

**Berkeley Strikes Back:  
The Third World Liberation Front**

**Junior Group Documentary  
Tess Campion and Willa Campion  
Process Paper: 496 words**

## Process Paper

When looking for topics, we looked through multiple websites and lists of events in history that broke barriers, however, at first nothing really stuck out. Much of what we were finding were big events in history that we had already learned about in school or elsewhere. We decided we wanted to research a topic that we knew nothing about prior, however was an event that directly impacted the way we live, work, and learn today. In the past years when we have done History Day, we have researched social protests and movements. We have enjoyed creating projects on social movements because we feel that these topics show how everyday people have made a direct impact on the world. When we came across the Third World Liberation Front strikes as a topic, we were immediately intrigued. We felt that this topic was relevant to us because many of our district's schools, including our own, are starting discussions around Ethnic Studies requirements in secondary education.

When we started doing research on the UC Berkeley Third World Liberation Front strikes, we stuck to online resources to gain strong background knowledge on the strikes. One of the websites that was most helpful was the Berkeley Revolution, a website created by former strikers to give history on Ethnic Studies at UC Berkeley. When we began to understand the strikes we checked out some books at the library and looked into more primary sources. During our research process we attended two Hullabaloo's which helped us gain access to resources such as micro-film and government documents. Some of our most helpful resources were the personal interviews we conducted. One professor we interviewed was Dr. Harvey Dong from UC Berkeley, who had participated in the strikes, giving us a unique primary view. We also visited the East Side Freedom Library where we got many primary books and the mentors there were able to help us improve our project.

This is our third year doing a History Day project and our third year doing a documentary. We both enjoy collaborating on documentaries because of the creativity and flexibility the category allows. Because of the large variety of research necessary, including visual sources, you really learn a lot about the topic. Without a tight word limit, documentaries allow you to really educate the viewer on the topic and go more in-depth with the writing. In addition, you learn how to create visual effects and use video production skills unique from any other category.

The Third World Liberation Front strikes of 1969, at the University of California, Berkeley, broke barriers in education when administrators met the demands of student strikers resulting in the creation of an Ethnic Studies department. This protest, the longest student strike in US history, gained national attention and resulted in the introduction of minority representation in education, breaking the barrier that had kept America's curriculums white and Eurocentric. These strikes inspired students to stand up for equity and would forever change higher education.

## Annotated Bibliography

### Primary Sources:

#### *Articles:*

**G. Louis Heath (1969) Berkeley's Ethnic Studies College, *Integrated Education*, 7:4, 17-23 DOI: Taylor and Francis Online**

This chapter of the book *Integrated Education*, is an article highlighting the length of the movement at Berkeley. The article was very helpful in understanding the divides of the twLF strikes. It showed a clear divide between the 'new and the old' on views of education and integrating minority views into education.

**Horowitz, Helen Lefkowitz. "The 1960s and the Transformation of Campus Cultures." *History of Education Quarterly*, vol. 26, no. 1, 1986, p. 1., doi:10.2307/368875.**

This article debriefing the rise of student political activism on campuses across the nation, published in 1986, was written by Helen Lefkowitz, who was a student during the 1960s. This article helped us understand the transformation of campus culture through the lens of primary perspective.

**Rodriguez, Roberto. "Big Win for Ethnic Studies at Berkeley." *Black Issues in Higher Education*, 27 May 1999, p. 16. Gale Academic OneFile Select.**

By reading this article we were better able to understand the Ethnic Studies strikes that took place in 1999. This news article outlines the objective of the strikes and what steps the University was taking. This article was very helpful when writing about the impacts of the strikes.

#### *Books:*

**Lott, Juanita Tamayo. *Golden Children: Legacy of Ethnic Studies, SF State*. Eastwind Books of Berkeley, 2018.**

This memoir was written by a San Francisco State student activist about her time during the Third World Liberation Front (twLF) strikes. It talks about the emotions and struggles of strikers. This book gave us a primary view on how the strikes continued to have a long lasting effect on California's education systems.

*Documents:*

**twLF Negotiation Team Notes, 1969, CES ARC 2015/1, Location 1:2 twlf box 1 Folder 2. Ethnic Studies Library, University of California, Berkeley/**

This copy of the demands sent out by strikers to administrators was used to take handwritten notes during a negotiation between strike leaders and University administrators. This primary source gave us an insider understanding of negotiations.

**Third World Liberation Front Strike 1960 pamphlet, 1969, CES ARC 2015/1, Location 1:1 twLF box 1 Folder 1. Ethnic Studies Library, University of California, Berkeley.**

This PDF of an original pamphlet handed out by Third World Liberation Front strikers discusses the importance of the strikes and events that spurred the strikes. This source includes a chronological timeline of the strikes and the build-up to them, something that helped us understand the strikes from primary voices.

*Film and Video:*

**“1960s Berkeley and University of California.” Scan 8mm, 2017, [m.youtube.com/watch?feature=youtu.be&v=yQdm6lAkslw](https://m.youtube.com/watch?feature=youtu.be&v=yQdm6lAkslw).**

This piece of historic footage of the Berkeley campus shot on an 8mm camera explores the campus, the filmer seemingly lost at times. It allowed us to view the campus as though we were students at UC Berkeley during the 1960s. We were able to use this piece of film in our documentary to help viewers visualize Berkeley in the 1960s.

*Interviews:*

**Harvey Dong, PhD, Ethnic Studies, UC Berkeley; Professor of American and Asian Diaspora Studies (Chinese American), Contemporary Community Issues, History (Asian American)**

This personal interview, over FaceTime, with Dr. Harvey Dong, who participated in the strikes, was one of our most important primary sources. We were able to use a clip from this interview in our documentary to support our conclusions when we discuss the impact.

*Newspapers:*

**Engstrom, Harold E. “Letters to the Editor: Board Responds.” *Sacramento Bee*, 23 May 1969.**

This letter to the editor written during the Third World Liberation Front strikes gave us an understanding of the reaction of citizens in California to the strikes. In addition, it helped us understand the dynamic of the Academic Senate vote to establish an Ethnic Studies Department.

## Secondary Sources:

### *Academic Reports:*

**Karabel, Jerome. *Freshman Admissions at Berkeley: A Policy for the 1990s and Beyond*. 1989, pp. 1–51, *Freshman Admissions at Berkeley: A Policy for the 1990s and Beyond*.**

This report, written by a professor at UC Berkeley, gives a history of admissions going back to the 1960s in addition to talking about admissions going into the 1990 school year and looking to the future of admissions at Berkeley. This report contains statistics on minority enrollment in the 1960s, information we could use to support evidence in our discussion of what led to the strikes.

### *Articles:*

**Bates, Karen Grigsby, and Shereen Marisol Meraji. “The Student Strike That Changed Higher Ed Forever.” *NPR*, NPR, 21 Mar. 2019,**

This article, discussing the largely unheard of Third World Liberation Front and their impact, efficiently articulates the importance of the strikes. This article was a good starting point for research and understanding the strikes.

**Buchanan, Boyce. “Third World Liberation Front Activists Speak on 50th Anniversary of Movement.” *The Daily Californian*, 8 Oct. 2018, [www.dailycal.org/2018/10/07/third-world-liberation-front-activists-speak-on-50th-anniversary-of-movement/](http://www.dailycal.org/2018/10/07/third-world-liberation-front-activists-speak-on-50th-anniversary-of-movement/).**

This article was published in the *Daily Californian* on the 50th anniversary of the Third World Liberation strikes of 1969. This article helped us understand the impact that the strikes have today. This article helped us learn about the long lasting effect of the minority students at Berkeley.

**“Centring The Yard: Student Protest on Campus in 1968.” *Reframing 1968: American Politics, Protest and Identity*, by Martin Halliwell and Nick Witham, Edinburgh University Press, 2018.**

This article talks about the protests for ethnic studies across the United States. It gave us a better understanding of the impact the protests at Berkeley and SF State made with the formation of the Third World Liberation Front. We were able to then better learn about how many students across the nation felt the need for ethnic studies.

**“Editorial: Berkeley’s School of Criminology, 1950-1976.” *Social Justice*, vol. 40, 22 May 2014, doi:Gale**

This article, published by the University of Berkeley Department of Criminology, gave us an understanding of how the conflicting violence during the strikes was handled. The editorial talks in depth about how the administration at UC Berkeley tried to carry on normalcy despite the fact that the National Guard was deployed and the strikes were escalating quickly.

**Edward. “Enrollment of Minorities in Colleges Stagnating.” *The New York Times*, *The New York Times*, 19 Apr. 1987, [www.nytimes.com/1987/04/19/us/enrollment-of-minorities-in-colleges-stagnating.html](http://www.nytimes.com/1987/04/19/us/enrollment-of-minorities-in-colleges-stagnating.html).**

This article, discussing enrollment in higher education by ethnicity from the 1980s, helped us look deeper into statistics that we used in our writing.

**Finman, Kate. “Student Activists Return to Campus 50 Years after Third World Liberation Front Movement, Reflect on Their Work.” *The Daily Californian*, 29 Apr. 2019.**

From this article we were able to learn about the impacts of the creation of an Ethnic Studies department. It outlined how the actions of the Third World Liberation Front helped pave the way for younger generations to fight to have their history be put back into U.S. History. This article was very helpful for the long term impact of the strikes.

**Mayes, Shelby. “Third World Liberation Front Research Initiative Launches Crowdfund.” *ULOOP Inc.*, 18 Oct. 2018.**

From this article we were able to gather many quotes from students who participated in the twLF strikes. The quotes from the article helped us further understand the wants of the strikers. We were able to use some of the quotes from the article in the documentary. It, as well, gave us a primary view on the topic.

**Press, Associated. “Arizona Judge Declares Ban on Ethnic Studies Unconstitutional.” *NBCNews.com*, NBCUniversal News Group, 28 Dec. 2017, [www.nbcnews.com/news/latino/arizona-judge-declares-ban-ethnic-studies-unconstitutional-n833126](http://www.nbcnews.com/news/latino/arizona-judge-declares-ban-ethnic-studies-unconstitutional-n833126).**

This article discusses the ban on Mexican-American Studies in the Tucson School District that was ruled unconstitutional by an Arizona judge. This article gave us a better understanding of the decision, which we cite in our long term impact.

**Taylor, Ula. “Origins of African American Studies at UC-Berkeley.” *The Western Journal of Black Studies*, 2010.**

*Origins of African American Studies at UC-Berkeley*, talks about the start of African American Studies, which predated Ethnic Studies. The African American Studies program was a starting point for Ethnic Studies. This article also goes in depth about pushes to create African American Studies, and how that followed through to the push for Ethnic Studies.

**“The History of Ethnic Studies.” *Columbia Daily Spectator*, [www.columbiaspectator.com/2007/10/15/history-ethnic-studies/](http://www.columbiaspectator.com/2007/10/15/history-ethnic-studies/).**

This article from the Columbia Daily Spectator discusses the history of Ethnic Studies starting with the Third World Liberation Front strikes. After reading this article, we had a better base of knowledge before further diving into our research.

**“The Third World Strike and the Globalization of Chicano Art.” *The Heart of the Mission: Latino Art and Politics in San Francisco*, by Cary Cordova, University of Pennsylvania Press, 2017.**

This article, discussing the impact of the Third World Liberation Front strikes on Chicano art, helped us understand how these strikes broke the barrier that had kept education Eurocentric by introducing minority scholarship to higher education, allowing for the globalization of Mexican-American art.

**“Transethnic Anthropologism Ethnic Studies at Berkeley.” *University of Nebraska Press*, vol. 7, no. 4, ser. 2, 1995. 2, doi:JSTOR.**

This article talks about the influence of the Ethnic Studies department at Berkeley. This source helped us understand the impact of the creation of the Department of Ethnic Studies at UC Berkeley on other universities around the nation and how it influenced students to push their universities to establish Ethnic Studies departments.

**Vizenor, Gerald. “Anthropologism: Comparative Ethnic Studies at Berkeley.” *Studies in American Indian Literatures*, vol. 7, no. 4, ser. 2, 1995. JSTOR, doi:11-01-2020 19:56 UTC.**

*Anthropologism: Comparative Ethnic Studies at Berkeley*, compares and analyses the Berkeley Ethnic Studies department. The article talks about its creation and as well how the University of California related to its creation. The article then goes in depth about the mitigation of the department and its struggle to continue. This helped us understand how the department had to progress.

**Wing, Bob. "Educate to Liberate! Multiculturalism and The Struggle For Ethnic Studies ." Colorline, Oakland, vol. 2, no. 2, ser. 15, 1999. 15.**

This article addresses the advancements, and the influences that shaped ethnic studies in America. We were able to use this article to better understand the connections of other civil rights movements that inspired many minorities, and how ethnic studies was able to progress. As well, this article talked about the many people who believed that Ethnic Studies at Berkeley would not succeed, and the barriers the department faced.

*Books:*

**Anderson, Terry H. *The Movement and the Sixties*. Oxford University Press, 1995.**

This book talks about the movements across the nation taking place in the 1960s. One of the movements that was discussed was the twLF strikes for Ethnic Studies. From this book we were able to gather background knowledge on the strikes as well as understand how the time period affected, positively and negatively, the movement.

**Barnes, Patricia, and Mark Goniwiecha. *Guide to Ethnic Sources at UC Berkeley: 1973-1983*. Chicano Studies Library Publ., Univ. of Calif., 1983.**

This book holds a detailed, annotated log of all the Ethnic Studies resources on the UC Berkeley campus (as of 1983). This book, annotated by a Chicano Studies class, helped us find other resources that would deepen our research of the topic.

**Cohen, Robert, and Reginald E. Zelnik. *The Free Speech Movement: Reflections on Berkeley in the 1960s*. Univ. of California Press, 2003.**

By reading this book we were able to learn how the Free Speech Movement paved the way for the Third World strikes. This book went in depth to explain the actions that took place during the Free Speech Movement and how they had an effect on not only the University but the Bay Area as a whole.

**Fischer, Klaus P. *America in White, Black, and Gray: A History of the Stormy 1960s*. Bloomsbury Academic & Professional, 2014.**

This book gave us a better understanding of the push behind many of the movements of the 1960s. It put into perspective the oppression that many were feeling. This book helped us understand how the Third World Strikes were similar and different to many movements of the era.

**Morgan, Edward P. *60's Experience: Hard Lessons about Modern America.* Temple Univ, 1992.**

*The 60's Experience*, is a book that outlines life in the 1960s. It goes into depth about the movements of the 1960s, especially the student movements. This helped us understand how the Third World strikes were influential during their times. This source gave us a lot of insight into how many student protests came to be.

**Rorabaugh, William J. *Berkeley at War: the 1960s.* Oxford Univ. Press, 1990.**

*Berkeley at War*, is a book about student activism at UC Berkeley. It covers the Free Speech, the Third World Strikes, anti-Vietnam strikes and Peoples Park. This book gave us a new perspective on how Berkeley was one of the leading universities in political activism in the 1960s. This book really helped us gather more background knowledge on the times, as well as giving us an in depth description of the strikes.

**Tischler, Barbara L. *Sights on the Sixties: Perspectives on the Sixties.* Rutgers University Press, 1992.**

*Sights on the Sixties*, gives a compelling perspective on the 1960s and the rapid modernization at the time. Because of this, student movements began to increase at the time. This book gives an in depth explanation of how the era affected the decisions being made at the time. It was beneficial to our research in understanding how the Third World strike affected the 1960s.

**Viorst, Milton. *Fire in the Streets: America in the 1960s.* Simon and Schuster, 1981.**

After reading *Fire in the Streets*, we gained more knowledge on political activism in the 1960s. This fascinating read helped us understand what spurred social disobedience, an idea largely undeveloped until the 1960s.

**Wei, William. *The Asian American Movement.* Temple University Press, 1994.**

This book tells the story of the Asian American Movement in the U.S. We were able to use the knowledge gained from reading this book as we looked deeper into the demands from the Asian American Political Alliance, a political on-campus student group at Berkeley.

***The Whole World's Watching: Peace and Social Justice Movements of the 1960s & 1970s.* Berkeley Art Center Association, 2001.**

Similar to *Fire in the Streets*, this book discusses the implications and impacts of social justice movements in the 1960s, specifically through a world view.

*Film and Video:*

**“On Strike: Ethnic Studies 1969-1999, Film & Panel.” UCB Center for Race & Gender, Center for Race and Gender.**

“On

This is a video made by the UC Berkeley Center for Race and Gender for the 50th anniversary of the Third World strikes. It includes a panel of experts in the Ethnic Studies field talking about the influence of these strikes. This by far was one of the most helpful resources because of all of the expert views.

*Interviews:*

**Dahlen, Sarah Park. “Personal Interview.” Jan. 2020.**

This interview with Dr. Dahlen gave us a better understanding of the influence of the Third World Liberation Front on younger generations. Because of Dr. Dahlen’s work in children’s literature, she was able to share how the strikes influenced her field and her education. From this interview we got a better understanding of the Third World Liberation Front and their influence, as well as importance.

**Feldman, Kieth. “Personal Interview.” 24 Apr. 2020.**

Dr. Feldman works at the UC Berkeley Ethnic Studies department as a professor. When interviewing him we were able to gain perspective on how the Ethnic Studies department at Berkeley has progressed and changed. As well, he told us about the history of the strikes, and the opinions that some professors held of the creation of the department at the time.

**Solon, Paul. “Personal Interview.” Feb. 2020**

We interviewed former Macalester College history professor and 1960s UC Berkeley alumni, Dr. Solon. From this interview we gained knowledge on ethnic study strikes that impacted universities around the nation.

*Online Database:*

**“Third World Liberation Front.” UCB Center for Race & Gender, University of California, Berkeley.**

This database was made by the UC Berkeley Center for Race and Gender, a center created as a result of the compromises of the Ethnic Studies strikes in 1999. This database has many online resources about the history of Ethnic Studies and Ethnic Studies today. Many resources we found here were very beneficial in our project.

**National Museum of African American History and Culture. “School Segregation and Integration.” Library of Congress, 2009.**

This database is published by the National Museum of African American History and Culture and focuses on African American history. From this site we found many articles on the segregation of African Americans in education and the fight for representation in curriculum. This gave us an understanding on how many minority groups are cut out of U.S. history. We were able to use this source to gather background information on the U.S. education system.

*Websites:*

**“50 Years after Third World Liberation Front Strike at UC Berkeley, Legacy Marches On.” *UC Berkeley Library News*, 11 Apr. 2019, [news.lib.berkeley.edu/TWLF-50](http://news.lib.berkeley.edu/TWLF-50).**

This website consists of online documents from the University of Berkeley’s Library. On this site we found University documents discussing the Third World strikes. From this website we were not only able to gather knowledge from the documents but also use some of the documents for photos.

**“Educational Opportunity Program.” Educational Opportunity Program, University of California, Berkeley, [eop.berkeley.edu/](http://eop.berkeley.edu/).**

This is the official website of the Education Opportunity Program, a group at Berkeley that promotes minority student enrollment to the University. This website helped us understand the goals of the organization, and how it is benefiting Berkeley. As well, we were able to find photos we used in our documentary on this site.

**EdSource Commentaries. “Ethnic Studies Should Be a High School Requirement.” *EdSource*, EdSource, 16 Aug. 2018, [edsources.org/2018/ethnic-studies-should-be-a-high-school-requirement/60124](http://edsources.org/2018/ethnic-studies-should-be-a-high-school-requirement/60124).**

This website discusses whether Ethnic Studies should be a high school requirement. It highlights the benefits and downsides of Ethnic Studies. This website gave us a compelling view on why Ethnic Studies should be a high school requirement. From this source we were able to gather information and statistics on the push for high school Ethnic Studies requirements.

**“Historically Black Colleges and Universities and Higher Education Desegregation.” Home, US Department of Education (ED), 10 Jan. 2020, [www2.ed.gov/about/offices/list/ocr/docs/hq9511.html](http://www2.ed.gov/about/offices/list/ocr/docs/hq9511.html).**

This website gave us statistics on the number of minorities pursuing higher education in the 20th century. We were able to obtain more understanding of the increase in minority students going to college in correlation with the fight against Eurocentric education. The statistics we found on the site we used not only in our research but our script as well.

**“Racial/Ethnic Enrollment in Public Schools.” National Center for Education Statistics, Institute of Education Sciences, 2017, [nces.ed.gov/](http://nces.ed.gov/).**

This website, published by the Institute of Educational Sciences, contains statistics on enrollment by ethnicity in public schools around the nation, statistics we use in our long term impact when talking about public school enrollment and Ethnic Studies classes offered in elementary and high schools.

**Ríos, Cati de los. “Critical Ethnic Studies in High School Classrooms: Academic Achievement via Social Action.” Race, Equity, and Education: Sixty Years from Brown.**

This website talks about the evolving diversity in education. This source helped us understand the U.S. public education system and the developments it has made because of the creation of Ethnic Studies in universities. This source was very beneficial to understanding the impact of introducing Ethnic Studies into education.

**“Third World Liberation Front.” UCB Center for Race & Gender, University of California Berkeley , [www.crg.berkeley.edu/research/third-world-liberation-front/](http://www.crg.berkeley.edu/research/third-world-liberation-front/).**

This website published by UC Berkeley includes many resources and articles focusing on the Third World Liberation Front strikes. From this website we were able to understand what spurred the strikes, the goal behind them, and the impact beyond just Berkeley.

**“The Third World Liberation Front.” The Berkeley Revolution, [revolution.berkeley.edu/projects/twlf/](http://revolution.berkeley.edu/projects/twlf/).**

This website was built by Third World strikers and was by far one of our most helpful resources. From this site we were able to gather background knowledge on our topic. From this source we got many primary views on the strikes, including many quotes. As well, we were able to gather high quality images and newspaper clippings to put into our documentary.

**Whitson, Helene. "STRIKE:... Concerning the 1968-69 Strike at San Francisco State College." FoundSF.**

This website was created to share the history of the Third World strikes at San Francisco State University. This website gave us a better understanding on how the strikes at Berkeley's neighboring school also led the fight for the creation of Ethnic Studies at universities. This website also provided us with many pictures that we used in our documentary.

**Images:**

**"Berkeley TwLF Strikers." The Weekender, 1968, "Student Strikers at SF State." Socialist Worker, 1968, [socialistworker.org/2018/12/13/1968-the-strike-at-san-francisco-state](http://socialistworker.org/2018/12/13/1968-the-strike-at-san-francisco-state).**

This is an image of the four strike leaders leading strikers through Sather Gate.

**"Student Strikers at SF State." Socialist Worker, 1968, [socialistworker.org/2018/12/13/1968-the-strike-at-san-francisco-state](http://socialistworker.org/2018/12/13/1968-the-strike-at-san-francisco-state).**

This is an image of a rally organized by twLF strikers.

**"Eurocentric Education Drawing." The Bowdoin Orient, [bowdoinorient.com/bonus/article/10888](http://bowdoinorient.com/bonus/article/10888).**

This is an image of a cartoon textbook with a page on non-western history ripped out.

**"Black Student Union Leader Addressing Crowd." NPR, 1968, "1950s Classroom." It's the Woman, Not the Men, 1952, [kquane.com/2015/03/09/longform-essay-are-our-universities-truly-institutions-of-higher-learning-or-are-they-simply-dens-of-iniquity/college-party-1950s-classroom/](http://kquane.com/2015/03/09/longform-essay-are-our-universities-truly-institutions-of-higher-learning-or-are-they-simply-dens-of-iniquity/college-party-1950s-classroom/).**

This is an image of twLF strikers.

**"1950s Classroom." It's the Woman, Not the Men, 1952, [kquane.com/2015/03/09/longform-essay-are-our-universities-truly-institutions-of-higher-learning-or-are-they-simply-dens-of-iniquity/college-party-1950s-classroom/](http://kquane.com/2015/03/09/longform-essay-are-our-universities-truly-institutions-of-higher-learning-or-are-they-simply-dens-of-iniquity/college-party-1950s-classroom/).**

This is an image of a college classroom with only white males.

**"Middle Class Family and Home." Time, [content.time.com/time/nation/article/0,8599,1882147,00.html](http://content.time.com/time/nation/article/0,8599,1882147,00.html).**

This is an image of a GI bill family from the 1960s.

**University of California, Berkeley. "Third World Liberation Front." Center for Race and Gender, [www.crg.berkeley.edu/research/third-world-liberation-front/](http://www.crg.berkeley.edu/research/third-world-liberation-front/).**

This is an image of the twLF logo and a striker.

**“1950s Nuclear Family.” Medium , Bettman archive. “1960s School Classroom .” Newsweek, [www.newsweek.com/2018/03/30/school-segregation-america-today-bad-1960-855256.html](http://www.newsweek.com/2018/03/30/school-segregation-america-today-bad-1960-855256.html).**

This a photo of the Third World Liberation Front stickers.

**Bettman archive. “1960s School Classroom .” Newsweek, [www.newsweek.com/2018/03/30/school-segregation-america-today-bad-1960-855256.html](http://www.newsweek.com/2018/03/30/school-segregation-america-today-bad-1960-855256.html).**

This is an image of a late 1950s classroom.

**“School Segregation .” The Philadelphia Inquirer, [www.inquirer.com/opinion/joe-biden-kamala-harris-school-busing-segregation-1970s-to-today-20190709.html](http://www.inquirer.com/opinion/joe-biden-kamala-harris-school-busing-segregation-1970s-to-today-20190709.html).**

This is an image of a segregated classroom.

**“Education Opportunity Program Students.” Education Opportunity Program, [eop.berkeley.edu/eop-history](http://eop.berkeley.edu/eop-history).**

This is an image of a group of Educational Opportunity Program (UC Berkeley) students.

**“A Grand Plan for Public Higher Ed Is Aging. Can It Be Reinvented?” Chronicle of Higher Education, [www.chronicle.com/article/A-Grand-Plan-for-Public-Higher/243037](http://www.chronicle.com/article/A-Grand-Plan-for-Public-Higher/243037).**

This is an image of a college application.

**“Campus Unrest in the '60s and '70s.” Middlebury College, [www.middlebury.edu/newsroom/node/468467](http://www.middlebury.edu/newsroom/node/468467).**

This is an image of students with a megaphone walking to a protest/rally.

**“George Murray, Minister of Education.” Calisphere, 1968, [calisphere.org/item/0736e3b932400bd81b1b9180209cob7c/](http://calisphere.org/item/0736e3b932400bd81b1b9180209cob7c/).**

This is a photo of George Murray

**“Vietnam War Protest.” Vintage Everyday, [www.vintage-everyday.com](http://www.vintage-everyday.com).**

This is an image of an anti-Vietnam war student protest.

**“Chicago Strike.” Jacobin, 1962, [www.jacobinmag.com/2018/06/bernie-sanders-civil-rights-movement-activism](http://www.jacobinmag.com/2018/06/bernie-sanders-civil-rights-movement-activism).**

This is an image of student freedom riders.

**Johnson , Bob. “March to Regents' Meeting.” Free Speech Movement Archives , 4 Nov. 1964, [www.fsm-a.org](http://www.fsm-a.org).**

This is an image of protesters holding a free speech banner.

**“10 Essential Authors of Chicano Literature.” Early Bird Brick, 10 Essential Authors of Chicano Literature.**

This is a photo of a copy of the book, *A House on Mango Street*.

**“Strike Demands.” Berkeley Revolution, 1969, [revolution.berkeley.edu/strike-demands/?cat=440&subcat=0](http://revolution.berkeley.edu/strike-demands/?cat=440&subcat=0).**

This is a photo of the demands sent out by strikers.

**“STRIKE!... Concerning the 1968-69 Strike at San Francisco State College.” Found SF, 1969, [www.foundsf.org/index.php?title=STRIKE!...\\_Concerning\\_the\\_1968-69\\_Strike\\_at\\_San\\_Francisco\\_State\\_College](http://www.foundsf.org/index.php?title=STRIKE!..._Concerning_the_1968-69_Strike_at_San_Francisco_State_College).**

This is a photo of twLF strikers.

**“Cartoon.” Sundial, 2013, [sundial.csun.edu/72115/opinions/csus-need-ethnic-studies-program/](http://sundial.csun.edu/72115/opinions/csus-need-ethnic-studies-program/).**

This is a political cartoon of budget cuts to Ethnic Studies.

**“The Boston Public Schools System.” WBUR, 2015, [www.wbur.org/news/2015/09/14/boston-teachers-diversity](http://www.wbur.org/news/2015/09/14/boston-teachers-diversity).**

This is a photo of students in a public school classroom.

**“Third World Liberation Front Pamphlet.” *Race and Resistance: Then and Now*, Bowling Green State University, [digitalgallery.bgsu.edu/student/exhibits/show/race-resistance/item/11058](http://digitalgallery.bgsu.edu/student/exhibits/show/race-resistance/item/11058).**

This is a photo of a twLF pamphlet.

**“Brown and Proud.” ChalkBeat, [chalkbeat.org/posts/us/2018/11/19/50-years-mexican-american-studies-in-schools/](http://chalkbeat.org/posts/us/2018/11/19/50-years-mexican-american-studies-in-schools/).**

This is a photo of a student protesting the ban on Mexican-American Studies in Tucson.

**“Harvey Dong.” Research Gate, 2008, [www.researchgate.net/profile/Harvey\\_Dong](http://www.researchgate.net/profile/Harvey_Dong).**

This is a photo of Dr. Harvey Dong.

**“Black Student Union.” KQED, 1968, [www.kqed.org/news/10428494/from-the-archive-bayview-hunters-point-backs-s-f-states-student-strike-december-1968](http://www.kqed.org/news/10428494/from-the-archive-bayview-hunters-point-backs-s-f-states-student-strike-december-1968).**

This is a photo of twLF protesters.

**“Mexican-American Student Confederation Leader Speaks on Educational Equity.”**  
Diva, 1968, [diva.sfsu.edu/collections/strike/bundles/235905](http://diva.sfsu.edu/collections/strike/bundles/235905).

This is an image of a Mexican-American Student Union leader.

**“Native American Student Union.” Empowerment Works, 1968,**  
[www.empowermentworks.org/womens-history-month-2018.html](http://www.empowermentworks.org/womens-history-month-2018.html).

Native American Political Alliance twLF strike leader.

**“1968 SFSU Student Strike (Credit to SF State News).” Asian American  
Multi-Ethnic Identity, 1996,**  
[hyphenproject.wordpress.com/laying-the-groundwork/asian-american-multi-ethnic-identity/](http://hyphenproject.wordpress.com/laying-the-groundwork/asian-american-multi-ethnic-identity/).

This is a photo of students protesting with signs.

**“I Have a Dream.” African American History Program,**  
[americanhistory.si.edu/about/departments/african-american-history-program](http://americanhistory.si.edu/about/departments/african-american-history-program).

This is a photo of a woman holding up an I Have a Dream sign.

**“Ethnic Studies Courses Break Down Barriers and Benefit Everyone—So Why the  
Resistance?” Yes Solutions Journalism,**  
[www.yesmagazine.org/peace-justice/ethnic-studies-courses-break-down-barriers-and-benefit-everyone-so-why-the-resistance-20170323?utm\\_source=feedburner&utm\\_medium=feed&utm\\_campaign=Feed%3A+yes%2Fmost-recent-articles+%28YES%21+Magazine+Most+Recent+Articles%29](http://www.yesmagazine.org/peace-justice/ethnic-studies-courses-break-down-barriers-and-benefit-everyone-so-why-the-resistance-20170323?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+yes%2Fmost-recent-articles+%28YES%21+Magazine+Most+Recent+Articles%29).

This is a photo of two students with their fists up in protest.

**“Third World Liberation Front (TWLF) Protest Berkeley 1969.” Pierre La Plant,**  
1969, [pierrelaplant.smugmug.com/History/TWLF-UC-Berkeley-1969/i-XBR24TD](http://pierrelaplant.smugmug.com/History/TWLF-UC-Berkeley-1969/i-XBR24TD).

Database for twLF photos.

**“San Francisco State Arrest Scuffle.” Diva Academic Technology, 2009,**  
[diva.sfsu.edu/collections/strike/bundles/235887](http://diva.sfsu.edu/collections/strike/bundles/235887).

This is a photo of two Black Student Union members getting arrested.

**“Dr. Harvey Doug.” Berkeley News,**  
[news.berkeley.edu/2019/01/23/veterans-of-berkeleys-ethnic-studies-struggle-stage-rally-50-years-later/](http://news.berkeley.edu/2019/01/23/veterans-of-berkeleys-ethnic-studies-struggle-stage-rally-50-years-later/)  
<https://www.dailycal.org/2020/01/22/barrows-hall-loses-power-surrounding-area-closes/>.

This is a photo of Dr. Harvey Dong.

**“Map of the USA.” Maps, Plus PNG, 2017, [pluspng.com/png-usa-outline-4662.html](https://pluspng.com/png-usa-outline-4662.html).**

This photo is a map of the United States.

**“African American Studies.” College of Alameda, [alameda.peralta.edu/academic-program/african-american-studies/](https://alameda.peralta.edu/academic-program/african-american-studies/).**

This is a photo of a local community college in the Bay Area.

**“Inclusive Spaces at UC Berkeley.” Anti-Eviction Mapping Project, 2017, [www.antievictionmap.com/uc-berkeley-story-mapping-1-1-1](https://www.antievictionmap.com/uc-berkeley-story-mapping-1-1-1).**

This image shows a map of the University in the 1960s.