

"Remember that you would not have done this had you not heard your heart crying out for the freedom of it, had your ancestors not filled you with the desire and ability to live an eternity in one journey, had you not known that you are already worth more than this task, and had you not suspected somewhere in you that the road would not break you."

- Dr. Eden Torres,
Chicano and
Latino Studies
Department Chair

THE TAKEOVER

Whose Diversity? Sit-In at
President Kaler's Office

Monday, February 9, 2015
12:00 PM

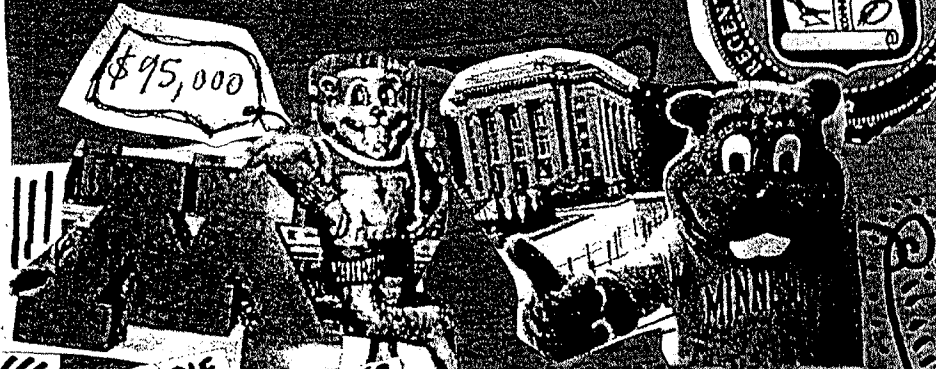
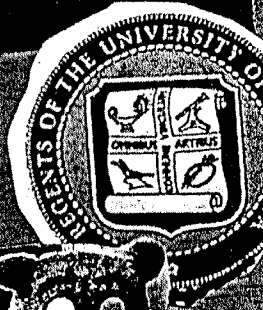
Morrill Hall,
University of Minnesota

Remember this: We be many and they be few. They need us more than we need them. — Arundhati Roy

UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

AT ANY COST



FROM THE
BOARD OF REGENTS
MISSION STATEMENT:

education for a diverse community;

provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance;

conscious of and responsive to

the needs of the many communities

it is committed to serving;

broad range of educational programs

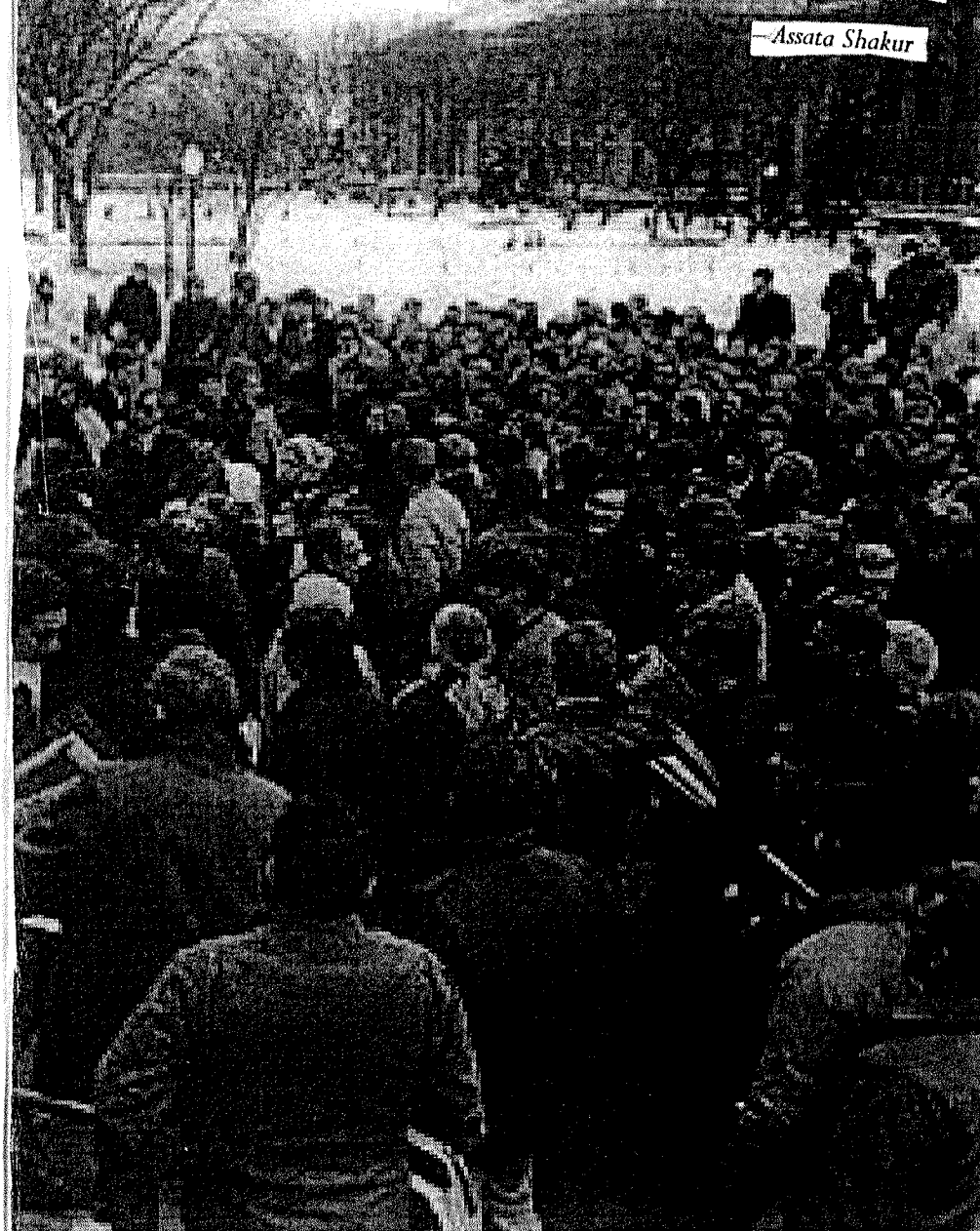
in a strong and diverse

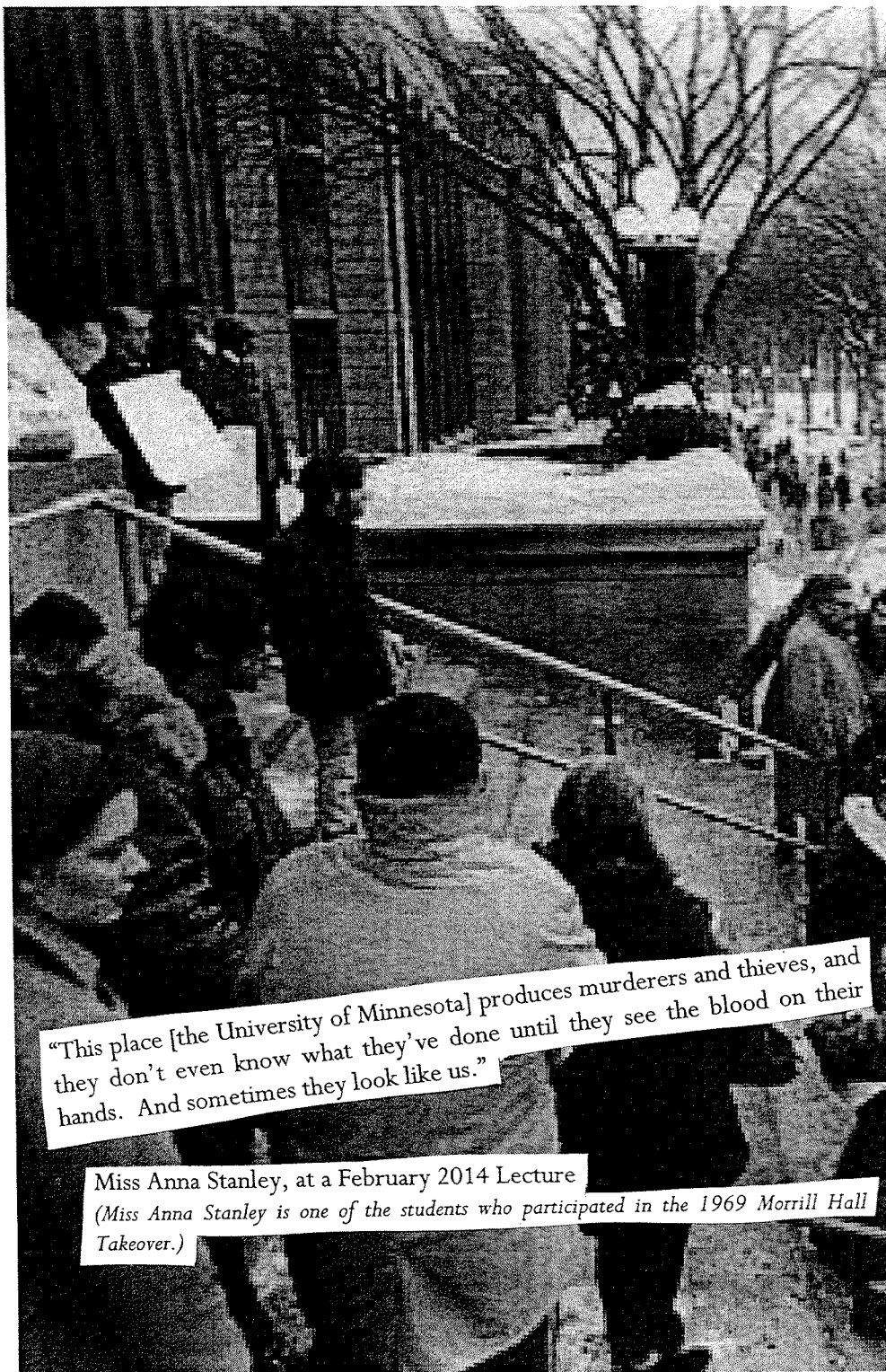
community of learners and teachers,
empowers individuals within its community.

active roles in a multiracial and multicultural world.

"The schools we go to are reflections of the society that created them. Nobody is going to give you the education you need to overthrow them... Nobody is going to teach you your true history, your true heroes, if they know that knowledge will help set you free."

— Assata Shakur





"This place [the University of Minnesota] produces murderers and thieves, and they don't even know what they've done until they see the blood on their hands. And sometimes they look like us."

Miss Anna Stanley, at a February 2014 Lecture
(Miss Anna Stanley is one of the students who participated in the 1969 Morrill Hall Takeover.)

Demands

We want assurance from President Kaler that he will meet the following demands.

1. Provide the support necessary to help the Department of Chicano & Latino Studies thrive by renewing the senior full-time faculty line, increasing the outreach coordinator's position from 50% to 100% time, and hiring two more faculty in the next year with one additional faculty hire each year until the department reaches at least eight faculty.
2. Remove descriptions of race and complexion from UMPD crime alerts.
3. Reverse the decision to close PsTL by the 2016-2017 academic year.
4. Initiate a cluster hire of faculty of color as per the proposal put forth in 2014 by the Consortium for the Study of Race, Indigeneity, Gender and Sexuality Consortium (RIGS).
5. Establish a program that recruits high school students from working-class neighborhoods of color in the Twin Cities.
6. Require all students to take at least one class offered in one of the three ethnic studies departments (African American and African Studies, Chicano and Latino Studies, American Indian Studies) or the Asian American Studies Program.
7. Ensure at least one restroom in every building on campus is accessible to all genders.
8. Remove language from the admissions application that questions prospective students about their prior convictions and criminal offenses, as well as their history of expulsion, suspension, and probation in their former institutions.

Student Activism: A Legacy of Unapologetic Resistance at the University of Minnesota

It has now been 46 years since the Afro-American Action Committee (AAAC) took over Morrill Hall and presented a list of demands to UMN administrators. It was only because of this takeover that monumental gains for Black students were achieved at the University of Minnesota, and because of this takeover that other students were inspired to organize around issues of access. These include the Chicano@ students who took over Morrill Hall for three days in 1971 in order to establish the Chicano and Latino Studies Department that we have today. Furthermore, this history of student activism has paved the way for the establishment of the Women's Studies department as well as other ethnic and gender studies departments, the Martin Luther King Jr. Program, and the student cultural centers in the second floor of Coffman Memorial Union.

Today, the Morrill Hall takeover of 1969 is celebrated by the University community as a victory for racial justice. Great strides have been made and now the University is more vocal than ever about its commitment to diversity. Yet we find it troubling that many of these hard-won programs and resources for marginalized students are now being eroded. The Chicano/Latino Studies department is severely underfunded, with only one full-time, non-tenured professor and an outreach coordinator whose hours have been reduced from full-time to part-time. Established during the Great Depression, the General College served as an entry point for many working-class students, students of color, and nontraditional students. After the administration's "Strategic Positioning" plan to make the UMN a top three research institution was approved, General College was closed in 2005 and replaced with the Department of Postsecondary Teaching and Learning. PsTL is now scheduled to be shuttered by 2016. In 2013, the University spent \$2.5 million to "renovate" the Student Cultural Centers (SCCs) in Coffman Memorial Union. This process led to the destruction of

"Some have asked: 'Why didn't you give the new city administration time to act?' The only answer that I can give to this query is that the new Birmingham administration must be prodded about as much as the outgoing one, before it will act [...] My friends, I must say to you that we have not made a single gain in civil rights without determined legal and nonviolent pressure. Lamentably, it is an historical fact that privileged groups seldom give up their privileges voluntarily [...] We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed. Frankly, I have yet to engage in a direct action campaign that was 'well timed' in the view of those who have not suffered unduly from the disease of segregation.

"For years now I have heard the word 'Wait!' It rings in the ear of every Negro with piercing familiarity. This 'Wait' has almost always meant 'Never.' We must come to see, with one of our distinguished jurists, that 'justice too long delayed is justice denied.'"

Martin Luther King Jr.
Letter from Birmingham Jail
April 1963



Why Direct Action?

To provide some moral context for our demonstration today, we would like to share the following excerpts from Martin Luther King Jr.'s Letter from Birmingham Jail. Obviously, much has changed for the better since Dr. King made these powerful statements. However, the dynamics of social change he describes still persist, and in the current political landscape, are still as relevant as ever.

"In any nonviolent campaign there are four basic steps: collection of the facts to determine whether injustices exist; negotiation; self purification; and direct action [...]"

"Last September came the opportunity to talk with leaders of Birmingham's economic community. In the course of the negotiations, certain promises were made by the merchants [...] As the weeks and months went by, we realized that we were the victims of a broken promise. [...] As in so many past experiences, our hopes had been blasted, and the shadow of deep disappointment settled upon us. We had no alternative except to prepare for direct action, whereby we would present our very bodies as a means of laying our case before the conscience of the local and the national community [...]"

"You may well ask: 'Why direct action? Why sit ins, marches and so forth? Isn't negotiation a better path?' You are quite right in calling for negotiation. Indeed, this is the very purpose of direct action. Nonviolent direct action seeks to create such a crisis and foster such a tension that a community which has constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored. My citing the creation of tension as part of the work of the nonviolent resister may sound rather shocking. But I must confess that I am not afraid of the word 'tension.' I have earnestly opposed violent tension, but there is a type of constructive, nonviolent tension which is necessary for growth [...]"

historic murals that contained important cultural history including decolonial images and historic struggles of student activism on campus such as the 1969 Morrill Hall Takeover.

We see that the University has plenty of money to spend on certain manifestations of "diversity" and not others. We see they have millions to spend on renovation projects that strip our SCCs of their history, but not enough to ensure permanency of these centers. We see they can dish out for elaborate "Campus Climate" events where marginalized students are encouraged to recount painful memories of macro and microaggressions, but not enough to implement the institutional change that would actually begin to reduce the occurrence of these painful acts. We see that the University has enough time and resources to hold forum after forum to listen to students detail their experiences being profiled by law enforcement under the guise of progress, but cannot even keep their own promises to end the racialized crime alerts that lead to these harrowing, possibly life-threatening experiences. We see that the University is more than willing to invest its resources in cultivating a public image of a "diverse" and inclusive campus, but is, at present, unwilling to truly demonstrate this in a way that would have tangible impacts in the lives of students, staff and faculty who embody "diverse" identities.

In light of these inconsistencies, we ask how much the University administration has truly changed since the Afro-American Action Committee (AAAC) first demanded justice on this campus. The words of Horace Huntley, a leader of AAAC, ring as true as ever today: "If the University can pick up thousands of dollars worth of sidewalk and put down new sidewalk – if they can finance that – why can't they do something for human beings?" We ask, if the University can put millions of dollars into its image of "diversity," why can they not fund departments and programs that serve people with "diverse" identities? We ask, whose "diversity" does the U seek to publicize and promote? We ask, whose interests does the U's definition of "diversity" serve?

Crime Alert
Twin Cities Campus



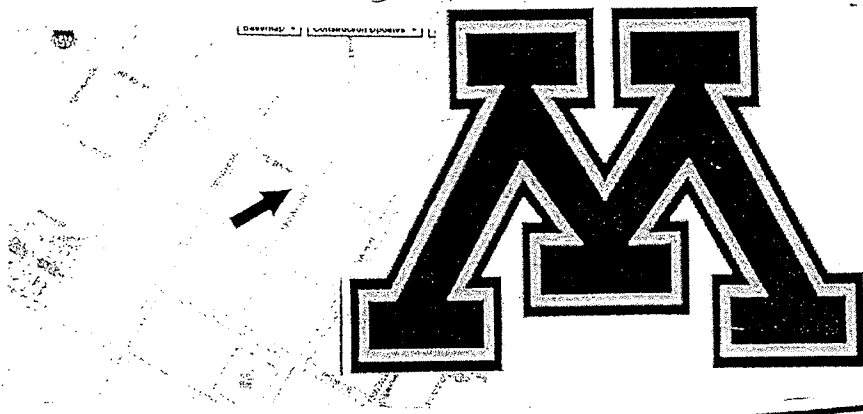
UNIVERSITY OF MINNESOTA
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On Sunday, December 8 at approximately 4:30 p.m. an act of racial Injustice occurred off campus in the Marcy-Holmes neighborhood near the intersection of privilege and economic exclusion (see map below).

The victim – who is not affiliated with the University – was walking home when a police officer approached him, demanded identification and displayed an abuse of power. The victim backed away from the police officer, and when the victim questioned the police officer's reason for confronting him, the police officer said the victim "matched the description" and brought the victim under arrest. The victim was then detained in police custody until he was released based on a lack of evidence against him. Friends and concerned community members searched the situation for evidence of justice without success.

The police officer is described as a white male, between the ages of 27 and 31 years old, with a pale complexion. The officer is approximately six feet tall with a medium build, and was wearing a black winter coat and black pants. The officer was wearing a black hat and had pulled the hat tight onto his head, so the victim could only see his eyes, nose and mouth. The abuse of power displayed was a mobilization of systemic racism with a thinly veiled pretense of safety.

Minneapolis community members are investigating this off-campus crime. Anyone with information is asked to call their neighbors and organize Against racial profiling and police brutality. Contact Citizens United Against Police Brutality for more information.



Some College

Some College. You've got a lot of nerve
Giving us pain we don't deserve
No one knows the authorities' crimes
We fight two damn wars at the same damn time
Beyond the school's miseducation
Now I see its segregation
Since someone chose to terminate
Our story at nineteen sixty-eight
You see the world through one perspective
And tell me it's to stay objective
My rage will stay a mystery
Because you won't teach my history
I see the kids at their ACT's
Carefully filling oval "C"
They think of their parents/guardians and frown
Because Some College let them down

Bradford Benner

