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Laying the Groundwork: A Historical Study of Place Attachment and Community Resilience of Groundwork Books

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Laying the Groundwork:
A Historical Study of Place Attachment and Community Resilience of Groundwork Books

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Abstract

At UC San Diego (UCSD), student-run cooperatives—Groundwork Books, Food Co-Op, General Store, and Che Café—function as hubs for cultural expression, activism, and community connection. Focusing on Groundwork Books, this study examines how place attachment, the emotional bond individuals form with meaningful space and community resilience, and the capacity to adapt and recover from adversity are displayed in the past fifty years since its conception as a student cooperative. Through a mixed-methods approach, this study explores the quantifiable levels of place attachment and community resilience within UCSD's student cooperatives and specifically unearthing Groundwork Books legacy in being a functional space. Archival data and document analysis, surveys, and interviews with past and current Groundwork Books members are implemented in understanding the lived experiences of Groundwork Books history. This study provides a nuanced understanding of how place attachment and community resilience manifest in Groundwork Books, highlighting the historical and social significance of student cooperatives.

Introduction

Universities are not only places of learning but foundational spaces for communities to flourish, where students begin shaping and strengthening their identity, expand their social networks, and find their sense of belonging. Universities are home to many student organizations. University of California San Diego (UCSD) currently has over 660 student organizations listed and four student cooperatives (*UCSD Center For Student Involvement - Student Organization Registration*, n.d.). Student cooperative spaces, such as UCSD's Groundwork Books, Food Co-Op, General Store, and Che Café, are more than just places for goods and services; they are hubs of social connection, cultural expression, student activism, and provide a relaxing space for the local community. This proposal aims to understand specifically

how student cooperatives create and maintain meaningful connections with the people who frequent their space and comprehend Groundwork Books laboring history in staying operational for the past fifty years.

Understanding how place attachment, the emotional bond individuals form with their meaningful spaces (Altman and Low 1992), and community resilience, the collective ability to respond to change, adapt to challenges, and recover from said disturbances (Indayani et al. 2021; Norris et al. 2008) are concepts that will guide the historical approach of this research proposal. Through the analysis of primary historical documents, surveys measuring place attachment and community resilience, and interviews of past and current members of student cooperatives, these methods aim to answer the following research questions: (1) What is the current quantifiable level of place attachment and community resilience current student cooperative members display for their respective cooperatives?; (2) How has place attachment and community resilience played a role in preserving the legacy of Groundworks Books over the past fifty years? The second question will delve deep into the history of UCSD Groundwork Books, this research focuses on accounting for the untold yet vibrant history of Groundwork Books and the resilience they have to stay alive and functional in comparison to other student cooperatives that have previously been eliminated.

This study seeks to understand the processes and factors that take place in student cooperatives and their community resilience, giving student cooperative members and community-driven planners a historical analysis of a niche community. Because there is a lack of scholarship on how place attachment and community resilience interact in a student cooperative setting, this study intends to fill this gap through an ethnographic and historical approach.

Theoretical Framework

Understanding the relationship between place attachment and community resilience within student cooperatives at UCSD illuminates the key role that these places play in fostering community. Moreover, student cooperatives operate according to principles rooted in equality, open participation, and concern for community well-being, which align with the core elements of resilience by fostering adaptive, participatory, and supportive communities (Curl & Reed, 2012). The conceptualization of place attachment allows us to explore how students develop these meaningful bonds and how it interacts with community resilience.

Place Attachment

Place attachment is a complex concept that involves a combination of emotions, knowledge, beliefs, and behaviors in reference to a certain place (Altman and Low 1992). Place attachment can happen at any location and any scale, meaning that place attachment could occur in places such as bookstores and even a nation (Altman and Low 1992). Place attachment can offer positive benefits, such as a heightened sense of safety, facilitation of social ties, increased community belonging, reduced social isolation, and the improvement of physical and mental health (Indayani et al. 2021; Scannell and Gifford 2010; Zahnow 2024). Additionally, individuals who express higher place attachment compared to those with lower levels of attachment tend to feel safer in there and more confident at places (Lewicka 2011). As person-place bonding occurs on the individual level, it can then lead individuals to also feel a sense of attachment to their community which provides the foundation for functional and sustainable communities (Pitas et al. 2021; Zahnow 2024).

Place Dependency and Place Identity

Place attachment is understood as a multidimensional phenomenon that develops in the presence of both functional (also referred to as place dependency) and emotional/symbolic (place identity) meanings and attachments to place (Korpela 1989; Proshansky et al. 1983). Place dependency involves a person or a collective of people who are physically and socially dependent on a particular place to accomplish their goals (Shah Khaidzir and Ahmad Kamal 2023). Place identity is where the self identifies and feels similar with that particular place (Proshansky et al. 1983; Scannell and Gifford 2010). Place attachment and its subdomains are significant because they establish and recognize the connection between the location and the individual's emotions and behaviors in response to that particular place/location (Zahnow 2024). As multiple people grow their place attachment in the same area, community resilience then begins to flourish (Indayani et al. 2021).

Place Attachment and Community Resilience

Considering the importance of these concepts interacting with one another, it is vital to understand what community resilience means. A community is a group of individuals that are bound by common interests, participate in a common culture, or are grouped by geographic boundaries (Lindberg and Swearingen 2020; Norris et al. 2008; Wright 2021). Continuing with the concept of community resilience is the community's capacity and ability to withstand and recover from adversity (Mannarini et al. 2022; Norris et al. 2008; Wright 2021). Although community resilience stemmed from an ecological background, its meaning has been shifted and been adapted by the social sciences (Indayani et al. 2021). Following the definition stated previously, community resilience has a clear relation with place attachment and its subdomains since place attachment is the emotional bond that a person has created, dependent on, or

identifies with that particular location (Indayani et al. 2021; Lewicka 2011; Scannell and Gifford, 2010). In this context, the literature points out that there is a relationship between place attachment and community resilience. Starting with a study done by Indayani et al. (2021) found that place attachment has a positive influence in strengthening community resilience. Indayani et al., (2021) support the relevance of place attachment for community resilience, showing that place attachment can be a significant cause, or even essential, for community resilience to operate. Additionally, Altman and Low (1992) describe that collective attachments to places are especially important during times of upheaval, natural disasters–adversity. Though not explicitly stated, one can infer that place attachment does influence the concept of community resilience.

Cooperatives and Community Resilience

Cooperatives are entities (businesses, housing, food, etc) that follow the Rochdale principles as the basis of their organization (Curl and Reed 2012). These principles help strengthen and guide cooperatives to follow the universal guiding principle which is the concern and collective agreement of providing care, services, or goods for the community (Curl and Reed 2012). The cooperative business model is heavily rooted in community values and formed to serve that community's needs (Curl and Reed 2012). Given that cooperatives have a clear potential to harbor community resilience, this study aims to understand in what ways student cooperatives have sustained their community resilience by the influence of place attachment. While there is research on community resilience, the number of articles exploring community resilience in cooperatives is limited, especially within the student cooperative setting. However, some contributions explore how educational institutions can contribute to enhancing broader community resilience (Fay et al. 2020).

Student Cooperatives, Community Resilience, and Place Attachment

Given this important role of place attachment, the niche student cooperative setting can advance our understanding of what key practices are used for sustaining a resilient community. Some studies have discussed and found a relationship between university students and place attachment (Qingjiu and Maliki 2013; Shah Khaidzir and Ahmad Kamal 2023) which can be useful for this study as these student cooperatives are based on a university campus. A cross-sectional study by Qingjiu and Maliki, states that university freshmen students displayed the lowest place attachment levels, and junior students reported higher place attachment levels (2013). Shah Khaidzir and Ahmad Kamal (2023) sought to understand if students felt a sense of place at their university, they based their sense of place on three concepts, place attachment, place identity, and place dependency (sense of place). The study found that each student scored higher than the mean of five, indicating a strong sense of place but could be influenced by other factors such as "people experiences, historical significance, personal recollections, community traditions, local customs, architectural structures, and natural landscapes connected with a location" (Shah Khaidzir and Ahmad Kamal 2023, p. 939). Student cooperatives are autonomous associations of persons that are based on equality, direct participatory, nonhierarchical, and open to anyone to join (Curl and Reed 2012) they show a great basis of external factors that could influence community resiliency (Shah Khaidzir and Ahmad Kamal 2023). So, understanding the main principles of student cooperatives, and place attachments' presence is critical in understanding how it interacts with community resilience.

Through the review of the literature, the psychological understanding of place attachment and the role it plays in developing and maintaining a community and its resilience is particularly relevant in the field of urban planning and urban studies. As planners, designers, and theorists of

urban fields can learn the factors that contribute to building a resilient community, as professionals in this realm strive to create vibrant, rich, and long-standing communities.

Historical Context

There are currently four active student cooperatives located at UCSD, there is Groundwork Books (est. 1973) a leftist bookstore that acts as a political organizing and community space, General Store (est. 1980) a low-cost alternative store filled with everyday essentials to novelty items, Food Co-Op (est. 1978) a space that offers low-cost to free vegan food that aims to provide healthy and sustainable food options to the general public, and Che Café (est. 1980) a venue space for local artists to perform, political organizing space and community kitchen. All of these cooperatives are non-hierarchical spaces meaning there is not one person who holds complete power, each person holds one vote in their collective unanimous consensus practices. Everyone is free to volunteer and eventually become a member of said cooperative if they choose to.

Groundwork Books, General Store, and Food Co-Op are located at UCSD's Old Student Center, the central part of campus, whereas Che Café is located by the Theatre District, towards the south end of campus. Additionally, there used to be at least nineteen other student cooperatives and collectives that have since dissolved. Eight of these defunct cooperatives were known as the Recycling Co-Op, Student Print Co-Op, Farm Co-Op, Hot-Shop Co-Op, Sports Co-Op, Computer Science Co-Op, Green Co-op and the Germinal. The history of these cooperatives is scarce since they were not properly documented, however, some archives confirm their existence (see Appendix A to see archives). However, the four cooperatives mentioned above have remained active since their conception.

The student cooperative movement surged after the end of the Vietnam War and when student activism was at an all-time high riding off the civil rights era (Curl and Reed 2012). During the early 1970s, UCSD students who experienced racial marginalization sparked the transformative change to influence the curriculum of the upcoming third college known as Marshall College. The student activists at the time wanted "to have a voice in a university with a predominantly white student body and a curriculum that emphasized a Eurocentric view of history" (Sutro et al. 2010, p. 26). As UCSD students were riding off the wave of the civil rights movement, anti-war movements, free speech movement, and similar movements of that fashion. Students wanted to translate their political organizing into a tangible form of cooperative-based action that would support their political ideologies. Student cooperatives found at UCSD follow "values of self-help, self-responsibility, democracy, equality, equity, and solidarity. In the tradition of their founders, co-operative members believe in the ethical values of honesty, openness, social responsibility, and caring for others" (International Co-operative Alliance n.d.a., para. 2). These values exemplify their outlook and practice of social equity that differentiates itself from other organizations found on campus as it is explicitly written and followed in their practices. As cooperatives fought to break and reject the mold of the capitalist worker experience, cooperatives value giving workers mutual benefits between the use of space, social networks, supplies, and other resources (Curl and Reed 2012). These community spaces found at UCSD empower students, especially those from underrepresented backgrounds, to cultivate an inclusive, socially engaged environment.

Research Design and Methods

The focus of this research aims to solve two questions; identifying the current quantifiable level of place attachment and community resilience members have formed at their

respective student cooperatives–Groundworks Books, Food Co-op, General Store, and Che Café. The second question, "How has place attachment and community resilience played a role in preserving the legacy of Groundworks Books over the past fifty years?" guides the research towards a historical research project. This research project employed a mixed-methods approach using ethnography research practices such as archival research, document analysis, and conducting interviews to best understand how this community came to fruition and continually functions over the past five decades. Additionally, this approach will quantitatively assess the level of place attachment and community resilience among members of student cooperatives, which will support the concepts of place attachment and community resilience in the subsequent semi-structured interviews. The interviews will focus on current and past members of Groundwork Books to answer the secondary research question.

The research will examine the extensive history of Groundwork Books at UCSD, guided by the concepts of place attachment and community resilience. Groundwork Books was picked as the focus of study based on four points: (1) Groundwork Books was the first student cooperative at UCSD, (2) Groundwork Books survived even when other student cooperatives shuttered, (3) politically active space despite a conservative campus, (4) is a community that practices a non-hierarchical structure. Furthermore, I am a member of Groundwork Books, so key relationships have been established with both long-standing and newer members of Groundwork Books which provides a diverse range of perspectives. Additionally, access to archival data offers a valuable resource for understanding the evolution of the space and its role in fostering community resilience. The research was conducted in three parts, incorporating historical analysis, surveys, and interviews of firsthand accounts by past and current members to

provide a comprehensive understanding of Groundwork Books' history and its impact on its members.

Part 1: Archival Research and Historical Document Analysis

Access to Groundworks Books' historical archives, which include years of primary source data dating back to the cooperative's founding, was obtained to support this study. However, the archives were not fully organized or digitally accessible, necessitating a physical examination of documents to construct key moments of the cooperative's history. Given the volume of materials and the project's timeline, the archival research focused on uncovering critical points in Groundwork Books' historical timeline, including its foundational history and periods of significant adversity. The labor-intensive process of sorting and analyzing the materials took over four weeks, resulting in a deeper understanding of the cooperative's history and providing valuable context for subsequent interviews with past and current members.

The unprocessed archives were organized into a system based on the box and group in which they were found (e.g., Box 1 - Group 2). Each document was cataloged using a system that included details such as title, date, relevant individuals, content, type of source, type of document, and a summary of its contents. I received guidance from the Special Collection librarians employed at Geisel Library to create a processed collection of archives that would be digitally accessible. I thoroughly reviewed five boxes, two file cabinets, and miscellaneous binders (estimated over 500 documents) to conceptualize periods of high adversity. This system was developed to compensate for the lack of a processed digital archive and ensured that materials could be efficiently accessed and analyzed. To validate the archival research, the sorting system and selected documents were reviewed by two librarians and two members of the Department of Urban Studies and Planning, who approved their inclusion in the study.

The criteria for sorting and analyzing the archival materials were designed to prioritize documents most relevant to the research question. Emphasis was placed on materials related to threats of elimination, internal challenges, political hardship, and administrative conflicts, as these directly addressed the cooperative's historical challenges and resilience. Specific types of documents, such as memos between UC San Diego administrators and cooperative members, internal meeting notes, and public advocacy materials, were prioritized for their insights into the cooperative's responses to adversity. Additionally, documents that highlighted members' emotional connections to the cooperative (place attachment) or their collective efforts to overcome challenges (community resilience) were given particular attention. This systematic approach ensured that the archival research provided a robust foundation for understanding how place attachment and acts of community resilience have shaped Groundwork Books' historical trajectory.

Part 2: Survey

An online survey was sent to student cooperative members. The survey was accessible through the Inter-Coop Slack channel, a collaborative online space for members of each cooperative to communicate, and facilitated through Google Surveys to measure their level of place attachment, place identity, and place dependency (see Appendix B for the survey). The first thirteen questions of the survey measure their level of place attachment, which is based on the Psychological Place Attachment Scale – (PPAS-SF) (Li et al. 2016). This scale was developed using Scannel and Gifford's (2010) definition of place attachment and is highly used throughout the social sciences, supporting the validity of the proposed survey responses. The remaining questions quantify their level of community resiliency based on the Transcultural Community Resilience Scale (Cénat et al. 2021). This scale was developed to measure community resilience

in the context of social relationships and psychological responses that work symbiotically with the survey listed previously. The survey used a Likert model response system and will produce quantitative data that will be used to show the level of place attachment and community resilience members have for their cooperatives. The survey will quantify its results by tying numerical values to the respondent's answers. This survey only has five possible responses ranging from strongly disagree to strongly agree, where a strongly disagree equates to a value of one and a strongly agree equates to a value of five. The survey will be statistically analyzed through the guidelines outlined by Li and Cénat.

The survey aimed to gain as many respondents as possible, so a convenience-style sampling plan was implemented. The survey was distributed online on Slack and discussed verbally at the inter-coop meeting.[1] The survey received responses anonymously besides their affiliation to said cooperative. However, surveys taken by interview participants were required to write their names to lay the groundwork for semi-structured interviews that took place later in the research. By acquiring quantitative data that measures the levels of place attachment and community resilience it numerically signifies how members view their respective student cooperatives. These measurements are also directly tied to understanding the historical development and sustainability of Groundwork Books.

Part 3: Semi-Structured Interviews

This research employed a qualitative research approach to explore the historical development of Groundwork Books, focusing on understanding how place attachment and community resilience have shaped its trajectory. The research combined historical analysis with

[1] Inter-coop meetings take place every two weeks, they are meetings where members from each student cooperative come together to discuss any upcoming plans, events, or anything concerning the student-cooperatives.

in-depth interviews to capture both the documented history and the personal experiences of past and current members.

Two categories of participants were selected for interviews. Three former members of Groundworks were chosen to represent critical periods in the cooperative's history. These individuals were identified through a list of past members who had provided their contact information. Their perspectives were crucial for understanding the cooperative's historical challenges and adaptations. Two current members with more than two years of membership were selected.[2] This criterion ensured that participants had sufficient experience and commitment to the cooperative, allowing them to provide meaningful insights of place attachment and community resilience. Interviews were conducted both in person and via Zoom, depending on participant availability and preference. Each interview followed the same open-ended questions designed to elicit personal experiences and reflections with the concepts of place attachment and community resilience. The interviews were audio-recorded and transcribed for analysis.

The combination of interviews and historical analysis was chosen to address the research question from multiple angles. While historical documents provided a timeline of events and institutional changes, the interviews offered personal, experiential insights into how these events impacted the cooperative and its members. By analyzing these narratives through Dedoose, the research was able to identify themes that illustrated the interplay between place attachment, community resilience, and historical adversity. This approach ensured a nuanced understanding of Groundwork Books' history, grounded in both documented evidence and human experiences. This methodological framework explored not only what happened in Groundwork Books' history but also how its members experienced and responded to these events, providing a holistic perspective on the cooperative's enduring legacy.

[2] Current members have been given pseudonyms for their privacy.

Historical Findings

Since their fruition student cooperatives at UCSD have had an interesting and complex history. Groundwork Books (Groundworks) and other student cooperatives are non-profit student-run organizations offering services and goods to the greater San Diego community. These student cooperatives are run by students through the use of a non-hierarchical and collective unanimous based structure–in which no one is considered the boss and every member's input and opinions are valued equally. This management structure is unique, and noteworthy, even compared with other cooperatives in the United States.[3] Unlike many cooperatives across the United States, the four remaining cooperatives at UCSD have remained non-hierarchical since their conception; Groundworks, for example, has remained a non-hierarchical space for over fifty years and has survived numerous threats including arson, robbery, internal issues, and repeated threats of "elimination" from the UCSD administration. In addition to facing these obstacles, Groundworks has also had to contend with a constantly changing membership due to the cyclical nature of undergraduate student enrollment. Yet despite this constant turnover, students have continually fought to keep Groundworks operational and able to fulfill its mission.

Groundwork's resilience stands in contrast to many other similar ventures. According to Yee, UCSD used to host over nineteen student cooperatives and collectives (2016). Each organization was started by students seeking to create spaces that reflected their values and empowered their communities. As stated previously, UCSD was home to numerous student cooperatives and collectives that have now disbanded. Some like the Bike Co-op now known as the Bike Store, were incorporated into the university as it was deemed too successful and was

[3] Groundworks Letter Sent to Cohen, September 23, 1993, Groundwork Books Archives (GBA), Box 1, Group 5.

perceived as a threat to other bike shops in the greater San Diego Region.[4] While others disappeared with very little information on why they disbanded. It can be surmised that one of the reasons why these failed student cooperatives dissolved ultimately resulted from not a strong enough desire to keep them alive. Ultimately, not enough members made an effort to continue this legacy. Over time, those initial nineteen cooperatives shrank to twelve, then eight, leaving four in existence today.

The fate of these defunct student cooperatives poses an overarching question: why has Groundworks survived? Why have students remained so committed to preserving this space? This historical research aims to understand how place attachment and community resilience play a role in how Groundworks has survived for so long by examining six key periods. The periods were chosen by the presence of high adversity such as threats of elimination from UC San Diego administration, internal system issues, repeated instances of robberies, and the founding and current years. By analyzing these moments, this study aims to understand what makes Groundworks special and why, despite all odds, students refuse to let it disappear.

1972-1976: Founding of Groundwork Book

Birthed out of the split of different ideologies, Groundwork Books has come to be known by many as a haven for anyone looking to simply read to those seeking a community or looking to organize with other like-minded individuals. Back in the late 60s, there was a bookstore named Changing Times in Solana Beach that included future founding members of Groundwork Books but soon Changing Times and the owner sold the space and left the future Groundwork members in a tricky situation. According to a note submitted on one of Groundwork's blogs, a notable founding member named Chia stated:

[4] Center Letter, Volume 2, Number 2, November-December, 1990, GBA, Box 3, Group 3.

> It's probably just as well we lost our space, because the split left us with $400 in inventory and in a poor position to pay rent. Roberto and I drove up to one of the distributors in LA and attended a meeting of their collective. Our request for credit was granted, and that was critical.

It is not documented where that money went but one can strongly assume it was given towards the creation of the cooperative. Soon after Groundwork Books emerged in the summer of 1972 at UC San Diego and over the next couple of years the presence of Groundworks Book was located at Revelle Plaza in a handmade wooden book cart, this form of vending received promising clientele and sprouted meaningful conversations between the bookkeeper and customers.

One of Groundwork's six founding members, Lincoln Cushing was a UCSD student from 1971 to 1975; Cushing personally built the book cart and often sold books at Revelle Plaza. Alongside that Cushing and his current partner at the time, Charyn Segal, co-created the Groundwork Books logo and its first wooden storefront sign. Cushing noted that the book cart gave lots of publicity in sharing their perspectives on lower-level politics as college students in the early 1970s. Cushing mentioned that other students around him were very interested in the feminist, anti-war, and the free speech movement.

> We'd have that so our public exposure was the cart and we'd be out at Revelle Plaza and we talked to people, they'd come up to us and say, gee, that's an interesting book. What do you know? We'd say, well, here's what I know about it. I've read it or I didn't read it, but we carry it because we know it's good. And so we get into conversations with people one to one…

The book cart became a hub for political discussion and played a crucial role in spreading awareness of left-leaning politics. Soon enough, Groundworks would start to receive substantial support from liberal faculty and administrators at UCSD and the broader San Diego political community. The organization that began with just six dedicated members who built a mobile cart for book sales at Revelle Plaza later secured a permanent space in the new student center in

1976. Jack Ran, a former member of Groundworks, shared that the original lease signed with UC San Diego administrators was about a page long. This is a stark contrast to the current Master Space Agreement, which has grown to 173 pages. However, a 1977 copy of the lease agreement was later discovered, revealing that it was only slightly longer, differing by about one additional page. This finding supports Cushing's perspective that UC San Diego faculty and administration were initially eager to collaborate with Groundworks, providing them with space to help the cooperative thrive. This supportive sentiment, however, only lasted for a few years. Soon after, the administration began employing various tactics to undermine the presence of student cooperatives on the UC San Diego campus.

Despite later conflicts, Groundwork's standing with the UCSD administration was fairly positive at the start. Many professors saw the bookstore as a positive space in which to make connections and encourage political discourse. Cushing states:

> We didn't have a lot of conflicts with the administration, they were generally I would say, very helpful. And in some ways, you could say, well, it was a smart way for them to help us blow off steam. But in fact, a lot of them were sort of young hip administrators and teachers, and they thought what we were doing was pretty cool. And like, we had a lot of teachers quickly sign up to have us sell books. So things went pretty smoothly. Mostly it was just a matter of "How do we grow? how do we run this organization that's getting bigger and bigger." But the first many years were sort of unlimited growth and pretty, pretty positive.

As Cushing mentioned, things were running smoothly for Groundworks, this organization started growing, and emotional bonds were created in this space, leading to a strong sense of community. Unlike the traditional definition of community–geographically bound. Groundworks created a community based on shared values, peer accountability, and collaboration towards the betterment of Groundworks and the community itself. This bond is also known as place attachment, the person-place bond that is created. As all these positive things were previously stated, it doesn't take away from the negative things a community can experience, the term

community is not synonymous with only positive adjectives. Good and bad things can occur within a community but it is how a community responds to these challenges that demonstrate the true nature and resiliency of that community.

This early success in addition to having a permanent space attracted many new members eager to partake in Groundworks' mission. As Cushing states, one of the most significant challenges at this point was building a functional non-hierarchical community, constructing a space that did not adhere to the usual hierarchical structure. Cushing states:

> And that whole notion of how do you use that as a tool within a small setting to challenge conventional paradigms of how people talk to each other, what they think is true. How do you build a stronger group? And so criticism was really our biggest tool for trying to become a stronger, more coherent organization.

When a cooperative space practices a non-hierarchical management structure, it can be confusing for new members of the space to accustom themselves to the idea that no one is the boss of each other but rather the collective must agree unanimously in making decisions (this is method applies only to Groundworks, a cooperative can choose whichever voting structure that they chose, i.e., majority vote, two-thirds, etc.). Cushing mentioned that implementing innovative practices, like criticism/self-criticism sessions influenced by Maosist theory served to strengthen group dynamics and accountability. This commitment to accountability would prove crucial when Groundworks faced its first internal challenge, namely petty theft which was ultimately resolved through peer accountability. Cushing's account of how Groundworks handled this challenge:

> We did that internally. We had a very tight meeting and we brought this up and this person said, yeah, you know, I did this. I'm really sorry. We came up with sort of a plan of action for that person to reintegrate into the collective, sort of here's extra tasks that you're gonna agree to take on. And, you know, we sort of handled it internally and that person, I think, learned a hard lesson.

Instead of banning this person from returning to the community, they held an open discussion, talked to one another, and began to rebuild their trust in the member. The series of actions conducted by members of Groundwork displays the level of place attachment that members of Groundworks held at the time to reintegrate a member back into their community.

At the end of this interview, Cushing highlighted the significance of Roberto Riley, a non-student member who provided crucial ideological leadership in the early years of the formation of Groundworks. Cushing also stated that Groundwork's remarkable longevity as an all-volunteer student cooperative has personally surprised him and other founding members, as it continues to operate with the same cooperative principles five decades later.

1980s: Student Cooperatives at UC San Diego

By 1981 student cooperative were expanding their footprint on the UC San Diego Campus. A past cooperative member known as Katsiaficas proposed a syllabus for two independent study classes that focused on the history and sociology of cooperatives and the history of student activism at UCSD.[5] Katsiaficas even went as far as to mention in the Co-op and Enterprise committee meeting that the proposed classes would order their textbooks through Groundworks and that the classes would initially meet at the Che Café.[6] Although many believe that these actions presented by Katsiaficas would solidify the positive relationship between the student cooperatives and the administration–however this was not the case. About six months later, during another Co-op and Enterprises committee meeting, board members were discussing cutting the student cooperative funds from 20,000$ to 13,000$ for the fiscal year 1982-83.[7]

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[5] Co-op Class Information, 1981(?), GBA, Box 2, Group 2.
[6] Co-op and Enterprises Committee Meeting Notes, August 27, 1981, GBA, Box 2, Group 2.
[7] Co-op and Enterprises Committee Meeting Notes, March 29, 1982, GBA, Box 2, Group 2.

> Darcy discussed the proposed cuts from the Coop fund to 13,000 from $20,000 for fiscal 1982-83. The sentiment of the group was that the cut could not be justified. If the coops were stagnant and not developing, they would not need extra funds. In fact, the coops are still developing, and ideas have come forward to strengthen the recycling coop, and to initiate a housing and gardening coop. If the budget committee so desires, the coops and enterprises committee reps are willing to meet with the budget committee to discuss the budget.

The committee recognized that the co-ops were still developing and any potential fund cut would hinder that development. Despite this, the administration proceeded with these cuts clearly signaling a shift in their stance regarding the student cooperatives. Later next year, Thomas (Tom) Tucker, the Director of the Student Center, was depicted assaulting the Coffee Hut, clearly signaling a growing rift between the student cooperatives and the administration.[8]

This event marked the beginning of a decades-long struggle that would shape Groundworks. On August 7, 1984, it is noted that Director Tucker told Groundworks "to stop selling textbooks or he'll shut us down (1st of several "shutdown") threats and students don't want discounts."[9] This example of eliminating student cooperatives enacted by the administration reinforced why Groundworks kept its archives, as it was not just an attack on one co-op but on all of them.

By 1986, cooperative members sought to expand their footprint again. This time they were applying for more funds to expand the co-op system and had a housing cooperative in the works.[10] Throughout the existence of the student cooperatives, they have developed various cooperative education programs (Katsiaficas classes had been approved), and they have placed two cooperative representatives on the student government board. These efforts can be seen as ongoing attempts to appease the administration. However, the efforts of expanding the co-op system were soon challenged by the university in expanding–High Price Center, or now known

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[8] Tom Tucker's Assault on the Coffee Hut, November 14, 1983, GBA, File Cabinets.
[9] Timeline of Agitation (a), 1987(?), GBA, File Cabinets.
[10] Application to Fund Co-ops, January 31, 1986, GBA, Box 2, Group 4.

as Price Center, an administration run business providing goods and services to the students. Prior to the building of Price Center, the Student Center was the place for all students to receive goods and services and due to the cooperative structure of these businesses that meant that UCSD was not receiving any of that revenue. All the student cooperatives at UCSD have stayed financially autonomous since their conception. This fact is crucial in the relationship between student cooperatives and the administration. A member of the Co-ops and Enterprises committee, stated that:

> The University Center will bring a number of competitive businesses to campus. In order to survive, the current Co-ops & Enterprises must meet this competition without wavering… It is important that we cooperate and plan our future together.[11]

The member using the word "survive" clearly demonstrates just how dire things were. Faced with this negativity, students chose to actively resist. Student cooperative members demonstrated acts of refusal to abandon their cooperatives–acts of resiliency taken by student cooperative members for the survival of the student cooperatives. This resilience became a defining moment in the history and the very survival of Groundworks and its counterparts.

> The university center is upon us, and it will have important implications for the co-ops. Questions raised include; what happened to the existing student?; how can we best deal with these issues so as to insure our survival and our ability to expand to the growing need? The next few years will be as important to co-ops future on this campus as the time periods in which they began. We need to think seriously about where we want to go, and we will have to take the steps to get there.
>
> Although each of the co-ops and collectives on this campus have their own internal issues and problems, some universal and some specific there are issues that affect the coops collectively (no pun intended).[12]

Additionally, here is a flyer directed to the administration in response to the expanding campus of UC San Diego, here are their opinions about the construction of Price Center.[13]

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[11] Co-op and Enterprises Committee Meeting Notes, January 20, 1987, GBA, Box 2, Group 4.
[12] Fighting Price Center, 1987(?), GBA, Box 2, Group 2.
[13] "Whose Price Center is it?", 1987(?), GBA, File Cabinets.

> The Price Center is not a free speech area, which means you can't speak or hand out literature without permission from the admin...In 1982, the present student center was mainly occupied by the independent student-run coops. Distressed by this, the admin hired Tom Tucker to "sell" the Price Center to the students. After a year of illegal campaigning, and an unprecedented five days of balloting, Tucker's fee referendum received 54% approval from the 21% of undergraduates who voted. New fees must have 67% approval from at least 25% of all undergraduates, so the admin ignored their own rules and assessed students the new fee anyway.

This discussion reflected the growing concerns co-op members had due to the introduction of commercial business like Price Center A couple months after that meeting, the Co-op Communique, a unified student cooperative newspaper, explained why cooperatives are vital for students and their community.[14] Here are some of their testimonials:

> Why do students run their own co-op, general store, bookstore, vegetarian restaurant, computer supplies store, farm, radio station and take care of recycling around the campus? Over the past ten years, students have initiated and successfully operated nine non-profit services on campus...it's honest in serving the needs of students…co-ops don't try to make a profit off students…Co-ops to me, represent the effort of diverse individuals working collectively for the good of the entire community. They represent the willingness of people wanting to work together with equal voices.

Student testimonials from this period highlight their deep commitment to their desire for ethical business practices, collaboration, and equity.

> A co-op is an environment where one can learn to work with others rather than in competition with others… The need for alternative services are really a fundamental reason why we have co-ops on the campus… students who work at the co-ops generally agree that their participation with the co-op is by far the most useful learning experience they received at UCSD…Co-ops offer an option than apathy. They reject competition and exploitation as rational strategies for human interaction… Student-run co-ops at UCSD answer a call for student initiative and coordination to achieve the kind of services we want at a price we can afford…By managing our own non-profit businesses we serve ourselves now and for the future.

Former members of Groundwork have also shared their experiences during this time, specifically the fight to keep student book prices low in comparison that was offered by the Regents Bookstore.

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[14] Coop Communique, Volume 4, Number 1, March 30, 1987, GBA, Box 2, Group 1.

> So you don't like the regents book prices? try the collective bookstore at UCSD. The central theme of Groundworks has been the development of a non-hierarchical, non-authoritarian, framework for doing work and relating with people. We stress working collectively rather in the traditional manager/employee relationship. We believe that this alleviates the tendency for exploitation in the workplace...Our Co-ops are special in that they are wholly maintained by students–students know the importance of low prices. Not only are our prices low but it has forced the bookstore to keep their prices low in order to protect their own interests.

These actions outline the rocky relationship between Groundworks and the Regents Bookstore (and the administration). On March 1, 1987, Tom Tucker left the role of the director of the Student Center and was replaced by Jim Carruthers. Carruthers relationship with student co-ops, specifically Groundworks, was immediately hostile. From the start, Carruthers did everything he could to create great anxiety with members of Groundworks. He questioned everything to do with Groundworks, from their legitimacy, management structure, lease agreement, and registration as a student organization which gave members of Groundworks "great anxiety."[15] On November 16, 1989, a letter directed towards Jim Carruthers, signed off by the Groundworks Collective on the topic of the new lease agreement. This lease agreement would force Groundworks to turn in their keys and security system over to the administration. In the letter, Groundworks expresses fear that their autonomy is being threatened as this request had never been asked in the last nine years. One of Groundwork's key points in being in control of their key and security system pertains to the idea that the…

> Control of locks and keys makes us vulnerable to what has been a somewhat "hostile" administration (we refer to Tom Tucker's threats to close us down unless we stopped selling textbooks, your offices exploitation of the Groundwork Resource center as an issue, attempts to close the Che Café on several occasions, and your claims that we are owned by the University).

This issue of the key system eventually got resolved. However, this quickly shifted going so far as to attempt to evict Groundworks brought forth by Jim Carruthers.

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[15] Timeline of Agitation (b), 1987(?), GBA, File Cabinets.

In 1989, the president of the American Civil Liberties Union in San Diego started to work with cooperative members to file a lawsuit against the UC San Diego Administration for political discrimination. The administration eventually backed down, but spent the following years trying even harder to create a feasible co-op problem that the administration could solve with eviction. Following that lawsuit, the two year struggle gave the cooperatives their autonomy. During this time, Groundwork member's sent out a memo to staff and faculty members outlining the cooperative historical contributions. An assistant professor from the Department of Sociology stated that "Groundwork provides an excellent and useful service; it ought to be encouraged and supported, not penalized." [16] An assistant professor from the Department of Communications states:

> Groundworks provides an imaginative and viable alternative. It disappoints me to hear that this organization is being reviewed in a potentially negative manner… I ask that you communicate to the UCB [University Center Board] my strongest support for Groundworks.[17]

These strategic efforts by Groundworkers show how much they care about the space. Members of Groundworks refused to abandon their community, they have grown attached to Groundworks and their sense of belonging is very apparent because throughout the past decade and the numerous attempts in being shut down–they weren't. Place attachment, the bond created with Groundworks explains why people took action on protecting their community. These acts of refusing to abandon their space set precedence of care and community resilience that would soon be followed in the decades to come.

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[16] Letter Defending Groundworks–Sociology, March 4, 1988, GBA.
[17] Letter Defending Groundworks–Communications, March 7, 1988, GBA.

December 19, 1991 - Elimination Day

On December 19, 1991, Groundwork experienced the most serious threat they had yet experienced. They were officially terminated by Jim Carruthers, the Director of the Student Center. This day is pivotal in the history of Groundworks and is heavily recorded. The sheer amount of archival data documenting this event underscores the significance of this event. It is clear that the members of Groundworks took collective action in response to this threat, they came together to fight this unjust administrative attack.

The events leading up to this day clearly indicate the growing dislike and apathy that the administration held for student co-ops. However, in a statement produced by the UCSD student co-ops, they stated that the key moment of history that "allowed" for the elimination of Groundworks to happen occurred about one month prior to 'elimination day.'[18] Carruthers had many claims against the co-ops in that they committed charges against the administration but failed to cite which specific charges they committed. So in response, the co-ops banded together and wrote a statement that spoke on the administration and their faults with proper documentation. The statement made points that the money that was supposed to be for the maintenance and operation budget for the student center was being funneled for the creation of Price center. This point goes back to what had happened back with the student cooperative back in the 1980s with the protest with the construction of Price Center. The student cooperative members also stated that

> Administration attack on the co-ops is also motivated by the co-ops' increasingly secure final position and their increasing autonomy from the university… In a recent article in the Guardian (Nov. 4, 1991), it was reported that the University Bookstore and the Sunshine market were experiencing difficulties due to the recession. Yet a close look at the article reveals that sales fell in precisely those areas where the university was in

[18] Lead Up to Elimination Day, November 25, 1991, GBA, Box 1, Group 4.

> competition with the co-ops… The co-ops anticipate topping the two million dollar mark in sales for the current (1991-1992) fiscal year.

Further this document also states that "it is practically impossible to keep track of the number of times the administration has tried to take over the co-ops."

Despite previous attempts to shut down Groundworks, the administration tried again on December 19, 1991. In a deposition, a Groundwork member testified that on that day the collective faced "a serious threat of eviction" by the UCSD administration.[19] Claiming that Jim Carruthers personally placed the notice on the front door indicating that Groundworks was permanently closed. This action caused many of the members of the cooperative to try and protect it by staging an overnight occupation of the bookstore. The member then further states that the administration shut off the electricity which made it extremely uncomfortable and difficult for the people inside to continue to be in the store.

> I was shocked and distressed by the events that took place on December 19,1991. I suffered a great deal of anxiety, loss of sleep and fatigue and was extremely worried about our ability to serve the UCSD student community.

A similar declaration by another member known as C.B., shared their experience of elimination day. C.B. stated that Groundworks held a two day meeting with the collective, and an eight hour all co-op meeting during the week prior to Groundwork's supposed 'elimination' which was prompted with the administration's progression of hostile actions that occurred the past month.[20] C.B. was also present the day of elimination and stated that community members came out in support of Groundworks and helped pack up all of their belongings (textbooks, financial records, and collective history) and stored them in a safe space. C.B. mentioned that many of the members were prepared to be arrested for Groundworks, and how this caused a great

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[19] Deposition of Elimination Day, October 10, 1992, GBA, Box 1, Group 1.
[20] Declaration of C.B., 1992(?), GBA, Box 1, Group 1.

amount of stress and anxiety for the members. Later that day, the members held a press conference within Groundworks which was well attended by San Diego television, newspaper and radio representatives and statements were read aloud from a member named Steve Dubb. C.B. stated that about ten to fifteen people stayed the night and that a professor from the Political Science Department was there in an attempt to work out the legally binding agreement between Groundworks and the administration. C.B. then states how Groundworks was in complete disarray months after this notice and lost about $37,000 in sales from this dilemma.[21] This member ends this declaration with a powerful statement concerning the livelihood of Groundworks and the remaining student cooperative at UCSD.

> If the administration of this campus, as they continually re-affirm, do actually care about the academic lives of the students of UCSD, why do they spend so much time, energy, and money attacking one of the most important and successful experiments in non-hierarchical, collective work that I have ever heard of? I have learned more from my experiences in Groundwork Books about myself personally and about working *with*, instead of *at*, other people than during any other period in my life…I would think the administration of this campus would be proud to support this sort of experiment at UCSD but it seems all they want to do is attack and condemn the students who are involved in the co-ops and attempt in as many ways as possible to destroy any chances of continued success in our very real-life experiment.

An interview conducted with Steve Dubb, a former member of Groundworks who played a key role in Groundworks survival recounted his personal experiences with the administration. Dubb joined Groundworks as a graduate student on October 17, 1989. Dubb mentioned that being a part of the housing co-ops at UC Berkeley led him to join Groundworks as UCSD "was a pretty alienating environment." He officially started as an volunteer and became the outreach coordinator which he states that the position was really about "organizing to preserve the existence of the cooperative because that was a very challenging time." Dubb detailed the relationship between the administration and Groundworks.

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[21] Damages and Loss of Sales, January 4, 1992, GBA, Box 1, Group 2.

> Regents bookstore was actually a university-owned enterprise and that it was losing money in part because it couldn't be profitable. It couldn't raise the prices on textbooks and so forth because it had competition from the General Store and from Groundworks. So part of it was economic in terms of why they went after the co-ops.

Dubb mentioned that during the time period of when the notice was placed on Groundworks door that the cooperative "was never more successful than during that period." Dubb noted that there were key strategies enacted by members of the collective in keeping Groundworks alive. Dubb mentioned that having strong relationships with faculty members was important in the survival of the student cooperatives, as about 100 faculty members used Groundworks to receive their textbooks. Another key strategy was having ties with student governments like the Associated Students (AS) and the Graduate Student Association (GSA) as they were powerful levers in their livelihood and exerted significant influence over campus life. Having weekly cooperative meetings and being organized among each other and increasing their levels of outreach by conducting "dorm storms." In which members would voice their concerns by knocking on random student dorm rooms to talk about the student cooperatives and their needed presence on UCSD. Another strategy was having a media team in order to conduct press conferences, write statement letters to be released in student-run newspapers found at UCSD. The final strategy for the survival of the student cooperatives and more importantly Groundworks was having legal support; they had hired a lawyer specialized in cooperative law to take on their case. Each of these strategies reflected the deep commitment Groundwork members had in pursuit of saving this novel space. Members of Groundworks had faced collective trauma set forth by the administration and yet still persisted in saving the space and protecting the legacy of their community.

2006-2008: Demo Groundworks

Following the 1992-1993 legal battle between the administration, Groundworks enjoyed a period of stability. Unfortunately very little documentation of this period remains. By 2006, however, Groundworks and the three other student cooperatives (Food Co-op, General Store, and Che Café) were again embroiled in another crisis. This time for failing to pay fees that had been accruing since 2005 totaling $58,000, Groundworks specifically owed $30,867.87. The debt was acquired over a twenty month period, meaning that the last time the student cooperatives paid an invoice was in the summer of 2005.[22] This time period is important since the archives obtained show a project schedule by the administration dated April 28, 2005 stating that in the beginning of January 2006, the goal of that month was to "Demo Groundworks."[23] This again clearly shows the dislike that the administration held for Groundworks. However due to the lack of data collection and interviews not being accounted for by members in this time period there is very little data describing what Groundwork's members felt or how they went about practicing community resilience. Yet, due to the existence of Groundworks today, it is clear that acts of community resilience were taken as Groundworks is still a functional community today.

2018-2020: Internal Disarray

The period of time between 2018-2020 is marked by internal strife and the onset of COVID-19 pandemic. Jack Ran, a member who gave his perspective on how Groundworks functioned during this period of adversity first came into Groundworks in 2018. Ran joined Groundworks his freshman year and had been interested in left-wing politics and theory since high school and wanted to get involved in an organization that reflected that when he was in

[22] 2006 Deficit, March 19, 2007, GBA, Box 3, Group 1.
[23] Project schedule: Demo Groundworks, April 28, 2005, GBA, Box 3, Group 2.

university. He stated that “there were few left-wing groups. There was like barely anything going on” a similar sentiment that past interview members shared on the feeling that the university felt politically isolating. Ran stated that his initial introduction to Groundworks was “in complete disarray” and “internally disorganized.” Ran stated that the biggest challenge Groundworks faced during his time there was not the pandemic but rather logistical issues. Ran recounts that Groundworks was about $100,000 in debt since there were issues with their non-profit status and that “internally, it was just very disorganized.” Ran then goes on to say that the biggest thing they struggled with was that current members of the collective did not recruit any new volunteers. Meaning that when the final graduating class left after their four years, Groundworks would be abandoned.

> Then the biggest thing, they did not recruit any volunteers. This previous group did not recruit anybody. And they were all in the process of graduating. And so at this point, when I joined all these people were about to leave, like, which would have been the entire collective at this point. And so they were like “I'll graduate and lock up the store, leave our keys here, and then just hope” and then just kind of abandon it slowly and quietly… that was the real challenge, essentially.

Ran was stunned by this form of abandonment and when asked why he stuck around to take care of Groundworks he stated that he did not want Groundworks to become a memory like the other past defunct student cooperatives. Ran states that he and other volunteers who joined the collective were sympathetic to Groundworks, stating that “we can't let this, this last bastion of the left die at UCSD. So I guess we're going to have to learn what a 995-EZ form is...”

Ran attributed his commitment to keeping Groundworks alive to the people, the friendships that he made, and how campus felt “politically blank” ; he felt Groundworks was an avenue to ramp up and get involved in left-wing organizing. Ran mentions that once the graduating class had left, current Groundwork volunteers and members felt that at that time they had a great opportunity to expand their community in terms of political organizing.

> So we got to link up with lots of labor groups, lots of trade union groups. We were hosting lots of stuff, hosting events and sign-making events…we got the opportunity because at this time we were like one of probably one of the more organized, if not the only properly organized left wing organization on campus, we could like really go out to other groups to like link them up to each other or like get coalitions formed. So all of that work was just, you know, really important, especially with a lot of the work I do now…I think a lot of the things I experienced at Groundworks are really important for what I'm doing at the moment.

Ran then explained how Groundworks handled the pandemic during his time as a member. Ran recalls that members got the news that the COVID-19 virus was spreading and held a meeting before the shutdown began in 2020. Ran states that members made contingency plans for the safekeeping of Groundworks.

> So we tried to figure out who is going to stay on campus and who is going to go back home to their parents. Some people stayed on campus and very few people stayed on campus or in San Diego… It was just like some people were coming into the store, checking to make sure it hadn't burned down.

Ran's reference in making sure that Groundworks “hadn't burned down” was in reference to when the store was a victim of a crime that took place in March 2018, when Groundworks was burglarized and parts of the store were set on fire (Groundwork Books 2018). In a press release, Groundworks stated that:

> Nothing of value was stolen from the collective; this was clearly a political attack. This comes in the wake of a series of right-wing and white supremacist activities: banner drops by these organizations, attempted intimidation in critical gender studies and ethnic studies classes, constant flyering not only at UCSD but also at SDSU. Driven and emboldened by the rising right-wing momentum, someone was motivated to commit a felony against a student-run community bookstore on the basis of its political character.

So during the beginnings of the pandemic, members of the collective were worried for the well being of the store but more importantly the well being of each other in keeping the community intact. This meant shifting their community online, this meant facilitating their meetings and community gathering online through the use of Discord, an online social media platform, conducting general meetings, hosting movie nights and book discussions, and playing

online games with one another such as Minecraft. Although despite their efforts, it was difficult in recruiting volunteers for Groundworks, Ran states:

> But like, I think we had like one or two people who came back to the store. Maybe, maybe just one, maybe like one who came back to the store who joined during COVID. But aside from that, we really did not retain a lot of people. So that was a challenge.

COVID-19 was a challenge that tested the ability of Groundwork members in responding to such crises. The past time periods of interest focused on challenges poised from administration or internal conflicts, where there was a clear point of opposition. But the pandemic was unique, there was “no enemy,” it was a time period that was new to everyone yet Groundworks prevailed in keeping their community alive. One of the final questions that Ran was asked: "If you could offer advice to current members on preserving spaces like Groundworks, what would you say?” Ran’s response illuminates the importance of a non-hierarchical structure and building relationships between members.

> Keeping everything horizontal, making sure everybody is participating…, I really did care about the store. I really did care about the organization, the space, just like on a personal level. And I think that's why I stayed around and did a bunch of work for the store… just being really passionate about where you are. Because sometimes you'd have people who would join and they're just there to maybe chill out and that's fine, but you do need, and not just one person, you need a lot of people to really make the thing work. So just having a lot of people who just really, really care about this organization and what it stands for.

2020 was another year that showed the resiliency of the community in its continual survival of remaining a student cooperative at UCSD.

2021 - Present

As Groundworks enters a new chapter, two current members offer their perspective on what Groundwork has meant to them. Each one describes their perspective of place attachment, community resilience and what the future can expect for Groundworks. Ameile Silla is the oldest current member of Groundworks, dating back to 2021 when she first joined her freshman year at

UCSD. The second member, Devon Park, joined his second year which was in 2022. Both are still highly involved members of the community.

Amelie Sillas Personal Experience

Silla's first found Groundworks after seeing a display of the Communist Manifesto. Having always been interested in leftist theory–she knew that this bookstore piqued her interest. Silla explains, "I bought my Communist Manifesto and after that went to the GBM (General Board Meeting) and I was like, this is exactly what I need to be." This sentiment of finding political haven that Groundworks provides is pivotal on why people care so much about Groundworks. This remark has been stated in all the interviews conducted and is a driving factor on why Groundwork's legacy remains.

Although, Silla's first year was quite hard and it felt quite isolating, she claims that this was in part due to her not being as well versed in political theory as some other of the past members. "There were fourth years that would be talking about theories that I have never heard of, and I just felt like I had no input, so I would just be in there, do some of my work and then leave." However that would soon change as she spent more time her first year finding her footing within the community by participating in events geared towards building relationships between new volunteers and current members. In Silla's second year (2022), she began avoiding the space as interpersonal conflicts were brewing. Amid those conflicts, Silla believes that the biggest challenge is that Groundworks is losing its roots in political activism and that political apathy in the community was on the rise.

> I think another one of the greatest challenges was just the fact that Groundworks became much more of a passive space. It was no longer an activist store or store rooted in activism. It was just a store that talked about activism… We were no longer, I would say, leftist anymore. We were just a store that sold political books that were on the left wing. And I think that's a challenge because I think Groundwork has done so much. Whenever

> we do our general body meetings, we emphasize the fact that we resisted it (administration), that we prevented it from being torn down. And now I fear that we've become so passive that if they were to tell us that we're going to get shut down tomorrow, people would just accept that fact.

However, current members of Groundworks are confronting this idea of political apathy that looms over Groundworks. Silla believes that members of Groundworks are fighting this apathy by reading and hosting more political discussions, increasing outreach with other students and student organizations, and holding people accountable for their responsibilities in a non-hierarchical management structure, since this a key principle in the way Groundworks functions.

> The non-hierarchical aspect is what I'm going to miss. That's not something that's really used in any space that I've ever been in. And I think it just helps me rethink every space that I am in because I would want my activism in the future to be non-hierarchical. I would want this to be a joint effort because I've always struggled with the fact that I can't be a leader. I'm a follower…but why can't we all be leaders? I think everyone else has a good amount of input, but I don't think the world functions like that but I wish more things did function like that.

Looking back, Silla has no regrets in joining this community. Additionally, that the experience of a non-hierarchical system is something very special for her and that the partnership Groundworks has with Books Through Bars, an organization that provides books for incarcerated people, has influenced to expand her education of the carceral system.

In 2023, all of the student cooperatives at UCSD entered into lease negotiations with the administration. This issue became a major concern for fear that Groundworks might have to relocate. This topic was heavily relevant in the general meetings that took place in Groundworks.

> I think the lease was probably the thing that worried us the most. Losing our space was a terrifying thing for us. So, it forced us to do some outreach to the three other co-ops that we grew up with, and I think it was through that that we became a stronger organization and it helped us become more resilient.

The lease negotiations went smoothly and all of the four remaining cooperatives have secured their space for the next four years.

Devon Park's Personal Experience

In 2022 Devon Park joined the community as a second year student and has been a member of Groundworks since. Park heard about Groundworks from a class called Philosophy and Feminism and through a friend who mentioned that a Marxist bookstore exists on campus. Park liked Groundworks, in comparison to the clubs that he was once a part of, he felt that Groundwork members were open to honest conversations regarding multiple topics of politics, philosophy, and how you present yourselves to others. Park mentioned that even the very existence of Groundworks and the idea of student cooperatives being present on campus was very rare and liked the opportunity of discussing leftist theory in person rather than just obtaining information with no chance of actually carrying out those ideas.

> I think Groundworks and the other student co-ops have a very rare existence. Before coming to Groundworks, I never knew that things like this could exist, you know, it provided a ground for you to finally test things out, like before this, it was just me in my room reading, reading theories, reading the stuff, watching videos of people talking about theories and stuff. And then it was like, Oh, but I've never seen this technically in real life. And then Groundworks was this space where suddenly you're like. "Oh, I've been starting to understand how all these things work in real life." Like how people are organized together, how people work together.

Park was strongly inclined in joining Groundworks for the community aspect and being able to discuss topics that he and others would be interested in. Park acknowledges that 2022 was a hard year for Groundworks. As a response, the collective had a day where they aired out their frustrations with one another through the process of a crit session.[24] The process of holding a crit session to solve issues is the main reason why Groundworks is still functional today, it gives

[24] A crit session occurs when a member of the collective feels that the collective has issues that need to be discussed properly among all members of the community. Crit sessions are inspired by Marxism–Leninism and Maoism political ideology.

people the opportunity to try and solve the internal issues that the community faces. Albeit, quite uncomfortable to experience, it's an experience that Park was interested in as it was the first time he experienced a group of people not giving up on each other. The community had to overcome these internal issues to continue.

> It was interesting, but at the same time, it's not something that I hate, to be honest. I have never seen something like this happen in front of me. Because for me, friendship is something that you could just leave, you know, like if you have a conflict with somebody, you could just leave the place where you could just leave the person, you can block them on Instagram or something. And then you can just end the relationship. But then here, this is the first time that I see a place where people are forced to confront each other in a way, so that you don't get to leave that easily, you know, like you get in a fight, you have disagreements. It's either that you solve the thing or if you don't solve it then everybody feels like they're stuck because no one can leave that easily. And I feel like it's the goal of this place almost that we could, I mean, the goal of this place is also so we could solve these conflicts.

Park reflects on his time at Groundworks and realizes the reason why he stayed despite all the internal issues that occurred during his first year was because of how rare this type of community is. The people who inspire him, and the members of the community who are there taking care of the space helping their community to thrive became very important to him.

> I have to say groundwork does give me a lot of hope. Because it is such a rare place to even exist. And then, you know, just me seeing the potential of what things we could do, and that that always gives you hope. But then, when you try to realize those potentials, that's when you feel despair. But once in a while you get refilled with hope, when you see that there are always people coming in or coming out of what they're doing. And then finally, and then trying, trying to make this place a better place. When you realize that people are also putting in efforts, even though they could be not successful, but you feel more energetic, and you realize that we are working in our ways to make Groundwork a better, more suitable place. That always has been a part that keeps me coming back because it feels like, you know, a dream that is being sustained by just people burning themselves. You don't really see that elsewhere.

Park ended the interview with a memory that signifies the importance of what it means to be a Groundworker to him. For Park, Groundworks was not just a place but an idea worth

preserving. The following anecdote illuminates the importance of community produced by the presence of Groundworks.

> We got there at 5.30 pm and there were few people there. There were all the Muslim students at the center and they're holding pictures of the images of the martyrs. And then you have a whole ring of media people, like literally pointing their cameras at the students. And that created a space that it felt so uncomfortable just walking in, you know, because they were like a barricade. So you have a third ring of people just standing outside, kind of observing because they didn't want to or they're afraid to step in. And then seeing a few other Groundworkers being there and it motivated us to finally break that barricade and walk in. It was such a special experience because it feels like you're being exposed. That's all this is you know, there's so many things that are against you just by walking in. They're against that act because, you know, you have so many reasons not to do it. But then just being with Groundworkers, I think it really, really did help me to finally walk into the circle.

Statistical Findings

Place Attachment

The data is based on survey responses from thirty-five members; eight responses from Che Café, nine responses from Food Co-op, two responses from General Store, and sixteen responses from Groundwork Books. The questions were designed to measure their happiness, sense of security, emotional attachment, and overall satisfaction (place attachment) with their respective cooperatives. Table 1 shows the values of member experiences across four cooperatives: Che Café, Food Co-op, General Store, and Groundwork Books. The response for each question is measured on a scale of 1–5, where 1 equals strongly disagree and 5 equals strongly agree.

Table 1: Cooperative members level of Place Attachment

Place Attachment	Che Café	Food Co-op	General Store	Groundwork Books	Grand Total
Happiness	4.5	4.56	4.5	4.38	4.46
Significant Memories	4.88	4.78	5	4.69	4.77
Indifference	1.38	1.33	3	1.38	1.46
Security	4.25	4.11	4.5	3.94	4.09
Special Meaning	4.75	4.67	4.5	4.38	4.54
Relaxation	3.88	4.22	4.5	4.13	4.11

Across all cooperatives, members feel very happy, secure, and find their cooperatives meaningful. They are unlikely to feel indifferent or uncomfortable, with the exception of the General Store, which shows moderate indifference (3.00), although the General Store only received two respondents. Groundworks has a slightly lower security score (3.94), suggesting room for improvement. They find their cooperatives meaningful and expect to have lasting memories of their time there. All cooperatives score well on relaxation, with General Store leading (4.50). This indicates that members feel at ease and enjoy their time in the cooperative.

Community Resilience

The survey responses focused on their student cooperative perceptions of community involvement, support, and bonding (community resilience). Table 2 shows the mean value from current student cooperatives members perspective of community resilience. Table 3 shows the variance and standard deviation between all responses. Respondents rated these statements on a scale of 1–5, where 1 equals strongly disagree and 5 equals strongly agree.

Table 2: Mean values of cooperative members perspective on community resilience

Community	*Che Café*	*Food Co-op*	*General Store*	*Groundwork Books*
Involved in Community	4.25	4.78	4.50	3.69
Create Bonds	4.50	4.56	4.50	4.63
Count on Community	4.50	4.67	5.00	4.38
Adapt to Changes	4.00	4.20	5.00	3.80
Reassuring in Difficulties	4.38	4.44	5.00	4.19
Handling Difficult times	3.63	4.22	5.00	4.38
Integrate Members	3.88	3.67	5.00	4.19
Build Strong Bonds	4.13	4.67	5.00	4.38
Proud of Community	4.80	4.80	5.00	4.40
Participate in Activities	4.38	4.44	5.00	4.25
Attached to Community	4.63	4.11	5.00	4.31

Table 3: Variance and Standard Deviation:

Statement	Variance	Standard Deviation
Involved in Community	0.16	0.4
Create Bonds	0.01	0.1
Count on Community	0.06	0.24
Adapt to Changes	0.23	0.48

Reassuring in Difficulties	0.08	0.28
Handling Difficult times	0.23	0.48
Integrate Members	0.25	0.5
Build Strong Bonds	0.09	0.3
Proud of Community	0.06	0.24
Participate in Activities	0.07	0.26
Attached to Community	0.1	0.32

General Store has the highest average scores across all statements, indicating strong community engagement, support, and bonding. However, it has the fewest respondents (2), which may skew the results. Food Co-op also shows high averages, particularly in statements like "My community's activities help me create bonds with people" (4.56) and "My community enables its different members to build strong bonds" (4.67). Groundwork Books has the most respondents (16) and shows moderate to high averages, with the lowest score being 3.69 for "I get involved in my community's activities." Che Café has slightly lower averages compared to Food Co-op and General Store, with the lowest score being 3.63 for "In my community, we always find a way to laugh and distract ourselves, even in difficult times." The highest average is for "My community's activities help me create bonds with people" (4.57). The lowest average is for "I get involved in my community's activities" (4.14). This data could be used to identify strengths and areas for improvement in each cooperative's community-building efforts.

analyze the data further using descriptive statistics

The highest mean scores are for "Proud of Community" (4.60) and "Create Bonds" (4.57), suggesting strong community pride and bonding are present within the current cooperative member population. The range and standard deviation are highest for "Handling Difficult Times" (Range = 1.37, SD = 0.48) and "Integrate Members" (Range = 1.33, SD = 0.50), indicating greater variability in how members perceive these aspects. The lowest variability is for "Create Bonds" (Range = 0.13, SD = 0.10), suggesting consistent agreement on this statement. "Involved in Community" has the lowest mean (4.14) and relatively high variability (SD = 0.40), indicating that some members feel less engaged in community activities.
"Integrate Members" also has a lower mean (4.03) and high variability (SD = 0.50), suggesting room for improvement in inclusivity efforts.

The data shows that members generally feel positive about their communities, with strong bonds and pride. However, there is variability in perceptions, particularly around involvement and inclusivity. The student cooperatives could focus on improving engagement and integration to strengthen their communities further.

Implications

The historical analysis of Groundwork Books and the broader student cooperative movement at UC San Diego reveals several key implications for understanding community resilience, place attachment, and the sustainability of non-hierarchical organizations. The research demonstrates clear levels of place attachment present within all student cooperatives and answers the question of why people, specifically in Groundwork's case, care so deeply about this space despite repeated attempts to eliminate it through external factors and internal issues. These findings not only highlight the unique challenges and strengths of student cooperatives but

also offer broader lessons for organizations and communities striving to maintain their identity and purpose in the face of adversity.

The Role of Place Attachment in Community Resilience

The concept of place attachment—the emotional and psychological bond individuals form with a physical space—emerges as a central theme in the survival of Groundwork Books. Across all time periods, members consistently demonstrated a deep connection to the cooperative, which motivated them to take collective action in the face of adversity. This attachment was not merely about the physical space but also about the community, values, and identity that Groundworks represented.

Non-Hierarchical Structures Foster Ownership and Accountability

Groundwork Books' non-hierarchical structure played a critical role in its survival and endurance. By empowering all members to have an equal voice, the cooperative fostered a sense of ownership and responsibility among its members. This structure allowed the community to adapt to challenges, resolve internal conflicts, and maintain its identity over five decades. Non-hierarchical structures can be highly effective in fostering resilience, but they require strong mechanisms for accountability and conflict resolution. Organizations adopting this model should invest in training members to navigate collective decision-making and address internal challenges constructively.

External Threats Can Strengthen Internal Cohesion

Throughout its history, Groundwork Books faced numerous external threats, including administrative hostility, financial challenges, and even arson. These threats often galvanized the community, leading to increased solidarity and collective action. For example, the Elimination

Day crisis in 1991 brought members together to defend their cooperative, demonstrating the power of shared adversity in strengthening community bonds. While external threats can be destabilizing, they can also serve as catalysts for strengthening internal cohesion.

The Importance of Strategic Alliances and Advocacy

Groundwork Books' survival was not solely due to internal efforts; it also relied on strategic alliances with faculty, student organizations, and external advocates. These alliances provided crucial support during crises, such as legal battles with the administration. Additionally, the cooperative's ability to leverage media and public opinion played a significant role in its resilience. Building and maintaining external alliances is essential for the sustainability of mission-driven organizations. Advocacy efforts, including media engagement and legal support, can amplify the impact of collective action and help organizations navigate external challenges.

The Legacy of Student Cooperatives

The decline of student cooperatives and collectives at UC San Diego—from nineteen to just four—underscores the challenges of sustaining such organizations over time. Groundwork Books' survival stands in contrast to the many cooperatives that disbanded due to lack of membership, administrative pressure, or loss of purpose. This highlights the importance of community resilience and generational continuity in preserving cooperative spaces. Ensuring the longevity of student cooperatives requires intentional efforts to recruit and retain members, document organizational history, and pass on institutional knowledge to new generations.

The findings from this historical analysis of Groundwork Books highlight the importance of place attachment, community resilience, and non-hierarchical structures in sustaining mission-driven organizations. By understanding the factors that have contributed to Groundwork

Books' survival, other organizations and communities can draw valuable lessons for building resilient, inclusive, and adaptable spaces. The collection archives created for the research of this project will be given to Groundworks to have a proper historical timeline to refer back on and build upon. Additionally, the history learned from this research has been presented to current Groundwork members. Ultimately, the story of Groundwork Books is a testament to the power of collective action and the enduring impact of communities that refuse to abandon their values and purpose.

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Appendix A

Archive scans showing that these co-ops existed but have later disbanded.

UNIVERSITY CENTER FACILITIES
as Recommended by the Planning Committee*

The goal of the Planning Committee is to construct and expand facilities that will provide effective space for much needed programs and services. The type of space, as recommended by the Planning Committee, constitutes a compilation of expressed needs by students, staff, faculty and other constituents. With a united objective in mind, the committee proposes and recommends space usage as follows:

Multi-purpose Space

To include a hall for dances, banquets, parties, forums and lectures, and a fully equipped movie theater for the presentation of films, lectures and small concerts. Separate meeting rooms will also be provided to meet the needs of students searching for meeting locations.

- **Movie Theater**
- **Eight Student Meeting Rooms**
- **The Hall** (Multi-purpose)

Food Service

To provide the campus community with five to seven quality restaurants, offering convenient and attractive locales, as well as late-night services. These facilities will also be designed to function as programming space.

- **Restaurants**
- **Food Preparation Areas**

Recreation Space

Will include video as well as other specialized games, in addition to billiards, table tennis and table games. Located within this area will also be a fully-equipped darkroom.

- **Entrance Lobby/Foyer**
- **Specialized Games Room**
- **Billiard Room**
- **Table Tennis Space**
- **Photography Darkroom**

Co-ops and Enterprises

This area will provide the campus community an affordable alternative to off-campus shopping.

- **Education and Resource Center**
- **Recycling Center**
- **Groundwork Books**
- **Food Co-op**
- **Computer Science Co-op**
- **Sports Co-op**
- **General Store**
- **Hot Shop Co-op**
- **Assorted Vinyl**
- **Bike Shop**

Media Space

Will house printed student media and the campus radio station. A common work area will provide the respective groups with an added functional work space.

- **Alternative Media**
- **The Guardian**
- **Common Work Space**
- **KSDT-FM**

Office Space

To provide office areas for student organizations and various student governments. This space will include accessible university center business offices, events offices and other student service-related departments.

- **Student Organizations**
- **Women's Resource Center**
- **Cultural Center**
- **Student Government**
- **Student Organizations Staff**
- **University Events**
- **Crafts Center Staff**
- **University Center Staff**
- **Workroom Space**

General Space

A reception and relaxation area, this space is the nucleus of the university center itself; a gathering spot, offering a variety of lounges and reading rooms. A general service area is designated for a combination typing, copy, and computer center, plus post office and ATM banking provisions. Additional general service space meets the needs of the commuter as well as the resident student.

- **Information Desk**
- **Typing/Copy/Computer Room**
- **Box Office**
- **Lounges: TV, Browsing Library, Reading and Quiet Area, and General Areas**

*Renovation costs for current facility, design fees and construction costs are influenced by architectural style and inflation. Expansion of the facility as allowed by additional fundraising activities, or possible reduction of the facility as required by cost, will be determined by the University Center Programming/Building Advisory Committee.

STUDENT CENTER SPACE ALLOCATIONS 1986-87

Room	Organization
103	Women's Resource Center
105	Chinese Student Association Asian Pacific Student Alliance
106	Korean American Student Association Students Active Toward Community Health Vietnamese Student Association
107	Black Student Science Organization ~~Royal Brotherhood of Excellence~~ National Society of Black Engineers Muslim Student Organization
108	MECHA Ballet Folklorico de UCSD
109	Black Student Union Royal Brotherhood of Excellence
120	AS Lecture Note Service
121	AS Soft Reserves Service
	KSDT - Student Center Building A
203	Speech and Debate Cirlce K SEAD IFC + PanAlynic
204	Student Credit Union Food Coop Groundwork Books General Store Coop General Store Records Che Cafe Recycling Coop Farm Coop
205	LAGO Sappho Speaks
206	Computer Science Coop

Appendix B

Survey given out to student cooperative members and interview participants:

Strongly disagree – disagree – neither agree/disagree —-— agree ——-strongly agree

<-- 1----------2----------3----------4----------5------>

1. I feel happy when I am in _____.
2. I expect to have significant memories of _____ after I leave.
3. I don't care about what happens in _____.
4. I feel secure when I am in _____.
5. _____ has a special meaning for me.
6. I keep up with the news about _____ no matter where I am.
7. I would not feel sad if I had to leave _____.
8. I don't feel I belong to _____.
9. I like _____.
10. I will forget about _____ if I move away.
11. _____ is not a comfortable place for me.
12. _____ seems unfamiliar to me.
13. I feel relaxed at _____.
14. I get involved in my community's activities.
15. My community's activities help me create bonds with people.
16. In the event of a serious situation (political protest, issue with administration, break-ins, etc.), I know that I can count on my community to face the event and move forward.
17. My community helps me adapt in the event of changes or difficulties.
18. Being able to count on my community in the event of difficulties is very reassuring to me.
19. In my community, we always find a way to laugh and distract ourselves, even in difficult times.
20. My community makes efforts to integrate all its members and to make them stronger.
21. My community enables its different members to build strong bonds.
22. I feel proud to be a member of my community.
23. Participating in my community's activities is important to me.
24. I am attached to my community and to its values.

September 23, 1992

Corresponds to footnote 3

Re: Our relationship

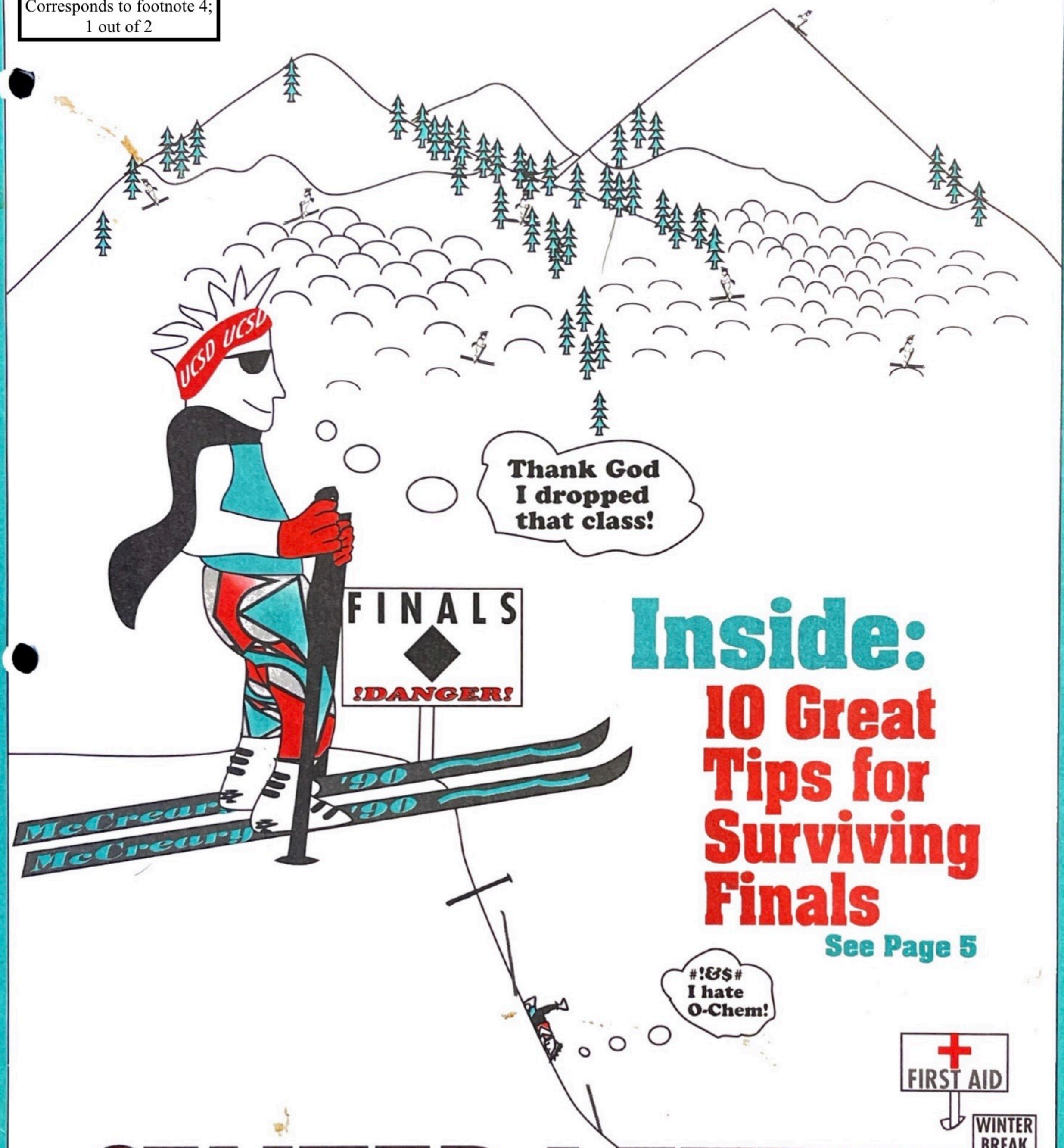
Dear Mr. Wood:

I am writing this letter partially in response to your fax of September 8, but more generally as a way to assess where problems have arisen over the last nine months between you, Cohen, and ourselves and to suggest some ways in which these problems might be addressed so that both you and Ms. Cohen will better understand where we are coming from and so we at the co-ops can achieve an agreement we can live with. First, I will try to assess where I believe we have fallen short. Second, I will try to alert you to where I believe you and have failed us. Finally, I will try to suggest some ways in which we might reconcile our differences so as to be able to work together in a more cohesive and coherent fashion.

First of all, I would like to make clear that I do understand that we are not an easy client to deal with. This is true both because our egalitarian decision-making structure is unusual and because the issues that you need to deal with are unusual. When some of our members went to NASCO (the national student cooperative conference) in November, we found out just how unusual we are -- indeed, to the best of our knowledge, there is no other case of independently-run student retail cooperatives in the entire United States. The closest parallels one can find are either student-government run stores (such as the Aztec Shops at San Diego State) or community cooperatives (such as People's Food in Ocean Beach). However, we differ from each of these in important ways which I believe has contributed greatly to problems of communication between us and you and Ms. Cohen. To put it rather crassly, your firm has tried to treat us like the Aztec Shops, Ms. Cohen has tried to treat us as People's Food, and we have been rather inarticulate as to who we are, sometimes claiming to be akin to People's and sometimes more akin to Aztec Shop operations.

[illegible] have not merely been a failure to explain ourselves. In addition, we

Corresponds to footnote 4;
1 out of 2



Inside:

10 Great Tips for Surviving Finals

See Page 5

THE CENTER LETTER

VOL. 2 - NO. 2 NOV. - DEC. 1990

Corresponds to footnote 4; 2 out of 2

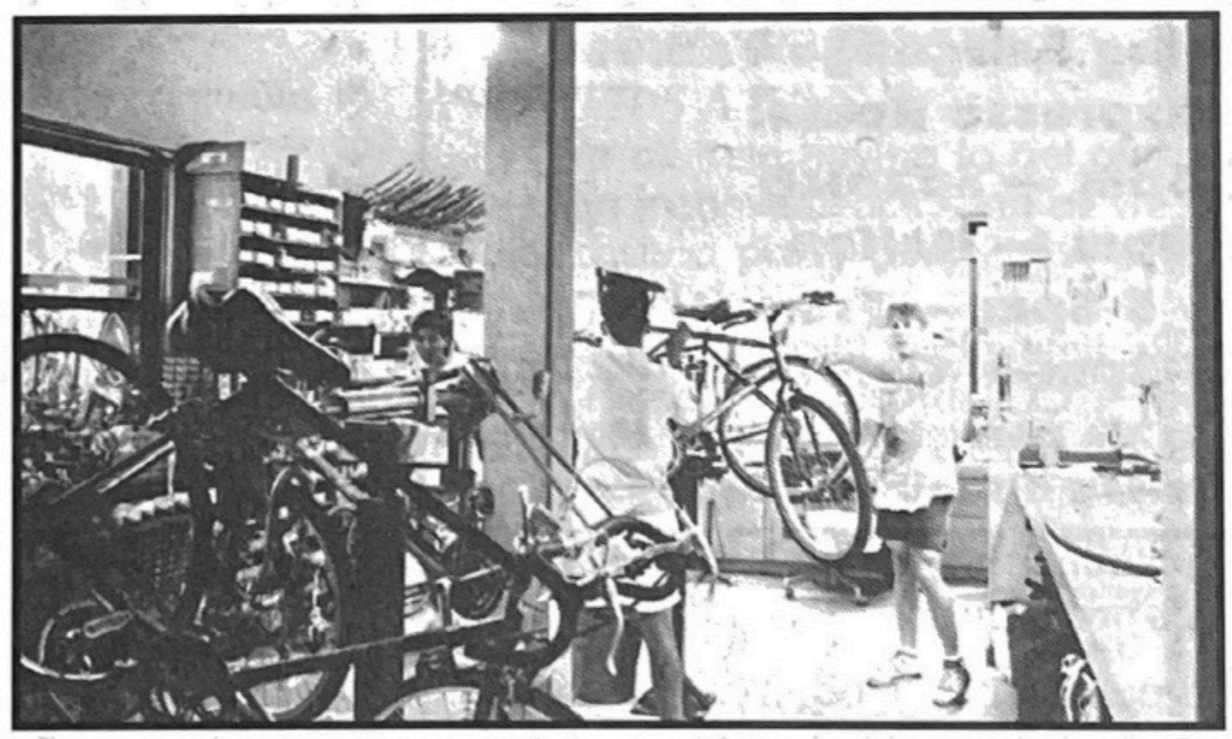
Pedaling For Students

Through Ups and Downs UCSD Bike Shop Continues On

Most students at UCSD have come in contact with our Bike Shop at some point but many are unaware as to what the store is all about. Many do not know that the shop has been around nearly as long as the campus itself. Nor do they realize that some years ago, this campus fixture nearly ceased to exist.

The Bike Shop emerged some twenty years ago as a bike repair service for students. It was started by five UCSD students who felt that their campus needed such a service. Each put in $100 and opened the store out of a maintenance closet on the Revelle campus. Since then the shop has moved several times, first to the Quansat Huts and then, in the early 1970s to the Student Center where they still are today. But while repairs have been the bulk of its business (they are always booked at least one week ahead), it was these very services that nearly ruined the shop some years ago.

During the 1970's, the Bike Shop thrived too much according to other bike businesses in the area and they were threatened with closure. The store at this time was still a student co-op and as manager Tom Colley puts it, "local shops were upset at having to compete with a state-run business which [unlike themselves] did not have to pay taxes at the end of the year." The store also offered other options such as wholesale catalogues and costs just 10% over wholesale which were well geared towards the student and his tight budget but not for other local bike shops.



The answer was a San Diego City Council decision threatening to close down the UCSD Bike Shop. And the motion would have gone through had not then Head Regent, John Saxon, stepped in to assist. The services provided by the Bike Shop were too valuable to be lost thus, in the mid-70's, the Bike Shop became a student enterprise such as Assorted Vinyl is today. This title meant that the store could serve only students, faculty and staff of UCSD or only do "university business." This situation proved helpful to local businesses but not the Bike Shop itself. "Being a student enterprise is fine if you can survive the seasonal business. What with the breaks, holidays, and the quarter system itself, it was not proving conducive for us, " Colley explained.

Thus, in 1988, the Bike Shop again changed its status to an auxiliary enterprise. This provided them with a year-round cash flow as well as allowing them to accept credit cards. Their past inability to take plastic had been a large factor in the amount of student business they received. "It makes a big difference to a student if he can charge it. With a check, there goes a large chunk of their money right away. Some just cannot afford to do that." The prices of the merchandise itself is another reason why some students cannot afford them.

For the average student, the Bike Shop prices can seem somewhat high. However, when compared to the prices of business off-campus, the shop is quite reasonable. In fact, the prices are usually better than off-campus sale prices. The prices go along with their motto (UCSD Bike Shop - "Where Cycling is Academic"). "We only sell the high-end products and only those that will satisfy everyone from the commuter with his 10-year old bicycle to the professional racer who wants the latest innovation."

However, while many complain about the Bike Shop prices, they do not see what the store itself is competing against. A large part of the bike sale market is covered by the mail-order catalogues. "They are cheap because you just send in a form and then receive it some weeks later. But, we...are the sales and service for that company. People come in here to try out different parts or accessories and order them for the catalogue. We don't mind being the consultant and professional installer, just as

See Bike Shop page11

HISTORY AND SOCIOLOGY OF COOPERATIVES

UCSD, Fall 1981

Corresponds to footnote 5; 1 out of 2

Coordinator: Katsiaficas
Contact Address:

CLASS DESCRIPTION: The main focus of the class will be to understand and analyze cooperatives in the United States over the past two decades. Beginning with a brief history of coops by going back to their origins in nineteenth century England, the class will move on to study modern coops in their various appearances (student coops, food coops, workers' coops, housing coops, etc.). We will conclude by critically evaluating the social and political roles of coops. One of the purposes of the class is to help the coops at UCSD evaluate their own past history and present conditions in order to better create their future.

READINGS: Approximately 100 pages/week from the following books:

* City Villages: the Cooperative Quest ed. A.E. Dreyfuss (New Press, Ontario, Canada, 1973) HD 2956 D74

Jobs: How People Create Their OWn by Wm. Ronco (Beacon Press, Boston, 1977) HD 3444.R57

* Food Co-ops by Wm. Ronco (Beacon Press, 1974) HD 3284 R55

* Co-ops, Communes and Collectives ed. John Case and Rosemary C.R. Taylor (PantheonBooks, NY, 19[illegible]

Cooperative Enterprise by Jerry Voorhis (Interstate Printers, Illinois, 1975) HD 3445.V58

The Case for Workers' Co-ops by Robert Oakeshott (London: Routledge and Kegan Paul, 1978) HD 3175.A4 O17

Our Story: A History of the Co-operative Movement by Isa Nicholson ([illegible] Manchester, 1933) HD 3486.N5

* No Bosses Here by Vocations for Social Change 1976 HD 3445.V53

* indicates that books should be ordered through Groundworks Other books can either bd placed on reserve at the Central Library or otherwise shared. Additional sources may be used.

The class will meet once a week at TIME/PLACE

Besides the readings, participants are expected to be active in class discussions and to collectively or individually report (in written or oral form) on one of the substantive areas covered in the attached syllabus.

Enrollment is limited.

Corresponds to footnote 5; 2 out of 2

HISTORY OF STUDENT ACTIVISM AT UCSD

UCSD Fall, 1981
Co-ordinator: Katsiaficas

CLASS DESCRIPTION: Because of the transiency of the student community, there exists among today's students little knowledge of past student activities at UCSD. Using oral histories as well as documents from the past, this class will provide an overview and analysis of the student movement at UCSD. The case-study method will seek to dialectically focus the study of oppositional movements in the university's role in society.

Example: The university does war research for use in Vietnam is the Thesis. The antithesis is the anti-war research movement. The synthesis lies in the transformation of individuals, the movement, and the university...in the new situation which produces new dynamics.

Example: The food was expensive, scab lettuce widely used, (thesis) and the food co-ops /Che Cafe were organized (antithesis) the synthesis lies in the community created and individual developments.

The class will meet once a week at TIME/ PLACE.

Participants are expected to attend class regularly, participate actively in discussions, and produce (collectively or individually) a 5-10 page paper dealing with some aspect of the class's content. These papers together with other materials could be used to produce a written account of the student movement at UCSD for future use. In addition, the class could help create an activists archiv on campus.

The Special Collections Section of Central Library (8th floor) contains copies of all campus newspapers as well as other materials. Students could develop their research skills there.

As often as possible, the class coordinator will reprint and otherwise make available documents and information relevent to the topics under consideration.

Enrollment is limited., but hopefully many activists/ former activists will contribute to each session, kibbitzing when inspired...

for more information, contact:

UNIVERSITY OF CALIFORNIA, SAN DIEGO

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STUDENT ORGANIZATIONS
ACTIVITIES AND GOVERNMENT

THE STUDENT CENTER
UCSD
LA JOLLA, CALIFORNIA 92093

September 2, 1981

Coops and Enterprises Committee
August 27, 1981
Northwest Sun Deck

Corresponds to footnote 6

Present-

MINUTES

The July 30th meeting minutes were approved by consensus.

Coop Class- Katsiaficas presented his proposed syllabi for the Coop Classes. He asked that a decision be made on books to allow time for them to be ordered through Groundwork and that a day and time be set for at least the first meeting of classes. The books starred (*) on the syllabi are George's recommendations. Comments that these books were too idealistic and didn't point out or deal with problems led to the suggestion of Workplace Democracy by Sheer. Ten copies of each book (the latter plus those starred) will be ordered.

The first week schedule decided upon is as follows:

History and Sociology of Coops: Tuesdays at 2:00, Wednesdays at 4:00.

History of Student Activism at UCSD: Wednesday and Thursday at 2:00.

Both classes will initially meet at the Che Cafe.

Discussion about classes brought up several points. The classes could be used to "train workers"; give them background and perspective which could be used within the Coops. An "Activist Archive" or reference for student activism at UCSD could be a goal of the classes.

Advertising for students for the classes is to be done through the Guardian and New Indicator ads, posters, and flyers during Welcome Week. The Coop information table will have information about the classes and will serve as a contact place for interested students looking for more information. This table will be set up all week, not only the day of the Bizarre Bazaar.

Discussion of the proposed charter was tabled to the next meeting when everyone will have had a chance to look it over.

The next meeting is scheduled for Thursday, September 2nd at 4:30 in the North Conference Room. The meeting was adjourned at 5:40.

Minutes taken by

B-023 x 4022
April 2, 1982

Coops and Enterprises
March 29, 1982
Student Center

Corresponds to footnote 7

Present-

AGENDA

1) Old Business
   a. Budget 82-83
   b. Spring Coop Fair
   c. Open House - update
   d. Charters

2) New Business
   a. Bike Shop

3) Next Meeting
   a. Mass Meeting
   b. Coops & Enterprises meeting

MINUTES

Budget- Darcy discussed the proposed cuts from the coop fund to $13,000 from $20,000 for fiscal year 1982-83. The sentiment of the group was that the cut could not be justified. If the coops were stagnant and not developing, they would not need extra funds. In fact, the coops are still developing, and ideas have come forward to strengthen the Recycling Coop, and to initiate a Housing and Gardening Coop. If the budget Committee so desires, the Coops and Enterprises Committee reps are willing to meet with the Budget Committee to discuss the budget.

Spring Coop Fair- The logistics of the Spring Coop Fair will be discussed this week and brought up at the Coop Mass Meeting.

Open House- It was confirmed that the Food Coop, General Store and Assorted Vinyl will be open from 11:00 - 2:00 on the May 2nd. Open House event. The Che Cafe will discuss their plans with Judith.

Charters- The Food Coop, Bike Shop, Recycling Coop and Assorted Vinyl must have their charters ready by next week.

Director's Report- Bob gave an update on the Committees discussion regarding the proposal for restructuring the Student Center Director's position. Bob stated the group will finalize their report this week. The short-term and long-term aspects of the proposal were discussed. Discussion followed.

Bike Shop- Bruce was present to respond to questions regarding the Bike Shop. Regarding the tool loan program, Bruce stated the tools are nearly all purchased and the site for bike repair is just about set up. The tool board is now being painted and the bike repair stands are about to be installed. About $1370.00 has been spent by the Bike Shop for the tools and bike stands. A picture ID and student ID will be necessary to borrow tools from the bike shop. Bruce gave background on his experience on the tool loan program at U.C. Santa Barbara. Bruce spoke about the problem of hiring a student to show students how to repair their own bikes. Free classes are held by the bike shop regarding bike repair.

The UCSD Guardian

University of California, San Diego

Monday, Nov. 14, 1983
Volume 50, #16

Corresponds to footnote 8

cover of '83 *Guardian* depicting Tom Tucker's assault on the Coffee Hut.

Corresponds to footnote 9(a)

Cont

Mar1, 87-Jim Carruthers as Director of University Center moved in under Tom Tucker now Assistant to the Vice Chancellor of Undergraduate Affairs

JunetoAug(?)-Tom Tucker negotiates with regent's bookstore to add them to the coming student(?) center

May84-Student Center(to be named "University" Center to de-emphasize students) vote fails to have sufficient support to count but is declared "passed" by Chancellor

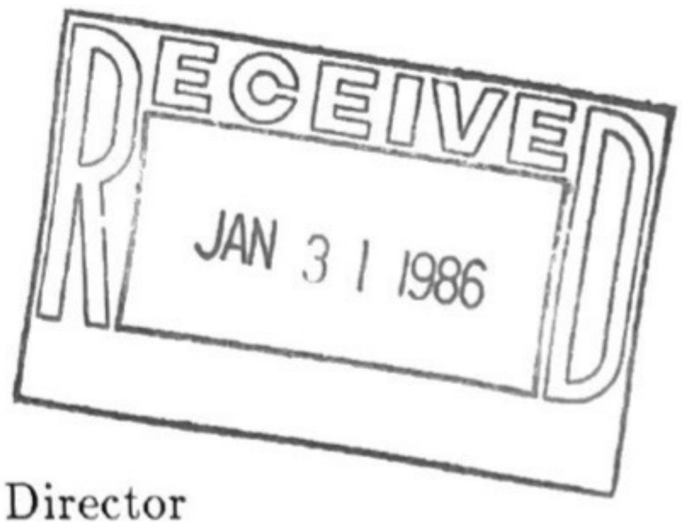
Aug7, 84-Tom Tucker tells GW to stop selling textbooks or he'll shut us down(1st of several "shutdown" threats & "students don't want discounts"

78-80 Food Coop then other coops form partially due to the success of GW.

85

87

Corresponds to footnote 10



United Cooperative Association
University of Cal., San Diego
B-023 Student Center
La Jolla, CA 92037

Director
Division of Higher Education Incentive Programs
Office of Institutional Support
US Department of Education
400 Maryland Avenue, SW
Room 3717 ROB-3
Washington DC, 20202

Dear Mr

We are writing in regards to the Cooperative Education Program (84.055) sponsored by the U.S. Department of Education through the office of Institutional Support, Division of Higher Education Incentive Programs. We are interested in applying for funds through this program for our cooperative system here at UCSD.

of 8 coops, involving hundreds of members, and providing services for the entire campus population. The coops that exist today include: a vegetarian restaurant, a farm coop, a recycling coop, a general store, a book store, a radio station, a computer coop, and of course the food coop mentioned earlier. We are constantly working to expand the coop system here, and have coop housing in the planning stages. Throughout the existence of the coops, we have developed various cooperative education programs and we also have two representatives on the student governments at our University.

It would be of great help to us if you could send us current grant and application information for the Cooperative Education Program. Any additional information, such as data on past grant recipients, would also be appreciated.

We look forward to working with the Department of Education in the expansion of cooperative ideals and experiences on our campus. Thank you very much.

Sincerely,

Representing the United Cooperative Association
UCSD

UCSD STUDENT CENTER
B-023 X4022

Corresponds to footnote 11

DATE: January 20, 1987

TO: ALL C&E REPRESENTATIVES

FROM:

SUBJECT: Meeting

The success or failure of the existing Co-ops and Enterprises at UCSD may depend upon the actions of their respective memberships in the time prior to the opening at the University Center. The University Center will bring a number of competitive businesses to campus. In order to survive, the current Co-ops & Enterprises must meet this competition without wavering.

There are a number of goals which may be achieved prior to the opening of the University Center. In order to attain these goals, it is important that we cooperate and plan our future together.

Please fill out a schedule (in the C&E box) and return it to me personally, or put it in the C&E rep's box. We need to meet in order to plan for the future.

Thank you.

Corresponds to footnote 12; 1 out of 2

ALL CO-OP MEETING

Background and Outline

Why are the Co-ops important? Where are we going? How can be best serve the community? How can we work together for our mutual interests?

The UCSD Co-ops and Collectives have been providing service to the campus for many years. They were started by entusiastic people with the goal of providing alternative services within a cooperative or collective structure. The Co-ops have existed in the environment called the Student Center, which has changed and evolved since the Co-ops first started.

The importance of this particular time for Co-ops iss the changing environment: the developing Student Center, the growing campus population, the goals of campus administration. The University Center is upon us, and it will have important implications for the Co-ops. Questions raised include: what happens with Co-ops within the University Center?; What will happen to the existing Student Center?; How can we best deal with these issues so as to insure our survival and our ability to expand to the growing need? The next few years will be as important to Co-ops' future on this campus as the time periods in which they began. We need to think seriously about where we want to go, and we will have to take the steps to get there.

Corresponds to footnote 12; 2 out of 2

Although each of the Co-ops and Collectives on this campus have their own internal issues and problems, some universal and some specific, there are issues that effect the Co-ops collectively (no pun intended). Here's a preliminary break-down of those issues:

Corresponds to footnote 13

Whose Price Center is it? They Rule it...

The Price center is **not** a Free Speech area, which means you can't speak or hand out literature without permission from the administration. At the Price center's opening ceremony, students who dared to publicly disagree with the administration's plans for us were roughed up by the campus police. Four were arrested. Can we students honestly call this "our" Price Center?

But We Pay for it...

In 1982, The present Student Center was mainly occupied by the independent, student-run coops. Distressed by this, the administration hired Tom Tucker to "sell" the Price Center to the students. After a year of illegal campaigning, and an unprecedented five days of balloting, Tucker's fee referendum received 54% approval from the 21% of undergraduates who voted. New fees must have 67% approval from at least 25% of all undergraduates, so the administrators ignored their own rules and assesed students the new fee anyway.

In More Ways than One!

Since the beginning of the Price Center campaign, UCSD's unique system of student-run coops has been relentlessly attacked by the administration. Coops have been gradually denied the right to use their own funds as they see fit. Funds for publicity, lavished upon the (High) Price Center to the point of obscenity, are denied to the coops. The overwhelmingly popular Triton Pub was closed by the administration in order to give its liquor license to a Round Table Pizza franchise.

Students Must Unite

if we want this increasingly arrogant administration to ever take us seriously. Help us figure out the best ways to win some real control over issues affecting us by taking a moment to participate in our survey. The first step in what promises to be a difficult struggle is to put all our heads together. We hope to hear from you. You'll be hearing more from us soon.

Sincerely,

Perfect Students

Corresponds to footnote 14; 1 out of 4

Volume 4, Number 1
March 30, 1987

Coop Communique

Published by the Co-ops & Collectives at UCSD

Student-Run Co-ops Answer The Call

Student-run Co-ops at UCSD. Why do students run their own food co-op, general store, bookstore, vegetarian restaurant, computer supplies store, farm, radio station, and take care of recycling around the campus? Over the past ten years, students have initiated and successfully operated nine non-profit services on campus. We have set up services that wouldn't be available on the campus otherwise and we are able to offer our goods and services at lower prices than anything offered say by the Regents-owned Bookstore.

These co-ops are managed non-heirarchically—that means nobody is the boss. If co-ops don't try to make a profit off other students and they don't even have someone in charge, what exactly do they do?

What Is A Co-op

A Co-op is, simply, an organization of people acting in unison to leverage their individual talents and energy for the advantage of everyone in the group. Specifically, we students, as a group, support the General Store Co-op, which benefits us with (1) cheaper prices on supplies like notebooks and

continued on page 5

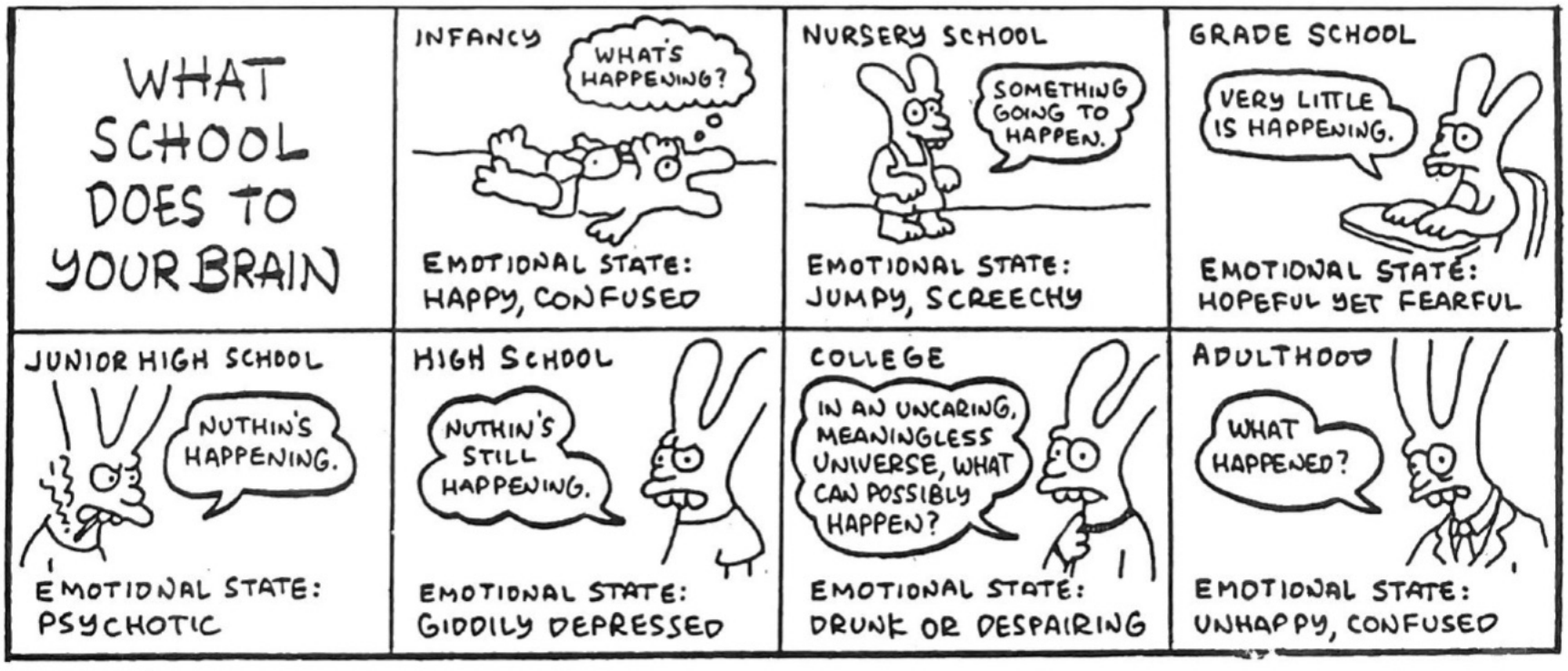
What Do Co-ops Mean To You?

•Co-op, to me, means feeling good about providing services and goods to students at reasonable prices. It's honest in serving the needs of students.

•Co-ops, to me, represent the effort of diverse individuals working collectively for the good of the entire community. They represent the willingness of people wanting to work together with equal voices.

•I feel a co-op is a service to students. In our store, we are concerned most with getting good bargains and passing them on to our customers. Also, it is important to compete with stores that specialize in ripping-off customers (students) and

continued on page 4

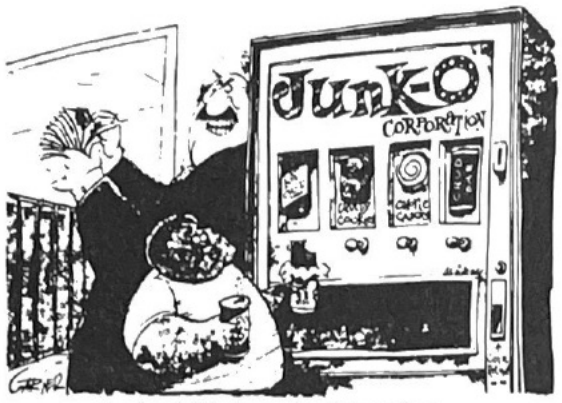


Corresponds to footnote 14; 2 out of 4

Organic Farming Movement At UCSD

Farming organically, free of pesticides, herbicides, and fungicides, has been pursued by students within the University of California campus for two decades. In the late 60's the U.C. system, who promoted chemical agriculturalists, cringed when students at U.C. Davis, Santa Cruz, Santa Barbara, and even San Diego requested university land to start student farms. In light of university apathy, U.C. Davis and Santa Cruz developed these areas into experimental farms using alternative sustainable agriculture. These two campuses became the stronghold for the sustainable agricultural movement. Due to the large student demand, the university was pressured into adopting programs in agroecology. Activists strove to have the university recognize the logic behind sustainable agriculture versus strictly chemical farming practices.

In the early 1980's all over America, the chemical farmer started seeing the detrimental effects of their non-ecological methods. In areas where topsoil was depleted production decreased which confused farmers who thought they were sufficing their crops with chemical fertilizers. They had ignored the complex science within the root/soil interface. Farmers noticed pests adapted to pesticides over prolonged exposure, rendering that chemical obsolete, making the farming industry search for more toxic man-made chemicals to put into our environment. Local ground water started showing signs of contamination. One of the biggest environmental problems in the state of California was caused by the San Joaquin Valley agricultural conglomerates with the destruction of the Kesterson ecological perserve.



'Keep it up, kid—there's more where that came from!'

Today within the state, the sustainable agricultural movement is gaining statewide recognition due to its ecological logic. This year for the first time, the university is supplying money for research in organic farming. But here in San Diego, we, the students who are interested in the agricultural movement are being crushed by this high-tech minded university. This coming spring our farm north of third college (Lumumba-Zapata) will be destroyed to make room for a huge recreational facility on the scale of UCLA, without any recognition or promise for a new agricultural facility. Land that has been farmed for ten years and made incredibly fertile will be under tennis courts by next year. At the beginning of last year, core members of the farm co-op hoped to gain university recognition like other campuses, i.e. Santa Cruz, Davis, Santa Barbara, Riverside. All these campuses have organic agricultural centers on campus which are facilities for hands—on and lecture education. In the fall the farm co-op members worked hard in offering to the student body the Permaculture Lecture series. These noon seminars were a multidisciplinary approach to solving local and global problems through the application of sustainable systems. Lectures ranged from sustainable agriculture to waste management. We are students teaching ourselves and we will not roll over! This spring with the student body support we hope to have Chancellor Dick Atkinson, and Vice-Chancellor Watson give us another plot of land for our facility to compensate for the land they are taking away. We are also hoping to open the minds of narrow-minded professors and the eyes of the blind students to the fact that people have to look at their influence on the world, and we all have to take responsibility for keeping our world in ecological balance.

Co-op Coordination

The Coops and Enterprises subcommittee of the Student Center Board is the only current body that represents all of the student services with the Student Center. While legally only able to recommend actions on proposals before the Student Center Board, the committee also serves as a place where all of the student-run servies can meet to discuss problems and focus on their various needs, as well as work on new projects. It is through the C&E committee that this Communique was organized and written.

It might be a surprise to some people that the UCSD administration was not responsible for establishing the services that we see today in the Student Center. Students who saw the need organized themselves and created co-ops, and other enterprises such as Soft Reserves Lecture Notes. It would be hard today to imagine the Student Center without the General Store, KSDT, or the Food CO—OP, and yet that's exactly how it was just over a decade ago. It has only been through the determination of our student body that we have these services today.

In each of the C & E meetings, we practise consensus decision making, in which all voices are heard, and decisions are supported by all members. The committee is open to input from students. We also strive to be a progressive ears on campus. Meetings this quarter are at 5:00PM Tuesday nights at the Co-op Office (Room 204). If you want to join us please feel free.

Contributors to this issue include: *Tom, Ted, Arnie, Lynn, Calla, Ahuva, Jelger, Shane, Raquel, Beth, Lori, and Bill. The editors invite you to submit articles and artwork for* future issues of COOP COMMUNIQUE. Please submit all work to the Communique file located in the Coop Office of mail to:

Coop Communique
Student Center, UCSD
B-023
La Jolla, CA 92093

Corresponds to footnote 14; 3 out of 4

So You Don't Like The Regents Book Prices?

Try the Collective Bookstore At UCSD

Groundwork is a political collective whose principle goal is to work for social change. We are working toward a society which directly challenges systems of exploitation, such as racism and sexism. Toward this end, we must challenge and criticize these aspects of the existing social system both globally and with in the UCSD community. We provide books which will help people to better understand the social, economic and political problems we all deal with, as well as books on the processes used by groups of people to change their prevailing social conditions. These books can provide information to further articulate our challenges to the power elites. Only by challenging the status quo, leaving it open to further criticism, can we lay the groundwork for social change. We are helping to see total equality for women and people of color here in America, to see non-intervention by the U.S. in Third World countries and to see the end of military spending. Here at UCSD, we would like to see an end to the existing apathy and ignorance.

The central theme of Groundwork has been the development of a non-heirarchical, non-authoritarian, framework for doing work and relating with people. We stress working collectively rather than in the traditional manager/employee relationship. We believe that this alleviates the tendency for exploitation in the work place.

Our selection of books covers: Gays, Feminism, the Third World, Socialist Thought, Economics, Cultural Criticism, Art Media, History and Oppressed Groups.

Groundwork holds study groups each quarter, covering a broad range of topics, using a non-heirarchical, non-exploitative process—AND MOST ARE LOTS OF FUN TOO!!! We welcome your participation in these study groups and encourage you to join the collective, just come by and talk to one of the collective members.

More Of What Co-ops Mean

forcing them (by being competitive) to lower their prices.

- A CO-OP is a chance to stick it to the Bookstore and a chance to meet a great group of people.
- The Co-op means, to me, an opportunity to work with people to achieve a common goal, in the case of the General Store Co-op, it is operating at the lowest cost to the students.
- A Co-op is an environment where one can learn to *work* with others rather than in competition with others. It is a means to gain extremely valuable job experience. As a member, and ultimately as a core member, one learns how to do customer service, manage daily affairs, inventory, order and check-in accounts. The purpose of the co-ops is to offer alternatvie products and services in a non-exploitative manner to the students (as well as faculty and staff). We choose to offer the best of all...prices, goods, services ...because as consumers ourselves we know how often we get "ripped off" just for the purpose of *profit*. Well the U.C. Regents are just another profit oriented business which doesn't really care about the individual student unless, of course, they want your $$$$$$$$$$$. The co-ops, on the other hand, value the individual and the opportunity to service a "person" (not a number).
- A co-op means a non-profit enterprise that unites for a common purpose: to offer low prices for students, and to offer valuable experience to those that offer their time. It means people working for people, a phenomemon not often seen in this age of *everyone for themselves*. A co-op provides an enviornment to learn and to meet new people.
- A co-op is a special organization that "grows" people through a process of serving its community.
- A Co-op is an organization established to help students rather than the people who do not need help (such as the Regents). Our Co-ops are special in that they are wholly maintained by students--students know the importance of low prices. Not only are our prices low, but it has forced the Bookstore to keep their prices low in order to protect their own interests. As a member of a Co-op, the experience is as important as my education at UCSD. I learn management skills, supply and demand, shouldering responsibilities, working to help others rather than rip them off, and most of all to work together with other students for a unified goal.
- The Co-op system depends on volunteers. For just a couple of hours a week the volunteers gain valuable job experience and the general student body benefits through lower prices. And it's fun too! So, *support a Co-op, be a volunteer.*
- People in the co-op are oriented to PEOPLE! Co-op people are cooperative. Co-ops aren't oriented to cheating their customers nor to making themselves big profits. Co-op are here for students, and they are organized by students. And students are Fun, Friendly, sometimes full of mistakes, so join up, come by, or give helpful hints to your co-op.

Corresponds to footnote 14; 4 out of 4

Membership

Since all students pay for the existence of the Student Center, all students provide facilities for Co-ops to operate inexpensively. The Co-ops in the Student Center are arguably

Any general member of a co-op can "jump right in" to the decision-making processes of the day-to-day business. The co-ops are hands-on laboratories for students to engage in: production skills; management; issues of labor; pure democratic decision-making structures; effective communication skills, working as a team, and alternative education. Students who work at co-ops generally agree that their participation with the co-op is by far the most useful learning experience they received at UCSD. Let's face it, most jobs you are going to get as a student will not allow you to learn fundamental skills for organizing with others and taking control of your own life. The middle-of-the-road on-campus job, after graduation, takes most students on a path to go see if they can work for someone else. Co-ops are a participatory education in

The attitude is that to the most goes the best. Everyone knows that anyone who really wants to can succeed and get to the top. Unfortunately, to get to the top means that there must be a whole lot of people on the bottom. "We might all be able to have enough", is a good idea but not very realistic, or so they say.

Co-ops offer an option other than apathy. They reject competition and exploitation as rational strategies for human interaction. Student-run co-ops at UCSD answer a call for student intiative and coordination to acheive the kind of services we want at a price we can afford. Our co-ops are structured so that all students who participate have a voice and can exercise their personal power in a way which impacts others. By managing our own non-profit businesses we serve ourselves now and for the future.

Corresponds to footnote 15b

Feb1 Peterson to Jim C, "questions were raised"

Late June-Student Cnt security asks GW to log-in if we are going to use their facilities after 6pm(GW is open until 8). We decline as we lease the space & it's not theirs

~Oct22-Groundwork Collective re-registration is held up until a decision made on the corporation & bookstore. Great anxiety

May22-Stan Charkins from Audit Dept asks for info on GRC corp. Expresses no problems

Oct13 UCB-Jim C directed to sign "agreements" instead of leases as compromise

A M J J A S O N D J F M A

87 88

Jim C is informed by auditer about GRC

Feb16-UCB meeting. "Evan requested that Jim investigate the relationship between Groundwork Books & Groundwork Resource Center." (a new problem based on the Feb1 memo from Lynne P)

Early Sept-Jim C demands (thru security guard) that everyone log-in who is in St Ctn when it "closes". There are no longer any leases.

Oct8 afterUCB-Jim says "students are incapable of business decisions" & GW must become more "accountable to students" or take your books and leave. GW as an autonomous org is "figment of your imagination"

Mar1,87-Jim Carruthers starts as Director of Student Center.

Oct8 UCBoard-Where are leases, Jim? He is rethinking the leases as coops are part of UCB. Financial report on how well "your" (UCB) coops are doing

COPY

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DEPARTMENT OF SOCIOLOGY

LA JOLLA, CALIFORNIA 92093

March 4, 1988

Corresponds to footnote 16

Dr. Joseph W. Watson,
Vice-Chancellor for Undergraduate Affairs
MAAC 112, Q-015

Dear Dr. Watson:

I have heard reports to the effect that Groundwork Books might be closed down. If there is any truth to this, I find the prospect alarming, and I hope you will use your influence to prevent it from occurring.

I have been teaching here at UCSD since the beginning of 1986. (I taught at Harvard before that, and at Berkeley before that, so I have experience with a range of university bookstores.) Having used both the main bookstore and Groundwork for my courses, I have to say that Groundwork, despite its far less ample space and resources, does a far superior job. It is far more reliable in the accuracy of its book orders; it is much more conscientious about informing faculty members well in advance when specific editions are not available, so that there is time to look for alternative readings; it is much more assiduous and ingenious in hunting down hard-to-find books; and it keeps the books available until the end of the quarter, rather than starting to send them back in the middle of the course (as the main bookstore does).

My dealings with Groundwork have been uniformly excellent. On the other hand, my dealings—and those of a number of my colleagues—with the main bookstore have been frequently frustrating and unreliable. Rather than eliminating Groundwork, my feeling has been for a while that the University should give them more space to work in, so that they could do an even better job. In that case, in addition to providing a superior alternative to the main bookstore, perhaps Groundwork's competition might spur the main bookstore to improve its own service. I am not an unqualified believer in the magic of the market, but this seems like a good occasion on which to give it a try.

In short, Groundwork provides an excellent and useful service; it ought to be encouraged and supported, not penalized. It is an asset to the University community, and I urge you to do everything possible to see that it is preserved.

Sincerely,

Acting Assistant Professor

cc: Dr. Tom R. Tucker,
Assistant Vice-Chancellor

Corresponds to footnote 17

SAN DIEGO: DEPARTMENT OF COMMUNICATION
(D-003), EXT 44410
LA JOLLA, CALIFORNIA

7 March 1988

TO: Joe Watson, Vice Chancellor, Undergraduate Affairs
FROM: Assistant Professor

RE: Groundworks Bookstore

It has come to my attention that the University Center Board is questioning the appropriateness of the Groundworks Bookstore on this campus. I have used the bookstore both as a useful source of publications (including titles that are not stocked by the University Bookstore) and as a location for required course books. In both of these capacities, the bookstore has served as not only a useful, but vital alternative. A student run organization may carry the implication of being casual or lax but Groundworks has satisfied every need I have had promptly and with careful attention. But more importantly than my own needs, the bookstore is a rare opportunity on this campus for our students to work with others in the context of stored knowledge -- the management of books and literature. The choices behind buying and selling books are not trivial and Groundworks provides an imaginative and viable alternative. It disappoints me to hear that this organization is being reviewed in a potentially negative manner.

I would like to believe that I have joined a campus that offers more than a single, official means of exchanging information but makes available to our students and faculty a multiplicity of possibilities and a diversity of opinion. I ask that you communicate to the UCB my strongest support for the Bookstore.

cc: UCSD Student Cooperatives and Enterprises

File Copy

Corresponds to footnote 18; 1 out of 2

November 25, 1991

From: UCSD Co-ops
To: University Center Board members
Re: Nov. 18 Charges of Carruthers regarding co-ops

At last week's meeting, Jim Carruthers made many allegations against the co-ops. As several co-op members mentioned, Carruthers failed to cite specific PPM numbers either to the UCB or the co-ops (and more recently, has failed to supply the *Guardian* with such citations as well). It is difficult to respond to charges until we know specifically what the charges are. Apparently, the right of habeus corpus (i.e., being arraigned and told what offenses one has committed) is not part of the vocabulary of the administration at UCSD. Be that as it may, it seems pertinent to raise the following points. Unlike Carruthers, we are providing you with documentation up front (rather than making charges first and then perhaps -- he still has not done so -- attempting to substantiate the charges later).

1. **Money is being diverted from Student Center to Price Center.**

Prior to the construction of the Price Center, the Student Center was funded with a $12.50 per student per quarter fee. With the construction of the Price Center, that fee was raised to $37.50. Yet the Price Center receives more than $25 per student per quarter. In fact, the Price Center is being maintained partially by skimping on the maintenance, housekeeping, upkeep, etc. of the Student Center. If the Student Center were receiving $12.50 per student per quarter, this would amount to roughly $650,000 a year. According to an estimate made by Jim Carruthers in January 1991, however, the Student Center was only slated to receive $438,583 during the 1990-1991 fiscal year.

2. **Administration attack of Groundwork for doing its own payroll is ironic, given that it had previously complained about the excessive cost of doing co-op payroll.**

In memos addressed to the Board on May 18, 1990 and June 1, 1990 Carruthers complained about the cost of the UCB doing the co-ops' payroll, labelling it a "subsidy." According to Carruthers, the cost to the UCB of doing co-op payroll is $22,000. Whether or not Carruthers' estimate is accurate, it is clear that Groundwork by doing its own payroll is saving the UCB money. At a time of budget crisis, we would think the administration would be happy to save the money involved in doing co-op payroll. Though the administration has suggested at times that the co-ops should do their own payroll, it would appear from last week's memo that they do not appreciate this savings.

3. **Administration attack of accounting practices of co-ops is an attempt to distract students in general (and Board members in particular) from looking at the financial difficulties of the University Center Board.**

As you know, the University Center Board is currently facing a $93,000 shortfall for this fiscal year. This is true even though $120,000 of interest from reserves is being placed in the operating budget, instead of leaving the interest to accumulate in reserves as the administration in its Five Year plan said it was going to do. More interesting still is the fact that in the University Center's 1990/1-1994/5 five year plan's projection for the 1991-1992 fiscal year, the administration was projecting that the University Center would earn $865,000 from rental revenue. In fact, the University Center is earning well under $600,000 from rental revenue (even if one includes income earned from Mac's Place and the Gameroom as rental revenue; otherwise the university is earning less than $400,000 in reatal revenue). Why is this? Two explanations come to mind. Perhaps the University was anticipating that the co-op spaces would be leased out to commercial enterprises at higher rates. This would explain why the administration anticipated a $245,000 jump in rental revenue from 1989-1990 to 1990-1991, an increase that never materialized. The other possibility is incompetence. Both of these possibilities should be fully investigated by the Board.

Corresponds to footnote 18;
2 out of 2

4. **Administration attack on the co-ops is also motivated by the co-ops' increasingly secure financial position and their increasing autonomy from the university.**

From the allegations of "unsound business practices," you might think that the co-ops are experiencing financial difficulties. Nothing could be further from the case. In a recent article in the *Guardian* (Nov. 4, 1991), it was reported that the University bookstore and the Sunshine Store were experiencing difficulties due to the recession. Yet a close look at the article reveals that sales fell in precisely those areas where the University was in competition with the co-ops. In fact, the co-ops anticipate topping the two million dollar mark in sales for the current (1991-92) fiscal year.

5. **Administration attempt to classify co-ops is not its first; UCB rejected last such attempt in May 1990.**

It is practically impossible to keep track of the number of times the administration has tried to take over the co-ops (i.e., convert them into auxiliary enterprises like they did with the Bike Shop -- which was, incidentally, once an independently-run co-op) or kick them off campus. However, we know that Carruthers last attempted to do so in the spring of 1990. At that time, the administration insisted that the University Center Board conduct an investigation of the co-ops. Despite the fact that the Board concluded that "there does not need to be a change in the relationship between the University Center Board and the Coops" (May 14), Carruthers responded in a May 18 memo (the same one referred to in the payroll section above), attempting to classify each co-op as either a "student-run campus business or service" or a "student-oriented campus business or service."

The coops would be happy to work with this Board and define our relationship both with the student body and the University Center Board. **In fact, the UCB should assert its authority (and responsibility) to make decisions regarding its relationship to the co-ops. Jim Carruthers, as an employee of the UCB, has no authority to make decisions on behalf of the University Center Board. Jim Carruthers does not have a vote. You do.**

The current mode of dealing with the co-ops serves neither to benefit the co-ops, the University Center Board, nor the students. We at the co-ops are happy to answer any questions members of the Board have concerning our operations. We do not feel that we should be forced to confront the strong-arm tactics that were used against us by the administration in the spring of 1990 and are being wielded again by the administration today.

Cooperatively yours,

UCB Co-op Representative

Documents:
1. Jan 28, 1991 memo from Jim Carruthers, regarding "Rough Cost Breakdown on Cost Allocation for Student Center Operations."
2. May 18, 1990 memo from Jim Carruthers, regarding "Report of May 14, Summary of Co-op Charters and General Information.."
3. May 29, 1990 memo from UCB Co-op Representative, regarding, "Jim Carruther's letter of May 18, Proposed Charter Amendments."
4. June 1, 1990, memo from Jim Carruthers to UCB Co-op Representative, regarding, "Your Memo of May 29."
5. University Center Combined Funds: Financial Project for 5 Years Ending June 30, 1995.
6. University Center Financial Report for the Twelve Months Ending June 30, 1991.
7. November 4, 1991, p.1, report by *The UCSD Guardian* on University Bookstore and Sunshine Store sales.
8. "Summary" from *Summary of Co-op Charters and General Information*, May 14, 1990.

Corresponds to footnote 19

Deposition

I, if called upon to testify would testify under oath as follows:

I work at the Groundwork Collective at the University of California, San Diego. My responsibilities at the bookstore include ordering books for our general stock, and coordinating study groups. On December 19, 1991 I was present at Groundwork because we faced a serious threat of eviction by the UCSD administration.

On December 19, 1991 the administration attempted to shut down the store. Jim Carruthers posted a notice on our front door indicating that Groundwork was permanently closed as a retail operation at UCSD. On that day, I, and other coop members and supporters were forced to spend the night at the store to protect it from being taken over by the administration. There were police officers stationed outside the store and I was concerned that we might be ejected from the store. Early next morning (December 20, 1991), without any prior warning, the administration shut off the electricity and made it extremely uncomfortable and difficult for the people inside to continue to be in the store.

I was shocked and distressed by the events that took place on December 19, 1991. I suffered a great deal of anxiety, loss of sleep and fatigue and was extermely worried about our ability to serve the UCSD student community and sell text books by the Winter quarter. Not only were our operations at Groundwork

Corresponds to footnote 20; 1 out of 3

Declaration of

I, was a registered student during the Fall Quarter, 1992 and am a grievant who, if called upon to testify would testify under oath as follows:

I am a paid member of Groundwork Books Collective at UCSD. My function during Fall Quarter was paying bills for accounts beginning with letter "O" through to those beginning with letter "Z", I also had responsibility for coordinating the store schedule one day of the week, and ensuring that the bookstore overall functioned daily. Responsibility for the store required that I receive textbooks at the beginning and throughout the quarter and also assist with textbook returns at the end of each quarter. I also attended all meetings that were of concern to Groundwork Books - these included a two-day meeting of the collective, and an eight-hour all co-op meeting during the week prior to Groundwork's supposed 'elimination' which were necessitated by the administration's hostile actions of the previous month.

We had been informed, by University Center Director Jim Carruthers that Groundwork Books had until December 19, 1991 to either accept contract vendor status or cease operations as a retail entity on the UCSD campus. We were not allowed a chance to negotiate, or discuss our status, we were not allowed the rights of all student organizations to due process before our student organization status was revoked. We were not even adequately informed as to what exactly we had done that had prompted the extreme alteration of our status at UCSD.

On December 19, 1991 I was present at Groundwork Books when University Center Director Jim Carruthers posted a notice on the doors of Groundwork Books proclaiming us to be 'permanently closed as a retail [entity] on the UCSD campus'. His motivation for taking this action was our supposed violation of certain university PPMs, which he had specified only three days previously. Our main offense, developing an independent (of the university administration) payroll system for our paid members, had been undertaken only after Mr. Carruthers himself had urged us to do so, about one year prior to our 'elimination'.

Following the posting of Carruthers' notice, members from Groundwork and the other co-ops as well as supporters from the university community and public, helped us to pack up all textbooks for the approching winter quarter, financial records, and collective history and remove them to a safe place. We were afraid that the administration would order the campus police to physically remove us from the premises and seize all our assets and records. Many of us were prepared to be arrested before giving up the store and this caused a great amount of stress and anxiety among the collective members.

Corresponds to footnote 20; 2 out of 3

At 5:30 p.m. we held a press conference inside Groundwork Books that was well attended by San Diego television, newspaper, and radio representatives. Statements were read by the UCB Chair, Coops & Enterprises Representative to the UCB, and by Steve Dubb, a member of Groundwork Books.

After the press conference, the doors were locked from the inside, the windows were covered with posters and butcher paper and only co-op people and known supporters were allowed in and out. The fear of police action was still very real until about midnight when we spoke with a couple police on bicycles and they let us know that they really had no idea what was going on.

About ten or fifteen people spent the night in the store. I personally left a few hours after midnight because of personal reasons and returned the following morning to find the electricity supply to Groundwork had been shut off by the administration earlier in the morning and Mr. Carruthers was in the store talking on the speaker phone with our lawyers at the Hinchy, Wood office in San Diego assisted by two co-op representatives. Professor Peter Irons was also present attempting to work out a legally binding agreement between Groundwork Books and the administration that would allow us to continue operating without disturbance from the administration throughout the winter break. We most feared that the administration would attempt to interfere with our preparations for winter quarter. We were aware that they had already begun spreading rumors that we would be completely shut-down and that they would find some other way of handling the textbooks that had been ordered through us. The agreement was finally signed and approved by Vice-Chancellor Joseph Watson, if my memory serves me correctly.

The next few weeks before the quarter began were completely filled with long hours re-assembling the store for the winter quarter. The office had been completely evacuated of all business records and we had to pain-stakingly reorganize our operation and hope that none of the documents had been lost in the move. There were a number of nights when myself and other members of Groundwork were at the store until 11 p.m. and midnight setting up the textbook section - work which had been interrupted by the administration's attempt to eliminate us. Bill-paying became an incredibly difficult task - each account took nearly 1 to 1 1/2 hours to complete. At this time, if my memory serves me correctly, we were also readying ourselves to switch from one accounting program that we had outgrown to a new one. However, our fear of the administration postponed this transferral even longer such that even today we do not have our new system set up. Without adequate information entered into our accounting computer, we had practically no way of keeping up to date on all accounts and were therefore unexpectedly put on-hold because of over-due accounts and forced to pay UPS

Corresponds to footnote 20; 3 out of 3

2nd-Day Air shipping costs to get the books on the shelves in time for the quarter.

During this time I was still only paid for 20 hours of work per week although I worked at least twice that and most of my labor went to re-doing tasks that had already been done before the administration attempted to forcibly shut us down. I was unable to finish my schoolwork for the quarter and was forced, for the first time in my academic career to file an incomplete. Fall Quarter 1991 was to be my final quarter of my Bachelor's degree in history. However, because of the interference and aggression of the administration against Groundwork Books and the other student co-ops, much of my time was spent worrying and working to make sure we survived with our collective structures intact and I did not graduate until Winter Quarter 1992.

If the administration of the this campus, as they continually re-affirm, *do* actually care about the academic lives of the students of UCSD, why do they spend so much time, energy, and money attacking one of the most important and successful experiments in non-hierarchical, collective working that I have ever heard of? I have learned more from my experiences in Groundwork Books about myself personally, and about working *with*, instead of *at*, other people than during any other period in my life. Especially at this crucial era in history, it is definitely time that we begin exploring different and inventive ways of communicating and working with each other if we are to expect to adequately address the many problems that face our domestic and international communities. I would think that the administration of this campus would be proud to support this sort of experiment at UCSD but it seems all they want to do is attack and condemn the students who are involved in the co-ops and attempt in as many ways as possible to destroy any chances of continued success in our very real-life experiment.

I declare under penalty of perjuty, pursuant to the laws of the State of California that the foregoing statements are true and correct. Executed at Cardiff-by-the-Sea on October 13, 1992.

Member of the
Groundwork Books
Collective

Corresponds to footnote 21

ITEMIZATION OF DAMAGES FOR

GROUNDWORK BOOKS

12/20/91 - 1/4/92

TOTAL DAMAGES = $36933.38

1. $25,919.62 - Loss of Sales

To find the amount of sales lost during the above period, we compared our sales sheets from each period.

From 12/20/90 - 1/4/91 Groundwork's adjusted sales were $30,458.60.

From 12/20/91 - 1/4/92 Groundwork's adjusted sales were $4,538.98

The difference (loss) was $25,919.62 (see attached; documentation available).

2. $7,512.75 - Freight Expense (UPS 2nd Day Air)

Due to the fact that all of our (Groundwork) attentions and efforts were directed toward dealing with the current threat, that of the December 20 deadline, most of our textbook stock was ordered at the last minute. Groundwork incurred the cost of UPS 2nd Day Air charges in order to have textbooks available on the first day of class.

To determine the loss to us due to extra shipping charges, we took a sample of invoices from Fall Quarter 1991 (see attached) and determined that the average shipment travelling UPS Ground costs $39.19. We found out from UPS that UPS 2nd Day Air charges are 242% of UPS Ground. That is, for every dollar we spend on UPS Ground we would spend $2.42 on UPS 2nd Day Air.

We took the average invoice shipping cost ($39.19) and multiplied that by $2.42, and found that the average UPS 2nd Day Air shipping cost is $94.84. We then subtracted $39.19 from $94.84 and found that the average loss per invoice is $55.65.

In Winter Quarter 1991-92 we placed 185 orders for textbooks. The first 50 were placed UPS Ground. The remaining 135 were placed UPS 2nd Day Air. We multiplied those 135 orders by the average loss per invoice and found that we paid $7,512.75 more for shipping than we would have if we had not been threatened by the University administration.

A.S. & G.S.A. Cooperative Enterprises

Background

Corresponds to footnote 22; 1 out of 2

Prior to July 1, 2006 co-ops were charged rent and utilities via recharge to a Student Life index associated with each operation. Since July 1, 2006 rent and utilities are paid directly to University Centers.

Normal, day-to-day co-op finances are largely managed outside the UCSD financial accounting system (IFIS) with operating income and expenses being deposited and withdrawn from private bank accounts. The on-campus indices have historically used for rent, utilities, on-campus facilities maintenance, and (to a small extent) salaries and benefits. During the 2006/07 fiscal year, the co-ops have incurred charges for telecommunication recharges, imprints recharges, building maintenance recharges, EH&S pest management recharges, and police cash delivery recharges.

Historically, the co-ops deficit spend from the on-campus indices and repay the negative balance on an irregular basis via check from the off-campus bank account to bring the indices current.

Current Situation

The cooperatives are approximately 20 months delinquent in bringing their on-campus accounts current. The collective deficit for all the cooperatives is $58,806.85. The last time the cooperatives paid an invoice was Summer 2005. The last statement the cooperatives received was in May 2006.

Corresponds to footnote 22; 2 out of 2

A.S. Cooperative Enterprises
Summary of Activity
Past Due Rent & Utility Payments
Data Current Through March 6, 2007

Operation	Index	Quarterly Rent Prior to July 1, 2007	Date of Last Payment Received	Amount of Last Payment Received	Amount of Last Unpaid Invoice (May 2006)	Current Balance (As of 3/6/07)
Che Café	STG0006	$ 175.00 (1)	6/27/2005	$ (3,302.48)	$ 5,420.46	$ (7,693.31)
Food Co Op	STG0007	$ 1,565.10	6/27/2005	$ (6,179.80)	$ 12,159.05	$ (17,046.25)
General Store	STG0008	$ 4,559.91	8/4/2005	$ (4,752.53)	$ 30,867.87 (2)	$ (23,665.63)
Groundworks Bookstore	STG0010	$ 2,365.65	6/27/2005	$ (7,701.26)	$ 10,307.41	$ (10,401.66)
Total Deficit						$ (58,806.85)

(1) Approximation based on 1.6% of sales.
(2) Should have been $21,362.81. A credit was mistakenly reversed on the original statement.

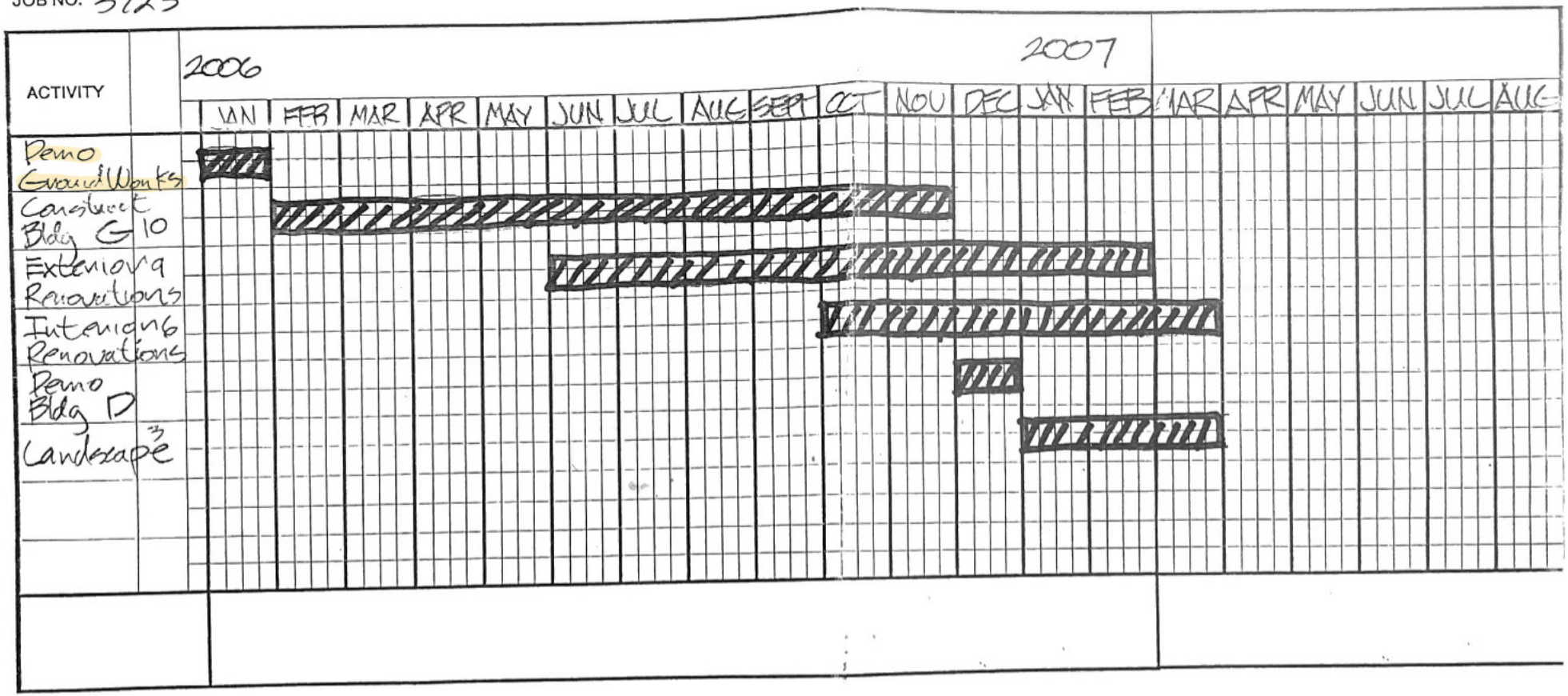
Corresponds to footnote 23

PROJECT SCHEDULE

UNIVERSITY OF CALIFORNIA, SAN DIEGO

PROJECT: Original Student Center - Phase II

JOB NO: 3723

DATE: 4/28/05

DATE: