

***RACIAL AND SOCIAL JUSTICE AT SAN JOSÉ STATE UNIVERSITY:
Students Respond with Social Action***

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This booklet focuses on the racial and social justice legacy at San José State University, with a focus on how the students responded with social action. The goal of the booklet is to educate the campus and larger community about the rich and vibrant history of SJSU.

By exposing and exploring the history for racial and social justice at San José State, the [SJSU Human Rights Institute](#)'s hope is that the campus community will use it to fashion policies and practices that are supportive of students development, and that are anti-racist. The Institute also hopes that SJSU faculty and staff will use the booklet to educate our students about this “justice legacy” thread, which has run throughout the campus history.

This booklet is composed of 11 chapters, which include:

1. Edwin Markhum, “The Man with the Hoe” and Tower Hall
2. Japanese American Internment at the Men’s Gymnasium
3. Chicano Commencement and the Walkout
4. Tommie Smith, John Carlos, and the Statues
5. Gaylord Nelson’s Earth Day and the Burying of a New Ford Maverick
6. Re-establishment of the Equal Opportunity Program (EOP)
7. CAFÉ J and the Campaign to Raise the Minimum Wage
8. Students for DMH and the Fight for Air Conditioning
9. Donald Williams Jr. and Students for Racial Justice
10. Student Homeless Alliance’s the Push for Emergency Beds on Campus
11. Who Will Write the Next Chapter
12. Appendix: A Living Document - Possible Additional Chapters

The readings include an overview of the major SJSU social action and justice events that have occurred on campus, as well as videos and other resources that can be used when teaching this material. The booklet's themes focus on issues raised by Spartans, such as:

- American identity
- economic rights (e.g., right to a living wage, a good education, etc.)
- environmental degradation,
- equality
- human dignity
- intersectionality
- justice
- oppression
- racism
- and the role of protest in a democracy.

With this legacy, it is not surprising that SJSU has buildings named the Dr. Martin Luther King, Jr. Library and Yoshihiro Uchida Hall, and has such monuments as the César E. Chávez Monument: Arch of Dignity, Equality and Justice and the Tommie Smith and John Carlos Sculpture Garden. Social action and the quest for justice is in the DNA of San José State.

The above chapters do not include every social action that has taken place at SJSU. The hope is that if someone wants to add a chapter to this booklet, they would write it up in a similar format as the above chapters, and submit it to the SJSU Human Rights Institute (HRI). The HRI will approve well-researched chapters, and they will be added to the above chapters. In fact, several faculty have put forward possible future chapters, and they appear in the appendix. Thus, this booklet becomes a living document of the racial and social justice, and social action legacy at San José State. It should be noted that a shorter version of this booklet was published by Dean Walt Jacob's on his website in 2018 under the title "Social Action: It is In Our DNA."

Chapter 1: Edwin Markham, “The Man with the Hoe” and Tower Hall



Historical Background:

Charles Edward Anson Markham, an 1872 graduate from the California State Normal School in San José, the predecessor of San José State University, wrote “The Man With the Hoe”, a poem that has been described as “the battle-cry of the next 1,000 years”. After Markham’s graduation, he lived in a small house at 432 South 8th Street, just off campus, and it was there that he penned “The Man With the Hoe” (see below). The poem was inspired by Jean-François Millet’s painting “L’homme à la houe”, and it is has been described as one of the most successful poems of the early 20th century, earning Markham over \$250,000.ⁱ

Over the years, Markham stay connected to the campus. In 1904, Markham wrote a poem for the student publication, “The Normal Pennant”, and in 1915, he returned to San José to give a lecture to over 400 people. At that lecture, President Morris Daily described Markham as “the most distinguished graduate” of the school. In 1928, Markham served as a judge to a student poetry contest, and in 1932, the campus celebrated his 80th birthday by hosting an assembly.



Event:

Today, Edwin Markham is recognized with a plaque on the left corner of the first and oldest building at San José State University (i.e., where the people are gathered in the above photo). However, the poem on the plaque is another Markham poem entitled “Outwitted”, which focuses on the less controversial themes of forgiveness, love, and inclusion.ⁱⁱ

“The Man With the Hoe”:

Bowed by the weight of centuries he leans
 Upon his hoe and gazes on the ground,
 The emptiness of ages in his face,
 And on his back the burden of the world.

Who made him dead to rapture and despair,
 A thing that grieves not and that never hopes,
 Stolid and stunned, a brother to the ox?
 Who loosened and let down this brutal jaw?
 Whose was the hand that slanted back this brow?
 Whose breath blew out the light within this brain?

Is this the Thing the Lord God made and gave
 To have dominion over sea and land;
 To trace the stars and search the heavens for power;
 To feel the passion of Eternity?
 Is this the Dream He dreamed who shaped the suns
 And marked their ways upon the ancient deep?
 Down all the stretch of Hell to its last gulf
 There is no shape more terrible than this—
 More tongued with censure of the world’s blind greed—
 More filled with signs and portents for the soul—
 More fraught with danger to the universe.
 What gulfs between him and the seraphim!
 Slave of the wheel of labor, what to him
 Are Plato and the swing of Pleiades?
 What the long reaches of the peaks of song,
 The rift of dawn, the reddening of the rose?
 Through this dread shape the suffering ages look;
 Time’s tragedy is in that aching stoop;
 Through this dread shape humanity betrayed,
 Plundered, profaned and disinherited,
 Cries protest to the Judges of the World,
 A protest that is also prophecy.

O masters, lords and rulers in all lands,
 is this the handiwork you give to God,
 This monstrous thing distorted and soul-quenched?
 How will you ever straighten up this shape;
 Touch it again with immortality;
 Give back the upward looking and the light;
 Rebuild in it the music and the dream;
 Make right the immemorial infamies,
 Perfidious wrongs, immedicable woes?

O masters, lords and rulers in all lands,
How will the Future reckon with this Man?
How answer his brute question in that hour
When whirlwinds of rebellion shake the world?
How will it be with kingdoms and with kings—
With those who shaped him to the thing he is—
When this dumb Terror shall reply to God
After the silence of the centuries?ⁱⁱⁱ

Chapter 2: Japanese American Internment and the Men's Gymnasium



Historical Background:

Two months after Japan bombed Pearl Harbor, President Franklin Roosevelt issued Executive Order 9066, which ordered the Secretary of War to create military areas within the United States where “any or all persons may be excluded.” When the posters went up, it was clear who this order was directed at, with large print stating “INSTRURCTIONS TO ALL PERSONS OF JAPANESE ANCESTRY”. Executive Order 9066 led to the incarceration in prison camps of 120,000 Japanese, two-thirds of which were U.S. citizens.^{iv}

Executive Order 9066 was part of a century-old government policy at the city, state, and federal levels that discriminated against Asian Americans. For example, in 1860, San Francisco enacted a law to deny Chinese students’ admittance into K-12 schools, and in 1870, the city denied jobs to Chinese on public projects. At the state level, discrimination was written into California law in 1851, with the enactment of the Foreign Minter’s tax, which charged a tax on Chinese and Mexicans to discourage them from mining. Moreover, the new California Constitution of 1879 stated that, “No Chinese shall be employed by any State, county, municipal or other public work” and that “No corporation now existing or hereafter formed under the laws of this State, shall under the adoption of this constitution, employ directly or indirectly, in any capacity, any Chinese or Mongolian.” The federal government wrote discrimination into the law with the passage of the 1870 Naturalization Act, which denied citizenship rights to the Chinese, and once again in 1882, with the passage of the Chinese Exclusion Act, which prohibited all immigration of Chinese skilled and unskilled workers.^v

As the federal government passed these racist policies against Chinese residents and potential immigrants, U.S. businesses, which still needed cheap labor, turned to other Asian countries for workers, including Japan and the Philippines. However, many Whites had anger about Asians working in the United States, which led to the federal government enacting the Immigration Act of 1924, which banned all immigration from any Asian nation. When World War 2 broke out, this anti-Asian sentiment, which had been part of the American fabric of life for 100 years, was directed towards people of Japanese ancestry, regardless of whether they were U.S. citizens.

The Events:

Men's Gym being used as a check-in point for Japanese Americans, 1942 via [SJSU Special Collections](#)



On Saturday, May 23, 1942, Civilian Exclusion Order No. 96 was issued by Lt. General L.J. DeWitt, US Army, to all “All Persons of Japanese Ancestry” living in Santa Clara County. A responsible adult, preferably the head of the household, was told to report to the “Men’s Gymnasium, San Jose State College, 4th and San Carlos Streets” on May 24 and 25, where they were given more information about the “evacuation” (i.e., forced removal), which was to be completed by the following Saturday, May 30. Over the next several days, approximately 6,000 people, mostly American citizens, reported to the Men’s Gymnasium, and were given more detailed information about the removal. They were told to bring only what they could carry, which resulted in the loss of almost everything they owned. The Men’s Gymnasium, which was built in the early 1930s for sport, now turned into the beginning point for the incarceration of Japanese Americans living in Santa Clara County. Upon leaving San José, people were sent to Pomona or the Santa Anita racetrack in Los Angeles where they lived in horse stalls, and then on to the prison camps in Tule Lake, California, Poston, Arizona, and Heart Mountain, Wyoming, where they would be imprisoned for the next three years. At the end of World War 2, they were released into a hostile and racist society.^{vi}

Today, the Men’s Gymnasium has been renamed Yoshihiro Uchida Hall. Yosh Uchida, who began his education at San José State College in 1940 (the name had been changed in 1935), was the son of an immigrant farm worker, and was a student when World War 2 began. While Uchida joined the U.S. Army--and served in a segregated unit--Uchida’s family members were processed at the Men’s Gymnasium and imprisoned at Poston and Tule Lake internment camps. After the war, Uchida re-enrolled at San José State and completed his degree in Biology in 1947. Yosh went on to become the Judo coach, leading the Spartans to 45 National Championships in his 60 plus years as coach. He also served as the Judo coach for the 1964 U.S. Olympic Team.^{vii}

In 2013, a group of students created Students for Public Art as Social Justice, with the goal of creating a free-standing memorial to recognize that Uchida Hall served as the starting point for the imprisoning of Japanese Americans in Santa Clara County during World War 2. The students worked closely with Jimi Yamaichi, one of the founders of the Japanese American Museum and who was processed at the Men's Gymnasium. In addition, the students worked with Dr. Wendy Ng, whose dissertation focused on the internment. Students for Public Art as Social Justice put forward a proposal to build a free-standing memorial, including drawings of the design of it.

Here are some of the drawings for the statue:



The proposal for the statue made its way to an Administrative committee, but no action was taken on the student proposal. Eventually, the students graduated, and the memorial was not built. However, a group of students have formed in the fall of 2021 under the banner of Justice for Japanese, and they have revived this vision of the University constructing an art installation to show SJSU's role in the internment of Japanese Americans.



Resources:

- Civilian Exclusion Order No. 96 issued by Lt. General L.J. DeWitt, <http://imgzoom.cdlib.org/Fullscreen.ics?ark=ark:/13030/kt1j49p9dz/z1&&brand=oac4>
- Japanese American Museum in San José, <https://sanjose.org/listings/japanese-american-museum-san-jose>, (accessed August 29, 2021).
- Photos: Japanese American internment at SJSU Special Collection Library, <https://libguides.sjsu.edu/spartan-quest/uchida-hall> (accessed September 3, 2021).
- Jimi Yamaichi, interview on KCBX, <https://www.kcbx.org/post/94-year-old-jimi-yamaichi-recalls-san-jose-s-japantown-wwii-internment#stream/0> (accessed August 29, 2021).
- “Return of the Valley: Japanese American Experience After the WWII”, Dir. Scott Gracheff, KTEH Public Television, 2009. www.returntothevalley.org (accessed 2/4/18)

Chapter 3: Chicano Commencement and the Walkout



Historical Background:

In the late 1960s, Mexican American students were frustrated that there were so few Chicano students at San José State. At the time, the Mexican American population was 17% in San José, but Mexican American were less than 1% of the student body. The Mexican American students that did attend San José State struggled financially, and they lacked the necessary support structure to be successful.^{viii}

Upset by the lack of representation on campus, the Student Initiative, a Chicano student organization, developed a proposal to recruit more students. The student plan, which was endorsed by the then President Robert Clark, included recruiting Chicano students at local high schools, with a particular interest in the East Side Union High School District. However, the district administration was hostile to the students' recruitment plan. After several confrontations between the students and principals, the Community Service Organization (CSO)—a non-profit organization committed to the empowerment of Mexican Americans, and who had trained Cesar Chavez and Delores Huerta—convinced the district to allow the students to recruit during lunch and after school.^{ix}

In addition to recruiting, the student plan focused on having San José State accept more Mexican American students. In the spring of 1967, the Student Initiative worked with President Clark on a plan to admit 12 Chicano students using a special admissions program of the CSU system, which allowed schools to admit 2% of all students as “special admission”. And while the dominant culture thought that the program had been created to let students of color into college, in reality, it had been created by the state of California for athletes and wealthy students who had low GPAs, as well as other people the college wanted to admit.^x

After all 12 Chicano students completed the fall semester of 1967 with a 3.0 GPA or higher, the students advocated for President Clark to significantly increase the number of Mexican American students admitted under the special admissions program. After reviewing the students' proposal, President Clark agreed to admit 250 Chicano students. However, the proposal needed the approval of Chancellor Glenn Dumke of the California State University system, which he

refused to give. In response, the students educated the campus and larger community about Chancellor Dumke's refusal to provide access to more Chicano students, and they began to plan a bold action.^{xi}



The Events:

To draw attention to the injustice of having so few Chicano students at San José State, and the decision by the Chancellor to reject the students' plan to increase the number of Mexican American students for the incoming class of 1968, the students decided to walk out of the university graduation. Out of a graduating class of 2,000 students, only 29 had Spanish surnames, with eight of these being athletes from other countries who had been recruited to San José State. Despite being just a few students—not by their fault but rather by a system that had excluded them—eleven Chicano students, along with 15 White students and seven White professors, walked out of the commencement just as President Clark was to address the graduating class.^{xii}

On the day of the graduation, 200 campus and city police officers surrounded Spartan Stadium as the university and city thought that the students' disruption would lead to violence. However, there was no violence; the students just peacefully walked out of the stadium as they said they were going to do. As the students walked out, one of the Chicano student mother's cried out (incorrectly): "No...Don't give up your degree!" A few people booed. President Clark responded to the walkout by telling the audience that he was sympathetic to the students' peaceful demonstration since the California State University (CSU) system and society in general needed to provide more justice to Mexican Americans.

After walking out of the graduation, the students walked across 10th Street to an open part of the track field, where they held one of the first Chicano Commencement celebrations in the United States. Greeting the students and their families was Luis Valdéz, a San José State alum, and his Teatro Campesino, as well as Dr. Octavio Romano from the University of California, and over 200 supporters. The Teatro Campesino put on a play entitled "Chicano Commencement" and there were passionate speeches, with each student being given the opportunity to speak. Juan Garcia, a first-year student who attended the event, and who went on to become a professor at Fresno State, thought to himself, "Hey! We should have a separate commencement every year. I was that inspired." This protest led directly to the creation of the Equal Opportunity Program the following year, which was developed to help recruit and graduate Chicano and African American students.^{xiii}

A second Chicano Commencement was organized three years later by the students. However, they decided not to disrupt the commencement, but rather to have their own separate commencement. Chris Jimenez, a student leader stated, “You shouldn’t spoil someone else’s party for your own...Let’s have our own.” The 1971 Chicano Commencement was held at the Our Lady of Guadalupe Church in San José, which was where Cesar Chavez worshipped and where he held many of his community organizing meetings. Instead of a protest, 30 students and their families gathered to recognize the accomplishments of the graduates, to honor their parents and the sacrifices they had made, and to inspire the sisters and brothers of the graduates to obtain a college education. Jimenez felt that, “[T]he highlight for me was the families jumping up and down and shouting when the graduates went up for their diplomas. It became a shouting match between families, they were so proud and happy.” A few year later, Mexican American student leaders abandoned their separatist perspective, and decided to encourage students to attend both the main graduation ceremony and the Chicano Commencement. Soon after, the university embraced the event.

At the same time, not all are happy with the decision to not make a political statement with Chicano Commencement. Armando Valdez, a student who had participated in the first Chicano Commencement, and who would go on to become a behavioral scientist in Mountain View, stated, “It became a celebration and not a political occasion...I would rather have seen continued protest. The reality is, little has changed for Chicanos in this society.” Jimenez remembers that, “They called us all sorts of names, vendidos, ‘sellouts’...What did they do other than protest. Our philosophy was education. If you want social change, you need educated people.” And Christina Ramos, a student organizer who had just completed a master’s degree in Public Administration thinks that while Chicano Commencement had lost its political edge for a while, the anti-immigrant sentiment in the country has re-energized it. Ramos stated “It is still a political statement...We as Latinos are still not viewed as positive contributors to society. But we are still here. We are making a difference. We are graduating from college.”

Finally, Gabe Reyes, a student organizer of the 1971 event and who later became the SJSU Special Assistant to the President for Campus Diversity, wonders whether if by joining the institution they wanted to change, they became co-opted by it, and changed little to nothing, stating, “It was a question we all wrestled with.” Gabe went on to lead the effort to build on campus the César E. Chávez Monument: Arch of Dignity, Equality and Justice, since he wanted to recognize Chavez, who had started his community organizing in San José and was a frequent speaker on campus. Interestingly, it was a group of SJSU Sociology students that first connected Cesar Chavez to Fred Ross, who was the founder of the CSO, and who helped train Cesar to be a community organizer.^{xiv}

In 2018, SJSU’s Chicano Commencement celebrated its 50th anniversary, and today, it is common for over 2,000 people to attend this important event.^{xv}

Resources

- Revisiting the 1968 Chicano Commencement Symposium, October 11, 2019, https://vimeo.com/365812673?fbclid=IwAR2_XklbjtVibpAkbXuYxN7OHwGR312SEsoAv9vD7pHsZgOnmGCF37QToAE (accessed September 5, 2021)
- CBS news story, “1960s-Era Chicano Student Activists Celebrate Historic SJSU Graduation Protest” October 11, 2019, <https://sanfrancisco.cbslocal.com/2019/10/11/1960s-era-chicano-student-activists-celebrate-historic-sjsu-graduation-protest> (accessed September 5, 2021)

Chapter 4: Tommie Smith, John Carlos, and the Statues



Historical Background:

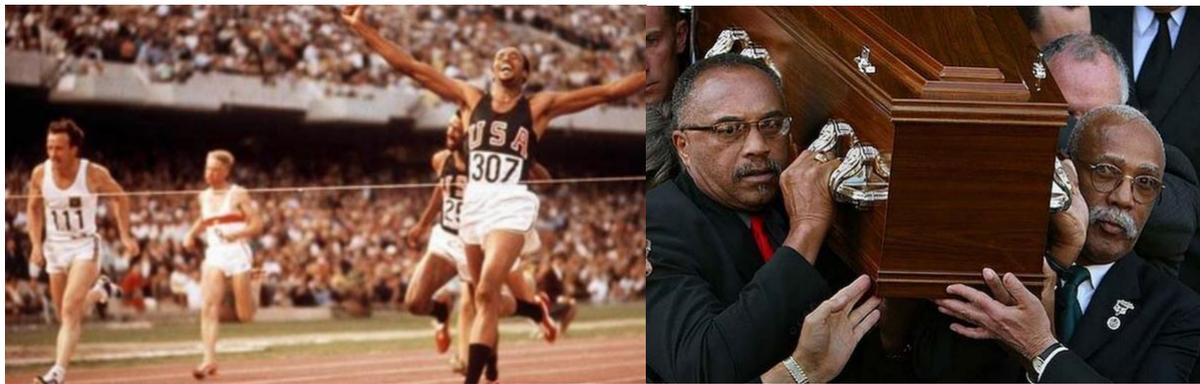
In 1966, Tommie Smith and John Carlos were students at San José State, recruited here by the legendary track coach Bud Winters. Tommie Smith was from rural Texas and California, and he was studious, religious, and not initially interested in the Black protest movement. John Carlos was from Harlem, and he was talkative, loud, and was immediately drawn to the protest movement. Both would eventually become connected to Harry Edwards, a Sociology instructor, who taught a class on racism, and who had decided to call for a boycott of the Olympic Games.^{xvi}

At that time, San José State had a student population of 24,000 students, with 72 African American students on campus (.3% of the population), 60 of which were athletes. The reality of the situation for these students were harsh. When the African American students attempted to find housing off-campus, they experienced racism, as most owners would not rent to them. In addition, the black and white athletes were recruited differently, with white recruits being treated to large fraternity parties and dates, while black recruits were matched with a “negro” faculty and given \$20 for dinner. Harry Edwards and Ken Noel, who was a graduate student and former track star, began talking—very close to where the Smith and Carlos statues are today—about the need to change this for the next generation of students. Their conversations led to a "Rally on Racism at San José State" on September 18, 1967, which was attended by hundreds, including President Robert Clark. At the rally, the United Black Students for Action made nine demands to end racism at SJSU, including punishment for students and landlords who discriminated against blacks, and equal treatment of prospective athletic recruits. If the demands were not met, the students were going to stop the home opening football game “by any means necessary.” When a bomb threat was made, President Clark cancelled the football game.^{xvii}

It was in this intense atmosphere, that Edwards put forward the Olympic Project for Human Rights, which called on athletes to boycott the 1968 Summer Olympic Games in Mexico City unless their five demands for racial equality were met. And while the boycott didn’t transpire, as

many athletes did not want to give up the opportunity to compete, the black athletes did decide to protest individually, but what form the protest would take was left up to the individual athletes.^{xviii}

The Events



The athletes arrived in Mexico City in a frenzied atmosphere, as the Mexican military and police had killed over 300 students who were protesting for more democracy in the Plaza de las Tres Culturas on October 2, 1968, just 10 days before the opening Olympic ceremonies. The final heat for the 200-meter was on October 16, and in preparation, Tommie had asked his wife to bring him some Black gloves, because he knew what ever he was going to do, it had to be visual. In the 200-meter final, Tommie Smith ran a world record time of 19.83 seconds and took first place, with Peter Norman from Australia finishing second, and John Carlos finishing third. Now, it was time to protest. During the playing of the national anthem, while standing on the Olympic podium, Tommie and John raised their black-gloved fists, which represented power and human rights, bowed their heads to demonstrate that their action was non-violent and prayerful, and took off their shoes to represent the poverty African Americans experienced as a result of racism. In addition, John wore beads, which represented the lynching that blacks had experienced. Both men wore the button of the Olympic Project for Human Rights. Before walking out for the podium ceremony, Peter Norman asked to wear a button, as he wanted to stand in solidarity with Tommie and John.

The backlash was immediate. Smith and Carlos were suspended from the Olympic team, expelled from the Olympic Village, and banned for life from the Olympics. When they returned to the USA, they received death threats and were denied jobs. Tommie had applied to be a San José police officer and was told by the police that they didn't take "traitors". Additionally, Tommie and John were followed by the FBI. Peter Norman also suffered, as he was not given the opportunity to compete in the 1972 Summer Olympics, even though his qualifying times were good enough to make the team. And even though Peter is considered one of the greatest sprinters in the history of Australia, he was not even invited to take part in the festivities for the 2000 Sydney Olympics. However, Tommie and John never forgot about Peter's decision to stand in solidarity with them on the Olympic podium, and when Peter died suddenly of a heart attack in 2006, they flew to Australia and carried his casket.^{xix}

Thirty-five years after the actions in Mexico City, Eric Grotz, a white student at SJSU was in Dr. Coby Harris' Political Science class. In the class, Eric learned about how African Americans are not recognized in the same way that whites are recognized. After learning about the story of Tommie and John, Eric became so motivated that he led an effort by the Associated Students to build a statue so that students would know the true history of these two students. Eric's effort led to the Associated Students providing most of the \$300,000 for the statue.

The students wanted a statue that looked like Tommie and John, while a University committee in charge of art on campus pushed for a statue that could take any form. The students' position won out. Then, the students wanted the statues to be placed in front of the office of the Associated Students, which was then on Paseo de San Carlos, since the statues focused on student activism. The Administration said that they didn't want to have the statues on Paseo de San Carlos since it would block fire trucks, and they preferred the statues to be placed off campus in front of the Spartan sports complex by the football stadium, arguing that this was an appropriate place because Tommie and John were athletes. The students fought against this idea, so a compromise was struck. The statues would be on the grassy area in front of Clark Hall. Not only was this a central spot on campus, it was somehow appropriate since Robert Clark, the President of SJSU in 1968, was one of the few white voices who strongly defended the actions of Tommie and John. The place picked for the statue is also the area where Harry Edwards and Ken Noel, a Master's student in Sociology, came up with the idea for the Olympic Project for Human Rights.^{xx}

On October 16, 2005, on the 37th anniversary of when Smith and Carlos' raised their fists in Mexico City, the statues were dedicated in front of several thousand people, including Tommie, John, Peter Norman (the Australian sprinter who finished 2nd), Harry Edwards, and Ken Noel. Ethel Pitts Walker, a theater art's professor, gave the keynote address, where she stated:

Wherever there is discrimination and injustice, someone must raise a fist, for Martin said, 'Injustice anywhere is a threat to justice everywhere.' Wherever there is indignity and hatred, someone must stand up straight; for on another occasion Martin said, 'When evil men shout ugly works of hatred, good men must commit themselves to the stories of love.' Wherever there is poverty and ill-treatment, someone must go without shoes, for the old ancestors sang, 'I got shoes, you got shoes, all God's chillun got shoes.' Whenever there is cruelty and suffering, someone must bow their head.^{xxi}

Today, the Tommie Smith and John Carlos Sculpture Garden continues to inspire its students, staff, faculty, and the larger community to take a stand for social justice. Importantly, they provide a "public space" for current student social justice activities.

Resources:

- Bonk, “San Jose Statement”: <https://www.latimes.com/archives/la-xpm-2005-jun-26-sp-statue26-story.html> (accessed September 3, 2021).
- Gazzaniga, “The White Man in That Photo”, Griot, October 3, 2015, <http://griotmag.com/en/white-man-in-that-photo/> (accessed February 4, 2018).
- Leonard, “What Happened to the Revolt of the Black Athlete”, <https://gato-docs.its.txstate.edu/jcr:acdd73b8-5fe1-4aca-b7c7-fa5047c79b81/2006-09-14-revolt.pdf> (accessed September 3, 2021).
- Ethel Pitts Walker, “It is Finished”, October 17, 2005, keynote speech at unveiling of statues.
- Fists of Freedom, The Story Behind the '68 Summer Games, Dir. George Roy, HBO Sports, 1999.
- Salute: The Story Behind the Image, Dir. Matt Norman, Matt Norman Films, 2008.

Chapter 5: Gaylord Nelson's Earth Day and the Burying of a New Ford Maverick



Gaylord Nelson speaks to an Earth Day crowd in Denver, Colorado, on April 22, 1970. You can also [view the speech notes by Nelson](#).

Historical Background:

In 1934, Gaylord Nelson graduated from high school in Clear Lake, Wisconsin. After graduation, Gaylord tried two small colleges in Wisconsin, but realized he didn't yet have the skills to be successful in college, and wasn't yet ready to commit to studying. Gaylord decided to work for a year on road construction for the Works Progress Administration (WPA); at the end of the year, he decided to try college again, and this time he was ready to focus on his studies. Gaylord decided to attend San José State College, as his two sisters had also attended, and his Aunt Gertrude was a voice teacher on campus. San José State was 2,000 miles from home, and the student population was five times the size of Clear Lake. While in school, Gaylord focused on his studies, and he graduated with honors in political science.^{xxii}

Gaylord returned to Clear Lake, where he decided to become a politician, first as a State Senator, then as Governor of Wisconsin, and finally, as a U.S. Senator. His passion was the environment, and as governor, he led the effort to pass a model conservation program to preserve wildlife habitat, open space, and recreational land with a one-cent sales tax on a pack of cigarettes. As a U.S. Senator, Gaylord continued promoting environmentalism, as he was the first senator to propose the banning of the pesticide DDT, and he worked tirelessly to ban phosphates in detergents.^{xxiii}

In 1969, Senator Nelson was touring the West Coast, and it was here that he came up with his biggest idea yet to protect the environment. He had just toured a horrific oil spill in Santa Barbara, and he was flying to San Francisco, when he read an article focusing on how college students were using "teach-ins" as a way to educate the public about why it was important to oppose the war in Vietnam. He thought to himself, why not have an "environmental teach-in" to educate the public on the environmental threats to the planet. He knew there were already plans at several colleges to have campus protests in 1970 focusing on the environmental crisis. He thought, "If we could tap into the environmental concerns of the general public and infuse the student anti-war energy into the environmental cause, we could generate a demonstration that would force the issue onto the national political agenda." In Seattle, Senator Nelson decided to

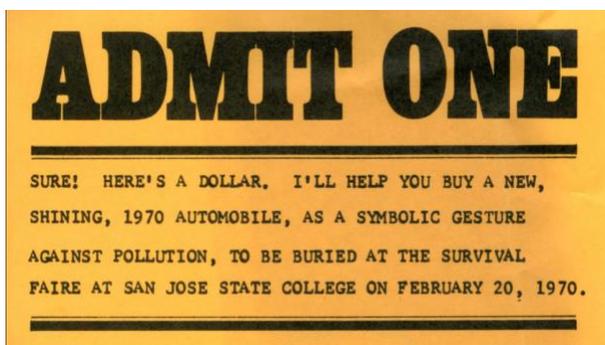
announce a call for college campuses to hold environmental teach-ins during the following spring, and he chose April 22nd as the day.^{xxiv}

The Events:



As Earth Day approached, San José State students in a Humanities 160 course created a class project that sent ripples throughout the nation. Dr. John Sperling had encouraged his 19 students, mostly art majors, to learn about a social problem, and then to take action to correct it. His students became interested in the environmental crisis facing the nation and world, and they came up with the idea of burying a car to help bring attention to the crisis. As Peter Ellis, a student organizer, recalls, “We were sitting around and somebody said, ‘We ought to bury an engine.’ Before the night was over, we were going to bury a Dodge Charger, a muscle car.” As part of this “street theater” event, students planned a “Survival Faire”, which included speakers, films, and of course, the burying of a new car, with the goal being to create a symbolic message, similar to the Boston Tea Party, that would galvanize the nation to end the production of millions of gasoline engines that were polluting the planet.

The students choose Feb. 20, six weeks before the 1st Earth Day, to bury the new car. In the month leading up to the first Earth Day, the students put their plan into action, raising \$2,500 by selling shares of the car, enough to buy a new Ford Maverick. The students purchased the new Maverick from a Los Gatos car dealership, and they pushed it 12 miles to San José State. Once on campus, they put the car on display next to a prototype of a Bay Area Rapid Transit (BART) car, with one representing the past, and the other the future. As Dr. Sperling recalls, “This was part of the whole movement for the first Earth Day, and everybody in the whole university was watching them...I was there for the car's arrival...They put it in the middle of campus with velvet ropes around it. It was really quite a handsome thing.”^{xxv}



As the day for the burial approached, local and national TV and newspapers began to take notice, as well as some campus advocates for the poor. In fact, students from the Black Student Union (BSU) argued that instead of money going toward a symbolic action of burying a new Ford Maverick, it should rather be used to help people of color and the poor. A professor was so moved by the BSU that he committed to raise \$2,500 in a week for the Equal Opportunity Program.^{xxvi}

On the day the Ford Maverick was to be buried, the students held a parade, pushing the car through the streets of downtown San José. The students walked as if in a funeral, along with three ministers and the San José State marching band playing in a dirge style. Students had dug a twelve-foot “grave”, right where the Cesar Chavez Plaza is today. With thousands of students watching, the new Ford Maverick was rolled into its grave, symbolically marking the death of the gas engine and car.^{xxvii}



A year later, the car was exhumed with the hope of being crushed into a small block in order to serve a cornerstone of the first rapid transit station in Santa Clara County.

In 1970, 20 million people participated in Earth Day. On that day, Senator Nelson stated,

How we survive is the critical question. Earth Day is dramatic evidence of a broad new national concern that cuts across generations and ideologies. It may be symbolic of a new communication between young and old about our values and priorities...Environment is all of America and its problems. It is rats in the ghetto. It is a hungry child in a land of affluence. It is housing that is not worthy of the name; neighborhoods not fit to inhabit. Environment is a problem perpetuated by the expenditure of billions a year on the Vietnam War, instead of on our decaying, crowded, congested, polluted urban areas that are inhuman traps for millions of people...Our goal is not just an environment of clean air and water and scenic beauty. The objective is an environment of decency, quality and mutual respect for all other human beings and all other living creatures.”

Today, 1 billion people participate in Earth Day in almost 200 countries.^{xxviii}

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^{ix} Garza, *Organizing the Chicano Movement*.

^x Garza, *Organizing the Chicano Movement*.

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Chapter 6: Re-Establishment of the Equal Opportunity Program (EOP)



Historical Background:

The Equal Opportunity Program (EOP) was founded at San José State in 1969 with the goal of helping marginalized communities achieve a four-year degree. As stated in Chapter 3, the Chicano student walkout helped push the university to create the EOP. The program began with 200 students, but in two distinct parts, with the “Black EOP” serving African American students and the “Brown EOP” serving Chicano students.

By the early 1970s, the two programs were merged, and by the 1980s, EOP was flourishing, with more EOP students admitted to San José State University—the campus changed its name again in 1974—and with EOP becoming a comprehensive program, which included recruiting, pre-admission advising, a summer bridge program for incoming students, tutoring, grants, and career counseling.

Yet, in late 1990s, California changed the way it funded higher education, moving away from line-item funding to providing the campus with a block grant, which gave each CSU campus the ability to choose where to spend its money. Some CSUs decided to maintain EOP funding at current rates, while other CSUs increased EOP funding. This was not the case at SJSU, where EOP funding was continually cut, and by 2002, there was no funding for EOP. In 2004, there were 2,000 EOP students but only one part-time staff member to support them.¹

The Events



In 2008, Students for EOP and faculty led a campaign to re-instate the program at SJSU. The main student leaders were Chris “Timbo” Temblador and Diana Victa. The students held marches and rallies, and presented their case to the Associated Student (AS) Board of Directors. As part of their campaign, Timbo decided to take a bold action before the student government voted on whether to support the demand asking the university president re-establish the Equal Opportunity Program. The night before the meeting, Timbo shaved his head (he had had very long, black hair) and phoned his friends to see if they had any handcuffs. The following day at school, Timbo walked around campus with his head shaved and hands cuffed, with tape covering his mouth. His t-shirt read, “Budget Cuts, Fee Hikes, No Student Services, No EOP, No Education”. As he walked around campus, people were stunned to see Timbo this way. When students took interest, Timbo didn’t speak—he couldn’t as his mouth was taped shut—rather, he passed out a note asking students to attend that day’s AS Board of Directors meeting to support the demand of Students for EOP.ⁱⁱ

Many students were so moved by Timbo’s individual act of courage that the AS Board of Directors meeting was packed, which most likely helped the board to support the resolution unanimously. The faculty union passed a similar resolution, and together the students and faculty formed a task force, which demanded a director, an EOP Council that had representatives from the students and faculty, and a designated space. After meeting with the students and faculty, President Kassing agreed to the demands. In 2010, the restoration of EOP began, and today, EOP serves 2,000 first generation, low-income students by providing five academic advisors, a tutoring center, a summer bridge program, workshops and professional development, a Guardian Scholar program for foster youth, and an EOP graduation ceremony and honors luncheon.ⁱⁱⁱ

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Chapter 7: CAFÉ J and the Campaign to Raise the Minimum Wage



Historical Background:

In 2010, the cost of living in the U.S. was going up, while wages for the working class were stagnant. In Silicon Valley, rent was \$1,600 for an apartment, gasoline was \$4 a gallon, and the cost of tuition had increased by 141% over the past several years. At that time, minimum wage was \$8 an hour in San José, which if working full-time, wasn't even enough to rent an apartment. Since the majority of SJSU students work during their college-years, and with about one-quarter of them making minimum wage, and many more making just above minimum wage, it was the perfect storm.^{iv}

It all began when Marisela Castro, an SJSU student and daughter of farmworkers, was working at an afterschool program. At that program, Marisela saw kids taking snacks and putting them into their backpacks. When she asked the kids about why they were taking the food that was meant for the students in the program, they disclosed that they did this because they didn't have enough food at home, and their brothers and sisters were hungry. Marisela asked them if their father and mother were working, and the kids told her that both of them were working, but they were at minimum wage, so there wasn't enough money to buy food sometimes. Moreover, Marisela learned that one of the dad's was working two jobs, making it difficult to provide the necessary support structure for their children to be successful in school. Marisela was outraged.

During her Wealth, Poverty and Privilege course, she told Professor Myers-Lipton the story and said, "Profe, we have to do something. This can't continue for another generation." In the course, the students had read about raising the minimum wage at the local level, and after class, she came up to the professor to discuss the possibility of doing this in San José. Dr. Myers-Lipton told her that there was no action component in the Wealth, Poverty and Privilege course, but there was an action component in Social Action, and that she should considering taking it the following semester, which she did.

The Events:

ELISHA IS WORKING TO PUT HERSELF THROUGH SCHOOL AND SUPPORT HER FAMILY... SHE SHOULD MAKE A FAIR WAGE.



"\$8 dollars an hour just isn't enough to support myself and my 6-year old son in San Jose. With the high cost of day care and rent, a modest increase in the minimum wage to \$10 an hour will give single mothers like myself a better chance at being self-sufficient."

*Elisha St. Laurent
SJSU Student and Mother*

VOTE YES ON MEASURE D



At the beginning of the next semester, Marisela presented her idea of raising the minimum wage to her Soci. 164: Social Action class, and three students—Leila McCabe, Saul Gonzalez, and Heather Paulson—decided to join her campaign. First, the students reviewed the literature and found that the research showed that three cities had already significantly increased their citywide minimum wage: San Francisco (\$10.24 an hour), Santa Fe, New Mexico (\$10.29 an hour), and Washington, DC (\$8.25 an hour). Furthermore, the raise in the wage did not increase the unemployment rate or had little to no negative impact on small businesses because they generally passed on the cost by raising prices slightly. In fact, the research showed that there was a positive impact on businesses since minimum-wage workers stayed in their jobs longer.^v

After several meetings, these four students decided to put forward a city-wide ballot measure to be voted on to raise the minimum wage from \$8 to \$10, with an annual cost of living increase. The students named their group the Campus Alliance for Economic Justice (CAFÉ J), and for four consecutive Social Action classes, the students—including two amazing student leaders, Elisha St. Laurent and Diana Crumedy—worked on this issue. During the two-year campaign, the students and their allies tabled, conducted a poll, held rallies and sleepouts, gathered signatures, and made 1,000s of phone calls to potential voters. The students' main target was the voting population of San José, with a secondary target being the City Council, since they had the power to enact the measure once the students and their allies had gathered 36,000 signatures, which was considerably more than was necessary.

In November of 2012, the students along with the help of their labor, faith, and non-profit allies, had a huge victory, as San José voters passed the minimum wage increase by 60% to 40%. This increase to the minimum wage was one of the largest one-time increases in the history of the nation, and it won easily, even though the students and their allies were outspent 10 to 1.^{vi}

Students push for faster wage increases



Kevin Mistry | Spartan Daily
Caitlyn Sullivan, a member of CAFÉ J and a San Jose State student, speaks out about her issue with the 15 dollar wage change going into effect in 2022.

By Jose Munguia
Staff writer

Members of SJSU Campus Alliance for Economic Justice (CAFÉ J) hosted a rally Monday afternoon to voice their opinions to San Jose City Council members on the new law that will increase minimum wage to \$15 by 2022.

The students protested that the minimum wage increase of \$15 needs to come into effect by 2018, rather than 2022.

The cost of living in San Jose has increased over time, with it being named the third most expensive city to live in. The cost of living in San Jose is more than living in Los Angeles.

"Not only does the living cost affect students with increasing their hours at work, but it impacts their grades while at school," said Caitlyn Sullivan, rally organizer and junior sociology major.

Sullivan also discussed the struggles of working in a city where you can afford so little.

"I actually work retail so I know the struggle of having to pay for everything. When I was making minimum wage I would be working 40 hours a week,"

Sullivan said. When I was called to come into work I would choose work over school because I needed

the money."

Mountain View and Sunnyvale have already passed a bill to have the \$15 minimum wage go into effect in 2018. The increases would start at \$11 beginning this year, \$13 in 2017 and \$15 by 2018. CAFÉ J is fighting to have the increase be a regional effect, meaning all of the mayors from San Jose, Los Gatos, Cupertino, Los Altos and Santa Clara would have to pass a similar bill.

Guest speakers, such as City Councilmember Don Rocha, said it was time the rest of the council took a look into this matter. Other speakers included NAACP member Jeff Moore, who said if San Jose can't have a mayor that can make this happen, the city should find someone that will.

CAFÉ J presented the average cost of living in a two-bedroom apartment in San Jose \$2,750. In some instances people and families would have to pack a two-bedroom apartment with more than four people.

SJSU student Chris Doan has struggled to make ends meet, but still enjoys attending school.

"No matter what minimum wage is, it still doesn't let you enjoy

anything. When people ask me what we do in San Jose, I say we work (and) that's it," Doan said.

Doan was a student affected by the high cost of living in San Jose. He has couch surfed from place to place since starting to attend SJSU.

"What job opportunity do students really have? One semester you can work in the morning and attend night class, then the next semester you switch. It's hard to find a job nowadays that is actually flexible with your school schedule," Doan said.

The rally drew a crowd outside City Hall in hopes of making their voice heard to the council members. CAFÉ J plans on attending the City Council panel discussion and accountability session at SJSU on April 27.

CAFÉ J was the first in Silicon Valley that got the ball rolling when minimum wage was raised to \$10 and want to continue that trend and be the first to increase it to \$15 by 2018.

Follow Jose on Twitter
@jrmunguia

■ Refer to page 6 for more on the minimum wage changes.

In the years since the implementation of San Jose's \$10 minimum wage, the results were all positive, as the numbers of businesses grew, unemployment was reduced, the number of minimum-wage jobs had expanded, and the average employee hours remained constant. In the fall of 2016, CAFÉ J students worked with the Mayor, City Council, and community groups to push the minimum wage to \$15 by 2019.^{vii}

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Chapter 8: Students for DMH and the Fight for Air Conditioning



Historical Background:

On the campus of San José State sits Dudley Moorhead Hall (DMH), a building that hosts four departments, many faculty offices and classrooms, and serves over 3,000 students a day. DMH was constructed in 1957, but without air conditioning. With its west-facing side exposed to direct sunlight, temperatures in DMH on some April through October days reached 90 degrees and above. For the past 50 years, stories had been told about the intolerable conditions of DMH, but little was done to fix the problem. For at least 20 years, the University told students and faculty that there was no need for air conditioning in DMH because the university was going to knock it down and replace it. Somehow, there was never enough money in the budget to build a replacement building.

The Events:



Things came to a head when several students fainted in DMH on hot days, while others students missed class due to the heat. The Chair of the Psychology Department wrote a letter to the University complaining about the conditions in DMH, which was followed up by a formal

complaint lodged by the California Faculty Association. Then, Amanda Adalma, class of '14, decided that she had enough, and she started to organize students in the fall of 2013 under the name Students for DMH.

Over the next two and one-half years, the students held rallies, met with administrators, conducted student questionnaires, handed out hand-held fans with Students for DMH on them, passed out water and popsicles in front of DMH, did a cost estimate to install air conditioning, and all with the goal of getting the University to agree to their demand of air conditioning in DMH. When Students for DMH spoke to other students, their opening line was “Are you hot in DMH?” As part of their research, the students learned that schools with a large population of working-class students of color were twice as likely to be in buildings constructed in the 1950s, and that many of them were without air conditioning. This information provided the students with the frame that they were being treated unfairly due to their social class and race and ethnicity.^{viii}

On April 16, 2014, Students for DMH held a “faint-in”, which was a theatrical event, calling on students to faint in the hallways of DMH to draw attention to the unbearable conditions in the building. That afternoon, as students were leaving their classrooms, and with TV cameras rolling, about 100 students fainted in the hallways. After ten minutes of laying on the ground, the students got up and walked through the building chanting “We Need Change, It’s Too Hot”. After chanting, the students marched to the university president’s office, where they attempted to meet with President Mohammad Qayoumi. The “faint-in” made it on local television stations and on the front page of the campus paper.^{ix}

After continual pressure by the students through the spring and fall semester of 2015, President Susan Martin decided to approve a \$3 million air conditioning plan for DMH. The students celebrated with a news conference, which again received local media attention. After the end of the spring semester in 2016, DMH was shut down for installation of the air conditioning, and at the beginning of the spring 2017 semester, DMH was re-opened with air conditioning in every office and classroom.^x

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Chapter 9: Donald Williams Jr. and Students for Racial Equality



Historical Background:

San José State has been dealing with racism for a long time. Historically, SJSU was a white institution. However, the demographics of the study body began to change in the mid 20th century, which of course led to deep reflection about what kind of university was SJSU going to be. In this booklet, several of the chapters have dealt with how SJSU and the larger society has wrestled with racism, including the chapters focusing on Chicano Commencement, Tommie Smith and John Carlos, and the Re-establishment of the EOP. In addition, issues of race, as well as social class, were also connected to the minimum wage campaign and Students for DMH.

Race continued to be a central issue at SJSU in the late part of the 20th century, as the decision to acquit the Los Angeles police officers that beat Rodney King rocked SJSU on April 29, 1992. On the campus, two student groups, Striving Black Brothers & Sisters and Students United for Accessible Education, led over 300 predominantly Black and Latino students through campus and the streets of the city. Students shouted “No justice, no peace”, with some calling for peaceful protests, while others broke windows and glass doors on campus (over 60 windows and glass doors were broken).¹

The campus exploded again on April, 1995, when an Administrator, Michael Day, from the Department of Admissions and Records, allegedly called Wesley Flowers, an SJSU student, a “stupid “n---er”. Fifty members of the Black Student Union confronted the new President, Bob Caret, and insisted that he implement their eight demands. The BSU was so outraged that they shut down a meeting that President Caret was having with KSJS, the student-run radio station, grabbing the microphone, and not allowing the meeting to continue. President Caret’s response was to appoint a Special Assistant to the President for Campus Climate, create a Campus Climate Office and Advisory Committee, and to develop a University Campus Climate Plan.²

In 2002, Maribel Martinez was running for Associated Student (AS) president, and the person she ran against created a racially charged poster, and put them into the men’s bathrooms. The Campus Climate Committee called on the SJSU President to denounce this racist action, and after several weeks, President Caret released a statement condemning this racism at SJSU.

In 2011, Dr. Susan Murray, a Sociology professor at SJSU, conducted a study, upon request of the Campus Climate Committee, focusing on the experience of various student groups, which included: African American students; gay, lesbian, bisexual, and transgender students; international and immigrant students; Latinx students, Vietnamese students, and White students. The report highlighted in rich terms how students of color negotiate the negative stereotypes from faculty, staff, and other students, the feeling of disenfranchisement due to being ignored, unwelcomed, and the desire for more acknowledgment, and the hope to have their culture included in the diversity celebrations. The report also discussed how homophobia and transphobia exist on campus, and how this negatively impacts gay, lesbian, bisexual, and transgender students. Unfortunately, the Murray report was not acted upon; in fact, President Mohammad Qayoumi disbanded the Campus Climate committee.³

The Events:



In the fall semester of 2013, Donald “D.J.” Williams Jr. was a 17-year-old freshman student living in Joe West Hall. D.J. was living in an eight-man dormitory suite, and he was the only African American. Over the course of the semester, his roommates displayed the Confederate flag and swastikas in the suite, forcibly wrestled D.J. to the ground and collared him with a bicycle U-lock around his neck, locked him in his bathroom, and called him 3/5ths (in reference to the 3/5th compromise in the U.S. Constitution over how African Americans were going to be counted as 3/5ths of a white person according to the census).⁴

D.J. responded to these attacks by asking his roommates to remove the Confederate flag, which they did for a short time. D.J. told them to never jump him again with a bike lock, but his roommates did it again later in the semester, and D.J. fought them off, receiving a cut lip in the process. In addition, D.J. asked them to not call him 3/5^{ths}, but then they started calling him fraction. On October 13, 2013, D.J. and his parents returned to his dorm room to find the Confederate flag on display again, and a racial epitaph on the white board.

D.J.’s parents contacted the campus housing officials to complain about these behaviors. Finally, San José State took action, by first removing the racist roommates from the suite, and eventually expelling them. Three of the students were charged by the District Attorney with a hate crime and battery. Incredibly, the three students were found not guilty of committing a hate crime, but were convicted of misdemeanor battery, and were sentenced to probation and community

service. Many students at SJSU, and the African American students in particular, were outraged by this decision, and they held an emotional rally on campus to denounce the verdict.⁵

It was in this environment, that Wanda Ginner, a board member of the SJSU Tower Foundation, the university's fundraising unit, made a racist comment at a campus meeting, stating "I contribute to this University because these little Latinas do not have the DNA to be successful." A university vice president, and member of the President's Cabinet, was present at the meeting, but remained silent. This was particularly shocking since San José State had responded to the D.J. Williams case by implementing a "See Something, Hear Something, Say Something" campaign to combat racism. A Latina staff member was present at the meeting, and she made an informal complaint to the University, but no action was taken. Then, she made a formal complaint to the University. However, many months went by and nothing was happening.

At this point, the students became involved. The students responded by organizing a new group, Students for Racial Equality, and they developed three demands: (1) the removal of Wanda Giner from the Tower Foundation Board, (2) a letter of apology from the university to the Latina staff member who was present at the meeting and who had made the formal complaint, and (3) mandatory anti-racism trainings for administration, faculty, staff, and students. Students for Racial Equality targeted the university President Qayoumi, and all actions were focused on him. Within three days of the group's kickoff event, which was attended by media from all the major TV networks, President Qayoumi was pushed to act, with the president announcing that the board member was stepping down. At this time, the president also announced the resignation of the vice president who was present at the meeting but did not challenge the racist comment. Within the year, the second demand was met, as the president apologized in a letter to the Latina staff member who had filed the informal and formal complaint.⁶

In response to the D.J. Williams case, the issues raised by Dr. Murray's study, and the rising racial discord, the University responded in 2014 with a Special Task Force on Racial Discrimination, composed of faculty, staff, students, and chaired by Judge Ladoris Cordell. The task force would make 54 recommendations to the University. One of the key recommendations, which was to hire a Chief Diversity Officer, occurred in April of 2016, with the hiring of Kathleen Wong(Lau). Importantly, Wong(Lau) has implemented a five-hour Freshmen Diversity experience, which trains more than 5,000 students a year, and the University recently has created the African American/Black Student Success Center and the Chicax/Latinx Student Success Center, both of which are community learning spaces to build community, to get personal and academic support, and to learn about campus and community resources. More recently, SJSU has announced the search for a program director to support the Asian Pacific Islander Desi American community and the creation of another student success center.⁷

Resources:

- "Jury Finds SJSU Defendants Guilty Of Battery, Not Hate Crime", February 23, 2016, <https://www.youtube.com/watch?v=JZ1P7WN50RI>
- "San José State University Students Denounce Board Member's Alleged Racist Statement", November 11, 2014, www.nbcbayarea.com/news/local/san-jose-state-university-students-protest-board-members-alleged-racist-statement/78156/ (accessed, September 5, 2021).

Chapter 10: Student Homeless Alliance and the Push for Emergency Beds on Campus



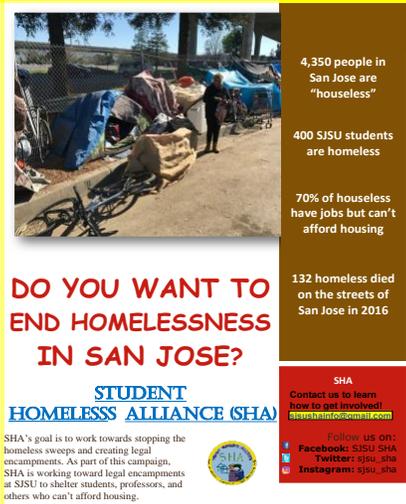
Historical Background:

In the early 1990s, Scott Wagers, an undergraduate SJSU Sociology student, started going under the freeway overpasses, to meet and talk with the people who were houseless in San José. These conversations led Scott to create the Student Homeless Alliance (SHA), which brought together students and people without homes together to advocate for immediate emergency housing. As part of this effort, SHA held a “tent city” protest at San José City Hall in 1992, which ended in 12 arrests, with three of them being SHA students. This protest led to a meeting with Mayor Susan Hammer, which led to creation of the Little Orchard Shelter. In addition, SHA took over four abandoned houses owned by the water district along the Guadalupe River, which led to the Water District giving two houses to SHA for \$1 a year until the Guadalupe river flooded in 1995. In 1993, SHA led protests against the Redevelopment Agency, which led to several meetings with Frank Taylor (then head of the RDA), and then to the construction of Pension Esperanza, the last single-resident occupancy (SRO) ever built in San José.⁸

In the mid 1990s, Scott left San José to work on a master’s degree of divinity at Yale, but upon completing his degree, he returned in 1997, where he started the Community Homeless Alliance Ministry (CHAM) based out of the First Christian Church, which is right across the street from San José State on 5th Street. Then, in the early 2000s, a group of students who had learned about the social action of the Student Homeless Alliance decided to re-start SHA.

In the early 2000s, SHA worked closely with CHAM. In 2001, SHA students participated in taking over unoccupied housing units right across the street from First Christian Church, forcing the City to respond. These actions led to the City coming up with a plan to house one hundred people in units throughout San José. In the mid 2000s, SHA started “Poverty Under the Stars”, an annual sleepout in early November to draw attention to the fact that Silicon Valley was the homeless capital of Northern California. SHA was not very active for a few years, but re-emerged in 2014 when “The Jungle”, one of the largest homeless encampments in the nation, and just six blocks from campus, was shut down by the City. SHA had been advocating for “No Sweeps” and the creation of legal encampments, but on that December day when the sweeps began, SHA students literally left classes, and walked out into the rain to help people move their belongings to other places, including other encampments.⁹

In 2017, SHA shifted its focus to students who were experiencing homelessness. The first response of SHA students was to advocate for legal encampments on campus. SHA believed that campus encampments should be available for students, professors, and community members. Just that year, an SJSU faculty member had made news for living in her car, since she could not afford rent in San José. SHA students visited Seattle and their legal encampments, and returned with many good ideas. At that time, the thinking was that there were about 400 SJSU students experiencing homelessness.¹⁰



4,350 people in San Jose are "houseless"

400 SJSU students are homeless

70% of houseless have jobs but can't afford housing

132 homeless died on the streets of San Jose in 2016

DO YOU WANT TO END HOMELESSNESS IN SAN JOSE?

STUDENT HOMELESS ALLIANCE (SHA)

SHA's goal is to work towards stopping the homeless sweeps and creating legal encampments. As part of this campaign, SHA is working toward legal encampments at SJSU to shelter students, professors, and others who can't afford housing.

SHA
Contact us to learn how to get involved!
shainfo@comcast.com

Follow us on:
Facebook: SJSU SHA
Twitter: sjsu_sha
Instagram: sjsu_sha

SJSU students propose homeless encampment on campus

Thursday, April 19, 2018



GIGI BOLANOS
STUDENT HOUSING ALLIANCE

EMBED <> | MORE VIDEOS >

The topic of homelessness took center stage on the San Jose State University campus Thursday afternoon as students demanded action from university officials.

SAN JOSE, Calif. (KGO) -- The topic of homelessness took center stage on the San Jose State University campus Thursday afternoon as students demanded action from university officials.

In 2018, a California State University (CSU) Chancellor's report was released that showed that 13.2% of SJSU students had experienced homelessness in the past year, which meant that there were 4,000 Spartans who were houseless. With this information, the SHA students changed their demands.

The Events:

By late 2018 and into early 2019, SHA's demand had become three-fold: \$2,500 emergency grants, safe parking for students in the 7th Street Garage, and an emergency campus housing program with a minimum of 12 beds.

To encourage the campus President, Mary Papazian, to agree to SHA's demands, the students held rallies and marches. SHA students also did creative events, like "Cookie for a Call", which is similar to "tabling", but adds an additional dimension to it, which is that the people the students are talking to are asked to make a call right there to the target's office asking them to support the campaign demands. If they make a call, the students gave them a cookie. SHA used the above flier in their "Cookie for a Call" event, getting other students to make over 100 telephone calls to the President's office. In addition, SHA members asked students walking by their table, which was set up in a centrally located space on campus, to write down their housing insecurity stories anonymously on a post-it note, and then these post-it notes were placed on a board to the side of the table which could be viewed by other students and campus members walking by. Additionally, these post-it notes were transcribed into a document, and then were sent to the President. As part of SHA's efforts to gather support for their demands, the students

met with San José Mayor Sam Liccardo, Council member Raul Peralez, State Senator Jim Beall, and Assembly members Ash Kalra and Marc Berman.



President Papazian Support SHA's Demands
SJSU Homeless Students Need More Help!

CALL HER:
 (408) 924-1177

EMAIL HER:
 sjsupres@sjsu.edu

Tell President Papazian We Need:

1. \$2,500 Emergency Grants
2. Safe Parking in 7th Street Garage
3. Emergency Housing with minimum 12 beds for 60 days

For More Info, Contact the Student Homeless Alliance (SHA): shajsjuinfo@gmail.com

Petition Signatures & Housing/Food Insecurity

After several months of SHA holding rallies and marches, the President agreed to meet with the SHA students in early March, 2019. Several students—including Alejandro Mayorga, Mayra Bernabe, and Saline Chandler, all of who are in the below image—met with President Papazian, and presented SHA’s three demands, but the President refused to agree to any of them. However, in the meeting, President Papazian did promise “to house every Spartan” that needed emergency housing.¹¹



The SHA students were clearly disappointed, but they took this new commitment from the President and started encouraging all Spartans who needed emergency housing to contact SJSU Cares, which is the office on campus that deals with the basic needs of the students. In early fall of 2019, the media reported that 100 students had asked for housing, but that SJSU had provided only six students with housing. With this information, the students held a rally at the Tommie Smith and John Carlos statues that was attended by about 100 students. The press conference received a lot of media attention, and soon after, the President’s office called SHA, and said they would like to meet with the students to discuss their concerns.



SHA students met every two weeks for the next several months, and by the end of December, an agreement was reached. The students work was aided by the support of Supervisor Cindy Chavez, who spent time with the SHA students helping them with the language for the agreement, and to place clear time frames on when certain “action items” would be completed. The final agreement included the creation of a 12 bed emergency pilot program in the dorms, a centralized space in Clark Hall where students can talk privately about their housing and other basic need issues, a marketing and communication plan to let all SJSU students know about the 12 emergency bed program and other SJSU Cares resources, and the creation of an Advisory Board that is composed of members from SHA and the Bill Wilson Center (an ally of SHA). In January of 2020, the SHA-SJSU Agreement was announced in front of the media, with President Papazian sitting next to the President of SHA, Briena Brown.¹²



Resources:

Spartan Daily, “Student Homeless Alliance Demands Resources from SJSU”, March 4, 2019, <https://www.youtube.com/watch?v=d0UagZ63pE0> (accessed September 11, 2021)

Chapter 11: Who Will Write the Next Chapter?



Today, SJSU students are involved in many actions on campus. Students are active in the #MeToo movement. For example, in the fall of 2017, Students Against Sexual Harassment (SASH) won their demand to force the resignation of a professor who had sexually harassed a student. Originally, the professor had been given a two-week suspension and was provided diversity training, and then was allowed to return to the classroom. SASH was outraged and advocated successfully to have the professor resign. Moreover, Dreamer students have been actively defending the Deferred Action for Childhood Arrivals (DACA) program. This work dates back to 2010, when Collective Voices for Undocumented Students won their campaign to allow AB 540 (undocumented) students to use computers from Clark Hall and to receive certain SJSU scholarships. Lastly, there are five SJSU faculty teaching social action in their classes, providing the students an opportunity to solve social problems. If you are interested, please contact Dr. Scott Myers-Lipton.

Which SJSU students will write the next chapter? Maybe it will be you!

APPENDIX: A LIVING DOCUMENT

Possible Future Chapters

This booklet explores some of the major racial and social justice activities at San José State University; it does not claim to explore all of them. In the future, there are additional chapters that may be added. These activities include:

- 1) Principal Allen instituted vocational training program in the basement of the Normal School, while students of the Normal School established public education in the region during the period of 1880-1900.
- 2) During World War I, there were a number of student relief committees on campus. For example, there was an Armenia relief committee as early as 1916. Also, during the Depression and World War II, students were involved in relief work.
- 3) During the Viet Nam War, there were major student protests on campus focusing on Dow Chemical. Check out <https://ww2.kqed.org/news/2017/09/12/vietnam-war-inspires-a-lifetime-of-political-activism-in-san-jose/> and https://www.youtube.com/watch?v=MOfs8iJNTeE&feature=player_embedded. In addition, there was campus activity around the bombing of Cambodia
- 4) Students were involved in the women's movement and the creation of women's studies on campus. See: http://www.oac.cdlib.org/findaid/ark:/13030/kt8199s37q/entire_text/

If you have suggestions for a possible chapter, please contact Dr. Scott Myers-Lipton at the SJSU Human Rights Institute.

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- ¹ Daily Staff Report, “Riot Breeds Violence”, *Spartan Daily*, May 1, 1992, scholarworks.sjsu.edu/cgi/viewcontent.cgi?article=8277&context=spartandaily (accessed January 8, 2018); Daily Staff Report, “Rallies Spilt Between Peace and Destruction,” *Spartan Daily*, May 1, 1992, scholarworks.sjsu.edu/cgi/viewcontent.cgi?article=8277&context=spartandaily (accessed January 8, 2018).
- ² Kristina Allan, “President Speaks with BSU”, *Spartan Daily*, October 20, 1995, scholarworks.sjsu.edu/cgi/viewcontent.cgi?article=8751&context=spartandaily (accessed January 13, 2018).
- ³ Susan Murray, “Final Student Report of the Campus Climate Focus Group Research Project”, Fall, 2011, www.sjsu.edu/people/susan.murray/mypubs/FGReportStudent_LogoFinal.pdf (accessed January 13, 2018).
- ⁴ Tracy Kaplan, “San Jose State Expels Three Charged with Hate Crime”, *San Jose Mercury News*, May 2, 2014, <https://www.mercurynews.com/2014/05/02/san-jose-state-expels-three-charged-with-hate-crime> (accessed January 18, 2018).
- ⁵ NBC Staff, “3 San Jose State Students Guilty of Battery on Black Freshman, But Not Hate Crime”, *NBC News*, February 22, 2016, www.nbcbayarea.com/news/local/Jury-Verdict-in-San-Jose-State-Hate-Crime-Against-Black-Roommate-369701611.html (accessed January 13, 2018); Jodie Hernandez, “San Jose State University Students Protest Against Campus Hate Crimes”, *NBC News*, March 17, 2016, www.nbcbayarea.com/news/local/San-Jose-State-University-Students-Protest-Against-Hate-Crimes-372499552.html (accessed January 17, 2018).
- ⁶ Kate Murphy, “San Jose State Donor’s Alleged Remarks about Latinos Investigated”, *San Jose Mercury News*, November 10, 2014, <http://www.mercurynews.com/2014/11/10/san-jose-state-donors-alleged-remarks-about-latinos-investigated> (accessed January 13, 2018); “Latinas Don't have DNA to be Successful' Comment Leads to Resignations at CA University”, *Fox News*, November 15, 2014, www.foxnews.com/world/2014/11/15/latinas-dont-have-dna-to-be-successful-comment-leads-to-resignations-at-ca.html (accessed January 17, 2018).
- ⁷ Kate Murphy, “San Jose State Racial Bias Fixes have Long, Unfulfilled History”, *San Jose Mercury News*, April 19, 2014, www.mercurynews.com/2014/04/19/san-jose-state-racial-bias-fixes-have-long-unfulfilled-history (accessed January 17, 2018).

Chapter 10

- ⁸ Conversation with Pastor Scott Wagers, September 11, 2021; Gallucci “Students Strike Out Against Student Homelessness”, April 3, 1992, <https://scholarworks.sjsu.edu/cgi/viewcontent.cgi?article=8263&context=spartandaily> (accessed September 11, 2021).
- ⁹ Abel, “SJSU Alumnus Aims to Curb Gang Violence”, November 7, 2009, <https://scholarworks.sjsu.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1307&context=spartandaily> accessed September 11, 2021); NBC Bay Area, “San Jose State Students Sleep Out Under Stars in Solidarity With Homeless”, November 13, 2016, www.nbcbayarea.com/news/local/San-Jose-State-Students-Sleep-Out-Under-Stars-in-Solidarity-With-Homeless-347494141.html (accessed January 27, 2018); Pan, “San Jose Shuts Down ‘The Jungle,’ One of Nation’s Largest Homeless Encampments”, December 9, 2014, <http://peninsulapress.com/2014/12/09/san-jose-homeless-encampment-shut-down> (accessed September 11, 2021).
- ¹⁰ KPIX CBS SF Bay Area, “Homeless San Jose State Professor Forced To Live In Her Car”, August 30, 2017, <https://www.youtube.com/watch?v=Y8FeXvn-8zY> (accessed September 11, 2021).
- ¹¹ KPIX CBS SF Bay Area, “Activist Rally On Behalf Of Homeless Students At San Jose State”, March 4, 2019, <https://www.youtube.com/watch?v=X11YFLz-EM> (accessed September 11, 2021); Homeless SJSU Students Ask School For Place Where They Can Park And Sleep”, <https://www.youtube.com/watch?v=6vqiTW4iWts> (accessed September 11, 2021).
- ¹² KPIX CBS SF Bay Area, “San Jose State Accused Of Not Doing Enough For Homeless Students”, October 2, 2019, <https://www.youtube.com/watch?v=Eufd-eRw4sM>; SJSU Newsroom, “Press Conference: Comprehensive Housing Solutions for SJSU Students, Faculty and Staff”, January 27, 2020,

<https://blogs.sjsu.edu/newsroom/2020/press-conference-comprehensive-housing-solutions-for-sjsu-students-faculty-and-staff> (accessed September 11, 2021).