

Berkeley on Strike:
The Battle for Ethnic Studies

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Process paper

Before researching this topic, neither of us were familiar with the field of ethnic studies. While we both have interests in queer and women's issues, we approached this project as white students without a visceral connection to the imperative of minority empowerment. Despite this, we chose to examine the emergence of an ethnic studies program at UC Berkeley for several reasons. For one, the Third World Liberation Front strike at Berkeley was a historical event driven by students—young individuals armed with knowledge and bristling with rebellion. As students ourselves, we were drawn to this 1960s-technicolor celebration of youth activism. It also held the allure of a challenge. As one of Berkeley's lesser-known protests, the event had not been exhausted by scholarly analysis; and as the second ethnic studies movement in the nation (SF State University students struck months earlier with similar demands), the Berkeley strike was well-known within the ethnic studies community. The complexity of the two-sided conflict and the resulting compromise between students and administrators set Berkeley's strike apart from both SFSU's strike and other youth protests of the time.

Our research started with *The Berkeley Revolution*, a website curated by a class of Berkeley ethnic studies students. The site's 40+ multimedia primary sources, from photographs to strike pamphlets, gave a comprehensive view of the event. We supplemented this primary-source information with a number of secondary-source articles that explored ethnic studies both as an abstract concept and a historical phenomenon. Our most valuable resources, however, were interviews. For academic perspectives, we interviewed three doctoral professors in a range of relevant fields. We then interviewed two student protesters from 1969, Douglas Daniels and Harvey Dong, who provided primary-source insights into the events and emotions of the time. We balanced their student perspectives with administrative ones, interviewing Chief of UC Police Margo Bennett and watching historical interviews with Chancellor Heyns. These opposing viewpoints were essential to our understanding of the conflict and compromise at Berkeley.

We approached this topic having decided on the documentary medium, and part of the reasoning for choosing the Berkeley strike was its visual appeal. There were hours of footage available, 60s music was fun and recognizable, and there was a clear narrative timeline. After the bulk of our research, we drafted the script, recorded on a Blue Snowball microphone, and overlaid audiovisuals with Final Cut Pro X.

In the spring of 1969, students at UC Berkeley staged a campus-wide strike, demanding the formation of a college of ethnic studies. The conflict between students and administrators generated a conversation around curriculum inclusivity that captivated the university for several months. After much negotiation, the two sides compromised to form a department of ethnic

studies—under administrative control. Since 1969, the Ethnic Studies Department at Berkeley has grown into the largest degree-granting program in the country. Beyond Berkeley, the modern spread of ethnic studies into high school curricula serves as a testament to the power of conflict and compromise to drive positive change, revolutionizing how we study the past.

Primary sources, annotated

Interviews

Bennett, Margo. Interview. 12 Apr. 2018. Margo Bennett has been the Chief of Police for the University of California Police Department at Berkeley since 2013. During our interview, we discussed police protocol for responding to student protests and, more generally, the problem of violence on college campuses. Bennett spoke as a primary source about her recent interactions with student organizations at Berkeley, and her perspective was especially useful to help us understand the administrative side of these nuanced conflicts. In our documentary, we used a clip of her condemning violent protest during our section on the negative impact of the rushed compromise, supporting our claim that the violence of the strike was actually detrimental to the constructive intent of the conflict.

Daniels, Douglas Henry. Interview. 7 Apr. 2018. Douglas Daniels was a graduate student of History at UC Berkeley during the 1969 strike and is currently a UC Santa Barbara Professor Emeritus in both the Department of History and the Department of Black Studies. As a member of the Third World Liberation Front and close friends with the four student leaders of the coalition, Daniels offered us a detailed primary-source account of the conflict from the student side. This was our longest interview, and we touched on topics including the sociopolitical climate on campus leading up to the strike, the diversity among student activists, and Daniels' own arrest by the police. In our documentary, we used a clip of Daniels describing the campus violence as it interfered with daily activity to support our description of the violent nature of the student-police conflict.

Dong, Harvey, Ph.D. Telephone interview. 5 June 2018. Harvey Dong was an undergraduate student at UC Berkeley in 1969 and participated in the Third World Liberation Front Strike. He is currently a professor of Ethnic Studies at UC Berkeley and is extremely active in chronicling the history of the Third World Liberation Front and the history of ethnic studies programs in the United States. As both a striker with a first-person account of the events of the strike and as a historian with an understanding of the various factors that contributed to the strike, Dong was able to provide us with an incredibly rich primary- and secondary-source perspective on this conflict. This interview covered topics such as the partisanship present on the campus in the sixties, his personal motivations for joining the strike, and the reasons he has remained so involved in recording the history of ethnic studies.

Periodicals

“Bowker Bumsout Blacks.” *The Berkeley Barb* [Berkeley], 5th ed., 29 Jan. 1972. *The Berkeley Revolution*. This newspaper article explains how, in 1972, three years after the initial strike, the UC Berkeley administration installed a new chair of Afro-American Studies without consulting the faculty of Afro-American Studies. This incensed the Third World Liberation Front students and created resentment between the students and administration once more. We used this to support our claim that the compromise at the end of the strikes was partially unsatisfying for both sides, as both sides were unhappy with some aspect of the situation in 1972.

Davidson, Lee. “Berkeley Strikers Battle Police.” *New Left Notes* [Berkeley], 28 Feb. 1969, p. 5. *The Berkeley Revolution*. This newspaper article provides a neutral account of the violence that occurred during the Third World Liberation Front strike. The source details the specific clashes that occurred over the first month of the strike, and it considers both sides (the students and the administrators) while still condemning any violence on the campus. We used this source to accurately understand the sequence of events that occurred during the bloodiest battle of the conflict to explain how both the students and the administrators were being unreasonably combative.

Davies, Lawrence E. “Police Disperse Student Pickets At San Francisco and Berkeley.” *The New York Times*, 31 Jan. 1969, p. 18. *The New York Times*. This article in the *New York Times* describes the extreme violence of the Third World Liberation Front strike at UC Berkeley. This source provided insight into the extent of the violence on the campus and also indicated the national coverage of the protests. The article supported our claim that the initial Third World Liberation Front strike helped spread the idea of ethnic studies programs across the nation.

Eagan, Linda. “‘A True WASP’ Responds to Strikers.” *The Daily Californian*, 30 Jan. 1969. *The Berkeley Revolution*. This article, printed in the UC Berkeley newspaper *The Daily Californian*, was written by a student that did not support the Third World Liberation Front strike. This letter complicated our understanding of the strike because it made us reconsider that not all of the students on campus wanted ethnic studies programs. It helped us understand that, like most conflicts, the Berkeley strike was multidimensional.

“5 Hurt as Militants Throw Stones and Bottles at Police in Berkeley Clash.” *The New York Times*, 20 Feb. 1969, p. 35. *The New York Times*. This article explains the tumultuous relationship between the Third World Liberation Front protesters and the administration’s police force. We used this article to bring some perspective and complexity to our arguments regarding the violent conflict between protesters and students, as the students

being portrayed as “militants” is a harsh departure from the various articles we studied from the *Berkeley Barb*.

Gerth, Jeff. “Berkeley, Son of SF State.” *New Left Notes* [Berkeley], 28 Feb. 1969, pp. 10-11. *The Berkeley Revolution*. This article explains how the UC Berkeley Third World Liberation movement grew out of the SFSU movement and how the differences between them came to be. The article also points out how *The Daily Californian*, a newspaper on the Berkeley campus, shifted perspective multiple times during the strike at UC Berkeley. We used this article to gain historical context for the strike and explain the student population’s perception of the strike, as the discrepancies featured in the student-run newspaper indicate a lack of unity on the campus.

Gilliard, Frank D. “Unrest on the Campus.” *The New York Times*, 16 Feb. 1969, p. 11. *The New York Times*. This is an editorial by a recent Berkeley graduate that provides a critical perspective on the strike. The author admonishes the students for their disruptive behavior and generally mocks their overall goal of obtaining an ethnic studies college on campus. We used this source as a counter-argument against the argument for ethnic studies, which helped us to better refine our claim to the importance of the programs.

Israeli, Phineas. “Moratorium?” *The Berkeley Barb*, 14 Mar. 1969, pp. 7+. *The Berkeley Revolution*. This is an article explaining how the Third World Liberation Front tried to work with Chancellor Heyns after the Berkeley faculty had voted to establish the Ethnic Studies Department, but it struggled with getting students to participate in strike activities in the meantime. We used this source to draw the conclusion that the extreme violence of the strike forced a hasty, unsatisfactory compromise. Because the negotiations were so quick as to put a stop to the physical conflict, the ideological conflict was not dealt with and was a source of tension for years to come.

Israeli, Phineas. “Strike On! Survival the Issue.” *Berkeley Barb* [Berkeley], 24 Jan. 1969, pp. 1. *The Berkeley Revolution*. This news article from *The Berkeley Barb* provides extensive coverage of the start of the strike at Berkeley. The article explains how the SFSU strike contributed to the Berkeley strike and details the earliest events of the protests. We used this source to explain the motivations of the student protesters because the article is obviously biased in favor of the students.

Israeli, Phineas. “Student Masses Win.” *Berkeley Barb*, 31 Jan. 1969, pp. 3. *The Berkeley Revolution*. This newspaper article details all the conflict that had happened so far in the Third World Liberation Front strike by the end of January. It helped us corroborate our timeline and get a better understanding of how the movement gained traction and the initially peaceful conflict turned into a violent one.

Lembke, Daryl. "Faculty at UC Berkeley Votes for Ethnic Studies Department." *Los Angeles Times* [Los Angeles], 6 Mar. 1969, pp. 3+. *The Berkeley Revolution*. This article, published in the *Los Angeles Times*, describes the resolution of the conflict for ethnic studies at UC Berkeley. It explains how the students and administrators reached the decision to create a department of ethnic studies rather than an autonomous college. This provided evidence for both the conflict and compromise of the student strike, as well as the far-reaching impact the strike had on the rest of California and beyond. We also used the headline as an image in our documentary.

"Mountain". "Cal TA's in the Soup." *The Berkeley Barb*, 21 Feb. 1969. *The Berkeley Revolution*. This article announces that the UC Berkeley's Teachers' Assistants Union would finally voice their public support for the Third World Liberation Front. This had a profound impact on the strike: with more people abandoning responsibilities on campus, the strike became more disruptive to daily life. Dr. Douglas Daniels was a Teacher's Assistant during the strike, so this article provided context for some of his responses during our interview.

Raskolnikov. "Gas Over Berkeley." *The Berkeley Barb* [Berkeley], 7 Mar. 1969, p. 3. *The Berkeley Revolution*. This newspaper article explains the state of the campus during the UC Berkeley strike and how the administration and California government responded to the student protesters. The source describes, with a considerable bias in favor of the students, how the "Reagan's robots" were aggressively antagonizing students. We used this source to demonstrate the discontent many students felt at the lack of respect they were receiving from the police, and how this hindered the compromise following the violence.

Selkirk, Errol. "The Blood Runs Cold." *The Berkeley Barb*, 10 Oct. 1969, pp. 5+. *The Berkeley Revolution*. This article checks back in with the strike 6 months after its conclusion. The article explains that no college of ethnic studies had come to fruition and that many students still seemed very frustrated by the implementation of only a department. This source provided us with evidence that the initial compromise of the strike was unsatisfactory in the short term.

Spingle, Steve. "ASUC Senate Supports Demands, Not Strike." *The Daily Californian*, 24 Jan. 1969. *The Berkeley Revolution*. This article, published in *The Daily Californian*, explains why the Associated Students of the University of California (ASUC) Senate decided not to support the Third World Liberation Front strike. The students cited the violence of the conflict as their principle reservation, showing how the violence of this conflict distracted from the core goals of the movement and hindered its effectiveness.

Nonperiodicals

Heyns, Roger W. "Chancellor Heyns to Academic Senate." *The Berkeley Revolution*, 4 Mar. 1969. This primary-source letter, sent by the Chancellor of UC Berkeley to the university's Academic Senate, explains why the Chancellor declared a state of emergency on campus. It covers the violence and destruction caused by the student protesters and his resolve to abandon negotiations with the committee of students and administrators. We used this document as evidence for our claim that the violence of the student protesters discouraged compromise and created more conflict than necessary.

Strike 1969 Pamphlet. Berkeley, Third World Liberation Front, 1969. *The Berkeley Revolution*. This pamphlet was distributed by the Third World Liberation Front students at UC Berkeley. We used the timeline included in the pamphlet as a primary account of the event, and the stylized graphics and satirical political cartoons informed us of student attitudes at the time.

The Third World Liberation Front. *Strike Demands*. Berkeley, 1969. *The Berkeley Revolution*. This is the official list of demands released by the members of the Third World Liberation Front in January 1969. The list includes the specific goals that the students set out to accomplish at the beginning of the movement at UC Berkeley. This primary source helped us understand the initial vision of the protesters, how that vision changed over time, and the compromise eventually reached by students and administrators. We also used the list as visual evidence in our documentary.

Third World Liberation Front. "TWLF Communiqué #8." *The Berkeley Revolution*, 24 Feb. 1969. This communiqué was released during the fifth week of the strike—just as it was escalating to violence. The source explains that Chancellor Heyns had not begun negotiations with strikers, which contradicts what he officially stated to the campus community. The memo details instances of police brutality and student reaction, partial evidence for our claim that the violence of this conflict hindered compromise.

Third World Liberation Front Strike 1969 Pamphlet. Ethnic Studies Library, University of California, Berkeley., Third World Liberation Front, 1969. This pamphlet was distributed to students in early 1969 during the Third World Liberation Front strike. It describes the administration's strategy of "stalling," the police occupation of campus, and the TWLF proposals for the Third World College. We used this document both as a research source and as visual evidence in our documentary.

Audiovisual

April Revolution. Digital file, 30 Mar. 1960. This photograph shows protesters during the April Revolution, an uprising led by student groups that overthrew the autocratic First Republic of South Korea under Syngman Rhee. We used this image in our documentary as an example of one of the “third world” revolutions from which the Third World Liberation Front drew inspiration for their protests.

Arai, Nikki. *Richard Aoki*. 1968. *NPR*, National Public Radio, 3 Oct. 2012, www.npr.org/2012/10/03/161408561/did-man-who-armed-black-panthers-lead-two-lives. This primary-source photograph of Third World Liberation Front strike leader and Asian-American activist Richard Aoki helped us define the important figures within the context of the strike, as visually identifying a person brings an element of humanity to those involved in the conflict.

Ben Williams' News Report on the Berkeley Riots. Produced by Benjamin V. Williams, Benjamin Williams Papers, 1969. *Internet Archive*, archive.org/details/caolaam_000077. This primary-source video footage depicts a Third World Liberation Front picket line on the UC Berkeley campus, as well as an interview with Chancellor Heyns about his opinion on the strike and the pending negotiations. We used this footage as a primary-source administrative perspective in our documentary and to gain insight into Heyns stance on compromising with the student protesters.

Berkeley: The Era of Roger Heyns. U of California, Berkeley, Office of Media Services, 1972. *Internet Archive*, archive.org/details/cubanc_000107. This primary-source video footage of an interview with Chancellor Heyns provided us with a detailed, first-person account of his personality, policies, and attitude toward student activism and the Third World Liberation Front strike. We used this footage for supplemental visuals in our documentary and to better understand how Heyns viewed the protest and his attitudes toward reaching a compromise with the strikers.

Berkeley 1960's. Directed by Stephen Fisher, Stephen Fisher Productions, 2015. This is video footage of various protests that occurred on the UC Berkeley campus in the 1960s. We used the footage for supplemental visuals in our documentary, with the intent of recreating that rebellious sentiment that pervaded the campus before and during the TWLF strike.

“Berkeley High School Colors Frontline: Part One.” *Vimeo*, uploaded by Berkeley Public Schools, 2016, vimeo.com/150514025. This is the first part of a Frontline documentary on a public high school in Berkeley during the 1990s. Berkeley Public High was the first

California secondary school to form an ethnic studies program, and so we used footage of ethnic studies classrooms from this film in our documentary when we explained the modern impact of the 1969 strike at UC Berkeley.

Campus in Clouds of Tear Gas. 1969. *The Berkeley Revolution*, UC Berkeley's Digital Humanities Initiative, 2018. This photograph shows two masked figures standing on the UC Berkeley campus surrounded by clouds of tear gas. It underpins the extreme violence that occurred during the Third World Liberation Front strike, violence that made the campus a virtual war zone. This source also gave us a more concrete understanding of the "tumultuous time" that Dr. Douglas Daniels described to us during our interview.

Delgado Marching on Sproul. 1969. *The Berkeley Revolution*, UC Berkeley's Digital Humanities Initiative. This photograph shows Manuel Delgado, the leader of the Mexican American Student Confederation and an important figure in the Third World Liberation Front strike, leading a group of protestors through Sather Gate on the UC Berkeley campus. We used the photograph, which later became an iconic symbol of the strike, as a primary-source visual in the concluding section of our documentary.

Dr. LaNada War Jack (Shoshone). JPG file, 1969. This primary-source photograph of Third World Liberation Front strike leader Native-American activist LaNada Warjack helped us define the major players of the strike in our documentary, as attaching a face to a name humanizes those involved.

Fidel Castro Left Next to Osvaldo Dorticos with Che Guevara at a Parade. Mar. 1960. *Getty Images*, 1999. This photograph shows various leaders of the Cuban Revolution marching in a protest. We used this image in our documentary as an example of one of the "third world" revolutions from which the Third World Liberation Front drew inspiration for their protests.

GI Bill Of Rights: Servicemen's Readjustment Act of 1944. Army-Navy Screen Magazine, 1953. This is a public information video that explains the various benefits and the importance of the Servicemen's Readjustment Act of 1944, commonly known as the GI Bill of Rights. We used this source to better understand the context for the Third World Liberation Front strike, as the bill increased minority enrollment in higher education and led to an increased awareness about inequalities in postsecondary curricula. We also used video clips from this film as visual evidence in the early context section of our documentary.

How President Reagan Dealt with the Berkeley Protesters in 1969. HISTORY, 2011. This video shows Ronald Reagan giving a public statement about how he planned to address the frequency and severity of protests on the UC Berkeley campus. Regan's adamancy about

controlling defiant students during the speech helped us glean a better understanding of the factors that led to the antagonistic violence of the Third World Liberation Front strike. We also used a clip from this video as footage in our documentary.

Jackson, Everett. *Charles Brown*. Mar. 1969. *The Guardian*, 15 Nov. 2015, www.theguardian.com/us-news/gallery/2014/nov/15/berkeley-a-history-of-disobedience-in-pictures. This primary-source photograph of Third World Liberation Front strike leader and African-American activist Charles Brown helped us emphasize the contributions of the major players of the strike. It allowed us to include a photograph instead of just a name which humanized the conflict because allowing the audience to visualize the important figures of the strike gives the audience a human being to relate to and connect with.

Karsh, Yousuf. *Ronald Reagan*. JPG file, 1970. This primary-source photograph depicts former California governor Ronald Reagan. We used this source in the section where we define the two sides of the conflict, and it helped us bring a human element to project, as seeing Reagan's face helps the audience identify with the people behind the protest.

Police Arrest Striker. Mar. 1969. *The Berkeley Revolution*. This primary-source photograph shows a police officer arresting a student protester during the UC Berkeley Third World Liberation Front strike. The image clearly depicts excessive force on the part of the officer, as he appears to be choking the student. This supported our claim that a hostile administrative police force was partially responsible for the strike's escalation to violence.

Red Guards. 2018. *National Public Radio*, NPR, 1966. This photograph shows children carrying red books marching during the Chinese Cultural Revolution in the late 1960s. We used this image in our documentary as an example of one of the "third world" revolutions from which the Third World Liberation Front drew inspiration for their protests.

Richard Aoki standing with a protest sign. 1968. Howard L. Bingham's *Black Panthers 1968*, by Howard Bingham, 2009. This is a photograph of Douglas Daniels with Richard Aoki, one of the four central leaders of the Third World Liberation Front. The image helped us place Dr. Daniels, a student protester in the 1969 TWLF strike at UC Berkeley, in context and better understand his role in the strike. It also confirmed his claim that they were close friends, as he told us stories of his friendship with Aoki and their shared experiences in political protests at UC Berkeley.

Richard Aoki Speaks at TWLF Conference. KRON-TV, 1969. *Bay Area Television Archive*, diva.sfsu.edu/collections/sfbatv/bundles/208092. This primary-source video footage of a

statement prepared by Third World Liberation Front spokesman and Asian-American activist Richard Aoki depicts a press conference in which Aoki delivers his interpretation of the intention of the strike. We used this footage for supplemental visuals in our documentary as well as to gain insight into Aoki's reasons for joining the strike and his reasoning behind the fight for ethnic studies programs and a more inclusive curriculum.

Rhodesian Bush War Soldiers. Digital file, Apr. 1965. This photograph shows the Rhodesian Bush War, a civil war that started in the 1960s and ended with the creation of the nation Zimbabwe. We used this source as a primary-source image in our documentary as an example of one of the revolutions that the Third World Liberation Front drew from as inspiration for their protests for ethnic studies programs.

Roger W. Heyns. 1968. *The Daily Californian*, Independent Berkeley Student Publishing, 14 Nov. 2013, www.dailycal.org/2013/11/14/photo-archives-roger-w-heyns-chancellor-uc-berkeley-1965-to1971/. This photograph depicts former UC Berkeley Chancellor, Roger Heyns. We used this source as a primary-source image in our documentary to help us define both sides of the conflict and to provide the audience with a face to attach to an otherwise abstract name.

Ronald Reagan on the Campaign Trail. ReaganArchive, 1966. This primary-source video footage of a speech by then-governor of California, Ronald Reagan, indicates his political attitudes toward radical student activism and the "Free Speech Movement" protests on the UC Berkeley campus. We used this footage for supplemental visuals in our documentary and to better understand Reagan's hard-line stance on political discourse on college campuses.

"Scan 8mm 1960s Berkeley and University of California." *YouTube*, uploaded by FoundVintage8mm, 2017, youtu.be/yQdm6lAkslw. This video shows various clips of the UC Berkeley campus in the 1960s. We used the footage from this source for supplemental visuals in our documentary.

Structure of the College of Third World Studies. 1969. *The Berkeley Revolution*. Map. This is a chart that provides a visual representation of the Third World Liberation Front's proposal for the college of ethnic studies that they wished to found following the strike. The chart explains the structure of the university and how the college would have its own dean and full autonomy. This source was helpful in explaining the difference between a department of ethnic studies and a separate college, and why that distinction was significant to the students and administrators involved.

Time, Place & Manner. Police Department (UCPD), UC Regents, 2018, ucpd.berkeley.edu/laws-and-policies/time-place-manner. This digital infographic is an abbreviated version of the UC Berkeley Campus Regulations, and the information specifically addresses the rules governing student protest on the campus. Published by the UCPD, the bright palette and line details on the infographic show an earnest attempt by the police department to connect with Berkeley students. This primary source corroborated Chief Bennett's remarks (see "Primary Source, Interviews") about the UCPD addressing conflicts directly and openly by engaging students in conversation.

Title page of the Civil Rights Act of 1964. 2018. *Our Documents*, www.ourdocuments.gov/doc.php?flash=false&doc=97. This is the official title page of the Civil Rights Act of 1964. In our documentary, we used the image as a visual during the section about how post-WWII legislation helped to diversify post-secondary educational institutions nationwide.

Title page of the Higher Education Act of 1965. 2018. *National Archives Catalog*, catalog.archives.gov/id/299923. This is the official title page of the Higher Education Act of 1965. We used the image as a primary-source visual in our documentary.

Title page of the National Defense Education Act of 1958. 2018. *National Archives Catalog*, catalog.archives.gov/id/299869. This is the official title page of the National Defense Education Act of 1958. We used the image as a primary-source visual in our documentary.

1969 University of California, Berkeley. Kinolibrary, 2016. *Kinolibrary Archive Film Collections*. This primary-source video footage captured daily life on the UC Berkeley campus in 1969. We used supplemental visuals from this source in our documentary to recreate the cultural mood of the time period. This source also helped us recreate the atmosphere of the sixties—a time of counterculture movements, flourishing social activism, and an emphasis on nonviolence (what is casually referred to as "flower power").

Websites, e-sources

“About the Senate.” *University of California: Academic Senate*, UC Regents, 2018, senate.universityofcalifornia.edu/. This is the main page from the website of the UC Berkeley Academic Senate. The Senate was central to the establishment of the Ethnic Studies Department at UC Berkeley following the strike in 1969, so this primary-source description of the organization helped us better understand how the university’s faculty were able to exercise their governing power, and how they continue to hold that power in student-administration conflicts today.

“American Cultures Requirement.” *Berkeley Academic Guide*, UC Regents, 2018. This is an overview of the “American Cultures Requirement,” which is an ethnic studies course that every undergraduate student at UC Berkeley is required to take. The description explains that the goal of the course is to give students the skills to “understanding race, culture, and ethnicity in American history and society.” This further supported our claim that ethnic studies are useful for all students (regardless of race) because they are an integral component of truth in American history.

“Berkeley Campus Code of Student Conduct.” *Division of Student Affairs*, UC Regents, Jan. 2016, sa.berkeley.edu/code-of-conduct. This is a comprehensive student code of conduct published by the UC Berkeley Police Department. At 26 pages long, the official policy document lists a number of punishable offenses, including at least five different rules that students of the Third World Liberation Front directly violated during the 1969 strike. This primary source gave us further insight into the administrative side of the conflict and helped us better understand the complexity of ongoing student-administration relationships.

“Berkeley Campus Regulations Implementing University Policies.” *Division of Student Affairs*, UC Regents, 2018, sa.berkeley.edu/uga/regs. This is a web page that outlines UC Berkeley’s policies regarding campus safety, among other topics. The source outlines the myriad rules that all campus protests must follow. We used this source for two primary purposes: the first was to better understand the campus policies so we could ask more specific and insightful questions in our interview with Chief Margo Bennett (see “Primary Source, Interviews”), and the second was to gain a modern understanding of the culture of activism that UC Berkeley is historically known for. The extremely rigid and strict nature of the regulations suggests the frequency and magnitude of protests on campus.

Christ, Carol. “Free Speech Is Who We Are.” 23 Aug. 2017. Carol Christ is the current Chancellor of UC Berkeley, and she sent this email to the entire campus community in

response to a recent resurgence of discontent among students. Christ references the Free Speech Movement—a 1960s youth movement that preceded the Third World Liberation Front strike at Berkeley—as a context for her clear platform of advocacy for freely intellectual conflict yet condemnation of violent demonstration. Her language mirrored Chief Bennett’s (see “Primary Source, Interviews”), and this statement helped us understand more completely Berkeley’s administrative stance on student protests.

“Policies Applying to Campus Activities, Organizations and Students (PACAOS).” *University of California: Office of the President*, UC Regents, 2018, www.ucop.edu/student-affairs/policies/student-life-policies/pacaos.html. This is an informational page in the “Student Affairs” section of the Office of the President website with links to a number of official policy documents. These documents include *Speech and Advocacy*, *Campus Emergencies*, and *Student Conduct and Discipline*. We used all of these primary-source policy statements to understand the legal context for the Third World Liberation Front protests in 1969 and the protests at UC Berkeley today.

Washington, Naomi. “African American Studies.” *Berkeley High School*, 2018. This is an overview of the African American studies program at Berkeley High School, one of the first high schools to offer ethnic studies programs in 1994. This webpage helped us corroborate the information we had gained from other sources on this subject and gave us a better understanding of the content of those high-school ethnic studies programs, historically and today.

Legal sources

California, Legislature, Assembly. Pupil Instruction: Ethnic Studies. 2018. *California Legislative Information*, 2017–2018 Legislature, Regular session, Assembly Bill 2772. This bill, introduced in February 2018, proposes a semester-long ethnic studies course as a standard high school graduation requirement all across California. This source manifests the modern reverberations of the 1969 strike for ethnic studies at UC Berkeley, as ethnic studies are now being seriously considered as a requisite for secondary education.

Civil Rights Act. *Statutes at Large*, vol. 78, 2 July 1964. *Equal Employment Opportunity Commission*, www.eeoc.gov/eeoc/history/35th/thelaw/civil_rights_act.html. Public Law 88-352. This is the full text of the Civil Rights Act of 1964, one of several post-WWII statutes that contributed to the ethnic diversification of higher education in the United States. We used the primary-source information from this document to support our contextual analysis of the strike for an ethnic studies program at UC Berkeley in 1969.

Higher Education Act. *Statutes at Large*, vol. 79, 8 Nov. 1965. *U.S. Government Publishing Office*, www.gpo.gov/fdsys/pkg/STATUTE-79/pdf/STATUTE-79-Pg1219.pdf. Public Law 89-329. This is the full text of the Higher Education Act of 1965, one of several post-WWII statutes that contributed to the diversification of higher education in the United States. We used the primary-source information from this document to support our contextual analysis of the strike for an ethnic studies program at UC Berkeley in 1969.

National Defense Education Act. *Statutes at Large*, vol. 72, 2 Sept. 1958. *U.S. Government Publishing Office*, www.gpo.gov/fdsys/pkg/STATUTE-72/pdf/STATUTE-72-Pg1580.pdf. Public Law 85-864. This is the full text of the National Defense Education Act of 1958, one of three post-WWII statutes that contributed to the diversification of higher education in the United States. We used the primary-source information from this document to support our contextual analysis of the Third World Liberation Front.

Servicemen's Readjustment Act. *Statutes at Large*, vol. 58, 22 June 1944. *National WWII Museum*, www.nationalww2museum.org/sites/default/files/2017-07/gi-bill-of-rights_0.pdf. Ch. 268. This is an annotated text of the Servicemen's Readjustment Act of 1944, or the GI Bill of Rights. We used this document to support our analysis of post-WWII veterans' benefits contributing to the rapid diversification of higher education and used the title page from this version of the statute as a visual in the early context section of our documentary.

Unpublished & other sources

Brown, Charles, et al. "Third World Liberation Front Constitution." Jan. 1969. *The Berkeley Revolution*. This is a draft of the Third World Liberation Front constitution that is clearly adopted from the constitution of the Afro-American Student Union. The source outlines the initial vision for the strike and explains the students' reasons for protesting against the administration. We used this source to understand the students' justification for striking and the main objectives they set out to achieve. We also used this primary-source document as visual evidence in our documentary.

Heyns, Roger. "Chancellor Heyns on the State of Emergency." Received by Members of the Campus Community, 5 Feb. 1969. *The Berkeley Revolution*. Letter. This letter, written by Chancellor Heyns, explains why he appealed to Governor Ronald Reagan to declare a "state of emergency" at UC Berkeley and allow increased police presence on campus. The source helped us understand how both sides of the conflict were quick to become violence: Heyns explains how the protesters were endangering school safety, all while a militarized UCPD loomed in the shadow of administrative authority.

"TWLF Negotiation Team Notes." 1969. *The Berkeley Revolution*. Letter. This document contains the notes taken during one of the meetings of the negotiating committee comprised of students and administrators that was intended to stop the escalating violence of the strike. The document contains the desires of both the students and the administrators, which we compared to the actual resolutions that were put into place. We noted the discrepancies between the initial goals and the measures that materialized as evidence that there was real, if faulty in the short term, compromise.

Women's Liberation Front. "Women's Liberation Supports TWLF." Mar. 1969. *The Berkeley Revolution*. Letter. This letter, signed by the Women's Liberation Front on the UC Berkeley campus, expresses feminist support for the Third World Liberation Front. This source reminded us that the strike at UC Berkeley did not exist in a vacuum. The 1960s and 70s was a time defined by an intense upheaval of tradition, and many groups that identified as formerly oppressed saw value in supporting a group solidarity—complicating our understanding of the strike's intersectional context.

Secondary sources, annotated

Interviews

Chapman, Thandeka. Interview. 4 Apr. 2018. Dr. Thandeka Chapman is a professor of Education Studies at the University of California, San Diego, and has conducted research on topics including the manifestations of institutional racism in education and barriers to education for disadvantaged youth. Chapman works with California high schools to incorporate ethnic studies in secondary curricula, and she provided us with a primary-source perspective on the complexities of working with school administrators as well as general commentary on the importance of ethnic studies in high school education. We used a clip from this interview as the introduction of our documentary.

Perez, Gail. Interview. 9 Mar. 2018. Dr. Gail Perez co-founded the Ethnic Studies Department at the University of San Diego in 2010 and is a current professor in the department, having written on topics including pedagogy, Chicano history, and multiculturalism in California. Perez was our first interview, and her modern-day, secondary perspective was a useful launching point for our research. We discussed the context of the civil rights movement, the growing importance of ethnic studies, and her own experience with forming an ethnic studies department at an institution entrenched in the larger educational culture of Eurocentricity. We used a clip from this interview near the end of our documentary when we explained why ethnic studies is an important field of study for dominant-group as well as minority students.

Wilson, Rai. Interview. 10 Apr. 2018. Dr. Rai Wilson is a former professor of Sociology at the University of California, San Diego. His interview was a useful source for our analysis of the context of the 1969 Third World Liberation Front strike at Berkeley. As a secondary perspective, he provided a relatively dispassionate, academic account of the social influences on American youth during the 1950s and 60s, and we used a clip from the interview in the early context section near the beginning of our documentary.

Periodicals

Ahmad, Muhammad. "On the Black Student Movement" — 1960-70." *The Black Scholar*, vol. 9, no. 8/9, 1978, pp. 2–11. JSTOR, JSTOR, www.jstor.org/stable/41067857. This secondary-source journal article provided us with an overview of various civil rights movements driven by young people. We used this source to help us construct a notion of the "culture of activism" we mention in our documentary, as well as look at the differences between the push for black studies that ran concurrent to the push for broader ethnic studies.

Alejo, Luis. "How to Foster Tolerance in California? Make Ethnic Studies a High School Graduation Requirement." *The Sacramento Bee*, 4 Apr. 2018. *The Sacramento Bee*. This article explains modern updates in the push for ethnic studies programs in California. It discusses the bill proposed in California that would make ethnic studies a high school graduation requirement for all California schools, and it explains ethnic studies' history within high school curricula. We used this article to understand the modern legacy of the Third World Liberation Front, as this current push for ethnic studies programs in secondary education is the second wave of that initial push for minority representation in curricula.

Armistead, Timothy W. "Police on Campus and the Evolution of Personal Commitments: A Survey of Non-Strikers' Attitudes During a Berkeley Confrontation." *Issues in Criminology*, vol. 4, no. 2, 1969, pp. 171–184. JSTOR, JSTOR, www.jstor.org/stable/42909611. This secondary-source scholarly journal article provided us with a detailed analysis of several neutral (non-striker and non-administrative) primary-source accounts of the Third World Liberation Front strike. This source was incredibly useful, as it allowed us to corroborate the information we found on The Berkeley Revolution website, which was written by undergraduate students Berkeley and reflected a large amount of bias toward the strikers and against the administration.

Berkeleyside staff. "Margo Bennett Sworn in as New Cal Police Chief." *Berkeleyside*, 30 May 2013. This newspaper article describes Chief Margo Bennett swearing in as the Chief of Police at the University of California, Berkeley. The article provides a statement from a speech she gave at the ceremony, which we used to gain a better understanding of her perspective on issues of campus safety, enabling us to us ask more thoughtful and relevant questions during our interview with her (see "Primary Sources, Interviews"). We also used a photograph of her from this article in our documentary while the audio from her interview is playing.

Chung, Angie Y., and Edward Taehan Chang. "From Third World Liberation to Multiple Oppression Politics: A Contemporary Approach to Interethnic Coalitions." *Social Justice*, vol. 25, no. 3 (73), 1998, pp. 80–100. JSTOR, JSTOR, www.jstor.org/stable/29767087. This secondary-source scholarly journal article explored the interconnectedness between various ethnic groups' struggle for self-determination in the 1960s. It specifically explored the Third World Liberation Front's role in bridging communities of marginalized groups and explored the ramifications of their cooperation and how it generated progress in areas such as ethnic studies.

Dickey, Jack. "The Revolution on America's Campuses." *TIME*, 31 May 2016. This article, published in *TIME* magazine, provides an informative overview of the history of protests on college campuses throughout American history. The source reflects the changing objectives and methods that young people use to enact change in their communities, and we used Dickey's opinion to contextualize the Third World Liberation Front strike in the broader history of youth movements in the United States.

Ghasarian, Christian. "Cultural Experimentation In Berkeley." *Urban Anthropology and Studies of Cultural Systems and World Economic Development*, vol. 25, no. 1, 1996, pp. 41–74. JSTOR, JSTOR, www.jstor.org/stable/40553293. This secondary-source scholarly journal article analyzes various perspectives on the historical and current cultural climate on the UC Berkeley campus and the broader town of Berkeley, California. This source provided us with insight into the cultural factors that drove the Third World Liberation Front strike, such as an active counterculture movement and an emphasis on challenging social norms. It also spoke to the intense liberalism of the student body and the conflicts and compromises those students had to make with a comparatively conservative administrative body. We used this source to better understand the interworking of the campus and to help us explain the specific conflict and compromise that went into the formation of ethnic studies programs at Berkeley.

Greenberg, Milton. "How the GI Bill Changed Higher Education." *Chronicle of Higher Education*, vol. 50, no. 41, 18 June 2004. *ProQuest Research Library*, search.proquest.com/docview/214691507/35B72553FF5E4DE6PQ/1?accountid=84567. This article on the impact of the GI Bill on higher education was a useful resource for our analysis of the historical context of the 1969 strike. With quotations and statistics, the source retrospectively observes a demographic transformation following WWII. This idea was a major point in the early contextual set-up of our documentary.

Hu-DeHart, Evelyn. "The History, Development, and Future of Ethnic Studies." *The Phi Delta Kappan*, vol. 75, no. 1, 1993, pp. 50–54. JSTOR, JSTOR, www.jstor.org/stable/20405023. This journal article explains the past, present, and future

of ethnic studies in higher education. It provided us with a comprehensive review of ethnic studies and provided insight into how the third world liberation front strike fit into the broader context of the history of ethnic studies. We used this source as a foundation for our understanding of our topic and its role within the larger push for curriculum inclusivity in America.

Lacey, Marc. "Rift in Arizona as Latino Class Is Found Illegal." *The New York Times*, 7 Jan. 2011. *The New York Times*. This article explains the pushback against ethnic studies programs in high schools today, including factors like the fear of wasting precious funding and disagreement about educational priorities. We used this source to understand some of the counter-arguments against high school ethnic studies programs, as well as to analyze the types of compromises that educational systems are constantly making to inch closer to the ideal of a holistic education, despite traditionalist resistance.

Phippen, J. Weston, and National Journal. "How One Law Banning Ethnic Studies Led to Its Rise." *The Atlantic*, 19 July 2016, www.theatlantic.com/education/archive/2015/07/how-one-law-banning-ethnic-studies-led-to-rise/398885/. This secondary-source article provided us with an overview of the historical developments and recent developments of ethnic studies as an expanding field of study as it generates more and more awareness. We used this source to identify some notable places that ethnic studies have expanded into and provide us with support for our claim that the Third World Liberation Front strike's legacy was catapulting ethnic studies into the nation's view.

Steinmetz, Katy. "California Bill Would Make Ethnic Studies Classes Mandatory." *TIME*, 22 Feb. 2018. This article describes an update on the recent developments of AB 2772, the bill that would make a semester-long ethnic studies class a high school graduation requirement (see "Primary Sources, Legal Sources"), exploring some of the opinions being publicly voiced about the proposal. The source helped us better understand the conversation that is currently unfolding about this transformative legislation, even as we make our final edits to this documentary.

Taylor, Ula. "Origins of African American Studies at UC-Berkeley." *Western Journal of Black Studies*, vol. 34, no. 2, 2010. *ProQuest Research Library*, search.proquest.com/docview/527975504?accountid=84567. This article by Dr. Ula Taylor, a professor of African American Studies at UC Berkeley, is a comprehensive and widely referenced description of the development of ethnic studies at UC Berkeley. Though we encountered the source later in our research, Taylor's dispassionate, retrospective account was still a useful tool for corroborating the occasionally conflicting

facts from different primary sources we studied. We also used some primary-source quotes from this article as evidence in our analysis.

Thomson, Scott D. "A Perspective on Student Activism." *Theory Into Practice*, vol. 8, no. 4, 1969, pp. 279–283. JSTOR, JSTOR, www.jstor.org/stable/1475866. This secondary-source journal article was written in 1969 and analyzes four groups of alienated students on the UC Berkeley campus in 1969: the New Left activists, the advocates of Black Power, the Hippies, and the Third World Liberation Front. This source provided us with an in-depth look into the partisanship present at Berkeley in the 1960s. We used this source to help us contextualize information we gleaned from our interviews with TWLF strikers Dr. Dong and Dr. Daniels.

Trow, Martin. "Reflections on the Transition from Mass to Universal Higher Education." *Daedalus*, vol. 99, no. 1, 1970, pp. 1–42. JSTOR, JSTOR, www.jstor.org/stable/20023931. This secondary-source scholarly journal article provided us with insight into the change that was occurring in higher education in the 1950s and 1960s leading up to the Third World Liberation Front strike at UC Berkeley. It mentioned various legislative measures taken that promoted diversity in these educational spaces and increased access to ethnic minorities that had previously been excluded. We used this source to provide further evidence for why the Third World Liberation Front strike happened when it did, as this increased diversity led to an increased awareness of the Eurocentrism in curricula.

Tywoniak, Edward E. "Still Hoping: A Reflection on the Cultural Revolution of the 1960s." *A Review of General Semantics*, vol. 67, no. 3, 2010, pp. 287–293. JSTOR, JSTOR, www.jstor.org/stable/42579054. This secondary-source journal article provided a very detailed vignette of life in San Francisco, California in the year 1969. The article mentioned an energy of sorts that was buzzing through the city, electrifying conversations—making it seem as if the entire city was holding its breath. We used this article to contribute to our understanding of the culture of activism that UC Berkeley was so entrenched in as well as explore to what degree the counterculture movement contributed to the dissatisfaction with what students were taught on college campuses.

Vizenor, Gerald. "Transethnic Anthropologism: Comparative Ethnic Studies at Berkeley." *Studies in American Indian Literatures*, vol. 7, no. 4, 1995, pp. 3–8. JSTOR, JSTOR, www.jstor.org/stable/20736879. This secondary-source journal article is about transethnic studies at UC Berkeley. This source provided us with insight into the inner workings of the ethnic studies department at Berkeley as well as how it has grown and changed as an interdisciplinary program. We used this source to help us understand the

legacy of the third world liberation front strike as well as the recent developments within the ethnic studies program at Berkeley.

Wang, Ling-chi. "Chronology of Ethnic Studies at U.C. Berkeley." *Department of Ethnic Studies at U.C. Berkeley*, PDF, Spring 1997. This newsletter outlines the history of the ethnic studies program at UC Berkeley from 1968-1996, compiled by a professor of the Ethnic Studies Department at Berkeley. We corroborated this information with other sources to form the most accurate chronology of events before, during, and after the Third World Liberation Front strike.

Wetschler, Ed. "After 50 Years, Ethnic Studies Still Controversial." *District Admission* [Trumbull, CT], 2018. *District Admission*. This article looks back at the history of ethnic studies programs in the United States and compares that history to the modern developments in the struggle for minority perspectives in curricula. We used this article to help put the Third World Liberation Front strike into the larger context of ethnic studies, and to make a modern-day connection to the 1969 strike.

Nonperiodicals

Chiang, Yuet-Sim D. "Insider/Outsider/Other?: Confronting the Centeredness of Race, Class, Color, and Ethnicity in Composition Research." *Under Construction*, edited by Christine Farris and Chris M. Anson, University Press of Colorado, 1998, pp. 150–165. JSTOR, www.jstor.org/stable/j.ctt46nrqf.14. This chapter of a book titled *Under Construction* provided us with a unique perspective on the reasons that the push for greater curriculum inclusivity and ethnic studies programs happened when it did. This secondary source provided us with expert analysis of the factors that contributed to greater ethnic diversity on college campuses like UC Berkeley and SFSU, and the social and cultural factors that made social activism so prevalent among America's youth. It also examined the political context and clarified the partisanship involved in the strike that Dr. Daniels and Dr. Dong mentioned when we spoke to them about our topic.

Delgado, Ziza Joy. *The Longue Durée of Ethnic Studies: Race, Education and the Struggle for Self-Determination*. 2016. UC Berkeley, Ph.D. dissertation. *UC Berkeley Electronic Theses and Dissertations*, escholarship.org/uc/item/84n3f8kh. This doctoral dissertation was written for the Department of Ethnic Studies at UC Berkeley on the history of ethnic studies at the university. As a secondary source, this paper corroborated the facts and statistics we found in a range of primary sources and, more significantly, presented the Third World Liberation Front strike in a wide historical context.

La Belle, Thomas J., and Christopher R. Ward. *Ethnic Studies and Multiculturalism*. Suny Press, 1996. This comprehensive research book focuses on the historical development of ethnic studies and multicultural education programs in the United States. We used this secondary source early in our research to define significant terms, such as race, ethnicity, ethnic studies, and self-determination. The book also contextualized the Third World Liberation Front strike at UC Berkeley as just one minority-focused initiative in a long history of emerging minority empowerment in education.

Sleeter, Christine E. *The Academic and Social Value of Ethnic Studies: A Research Review*. NEA, 2011. *National Education Association*, www.nea.org/assets/docs/NBI-2010-3-value-of-ethnic-studies.pdf. This research report synthesizes a number of different studies related to ethnic studies programs in the United States. Quantifying the positive impact of the Ethnic Studies Department at UC Berkeley was a challenge we encountered early in our research, but this secondary-source report provided a reliable and judicious evaluation of the influence of ethnic studies programs on American society.

Washburn, David E. *Ethnic Studies in the United States: Higher Education*. Report no. ED206232, Washington DC, Office of Education, 1981. *ERIC*. This report describes a study that looked at the state of ethnic studies programs in higher education during the 1977-78 academic year. It concludes that ethnic studies should be represented in general education in order to prepare citizens for responsible participation in a multicultural world. These ideas both informed our claim of the importance of ethnic studies programs and their relevance in the educational setting and provided us with insight into the motivations behind the Third World Liberation Front strike.

Audiovisual

Arizona's Attack on Ethnic Studies in Tucson. Three Sonorans News, 2011. This overview of the battle for ethnic studies programs in Tucson, Arizona served as a starting point for our research on the matter. Using this source, we were able to gain a broad understanding of this conflict which allowed us to contextualize our subsequent research regarding the recent and ongoing developments in the fight for ethnic studies.

“Berkeley High School Colors Frontline: Part One.” *Vimeo*, uploaded by Berkeley Public Schools, 2016, vimeo.com/150514025. This source is the first part of a Frontline documentary on the racial dynamics of a public high school in Berkeley during the 1990s. This same institution was the first California high school to form an ethnic studies program, and so we used footage of ethnic studies classrooms from this film in our documentary when we explained the modern impact of the 1969 strike at UC Berkeley.

Cesar Chavez. HISTORY, 2017. This short documentary outlines Cesar Chavez’s involvement in the civil rights movement and provides insight into why he was a venerated role model for the Third World Liberation Front students. In addition to research purposes, we also used a video clip of Chavez from the film in the early contextual section of our documentary.

"Chicano Studies" Classes Replaced by "American History" in Tucson. Univision, 2012. This secondary-source video footage of a report on the conflict regarding ethnic studies programs in Tucson, Arizona explains the two sides of the conflict and outlines their perspectives on these programs. We used this source as supplementary footage in our documentary and as a way to gain better insight into how this ongoing conflict mirrors the Third World Liberation Front conflict in 1969.

Ethnic Studies Banned in Arizona Schools. Narrated by Thelma Gutierrez, CNN, 2010. *CNN*. This secondary-source video footage of a CNN news story explains the ethnic studies ban in Tucson, Arizona. We used this footage for supplemental visuals in our documentary as well as to better understand the recent developments in the fight for ethnic studies and curriculum diversity.

Martin Luther King, Jr.'s "I Have A Dream" Speech. HISTORY, 2018. This short documentary shows Dr. Martin Luther King Jr.’s “I Have A Dream Speech” within the larger context of the civil rights movement. We used this source to provide insight into how the civil rights movement shaped the Third World Liberation Front strike and how Dr. King served as a role model for many of the students involved. We also used primary-source

footage of Dr. King and the civil rights movement from this film in the early contextual section of our documentary.

1966 Ronald Reagan for Governor Campaign Documentary. Young Broadcasting of San Francisco, 1969. This documentary covers Ronald Reagan's election as governor of California in 1967. We used it to further refine our analysis of how Reagan's election influenced the political climate on the UC Berkeley campus, and how ideological and generational tension led to rashness, and, eventually, to violence. We also used primary-source video footage from this film in the section of our documentary about the context for the conflict's violent nature.

On Strike: Ethnic Studies 1969-1999. Directed by Irum Shiekh, 1999. *Vimeo*, vimeo.com/23242564. This 35-minute documentary focuses on the second Third World Liberation Front strike in 1999, in the context of the original 1969 strike. This secondary source account helped us understand the legacy of the 1969 TWLF strike at UC Berkeley, and how the conflict continued to affect the University decades later. We also used primary-source footage from this film in our documentary.

Shattering the Silences: Minority Professors Break into the Ivory Tower. Directed by Stanley Nelson, produced by Gail Pellett, Gail Pellett Productions, 1997. This documentary focuses on the role of minority professors in higher education. We used this source to gain insight into the importance of minority perspectives in educational settings and why those perspectives have been traditionally marginalized. We also used primary-source video footage of Third World Liberation Front protesters from this film in our documentary.

Troy Duster. UC Berkeley Sociology Department, 2013. This documentary follows Troy Duster, the chair of the implementation committee for the Ethnic Studies Department that formed as result of the Third World Liberation Front strike. We used this source to help explain his frustration with the UC Berkeley administration regarding the tumultuous beginnings of the program. The information supported our claim that, due to the lingering resentment of the violent clash, the administrators and the students found it very difficult to compromise as the program was being realized. We also used primary-source footage from this film in our documentary.

Tucson Students Occupy School Board Meeting to Defend Ethnic Studies. TheRealNews, 2011.

This secondary-source video footage depicts students in Tucson, Arizona taking over a school board meeting to prevent the termination of their high school's ethnic studies classes. We used this footage for supplemental visuals in our documentary and for gaining a better understanding of the ongoing conflict and compromise regarding ethnic studies that are currently happening in Tucson.

Websites, e-sources

Macabasco, Lisa Wong. "The Shocking History of My People and My State." *Slate*, Slate Group, 1 Sept. 2015. This editorial opines about the importance of ethnic studies programs today. The author, an Asian-American student, speaks to her experience taking an ethnic studies class at UC Berkeley and the subsequent connection to her heritage and feeling of awakening she experienced. The source also touches on the history of the program at Berkeley and cites it as the first department (not college) of ethnic studies and the field's first graduate program. It paints Berkeley as a trailblazer in the field, helping us understand the legacy of the Third World Liberation Front strike.

"The Third World Liberation Front." *The Berkeley Revolution*, edited by Scott Saul, Digital Humanities at Berkeley, 2018, revolution.berkeley.edu/projects/twlf/. This website holds a digital archive of over 40 multimedia primary sources from the Third World Liberation Front strike at UC Berkeley. Curated by students of the modern UC Berkeley Ethnic Studies Department, the secondary-perspective blurbs that describe each primary source—most of which are staunchly anti-administration—gave us a historiographical look at how the strike is remembered by Berkeley students today.

Music, annotated collectively

All but one of the songs we used in our documentary was released between 1964 and 1968, the high time for student activism and the period during which the Third World Liberation Front strike occurred. But while each song captures the young, loose vibe of the sixties, there is also a wide diversity in mood and subject among the tracks. Collectively, these songs are a background to our project, but individually, the complexity of this soundtrack reflects the complexity of the era—a period of intense change for American society.

“Concerning the UFO Sighting Near Highland, Illinois.” *Illinois*, by Sufjan Stevens, MP3 file, Asthmatic Kitty/Secretly Canadian, 2005.

"House of the Rising Sun." *The Animals*, performance by The Animals, MP3 file, Columbia Graphophone, 1964.

"The Oogum Boogum Song." *Oogum Boogum*, performance by Brenton Wood, MP3 file, Double Shot Records, 1966.

“Respect.” *I Never Loved a Man the Way I Love You*, performance by Aretha Franklin, by Otis Redding, MP3 file, Atlantic, 1967.

“(Sittin’ On) The Dock of the Bay.” *The Dock of the Bay*, performance by Otis Redding, MP3 file, Volt, 1968.

“Stop Children What’s That Sound.” *Buffalo Springfield*, performance by Buffalo Springfield, by Stephen Stills, MP3 file, Columbia Studios, 1967.