

ROOM FOR INCLUSION: REACHING OUT FOR DIVERSITY IN STUDENT HOUSING CO-OPS

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Objectives

- To look at race, gender, class, sex, etc. and ways that they are used to oppress the historically marginalized
- To analyze socio-economic obstacles that pose as deterrents to particular demographics, looking for affordable housing
- To discuss the privileges that we have and to create methods of ensuring a safe space
- To observe how these different constructs relate to the coops

Before we begin...

- In this workshop, we will be dealing with some sensitive and complex concepts. And I want us as a group to create safe and engaging space.

- What are some ideas?

ASSUMPTIONS WE ARE AGREEING TO START WITH

- Oppression exists
- We all have experienced being targets and agents of oppression.
- It is not useful to argue about a hierarchy of oppression
- All forms of oppression are interconnected
- Confronting oppression will benefit everyone
- Placing blame helps no one, taking responsibility helps everyone
- Confronting social injustice is painful and joyful

Personal Reflection Exercise

- Are you comfortable talking about gender/class/race/? What makes you uncomfortable? When do you notice them? How has it impacted your life? Look around the room. Who do you think shares your views or experiences?
- Think about your daily encounters with people of different races(classes, groups/clubs, study groups, staff/faculty, members and managers). What do you notice? Who is present? Who is absent? Why?
- Does everyone have an equal opportunity to succeed? Should they?

Key Terms

- Gender vs. Sex
- Sexual orientation
- Race vs. Ethnicity
- Wealth in relation to class
- Whiteness
- Power
- Privilege
- Colorblindness
- Color consciousness
- Affirmative action
- Intersectionality

THE TIME FOR CHANGE: CO-OPS AND ACHIEVING DIVERSITY

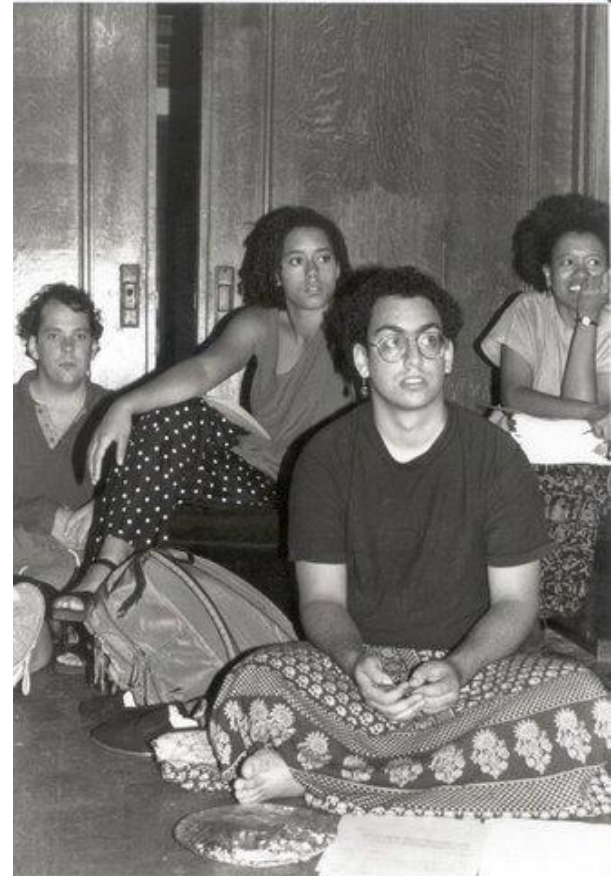
A Case Study of the Berkeley Students'
Cooperative from 1940s to present.

Necessity to Luxury

- We will be looking at the historical importance of coops in creating equality and opportunity.
- We will analyze when the demographic and the power shifts occurred that changed the level of inclusion.

Making History

- The BSC was known as a progressive organization.
 - Members of the BSC made great effort to address social, political, economical problems that greatly impacted the nation.
 - Free Speech Movement
 - Civil Rights Movement
 - Disabilities Act



The Mission of the BSC

BSC Mission Statement:

- The mission of the Berkeley Student Cooperative is to provide a quality, low-cost, cooperative housing community to university students; thereby providing an educational opportunity for students who might not otherwise be able to afford a university education.

In the beginning...

- 1930s-1950s
 - BSC was very progressive and inclusive as an institution on campus at the time.
 - Other living complexes had very discriminatory practices towards people of color and different religious backgrounds



1930s-1950s

- There were a lot of Jewish folks living in the BSC during this time Japanese folks were recruited from Japanese internment camps into the co-ops.
 - (I.E. first Ridge House prez was Japanese; Sherman pres was a Japanese womyn)
 - Were very inclusive from the beginning
 - Provide low cost housing for **EVERYONE!**



Upholding the vision..



- Throughout the 1960s, the BSC continued to fulfill the mission of providing affordable housing for everyone.
- There were many folks involved in the Civil Rights Movement and Free Speech Movement as well.

What did the Civil Rights Movement mean for the BSC?

- The end of discriminatory practices in housing everywhere
- More options opened up for people of color
 - Still the best housing option for low-income folks and people of color: **BEST PRICE**
 - Still a noticeable shift...



Through the 70s-80s...

- More housing options opened up..
- More "party-culture" occurring through the 70s and 80s



Let the Craziness Begin

- The level of cleanliness and habitability of the coops began to decrease in the 1970s and remained the same as a mean to idealize the counter-culture vibe that Berkeley embraced.
- Drugs became very prevalent in the houses, especially Barrington and Cloyne.
 - Served as a deterrent for recruitment.



The 1990s

- With the passage of prop 209 (repealing *Affirmative Action*), people of color dramatically decreased from the university.
 - consideration of race/ethnicity, through the use of a quota system, in employment/edu was deemed unconstitutional.
- In 1997, the BSC opened the African-American Theme House (a.k.a. Afro-House)
 - Our houses also started becoming more ADA accessible in the 90s!



2000s to the present

- Decrease in POC in co-ops
- Very concentrated numbers living in Rochdale/Fenwick Apts.
- Increase of 16% in rent
- Wilde, the first LGBTQIA space in the BSC opened in 2002
- 33% of all BSC members are EOP students. (EOP gets priority)
 - 87% of Rochdale/Fenwick is EOP



Summary of BSC Census Findings

- Compared to populations of UCB undergrads:
 - Africa origin students are underrepresented in houses and apartments, varies by residence
 - Asia origin students are very underrepresented in both houses and apartments
 - Latino students are very overrepresented in apartment but only proportionally represented within the houses.
 - White Student are very overrepresented within houses but underrepresented within apartments

Cont'd

- Asians apply to the BSC at lower rates compared to their UCB undergrad proportions; Latinos and Whites at high rates
- Potential Barriers:
 - Cost
 - Food politics
 - Cleanliness
 - Social network
 - Whit 'privilege related' to each of these
- What are barriers you have heard relevant to your Coop?

BSC Population Spring 2012

BSC POPULATION* WHO ARE:

- UCB undergrads 84%
- Other undergrads 4%
- UCB grad students 8%

- California Resident: 87%
- Other US resident: 6%
- International Resident: 7%

- Pell grant recipients: 37%
- Cal grant recipients: 37%

- First generation college students** : 41%
- Transfer students: 12%
- Undergraduates, age 25 & older: 9%

* Source: BSC Census 2012; (Self-reported)

** Parent(s) do not have a 4-year degree

BSC POPULATION+ WHO ARE:

- Educational Opportunity Program (EOP): 32%
 - Low Income (Pell Grant eligible as verified by UCB Financial Aid)
 - First Generation College Student **
 - California Resident (or Tribally registered Native American from any state)
(Definition : Student Life Advising Services, UCB <http://slas.berkeley.edu/what.html>)

- Disabled Students Program (DSP): 5%
 - Persons with a visual, hearing, learning, mobility, psychological or other disabilities that have been certified by the UCB DSP program
(<http://dsp.berkeley.edu/verification.html>)

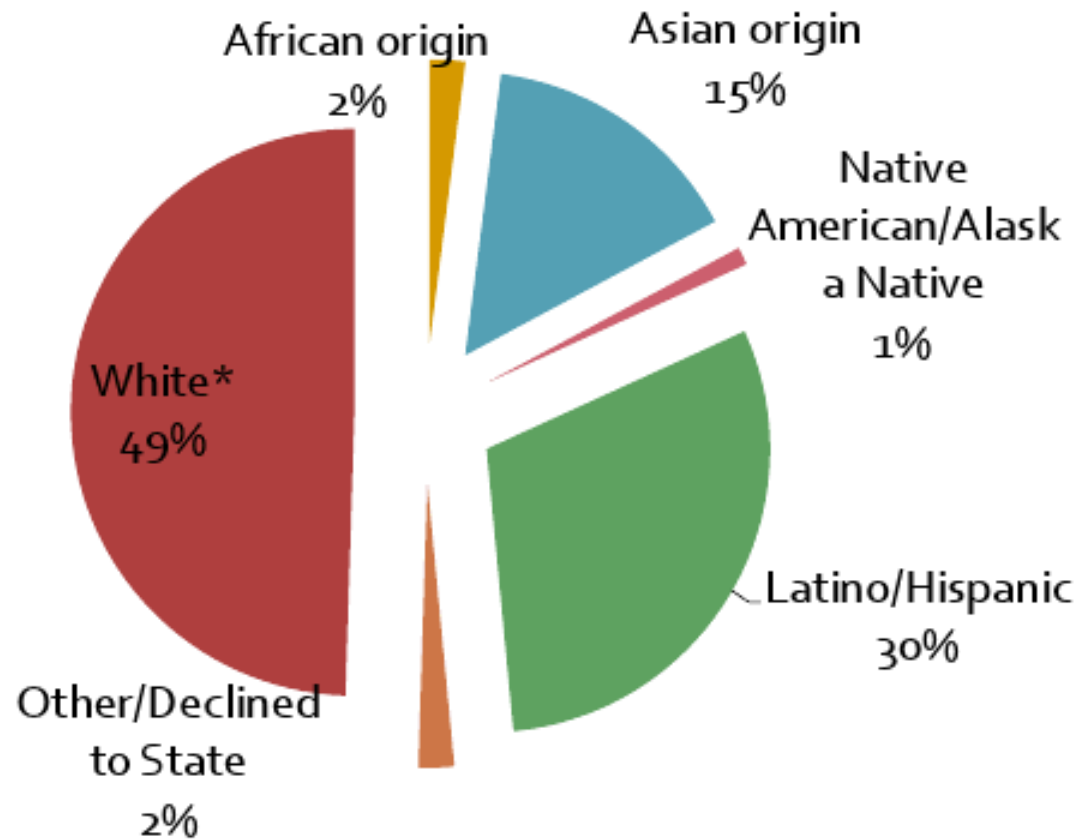
+ Source: BSC Housing Dept. (Verified statuses)

Members can, and many do, fall into more than one category

From Diverse Backgrounds

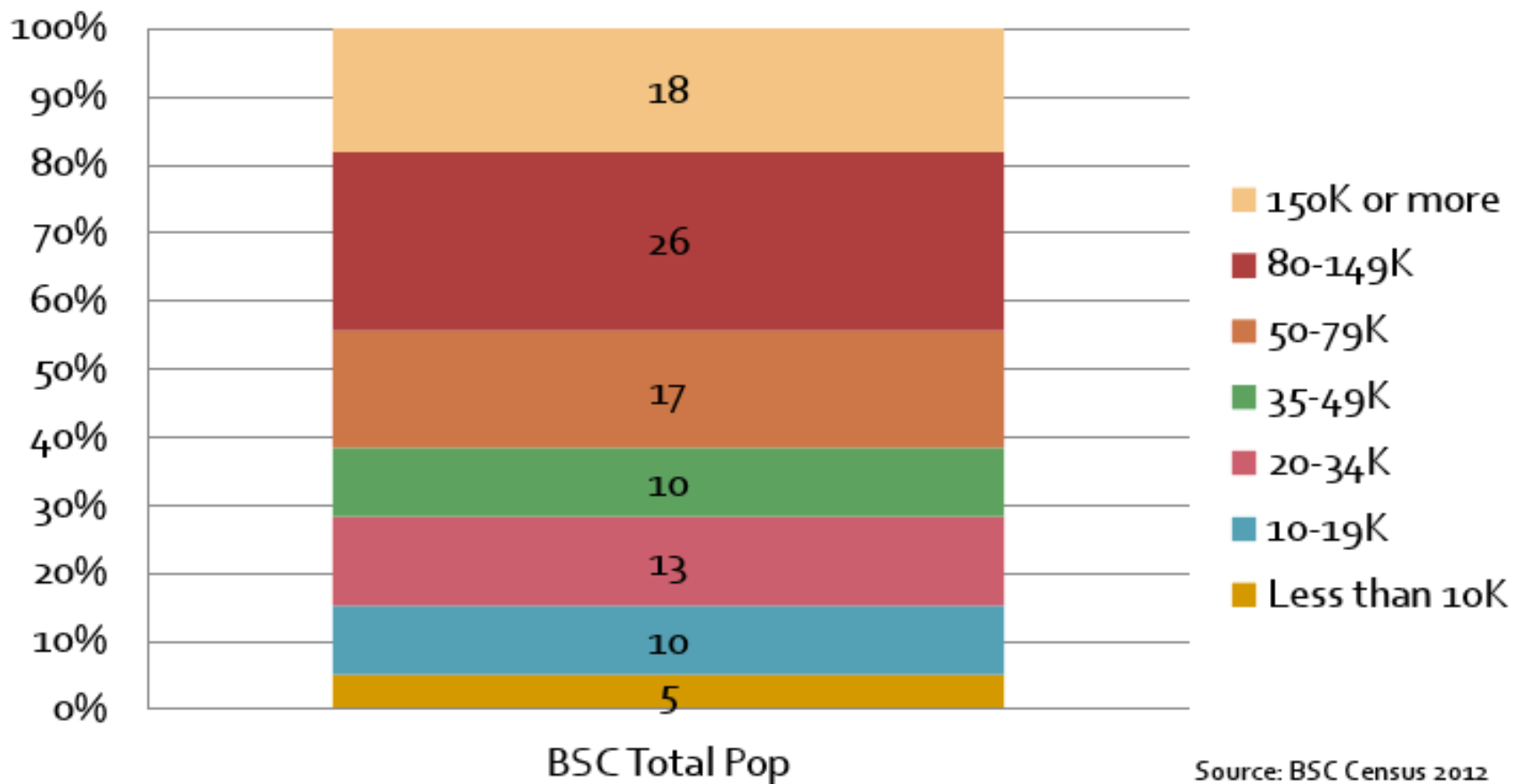
Source: BSC Census 2012

BSC Population, Spring 2012 (in %)



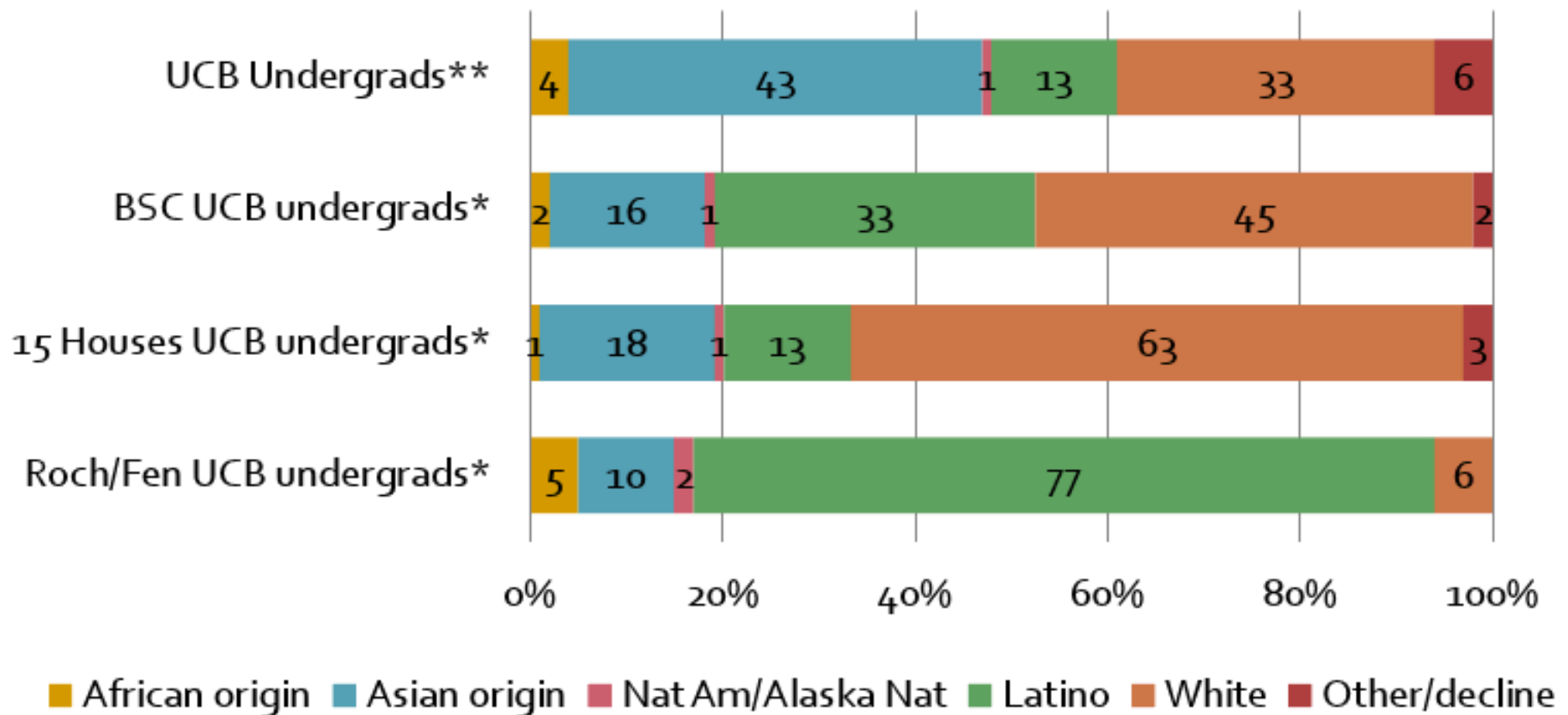
From Diverse Economic Backgrounds: Dependent Students (76% of BSC Pop)

How much did your parent(s) make last year?



Race/ethnic composition

UCB Undergrad Racial/ethnic composition: In Percent %



Sources: *BSC Census 2012

** UCB Office of Planning and Analysis (OPA) Fall 2011 Undergraduate Profile

BSC Policy

- To promote the social and general welfare of the community by offering low-rent housing to all university students, regardless of race, creed, color or national origin, and thus influence the community to eliminate prejudice and discrimination in housing. (Articles of incorporation II:Purpose)
- To engage in a continuous educational program designed to eliminate prejudice and discrimination in housing, and to further the principles of tolerance and cooperation through mutual, self-help living at minimal cost. (Articles of incorporation II:Purpose)

VII.B. BSC Antidiscrimination Policy

1. The BSC, consistent with its policies and governing law, **promotes institutional diversity and pluralism by promoting equitable access to opportunity** through policies such as *open membership to room and board and affirmative action in hiring*.
2. Unlawful **acts of discrimination or harassment** are prohibited.
3. In addition, the BSC community holds itself to certain standards of conduct more stringent than those mandated by law. Thus, even if not illegal, **acts are prohibited** under this policy **if they discriminate against any BSC community member(s)** through inappropriate *limitation of employment opportunity, access to BSC residential facilities or participation in social, educational, house, organizational or other BSC activities on the basis of age, color, disability, gender, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status or weight*.

Reasons for Disparities

- In this next portion, we will examine the structures in place that maintain the divisions among the complex social lines: race, class, gender, sex.
- What can be said about privilege and power?

ACTIVITY : RACIAL INVENTORY

Score **5** if statement is always true for you

Score **3** if the statement is sometimes true for you

Score **0** if the statement is seldom true for you

What is Privilege?

- Privilege is a grant or an entitlement given to an individual, class, or group as an advantage or a benefit in a particular social norm.
- Give examples of?

Thoughts:

- Social status
- Summer camp
- Safe neighborhoods
- Citizenship
- Owning a home
- Clothing
- Belonging to a majority group
 - Male, white, traditional

What are the different aspects of privilege?

- Let's take a look at the presence of privilege or the absence of privilege within these few categories...
- **Gender and Sex**
- **Sexuality**

Race and Ethnicity

- **Race and Ethnicity**
 - White/ White Privilege
 - Voting
 - Employment
 - Education
 - Blacks
 - Hispanic
 - Asians
 - Stereotypes
 - The Model Minority
 - Limitation in Education

Class and Wealth


- **Class**
 - Poverty
 - Lower Class
 - Working class
 - Middle Class
 - Upper Class
 - Professional vocations
 - Blackness and the Ghetto
 - “White Trash”

Able-ness


- Ability
 - Health and Longevity
- Disabilities
 - Visible disabilities
 - Non-visible disabilities

Power and Privilege

- As a group, let's talk about what can be said about power and privilege.
 - How do they interact?
 - How does privilege and the power associated with membership perpetuate social divisions?
 - Does this power and privilege feed ignorance and oppression?



What are some the
privileges that you have
as a student?



What are some of the
privileges that you
recognize living in a
student cooperative?

Thoughts...

- Low income housing for a majority of people that don't have low-income background
 - Living on \$5.21 a day (for the BSC)
 - Access to organic food in comparison to others who do not
 - Disadvantages: Unaffordable for some students,
 - Especially low-income and in the houses , not Rochdale/Fenwick apartments (BSC)
 - Frivolous spending on house items
 - House account as “monopoly money for big houses”
 - Luxury items rather than necessities

References

- AORTA
- Whatsrace.org
- Brown, Michael. *Whitewashing America*.
- BSC Census Study: PMI Catherine Berry
- BSC Alumni Coordinator: Madeline Loh
- BSC CODA