

# WHAT GOT LEFT OUT?

The University of Washington is a vast and complicated machine, and we obviously were limited by time and resources on what we could cover within the confines of a zine. For that reason we decided to make this Zine OPEN SOURCE. We invite future students to add to and edit the zine how they see fit, and hope the tradition of disorientation will continue long into the future. Here are some of the gaps we saw that will hopefully get filled in by new layers of activists.

1983 TO 1997??? WTF?

THE ENVIRONMENTAL MOVEMENT

FOUNDING OF THE Q CENTER???

LGBTQ RIGHTS AND LIBERATION

FEMINIST MOVEMENTS ON CAMPUS

IMMIGRANT RIGHTS FOR STUDENTS

RADICAL PROFESSORS OR CLASSES

COLLEGE ATHLETE EXPLOITATION

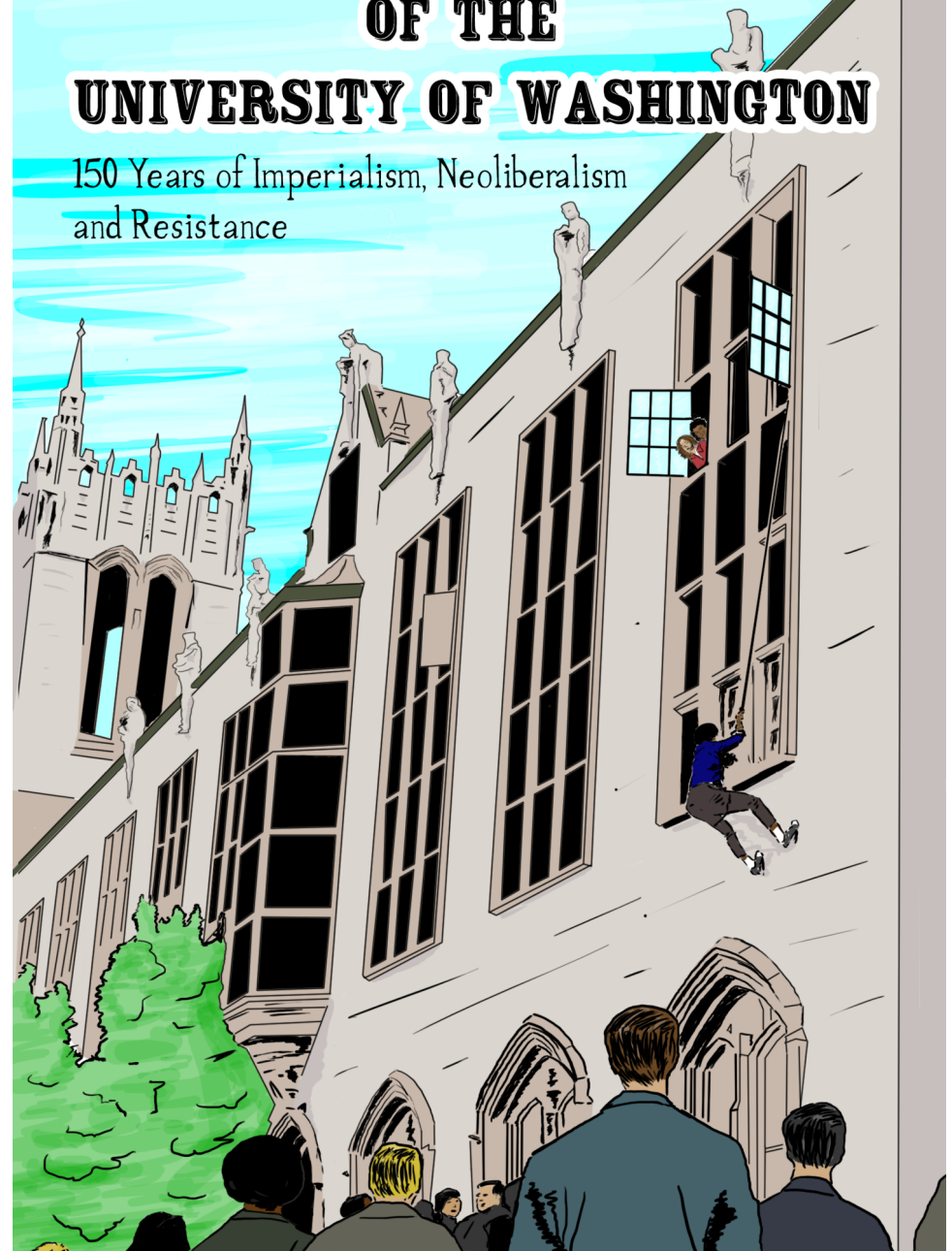
Of course there is much more, and if your story is left out, we sincerely apologize. This is a work in progress and we hope you will join us! This entire editable InDesign package with fonts can be found at [www.disorientationuw.wordpress.com/zine](http://www.disorientationuw.wordpress.com/zine)

You can also check out and add to our interactive editable online timeline at <http://tinyurl.com/n4ze44l>

Contact us to get involved with future Disorientation Organizing at [diso@uw.edu](mailto:diso@uw.edu)

# A PEOPLES HISTORY OF THE UNIVERSITY OF WASHINGTON

150 Years of Imperialism, Neoliberalism  
and Resistance



# WELCOME TO UW

This zine seeks to contribute an engaging summary of both the decades of creative, dedicated activism which has shaped this university, and also to the dedicated research and documentation to illuminate that history, which subsequent generations have spent so much time archiving at both HistoryLink.org and the Seattle Civil Rights and Labor History Project. Hopefully this zine can contribute to broadening the reach of this important work and offer lessons from this history for years to come.

This Zine has been compiled through a committee of activists as part of Disorientation UW 2013

Disorientation is a student-led, social-justice focused alternative to orientation. We invite students, new and old, to come together to tell a people's history of the UW; to critique our institution's role in militarism, imperialism, and structural racism; and to imagine what a liberatory education might look like. As students, faculty, and community members connected to the University of Washington, we have the power to reorient the University's path toward justice. Besides this Zine, Disorientation 2013 consists of 3 events to kick off the year.

- 1) Radical History Tour of Campus
- 2) An Art Gallery of Student and Community art focusing on social justice
- 3) An Un-Conference bringing together students, student groups, community organizations and faculty

For more information on Disorientation please visit [www.disorientationuw.wordpress.com](http://www.disorientationuw.wordpress.com)

## MEChA (Movimiento Estudiantil Chican@ de Aztlan)

This Chican@ student movement is a student group fighting for the rights of all Latin@ peoples. Read more about their roots at UW on page 18.  
More info at <http://students.washington.edu/mecha/>  
Contact: [mecha@uwashington.edu](mailto:mecha@uwashington.edu)

## Queer Student Commission

The QSC is one of eight diversity commissions under the ASUW. We are a student-run, student-led, umbrella organization for gay, bisexual, lesbian, trans\*, intersex queer, and ally students on campus.  
More info at <http://qsc.asuw.org/>  
Contact: [asuwqsc@u.washington.edu](mailto:asuwqsc@u.washington.edu)

## SARVA (Sexual Assault and Relationship Violence Activists)

SARVA is a group of student volunteers committed to putting an end to sexual assault and domestic violence as well as promoting a sex positive culture through peer education. We serve the university community by providing presentations and facilitating discussions about sexual assault, relationship violence, and stalking.  
More info at <http://sarva.asuw.org/>  
Contact: [asuwpsa@uw.edu](mailto:asuwpsa@uw.edu)

## Students United for Palestinian Equal Rights (SUPER) UW

SUPER seeks to educate and facilitate connections between students and the broader community about the struggle for Palestinian equal rights.  
More info at [superuw.org](http://superuw.org)  
Contact: [superuw@uw.edu](mailto:superuw@uw.edu)

## United Students Against Sweatshops (USAS)

We are a chapter of a national movement of students who use our influence in universities to act in solidarity with workers' struggles locally and around the world.  
More info at <http://uwseattle.usas.org/>  
Contact: [uwusas@uw.edu](mailto:uwusas@uw.edu)

## Women's Action Commission

The Women's Action Commission is one of eight diversity commissions founded by the ASUW. The WAC seeks a social justice framework that recognizes and affirms the multiple and intersecting identities held by woman-identified and/or female-identified-at-birth constituents.  
More info at <http://women.asuw.org/>  
Contact: [asuwomn@uw.edu](mailto:asuwomn@uw.edu)

# RSO DIRECTORY

We first want to qualify that this is not a full list of Registered Student Organizations. The full list of RSOs can be found at <http://depts.washington.edu/sao/rso-directory/>. This list comprises student organizations who have had members actively contribute to Disorientation 2013. Though they have worked on Disorientation 2013, the contents of this Zine are solely the responsibility of the Zine Committee and do not necessarily represent the positions of these groups. Check them out and get involved!

## 3WF - Third Wave Feminists

The Third Wave Feminists are a group that promotes gender equality through discussion, critical thinking, and activism.  
More info at <https://www.facebook.com/3wfeminists>  
Contact: [thirdwf@uw.edu](mailto:thirdwf@uw.edu)

## Amnesty International at UW

Amnesty International supports human rights through grassroots organization. Using The Universal Declaration of Human Rights as a guide, Amnesty works to end worldwide human rights abuses by means of political pressure.  
More info at <http://students.washington.edu/amnesty/>  
Contact: [amnesty@uw.edu](mailto:amnesty@uw.edu)

## First Nations UW

As the largest Native undergraduate student group on campus, First Nations at the University of Washington is dedicated to the advancement and increasing the visibility of the Native student population on campus.  
More info at <http://students.washington.edu/fnuw/>  
Contact: [fnuw@uw.edu](mailto:fnuw@uw.edu)

## International Socialist Organization UW

The ISO is committed to building a left alternative to a world of war, oppression and poverty. We put forth a vision of a different kind of society dedicated to meeting people's needs, not expanding the wealth and power of a minority.  
More info at [pugetsoundsocialists.org](http://pugetsoundsocialists.org)  
Contact: [isouw@uw.edu](mailto:isouw@uw.edu)

# TABLE OF CONTENTS

History.....p.4 - p.29

A time-line of the UW both as an institution of power and an outlet for resistance.

Essays.....p.30 - p.43

Writing from UW students and alumni on experiences in activism and the challenges of campus organizing

Resources.....p.44 - p.53

Seminal documentaries, a guide to the endless acronyms of political activism an intro to the President and more.

RSO Directory.....p.56 - p.57

RSOs or "Registered Student Organizations" are student lead campus groups. Sifting through the 700 here at UW can be a chore, so we thought that we would offer some info on the RSOs who have been the most involved in this project.

# HISTORY

To understand the functioning of our University today, it is important to understand how it has functioned in the past. Why was it built? How has its functioning changed over time? Whose interests is it serving? But before we jump into the names and dates, we want to give a framing for answering some of these broader questions.

Universities as they are experienced today have their origins in the nineteenth century German model, which first took shape with the founding of the University of Berlin in 1810: an intellectual hub for the entire world for many years after. As Western Imperialism and colonialism spread across the United States, there was a need, not only to provide centers of research which could fuel capitalist production, but to create spaces which guaranteed the hegemony of Western values and ideas. The University of Washington served both these functions quite well.

We see with the passage of the Morrill Act that many of the major departments for University research focus on military training. From the early writings produced by the University in the pages of its journal the 'Pacific Wave,' Western exceptionalism, colonialism and racism are tightly woven together with ideas of liberty and progress.

As the University met the turn of the century, there was a focus on its connections with Asia, both as commercial and cultural competitors. The Alaska Yukon Pacific Exposition served as an attempt to attract interest in the University through the appropriation of numerous cultural stereotypes. Soon departments were formed with the specific function of studying Asian culture.

When the US entered World War I, and subsequently World War II, University research became increasingly utilized for military intelligence purposes. The Reserve Officer Training Corps (ROTC) program expanded at UW taking over the Women's Center, Japanese students were expelled, and by the end of World War II, the CIA had a secret research center

ing with timber companies and law enforcement, and the word "terrorism" had not yet been altered by 9/11.

## 6. THE ACT OF KILLING

The Act of Killing is about killers who have won, and the sort of society they have built. Unlike ageing Nazis or Rwandan génocidaires, Anwar and his friends have not been forced by history to admit they participated in crimes against humanity. Instead, they have written their own triumphant history, becoming role models for millions of young paramilitaries. The Act of Killing is a journey into the memories and imaginations of the perpetrators, offering insight into the minds of mass killers. And The Act of Killing is a nightmarish vision of a frighteningly banal culture of impunity in which killers can joke about crimes against humanity on television chat shows, and celebrate moral disaster with the ease and grace of a soft shoe dance number.

## 7. A PEOPLE'S HISTORY OF THE UW

This isn't a documentary, but a panel of speakers who were active on UW campus during the 60s and 70s sharing stories and lessons. It is available for free on youtube.

## 8. GASLAND

It is happening all across America-rural landowners wake up one day to find a lucrative offer from an energy company wanting to lease their property. Reason? The company hopes to tap into a reservoir dubbed the "Saudi Arabia of natural gas." Halliburton developed a way to get the gas out of the ground-a hydraulic drilling process called "fracking"-and suddenly America finds itself on the precipice of becoming an energy superpower.

## 9. HOWARD ZINN: YOU CAN'T BE NEUTRAL ON A MOVING TRAIN

The life and times of Howard Zinn: the historian, activist, and author of several classics including "A Peoples History of the United States". Archival footage, and commentary by friend, colleagues and Zinn himself.

## 10. THE HOUSE I LIVE IN

Filmed in more than twenty states, The House I Live In captures heart-wrenching stories from individuals at all levels of America's War on Drugs. From the dealer to the grieving mother, the narcotics officer to the senator, the inmate to the federal judge, the film offers a penetrating look inside America's longest war, offering a definitive portrait and revealing its profound human rights implications.



# 10 DOCUMENTARIES RECOMMENDED BY THE ZINE COMMITTEE

## 1. PRESSURE POINTS: ISRAEL, BERKELY AND THE DIVESTMENT RESOLUTION

Nominated Best Documentary Feature at the Fallbrook International Film Festival, this film was directed by Seattle's very own Anne Paxton: UC Berkeley, home of the Free Speech Movement, recently saw the nation's first extended, public debates about divestment from companies militarily supporting Israel's occupation of Palestine and the blockade of Gaza. 'Pressure Points' explores the debate and its historic significance within U.S. social justice movements.

## 2. THE BLACK POWER MIXTAPE: 1967 - 1975

Footage shot by a group of Swedish journalists documenting the Black Power Movement in the United States is edited together by a contemporary Swedish filmmaker.

## 3. INSIDE JOB

Inside Job is a 2010 documentary film about the late-2000s financial crisis; the systemic corruption of the United States by the financial services industry and the consequences of that systemic corruption." In five parts, the film explores how changes in the policy environment and banking practices helped create the financial crisis. It won 2010 Academy Award for Best Documentary Feature. And it will piss you off.

## 4. THE WEATHER UNDERGROUND

2002 Documentary about a group of radical activists during the 1970s who established an underground network designed to challenge the US Empire. There are many lessons to be drawn from this era for serious activists today.

## 5. IF A TREE FALLS: A STORY OF THE EARTH LIBERATION FRONT

Drawing from striking archival footage -- much of it never before seen -- and intimate interviews with ELF members, and with the prosecutor and detective who were chasing them, IF A TREE FALLS explores the tumultuous period from 1995 until early 2001 when environmentalists were clash-

at the UW, which persists to this day and is known as Porvac.

Commercial interests took priority over humanitarian interests when Dow Chemical funded research produces Chemical Weapons used to kill innocent civilians in the Vietnam War. Funding, and subsequent accountability for University resources are clearly in the hands of large commercial interests which rarely serve the public good.

Today companies like Microsoft, Boeing and huge Pharmaceutical conglomerates provide an increasing amount of research funding for the University system, and with CEOs from these companies serving on the Board of Regents, it is easy to see whose interests the University is currently serving. Not only do these companies not have to provide their own training but the people being trained are often going into debt doing so. The average student at UW will graduate into \$20,000 of debt. While this sort of situation is foreign to most industrialized countries, it is often accepted as inevitable here in the United States.

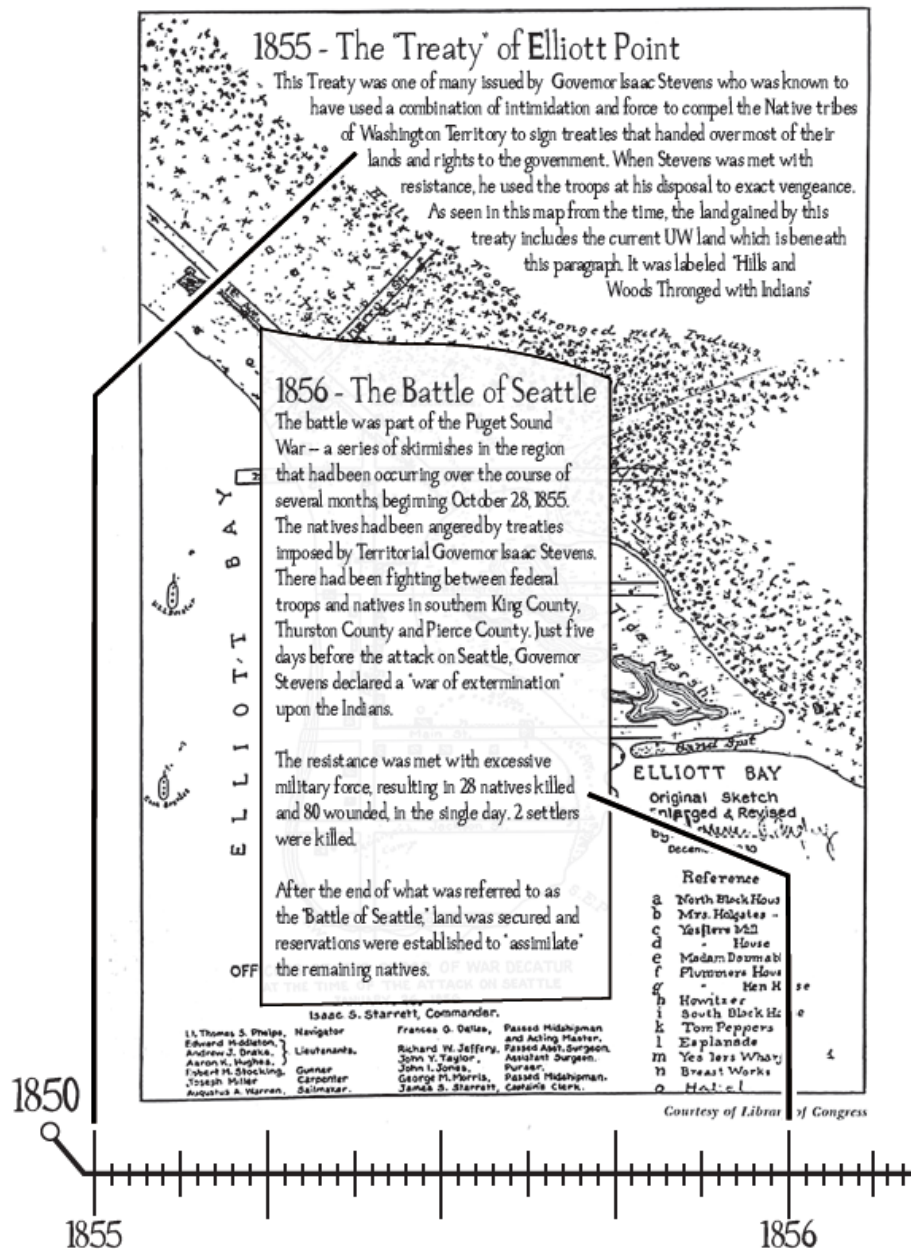
While these dynamics of the University - racism, imperialism, western exceptionalism and serving the interests of elite institutions has not changed much over the history of UW, it has been questioned and challenged in many inspiring and creative ways. While the University is largely an institution for serving the interests of the elite, it can also be a central hub of resistance, resilience and hope.

The Civil Rights movement brought pressure on the University to diversify its students and faculty. Along with this diversity came increasing concern over working class issues, war resistance, and a re-imagining of the role of the University in society. These stories of popular resistance offer insight into the regressive nature of the Institution of Higher Education along with the possibility of re-imagining it in a manner that serves the public good.

This is by no means a conclusive history. Hopefully it's a step in that direction which can be added to over time. For a complete editable InDesign package of this zine to continue the history please visit [disorientationuw.wordpress.com/zine](http://disorientationuw.wordpress.com/zine)



# HISTORY



# BOOKLIST

You have enough reading to do, we know, but sometimes you need to get away from the curriculum to actually learn. These are some of the books that the zine committee thought were essential for any critical student to read before they graduate.

## 1. NATIVE SEATTLE: HISTORIES FROM THE CROSSING-OVER PLACE

In *Native Seattle*, Coll Thrush explodes the commonly accepted notion that Indians and cities-and thus Indian and urban histories-are mutually exclusive, that Indians and cities cannot coexist, and that one must necessarily be eclipsed by the other.

## 2. THE NEW JIM CROW

*The New Jim Crow* is a stunning account of the rebirth of a caste-like system in the United States, one that has resulted in millions of African Americans locked behind bars and then relegated to a permanent second-class status—denied the very rights supposedly won in the Civil Rights Movement.

## 3. A PEOPLE'S HISTORY OF THE UNITED STATES - BY HOWARD ZINN

Of course, this book is the name-sake for this Zine. If you haven't read this critical history of the US, you should. It is "a brilliant and moving history of the American people from the point of view of those...whose plight has been largely omitted from most histories." Packed with vivid details and telling quotations, Zinn's award-winning classic continues to revolutionize the way American history is taught and remembered.

## 4. THE SHOCK DOCTRINE - NAOMI KLINE

Naomi Klein explodes the myth that the global free market triumphed democratically. Exposing the thinking, the money trail and the puppet strings behind the world-changing crises and wars of the last four decades, *The Shock Doctrine* is the gripping story of how America's "free market" policies have come to dominate the world—through the exploitation of disaster-shocked people and countries.

## 5. THE OPEN VEINS OF LATIN AMERICA

Since its U.S. debut a quarter-century ago, this brilliant text has set a new standard for historical scholarship of Latin America. It is also an outstanding political economy, a social and cultural narrative of the highest quality, and perhaps the finest description of primitive capital accumulation since Marx.

# RSO FUNDING

Most community colleges have better student group resource allocation. It is telling that this is not something that the University places a very high premium on. In fact, it seems that the University goes out of its way to NOT fund your student events. Given the history of successful activism on campus, this is not surprising. They make you fight for it. There is only a certain amount available, and once it's gone, it's gone. It's usually gone by spring so apply early.

## WHAT DO YOU GET??? (3,000 PER QUARTER)

**1. WELLS FARGO GRANT:** Up to 1,000 dollars per quarter for RSO expenses, paid for with some of the dirtiest money out there. This is probably the easiest and fastest to get approved. The form takes about 1 minute to fill out.

<http://depts.washington.edu/sao/policy-guide/rso-funding-wells-fargo/>

**2. ALUMNI ASSOCIATION GRANT:** Up to 500 per quarter is available to receive this grant. The application is virtually identical to the Wells Fargo Grant. Very fast approval as well.

<http://depts.washington.edu/sao/policy-guide/rso-funding-alumni-association/>

**3. ECC FUNDING:** This is also up to 1,000 per quarter for honorariums and expenses. This is a little harder to apply for. You need to be ECC affiliated and it has to be approved by committee.

<http://depts.washington.edu/ecc/student-organization-resources/co-sponsorship/>

**4. ASUW AND GPSS:** It does not explicitly state, but usually this is up to \$3,500 per year if you're lucky. It comes out of a pool of 55,000 that all 700 groups compete for. It takes a looong time to approve and the process has to go before a committee which isn't even elected until half-way through fall quarter. It is worth applying for every penny you can get, but this is usually the longest process.

<http://depts.washington.edu/sao/policy-guide/rso-funding-student-government/>

## 1861 - Territorial University of Washington is Established

UW opened officially on November 4, 1861, as the Territorial University of Washington. When it was originally established, it was located in what is now downtown Seattle. The following year, the legislature passed articles formally incorporating the University and establishing a Board of Regents. The school struggled initially, closing three times: in 1863 for lack of students, and again in 1867 and 1876 due to shortage of funds. However, Clara Antoinette McCarty Wilt became the first graduate of UW in 1876 when she graduated with a bachelor's degree in science. By the time Washington entered the Union in 1889, both Seattle and the University had grown substantially. Enrollment had increased from an initial 30 students to nearly 300, and the relative isolation of the campus had given way to encroaching development. A special legislative committee headed by UW graduate Edmond Meany was created for the purpose of finding a new campus better able to serve the growing student population. The committee selected a site on Union Bay northeast of downtown, and the legislature appropriated funds for its purchase and subsequent construction.



## 1862 - The Morrill Act Lays the Groundwork for ROTC

Congress enacted the Morrill Act and required land-grant colleges to offer courses in military training. Consequently, the Washington Territorial Legislature specified that one of the UW's four original institutional departments would be dedicated to the study of military science. Participation in military training programs was required for all male students during most of the 100 years preceding 1962, when the requirement was finally eliminated.



The specific name, 'Reserve Officers' Training Corps,' did not come into being until 1916, when the National Defense Act created ROTC as an officer training and procurement program. However, World War I prevented the full implementation of the National Defense Act, and ROTC did not become an identifiable program at UW until the end of the war. What followed in the years to come was the establishment of the UW Air Force, Army, and Naval ROTC programs. The University's ROTC curriculum is considered one of the best in the nation at developing leadership skills and producing successful and effective officers.

These programs would become deeply embedded within the University system both at UW and nationally in the years to come, including the development of atomic weapons and chemical agents used on civilians during the Vietnam War.



### 1891 - Pacific Wave (Daily News Predecessor) Begins

In its early days, the Daily was a monthly journal called the Pacific Wave. One of its early articles was titled 'Anglo Saxon Supremacy' written in May 1894 by Horace A. Turner, who closes his racist rant with '...may the Anglo-Saxon reign supreme forever!' In December of that same year, in an article called 'The Standing Army' which argues against militarization, the author writes, 'The inexorable law of survival of the fittest has practically eliminated him (local Indians referred to as 'savage red man') as a consideration of national importance. Where his race has not been completely exterminated, he has betaken himself to peaceful pursuits and has ceased the hopeless contest of barbarism vs. civilization.' This sums up the racist attitude of the University at the time as UW started its relocation from stolen land downtown Seattle to the more recently occupied Duwamish Territory where it resides today.

### 1895 - UW is Officially Relocated to Northeast Seattle

In 1895, the University of Washington was relocated from downtown to its current location in Northeast Seattle. The original site remains property of UW and generates millions of dollars annually. It is known as the Metropolitan Tract.

### 1909 - Alaska Yukon Pacific Exposition - UW Tourism Begins

The Alaska Yukon Pacific Exposition was a world's fair held in Seattle in 1909, publicizing the development of the Pacific Northwest. It was originally planned for 1907, to mark the 10th anniversary of the Klondike Gold Rush, but the organizers found out about the Jamestown Exposition being held that year, and rescheduled. The fairgrounds became the campus of the University of Washington.

The primary focus of the fair was to generate tourism and revenue, which is an obvious part of the current University structure.

Alongside the numerous racist exhibits featured at the fair was an orphaned boy named Ernest who was raffled away as a prize. Although a winning ticket was drawn, nobody claimed the prize. The ultimate destiny of the child is still being investigated.

Other human exhibits included displays presenting Igorot people from the Philippines as dog-eating, primitive people, the 'Alaskan Siberians - Eskimos' and a Chinese village depicting opium dens and recounting the recent Boxer Rebellion. Premature babies were also displayed in French physician Alexandre Lionis incubators, decades before such systems were commonplace in hospitals. This display was not unique to the Alaska Yukon Pacific Exposition; babies had been displayed in incubators since the 1896 Berlin Exposition. Given the robustness of the infants seen in photographs, there is some question as to whether these infants actually required extra care or if they were simply used for profit. Particular to this exhibit was a Baby Incubator Cafe which is seen in some photos, although historians are unsure if this was an actual cafe or rather a place to view babies feeding.

1891

1895

1909

# THE RESOURCE CENTER

The Resource Center is one of the few benefits student organizations have, and even though it doesn't compare to the funding that corporate backed student groups get, it can be a real boost to getting your group off the ground. It's located on the first floor of the HUB.

## YEARLY ALLOWANCES FOR RSOS

**1.PRINTS:** You are allotted "\$50" to last the whole year, so here's how to make it last.

- B&W Prints are \$0.01 and color is \$0.10 - This means that you can print 5,000 B&W OR 500 Color prints. Print Black and white whenever possible!
- Double up your prints! The price for printing 11x17 is the same as printing an 8.5x11. If you have a lot of smaller things to print, double them up on 11x17 paper and cut them up. This can double the amount of prints you can get.
- The Large 2' ink-jet printer costs \$0.15 per foot long that comes off the printer. This is great for banners, which can be laminated for free! No time sensitive designs though.

**2.BUTTONS AND BALLONS:** Each RSO is also entitled to "\$30" per quarter worth of buttons and balloons. Ask the RSO staff on how to set up buttons. They have 1" diameter and 2"

**3.TABLING RESOURCES:** As an RSO you can check out equipment from the resource center. This includes Tables, Canopies, Chairs, Sandwich Boards and projectors. You do have to do this in advance though through an online calendar you can find at

<http://source.washington.edu/rc-checkout/Login.aspx>



# RSO - WHY AND HOW


Registered Student Organizations (RSOs) are student groups who jump through the bureaucratic hoops of becoming legitimately linked to the University. While there may be reasons not to register your group, there are also quite a few things that make it essential. The whole process takes about one week.

## BENEFITS OF BEING AN RSO

1. Once you're Registered, you have access to the Resource Center (See following page)
2. You can email [Times@uw.edu](mailto:Times@uw.edu) to reserve rooms for group meetings and events. (Only 2 hours at a time, though)
3. You can apply for speaker honorariums and other funds.

## HOW THE BUREAUCRACY WORKS

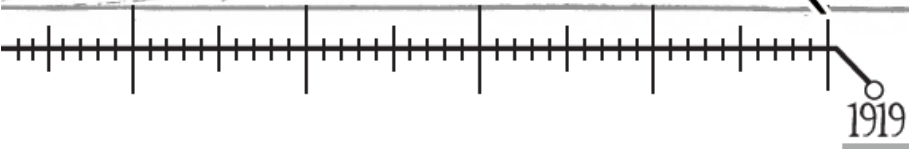
1. Attend a one hour session held throughout the year in the HUB - times and rooms can be found at [www.depts.washington.edu/sao](http://www.depts.washington.edu/sao). You will swipe your UW ID at the end. This starts the second part.
2. Visit [www.depts.washington.edu/seo/reg](http://www.depts.washington.edu/seo/reg) and follow the directions. You will need to write a "Constitution" and find 4 other students to be "officers" and get their uw email addresses
3. Once the "officers" fill out the form emailed to their uw emails you will finalize the process.



**1909 - Washington State Women's Building is Built**  
Although the Alaskan Yukon Pacific Exposition was shameful in many ways, it did see the founding of the Washington State Women's Building which the Washington State Federation of Women's Clubs had successfully lobbied for. Its purpose was to celebrate women's accomplishments and provide hospitality for visiting women. The center was commandeered by the US government in 1917 to support the war effort. The building was largely forgotten until the 1980s, when a revitalized feminist movement fought for its restoration. See page 12.

**1919 - Seattle General Strike**  
In February of 1919, over 65,000 workers went on strike effectively shutting down the city of Seattle for 5 days to protest the austerity measures being conducted under the guise of the war effort. Not only did the Seattle workforce successfully shut the city down, but the strike committees coordinated certain tasks to meet the needs of the city. It was widely considered one of the most significant events in United States labor history, demonstrating the power of workers to run a city democratically.

During the duration of the General Strike, the Daily (UW Newspaper) did not mention the strike once. This is a significant indicator of the demographics and socio-economic makeup of the student population at the time. Indeed, working class issues were not a topic of interest at UW until the Civil Rights movement opened up the University to minorities, and fought for increased access to higher education for lower income and working class families.



1919

## The University During the Depression: 1925 to 1936

The University of Washington grew dramatically in the 1920s, from an enrollment of less than 3,000 at the close of World War I to over 8,500 for the 1930-1931 school year. Responses to increased enrollment were met with budget cuts and austerity by newly elected Republican governor Roland Hartley. The conservative Republican fired longtime UW President Henry Suzzallo, stacked the Board of Regents with his friends, and vetoed salary and funding increases.

In 1933 democrat Clarence Martin replaced Hartley, promising to restore University funding and cut tuition. Despite his promises the cuts continued. That year faculty and staff made 30-40 percent less than they had a few years earlier, and some lost their jobs. The teaching staff was at least 10 percent smaller that year, with those remaining asked to do more work for less pay. Teaching loads and class sizes shot up. Students faced classes that were 70% larger than at peer institutions, and staged protests demanded that Governor Martin keep his promises.

The funding difficulties of the 1920s and early 1930s left the University with an underpaid faculty and led to an unfortunate experiment with contingent faculty who were paid less than professors, denied a chance at job security or promotion, and indeed not always recognized as faculty members. Lecturers, Associates, and Teaching Assistants, often female, often graduate students or former graduate students, and sometimes high school teachers hired without advanced degrees—found themselves unqualified to advance to professor status and stuck in a marginal, tenuous, and voiceless space within the University. By 1925, 25% of courses were being taught by un-tenured, low-paid sub-faculty, and the percentage increased in the early 1930s.

In the years that followed, liberal and radical voices became more evident on campus. The 1930s would see nothing like the widespread student radicalism of the 1960s and much of student life, at least as it was reflected in the UW Daily, appeared remarkably unchanged. Nothing interfered with the thriving athletics program, and social events for men and women still dominated the pages of the student newspaper throughout the decade. But visible too was an expanding involvement with broader community concerns and more political forms of activism.

1925

1936

## Progressive Centers for Student Support

### The Q-Center - HUB 315

The University of Washington Q Center is a fierce primarily student run resource center dedicated to serving anyone with a gender or sexuality: UW students, staff, faculty, alum, and community members. We host and support student groups, put on regular programming events, house a lending library, and amplify student voices on our Student Blog. Explore our website for more about us or stop by the Husky Union Building Room 315 Monday-Friday between 10am-7pm.

### The Women's Center - Cunningham Hall

The mission of the Women's Center is to promote and advocate for gender equity and social justice on campus and in the larger community, through educational programs and services, which allow all individuals to nurture an equitable, inclusive and compassionate society. Women's Center is located in Cunningham Hall next to the Evans School. See page #9 and 23 for more info on it's history.

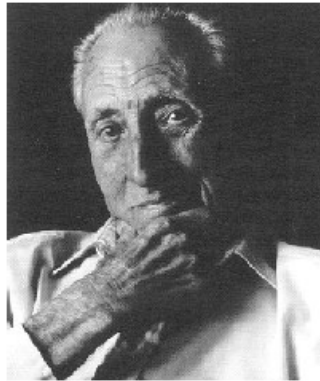
### The D Center - Mary Gates Hall 026

The D Center strives to create an inclusive, accessible space affirming of all bodies, minds and identities by fostering a culture of social justice and pride. The D Center strives to better our Communities by: Fostering a community of d/Disability and d/Deaf pride, Centering and promoting social justice through creating an inclusive anti-oppressive environment. Sharing resources and tools for self-advocacy and empowerment. Developing and supporting social, cultural and educational programming. Collaborating to build stronger communities and coalitional ties. Engaging students, faculty, staff and community members with the principles of Universal Design. Promoting a socio-cultural understanding of disability to transform our society.

### Ethnic Cultural Center - 40th and Brooklyn

Founded in 1968 as a result of Black Student Union demands (see page 17), this building houses offices and meeting spaces for a huge number of political and cultural student organizations, including First Nations, Black Student Union, MEChA, African Student Association and many more. The center was recently moved to its current location and features facilities for student organizing and events.

# The Harry Bridges Center



**Harry Bridges**

The Harry Bridges Endowed Chair and Center for Labor Studies were created to be jointly housed in the departments of Political Science and History at the University of Washington. The Chair and Center honor the legacy of one of the preeminent labor leaders in the U.S., the late Harry Bridges, outstanding founder and leader of the International Longshore and Warehouse Union (ILWU) for over 40 years. As a tribute to Harry Bridges' memory, over one thousand contributors, spearheaded by current and retired members of the ILWU, raised the funds necessary to endow a faculty chair in his name in 1992.

Harry Bridges' unique combination of pragmatic organizing ability, democratic unionism, commitment to racial desegregation, and outspoken engagement with issues of social justice continues to serve as the touchstone of the Center's mission.

Supporting research, teaching, and community outreach, The Center focuses on labor's contribution to society. The Center promotes the study of labor in all of its facets - locally, nationally, and worldwide. Our mission is to develop labor studies, broadly conceived to include working men and women everywhere, as a central concern in higher education.

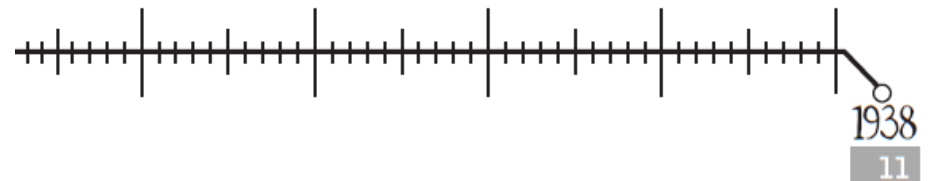
The Center coordinates the efforts of faculty members throughout the University of Washington to develop and expand labor-related components of the University's curriculum. We also provide encouragement and assistance to young scholars studying work and workers.

The Center also provides a meeting place where people from the academic world, the labor movement, and the community can exchange ideas and insights. We sponsor activities in the community in order to bring issues of concern to the widest possible audience.

In September 2001, in honor of Harry Bridges' 100th birthday, the Center for Labor Studies was formally rededicated as the Harry Bridges Center for Labor Studies. It is currently housed in the lower floor of Smith Hall in the Quad.

**1936 - 1938 - UW "Anti-Nepotism" Resolution**

During the Great Depression, concern over dual income families in Washington State led the University of Washington to quietly pass an 'anti-nepotism' resolution in 1936, banning the University employment of more than one member of any household Working wives became the target of public animosity. Eager to keep the new policy as quiet as possible, President Sieg limited news of the resolution to department chaimen who were instructed to quietly inform the rest of the staff. The anti-nepotism policy remained a University secret until Art professor Lea Miller was fired from the University of Washington in 1938 under the policy which favored male workers and denied jobs to married women. Miller made her case a flash-point of national protest



# Gordon Hirabayashi

## & JAPANESE INTERNMENT IN SEATTLE

by Sarah Rosenblatt

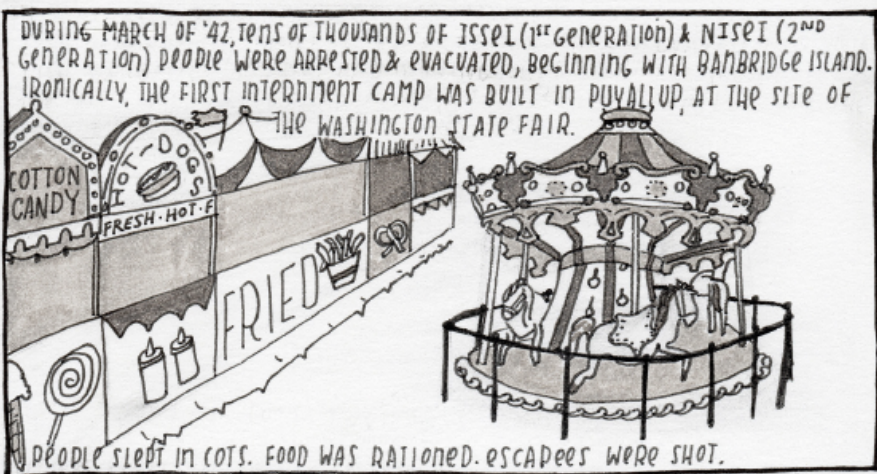


1941

IN RESPONSE TO THE BOMBING OF PEARL HARBOR, THE US GOVERNMENT BEGAN RESTRICTING RIGHTS FOR JAPANESE AMERICANS, FREEZING BANK ACCOUNTS, CLOSING BUSINESSES, & DISAPLING TRAVEL.

1942

PRESIDENT FOR SIGNED ORDER 9066, FORCING JAPANESE FAMILIES OUT OF THEIR HOMES & INTO INTERNMENT CAMPS. THIS ACT OF INHUMANITY WAS JUSTIFIED BY RACISM, IMPERIALISM, & MILITARISM OF WW2.



AS THE UNIVERSITY DISTRICT PREPARED FOR EVACUATION, UW STUDENT GORDON HIRABAYASHI SAT IN EAGLESON HALL & PLANNED TO DISOBEY THE REMOVAL ORDER.



"This order of mass evacuation of all peoples of Japanese descent denies them the right to live. If I were to register and cooperate under those circumstances, I would be giving helpless consent to the denial of practically all of the things which give me incentive to live..."

**Pinkwashing** – Israel's public relations campaign meant to distract from it's illegal settlements and aggression by attempting to co-opt the struggle for LGBTQ equality.

**NGO** - Non-governmental organizations are not a part of a government and are not a conventional for-profit business. Many NGOs have proven to be a harmful arm expanding western colonialism in new oppressive ways.

**Rank & File** – This is often used to refer to union members who are part of the work force, as opposed to union staff.

**RSO** – Registered Student Organization – Refers to a student group that is on the books with UW. See the RSO Page 46 for more info.

**SAO** – Student Activities Office – Located in the HUB, this is where all the RSO bureaucracy happens.

**SEE** – Social Equality Educators is a rank and file caucus within the Seattle teachers union. They have recently brought new life into the Union by helping organize opposition to harmful standardized testing procedures.

**SEIU** – Service Employees International United – This union represents most administrative workers at UW.

**SNCC** – Student Nonviolent Coordinating Committee - Pronounced "Snick" – was a national student group involved in the Civil Rights movement. The UW SNCC merged with another group to become the BSU.

**TPP** - Trans-Pacific Partnership - The newest phase of globalization threatening developing countries.

**UMAS** – United Mexican American Students – At UW this was the predecessor of MEChA – the Chican@ activists on campus.

**Wildcat** – A strike called for and executed by rank and file workers without the approval of the Union leadership.

**UAW** – United Automobile Workers was founded as part of the Congress of Industrial Organizations in the 1930s, but experienced significant decline in membership in the 1970. Since then they have branched out organizing workers from many other fields. They represent the Graduate Student workers at UW. Find out more on page 36.

**WTO** - World Trade Organization was the focal point of the Battle in Seattle in 1999, for it's role increasing globalization. See page 25

**UFW** – United Farm Workers - Farm workers union originally organized on the west coast by Cesar Chavez.

# Why All The Acronyms???

This whole mess likely started to make things easier. In the early days it was probably a relief to say AFL-CIO instead of American Federation of Labor and Congress of Industrial Organizations. But now the acronyms often serve as a barrier to engagement sometimes seeming like a language all its own. Hopefully we can clear some of the fog here by providing some of the basics of activist vocabulary you are likely to encounter here at UW.

**AAUP** - American Association of University Professors represents the interests and viewpoints of faculty, fighting to preserve and extend the principles of academic freedom, shared governance, and tenure.

**AFL-CIO** - American Federation of Labor and the Congress of Industrial Organizations merged to form the American Federation of Labor and Congress of Industrial Organizations or AFLCIO.

**AFSC** - American Friends and Services Committee is a Quaker organization which does a lot of great work around social justice issues.

**AIPAC** - American Israeli Public Affairs Committee is the primary source of Israeli political influence and propaganda in the US.

**ASUW** - Associated Students of the University of Washington is the student government here on campus.

**BDS** - Boycott Divestment and Sanctions was the tactic used internationally to fight against the apartheid regime in South Africa in the 80s. Many other social justice groups have used this tactic to take up similar causes such as equality for Palestinians or Fossil Fuel Divestment.

**ECC** - Ethnic Cultural Center was founded by BSU members in the late 60s. Definitely check out page #16 for more info.

**HUB** - Husky Union Building - This building has nothing to do with unions, but does house all of the student organizations on campus.

**ILWU** - International Longshore and Warehouse Union primarily represents dock workers on the West Coast of the US. It disaffiliated with the AFL-CIO on August 30, 2013.

**IWW** - Industrial Workers of the World (also known as "Wobblies") organize workplaces not typically organized by larger unions.

**JCC** - Joint Commissions Committee is the coalition of diversity commissions which is part of the ASUW government.

**JVP** - Jewish Voice for Peace - A Jewish organization which actively advocates for Palestinian equality.



## 1948 - UW President Raymond Allen's Red Scare

Following WWII, politicians across the US began to embark on a political battle against communist ideas known as the Red Scare, which would lay the groundwork for the Cold War. In an attempt to deter open organizing, communists were often fired. This political battle made its way to UW in '48.

In July 1948, the Canwell Committee called 11 University of Washington professors to its hearing, which was a hearing in name only, since the professors could not cross-examine their accusers or make statements in their own behalf. Following the hearing, the university administration was ready to fire six professors, but a Faculty Senate Tenure Committee voted in December 1948 to dismiss only Ralph Gundlach, associate professor of psychology, and to retain the other five. The final decision was up to the university's Board of Regents. Allen advised the regents to dismiss three – Herbert Phillips, associate professor of philosophy, and Joseph Butterworth, assistant professor of English literature, as well as Gundlach.

Of the 703 professors on campus, 103 signed a letter criticizing the hearings as 'guilt by association' (Lange). Student leaders such as Brock Adams (1927-2004), who went on to a career in Congress and the Carter administration, and Wing Luke (1925-1965), who became the first Chinese American elected to the Seattle City Council, rebuked the proceedings. The (University of Washington) Daily also criticized the Canwell Committee's tactics but the three professors were fired and never held academic posts again.

The University of Washington hearings became a template for similar actions elsewhere – loyalty oaths, the tarring of any Democrat or progressive with the Red brush, and the McCarthy era. According to one writer, 'Perjured informers became public heroes. A vicious anti-intellectualism was the dominant mood, and universities were naturally the first objects of attack' (Costigan).

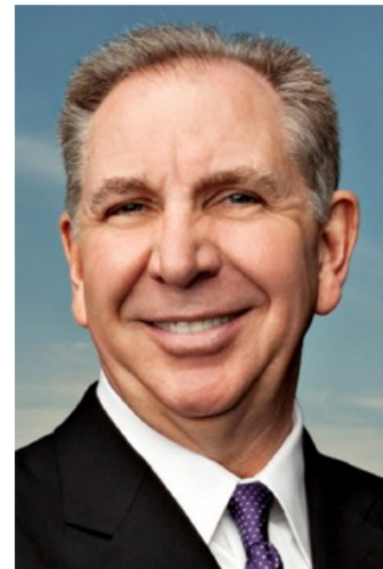
Allen defended his stand and became one of academia's – and the country's – most outspoken anti-communists in speeches, monographs, and newspaper articles. In a Washington Post op-ed piece on March 27, 1949, titled 'Abysmal Fear Is Fuel of Communism,' Allen was unintentionally ironic when he wrote, 'Man must be free to work and play and pursue his destiny without fear of any man or government.' If abysmal fear was the fuel of communism, his jingoistic rhetoric echoed the pervasive fear-mongering that characterized the anti-communist crusade.

## MEET THE PRESIDENT!

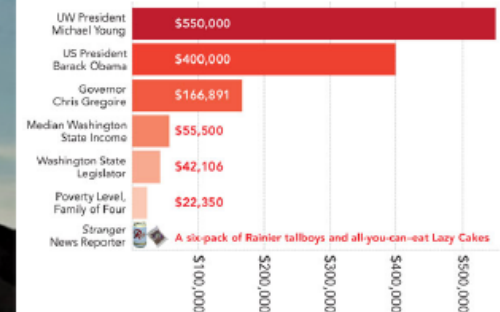
Before we talk about the University 'President,' it might interest some to know how a University President obtains the position. They are not elected by the student body, or the faculty, but by the Board of Regents, comprised mainly of former CEOs of companies like Boeing, Amazon, and Dow Chemical. This is an important precursor to understanding how someone with such hostility toward poor people can run what is supposed to be a Public Institution.

So meet your current President, Michael Young, appointed by the Board of Regents in 2011. A graduate of Harvard Law, Young also served as president of the University of Utah, and held multiple government positions during the first Bush administration including the Ambassador for Trade and Environmental Affairs in the Department of State.

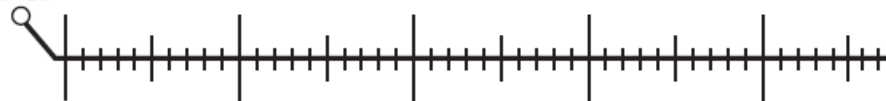
Now he is the CEO of UW inc. During his first year as President, he increased University income substantially, mainly by bringing Fox News into the Husky Stadium, and focusing resources on appeasing our new bosses (Fox News) by adding resources to the reconstruction of the Husky Stadium. Indeed, you will likely encounter a constant buzz of construction projects on campus, which may seem counterintuitive to the constant claims of budget shortfalls which have been leading to skyrocketing tuition and overcrowded class sizes. But it is clear who he sees as the real revenue stream and benefactors of the University system as, not taxpayers and students, but private companies offered investment opportunities. This point is made strikingly clear when he said during his 2012 annual address, that if Pell grants are cut and students are left stranded, they might be forced to go out and get a 'real job,' completely ignorant of the fact that most students who rely on grants already work part time.



When asked if they supported raising taxes to hold down skyrocketing tuition, University of Washington president Michael Young shrugged off the question. 'It's above my pay grade,' said Young, whose \$550,000 annual salary climbs to \$802,000 when deferred compensation and other bonuses are figured in, making him the highest taxpayer-paid official in the state.



1948



# RESOURCES

It may be obvious that the University's channels for student activism are necessarily built to obstruct meaningful movements which have historically improved the University. If you know how to leverage those channels, however, they can catalyze larger movements which are capable of working outside these structures.

We have seen this with the history of the Black Student Union winning diversity, the actions of United Mexican American Students in the Grape Boycott, and more recently the successful campaigns waged by United Students Against Sweatshops. All of these groups had goals of social justice, which the current channels are opposed to allowing. They followed the channels, only to show their fruitlessness, and ultimately it was direct action combined with broad coalition building that won real progressive demands against the administration.

Here's some of the info we thought you would find useful, navigating UW beaurocracy, engaging with campus politics and building campus movements with hopes you won't have to repeat our mistakes.



1949

# THE CREATION OF THE

## 1967 - Stokely Carmichael Speaks in Seattle

Carmichael was nationally known as the former chairman of the Student Nonviolent Coordinating Committee - an organization that held sit-ins, voter registration drives and other civil rights campaigns in the South - and one of the leading advocates of 'Black Power.' His speech inspired young Black Seattleites as he explained Black Power philosophy. Carmichael said, 'We must organize black community power to end abuses and to give the Negro community a chance to have its needs addressed.' After Carmichael's visit, young African-Americans began to see their struggle for equality in new ways.



## February 1968 - The Inspiration for BSU

In 1967 there were only 30 black students enrolled at UW. A key turning point in BSU history came in November 1967 when a group of African-American students traveled by bus to Los Angeles, California, and attended a Black Youth Conference over Thanksgiving weekend. Organized by Professor Harry Edwards of San Jose State University, the conference featured two-hundred participants, mostly from colleges and universities along the West Coast, representing various political philosophies: Black Nationalists, Black socialists, Black Panthers, United Slaves (US) and others. It was at this same conference where several prominent Black athletes, including Kareem Abdul-Jabbar (then known as Lew Alcindor), voted to boycott the 1968 Olympic Games in Mexico City to protest America's racism. Several other issues were discussed during the conference, including the concept of Black Student Unions. After learning about these organizations, the UW students returned to Seattle intent on establishing their own BSU. In the first weeks of UW's 1968 winter quarter, the Afro-American Student Society and the Seattle chapter of Student Nonviolent Coordinating Committee merged to create the UW Black Student Union. The UW BSU introduced itself in an article titled 'New Black Image Emerging.' In this article the BSU stated its intention 'to form a power base from which to present certain demands to the University administration.' Its demands revolved around three key objectives: increased minority enrollment, the hiring of more minority faculty, and the creation of a Black Studies program.

1967

1968

Sweeny: Are you TAs second-class citizens?

Audience (roaring): No!

Sweeny: You're damn right you're not!

"By ignoring the 80 percent and 84 percent support of graduate TAs for unionization, the UW is mocking democracy at the most basic level." [xxii]

State representative Frank Chopp, D-Seattle; Rick Bender of the Washington state Labor Council (WLC); and Steve Williamson, executive director of the King County Labor Council (KCLC) all pledged solidarity with GSEAC/UAW. Rep. Phyllis Kenney, D-Seattle, co-chair of the state House Higher Education Committee refuted the University's stance on graduate students' position in that they are students, not employees. "Students are hired to do a job. Your job is to pay for your education. But whatever your role, you are teaching." [xxiii] The support from major figures continued with Jesse Jackson's endorsement of GSEAC's effort to unionize on 31 October 2000 during a campaign stop for Al Gore. During the week of 31 October to 3 November 2000, GSEAC held a weeklong strike vote during which 86 percent of 1,148 TAs voted in favor of a strike should the UW continue to disregard their union. On 14 November at the UW Faculty Senate meeting, passed a resolution urging the administration to begin bargaining with GSEAC/UAW. President McCormick announces that the UW will support TA unionization but not without prior "enabling legislation" that would define TAs as employees and allow them to collectively bargain with the Board of Regents. [xxiv]

On 27 November, in reaction to McCormick's response, GSEAC/UAW set the strike date for 4 December at midnight if UW administration refuses voluntary recognition. On 1 December, President McCormick sent out a mass e-mail stating that he wanted to work with GSEAC/UAW to convince the legislature to pass collective-bargaining legislation. McCormick said that the university would bargain with GSEAC/UAW once the law was changed. [xxv] On 3 December, McCormick said "[The administration] recognizes that the TAs want a union. We accept that and respect their choice. We will cheerfully recognize and bargain with GSEAC/UAW once legislation is in hand." [xxvi]

This was only the start of the campaign to achieve full recognition for GSEAC/UAW by the UW. TAs would go on strike in June 2001 after the legislative session ended without new collective bargaining legislation. The strike did not produce any settlement between UW and GSEAC. But the next year the legislature passed House Bill 1464 and Senate Bill 5826 authorizing collective bargaining for UW employees who are enrolled in academic programs.

This article and sources can be found at: <http://tinyurl.com/qafcf37>



dedicated solely to addressing graduate student issues in lieu of unionization, but was rejected by the GPSS executive board. "We cannot, in good faith, honor both tracks. If we were to serve on this committee, we would be betraying our commitment to graduate students and [would] undermine our unionization," said GPSS secretary Jamie Clausen concerning McCormick's offer.[xviii] "I'm not under the illusion that this will dissuade you from unionizing – you'll do that anyway," McCormick said, claiming that his offer wasn't in response to the union, but to the administration's poor job handling graduate student issues. "This isn't a replacement, but you haven't got a union yet."[xix]

The UW's refusal to recognize GSEAC was because University officials – who hired outside attorneys to handle the case – were confident that there was no legislation or legal precedent that existed that would allow the union to collectively bargain for wages and benefits, and they knew that getting new legislation through Olympia could be a long shot knowing that bills that would have given collective-bargaining rights to UW faculty have failed since the 1970s. GSEAC criticized the school for using outside legal help, calling it a waste of public resources. Norm Arkans, executive director of university relations, said it is standard practice for the state Attorney General's Office – which acts as legal counsel for state agencies – to retain outside attorneys in cases involving specialty law and that it only cost \$458 to do so. "The administration has clearly made the choice to fight this, and they've made it clear the route they've chosen is litigation, which would be costly and protracted," union spokeswoman Heather Easterling, a graduate student in English, told the Seattle Times.[xx]

On May 23, 2000 GSEAC/UAW received news that the official authorization card tally from a second Union Card drive held had determined that 84 percent of TAs/RAs voted in support of unionization. "It's a huge victory," said GSEAC/UAW organizer Ken Lang who also said the UW's refusal to recognize the union is intended to deny "us, as employees, to have an actual meaningful voice." However, the UW refused to allow PERC to oversee the card tally so a third party, the Reverend John Boostra, was selected to oversee the count. When asked to comment, McCormick replied "[We are] very serious about addressing the concerns and needs of graduate students but not through GSEAC/UAW." [xxi] GSEAC activities resumed during the 2000-2001 academic year. On 24 October, John Sweeny, president of the AFL-CIO speaks in favor of GSEAC/UAW on campus, pledging for his union to stand in solidarity with GSEAC. Here are some highlights from his speech:  
 "[Graduate students] are living examples of how people are standing up for their rights."

# BLACK STUDENT UNION

## May, 1968 - Winning Demands

By May 1968, the BSU felt the time had come to assert their demands. On May 6, 1968, the BSU drafted a letter to UW President Charles Odegaard, outlining a list of BSU demands and justifications. The demands included active recruitment of Black, Latino and American Indian students to both student and faculty positions throughout the University. There were only 10 Mexican American students enrolled at that time.

After multiple meetings with then UW president Odegaard, the BSU found the administration to be un-accommodating. On May 16th, BSU sent their second letter to President Odegaard demanding the allocation of \$50,000 for the BSU initiatives to be deposited by June 1st.

Odegaard ignored both the phone call and the letter, which arrived on his desk at 11:40am Friday, and allowed the deadline to pass without any statements. In the afternoon of the following Monday, May 20, a large group of BSU members and their supporters entered Odegaard's office suite at approximately 5:20pm. They expected to find Odegaard and Gov. Evans there, and they intended to keep the men in the office until their demands were met. Instead the BSU members found that they had interrupted a Faculty Senate Executive Committee meeting and Evans was not present. Several protesters entered the meeting room and sat on the floor while others secured the suite. The subject of the meeting immediately changed to the BSU's demands and continued with hostile exchanges. By 6:40pm the discussion had stopped, Odegaard and most of the other administrators withdrew into the inner office and were barricaded in by protesters.

By 7 pm the number of sit-in participants had grown to 150. Most of the students involved were young African-Americans, but some non-Blacks (such as Robbie Stern) were also involved. In spite of the efforts of the University's Police Department to cut off the activists, protesters and supplies (such as groceries and a record player) were lifted up to the third story office by ropes outside the building. By 7:30pm the Seattle Police had arrived on the scene and helped UW police seal off the building.

By 8:30PM they won their demands.



## May 1968 - Far Eastern Department Receiving Funds From CIA

The beginning of known CIA involvement with the University of Washington was revealed when the Far Eastern Studies Department admits accepting funds.

Daily reporter Mike Steward writes critically of the revelations in the May 17th 1968 issue - "How can a University maintain its dedication to the pursuit of truth and academic objectivity if a professor receives funds from a group partially financed by a government agency whose budget, activities and objectives are unknown even to Congress?"

The University of Washington continues to receive funding for research today despite widespread dissent from multiple departments. The CIA funded research is known as PARVAC.

See online timeline for more info.

## September 1968 -

### La Raza Comes to University of Washington

#### Origins of UW MEChA

The result of the efforts of the Black Student Union was a Special Education Program which started in the Fall of 1968 with the focus of recruiting minority students and increasing campus diversity. These new Chicano students were politically activated by their personal connection to the social problems facing Chicanos in Washington, the momentum of the Civil Rights and farm workers movements, and the milieu of radical student mobilization they found on campus.

When the group first started they were known as UMAS (United Mexican American Students). One of the first campaigns they engaged in was the Grape Boycott.

1968



Kavanaugh, UW vice president for human relations, the UW sent a letter on 25 March 2000 to PERC indicating that the organization needed more information regarding the legal framework under which PERC will consider the GSEAC petition.[xii] "This is a complex issue because there seems to be no state law on collective bargaining - and this involves student employment," she said.[xiii]

Kavanaugh sent another letter dated 22 March 2000 saying that the UW was comfortable with the GPSS being the voice for graduate students, regardless of GSEAC. However, PERC Executive Director Marvin Schurke said he never received any letter sent by the UW. GSEAC member Christopher Hibbeln said the GPSS is useful as a student government body to address concerns, but the UW is not legally bound by GPSS resolutions. "But if GSEAC has the authority to collectively bargain and create a legal contract, the UW is bound to that contract," he said.[xiv] GSEAC said it received no response from the UW administration following the card drive but had a letter from the UW sent to a UAW California branch for unknown reasons. Washington State has no legislation that compels the university to recognize collective bargaining rights of academic employees at 4-year institutions. The same goes on the federal level with the 1935 Wagner Act, which provides collective bargaining rights to private sector employees but does not cover public employees.

GSEAC asked that the University respect the wishes of their employees (as expressed in the card signatures) and recognize GSEAC/UAW as the sole bargaining agent, but the University refused. "I would rather that you didn't organize a union. I think we can achieve the goals collegially through existing methods," said McCormick at a GPSS meeting 16 April 2000, citing task forces and legislative lobbying as possible ways to give teaching assistants, readers and graders the pay compensation and health-care benefits.[xv] He repeated this same stance in an open letter printed in The Daily on 24 April, insisting that the UW must remain "competitive" in order to maintain the highest quality of education available.[xvi] But a counter letter, written by GSEAC committee member Freeman said, "McCormick feels that unions are somehow inherently adversarial. Yet, it is only because the UW is unwilling to cooperate with GSEAC/UAW that it risks recreating the long and costly adversarial situation that occurred between the graduate student employee union and the administration at the University of California," and he also cited that there were at least 26 recognized unions on university campuses in the United States and that the UW has no reason not to follow this trend.[xvii]

At a 15 May 2000 GPSS meeting, McCormick offered to form a committee

of student academic employees at UC Davis formed a union and a majority of readers, tutors, and acting instructors at UC San Diego join AGSE/UAW there – organizing then followed suit at UC Los Angeles and UC Santa Barbara. Finally after a multiyear campaign the University agreed to bargain. In spring 2000, AGSE/UAW ratified their first system wide contract by a 93-percent margin. The settlement, 17 years in the making, provided pay raises, tuition rebates, full health care coverage, job security, and basic union protections to 10,000 teaching assistants, readers, and tutors in UAW locals at all eight UC campuses.[ix] The success AGSE/UAW in California was encouraging and led GSEAC into affiliating with the UAW for financial and moral support.

The UAW provided GSEAC with office space off-campus and training for professional organizing. Two graduate students were selected by the GSEAC Steering Committee to become staff organizers, meaning that they would not teach or do research work for the quarters they were organizing but that the UAW would compensate for the pay and benefits normally received in those positions. Kenneth Lang and Stephanie Burkhalter became the first organizers for GSEAC, starting their work during Winter Quarter 2000. At the time the UW administration was aware of GSEAC's existence as an RSO but the administration was completely unaware of the card drive that GSEAC had kept quiet about. They had been using grassroots organizing methods to avoid the use of e-mail, which helped prevent any surveillance from happening[x].

During the process of organizing, it was discovered that GSEAC already had support in many departments all over campus. In January 2000, GSEAC began a card drive to collect signed union representation cards from teaching assistants authorizing GSEAC to represent them. At the end of Winter Quarter 2000, GSEAC submitted signed union cards representing over 80 percent of the UW's 1,650 graduate-student teaching assistants, readers and tutors to the state's Public Employee Relations Commission (PERC). PERC is a Washington State agency that oversees labor relations for government employees. By the time of the card drive, undergraduates as well as graduate students were joining GSEAC/UAW because of awareness that many worked in the same jobs as graduate students: as teaching assistants, readers, graders, and tutors. GSEAC/UAW asked that it be allowed to represent TA/RAs in contract negotiations with the university in a letter on 15 March 2000, sent to President McCormick and PERC requesting legal recognition.[xi] In order for this to happen, the UW needed to release a list of employees that PERC could compare with the cards signed by the student employees, but the University refused to do so. Although PERC accepted the cards, the university refused to agree to PERC jurisdiction. According to Karen

## February 7th 1969 - UW Grape Boycott

Friday, February 7, saw the publication of an open letter from President Odegaard in the Daily. Odegaard, who was out of town, expressed virtually the same sentiments as the conservative opponents of the boycott and the supermarket chains that kept selling grapes: the matter was one of individual choice. He took an ideological stance against the methods of the boycotters while claiming to respect their aims. He wrote: 'Unfortunately, there are those who would use any plausible cause as an excuse to abuse the University when their basic goal is the wrecking of the very society which the Mexican Americans wish to join more fully.' He also warned that 'It is many easily takes over a people who have already let the safeguards of their individual freedoms be eroded by sloth or folly in a succession of individual cases,' citing Hitler's rise to power as an example.

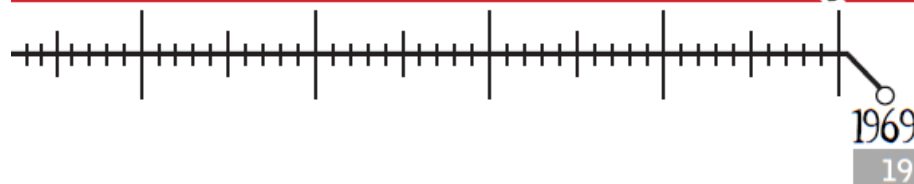
How a University president could get away with comparing the Third Reich with college students advocating on behalf of farmworkers is hard to fathom but...This is a telling example of the administration's perspective. Only those absolutely mired in the status quo would think to link the nonviolent disruption of commerce with the systematic dismantling of civil liberties that Germany saw in the 1930s.

The grapes were ultimately pulled from the HUB due to lack of economic profit following moratorium. The administration claimed statistical reasons to save face with the Young Republicans.

The national boycott eventually succeeded in forcing all the major California table grape growers to the negotiating table in the spring and summer of 1970. The UW grape boycott, however, was more than just a small victory within a larger movement. In addition to reaching its objective of ridding the campus of scab fruit, UMAS had become a force in campus politics, despite its few members. It had given a voice to Chicano students, who were then able to advocate on their own behalf within the University, as well as bring to light the injustices suffered by Washington's Mexican Americans, who had been largely invisible to city folk until this period.

Later UMAS changed its name and affiliated with El Movimiento Estudiantil Chicano de Aztlán (MEChA), a group that today continues to engage in campus politics and recruit new Chicano/Latino students.

Exerpts from article by Jeremy Simer - [http://depts.washington.edu/civilr/la\\_raza2.htm](http://depts.washington.edu/civilr/la_raza2.htm)



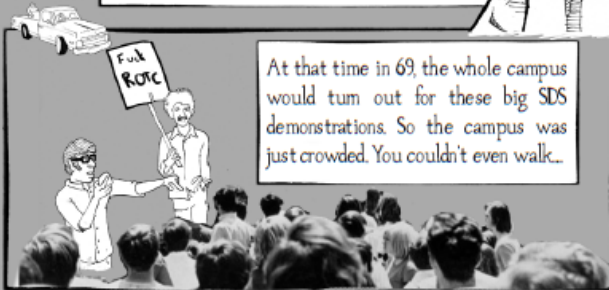
# 1969 - Bees Unleashed on SDS Protesters

Entering 1969 - Anti-War Protests are at an all-time high, involving Students for a Democratic Society with a special focus on targetting recruiters. Former SDS member Steve Ludwig recounts one such protest:

Probably my favorite protest, from my time at UW, was the Loew hall demonstration. We were protesting the recruiters from TWA, Navy and some Insurance company, I think it was Aetna...



At that time in 69, the whole campus would turn out for these big SDS demonstrations. So the campus was just crowded. You couldn't even walk...



...as the demonstration approached Loew Hall, a pickup truck full of BEE HIVES drives up...and a guy in a big beekeepers costume on the back...



they tip over mysteriously, and everyone is getting stung

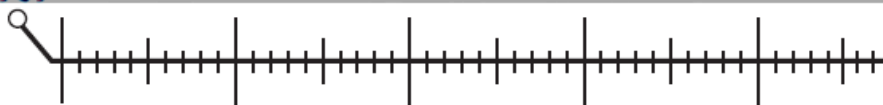


We finally got into Loew Hall and confronted the recruiters...



Art by Paul Enebrad

1969



peers at comparable institutions. GSEAC members began suggesting efforts to unionize Campus TAs. UW President Richard McCormick dismissed the idea, stating that "graduate students are first and foremost students" and "graduate student employees' employment status is derived from their education status and would suggest it is inappropriate for students to seek unionization." [v]

"What got the ball rolling [toward unionization] was a change in insurance plan for grad students," said Gold. In the fall of 1998, the plan was changed without any notification. Graduate students were simply told that they would now be required to pay part of the costs of their health insurance plan. Some students, who had incurred health-related expenses, thought they were receiving full coverage only to find out too late that the coverage had been changed. The GPSS appointed a committee to investigate the health insurance plan but found itself helpless to change what had happened or prevent such things from happening again. Many grad students now decided "that a union was essential," said Gold. [vi]

During Spring Quarter 1999, GSEAC staged its the first public event to get TA's and RA's interested in unionizing. Around this time, an organizational structure in GSEAC began to take shape in the form of an eight-member steering committee. This body met on a weekly basis, took responsibility in arranging and scheduling meetings, recruiting organizers and worked to organize a campaign drive for unionization. The first GSEAC Steering Committee was made up of the following members and their respective departments: Kenneth Lang, Roberta Gold, Steven Marquart of History, Amy Freeman and Rich Heyman of Geography, Heather Easterling of English, Ron Aoyama of Philosophy and Christopher Hibbeln of Psychology. Another event that caught the attention of GSEAC was when the Graduate School considered a proposal to change the system of standardized wages for TAs, introducing different rates for some departments. This unequal pay raise and the fact that studies showed that at the UW, TAs receive 3.1 percent less in wages than TAs at peer institutions, led GSEAC to be even more determined to unionize and to get backing from an established major union. [vii]

In the fall of 1999, GSEAC made the decision to affiliate with the United Auto Workers (UAW). "The UAW was a clear choice for GSEAC in that the UAW would be able to provide the union with reliable support," said Gold. [viii] A big factor was UAW's role in the long campaign for unionization of TAs in the University of California system. The Association of Graduate Student Employees (AGSE) at Berkeley won a representation election for readers, tutors, and acting instructors with an 80-percent majority in the spring of 1993. But the UC administration went to court, refusing to deal with the union. Also in the spring of 1993, a majority

# THE FIGHT FOR GRAD STUDENT UNIONS AT UW

The Early History of GSEAC/UAW

By Daeha Ko  
(June 2002)

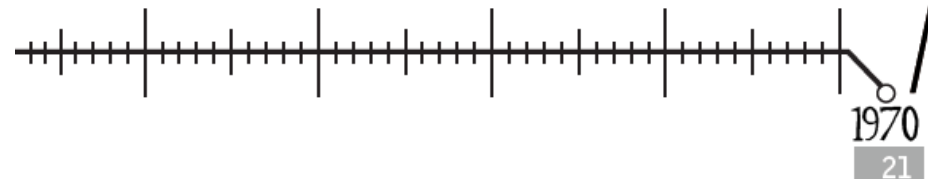
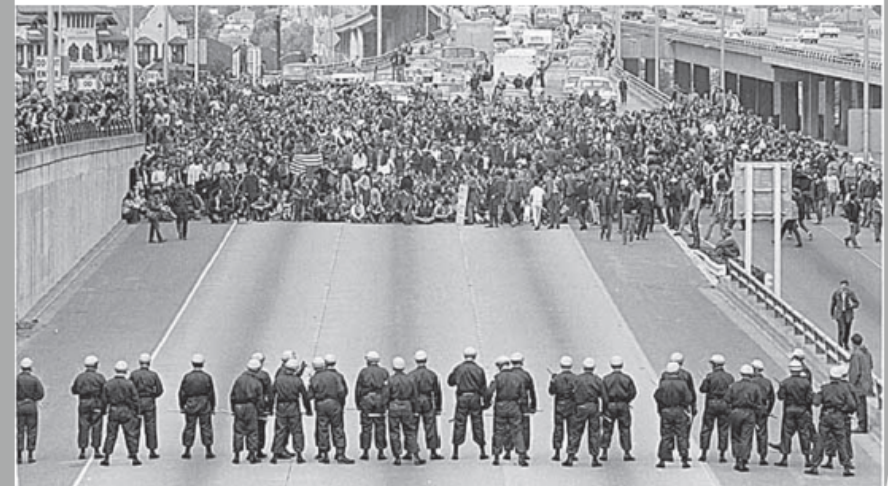
The organization of a TA union on the University of Washington campus began early in 1998. During winter quarter of that year, a group of students from the Graduate and Professional Student Senate (GPSS) formed a committee to review the TA/RA (research assistant) experience at the UW and to address TA complaints about work overload, low wages and a lack of security regarding benefits. [i] According to Roberta Gold, a founding member of GSEAC, an incident in the History department was one of the prompting factors. A TA was removed from his teaching position by the department chair after a verbal dispute with a faculty member. The TA received the message on his answering machine and was mortified to learn that he had been effectively terminated from his position without being allowed to present his side of the story.[ii] After hearing the TA's account, the department chair reinstated the TA, and by doing so acknowledged that the decision to terminate was too hastily made. This incident understandably raised concern among many graduate students. Graduate students in the Geography and History department responded by meeting together to discuss the possibilities of unionizing in order to address conditions of employment and long-standing grievances.[iii] Students in the History Department resurrected the Graduate Liaison Committee (GLC), a departmental organization that acts as an advocate for graduate student opinion. However, members of the GLC realized that they could not do much from a legal standpoint in their attempts to settle TA/RA grievances or in their push for better benefits. "It was decided that if graduate students were to have a practical say in terms of employment, then a real union was needed," said Gold.

The realization that a union was required to address long-standing TA/RA grievances lead members of the GPSS TA/RA Committee and graduate students from the History and Geography departments to form GSEAC. In order to avoid endangering unionization efforts in its infancy, GSEAC registered itself as an Registered Student Organization (RSO), for the purpose of working against shrinking TA/RA benefits, getting more sovereignty in government and encouraging dialogue among TA's and RA's.[iv] In the spring of 1998, Mary Wheeler – a doctoral candidate from the University of Michigan where TA's are unionized – spoke at a GPSS forum about TA/RA issues. During the forum, GPSS president Tina Kotek said that UW TAs do not plan to organize but that their wages are lower than

...the rest of us are downstairs... the counter-demonstrators are trying to get in to the building to push us out so we're shoving on the doors, trying to keep them out... Later, I had a friend who said that her feet did not touch the ground... She was carried back and forth in this sea of people. We held the building and I'm pretty sure the recruiters didn't do much business that day.

## 1970 - Student Strike

The May 1970 student strike at the University of Washington was part of a national week of student strikes, organized in reaction to the expansion of the Vietnam War in Cambodia, the killings of student protesters at Kent State University, as well as to reconstitute the University as a center for organizing against the war in Southeast Asia. Student activists called for a strike on May 4, after the killing of student protesters at Kent State University, and the next day's mass rally on campus turned into an impromptu march on the freeway to downtown Seattle. Several thousand students voted to strike on May 10, and the strike lasted roughly until May 18. Multiple departments supported the strike including the art department. Pamassus Cafe, in the basement of the art building was made into a strike resource center, creating and selling activist artwork to support the strike.



## 1978 - Boycott, Divestment and Sanctions (BDS)

The UW out of South Africa Committee was formed to begin advocating awareness and action in solidarity with the apartheid conditions facing the people of South Africa. BDS was a strategy used to engage the international community in solidarity with their struggles. Here at the University of Washington, the UW out of South Africa committee advocated for the University to stop investing its money in South Africa until the country dismantled its Apartheid regime. The struggle lasted 7 years with the University finally voting to Divest in 1985 for ethical reasons. Similar campaigns have been waged on UW campus using this model to advocate for solidarity, equality and justice, including a divestment from Sudan, Tobacco, Fossil fuels, and the Apartheid state of Israel.



Soweto to Palestine by Maia Brown

1978

reality is that engineers design the cage we all live in.

I'm not laying the blame completely on engineers because, more often than not, they engineer for someone else's vision. We can build roads, but we don't decide where the roads will be built or what they will connect. Those decisions are left to someone else, someone higher up on the chain of command. So instead of saying "engineers create the world that has never been", it's more correct to say "engineers are tools used to create a world that has never been."

Our education encourages this type of "engineering by tools," where we can solve specific problems, but we can't see nor participate in the bigger picture or the history of those problems. We are smart and creative, but we have blinders on. In homework problem sets, the situation and definition of the problem are all always "given", focusing student energies solely on problem-solving and number crunching. In class, students must sit and absorb, like indoctrinated sponges, a one-way stream of information from engineering experts. A rigorous and time-consuming schedule prevents students from taking classes in subjects like geography, anthropology, architecture or other fields, which describe the world that engineers will be working in. (Anyone interested in social justice and engineering should read the fabulous book *Engineering and Social Justice* by Donna Riley) After four years of such education, instead of being ready to create a new world, we are more prepared to accept instructions and blindly work for whoever is signing our paycheck.

This is a pity, because empowered engineers with a vision could be an incredible force for social justice. Imagine a city shutdown with transportation engineers on board! They may design the cage we all live in, but they are also uniquely capable of tearing it down. From strikes to building bans to think tanks, engineers have ample opportunities to participate in social justice movements. As long as engineers are educated to accept what is "given", this will not happen. As long as engineers accept what is given, they will merely be tools to maintain this cage.

# FROM TOOLS TO ENGINEERS

By Daniel Ullom

Scientists study the world as it is;  
engineers create the world that has never been  
-Theodore von Kármán

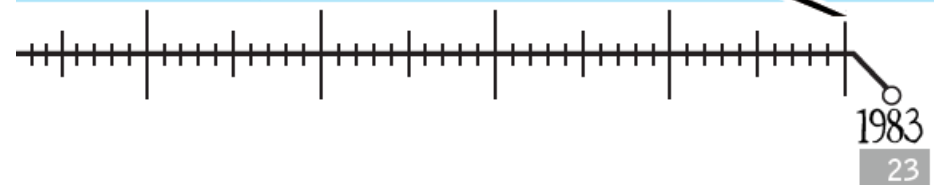
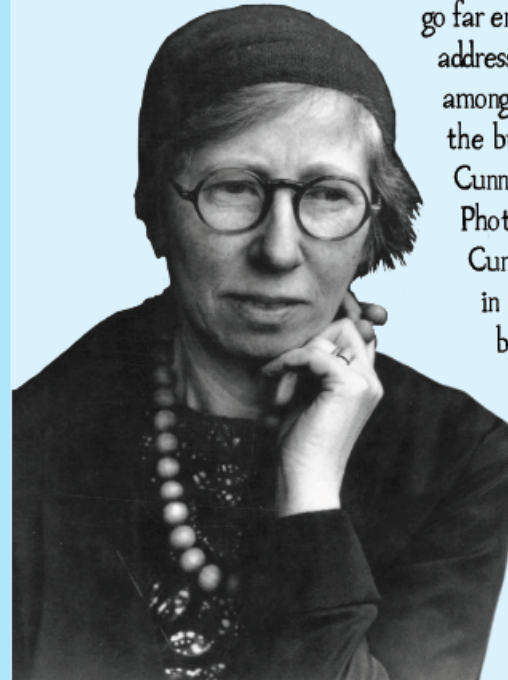
Three summers ago, during my orientation session, the dean of the college of engineering ended an inspirational speech with the above quote. As I glanced around, you could tell it resonated quite strongly with the room of soon-to-be pre-engineering students. Their eyes were dreaming of their future research and careers, of designing new systems or gadgets which would revolutionize society while simultaneously exploding their bank accounts. I know many of us engineering students chose this path because we want to be creative, to innovate, to see and create new possibilities, to work hard doing work that matters. Some want to make money. Some want to teleport humans. We all want to create a new world.

However, with such grand visions, it's important for us to step back into reality. This is not just about lowering visions from teleportation to perhaps a new blend of concrete which works marginally better in cold weather in the Midwest. Engineers may create possibilities, big and small, but that does not mean those possibilities are always good. Consider how engineers often create products that dominate, oppress, control, desensitize, enslave, and explode humans. They design the products which we are constantly buying to satisfy our addiction to an updated and stylish life. They design the systems of monocultures, fertilizers and pesticides which separate us from the food we eat. They design the guns and bombs which turn revolutions into civil wars. They design the freeways and roads which now make it nearly impossible to live without a car. They design the skyscrapers which hold up capitalists and politicians as if they were more important than the rest of us. The list goes on and on. The

## 1983 - Women's Center Re-discovered

In 1983 Women in the US made 57 cents on the dollar compared to men. Adding to the disparity between incomes at UW was the neoliberal policies resulting in funding cuts to departments and programs which were female-dominated. Early in 1983 the Women's Commission members filed a class action lawsuit against the University for discriminatory funding allocations. In a step to re-establish its image as a non-discriminatory institution, the UW administration re-opened and rededicated the Women's Center, which had commandeered by the military during WWI, and had since served as a storage facility known as Johnson Annex B. Several UW historians uncovered the history, and sought to restore the center as a resource for campus women. Although reclaiming the space which was an important step, many activists argued that it did not

go far enough, and did virtually nothing to address the growing income inequalities among UW faculty. On May 10th, 1983, the building was officially named the Cunningham building after pioneering Photographer and Chemist Imogen Cunningham, who was a UW alumna in Chemistry. The Center has since been moved to a new location by Denny Hall and continues to provide crucial resources to UW women, despite new waves of neoliberal funding cuts which threaten to close their doors.



### 1997 - The Coalition for Domestic Partnership is Formed and Won

In 1997 dependent coverage under the UW student health plan was only available to children or a 'legal spouse,' not to domestic partners or couples who have been together for years and shared financial obligations. This unfair discrimination against same-sex couples by the University was challenged with the formation of a coalition consisting of 16 student groups called the Coalition for Domestic Partnership. In the course of one year, the coalition changed the discriminatory policy, which the administration, even late in the campaign, did not think was possible, claiming that those kind of changes would take 5 to 10 years if they were possible at all.

### 1999 - World Trade Organization (WTO) Comes to Seattle

Hundreds of UW students participated in multiple rallies on campus to protest the effects of international globalized capitalism, which the World Trade Organization had come to symbolize. On November 30th, the day the WTO was scheduled to meet, UW students organized a walk-out and joined the demonstration downtown. With massive union support numbers swelled to over 100,000 participants. The free trade agreements like NAFTA, had been responsible for vast class inequalities as jobs were taken overseas, and company profits skyrocketed. This led to one of the largest protests in Seattle's history which brought together many different movements in solidarity. The protests were met with massive police repression, with the mayor declaring a state of emergency, and calling in 2 battalions of the National Guard to quell the protesters. The excessive police response led to the eventual resignation of the Seattle Police chief.

Today, similar trade agreements like the TPP (Trans-Pacific Partnership) threaten the sovereignty of developing countries, selling land off to private interests for cash-crops and resource exploitation and leaving locals without the means of survival they have depended on for generations. Seattle CISPES (Committee in Solidarity with the People of El Salvador) has been working hard to oppose such destructive measures, which only serve to further neoliberal policy.

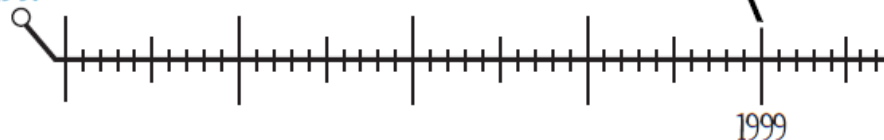
unrest among teachers has grown dramatically since mid-century and has ranged more widely geographically than the labor struggles of textile workers, automobile workers, or transport workers.

The university/hospital urban complexes: First, the university is inextricably linked to the fiscal crises of these cities -- often exacerbated by the tax-exempt status of many universities, to battles over welfare and a living wage, and to the apartheid landscapes of these cities. Second, these disciplinary institutions depend upon a divided labor force that is remarkably parallel, combining professionals with PhDs and MDs, a permanent intermediate workforce of younger interns and TAs, large clerical staffs, and substantial dining, cleaning and maintenance staffs. It is not an accident that the Yale workers were first organized by a union of hotel and restaurant workers, because a residential campus is largely a hotel and restaurant complex. It is telling that Yale is tied as the third largest employer in Connecticut with the Foxwoods casino, which is also the target of an UNITE HERE organizing drive.

...For mass education is not simply a capitalist sub-contracting of the costs of training labor, a disciplining of docile and qualified bodies; it is also the product of a historic battle for cultural justice. The struggle for mass education is a continuation of the constant battle over working time, a battle which reaches from the informal arts of resistance around coffee breaks and lunch hours to the organized labor struggles for the eight-hour day, the weekend, and the vacation, to the social democratic struggles over the working lifetime: the rights to childhood education, unemployment coverage, parental leave, and retirement. The democratization and extension of higher learning for adults --sabbaticals for all working people -- remains a vital part of "another world."

Read the entire article at: <http://tinyurl.com/pddo4jm>

1997



1999



the dissident movements in Poland and Czechoslovakia, and in the emergence of a new Arab left in Palestine and Egypt. The crisis provoked by the student movements led to a dramatic transformation in the university system which had produced the student movements and against which they protested.

In the thirty years since the end of the student movements, the mass university of the age of three worlds has been remade. On the one hand, we have seen the collapse and restructuring of the European Communist university systems, as well as an ongoing remaking of the Chinese university system along North American lines. On the other hand, we have also seen the waning of the social democratic commitment to mass public higher education, as state aid to students and state support for universities have been reduced; and university education has been largely refigured not as a public good but as a private investment in scarce cultural or human capital. In the United States, this has led to a reduction in the numbers of working-class students in higher education and the effective end of affirmative action policies. A neoliberal university regime has emerged around the world, based on premises substantially different than the Cold War universities. This neoliberal university system is emerging as a major form of global mass culture and as a major part of the service economy. It is, increasingly, a global system....

The neoliberal university system -- what is often called the "corporatization" of the university -- is thus largely a shift in the balance of these forces. In countries like India, Brazil, Indonesia, and South Africa, a substantial majority of all higher education students are in private institutions, and many of these institutions are for-profit universities. As a World Bank task force noted in 2000, there has been a striking increase in the "for-profit" sector around the world and this is expected to continue to grow. Moreover, even those universities officially in the "public" or "non-profit" sector have been privatized, not through direct sale of the institution (not yet anyway!) but through the replacement of government partnerships and contracts with corporate partnerships and contracts. In the wake of the 1980 Bayh-Dole Act, which some have called the most sweeping change in the nature of US universities in history, US universities were granted ownership of patents resulting from publicly-funded research, and thereby made into patent-owning entrepreneurs.<sup>13</sup> The funding of universities has come to depend less on state support, and more on the management of university investments and the commodification of university research.

...Like textile workers in the nineteenth century and automobile workers in the twentieth century, education workers (teachers) are central to processes of capital accumulation in the twenty-first century." The world's teaching force increased from 8 million people in 1950 to 47 million people in 1990, and labor



Art by Leah Knopf

## 2006 - Henry M. Jackson Bust is pulled from Storage

The Bust of Henry M. Jackson is pulled out of storage, where it had remained for 21 years due to concerns over vandalism and protest. The bust accompanies a memorial plaque outside Thomson Hall.

The Jackson School of International Studies was founded in 1909 with an opening lecture "The Significance of the Orient to the State." The vision of the school was to explore cultures for commercial and imperial interests. In the 1930s, under the directorship of Franz H. Michael, the Jackson school shifted its focus to training its students as part of the Army Specialized Training Program to serve "in military governments in occupied territories of the Far East."

The school was named after Henry M. Jackson, a Washington State senator who was dedicated to the idea of US exceptionalism, and anti-communism during WWII. He not only openly advocated for the internment of Japanese citizens during World War II, but also continued to advocate for their ultimate deportation after the war was over.

Jackson penned in a speech opposing the return of Japanese Americans to their homes on the West Coast: "What is to be the eventual disposition of the Japanese alien and native... is the second aspect of this problem of the Pacific. Are we to return them to their former homes and businesses on the Pacific Coast to face the active antagonism of their neighbors? Shall they again, as happened in World War I, compete economically for jobs and businesses with returning war veterans?"



2006

## 2010 - USAS Wins - Sodexo Off Campus



United Students Against Sweatshops won a decisive victory in 2010 when they successfully convinced the University of Washington to end its 21 year contract with anti-union corporate food giant Sodexo. Their demands from Sodexo were:

1. Re-hire every Pueblo Viejo worker fired in retaliation for speaking out against sweatshop conditions. This includes Maria Magdalena Ortega Jimenez, Carin Yadel Mieses, Maraquia Penalo Rodriguez and Heriberto Sosa Morillo.

2. Improve working conditions in Pueblo Viejo by completing the legally-mandated collective bargaining process with workers' union, SitraSodexoDO.

Their victory only came after multiple sit-ins were staged in the administration building with 50 students protesters getting arrested.

The University replaced Sodexo by another corporate campus food giant Amarak.

destruction of the German system: "during the National Socialist regime in Germany, about one-third of all university teachers...lost their chairs; some died in concentration camps; most emigrated." Universities in the United States, Britain, and elsewhere took in an entire generation of academic refugees from fascism. Moreover, the mobilization of anti-fascist intellectuals during the war created new forms of alliance between the US state and the university, and led to an extraordinary expansion of universities in the United States after the war.

The age of three worlds (1945-1989) was dominated by a new Cold War higher education regime that was built in both the United States and the USSR around three fundamental principles. First, the university became a major center for state-sponsored research and development, particularly for what US President Eisenhower in 1960 called "the military-industrial complex." Second, the university became the major center for training high and middle level professional and managerial cadres, and was thus a center for the elaboration of Cold War ideologies; as part of this project, both US and Soviet universities recruited students from the "Third World" as part of an attempt to influence and incorporate postcolonial elites. Third, the university became a vehicle of mass public education with dramatic increases in enrollments of working-class students, women students, and students of ethnicized and racialized minorities; in the US and elsewhere, the university became a key institution for remaking racial, ethnic and gender regimes through various forms of what came to be called "affirmative action." These Cold War university models had great influence in the newly independent post-colonial nations around the world, and the numbers of universities and university students around the world exploded in the age of three worlds.

The mass university of the age of three worlds was thus both a significant popular institution -- a major advance in the social democratic struggle for relatively accessible and inexpensive higher education for working people (represented in the United States by the education provisions of the "GI Bill" of 1944) -- and a central "ideological state apparatus," to use the concept Louis Althusser developed in the midst of that era. This compromise -- to fund the ever-growing demand for mass higher education with the R&D resources of the Cold War state -- was highly unstable both fiscally (the "fiscal crisis of the state" in the 1970s marks the turning point in post-war university expansion) and politically, as students began to challenge the conditions of university life (overcrowding, insufficient resources, and restrictions on student freedom) and the subordination of higher education to the research imperatives of the Cold War state. These contradictions generated a world-wide wave of student movements and uprisings in the 1960s and 1970s: from the student sit-ins at southern black colleges that triggered the US civil rights movement to the 1968 uprisings in New York, Paris, Mexico City, Tokyo and the San Francisco Bay Area, not to mention the role of students in the Chinese Cultural Revolution, in

2010



# ESSAYS

## LINEAMENTS AND CONTRADICTIONS

OF THE NEOLIBERAL UNIVERSITY SYSTEM (EXERPTS)- MICHAEL DENNING

"There is a sense in which the university -- like the novel, the feature film, or the political party -- is an extraordinarily successful cultural form, implanted across the globe through colonization and the destruction of competing models of higher education. "The world's idea of the university as it was shaped in the nineteenth century is...a European one," a new study of the history of the university concludes; "all universities outside Europe were formed in accordance with an image of the European university in the minds of their founders, at first or second remove....Centers for advanced scholarly research and instruction regarding religious texts, academies for philosophical discussion and instruction and specialized schools for training in military science, administration, law and theology had been known in antiquity, and in ancient India, parts of the Islamic world and Imperial China. Yet only one of these institutions still survives, the al Azhar University in Cairo."

Indeed, it is generally accepted that the modern capitalist university system derives from the nineteenth-century German model, which first took shape in the era of Kant and Hegel (particularly with the founding of the new University of Berlin in 1815). By the end of the nineteenth century, scholars and intellectuals from around the world, particularly the United States and Japan, were making intellectual pilgrimages to the German universities (one thinks of W.E.B. DuBois in Berlin), and were emulating them in developing new "research" universities. In the United States, the German model shaped the new capitalist-backed research universities like the University of Chicago and Johns Hopkins, the secularized and restructured Ivies like Eliot's Harvard, and the new state universities like the University of Michigan; one sees a parallel development in the late-nineteenth century formation of Japan's Imperial universities. Together with these research universities one sees the formation of the modern social sciences, the development of many of our contemporary academic professional associations, and the development of modern notions of academic freedom. The other side of these fledgling capitalist research institutions were the early colonial universities, formed to train small elites for the colonial civil service, not unlike the African-American colleges (like Fisk, which Du Bois attended) that emerged in the Reconstruction South after the Civil War. After World War Two, the center of higher education shifted, in large part because of Hitler's

## 2011 - Occupy Seattle and UW

Inspired by the revolutions in Egypt and Tunisia, and in response to growing inequality here in the US, the Occupy movement introduced popular activism to a new generation in the fall of 2011. Though Occupy Seattle was vibrant and active, the University remained relatively sheltered and isolated from the actions and demonstrations occurring downtown.

During Fall quarter, there were several demonstrations, including a march from the University to downtown Seattle. The largest demonstration however, was when high-school students from around Seattle rallied in Red Square to protest the budget cuts affecting their schools. The rally was partially in response to the arrest of Garfield High School teacher Jesse Hagopian, who had been arrested in Olympia the previous week for participating in a direct action.

Inspired by the energy of the high school students, multiple UW student groups came together to organize the first General Assembly which took place Winter quarter.



2011

27

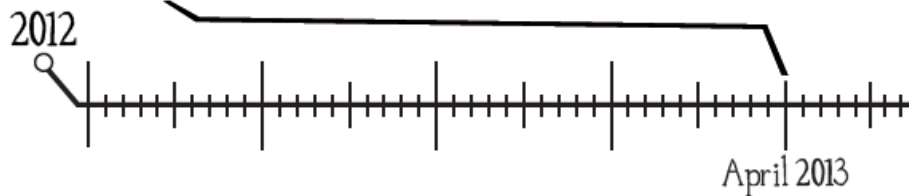
## April 2013 - The Diversity Credit Requirement



After 3 years of being stonewalled by the administration, student groups were able to pass a minimum diversity requirement at UW. Although the UW portrayed this as an act of benevolence by a progressive university, winning the diversity requirement was a long administrative battle led by multiple student groups, which actually dates back to early efforts to pass this requirement in 1991.

When it finally passed in April 2013, it was not because of a progressive administration, but because of a dedicated group of students who worked together. The battle took over two decades to win.

The diversity requirement will consist of three credits of coursework that will count toward the areas of knowledge requirement and will not add to the total number of credits necessary to graduate. Diversity courses would focus on at least one constructed identity and aim to address aspects of prejudice and inequality in contemporary society.



## Huntsman, It's Time

### CAT Out of Palestine



June 2013 - SUPER UW (Students United for Palestinian Equal Rights) worked with the Rachel Corrie Foundation in Olympia to write an open letter to 2013 commencement speaker Jon Huntsman.

The letter asked the former Republican Presidential candidate, and prominent board member of Caterpillar, to address concerns about CAT's involvement in supplying militarized bulldozers to Israel for use in the illegal destruction of Palestinian homes to make way for illegal Israeli settlements.

The letter requested that Huntsman meet with the parents of Olympia activist Rachel Corrie who was crushed to death by a Caterpillar bulldozer as she was trying to stop it from destroying a Palestinian home. The letter received over 130 signatures and endorsements from prominent alumni, community organizations, graduating students and faculty.

During the commencement ceremony, graduates held a sign showing their support for the campaign. Huntsman refused to meet, claiming that he was too busy.

