

Appendix A: Complete Assignment

POSC 101: U.S. GOVERNMENT AND POLITICS Hartwick College Student Political Activism – Diversity, Inclusion, and Change Archives-Based Research, Paper and Presentation Assignment

Please sign up for the topic or topics that you are most interested in exploring for this assignment. The professor will make final assignments based on your interest.

TOPIC #1 –Civil Rights At Hartwick, 1963-1967

In what ways did the Hartwick community get involved in the civil rights movement? What are the different types of actions students and other members of the Hartwick community took to raise awareness about civil rights and work for change? What specific policies, changes and/or values were members of the Hartwick community fighting for? How would you assess the value and impact of these individual and collective efforts?

Archival Resources:

First Civil Rights Club - *Hilltops* 12/63
Daily Star James Meredith 2/64
Student Senate Minutes 10/63; 12/63
Book of Semester - James Baldwin – “Another Country” 12/63
James Meredith – 2/64
Flier – National organizations recommended by Civil Rights Club 2/64
Discrimination? *Hilltops* 2/64; 3/64
James Farmer speaks on campus 5/65 *Hilltops*; *Binghamton Press*
James Farmer Speech - CD #36
Bill Krault and Dr. Herman Keiter -- Alabama Summer 1965
Hilltops 9/65; *Star* 7-10/65
Jackie Robinson speaks about Civil Rights on campus 5/67 - *Hilltops*, *Star* and *Press*,
“Negro History” *Salt & Pepper* 5/67

TOPIC #2 -- On Being Black at Hartwick: 1967-1970

Over the 20th and 21st century the student body at Hartwick and SUNY Oneonta became more racially and ethnically diverse. What tensions emerged as non-white students were integrated into the Oneonta colleges over these specific years? What demands were made by different groups and what was the response to these demands by students, administrators, and the broader Oneonta community? Based on your observations as a student at Hartwick College in the 21st century, how do racial issues at Hartwick today compare with past decades?

Archival Resources:

“The Negro at Hartwick and in the United States,” *Hilltops* 10/67
“Conservatism to Black Power” 10/67
Salt and Pepper 10/67
“Racial Integration or Segregation?” *Hilltops* 5/1968
Black Power Group - 10/67; 1/69
Black Demands - April/May 1969
“Oneonta State Black Students List Demands” *Hilltops*

“Blacks’ demands irk this reader” *Daily Star*
 “WASP Demands of Hartwick”
 “Reply to Blacks”
 “Irate Black Student Replies”
 “Recognition for Black Writers” *Hilltops* 12/69
 “Blacks at Hartwick: Where do you go?” *Hilltops* 1/70
 “On Being Black” 2/70, 3/70
 “Black Expectations” 5/70
 “Racism is a White Problem” workshop 5/70
Daily Star Black Coed – Student President 4/70
 Hartwick Blacks Cite Hope 4/70
 “Meeting the Demands of Non-White students” *Life at Hartwick* August 1970

TOPIC #3-- The Continuation of the Civil Rights Struggle: 1970-1990

The U.S. Government passed major civil rights legislations in the 1960s. Yet the struggle for equality in our country and on Hartwick’s campus continued throughout the 1970s and 1980s. What were the civil rights issues the Hartwick community was discussing during these decades? What changes were Hartwick students and speakers calling for? How would you assess the nature, impact and value of political activism on campus during this time?

Archival Resources:

Black Students present – *Hilltops* 9/70
 Guest speaker: Dick Gregory 1/71
 “Right On!” weekly column in the *Hilltops* 1/71
 The Apostles perform a “Soul Revolution” 2/71
 Black Spirit Week – *Hilltops* 4/71
 Alex Haley speaks on “Black Heritage – A Saga of Black History” 10/71
 Guest Speaker: Julian Bond 4/75
 Guest Speaker: Shirley Chisholm 4/82
 Guest Performer: Bernice Johnson Reagon 1/83
 “Black Writers and Poets” series *Hilltops* 2-3/86
 “Minority Students at Hartwick” 4/86
 “Civil Rights in America – Revolution or Evolution” 1/88
 Hartwick’s Role in South Africa 2/88
 Ethnic Coalition - *Hilltops* 9/88
 “Calls To Stop the Klan” 10/88
 Praeco navorum Rerum 2/89
 Una Perspectiva 3/89
 September 1989 “Black Experiences” weekly column in *Hilltops* 9/89
 Black History Month *Hilltops* 2/90
 Angela Davis speaks on “Race, Gender & Class” 3-4/90; HC Memorabilia

TOPIC #4 -- Diversity and Racism at Hartwick in the early 1990s, 1990 – 1994

Across the first half of the 1990s, Hartwick students sought to recognize diversity and also raise awareness about continued racism at Hartwick and in society more broadly (e.g. the Rodney King Verdict). What are some of the specific issues Hartwick students and other members of the Hartwick

community were mobilizing around? What individual and collective actions did they take to achieve their goals? What is your assessment of student activism during this time period?

Archival Resources:

Ethnic Diversity Week *Hilltops* 10/90; Diversity Weeks -- HC Memorabilia
First Racism Awareness Workshop - *Hilltops* 5/91
"Racism Denounced at Rally" *Hilltops* 1/92
Black History Month 2/92; Black History Months -- HC Memorabilia
"Scholarships Violate Civil Rights Act" 3/92
"Civility Needs Feedback" 4/92
Civility Policy 1992 - HC Memorabilia
Ethnic Coalition - *Hilltops* 10/92
Nobel Prize winner Derek Walcott 4/93
Response to Rodney King verdict 4/93
Pluralism/Pluralism Program 5/93; 1/94; 3/94
PALS - *Hilltops* 11/94
Pluralism Program -- HC Memorabilia
"Ethnicity and Multiculturalism at Hartwick" 11/94
"Ethnicity in Changing America" 12/94

TOPIC #5 – Diversity at Hartwick: Progress and Challenges, 1995 – 2015

Across this time period what actions did Hartwick students and other members of the Hartwick community take in order to help make Hartwick a more diverse, inclusive and tolerant place? How did Hartwick students react to national issues such as the OJ Simpson verdict, the Million Man March, and the 9/11 terrorist attacks? How did Hartwick students react to national issues concerning human rights, civil rights and civil liberties? What other issues were Hartwick students striving to change or highlight? How do you assess the nature, impact and value of student activism over this time period?

Archival Resources:

Race in the O.J. Simpson verdict 10/95
Million Man March 4/95
Minority recruiting increasing 2/96
Pluralism Program - Newsletters 1994-1997
ALANA - incoming freshmen 12.5% *Hilltops* 9/97
Guest Performers: Bela Fleck and the Fleckstones 10/97
PALS and USPPPO host the ALANA Heritage and Leadership Conference 10/97
First annual ALANA Students, Faculty and Staff get together 11/97
Black History Month 2/98
Affirmative Action 5/98
Ethnic Coalition – Black Solidarity Day 11/98
Daily Star January 1999 Guest Speaker bell hooks
The Society of Sisters and Brothers United formed - 5/2000; and HC Memorabilia
Hate Crimes - May 2001
 "Hate Crime on Campus - Students speak out together. . .,"
 "Beyond Tolerance"
 "Students for Tolerance" rally on Frisbee Field
Pluralism Statement 2003 HC Memorabilia

“The Negro Speaks Yet Again” 4/04
SOSU/BU Formal ; PALS Emancipation Ball 3/05
SALSA Club 5/05
“My Thoughts on Contemporary Usage of the ‘N-word’” 3/07
Beyond Boundaries – Civic Engagement 4/08
Diversity at Hartwick 11/09
International Club 11/09
SOSU/BU celebrates ten years 5/10
SOSU/BU Candlelight Vigil 10/14
Nobel Prize winner Derek Walcott 2/13; 4/13; Derek Walcott – HC Memorabilia
“Rights Against Badges” 9-11/2014

TOPIC #6: Women Rights (and Restrictions) on Campus, 1929 - 1947

What policies/issues concerning women’s rights and issues relating to gender were Hartwick students concerned with across these years? What tactics did students employ to raise awareness and take action on these issues? How did the campus and broader Oneonta community respond to these demands? In what ways did the issues of this time period lead to the emergence of the contemporary women’s movement? Compare life for women on Hartwick campus today with this time period: what are some areas of stability and what are some areas of change?

Archival Resources:

Circular for Women Students 1929-30
Student Handbooks 1935 - 1947
Comparison of regulations for women and men:
Hours
Campus and Community Attire

Hilltops

Women’s Physical Education Training 9-10/1943
“Veterans’ Wives 9/46
February 12, 1947
“Whatever Happened to the Good Old-Fashioned Girl??”
March 12, 1947 “What Makes a Girl Lovable?”

TOPIC #7: Women Rights on Campus, 1950 - 1979

What policies/issues concerning women’s rights and issues relating to gender were Hartwick students fighting for across these years? What tactics did students employ to raise awareness and take action on these issues? How did the campus and broader Oneonta community respond to these demands? Given what we know about the struggle for civil rights for women, as discussed in class readings, what explains these responses? Based on your observations of current campus life, how successful has the women’s movement been in terms of its impact on Hartwick?

Archival Resources:

Hilltops

May 19, 1950 “Sex Survey Results”
Student Senate pushes for Handbook Changes Spring 1965

“Hours Abolished for Women” 1/68; 2/68
“Students react to co-ed dorms” 9/70
“Little Man on Campus Cartoons”
October 1971
February 1972
May 1972

1977 - Flo Kennedy, lecturer, lawyer, author, and founder of the Feminist Party speaks on “disruption of social norms,” women in Congress, and the U.S. boycott of South Africa

Hilltops - Title IX 10/1975; Spring/Fall 1976; 1/1977

Women’s Center - HC/Women’s Center
Minutes - 1/79; 2/79
“Events Sponsored by the Women’s Center”

TOPIC #8 – Student Activism around Title IX, Women’s Rights, and Gender Equality, 1980-2011

What policies/issues concerning women’s rights and issues relating to gender were Hartwick students fighting for across these years? What tactics did students employ to raise awareness and take action on these issues? How did the campus and broader Oneonta community respond to these demands? Based on your observations of current campus life, how successful has the women’s movement been in terms of its impact on Hartwick?

Archival Resources:

Hilltops - Title IX 1/1980; 1/1984; 5/1990

1988/1989 “Amazing Wimyn”
“Amazing Wimyn” *Hilltops* column 1989/90
Gender Sensitivity Committee formed 1/90
“Wimyn – change in spelling” 11/90

Gender Issues Committee 1992-93 - HC Memorabilia
Student editorials/articles:
Hilltops 1980 – 1983 [approx.. 50 articles]

October 1991 “He Said. . . “She Said. . .”
“She is Woman” 10-11/99
“Kurker speaks about sexual assault” 2/00
“Weinberg speaks on rape and reforming Masculinity” 5/00
“Rape Not Taken Serious” 9/00
“Awareness of Acquaintance Rape” 4/02
“Waiting for Her” 3/04
“Wick students demonstrate for Women’s Lives” 4/04
“Forum addresses Rape” 5/05
Survey – “Women study more, party less Than Men” 11/05
“Sex Signals and the dangers of Sexual Assault” 10/06
“Girl, you will be Loved” 3/07

"I Heart Female Orgasm Comes to Hartwick" 3/09
"Women & Men – Prevent Date Rape" 3/10
"The Change-Up" 11/11
"The Hangover" 12/11

TOPIC #9—Student Activism around Gender Equality and LGBTQ Rights

Across the last four decades, Hartwick College and the nation have worked towards greater gender equality and rights for the LGBTQ community. What were the specific issues motivating student activism? What change did students want to see happen? How did the broader community respond? How do you evaluate the nature, impact and value of student activism during this time and around these issues?

Archival Resources:

Bi-Gala/LGBT

Poet and essayist Audre Lorde, known for her writings on lesbian feminism and racial issues -
Poetry reading - Hilltops 4/75

Bi-Gala formed -- *Hilltops* 9/89
Controversy/Response 10-11/89
"Bi-Gala" *Hilltops* column 1990/91
"Bi-Gala Notes" *Hilltops* column 1991/92
Bi-Gala - HC Memorabilia
Same Sex Marriage 3/04

Big Gay Days Return 4/07

Bi-Gala+ Coming Out Day 10/09
Bi-Gala+ 4/10

Social Movement – Trans-Gender 4/2015

TOPIC #10 – Controversy and Change: American Indian History and Symbolism at Hartwick

Native Americans have an important history in this area. How has this history been used/misused by Hartwick College throughout its history? What controversies have emerged? What changes have students and others demanded? What was the reaction of the broader community? How would you assess the nature, impact and value of student activism around these issues?

Archival Resources:

American Indians

1972: Grace Thorpe, who later founded the National Environmental Coalition of Native Americans, lectures on the island of Alcatraz, the nineteen month occupation by Native Americans which launched the "Red Power" movement of the 1970's.

Hilltops 9/72; CD #32
Native American Events 1998 - HC Memorabilia

“Sweat Lodge Ceremony at Pine Lake” 5/04
Film Festival featuring Indian Women 10/07

American Indians and the Hartwick Seal Research

Early Seal

Hartwick Seminary Board of Trustees Minutes 1816/1817/1896
Hartwick Seminary Catalog 1909
Hartwick College Board of Trustees Minutes 10/2/1928 - p.46; 10/15/1929; 1/14/1930- p.98
Seal Mock-up by Margaret Wefer 1929

Protest/Action/Response - Student

Hilltops

5/1978
10/90 Native American Stereotypes
10/90 Letters
11/90; 12/90; 2/91 - Inquiring Photographer;
4/91 “Students Research Native Americans;” 4/91; 5/91 “Seal Timely Issue”

HillFLOPS 5/91

9/1991; 10/1991; 11/1991; 2/1992

Daily Star

11/90 - 12/90

Protest/Action/Response - Faculty/Administration/Community

Faculty Meetings and Letters 1991/92

Memorabilia - Hartwick Seal

Hilltops

“Seal Debate, Hartwick’s Albatross?” Dr. Norma Hutman 5/91

Daily Star 9-10/91 – 2/92

Reporting and Reflections

The WICK - Spring 1992

Email 2/2002 “Defining the Hartwick Mascot and Seal – A Conversation” Tower

Times 2/2002

Hartwick College
Paul F. Cooper, Jr. Archives
Research and Handling of Collections Agreement

Name _____ *Date* _____

Address _____ *Email* _____

Phone _____

Research Topic _____

- All coats, briefcases, bags and backpacks must be deposited with departmental staff.
- Please wash hands before handling collections. Smoking, gum chewing, eating or drinking are not permitted.
- No person shall be allowed access to the stack area of the Paul F. Cooper, Jr. Archives except in the company of a member of the archives staff. Records must be used in the reading room.
- Only pencils are allowed while working with collections.
- Gloves must be worn while handling photographs.
- Non-flash photos are permissible, as are phone photos. Digital images and photocopies may be requested.
- Please list all manuscript and book materials used on the Usage Record.
- Only one box of documents will be available at a time. The researcher should remove only one file folder at a time, using the placement marker provided. All items within the file folder must be maintained in the order in which they are found.
- Archival material must not be marked, torn, folded, or in any way damaged. Any accidents to records, or discovery that material is out of order, should be reported at once to a member of the archives staff.
- No original materials may be published without the appropriate written permission of the College Archivist. Where permission to publish is granted, the applicant agrees to indicate in the published work that the original document is located in the Paul F. Cooper, Jr. Archives, Stevens-German Library, Hartwick College, Oneonta New York.

I have read the rules governing the use of the Paul F. Cooper, Jr. Archives and agree to abide by them.

Signature

POSC 101: U.S. Government and Politics
Hartwick College Student Political Activism– Diversity, Inclusion, and Change
Paper Assignment

Overview: Write a five page essay on a topic relating to diversity, political activism and change at Hartwick College using primary source materials from the College Archives and class readings.

Directions for paper:

- **Introduction:** Start your paper with a single paragraph that introduces the reader to your topic and articulates a central thesis (a succinct statement that describes your assessment of the nature, importance, and effectiveness of the political activism/change you focused on in your research). Your thesis statement should be an assessment/argument rather than a description.
- **In the body of your paper,** draw on primary source documents to develop, support and illustrate your argument. Issues you may want to consider are:
 - What specific events and/or broader movements in society motivated the political actions/behavior/policies you have researched?
 - Was the campus community unanimous in their views or was there dissension? What were some of the various viewpoints, or what explains the lack of diverse views?
 - Why are the political actions, policies, programs or norms you have studied meaningful and significant? What do they show about American democracy, public opinion, collective action, civil rights, civil liberties etc..?
 - What do you see as the short term and lasting impact of the issues/activism you have researched on American society, politics, and policy? Why should we care?
- **Required Sources:** Your paper needs to meaningfully incorporate
 - At least **4 different primary source documents from the archives.** Use of more than 4 sources is encouraged! These should all be listed in your bibliography.
 - A range of **class readings.**
 - Optional source: interviews with family members/friends who have first-hand recollection of the issues dealt with in your research.
- **Conclusion:** End your paper with a single conclusion paragraph that restates your central argument and discusses its broader significance.

POSC 101: U.S. Government and Politics
Student Activism at Hartwick College Archives Presentation Assignment

Overview: As an individual or small group (your choice), present your archival research relating to political activism/political opinion in a succinct and compelling presentation for your peers.

Directions for presentation:

- Each presentation should be 5-10 minutes long (up to 15 minutes if there are 3 people in your group) followed by questions from the audience.
- **The presentation should begin by introducing the class to the scope and nature of your topic and by articulating your central argument/s** (your assessment of the importance, meaning, and effectiveness of political activism/actions you focused on in your research). Try to grab the attention of the class with your introduction!
- **In your presentation, incorporate at least 4 specific references to your archival research** to develop, support and illustrate your argument. Issues you may want to consider are:
 - What specific events and/or broader movements in society motivated the political actions/behavior/policies (or lack of political behavior/reaction) you have researched?
 - Was the campus community unanimous in their views or was there dissension? What were some of the various viewpoints, or what explains the lack of diverse views?
 - Why are the political actions, policies, programs or norms you have studied meaningful and significant? What do they show about American democracy, public opinion, collective action, civil rights, civil liberties etc..?
 - What do you see as the short term and lasting impact of the issues/activism you have researched on American society, politics, and policy? Why should we care?
- **Conclusion:** End your presentation by reemphasizing your central argument and discussing its broader significance for our understanding of American politics and government, and for our understanding of young people as political actors.
- **Your presentation should be well-rehearsed, organized, and professional in its delivery.** This means you should practice, practice, practice.
- **Effective Use of Visuals:** Use of visuals is not required, but may enhance your presentation. If using visuals follow these guidelines:
 - Do not read off your slides
 - Keep your text to a bare minimum e.g. 12 or fewer words per slide
 - Use an interesting image that illustrates your point rather than words whenever possible.
 - Proofread to Check Spelling and Grammar
 - Email me your visuals or a link to your visuals before class.