Undergraduate Student Advocacy in the University of California System: Toolkit

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Dedication

To the student advocates that have made the University of California system what it is—past, present, and future. To those who have paved the way and for whom you have paved the way for, now and forever.

Thank you for being a light in the world. May I do your legacy justice and treat it with the care it deserves.

Table of Contents

Introduction 3

Toolkit 4

Resources For Starting Advocacy 5

Developing an advocacy plan 5

UC student rights as advocates 7

Communication & Media Toolkit 10

Writing a letter 10

Creating a proposal 10

Publishing in the student newspaper and writing an opinion editorial 12

Creating a petition 14

Auditory advocacy: podcasting and radio 15

Art and advocacy 16

Research and advocacy 17

Communication, social media, & Slacktivism 18

Politics Toolkit 19

Advocacy in student government 19

Strategies for engaging in local politics 22

Public Events Toolkit 23

Protest or rally 23

Sit-in or building occupation 25

Teach-in 25

Team management strategies: excerpts of *Dismantling Racism* 26

Conclusion 30

Acknowledgements 31

Disclosure 32

Appendix 33

Bibliography 61

1. Introduction

The project seeks to evaluate what the barriers to civic engagement are in the University of California system and how those barriers can be lowered to make civic engagement initiatives and projects more successful for all University of California students.

This project is composed of two components: (1) research and (2) resource development. The research component seeks to evaluate and analyze UC student advocacy movements across the UC system by (1) engaging in archival research of previous student advocacy movements and (2) surveying current UC student advocates about their experiences. The resource development component seeks to create a toolkit for UC students to use to assist them in their advocacy efforts and to lower the barriers preventing students from participating in activism. The toolkit development will be informed by the findings of the research component with the intent to provide students equipment and resources in pursuing advocacy on-campus.

It is important to assist students in navigating the public and bureaucratic issues surrounding civic engagement. This project will help students, especially students who lack the privilege to have interacted within bureaucratic structures prior to college, in understanding how to successfully advocate within the structure of the university.

It is the goal of this project to create a handbook with civic engagement and advocacy tools, materials, advice, information on student protections and rights, and legal resources that is freely accessible to all UC undergraduate students. The intended impact is to support students in their advocacy efforts and lower the barriers that prevent students from participating in civic engagement and advocacy activities. The handbook seeks to highlight the importance of student activism and the worth and power of student advocacy efforts.

2. Toolkit

Student activism at University of California campuses is important, powerful, and has undeniably shaped the UCs. This toolkit seeks to support student activists in their efforts to enact change on campus by providing resources, examples, and tips. This is not an exhaustive list; there are many ways to engage in advocacy that may not be included in this toolkit. This toolkit functions as a starting point or general guide for student activists starting out, who are stuck, or otherwise are seeking support or resources.

This toolkit is made with the intent of making student activists successful and to be helpful for advocates in their work. To UC student advocates: thank you for the work you do and for making the UCs a more equitable, just, and accessible educational institution for all.

2.1 Resources For Starting Advocacy

2.1.1 Developing an advocacy plan

Among survey respondents, planning advice was one of the most requested resources for student activists. In addition to the archival research, I reviewed numerous advocacy action plans, including from the American Library Association, National Council for the Social Studies, and the Community Tool Box from the University of Kansas, for example. Upon review, I have identified the following five steps as promising practices for developing a successful advocacy plan.

1. Identify an advocacy goal.

Being interested in advocacy and having an advocacy goal are distinct and separate. You may be interested in environmental advocacy, but you may not have a clear goal for improving environmental outcomes. To identify an advocacy goal is to identify a feasible, focused, and concrete goal that can realistically be achieved and produces measurable results.

2. Determine the key audiences.

Considering the audience is key in determining how to proceed with an advocacy plan. Who are you trying to reach? Your chancellor? The UC Regents? Local politicians? Your Associated Student body? It is important to identify the audience that should be listening to your advocacy to effectively influence them.

In determining the audience, you'll want to think about a few key issues. You should do some research so you can identify what your audience currently knows about your advocacy area of interest, why they may or may not consider this advocacy goal as important to them, what resources or opportunities for collaboration they may be able to contribute, and what potential objections they may have and why. Knowing this information will help you in strategizing how to best build power and influence the audience.

3. Determine the strategies and tactics necessary to carry out the advocacy activity.

Now that you know your audience, you can strategize about the best way to engage them. Determining strategies is the most creative part of advocacy; additionally, there are a lot of historical examples of UC student advocacy, including (but certainly not limited to!): letters, proposals, op-eds, petitions, speeches, art, protests, teach-ins, and occupation. This toolkit will go into detailed examples of each of these forms of advocacy and more, but these are examples of strategies that have been identified and used by UC student advocates to successfully enact change.

In deciding on tactics to carry out your advocacy goal, it will be helpful to identify what resources and community support is also needed. If your strategy is to use a petition, for example, you may decide that you want to have at least 1k signatures to signify community support before introducing the petition to your audience.

Additionally, strategy isn't just about the action taken. Strategy also refers to how the action is taken—we'll refer to this as strategic style. A more confrontational strategic style may involve calling out officials, publishing data, and engaging in civil disobedience. A less confrontational or friendlier strategic style may involve sitting down with officials or writing an open-letter to officials. This isn't to say one style is better than the other; they both can be effective. In determining strategy, strategic style should also be considered by the student advocate.

4. Establish a timeline and delegate responsibility in carrying out the activity.

It is important to have deadlines for your goals to ensure that the work is progressing. You should be able to identify when each action item that is required to complete your advocacy goal and carry out your strategy should be completed. With a timeline in place, you can delegate the work and assign different tasks to other advocates involved in the work.

At the same time, recognize that deadlines are not the end of the road and remember to be flexible. You are a student advocate, which means you're also a student. It's important to give yourself grace. Deadlines are a tool to help you, not to hurt your advocacy efforts.

5. Evaluate whether you have reached your goal.

After carrying out your strategy, you should be able to determine whether your strategy was a success and if your advocacy goal was successfully fulfilled.

If it was, congratulations!

If not, there are a couple of next steps. You can change your advocacy goal, audience, strategy, or timeline. In some cases, this may result in escalation: using a more confrontational strategy style, for example. It may mean trying to reach UC regents as opposed to administrators on your campus. It may be narrowing the scope of your goal to make it more feasible or expanding the timeline to give yourself more time and resources to carry out your strategy.

Ultimately, regardless of what happens, it's important to check the progress of your advocacy and to determine what effect it had. This is relevant for the advocacy goal, but it also helps inform what strategies are effective for future reference.

2.1.2 UC student rights as advocates

It is often unclear to students what their rights are in the advocacy sphere on campus. Can students protest? Counter-protest? Can students hold public events? Can a student engaged in advocacy be punished by the university for their advocacy work? These are important but often unanswered questions. The section seeks to provide clarity on what students rights are in the realm of campus advocacy.

For student advocates, is free speech protected by the First Amendment?
Per UC-wide policy, "The University is committed to assuring that all persons may exercise the constitutionally protected rights of free expression, speech, assembly, and worship."[1] Because the UCs are public universities, they are bound by the Constitution's First Amendment to uphold the right to free speech and provide that protection to students. This right to expression includes the right to protest and counter-protest.[2] Online speech, such as on social media, is equally as protected as verbal speech.[3]

Can the university regulate the free speech of student advocates?
Universities like the UCs may regulate speech under "time, manner, and place" restrictions, which are restrictions created to ensure "that speech occurs in a way that does not disrupt the campus's educational mission or endanger public safety."[4] For example, a reasonable "time" restriction may be that amplified sound at an event is not permitted during the week of finals. Thus, while free speech is protected, it may be subjected to time, manner, and place restrictions.

For student advocates, is civil disobedience protected by the First Amendment?
Civil disobedience, however, is not protected by the Constitution and, therefore, engaging in civil disobedience can potentially lead to consequences at your university. The free speech guidelines at UC Davis state that, "Civil disobedience may have a negative effect on the protected interests of others and may interfere with University business or threaten public safety or University assets, in ways that require the University to act to protect those other interests."[5] This means there are ways in which protests can become unlawful if they infringe upon the rights of others or create a public danger.

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1 Eric Heng, "Policies Applying to Campus Activities, Organizations and Students (PACAOS) 30.00 POLICY on SPEECH and ADVOCACY," 2004, https://policy.ucop.edu/doc/2710523/PACAOS-30.

2 "Frequently Asked Questions," Free Speech, September 25, 2017, https://www.berkeley.edu/free-speech/faq/

3 "Learn," Student Expression, June 20, 2018, https://studentexpression.ucdavis.edu/learn.

4 "Frequently Asked Questions."

5 "Learn."

What are considered "unlawful forms" of protest?
Intentionally obstructing authorized activity, blocking pathways, trespassing, disrupting classrooms/labs/study areas, using signs indoors, and threats of violence or actual violence can all be considered as unlawful forms of protest, which may be sanctioned by your university.[6]

The purpose of this section is to lay out what are protected student rights and are not protected student rights at UC campuses. However, it's important to note that UC students in the past have engaged in these forms of unlawful protest in their advocacy; members of the Black Student Union at UC Santa Barbara did a building takeover ("trespassed") to advocate for the creation of an ethnic studies department.[7]

For student advocates, are chalking or other forms of physical and demonstrative protest protected by the First Amendment?
The guidelines on chalking, "symbolic structures", and other physical and demonstrative postings vary by campus. Some campuses have designated areas where "symbolic structures" are permitted to be displayed by students; for example, UC Davis permits symbolic structures to be displayed in the Quad.[8] Below is a table with each campus, each campus's specific resource on student speech and expression, and UC systemwide resources. For more information, please visit your campus's resource and the systemwide resources.

6 "PROTESTS & DEMONSTRATIONS DO EXERCISE YOUR RIGHT to PEACEFULLY ASSEMBLE DO VOICE YOUR OPINION WHILE RESPECTING the RIGHTS of OTHERS DO ENGAGE in THOUGHTFUL and CONSTRUCTIVE DISCOURSE," accessed June 27, 2023, https://freespeechcenter.universityofcalifornia.edu/wp-content/uploads/2021/05/Protest-Do-Dont.pdf.

7 "North Hall Takeover – A.S. Living History Project," livinghistory.as.ucsb.edu, n.d., https://livinghistory.as.ucsb.edu/2019/10/09/ofab/.

8 "Learn."

Campus	Resources on Student Free Speech and Expression
Berkeley	https://freespeech.berkeley.edu/
Davis	https://studentexpression.ucdavis.edu
Irvine	https://freespeech.uci.edu/
UCLA	https://equity.ucla.edu/know/freedom-of-speech/
Merced	https://legalaffairs.ucmerced.edu/free-speech
Riverside	https://freespeech.ucr.edu/
Santa Barbara	https://www.sa.ucsb.edu/resources/ucsb-student's-first-amendment-rights
Santa Cruz	https://freespeech.ucsc.edu/
San Diego	https://freespeech.ucsd.edu/
UC System	https://policy.ucop.edu/doc/2710523/PACAOS-30 https://freespeechcenter.universityofcalifornia.edu/programs-and-resources/resource-materials/

2.2 Communication & Media Toolkit

2.2.1 Writing a letter

Writing a letter to campus administrators, faulty members, professors, politicians, or other authorities and individuals in positions of power can. University professionals should be student-centered and student-focused, and politicians should work in service of their constituents. By directly reaching out to them with a request or an action item through a letter, you can effectively communicate your position. Additionally, you can collaborate with others to do a letter-writing campaign (where many individuals send letters to an individual or organization asking for the same request) or have people sign onto a singular letter in order to highlight community support.

A few things to keep in mind when writing a letter:

- The letter should not be more than 2 pages in content. Keep your letter brief, straightforward, and clear. The people you are writing to are most likely busy individuals, so the letter should be an efficient read.
    - However, there can be multiple pages of signatures; in fact, that is helpful for showing the degree of community support.
- The letter should be professional in format and tone. Using professional titles (such as referring to someone as "Director X" or "Vice Provost X", as appropriate), proper grammar and punctuation, and using standard fonts (when in doubt, use Times New Roman font in the size 12) indicates professionalism.

The next page has an example letter template. This is just one example of a letter that can be helpful; please feel free to edit it, make adjustments that are pertinent to your advocacy goal, and deviate from the template if there is a more effective way for you to engage in advocacy through letter writing.

2.2.2 Creating a proposal

The purpose of a proposal is to identify a goal, name why the goal is important, and lay out a clear strategy for achieving the goal with action items. UC students across the system and throughout UC history have used proposals to advocate for changes to the university.

Proposals can be used in addition to letters or can be a stand-alone form of advocacy. Oftentimes, when there is a situation in which both a proposal and letter is used, advocates write a brief letter to the intended recipient of the proposal that outlines the key points of the proposal and emphasizes the necessity of the proposal; while this can be helpful, it is not always necessary in creating a proposal.

One particular instance of a proposal developed by UC student advocates is the 1968 "Proposal For Establishing a Black Studies Program to the University of California" written by the Afro-American Student Union at UC Santa Barbara.[9] The proposal was sixteen pages long and consisted of an introduction, individual demands[10] by the students in the proposal and an explanation of each demand, and the rationale for each action item.[11] Each section of the proposal made the proposal clear, concise, and meaningful. Below is a description of each section of the proposal and an explanation of why it was effective.

1. Introduction

The introduction provided the current context as to why the proposal had been created. In this specific example, it first described the broad, national context of anti-Black racism experienced in America in its initial paragraph.[12] It then narrowed its scope to focusing on anti- Black racism in American higher education at universities and articulating how it has harmed Black students.[13] The proposal proceeds to identify its primary goal with the proposal—to "demand a program of Black Studies" at UCSB.[14]

This introduction provides important context to administrators that may be unaware or otherwise unknowledgeable about the experiences of racism endured by Black students. The proposal's contextualization in the introduction provides a brief but significant education to any readers of the proposal that may be unaware of this. This allows the readers to understand the circumstances that led the students to developing the proposal. The clear identification of the primary goal of the proposal, too, allows the readers to immediately understand the purpose of the sixteen-page document.

2. List of Demands and Explanations

Each demand detailed in the proposal is formatted to indicate that it is a new demand. After the demand is listed, a brief explanation of the action items required for implementation of the demand is provided in the proposal. Each explanation in the UCSB Black Studies proposal is about 1-5 paragraphs depending on how much explanation and action items are required for the demand.[15]

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9 "Proposal for Establishing a Black Studies Program to the University of California. – A.S. Living History Project," livinghistory.as.ucsb.edu, accessed June 27, 2023, https://livinghistory.as.ucsb.edu/proposal-for-establishing-a-black-studies-program-to-the-university-of-california/

10 The "Proposal for Establishing a Black Studies Program to the University of California" uses the term demand to describe each request. Because I am using this proposal as a model, I too use the word "demand" in my work as opposed to "request" or another synonym. However, it is worth noting that a proposal that states "We demand" is different from a proposal that says "We request" in terms of tone. To use the phrase "We demand" is to use a more confrontational strategic style of writing and to use "We request" is to use a less confrontational or friendlier strategic style of writing. Again, different forms of strategic style can be effective, and student advocates should consider which strategic style is most beneficial to their work. In some cases, the framework of "demands" may create a wedge to accomplishing what one wants, but it may be necessary to use in other instances. There is autonomy to being a student advocate; while the "Proposal for Establishing a Black Studies Program to the University of California" is an important example of a successful proposal, not every proposal needs to mimic it perfectly in order to also be successful.

11 "Proposal for Establishing a Black Studies Program to the University of California. – A.S. Living History Project."

12 "Proposal for Establishing a Black Studies Program to the University of California. – A.S. Living History Project."

13 "Proposal for Establishing a Black Studies Program to the University of California. – A.S. Living History Project."

14 "Proposal for Establishing a Black Studies Program to the University of California. – A.S. Living History Project."

15 "Proposal for Establishing a Black Studies Program to the University of California. – A.S. Living History Project."

This allows for the readers to understand a potential strategy to address the issues raised by students in the introduction section of the proposal. The formatting also makes each demand easy to identify.

If the proposal is concerned with rewriting policy, each demand should provide the new language proposed for the policy revision. The old policy language should be included in the proposal as well, for comparison. For example, requesting that the language of the policy "be revised to state [new language] as opposed to [current language] in order to [reasoning for the necessity of the change in language]."

3. Rationale of Demands

The rationale section of the UCSB Black Studies proposal acts as its conclusion. It briefly reiterates the circumstances in which the proposal has emerged.[16] It then articulates how the demands of the proposal would effectively address these circumstances.[17]

This conclusion reasserts the value of the proposal and the role of a Black Studies department on campus. Providing the rationale is the proposal author's final opportunity to convince the readers of the legitimacy and necessity of implementing the proposal.

The full UCSB "Proposal For Establishing a Black Studies Program to the University of California" as written by the Afro-American Student Union can be read through ASUCSB's Living History project or can be found in the Appendix.

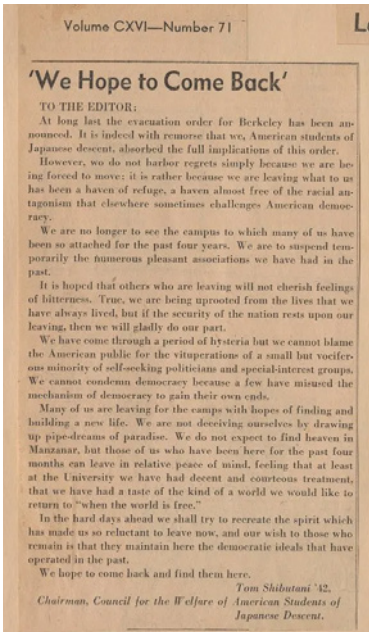
2.2.3 Publishing in the student newspaper and writing an opinion editorial

Every UC campus has a student newspaper. Submitting an opinion editorial to your campus newspaper can give you a significant platform to publish your thoughts on an issue, raise awareness, and share out a call for action. UC student-led campus newspapers have shaped issues and addressed national and international concerns.

[16] "Proposal for Establishing a Black Studies Program to the University of California. – A.S. Living History Project."

[17] "Proposal for Establishing a Black Studies Program to the University of California. – A.S. Living History Project."

The Daily Californian, UC Berkeley's student newspaper, provided a space for students to advocate for Japanese-Americans during World War II. *The Daily Californian* published opinion editorials and letters from Japanese-American students that shared their perspectives on the hostility they experienced, exposed instances of racial discrimination, and discussed the US government's harsh treatment of Japanese-Americans.[18] When a local organization in San Francisco (American Legion) adopted a discriminatory view of Japanese-Americans, *The Daily Californian* emerged as the sole newspaper in Northern California to report on the bigotry and condemn it.[19]



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'We Hope to Come Back'

TO THE EDITOR:

At long last the evacuation order for Berkeley has been announced. It is indeed with remorse that we, American students of Japanese descent, absorbed the full implications of this order.

However, we do not harbor regrets simply because we are being forced to move: it is rather because we are leaving what to us has been a haven of refuge, a haven almost free of the racial antagonism that elsewhere sometimes challenges American democracy.

We are no longer to see the campus to which many of us have been so attached for the past four years. We are to suspend temporarily the numerous pleasant associations we have had in the past.

It is hoped that others who are leaving will not cherish feelings of bitterness. True, we are being uprooted from the lives that we have always lived, but if the security of the nation rests upon our leaving, then we will gladly do our part.

We have come through a period of hysteria but we cannot blame the American public for the vituperations of a small but vociferous minority of self-seeking politicians and special-interest groups. We cannot condemn democracy because a few have misused the mechanism of democracy to gain their own ends.

Many of us are leaving for the camps with hopes of finding and building a new life. We are not deceiving ourselves by drawing up pipe-dreams of paradise. We do not expect to find heaven in Manzanar, but those of us who have been here for the past four months can leave in relative peace of mind, feeling that at least at the University we have had decent and courteous treatment, that we have had a taste of the kind of a world we would like to return to "when the world is free."

In the hard days ahead we shall try to recreate the spirit which has made us so reluctant to leave now, and our wish to those who remain is that they maintain here the democratic ideals that have operated in the past.

We hope to come back and find them here.

Tom Shibutani '42,
Chairman, Council for the Welfare of American Students of Japanese Descent.

Opinion editorial published in *The Daily Californian* by Japanese- American Tom Shibutani, April 1942. Courtesy of Ho Yin Chau Chau via US History Scene.

Following this report, the *San Francisco Chronicle* and The *Fresno Bee* reprinted portions of the article, which led to the papers receiving letters in support for Japanese-Americans in response to the reprints.[20] In this way, campus publications can have a meaningful role in shaping the discourse around issues and being outlets for prominent advocacy.

While there are many different components to a newspaper—researched articles, comics, published letters—one way to contribute to a newspaper that generally has a low entry barrier is an opinion editorial (op-ed). Op-eds are short pieces in which an individual provides their opinion on a given issue and proposes action items on solving the issue. Op-eds should not be more than 750 words. The first 100-200 words should explain and contextualize the issue; since op-eds are fairly short, it should get

18 Ho Yin Chau Chau, "The Role of the Daily Californian as an Advocate for Japanese Americans at UC Berkeley during World War II," US History Scene, n.d., https://ushistoryscene.com/article/the-role-of-the-daily-californian-as-an-advocate-for-japanese-americans-at-uc-berkeley-during-world-war-ii/.

19 Ho Yin Chau Chau, "The Role of the Daily Californian as an Advocate for Japanese Americans at UC Berkeley during World War II."

20 Ho Yin Chau Chau, "The Role of the Daily Californian as an Advocate for Japanese Americans at UC Berkeley during World War II."

to its main point quickly. The next 150-300 words should make clear to the audience why they should care about the issue the op-ed is focused on. It should be clear to the audience what the "So what?" of the article is. Explain why this issue is important to the audience. The final 100-200 words should affirm the validity of the issue and provide a clear action item for the audience to take.

2.2.4 Creating a petition

A petition is a written request (or requests) to an authority that is signed by many people to indicate their support for the request. Petitions typically have a brief explanation of the context of the request, the request and the validity of the request, and an appeal to sign on to the petition. This explanation should be no more than 450 words. When individuals sign on to a petition, they indicate their support for the request(s).

In 2016, UC Berkeley considered dissolving its College of Chemistry (CoC). The CoC was saved, and the CoC Dean, Doug Clark, credited a student-led petition as "integral" to ensuring that the CoC would not be dissolved, writing that, "I am certain that the outpouring of support from the CoC community was crucial in persuading campus that the unique structure of the College of Chemistry is integral to its worldwide reputation, to the outstanding productivity of its renowned faculty, and to its strength as a fundraising and revenue-generating enterprise. Support for the College has been demonstrated in many ways…[including] with remarkable impact, the Change.org petition that garnered almost 4,500 signatures and scores of comments from students, parents, staff, alumni and colleagues across the nation, catalyzing articles in the international, national, state and local media."[21] The petition, housed on Change.org, received 4.4k signatures from February 25, 2016 to March 25, 2016.

To create a persuasive petition, you should seek to obtain many signatures prior to sending the petition to the authority that you are making a request to. Below are some strategies for gaining signatures on petitions:

- Establish a goal for the number of signatures. This may be a percentage of the student population (5% of all students at your campus, for example) or a set number (2k students). Make sure you give yourself a deadline for reaching this goal; for example, you could aim to gain 1k signatures in one month.
- Create two versions of the petition: a paper version and a digital version. Using two different mediums can allow you to reach different audiences that may not be accessible if you only use one medium.
- When advertising the paper version of the petition, advertise in high foot-traffic areas: by your student union, library, or at an event that's open to the public.

[21] Change.org. "4,401 People Signed and Won This Petition," 2016.

- For online petitions, be creative in using different forms of digital outreach. Use social media, email blasts to student organizations and resource centers, and other forms of digital communication. Diversify your digital dissemination strategy.
- Ask the student newspaper if they can print an ad for the petition in their upcoming publication.
- Ask individuals who sign the petition to share it with their network. Make sure it is easy to share: create a QR code, flier, graphic, and other accessible ways of allowing individuals to share information.

2.2.5 Auditory advocacy: podcasting and radio

Advocacy can be auditory. Using a podcast or a radio show to share information and reach new audiences is an emerging form of advocacy. Auditory advocacy can also create an easy pathway for individuals interested in the issue to learn more about the circumstances. It also allows advocates to regularly be able to provide updates, which can keep individuals invested and excited about participating in advocacy and reaching advocacy goals.



Logo for "No Police Radio." Courtesy of UC Davis Cops Off Campus.



Logo for *Indigenous United*. Courtesy of the Centers for Educational Justice and Community Engagement at UC Berkeley.

UC Students have already begun to use auditory media to engage in advocacy; UC Berkeley has the *Indigenous United* podcast, which aims "to highlight Indigenous issues, events, and topics. Interviews with artists, scholars, and activists from a multitude of Native communities have made appearances on the podcast."[22] UC Davis students have created the radio show "No Police Radio (NPR)", which is broadcast live on UC Davis's student-run radio station KDVS 90.3FM and discusses police abolition.[23]

It is feasible to create a podcast on a low budget or with no budget. The majority of computers and all smartphones are equipped with microphones, which can be used to record the podcast. There are free podcast host sites, which store and distribute podcast episodes, and free audio file editors online. Alternatively, it is possible to follow a model similar to UC Davis's NPR and collaborate with the campus radio station.

With episode-based media, such as podcasts and radio shows, consistency is key. Create a content calendar and post regularly in order to build and maintain a coalition of support and work towards your advocacy goal!

2.2.6 Art and advocacy

Art can and has been used by UC students in order to contribute to advocacy. In 2016, students at UC San Diego created the #howUCracism public art installation as part of the "Tell Us How UC It" campaign seeking to shed light on anti-Black racism at UCSD.[24] The collective installation allowed students to share short writing pieces and small drawings depicting how they experienced racism and how racism affected them in the university and in America.[25] The installation read:



"THIS IS AN EXPERIMENT IN COMMUNICATION
GIVE WITNESS
TELL A STORY
LEND SUPPORT GIVE CARE
ASK A QUESTION MAKE A DEMAND
TELL US WHAT YOU KNOW
#howUCracism"[26]

"Tell Us How UC It" art installation.
Courtesy of library.ucsd.edu.

[22] "Indigenous United Podcast | Centers for Educational Justice & Community Engagement," cejce.berkeley.edu, n.d., https://cejce.berkeley.edu/centers/native-american-student-development/indigenous-united-podcast.

[23] UC Davis Cops Off Campus, "UCD Cops off Campus» No Police Radio (NPR)," accessed June 27, 2023, https://ucdcopsoffcampus.noblogs.org/no-police-radio-npr/.

[24] library.ucsd.edu. "#HowUCracism: Comm Playground," May 10, 2016. https://library.ucsd.edu/dc/object/bb7342956w.

[25] library.ucsd.edu. "#HowUCracism: Comm Playground."

[26] library.ucsd.edu. "#HowUCracism: Comm Playground."

In this instance, art was used to build community solidarity and provide a healing space to marginalized individuals harmed at the university. Art can also be used to inspire social change, draw attention to issues, create momentum for dialogue and action, and provide a voice to communities and community members.

There are lots of different forms of artistic advocacy: art installations, public art galleries, spoken word and open mic events, zines, pamphlets, and murals, just to name a few. Art can certainly be used for advocacy, and students at UCSD and across the UC have done so in the past.

2.2.7 Research and advocacy

The UCs are well-known for being research universities. While advocacy and research usually seem to be quite different, the academic and the societal can merge in significant ways. Additionally, many faculty and administrators at UCs are deeply involved in research; by using research, you may be able to meet them where they are at and help them understand the importance of the advocacy goal you have.

Using statistics can create evidence-based support for an advocacy goal. For example, stating that women make up less than 30% of the STEM field may help audiences understand an advocacy goal related to generating more funding for women in STEM pipeline programs.[27] Data and research can be used to understand policy and advocacy initiatives.

Research can also bring groups together and empower them in their work. A group of UC San Diego students created a research conference in 1991 to build a coalition of scholars interested in "[reading and discussing] the cutting edge of feminist thought on the topic 'Women of Color.' The common goal was to come up with a conference which could best integrate the many different experiences of women, without privileging the experience of the typical brand of middle class white feminist thought."[28]

In thinking about your audience, it may be important to remember that, at a UC, you are surrounded by research, and you can utilize research in order to grow support, educate yourself on a topic, and strengthen your advocacy through evidence-based reasoning.

[27] EEOC, "Special Topics Annual Report: Women in STEM," US EEOC, 2019, https://www.eeoc.gov/special-topics-annual-report-women-stem.

[28] Tell Us How UC It, "History of Student Activism Timeline – Tell Us How UC It," n.d., https://knit.ucsd.edu/tellushowucit/timeline/.

2.2.8 Communication, social media, & Slacktivism

Increasingly, there is an interest in utilizing social media to create effective campaigns, participate in resource-sharing, and otherwise engage in activism. Indeed, certain advocacy movements have been able to generate success through social media. Social media allows individuals to organize, network, share findings, reach new and diverse populations

However, activism and organizing at a grassroots level often involve being in the field or community. "Slacktivism" refers to an "activity that uses the internet to support political or social causes in a way that does not need much effort."[29] Essentially, the activism is limited to entirely online activity, such as liking or sharing a post. Activism through social media can be powerful, but it can be concerning if students believe that activism can entirely remain in the online realm. Tangible change often requires other forms of organizing and activism in addition to social media activity in order to be successful.

In engaging in any advocacy online via social media, it is important to think about whether or not it will meaningfully garner support, spur people to action, or further your advocacy goal.

[29] "Slacktivism," dictionary.cambridge.org, n.d.

2.3 Politics Toolkit

2.3.1 Advocacy in student government

Associated Students (AS)
In the UC system, there are two major ways of affiliating with student government: the Associated Students of a given campus or the UC Student Association. The Associated Students (AS) at each campus are student government associations. They often have three branches, similar to the United States government: an executive, legislative, and judicial branch. The primary purposes of the Associated Students at each campus is to represent students, advocate for students and student interests, and provide resources, support, and opportunities for students.

Each campus has different advocacy opportunities at their respective AS branch, so the information below may help you find a legislative body, position, or something else that may support the advocacy work you are interested in doing. Advocacy through you campus's Associated Students body may look like:

- Reaching out to your president, senators, and other AS officials to share your concerns with them.
- Running for an AS office.
- Volunteering through AS.
- Attending Senate or other AS meetings that are open to the public.
- Writing a resolution for the AS.

These are just a few of the ways that advocacy in student government through the Associated Student body of your campus can look like.

Below is an organizational table with each campus, the Associated Students webpage, the AS presidents' email addresses, and the AS general email addresses or contact forms that are available for each campus.

Campus	AS Website	AS Presidents' Contact	AS General Email/Contact Page
Berkeley	https://asuc.org/	president@asuc.org	adminoffice@asuc.org
Davis	https://asucd.ucdavis.edu/	president@asucd.ucdavis.edu	senate@ucdavis.edu
Irvine	https://asuci.uci.edu/	asuci@uci.edu	https://asuci.uci.edu/contact-us/
UCLA	https://www.asucla.ucla.edu	president@usac.ucla.edu	talk2us@asucla.ucla.edu OR https://www.asucla.ucla.edu/contact-us
Merced	https://asucm.ucmerced.edu/	asucmpresident@ucmerced.edu	https://shib.ucmerced.edu/idp/profile/cas/login?executi on=e2s1
Riverside	https://asucr.ucr.edu/	asucrpresident@ucr.edu	asucr@ucr.edu OR https://asucr.ucr.edu/contact-form
Santa Barbara	https://www.as.ucsb.edu/	president@as.ucsb.edu	https://www.as.ucsb.edu/contact/
Santa Cruz*	https://sua.ucsc.edu/	suapres@ucsc.edu	
San Diego	https://as.ucsd.edu/	aspresident@ucsd.edu	https://as.ucsd.edu/Home/Contact

*UC Santa Cruz refers to their governing student body as the Student Union Assembly (SUA).

UC Student Association (UCSA)

The UC Student Association is self-defined as "is the official voice of students from across the UC's system of campuses."[30] It is a systemwide body that includes students from all nine undergraduate UC campuses. Their mission, as stated on their official website, is "to advocate on behalf of current and future students for the accessibility, affordability, and quality of the University of California system."[31] Oftentimes, the students affiliated with UCSA are connected to their campus's Associated Student Body, and most of the time this connection is related to the External Vice President's Office or other executive office related to external affairs.

[30] UC Student Association, "UCSA," UC Student Association, n.d., https://ucsa.org/.

[31] UC Student Association, "UCSA."

There are a number of ways students can get involved with UCSA. Advocacy with UCSA may include:

- Becoming a Student Advocate to the Regents (StAR) to represent student voices at Regents meetings.
- Becoming a Collective Bargaining Representative to participate in negotiations that support UC workers.
- Becoming a Systemwide Committee Representative on systemwide committees that deal with policy issues that affect UC students.
- Becoming a Student Observer on selected Regent committees.
- Being appointed to the UCSA Board of Directors and serving a one-year term as an officer in a specific advocacy area.
- Working for UCSA as a paid intern.

These are just a few of the ways that advocacy in student government through the UC Student Association can look like.

Included below are some UCSA resources and contact information.

- UCSA website: https://ucsa.org/
- UCSA mailing address: 1020 12th St. Suite 232, Sacramento, CA 95814
- UCSA Contact Form: https://ucsa.org/about/contact-us/
- UCSA Phone: (916) 442-8280
- UCSA "Get Involved" page: https://ucsa.org/get-involved/
- UCSA Appointed Officer Positions: https://ucsa.org/get-involved/appointed/

Concluding thoughts on student government

There are a lot of ways in which student government can be beneficial; it can bring you closer to administrators, which can allow you to have a direct line of communication with your audience. It can provide you with resources or make you a public figure on campus, which can help you in building a coalition of support.

It is also, as a body of government, bureaucratic in nature and governed by its bylaws or its constitution. Student government can be a way of engaging in advocacy, but it is not necessarily the only way or best way of engaging in advocacy. The purpose of providing information on student government is to keep student advocates informed about their resources in getting involved in advocacy, so they can then make the best decision on how to proceed in reaching their advocacy goals.

2.3.2 Strategies for engaging in local politics

UC campuses often play important roles in shaping the local community, and that includes UC students! UC student advocacy within the local area has led to the creation of policy, passage of local resolutions, and continuation of student-centered priorities in cities with UC campuses.

Involvement in local government may look like:

- Attend city council meetings and provide public comment on a recent local event, a bill or resolution, or to connect with other civically-engaged people in the realm of local politics.
- Serve as a poll worker during an election cycle.
- Participate in a rally or protest.
- Work on a political campaign: this might include canvassing for a political candidate's campaign, phone-banking on behalf of a ballot initiative, or attending lobby events.
- Run for local office.



UC Merced students provide public comment at the Merced City Council meeting.
Courtesy of Alexandra Del Rosario via *Daily Bruin*.

There are ways to engage in advocacy beyond what has been described above in this section, but these are just starting points; there are many other ways to engage in your local community, and you should be open to forging your own path and taking advantage of the opportunities and circumstances that are available to you. Similarly to student government, local government is bureaucratic in nature and is beholden to many restrictions, policies, and laws that may affect the work you are doing and your advocacy strategy; again, advocacy in government can be a way of achieving your advocacy goal, but it is not necessarily the only way or best way. Finally, as a student, you are a member of your city's community. If you feel compelled to advocate at a local level, you shouldn't hesitate to get involved in the local community!

2.4 Public Events Toolkit

2.4.1 Protest or rally

A protest or rally is, for the purpose of this toolkit, defined as an outdoor and open-air gathering for the purpose of public expression. The UCs, as public universities, are bound by the US Constitution and must uphold the First Amendment protections. Thus, a student's right to protest or rally, as long as it is free speech that does not incite violence or destruction, is legally protected at all UC campuses.[32] For more information, see the "UC Student Rights as Advocates" section of the toolkit on page 31.

Protests have been employed by students across the country and in the UC system for decades. In 1934 at UCLA, over 3k students—which was about half of the student population at UCLA at this point in history— protested in Royce Quad in response to UCLA suspending five students for "communistic" activities.[33] After the protests, hearings were held for the students and all five were reinstated as students at UCLA.[34] While one of the earliest examples of UC student advocacy in the form of a protest, it is certainly not the only case of a protest or rally in UC history.

[32] PEN America, "How to Plan a Peaceful Protest," PEN America, n.d., https://campusfreespeechguide.pen.org/resource/how-to-plan-a-peaceful-protest/.

[33] Laura Uzes, "Gallery: UCLA's History of Protests," Daily Bruin, 2017, https://dailybruin.com/2017/02/16/gallery-uclas-history-of-protests.

[34] Laura Uzes, "Gallery: UCLA's History of Protests."



California Daily Bruin

Hearing for Suspended Students Hangs Fire

'Reputations Blasted' Say Fathers of Ousted Students; Cannot Understand Unexpected Action by Provost Moore

Co-Op Prizes Given in Hello Day Activities

More Light

Variel Rescued By Classmates In Beach City

Suspended!

Forty-Three Representatives of Greek Houses Back Official Order; Non-Organization Group Demands Investigation

Box Contribution Open As Bonfire Date Approaches

Y.W.C.A. Group Holds Political Meeting Today

Program Offered By John Crown

Famous Pianist Makes Campus Appearance Tomorrow

California Daily Bruin featuring the article "Hearing for Suspended Students Hangs Fire."
Courtesy of Laura Uzes via *Daily Bruin*.

If you are interested in organizing a protest or rally, the ACLU holds that there are a few keys to keep in mind. Ideally, you should try to protest or rally at a "traditional public forum" on public property.[35] This includes streets and parks: essentially, open-air areas that are open and available to the public. On private property, there are more restrictions that can be imposed by the property owner. Certain protests may require a permit; for example, if the protest is large enough to close traffic or uses amplified sound.[36] However, in cases where the protest is in the street or in a park, it shouldn't need a permit unless it is obstructing traffic.[37] Make sure that you understand what your university's time, place, and manner restrictions are to avoid these issues.

To plan a protest or rally, establish the theme and define the goals to be accomplished with the protest. Are you seeking to express your opposition to a policy, to call on an individual to resign, or to respond to a recent event? Regardless of the reason, it should be clear and publicized what the priority of the protest is. Plan the event in advance so that you have time to advertise and secure a large turnout. Ensure that you and others participating in the protest are aware of their rights and, finally, speak out at the protest and exercise your rights to engage in advocacy!

35 American Civil Liberties Union, "Know Your Rights | Protesters' Rights," American Civil Liberties Union, n.d., https://www.aclu.org/know-your-rights/protesters-rights.

36 American Civil Liberties Union, "Know Your Rights | Protesters' Rights."

37 American Civil Liberties Union, "Know Your Rights | Protesters' Rights."

2.4.2 Sit-in or building occupation

Opposed to a protest or rally, a sit-in or building occupation is an indoor gathering for the purpose of public expression. The Encyclopedic definition of a sit-in reads as "Occupying a place in such a way as to disrupt a service or activity as a protest against the injustice of an institution."[38] Similar to a protest and rally, though, are the facts that the goals of the sit-in should be clearly defined, the event should be planned in advance to grow a coalition of support, and participants should be aware of their rights.



Students in 2009 conducted a sit-in to protest tuition hikes. Courtesy of CNN.

However, the distinction between indoor and outdoor is significant, particularly in relation to the last point about participant rights. An indoor gathering is a far more confrontational strategic style of advocacy. Student rights are less protected in instances of sit-ins or building occupations, even if they are peaceful. In 2009, around 70 students at UC Santa Cruz were nearly arrested for occupying an administration building for three days in response to a 32% tuition hike; school officials discussed the possibility of awarding criminal and campus sanctions against the students that had participated in the occupation.[39] Recognize that there are often consequences if a student engages in a building occupation or sit-in and there is a lack of free speech and expression protections in this circumstance.

2.4.3 Teach-in

A teach-in, similar to a sit-in, is an indoor gathering for the purpose of public expression; at this indoor gathering, individuals create a dialogue about an advocacy issue. Oftentimes, professors participate in teach-ins and lend their expertise to participate in the dialogue and lecture on relevant issues. It is a form of peaceful protest and is often employed as a strategy for counter-protesting. Teach-ins allow

[38] Encyclopedia of World Problems and Human Potential, "Organizing a Sit-in | Global Strategies & Solutions | the Encyclopedia of World Problems," Uia.org, 2016, http://encyclopedia.uia.org/en/strategy/224490.

[39] Irving Last, Alan Duke, and Khadijah Rentas, "Student Occupation at UC Santa Cruz Ends - CNN.com," edition.cnn.com, 2009, http://edition.cnn.com/2009/US/11/22/california.student.protest/.

participants to benefit from a greater understanding of the issue in a community localized to an area, resulting in a politicized campus community.

Hosting a teach-in requires more logistics than a sit-in or protest. In addition to having clearly defined goals, event planning, and an educational component related to participant rights, teach-ins require establishing a location for the teach-in and securing speakers for the teach-in.[40] A speaker's plans for the teach-in may affect the location; for example, if the speaker wants to show a video during part of their lecture, the location must have a screen, projector, sound system, or otherwise be equipped to accommodate the showing of the video. After the speakers and location are confirmed, publicity and event organization are also required. An agenda for the event should be created and shared with speakers. Additionally, outreach must be done in order to ensure that people attend the teach-in.

In 2010, UC Merced held a teach-in to discuss the Occupy Wall Street Movement. A collaboration between students, staff, and professors, the teach-in sought to provide the campus community a "better understand[ing of] the many issues that have been raised [about the Occupy Movement]" and to create an open scholarly dialogue around the issue.[41] Students, staff, and faculty alike served as speakers at the teach-in.[42] About the UC Merced teach-in, sociology professor Dr. Nella Van Dyke said, "A teach-in is a means of focusing on a topic, engaging in dialogue and providing information to the broader campus community in a way that can bring people together who might otherwise not have the opportunity to interact in the classroom."[43]

2.5 Team management strategies: excerpts of *Dismantling Racism*

Additional survey results led to the finding of **Key Observation 2:** "Challenges in student advocacy seem to primarily emerge from interpersonal conflict and issues with collaboration". Over ¼ of survey respondents identified that their race, gender, disability, and other identity-based demographic characteristics hindered their advocacy efforts.[44] The Minnesota Historical Society Department of Inclusion and Community Engagement produced a workbook entitled *Dismantling Racism: A Workbook for Social Change Groups*. In this workbook, authors Kenneth Jones and Tema Okun identify manifestations of white supremacy culture in the workplace. I have included ten of these manifestations below, as well as strategies for combating them in student advocacy collectives. These manifestations may seem like standard behavior, but they are damaging characteristics of white supremacy culture; by identifying them, I hope to name their presence so that they can be proactively spotted by student advocates in their work. Furthermore, to assist students in navigating

40 EarthDay.Org, "Teach-in Toolkit," Earth Day, accessed June 27, 2023, https://www.earthday.org/teach-in-toolkit/.

41 Brenda Ortiz, "Campus Teach-in to Discuss Occupy Movement | Newsroom," news.ucmerced.edu, 2010, https://news.ucmerced.edu/news/2011/campus-teach-discuss-occupy-movement.

42 Brenda Ortiz, "Campus Teach-in to Discuss Occupy Movement | Newsroom."

43 Brenda Ortiz, "Campus Teach-in to Discuss Occupy Movement | Newsroom."

44 For more information, review Graph B9 located in Appendix B.

interpersonal conflict and other issues that arise with peer collaboration, I have included these as team management strategies to alleviate the issues identified in **Key Observation 2**. When people have the ability to name the problem, they then have the power to solve it.

The manifestations identified are as follows:

1. Perfectionism

Perfectionism may manifest as expressing frustration towards other members of the advocacy collective, focusing solely on the mistakes of others as opposed to constructive feedback or solutions, and prioritizing correctness of data over other forms of information. To combat issues pertaining to perfectionism, create a culture of appreciation where members of the collective feel that they can learn from their mistakes. It is also important to separate people from their mistakes; one mistake should not define all of someone's advocacy, and grace and appreciation should be extended to members of the collective.

2. Sense of Urgency

A sense of urgency may manifest in sacrificing collaboration for quick action, making unilateral decisions, and creating an atmosphere of pressure on other members of the collective as opposed to an atmosphere of support. To combat issues related to urgency, make realistic work plans and strategize with the group how to proceed in situations where urgent decisions must be made.

3. Defensiveness

Defensiveness may manifest as refusing to consider other ideas and jumping to defend your idea and focusing on protecting your perceived authority instead of working collaboratively on the task. Combat this by recognizing that there is a link between defensiveness and fear and giving other members credit for their work.

4. Quantity Over Quality

Quantity over quality may look like prioritizing actions over the concerns of the community and ignoring expressed desire for further discussion in decision-making. Combat this by including quality and progress goals in your advocacy plan, and learn to recognize when you should be flexible and adaptive to address new or emerging concerns.

5. Paternalism

Paternalism may show up as assuming that you have sole decision-making power in the group and not including people who are affected by decisions in the decision-making. Combat this by including people who are affected by decisions in decision-making.

6. Either/Or Thinking

Either/Or thinking may manifest as limiting decision-making, failing to allow for the proposal of a variety of ideas, and refusing to consider the coexistence of ideas. Combat this by pushing for more than two alternatives and encouraging members of the collective to do a deeper analysis of the situation/decision.

7. Power Hoarding

Power hoarding may look like viewing authority as limited to one or two members of the collective and rejecting the ideas of those who you feel challenge your authority. Combat this by ensuring that leaders take an interest in empowering and developing the skills of others. Understand challenges to leadership as potentially being healthy and productive.

8. Fear of Open Conflict

Fear of open conflict may manifest as invalidating the concerns of other group members by criticizing how they raised those concerns and treating those who raise hard issues as if they are rude for bringing up such issues. Combat this by making the effort to distinguish politeness from raising difficult issues and dedicate some time to strategize how to best handle conflict before it arises.

9. Individualism

Individualism may manifest as acting as if you are competing with other members of the collective instead of collaborating and making unilateral decisions. Combat this by remembering that advocacy is working to accomplish shared goals and that the group is stronger together. Build skills in delegation.

10. Objectivity

Objectivity may manifest as invalidating the role of emotions in the decision-making process and labeling an idea as illogical rather than attempting to understand the idea. Combat this by recognizing that everyone has a worldview and lived experiences, and lived experiences are relevant experiences that inform their work.

While those are the manifestations as identified in *Dismantling Racism* that create a toxic environment, I find that it is imperative to identify characteristics of a healthy environment.

These characteristics include:

1. *Open communication:* all members of the advocacy collective should be able to identify the advocacy goal, the audience, the strategy, and their role in carrying out the strategy. If a member cannot, they should feel that they are in an environment where they can ask for clarification and will be treated with respect.
2. *Openness to feedback:* those in leadership positions should actively solicit feedback and make a genuine effort to incorporate such feedback into their practice. Individuals that provide feedback that is more critical should not be concerned about retaliation from leadership.
3. *Openness to growth:* in advocacy, there may be situations that are uncomfortable. Discomfort is the root to growth; welcome it.

3. Conclusion

The University of California system has a motto: *Fiat Lux*, or let there be light. It's both aspirational and rings true; the UCs are filled with bright people who become our leaders, top scholars, and fiercest advocates. Yet, in the UC, there still exists barriers to engaging and participating in advocacy. The survey data confirms that students encounter difficulties that impede their ability to advocate effectively. Using empirical data, this toolkit has been created to support your work. Through historical examples, templates, descriptions, and resources, it seeks to address the needs of student advocates that were raised in the survey and to make the realm of student advocacy more accessible. It is with sincere hope that this serves the advocates of the UCs.

Now, go forth; be the light in the world.

4. Acknowledgements

This project would not have been possible without the support of the UC National Center for Free Speech and Civic Engagement. Thank you for seeing my vision and supporting undergraduate student civic engagement and advocacy. Thank you for trusting me to be the Center's first undergraduate research fellow. I was humbled when I received my fellowship offer, and I am still humbled. It's been the honor of my life to work with the Center in this capacity. Thank you to Executive Director Michelle Deutchman—who I also have the pleasure of calling a mentor—and Brenda Pitcher. Thank you to my fellowship cohort for being extremely supportive of my work and of believing in my capabilities. Special thanks to Senior Fellow Beth Niehaus, who took the time to mentor me as I navigated the process of being a Principal Investigator.

I extend my gratitude to all the students who took part in this research as a survey participant. Thanks to my mentors: Dr. Jessica Perea, Dr. Keith Watenpaugh, Dr. Seeta Chaganti, Dr. Lauren Young, Dr. Ethan Scheiner, and Dr. Susanne Lohmann. Special thanks to the UC Davis Department of Native American Studies and Dr. Zoila Silvia Mendoza for allowing me to house this project under the NAS Department.

This project would not exist if it were not for David and Su Tolliver. There is not enough space to lay out all that I have to say, so I will just say: thank you for believing in me so much that I had no choice but to believe in myself, too.

Finally, thank you to all the students who fought for our community for years and years so that I could have the privilege of attending a University of California campus. Your advocacy and your fight does not go forgotten; I carry it with me. My joy and my accomplishments are not mine; they are for all of you and for us. Congratulations to you, to us, and to those who will come after.

5. Disclosure

The studies reported in this publication were supported by a grant fellowship from the UC National Center for Free Speech and Civic Engagement. The principal investigator was previously employed by the UC National Center for Free Speech and Civic Engagement prior to when the conduction of the studies included in this publication began. The terms of this arrangement have been reviewed and approved by the University of California, Davis's Office of Research in accordance with its policies on objectivity in research and conflict of interest.

The views and opinions expressed in this publication are those of the principal investigator and do not necessarily reflect the views, policies, or positions of any entities they represent, including but not limited to the UC National Center for Free Speech and Civic Engagement and the University of California, Davis.

6. Appendix

6.1 Appendix D: Letter Template

DATE

[Address Line 1]
[Address Line 2]

ATTN: [Title & Name of the Individual/Organization Intended to be the Audience]
[Address Line 3]
[City, State & Zip]

SUBJECT: Request for [state request clearly] to [state primary reason why request is being made clearly].

Dear [Title & Name],

We write to you as students of the University of California, [campus]. [Provide brief, 2-3 sentences about what the context of the request is to orient the audience. For example, here would be a place to mention that you are reaching out to this audience in particular on this issue because it is a relevant office and to describe what that relevancy is.]

We feel that..[Provide a brief summary of student concerns.] We are thus writing to [state request clearly, but in greater detail than as stated in the subject line.] [Provide a few lines elaborating on what implementation of your request would look like. If you are requesting to change policy, for example, you should state what the policy is and what you are advocating that it be changed to.]

[OPTIONAL: Provide a real-life example of why the request is being made. Being able to point to an exact quote, statistic, or instance of why your request is relevant, important, and timely can help in making your request.]

Through the [request], we are hoping to prevent [Outline consequences if the request is not adopted.] We request your collaboration and commitment to joining us in [Describe the request again. If there are any very specific actions you want the audience to do (ex. “revise policy”, “issue a statement in support”) this is the place to state that.] Through this action, we hope to [Outline the positive results anticipated if the request is honored. There should be at least two sentences dedicated to outlining the positives.]

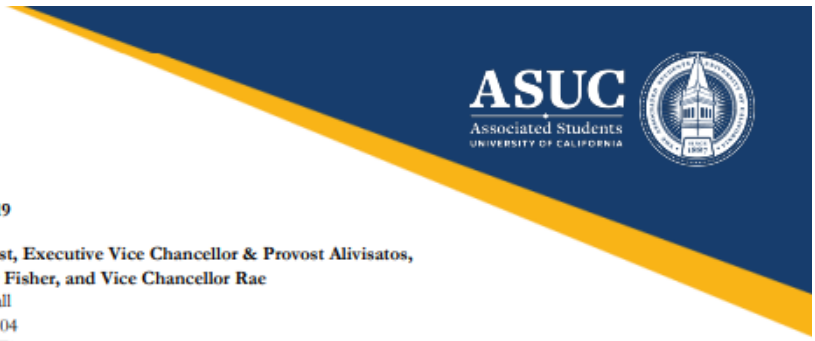
Please join us in taking this action. We find it imperative to [restate the request and reason why the request is being made].

If you have any questions or would like to work with us to revise policy, please do not hesitate to contact [Student Name(s)] at [Student Email(s)]. We hope to hear from you and work together with you to [Include relevant phrase. For example, “...continue to serve students.”]

Respectfully, Student Name
Student Title, if applicable and relevant
Student Email

6.2 Appendix E: Letter Examples

"Letter Regarding Campus Wifi," Associated Students of the University of California (2019)



February 20, 2019

Chancellor Christ, Executive Vice Chancellor & Provost Alivisatos,
Vice Chancellor Fisher, and Vice Chancellor Rae
200 California Hall
Berkeley, CA 94704
Re: Campus WiFi

To Chancellor Christ, Executive Vice Chancellor & Provost Alivisatos, Vice Chancellor Fisher, and Vice Chancellor Rae:

On behalf of the Associated Students of the University of California, we are writing to express our strong support for Associate Vice Chancellor for IT and CIO Larry Conrad's proposal to upgrade the campus WiFi and to sustainably fund it moving forward.

The availability of adequate and widespread WiFi network coverage for the campus is essential for students and faculty on campus and is especially important to students who depend on campus WiFi in order to participate in academic life on campus. Demand for the campus wireless network only continues to grow; thus, it seems necessary for the university to sustainably fund such a crucial service to the campus community.

The two year commitment of one-time funding of $944K for FY18 and FY19 only brings us 25% of the way to fixing the issue of campus connectivity -- and this is not enough. We urge you to adopt Associate Vice Chancellor and CIO Larry Conrad's proposal to increase WiFi coverage up to 80%.

In order to meet this need, we request the following:

1. Commitment to provide increased funding in FY20, FY21, FY22, and FY23 in the campus budget to improve the current campus WiFi network
2. Commitment to providing continual yearly funding of $1 million for the campus network in budgets following FY23

As student leaders at UC Berkeley, we urge you to address the needs of the campus community.

Sincerely,

ASUC President Alexander Wilfert
ASUC Executive Vice President Hung Huynh
ASUC Academic Affairs Vice President Melany Amarikwa
ASUC External Affairs Vice President Nuha Khalfay
ASUC Student Advocate Sophie Bandarkar

Additional Signatures Page:

ASUC Senator Aaron Bryce Lee
ASUC Senator Amir Wright
ASUC Senator Amma Sarkodee-Adoo
ASUC Senator Anne Zepecki
ASUC Senator Idalys Perez
ASUC Senator Isabella Chow
ASUC Senator James Li
ASUC Senator Justin Greenwald
ASUC Senator Karina Sun
ASUC Senator Nick Araujo
ASUC Senator Nikhil Harish
ASUC Senator Regina Kim
ASUC Senator Saakshi Goel
ASUC Senator Stephen Boyle
ASUC Senator Teddy Lake
ASUC Senator William Wang
ASUC Senator Zach Carter

Letter Text

February 20, 2019

Chancellor Christ, Executive Vice Chancellor & Provost Alivisatos, Vice Chancellor Fisher, and Vice Chancellor Rae

200 California Hall Berkeley, CA 94704

Re: Campus WiFi

To Chancellor Christ, Executive Vice Chancellor & Provost Alivisatos, Vice Chancellor Fisher, and Vice Chancellor Rae:

On behalf of the Associated Students of the University of California, we are writing to express our strong support for Associate Vice Chancellor for IT and CIO Larry Conrad's proposal to upgrade the campus WiFi and to sustainably fund it moving forward.

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ASUC Academic Affairs Vice President Melany Amarikwa

ASUC External Affairs Vice President Nuha Khalfay

ASUC Student Advocate Sophie Bandarkar

ASUC Senator Aaron Bryce Lee

ASUC Senator Amir Wright

ASUC Senator Amma Sarkodee-Adoo

ASUC Senator Anne Zepecki

ASUC Senator Idalys Perez

ASUC Senator Isabella Chow

ASUC Senator James Li

ASUC Senator Justin Greenwald

ASUC Senator Karina Sun

ASUC Senator Nick Araujo

ASUC Senator Nikhil Harish

ASUC Senator Regina Kim

ASUC Senator Saakshi Goel

ASUC Senator Stephen Boyle

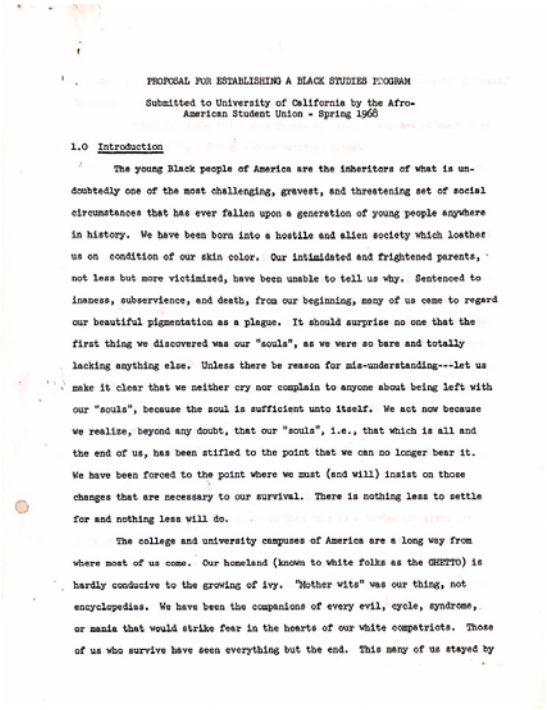
ASUC Senator Teddy Lake

ASUC Senator William Wang

ASUC Senator Zach Carter

6.3 Appendix F: Proposal Example

Proposal for Establishing a Black Studies Program to the University of California (1968)



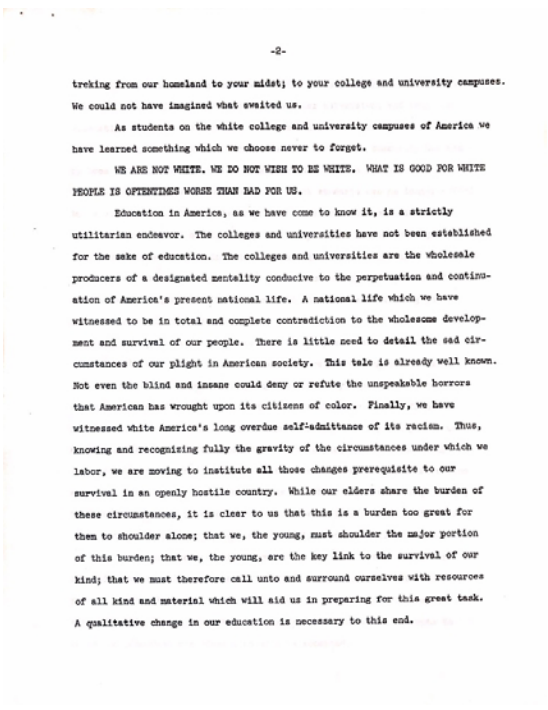
PROPOSAL FOR ESTABLISHING A BLACK STUDIES PROGRAM

Submitted to University of California by the Afro-American Student Union - Spring 1968

1.0 Introduction

The young Black people of America are the inheritors of what is undoubtedly one of the most challenging, gravest, and threatening set of social circumstances that has ever fallen upon a generation of young people anywhere in history. We have been born into a hostile and alien society which loathes us on condition of our skin color. Our intimidated and frightened parents, not less but more victimized, have been unable to tell us why. Sentenced to insaness, subservience, and death, from our beginning, many of us came to regard our beautiful pigmentation as a plague. It should surprise no one that the first thing we discovered was our "souls", as we were so bare and totally lacking anything else. Unless there be reason for mis-understanding---let us make it clear that we neither cry nor complain to anyone about being left with our "souls", because the soul is sufficient unto itself. We act now because we realize, beyond any doubt, that our "souls", i.e., that which is all and the end of us, has been stifled to the point that we can no longer bear it. We have been forced to the point where we must (and will) insist on those changes that are necessary to our survival. There is nothing less to settle for and nothing less will do.

The college and university campuses of America are a long way from where most of us come. Our homeland (known to white folks as the GHETTO) is hardly conducive to the growing of ivy. "Mother wits" was our thing, not encyclopedias. We have been the companions of every evil, cycle, syndrome, or mania that would strike fear in the hearts of our white compatriots. Those of us who survive have seen everything but the end. This many of us stayed by



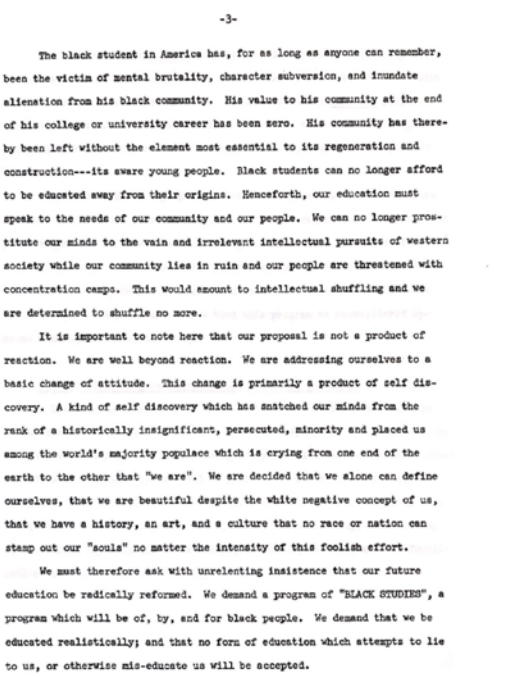
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treking from our homeland to your midst; to your college and university campuses. We could not have imagined what awaited us.

As students on the white college and university campuses of America we have learned something which we choose never to forget.

WE ARE NOT WHITE. WE DO NOT WISH TO BE WHITE. WHAT IS GOOD FOR WHITE PEOPLE IS OFTENTIMES WORSE THAN BAD FOR US.

Education in America, as we have come to know it, is a strictly utilitarian endeavor. The colleges and universities have not been established for the sake of education. The colleges and universities are the wholesale producers of a designated mentality conducive to the perpetuation and continuation of America's present national life. A national life which we have witnessed to be in total and complete contradiction to the wholesome development and survival of our people. There is little need to detail the sad circumstances of our plight in American society. This tale is already well known. Not even the blind and insane could deny or refute the unspeakable horrors that American has wrought upon its citizens of color. Finally, we have witnessed white America's long overdue self-admittance of its racism. Thus, knowing and recognizing fully the gravity of the circumstances under which we labor, we are moving to institute all those changes prerequisite to our survival in an openly hostile country. While our elders share the burden of these circumstances, it is clear to us that this is a burden too great for them to shoulder alone; that we, the young, must shoulder the major portion of this burden; that we, the young, are the key link to the survival of our kind; that we must therefore call unto and surround ourselves with resources of all kind and material which will aid us in preparing for this great task. A qualitative change in our education is necessary to this end.

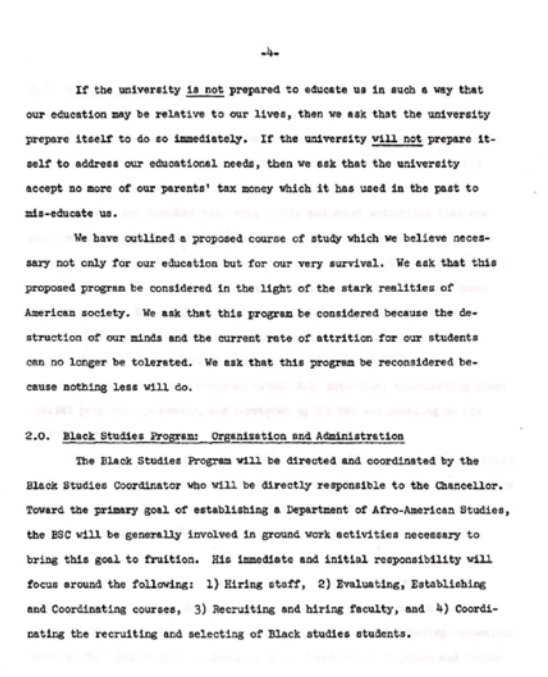


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The black student in America has, for as long as anyone can remember, been the victim of mental brutality, character subversion, and inundate alienation from his black community. His value to his community at the end of his college or university career has been zero. His community has thereby been left without the element most essential to its regeneration and construction---its aware young people. Black students can no longer afford to be educated away from their origins. Henceforth, our education must speak to the needs of our community and our people. We can no longer prostitute our minds to the vain and irrelevant intellectual pursuits of western society while our community lies in ruin and our people are threatened with concentration camps. This would amount to intellectual shuffling and we are determined to shuffle no more.

It is important to note here that our proposal is not a product of reaction. We are well beyond reaction. We are addressing ourselves to a basic change of attitude. This change is primarily a product of self discovery. A kind of self discovery which has snatched our minds from the rank of a historically insignificant, persecuted, minority and placed us among the world's majority populace which is crying from one end of the earth to the other that "we are". We are decided that we alone can define ourselves, that we are beautiful despite the white negative concept of us, that we have a history, an art, and a culture that no race or nation can stamp out our "souls" no matter the intensity of this foolish effort.

We must therefore ask with unrelenting insistence that our future education be radically reformed. We demand a program of "BLACK STUDIES", a program which will be of, by, and for black people. We demand that we be educated realistically; and that no form of education which attempts to lie to us, or otherwise mis-educate us will be accepted.



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If the university is not prepared to educate us in such a way that our education may be relative to our lives, then we ask that the university prepare itself to do so immediately. If the university will not prepare itself to address our educational needs, then we ask that the university accept no more of our parents' tax money which it has used in the past to mis-educate us.

We have outlined a proposed course of study which we believe necessary not only for our education but for our very survival. We ask that this proposed program be considered in the light of the stark realities of American society. We ask that this program be considered because the destruction of our minds and the current rate of attrition for our students can no longer be tolerated. We ask that this program be reconsidered because nothing less will do.

2.0. Black Studies Program: Organization and Administration

The Black Studies Program will be directed and coordinated by the Black Studies Coordinator who will be directly responsible to the Chancellor. Toward the primary goal of establishing a Department of Afro-American Studies, the BSC will be generally involved in ground work activities necessary to bring this goal to fruition. His immediate and initial responsibility will focus around the following: 1) Hiring staff, 2) Evaluating, Establishing and Coordinating courses, 3) Recruiting and hiring faculty, and 4) Coordinating the recruiting and selecting of Black studies students.

2.1. Recruiting and Hiring Staff

In order to effectively and efficiently work toward the long range goal of a Department of Afro-American Studies and to engage in the necessary steps towards this end, the Black Studies Coordinator will need staff aid commensurate with this task. If one is to avoid bogging down the BSC in minute details and inundate him with trivia and other activities that are not essential to his primary responsibilities, and if the University's commitment to bringing about the innovative academic impact of the Black Studies Program is to be "real", the following positions are irreducible minimums: Assistant to the BSC, Administrative Assistant, Student Affairs Officer, Personal Secretary, and Secretary. The responsibilities of the Assistant to the BSC will be to establish community-based Black Studies programs, establishing Black Studies programs within U.C. Extension, coordinating other special programs and events, and representing the BSC and speaking on his behalf as needed.

The Administrative Assistant will have the following responsibilities: 1) Preparing, coordinating and otherwise dealing with all fiscal and budgetary matters; 2) Assisting in preparation of reports and doing appropriate research as needed; and 3) Managing the office in the absence of the two ranking officials.

The Student Affairs Officer will have responsibilities for: 1) Assisting students in areas of need; 2) Acting as liasion between EOP, SOS, and other programs relating to minority students, 3) Offering counseling services to Black Studies students, and 4) Coordinating Freshmen and Senior Seminars. Both the Personal Secretary and the Secretary will carry out responsibilities traditionally characteristic of such roles. All of these positions will be filled within a month after the Black Studies Coordinator has been hired.

2.2. Evaluating, Establishing and Coordinating Courses

While the Black Studies Program will be housed initially in one of the social science departments, i.e., Sociology, many of its courses will be offered in the various schools and departments comprising the University community (see Section 3.0). The need then to assess and evaluate the nature of the existing courses toward the end of determining the nature of appropriate Black Studies courses to be offered is paramount and will be an important responsibility of the BSC. Sitting in consultation with the appropriate personnel of the various disciplines, the BSC will make recommendations regarding the courses to be offered.

Once the matter of the general nature of given courses has been established and the question of staffing such courses has been adequately dealt with, the problem of scheduling and coordination of courses in a manner consistent with the purposes of the Black Studies program will be addressed.

Until such time as a Department of Afro-American Studies is established, the responsibilities stated above are continuous and ongoing.

3.0. Black Studies Curriculum

The following courses and the departments in which they are to be offered are listed below for instructional purposes only. They should be seen as indicators of the types of courses that could be offered and be consistent with purposes of the Black Studies Program. Since the titles given below came out of many long and intense discussions among Black students and professors on this campus and with the same on other campuses, it can be anticipated that much effort will go into seeing courses developed along the thematic lines suggested here. Indeed, there are other course

Original Proposal

topics that could have been listed; however, it would be both premature and improper to spell out a long list of areas or their content without the BSC and his pending relationships with various department heads. With the above qualifications the remainder of this section is offered.

BLACK STUDIES PROGRAM

-Proposed Courses-

ANTHROPOLOGY

1. Introduction to Black Anthropology (physical)
2. Cultral Anthropology
   a. Survey to African Anthropology
   b. Survey to Afro-American Anthropology
3. Upper Division-
   Comparative Black Anthropology

ART

1. Survey of African Art
2. Introduction to Afro-American Art
3. Survey of Contemporary Afro-American Art
4. Introduction to Revolutionary Black Art

DRAMATIC ARTS

1. Afro-Americans and the Theatre
2. Workshop- (improvisation)

CRIMINOLOGY

1. Social Control and the Black Community (series: A,B,C)
2. Police in the Black Community

ECONOMICS

1. Economics of Racism
2. Current Economic Problems of Afro-Americans

EDUCATION

1. Education (knowledge) of the Black Man (series: A,B,C)
2. Survey of Education from elementary to college level
3. Seminar - Upper Division

ENGLISH

1. Survey of Afro-American Literature
2. Introduction to Black Prose and Poetry
3. The Black Writer in America
   a. Historical
   b. Theoretical

HISTORY

1. Black America
2. U.S. History from Black Perspective (satisfies Amer. Hist. requirement)
3. Survey of Black Heroes in Western History

HUMANITIES

1. Humanism in Perspective

LINGUISTICS

1. Ghetto Language
2. Survey of Black Dialect

MUSIC

1. Music and the Black Man
2. Contemporary Afro-American Music
   a. Religion and Blues
   b. Jazz
   c. Rhythm and Blues
   d. New Musics

PHILOSOPHY

1. Black Thought in the 20th Century
2. Introduction to African Philosophy

POLITICAL SCIENCES

1. Political Problems of Black Americans
2. The American Government--Black Perspective (satisfies institution requirement)
3. Racism, Colonialism, and Apartheid
4. Black American and Third World (politics of liberation)

PSYCHOLOGY

1. Psychology of Racism
2. Black Economical and Social Psychology

SOCIAL WELFARE

1. Black Social and Political Welfare

SOCIOLOGY

1. Sociology of the Black Family
2. Black Social Movements
3. Black Social Institutions
4. Urbanization of Black People
5. Organization of the Black Community

NOTE: Psych courses to be conducted on group session basis, allowing for students who have already taken the course to participate in discussion with currently enrolled students.

4.0. Student Profile in Black Studies

In the profile projected below only Black Studies courses are included. Certain courses offered in other schools and departments will be highly recommended (some will be mandatory). Yet other courses will be suggested to the student depending on the student's needs and area of concentration. In every case each student will be counselled by the BSP staff, and evaluated after each academic year.

Freshman Year

To be completed during the first quarter:

1st Qtr: ORIENTATION TO BLACK STUDIES PROGRAM (10 units)

Three 1-1/2 hr sessions per week and two section meetings. An overview of the Black Experience from Economic, Historical, Political, and Sociological perspectives.

Freshman-Senior Seminar

Each Freshman is required to enroll in one such seminar. These seminars will be very informal and will focus on academic, personal, social and other problems experienced by Freshmen (Because there will be no BSP seniors until the second or third year of operation, the Student Affairs Officer will recruit minority upper-division and graduate students to participate in these seminars. No credits will be offered.

2nd & 3rd Qtrs: Within these quarters the student is expected to have completed the following courses:

The History of the United States (A Black Perspective)(5 units)

Introduction to Black Cultures (5 units)

Sociology of the Black Family (5 units)

Sophomore Year

During and before completion of his sophomore year, the following courses have to be satisfied:

Racism, Colonialism, and Apartheid
(Political Science - 5 units)

Economics of Racism
Economics - 5 units

Urbanization of Black People
Sociology - 5 units

Psychology of Racism
Psychology - 5 units

Junior Year

The student will declare his area of concentration. He will complete the rest of the Black Studies courses offered in that particular discipline and take other appropriate courses offered within that discipline, i.e., research and methodology courses.

In combination with courses he may be taking, the student is expected to spend the second and third quarters in the field (community). Assisted by a faculty member of the Black Studies Program, the student will engage in researching some problem consistent with his area of concentration. The main vehicle to be used in undertaking this task will be participant-observation.

History 4A and 4B must be completed before the second quarter of the Junior year.

Senior Year

The first quarter will be spent in seminar with other seniors who have been in the field. The seminar will be conducted by the faculty of the Black Studies Program.

Second and Third Quarters

The student will spend these two quarters preparing his seminar Dissertation based on his field experiences. In addition, he will conduct Freshmen-Senior seminars on a rotating basis with other seniors.

After completion of this program and other requirements, the student will be awarded the Bachelor of Arts degree in Afro-American Studies.

5.0. Recruitment and Selection of Black Studies Students

Because the primary vehicle for bringing minority youngsters to the campus is the Educational Opportunity Program (EOP) and since the majority of those to be engaged in Black Studies will be minorities, recruiting and selection of Black Studies Students will be done within the framework provided by the EOP. One third of minority students normally coming under the EOP will be selected and admitted to Black Studies by the Black Studies Selection Committee. This committee will be comprised of the BSC, the University's Admissions Officer, and the ranking Officer of the Afro-American Students' Union, or their designated alternates. These students are to be seen as EOP Students and therefore entitled to the same benefits.

Since non-EOP minority students and non-minorities are not excluded from being Black Studies Students, a second source for recruiting BS students is available. In any case all students seeking admissions to the BS Program must be selected and admitted by the Black Studies Selection Committee.

6.0. Black Studies Programs

In addition to the curriculum stated above for those who expect to receive a B.A. degree in Afro-American studies, the Black Studies Program will offer Black curriculum through three essential programs: 1) Community-based, 2) U.C. Extension, and 3) Experimental courses.

6.1. Community-Based Programs

The need pointed out in the Introduction to this proposal is not limited to those who have been fortunate enough to have arrived at the University scene. Indeed, if others are to entertain hopes of doing the same or otherwise "get themselves together" it is imperative that the dissemination of a Black Studies format not be delineated by the boundaries characterizing the University of California. Apart from the question of Black Studies any cleavage between the University and the community is at the expense of both. One natural vehicle for closing the gap that exists, and for strenghthening relationships is to offer services and programs, under the auspices of the University, that speak to certain needs of community residents and at the same time make it convenient and comfortable for them to partake of such programs and/or services.

The Black Studies Program purports to address this situation by establishing within the community, at 5 or 6 locations, certain Black studies courses that are geared to involve residents to the maximum extent as both students of, an contributors to those courses to be offered. Under the direction of the BSC the Assistant will identify and work with various local organizations, groups, and institutions to establish such courses and

their times and locations that are desired by them. While some of the courses will be staffed by personnel hired by the BSC, others will be staffed by talented students involved in the Black Studies Program.

6.2. Experimental Programs

One innovative appendage to the University body that has come about recently is the idea of students establishing courses that speaks to their needs and interests (BED, CEP). Use of such a program is rare and therefore the exception rather than the rule. The Black Studies Program envisions experimental programs as being intrinsic to its operations and one of its essential characteristics.

Black Studies students will be encouraged, aided, rewarded, and expected to put together courses in areas where they have strong interests, whether they get the opportunity to actually instruct in them or not. Where they do have the desire to instruct such courses every effort will be made to give these students the opportunity either in community-based curricula and/or as a part of the experimental structure existing on campus.

6.3. Extension Programs

Consistent with the desire of the Black Studies Program to share knowledge, information, understanding, and differing perspectives with all who come into contact with the University, the Black Studies Program will offer, on a limited basis, Black Studies courses in the U.C. Extension. The processes alluded to in 2.1 will be utilized in bringing about such courses.

7.0. Rational for Hiring Black Faculty

Like other areas of American life, racism has had its effects on the University Community. Lily-white student bodies have been taught by lily-white teachers from a lily-white, middle class perspective. The product of this union has been, and continues to be, scholars who view the world from a unidimensional perspective, lacking both the understanding and knowledge that comes from realizing and appreciating the existence of equally important world views.

As alluded to in the introduction, only by including that which has been systematically excluded--the Black experience--can the University begin to adequately address itself to and prepare its students for living in the world as it is, and work to change it to what it should be.

The Black Studies Program places high premimum on employing the services of Black people who have demonstrated academic ability and/or who are in possession of information, knowledge and talent necessary to teaching courses to be offered under the Black Studies Program.

To this end every effort will be made to have those people who have established themselves in the academic arena, however, academic reputation will not be the key or the sole criteria for hiring BSP faculty. It will be the goal of the program to secure the talents of the best Black people available regardless of academic credentials. Indeed one of the main reasons for the paucity of "credentialed" Blacks is the institutionalized racism present at all levels of the educational system.

In addressing the problem pointed out in the first portion of this section and in establishing and maintaining the integrity of Black Studies,

the program spoken to in this proposal offers a natural vehicle which must be utilized to the maximum degree.

It is understood that many of the Black teachers will be categorized as Instructors and lecturers on full, half or part-time basis. Others, having certain academic credentials, may be employed in more prestigious and lucrative positions. In any case, the combined efforts of the Administration, the various schools and departments, and the Black Studies Program, to implement the Chancellor's commitment to hire more Blacks, could have immediate impact on eliminating the existence and effects of a traditional "eye-sore" - Racism.

6.3.1 Proposal Text

PROPOSAL FOR ESTABLISHING A BLACK STUDIES PROGRAM SUBMITTED TO UNIVERSITY OF CALIFORNIA BY THE AFRO-AMERICAN STUDENT UNION - SPRING 1968

1.0 Introduction

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BLACK STUDIES PROGRAM

-Proposed Courses-

ANTHROPOLOGY

1. Introduction to Black Anthropology (physical)
2. Cultural Anthropology
   a. Survey to African Anthropology
   b. Survey to Afro-American Anthropology
3. Upper Division-Comparative Black Anthropology

ART

1. Survey of African Art
2. Introduction to Afro-American Art
3. Survey of Contemporary Afro-American Art
4. Introduction to Revolutionary Black Art

DRAMATIC ARTS

1. Afro-Americans and the Theatre
2. Workshop- (improvisation)

CRIMINOLOGY

1. Social Control and the Black Community (series: A,B,C)
2. Police in the Black Community

ECONOMICS

1. Economics of Racism
2. Current Economic Problems of Afro-Americans

EDUCATION

1. Education (knowledge) of the Black Man (series: A,B, C)
2. Survey of Education from elementary to college level
3. Seminar - Upper Division

ENGLISH

1. Survey of Afro-American Literature
2. Introduction to Black Prose and Poetry
3. The Black Writer In America
    a. Historical
    b. Theoretical

HISTORY

1. Black America
2. U.S. History from Black Perspective (satisfies Amer. Hist. requirement)
3. Survey of Black Heroes In Western History

HUMANITIES

1. Humanism in Perspective

LINGUISTICS

1. Ghetto Language
2. Survey of Black Dialect

MUSIC

1. Music and the Black Man
2. Contemporary Afro-American Music
    a. Religion and Blues
    b. Jazz
    c. Rhythm and Blues
    d. New Musics

PHILOSOPHY

1. Black Thought in the 20th Century
2. Introduction to African Philosophy

POLITICAL SCIENCES

1. Political Problems of Black Americans
2. The American Government--Black Perspective (satisfies institution requirement)
3. Racism, Colonialism, and Apartheid
4. Black American and Third World (politics of liberation)

PSYCHOLOGY

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2. Black Economical and Social Psychology

SOCIAL WELFARE

1. Black Social and Political Welfare

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NOTE: Psych courses to be conducted on group session basis, allowing for students who have already taken the course to participate in discussion with currently enrolled students.

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Freshman Year

To be completed during the first quarter:

1st Qtr: Orientation to Black Studies Program (10 units)

Three 1-½ hr sessions per week and two section meetings. An overview of the Black Experience from Economic, Historical, Political, and Sociological perspectives.

Freshman-Senior Seminar

Each Freshman is required to enroll in one such seminar. These seminars will be very informal and will focus on academic, personal, social and other problems experienced by Freshman (Because there will be no BSP seniors until the second or third year of operation, the Student Affairs Officer will recruit minority upper-division and graduate students to participate in these seminars. No credits will be offered.

2nd & 3rd Qtrs: Within these quarters the student is expected to have completed the following courses:

The History of the United States (A Black Perspective) (5 units)
Introduction to Black Culture (5 units)
Sociology of the Black Family (5 units)

Sophomore Year

During and before completion of his sophomore year, the following courses have to be satisfied:
Racism, Colonialism, and Apartheid
(Political Science - 5 units)
Economics of Racism
Economics - 5 units
Urbanization or Black People
Sociology - 5 units
Psychology of Racism
Psychology - 5 units

Junior Year

The student will declare his area of concentration. He will complete the rest of the Black Studies courses offered in that particular discipline and take other appropriate courses offered within that discipline, i.e., research and methodology courses.

In combination with courses he may be taking, the student 1s expected to spend the second and third quarters in the field (community). Assisted by a faculty member of the Black Studies Program, the student will engage in researching some problem consistent with his area of concentration. The main vehicle to be used In undertaking this task will be participant-observation.

History 4A and 4B must be completed before the second quarter of the Junior year.

Senior Year

The first quarter will be spent in seminar with other seniors who have been in the field.

The seminar will be conducted by the faculty of the Black Studies Program.

Second and Third Quarters

The student will spend these two quarters preparing his seminar Dissertation based on his field experiences. In addition, he will conduct Freshmen-Senior seminars on a rotating basis with other seniors.

After completion of this program and other requirements, the student will be awarded the Bachelor of Arts degree in Afro-American Studies.

5.0 Recruitment and Selection of Black Studies Students

Because the primary vehicle for bringing minority youngsters to the campus is the Educational Opportunity Program (EOP) and since the majority of those to be engaged in Black Studies will be minorities, recruiting and selection of Black Studies Students will be done within the framework provided by the EOP. One third of minority students normally coming under the EOP will be selected and admitted to Black Studies by the Black Studies Selection Committee. This committee will be comprised of the BSC, the University's Admissions Officer, and the ranking Officer of the Afro-American Students' Union, or their designated alternates, These students are to be seen as EOP Students and therefore entitled to the same benefits.

Since non-EOP minority students and non-minorities are not excluded from being Black Studies Students, a second source for recruiting BS students is available. In any case all students seeking admissions to the BS Program must be selected and admitted by the Black Studies Selection Committee.

6.0 Black Studies Programs

In addition to the curriculum stated above for those who expect to receive a B.A. degree in Afro- American studies, the Black Studies Program will offer Black curriculum through three essential programs:

1) Community-based, 2) U.C. Extension, and 3) Experimental courses.

6.1 Community-Based Programs

The need pointed out in the Introduction to this proposal is not limited to those who have been fortunate enough to have arrived at the University scene. Indeed, if others are to entertain hopes of doing the same or otherwise "get themselves together" it is imperative that the dissemination of a Black Studies format not be delineated by the boundaries characterizing the University of California. Apart from the question of Black Studies any cleavage between the University and the community is at the expense of both. One natural vehicle for closing the gap that exists, and for strengthening relationships is to offer services and programs, under the auspices of the University, that speak to certain needs of community residents and at the same time make it convenient and comfortable for them to partake of such programs and/or services.

The Black Studies Program purports to address this situation by establishing within the community, at 5 or 6 locations, certain Black studies courses that are geared to involve residents to the maximum extent as both students of an[d] contributors to those courses to be offered. Under the direction of the BSC the Assistant will identify and work with various local organizations, groups, and institutions to establish such courses and their times and locations that are desired by them. While some of the courses will be staffed by personnel hired by the BSC, others will be staffed by talented students involved in the Black Studies Program.

6.2 Experimental Programs

One innovative appendage to the University body that has come about recently is the idea of students establishing courses that speaks to their needs and interests (BED, CEP). Use of such a program is rare and therefore the exception rather than the rule. The Black Studies Program envisions experimental programs as being intrinsic to its operations and one of its essential characteristics.

Black Studies students will be encouraged, aided, rewarded, and expected to put together courses in areas where they have strong interests, whether they get the opportunity to actually instruct in them or not. Where they do have the desire to instruct such courses every effort will be made to give these students the opportunity either in community-based curricula and/or as a part of the experimental structure existing on campus.

6.3 Extension Programs

Consistent with the desire of the Black Studies Program to share knowledge, information, understanding, and differing perspectives with all who come into contact with the University, the Black Studies Program will offer, on a limited basis, Black Studies courses in the U.C. Extension. The processes alluded to in 2.1 will be utilized in bringing about such courses.

7.0 Rational for Hiring Black Faculty

Like other areas of American life, racism has had its effects on the University Community. Lily-white student bodies have been taught by lily-white teachers from a lily-white, middle class perspective. The product of this union has been, and continues to be, scholars who view the world from a unidimensional perspective, lacking both the understanding and knowledge that comes from realizing and appreciating the existence of equally important world views.

As alluded to in the introduction, only by including that which has been systematically excluded--the Black experience--can the University begin to adequately address itself to and prepare its student for living. In the world as it is, and work to change it to what it should be.

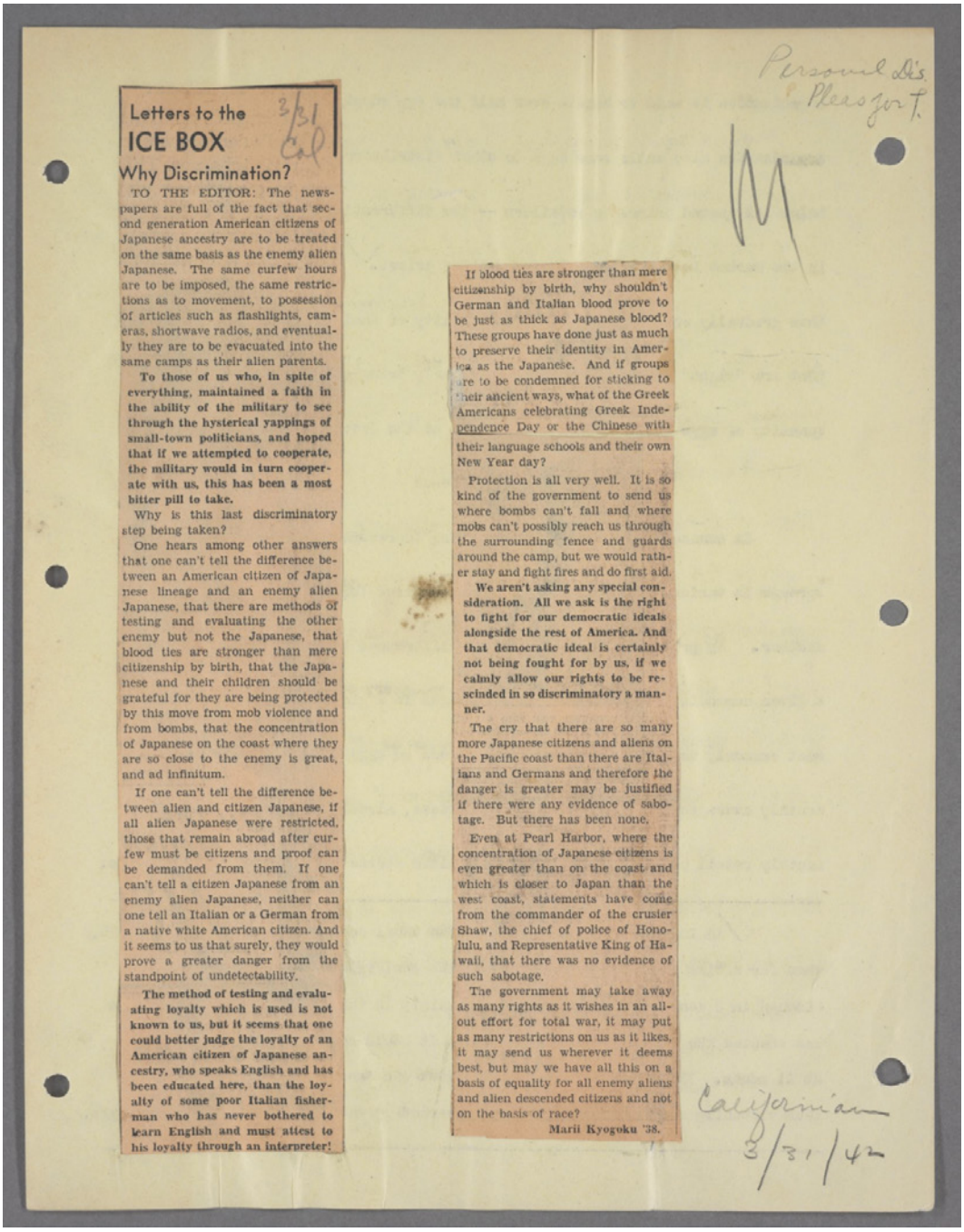
The Black Studies Program places high premium on employing the services of Black people who have demonstrated academic ability and/or who are in possession of information, knowledge and talent necessary to teaching courses to be offered under the Black Studies Program.

To this end every effort will be made to have those people who have established themselves in the academic arena, however, academic reputation will not be the key or the sole criteria for hiring BSP faculty. It will be the goal of the program to secure the talents of the best Black people available regardless of academic credentials. Indeed one of the main reasons for the paucity of "credentialed" Blacks is the institutionalized racism present at all levels of the educational system.

In addressing the problem pointed out in the first portion of this section and in establishing and maintaining the integrity of Black Studies, the program spoken to in this proposal offers a natural vehicle which must be utilized to the maximum degree.

It is understood that many of the Black teachers will be categorized as Instructors and lecturers on full, half or part-time basis. Others, having certain academic credentials, may be employed in more prestigious and lucrative positions. In any case, the combined efforts of the Administration, the various schools and departments, and the Black Studies Program, to implement the Chancellor's commitment to hire more Blacks, could have immediate impact on eliminating the existence and effects of a traditional "eye-sore" - Racism.

6.4 Appendix G: Opinion Editorial Examples



Letters to the
ICE BOX

3/31 Cal

Why Discrimination?

TO THE EDITOR: The newspapers are full of the fact that second generation American citizens of Japanese ancestry are to be treated on the same basis as the enemy alien Japanese. The same curfew hours are to be imposed, the same restrictions as to movement, to possession of articles such as flashlights, cameras, shortwave radios, and eventually they are to be evacuated into the same camps as their alien parents.

To those of us who, in spite of everything, maintained a faith in the ability of the military to see through the hysterical yappings of small-town politicians, and hoped that if we attempted to cooperate, the military would in turn cooperate with us, this has been a most bitter pill to take.

Why is this last discriminatory step being taken?

One hears among other answers that one can't tell the difference between an American citizen of Japanese lineage and an enemy alien Japanese, that there are methods of testing and evaluating the other enemy but not the Japanese, that blood ties are stronger than mere citizenship by birth, that the Japanese and their children should be grateful for they are being protected by this move from mob violence and from bombs, that the concentration of Japanese on the coast where they are so close to the enemy is great, and ad infinitum.

If one can't tell the difference between alien and citizen Japanese, if all alien Japanese were restricted, those that remain abroad after curfew must be citizens and proof can be demanded from them. If one can't tell a citizen Japanese from an enemy alien Japanese, neither can one tell an Italian or a German from a native white American citizen. And it seems to us that surely, they would prove a greater danger from the standpoint of undetectability.

The method of testing and evaluating loyalty which is used is not known to us, but it seems that one could better judge the loyalty of an American citizen of Japanese ancestry, who speaks English and has been educated here, than the loyalty of some poor Italian fisherman who has never bothered to learn English and must attest to his loyalty through an interpreter!

If blood ties are stronger than mere citizenship by birth, why shouldn't German and Italian blood prove to be just as thick as Japanese blood? These groups have done just as much to preserve their identity in America as the Japanese. And if groups are to be condemned for sticking to their ancient ways, what of the Greek Americans celebrating Greek Independence Day or the Chinese with their language schools and their own New Year day?

Protection is all very well. It is so kind of the government to send us where bombs can't fall and where mobs can't possibly reach us through the surrounding fence and guards around the camp, but we would rather stay and fight fires and do first aid.

We aren't asking any special consideration. All we ask is the right to fight for our democratic ideals alongside the rest of America. And that democratic ideal is certainly not being fought for by us, if we calmly allow our rights to be rescinded in so discriminatory a manner.

The cry that there are so many more Japanese citizens and aliens on the Pacific coast than there are Italians and Germans and therefore the danger is greater may be justified if there were any evidence of sabotage. But there has been none.

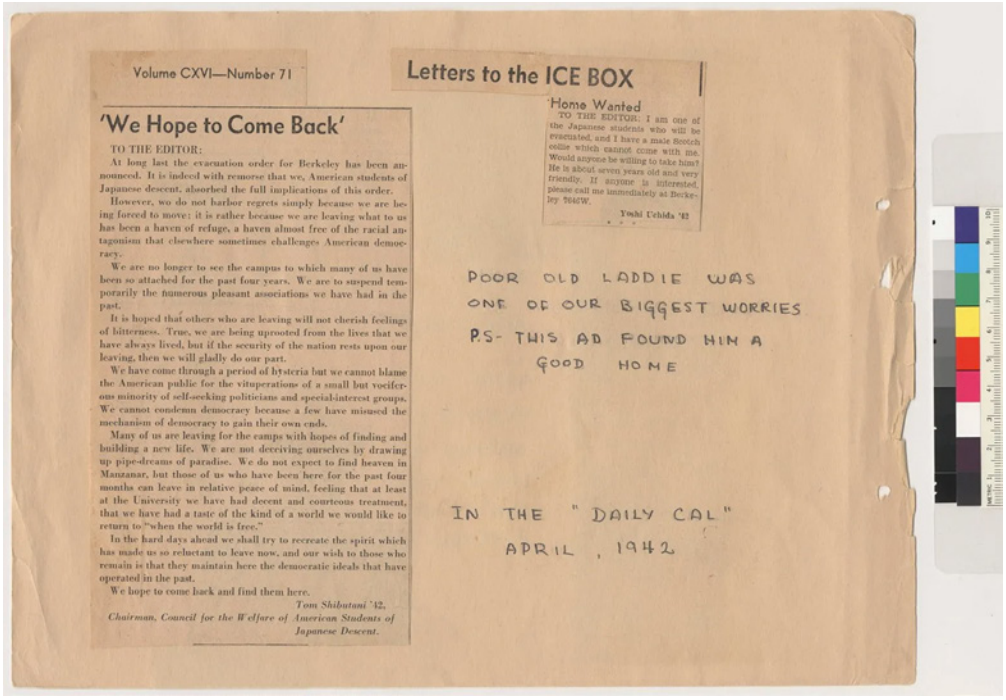
Even at Pearl Harbor, where the concentration of Japanese citizens is even greater than on the coast and which is closer to Japan than the west coast, statements have come from the commander of the crusier Shaw, the chief of police of Honolulu, and Representative King of Hawaii, that there was no evidence of such sabotage.

The government may take away as many rights as it wishes in an all-out effort for total war, it may put as many restrictions on us as it likes, it may send us wherever it deems best, but may we have all this on a basis of equality for all enemy aliens and alien descended citizens and not on the basis of race?

Marii Kyogoku '38.

Personal Dis.
Please go to T.

Californian
3/31/42


Volume CXVI—Number 71

Letters to the ICE BOX

'We Hope to Come Back'

TO THE EDITOR:

At long last the evacuation order for Berkeley has been announced. It is indeed with remorse that we, American students of Japanese descent, absorbed the full implications of this order.

However, we do not harbor regrets simply because we are being forced to move; it is rather because we are leaving what to us has been a haven of refuge, a haven almost free of the racial antagonism that elsewhere sometimes challenges American democracy.

We are no longer to see the campus to which many of us have been so attached for the past four years. We are to suspend temporarily the numerous pleasant associations we have had in the past.

It is hoped that others who are leaving will not cherish feelings of bitterness. True, we are being uprooted from the lives that we have always lived, but if the security of the nation rests upon our leaving, then we will gladly do our part.

We have come through a period of hysteria but we cannot blame the American public for the vituperations of a small but vociferous minority of self-seeking politicians and special-interest groups. We cannot condemn democracy because a few have misused the mechanism of democracy to gain their own ends.

Many of us are leaving for the camps with hopes of finding and building a new life. We are not deceiving ourselves by drawing up pipe-dreams of paradise. We do not expect to find heaven in Manzanar, but those of us who have been here for the past four months can leave in relative peace of mind, feeling that at least at the University we have had decent and courteous treatment, that we have had a taste of the kind of a world we would like to return to "when the world is free."

In the hard days ahead we shall try to recreate the spirit which has made us so reluctant to leave now, and our wish to those who remain is that they maintain here the democratic ideals that have operated in the past.

We hope to come back and find them here.

Tom Shibutani '42,
Chairman, Council for the Welfare of American Students of Japanese Descent.

Home Wanted

TO THE EDITOR: I am one of the Japanese students who will be evacuated, and I have a male Scotch collie which cannot come with me. Would anyone be willing to take him? He is about seven years old and very friendly. If anyone is interested, please call me immediately at Berkeley 7646W.

Yoshi Uchida '42

POOR OLD LADDIE WAS ONE OF OUR BIGGEST WORRIES

P.S- THIS AD FOUND HIM A GOOD HOME

IN THE "DAILY CAL" APRIL, 1942

Opinion Editorial Text

Letters to the ICE BOX
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Undergraduate Student Advocacy in the University of California System: Toolkit

Yoshi Uchida '42

[Written in pencil on the document]
POOR OLD LADDIE WAS
ONE OF OUR BIGGEST WORRIES
P.S - THIS AD FOUND HIM A GOOD HOME

IN THE "DAILY CAL" APRIL, 1942

6.5 Appendix H: Petition Example

"Prevent the [UC Berkeley] College of Chemistry from being dissolved," (2016)

Petition Text:

UC Berkeley's College of Chemistry is one of the largest and most prestigious chemistry institutions in the world. Its chemistry and chemical engineering programs have consistently been ranked on par with or higher than private schools like MIT, Harvard, and Caltech -- the only public school to do so. Faculty and alumni of the College have received thirteen Nobel Prizes, and researchers at the College of Chemistry were responsible in part for the discovery of over a dozen elements, including Californium, Seaborgium, and our very own Berkelium.

Yet despite the incomparable prestige that the College of Chemistry brings to UC Berkeley, the Chancellor's Office is considering disbanding the College, which dates back to 1872, as a proposed cost-saving measure. There is no doubt that UC Berkeley's high chemistry and chemical engineering rankings and ability to compete with far better-funded departments is due in part to the unique design of the College of Chemistry, which fosters a cooperative and interdisciplinary environment that brings faculty, grad students, and undergraduates together.

Dissolving the College of Chemistry would not only destroy a valuable part of UC Berkeley history, it risks losing the spark that makes Berkeley's chemistry and chemical engineering world-famous. The college's small class size and relatively low student:teacher ratio allow it to maintain its intimate focus on undergraduate research that produces such quality academics.

Folding chemistry and chemical engineering into different colleges (Letters & Sciences and Engineering, respectively) damages the intersectionality of these fields, affecting numerous researchers and faculty whose work transcends these boundaries. To top it all off, the College of Chemistry raised more money during the 2015 Big Give than the entire College of Letters & Sciences, despite having less than 5% of the undergraduate population of the latter.

The College of Chemistry is a tightly-knit community that produces unparalleled results in part due to its unorthodox administrative position, with a history that stretches back over a century and alumni that have shaped and defined the course of modern science as we know it. The dissolution of the College of Chemistry would not just affect the students and faculty who call it home, it would be a loss for the University of California and the entire scientific community.

Victory Statement from College of Chemistry Dean Doug Clark (2016)

Dear College of Chemistry community,

It is my profound pleasure to inform you that the campus administration has removed the possibility of dissolving the College of Chemistry from the academic structural realignments that are being considered. The College of Chemistry will remain intact as a single independent unit.

[...]

I am certain that the outpouring of support from the CoC community was crucial in persuading campus that the unique structure of the College of Chemistry is integral to its worldwide reputation, to the outstanding productivity of its renowned faculty, and to its strength as a fundraising and revenue-generating enterprise.

I would like to acknowledge this vital support in a general way, here. Support for the College has been demonstrated in many ways…[including] with remarkable impact, the Change.org petition that garnered almost 4,500 signatures and scores of comments from students, parents, staff, alumni and colleagues across the nation, catalyzing articles in the international, national, state and local media.

As dean, I am deeply grateful for the energy, devotion and commitment shown by so many of you. Thank you. I am tremendously proud to be the dean of this wonderful College.

Sincerely,

Doug Clark

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