC San Diego Chancellor Marye Anne Fox
Vice Chancellors: Penny Ruse, Paul Drake, and Gary Matthews
Associate Vice Chancellors: Ed Spriggs, Gary Ratcliff
Chief Diversity Officers: Dr. Sandra Daley and Glynda Davis

Feb 2010

Protests/ Marches

UCSD Students Protest Verdict In Police Beating

■ Action against
acquittal takes
demonstrations
into the streets

By Eric Schmidt and Sheryl Wolcott
Associate News Editors
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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 slowly stifled by thugs and opportunists.

May 1992



Nov 2016





Lumumba-Zapata Coalition, 1969-1972

BSU Demands/Chicano Legacy Mural, 2010-2011



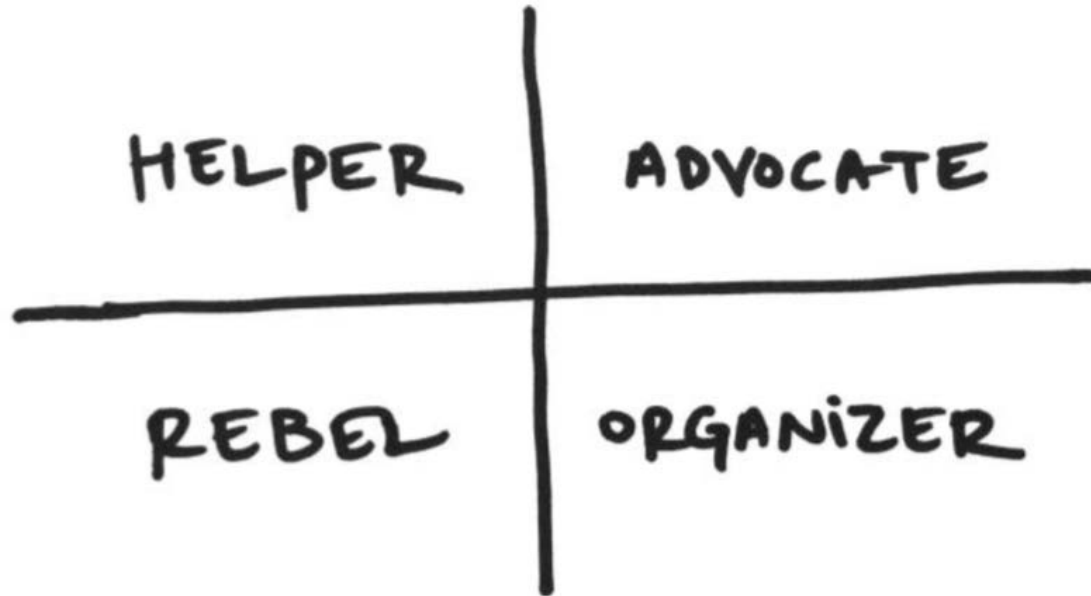
Co-creators of campus climate



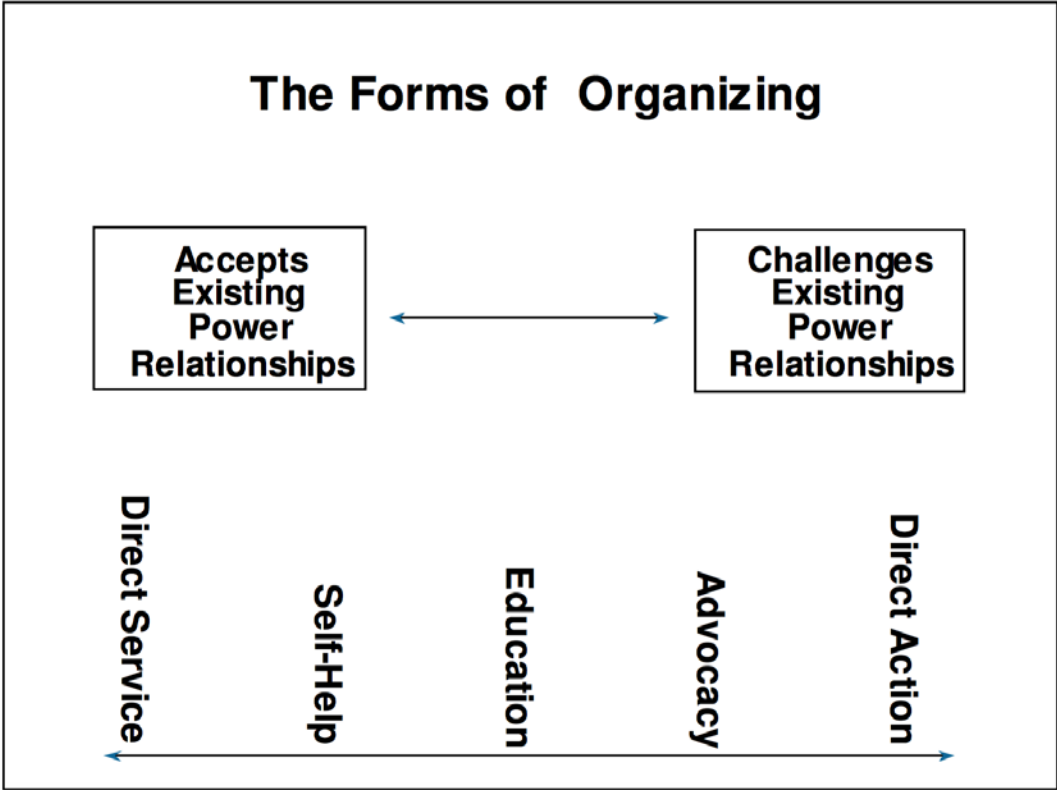
Left to right: Cristela Garcia-Spitz, Gayatri Singh, Tamara Rhodes, & Rachel Myers

Other collaborators: Liaison to campus community centers • Rights Analyst • Library IT Services • Special Collections & Archives • Campus activists & other community members

Roles in Social Change



Patricia Arroyos, Organizing 101, May 10, 2017. Tell Us How UC
It, <https://library.ucsd.edu/dc/object/bb7342954v>



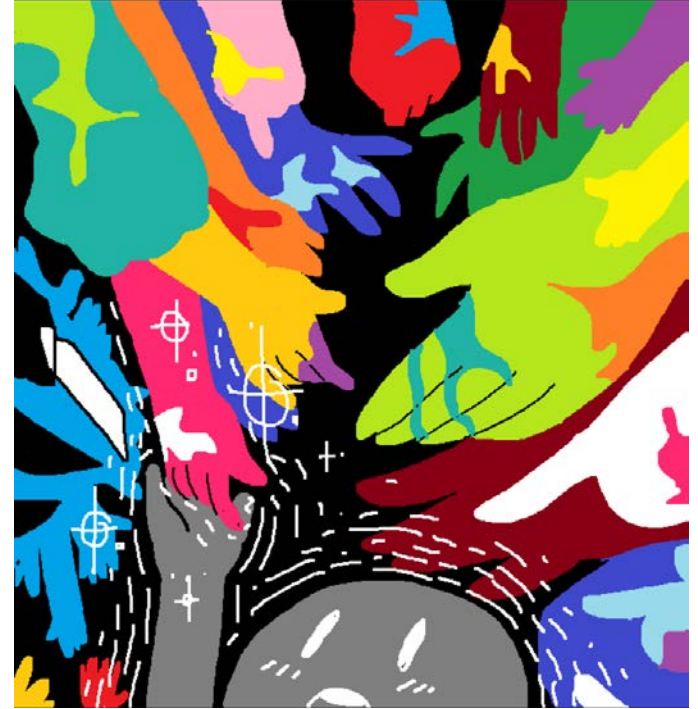
Patricia Arroyos, Organizing 101, May 10, 2017. Tell Us How UC It, <https://library.ucsd.edu/dc/object/bb7342954v>

Activity

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

How are we co-creators of
climate on campus?

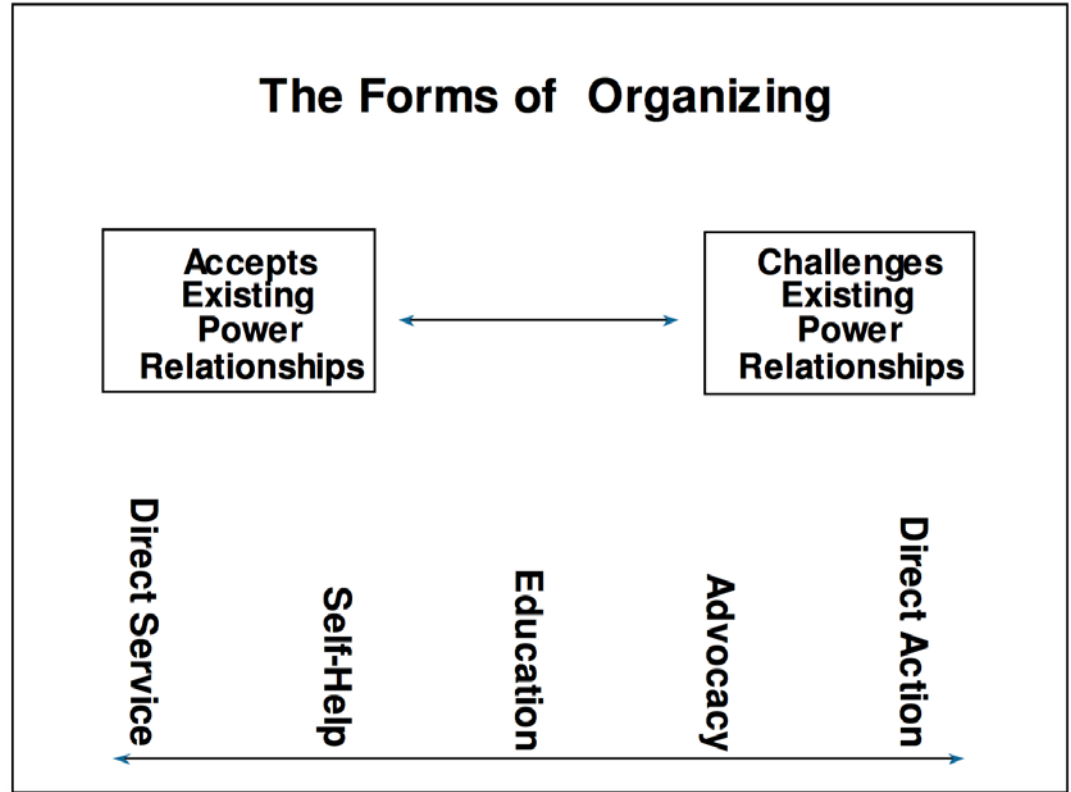
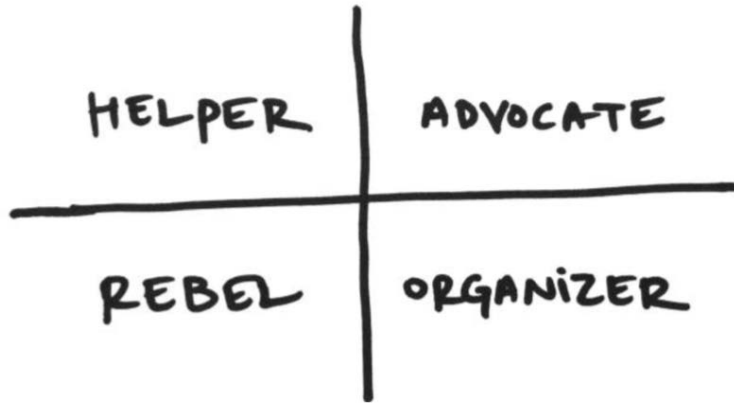
What campus events or
narratives are we
connected to?



Allie Pai, "Reach," *Tell Us How UC It: A Living Archive*
<https://library.ucsd.edu/dc/object/bb33497596>.

How are we co-creators of climate on campus?

What campus events or narratives are we connected to?



Thank you. Questions?

Cristela Garcia-Spitz
cgarciaspitz@ucsd.edu

Tamara Rhodes
tlrhodes@ucsd.edu

www.library.ucsd.edu/tellushowucit

Anonymous, "Diversity," *Tell Us How UC It: A Living Archive*, <https://library.ucsd.edu/dc/object/bb4578442g>.





Co-Creators of Campus Climate

ANTH 21: Race and Racisms
Winter 2020

Cristela Garcia-Spitz & Tamara Rhodes
UC San Diego Library
March 5, 2020

TELL US HOW UC IT
a living archive

Join the conversation

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

Thank you for having me here today to engage in this conversation with you all. My collaborator on the project Tamara couldn't make it today.

I'll be presenting on the Tell Us How UC It project. Start with an overview, then focus on the history, and finish with an activity.

I'm hoping that our project can help provide some context on how race has played a factor on this college campus and push you to think about what makes you co-creators of our campus climate.

Another important aspect is in thinking about the past as the present. Events, feelings, outcomes from the past don't get left there. They have a very real place in what is happening on our campus today and it's important to know the impact in order to learn from that history and shape how we move forward.

Represented "Forgotten history" - nature of college campus within a few years memory for students fades

Image credits:

- Students walk out of the UCSD administration's teach-in on February 24, 2010. A majority of the students in attendance left the official teach-in, and gathered together outside of Price Center to have their own teach-in. (Photo

by: Jessica Plautz) <https://www.kpbs.org/news/2010/feb/24/ucsd-minority-students-walk-out-teach/>

- Brianna Alderman, "One and the Same," *Tell Us How UC It: A Living Archive*, accessed April 26, 2019, <https://library.ucsd.edu/tellushowucit/items/show/2037>.
- Valerie Saiag, "Interrobang," *Tell Us How UC It: A Living Archive*, accessed April 26, 2019, <https://library.ucsd.edu/tellushowucit/items/show/2102>.



Living Archive = collect and present materials for the expression, exhibition, documentation, and preservation of a sentiment or movement in a particular community.

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

Tell Us How UC It: A Living Archive is a grassroots project created in 2016 by four librarians at the UC San Diego Library. The inspiration for creating the project came from students who shared their concerns during the Graduate Student Association (GSA) and Black Graduate Student Association (BGSA) Race Relations Town Hall in April 2016. The goal of Tell Us How UC It is to create a space for UC San Diego students to share their own stories and opinions about life on campus.

By connecting the voices of current students with the history of UC San Diego, this archive offers a living and ever-growing narrative of student feelings about the campus climate and pivotal moments when, in the face of challenges, they've come together to lead change.

- Context: 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 Chicana- Latinx 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, in the Library, can support our community in this moment.
- It was not the first time the campus was hit with racist incidents. In 2010, there were escalating racist incidents surrounding a fraternity party designated the Compton Cookout, which made national news and prompted a federal

investigation.

- One of our team members, Tamara Rhodes had previously published an article discussing how libraries can create “living archives” to support social movements in their communities. A “living archive” collects and presents materials in a way that allows for the expression, exhibition, documentation, and preservation of a sentiment or movement in a particular community.

Images:

<http://triton.news/2017/02/compton-cookout-day-party-remembered-not/>

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



**Historical
Narrative**

**Current Reflections:
Student Perspectives**

**Real-time
Feedback**

- Purpose: use The New School format (Occupy Wall Street movement) 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.
- We used this format to gather materials from the past and the present and presented them together in order to visually make a comparison.

The living archive format has 3 parts:

- A history - Timeline by decade: highlight major events regarding student activism throughout UCSD's history; focus not just on moments of conflict but also progress (creation of cultural centers, Principles of Community); used direct quotes from Student Newspapers
- "Current perspectives" through creative work
- Real-time feedback (on the theme, timeline, exhibit) solicited during exhibits

This is the format we take for our full-fledged exhibits, but for our one-off exhibits that we're doing for trainings and classes, it consists of the timeline and we create a targeted/themed prompt for folks to comment on by way of gathering both current perspectives and real-time feedback.

As we began to dig into the history, it became clear to focus the living archive on student activism.

- Perfect for UCSD's climate: forgotten history, live current sentiment due to ongoing present events that related to the forgotten history

*To foster and contextualize conversations regarding incidents targeting specific underrepresented groups on our campus, the UC San Diego Library created a living archive.
It is an alternative way to highlight awareness, provide a space for dialogue, preserve and document the events related to student activism at UC San Diego.*

The living archive began with the *Tell Us How UC It* project.

You can begin by viewing OUR STORY above, which has a description of the project, or view each section individually below.

A HISTORY



Presents events and incidents from UC San Diego's history (and in some cases, history in general) that affected the campus climate for students in such a way that they were compelled to act or react.

[VIEW TIMELINE](#)

STUDENT PERSPECTIVES



Creative works by students, during the time of the project, that offer an in-the-moment expression of community sentiments and experiences.

[VIEW CREATIVE WORK](#)

EXHIBIT FEEDBACK



In-the-moment feedback about the exhibit or movement as a whole, whereby preserving real-time responses allows reflections of the past to converge with vital expressions of current sentiment.

[VIEW FEEDBACK](#)

THE PHYSICAL EXHIBIT



Images of the original temporary exhibit, video of the panel event of former student activists who still work on campus, and materials from the subsequent workshop, From Crisis to Change: How to Organize for Action.

[VIEW THE EXHIBIT](#)

We're currently working on revamping our website, but the content is available online.

<https://library.ucsd.edu/dc/collection/bb8844662t>

Student Perspectives



Student voice have limited representation in our University Archives; exists in student newspapers but limited in structure/format (just quotes)

Value and importance of student perspectives; some anonymous, amazing range of voices and creativity

If you have a chance, check out our online collection to see more of the student work. It will give you an idea of the complex feelings of the students.

Images:

- Kim Luong, "UC Socially Divided?," *Tell Us How UC It: A Living Archive*, accessed April 26, 2019, <https://library.ucsd.edu/tellushowucit/items/show/2071>.
- Kaitlyn Ritchey, "Mixed Messages," *Tell Us How UC It: A Living Archive*, accessed April 26, 2019, <https://library.ucsd.edu/tellushowucit/items/show/2067>.
- Connie Mach, "That One Library," *Tell Us How UC It: A Living Archive*, accessed April 26, 2019, <https://library.ucsd.edu/tellushowucit/items/show/2043>.
- Anonymous, "The Asian American Experience," *Tell Us How UC It: A Living Archive*, accessed April 26, 2019, <https://library.ucsd.edu/tellushowucit/items/show/1989>.

library.ucsd.edu/dc/collection/bb8844662t

The screenshot displays the UCSD Library Digital Collections interface. The main header reads 'LIBRARY DIGITAL COLLECTIONS'. Below the header, there are three main sections:

- Left Panel:** Titled 'Tell Us How UC It: A Living Archive About this collection'. It includes a 'Collections' list with items like 'Tell Us How UC It: Course Curriculum and Events', a 'Description' section, and a 'Components' list.
- Center Panel:** Titled 'CAT3: Art of the Protest Class Exercise'. It features a 'Component Viewer' showing a 'CAT3: Art of the Protest Full Board' with a photograph of a chalkboard covered in sticky notes. Below the image is a 'Last Modified' date of 2019-12-20 and a 'Description' section.
- Right Panel:** Titled 'CAT3: Art of the Protest Class Exercise'. It shows a 'Component Viewer' for a 'CAT3: Art of the Protest Response B' with a photograph of a handwritten note that says 'Halter' and 'Part of the protest on social media'. Below the image is a 'Last Modified' date of 2019-12-20 and a 'Description' section.

The interface includes search bars, navigation buttons like 'Previous' and 'Next', and a 'Components' sidebar on the right side of the center and right panels.

We're currently working on revamping our website, but the content is available online.

<https://library.ucsd.edu/dc/collection/bb8844662t>

Patterns of History



What?

- World or National events
- Local or campus events or incidents

Why?

- Take a stand or make their voices heard
- Request for direct action

How?

- Sit-ins/Takeovers
- Conferences/Education
- Demands/Resolutions
- Demonstrations/marches

There are patterns in why students organize and how they do it. These are some general observations of the what/why/hows from over the years.

For the Tell Us How UC It Timeline :

- Made decision to only use direct quotes from sources
- Asked around about key moments and a natural narrative formed around student activism - cycle was revealed
- Tried to balance in selecting moments to highlight; ie. not just points of conflict but also reflects some of the resolutions and outcomes as well, e.g. policies or manifests in memorials, murals or centers on campus

Patterns of History



1992

UCSD Students Protest Verdict In Police Beating

■ Action against acquittal takes demonstrations into the streets

By Eric Schmitt and Sheryl Wukitch
Associate News Editor
and Francisco DelVega

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 verdicts of the newly outraged have been slowly stifled by thugs and opportunists with their own, distinctly different agendas. Now, as the flames die down and order is restored, it is time for all people to begin the process of restoration, regardless of the color of their skin / PAGE 4

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These two students were among the demonstrators who flooded on to I-5 Friday afternoon, blocking traffic and demanding a meeting with Chancellor Richard Albion.

Chancellor Complies With Two Demands After I-5 is Occupied



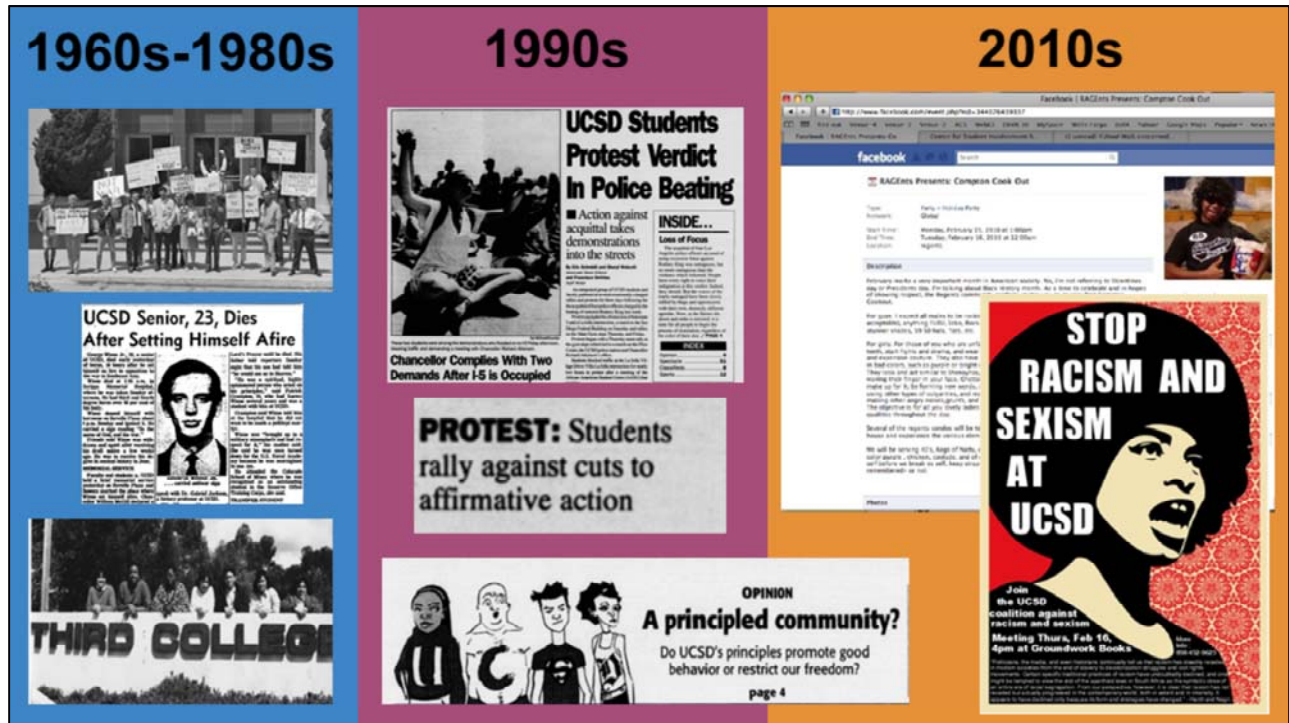
2016

UC San Diego police said about 500 students took to the streets early Wednesday to protest Donald Trump's election victory. (Thomas Gur)

By DAVID HERNANDEZ NOV. 9, 2016 | 1:35 AM

At least 500 UC San Diego students marched through the La Jolla campus and onto Interstate 5 early Wednesday to protest Donald Trump's presidential victory.

Cristela:
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 then we see it again in 2016 as a protest to the Trump election.



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

- Location: in La Jolla, far from certain communities in San Diego
- First protests on campus was related to U.S. Military intervention in other countries (see [first demonstration](#) in 1965 a demonstration against U.S. military intervention in the Dominican Republic)
- Height of the Civil Rights movement (death of Martin Luther King in 1968)
- Move through Vietnam War protests and the Reagan Era
- Locally, naming of Third College, student proposed Lumumba-Zapata, rejected and later became Thurgood Marshall College

90s

- Rodney King verdict protests
- Race - institutionalized: ending of Affirmative Action in admission and hiring practices
- Also see creation of Cross-Cultural Center and Women's Center; Principles of Community

2000s

- "Black winter" 10 years since the Compton Cookout
- Creation of the Inter-tribal Resource Center, Black Resource Center, Raza Resource Centro

Sit-in/ Takeover



May 1970



Feb 2010

Education

Apr 1982

Civil Rights Conference Convenes at UCSD

BY SHAIL CHATTERJEE A Renaissance in the Civil Rights Movement of the 1960's was the flower of an historic movement which took place Friday, April 16 and Saturday, April 17, 1982, at University of California, San Diego's historic Auditorium. The Conference, the first of its kind at UCSD, assembled a wide array of scholars who made contributions to the civil rights movement and the Black renaissance struggle of the century, along with other academic whose research has resulted in the history of that time period. Among them were Kenneth S. Clark, Professor Emeritus of Psychology at City University of New York, who was principal architect of the NANCY report filed in Brown vs. Board of Education, and Harry Edwards, Associate Professor of Sociology at U.C. Berkeley, who organized the Chicago branch of the 1968 party by Black athletes.

Dr. David L. Lewis, one of the principal organizers of the conference, along with William Michael E. Parikh, both of the UCSD, discussed the

1960's. The questions were Harry Edwards and William Michael Parikh, Chancellor at UCSD, 1980-1979.

Edwards, the author of the *Search of the Black Athlete*, noted that sports act as a form of cultural identity for society. Sports is not an activity isolated from the rest of society, but rather, interconnected with society, and it reflects the



Clarence Cannon speaks at Civil Rights Conference

Oct 1991

Diversity, Commonalities and Dialogue Women's Conference to Convene at UCSD

by Molly McKay

The UC-wide Women's Conference, to be held at UCSD on October 25-27, is the product of an undergraduate thought group formed this summer to read and discuss the cutting edge of feminist thought on the topic of "Women of Color". The group was made up of a diverse group of women from a variety of ethnic and class backgrounds. The common goal was to come up with a conference which could best integrate the

Urey Hall Takeover in 1970 for anti-war efforts
Chancellor's Office post compton cookout in 2010

Demands/ Resolutions

A.S. passes anti-hate resolution Council promises to work to prevent hate crimes



Sept 2001



STATE OF EMERGENCY: THE LUNDBLACK STUDENT UNION ADDRESS
Resigned issued by March 4th, 2010

Dr.
U.S. New England Chamber of Commerce
U.S. Chamber of Commerce, Prince Max, Paul Thibault, and Gary Hoffmann
American Youth Commission, Ed Sprague, Gary Ruchel
Chief Executive Officers, Dr. Theodore Dierke and Elizabeth Davis

Feb 2010

Protests/ Marches

UCSD Students Protest Verdict In Police Beating

■ Action against acquittal takes demonstrations into the streets

By Dan Scheraga and Bruce Johnson
The UCSD student body reacted with anger and protest on Monday after a jury acquitted a police officer charged with beating a student.

INSIDE...

Loss of Focus

The student body reacted with anger and protest on Monday after a jury acquitted a police officer charged with beating a student.

May 1992



Oct 2001

Nov 2016





And there are also multiple moments of establishing coalitions for change.

Lumumba-Zapata Coalition - Demands dealing with admission, curriculum, governance, space for Third College
 "Third World college" devoted to the needs and class interests of "students from oppressed social groups," that is, working-class Black students, Chicano students, and white students"
 an admittance guarantee of 35 percent Black and 35 percent Brown students
 Named after Patrice Lumumba, the first Congolese Prime Minister, and Mexican revolutionary Emiliano Zapata, the collective in the '60s and '70s formed as a coalition between the Mexican American Youth Association, known today as Movimiento Estudiantil Chicano de Aztlán and the Black Student Council, now the Black Student Union.

<https://library.ucsd.edu/tellushowucit/items/show/2222>
<http://provost.ucsd.edu/marshall/40th/history/short-history.html>

BSU proposed an original list of 32 demands, also centered around admissions, recruitment, retention, and supported the efforts of different groups. Included making the Chicano Legacy Mural permanent
 Very smart use of history in the present

Waves of Lumumba-Zapata resurgence in 2016
<https://lumumbazapataucsd.com/analysis/>

<http://ucsdguardian.org/2017/01/20/lumumba-zapata-and-the-power-of-sentiment/>

Co-creators of campus climate



Left to right: Cristela Garcia-Spitz, Gayatri Singh, Tamara Rhodes, & Rachel Myers

Other collaborators: Liaison to campus community centers • Rights Analyst • Library IT Services • Special Collections & Archives • Campus activists & other community members

Core working group: diverse backgrounds in different areas of the library, multi-generational, different skills and perspectives

The development of the living archive required the expertise of and collaboration between multiple people and departments in the library and campus community.

What started out as sort of a passion project, not specific to any of our jobs, has grown and evolved into something that factors into our work daily:

- Brought our skills and knowledge into this project
- Thinking critically about whose voices are represented in collections/archives
- Libraries and librarians aren't neutral and can engage in and support social movements in their communities
- We're all apart of the campus culture, active participants, therefore we need to think about how to create a supportive climate, engage and align our work with the community
- Think more holistically

The project has opened up new partnerships and received a lot of great feedback, also brought more awareness and informed the work that we do.

Roles in Social Change

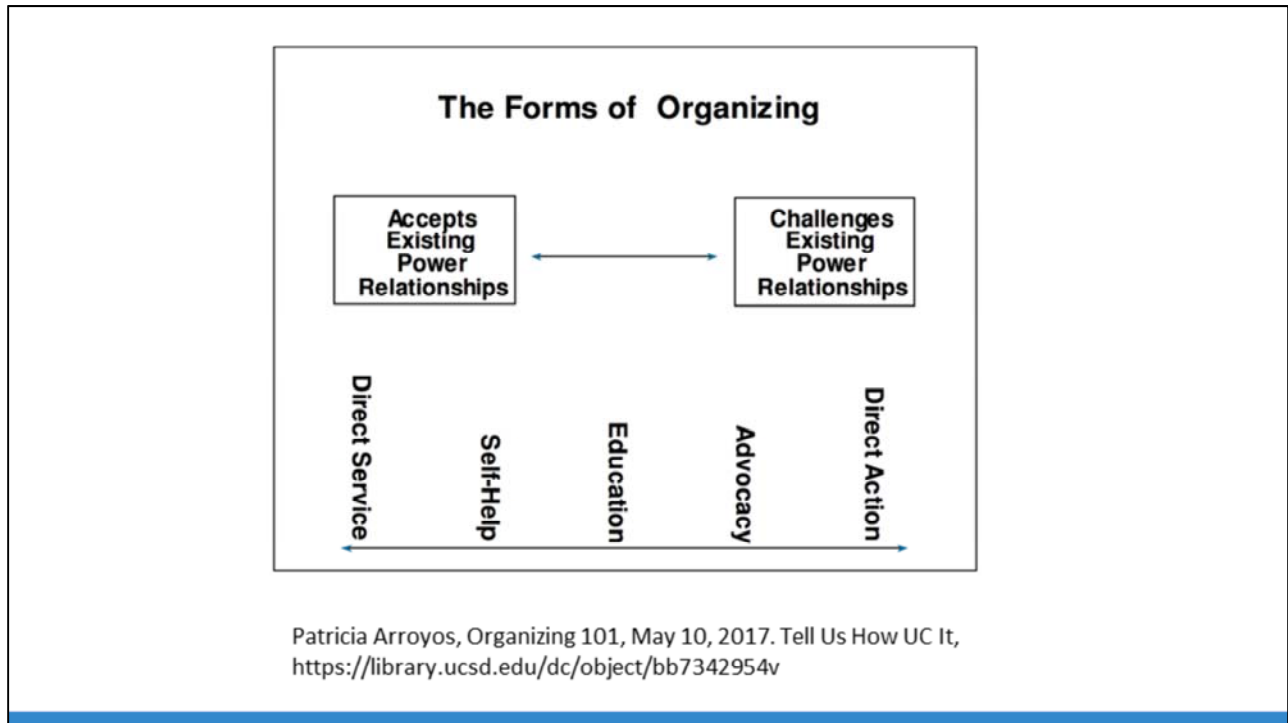


Patricia Arroyos, Organizing 101, May 10, 2017. Tell Us How UC
It, <https://library.ucsd.edu/dc/object/bb7342954v>

In 2017, the UC San Diego Library organized a workshop titled "From Crisis to Change: How to Organize for Action" in collaboration with the University of California Student Association. It was presented by Patricia Arroyos, UCSA Statewide Organizing Director, and these are parts of her presentation.

Shown here are roles in social change

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Activity

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

How are we co-creators of
climate on campus?

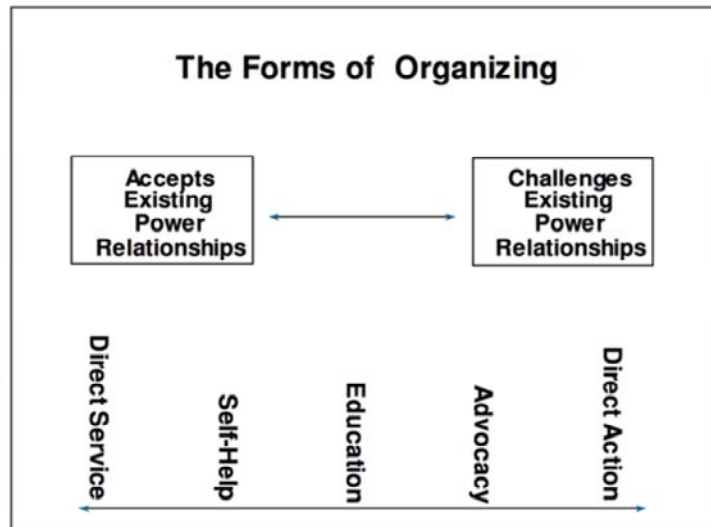
What campus events or
narratives are we
connected to?



Allie Pai, "Reach," *Tell Us How UC It: A Living Archive*
<https://library.ucsd.edu/dc/object/bb33497596>.

How are we co-creators of climate on campus?

What campus events or narratives are we connected to?



Patricia Arroyos, Organizing 101, May 10, 2017. Tell Us How UC It, <https://library.ucsd.edu/dc/object/bb7342954v>

Thank you. Questions?

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www.library.ucsd.edu/tellushowucit

Anonymous, "Diversity," *Tell Us How UC It: A Living Archive*, <https://library.ucsd.edu/dc/object/bb4578442g>.

