

University of Wisconsin–Madison

PUBLIC HISTORY PROJECT



WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

TABLE OF CONTENTS

Director's Letter	3-4
New and Interesting Research	5-7
Oral History	8-9
Community Engagement	10-12
Looking Ahead	13-16
Follow Our Work	17
Impact of COVID-19	18
Steering Committee	19



Four women gather around a book as Marie Cochrane explains where she will study on Fulbright Scholarship. Onlookers are: (left to right) Adela Kalvary, who came to UW-Madison after surviving the Holocaust; Carolyn Konishima (sister of boxer Akio Konoshima) who came to UW-Madison after being incarcerated with other Japanese-Americans during WWII; Marie Cochrane Gadsden, who went on to chair Oxfam America; and Clarice Wruck, then-President of Groves.

Courtesy of the UW Archives.

BY THE NUMBERS

Since the Project began in the fall of 2019, our graduate and undergraduate students have:

COMPLETED
114
ORAL HISTORY
INTERVIEWS

CREATED
148
HOURS
OF AUDIO ARCHIVE

ACCESSED MORE THAN
170
CUBIC FEET
OF ARCHIVAL MATERIAL

READ
168
VOLUMES
OF
THE BADGER YEARBOOK
AND
THE DAILY CARDINAL

Director's Letter



The UW–Madison Public History Project is quickly approaching the end of its second year, and, in spite of the continued difficulties presented by a global pandemic, our team has worked hard to meet our mandate to research the history of racism, discrimination, and resistance at our university. Our History Corps of graduate and undergraduate researchers has found innovative ways to adapt to the current situation, complete their work, and share it with the campus community. The nation's reckoning with racism and police violence in the wake of the murder of George Floyd in May 2020 also proved challenging for our students. They spent their time outside of intensive coursework protesting and organizing to change their communities, all while working to study the oftentimes painful past. I am energized by the passion our students have brought to this work — work that is often emotionally and mentally draining — and inspired by their dedication to build a better campus environment. They believe, as I do, that understanding our history is an important piece of understanding how we have come to our present, and planning where we must go in the future.

This report gives a glimpse into the work we completed in the past academic year. We have uncovered individual stories and grappled with institutional policies, all the while more deeply feeling the connection between UW–Madison's history and its present. Our students have persevered through archival closures and other setbacks and found creative ways to document this history. I have been particularly animated by our students' passion for oral history interviews — a research method that is both time-consuming and emotionally taxing. This collection of first-person narratives has added immensely to our understanding of the UW's past and has kept the Project focused on our mission, not only highlighting this history of discrimination and oppression, but doing it through the voices of those who experienced it.

Via our blog, Instagram account, and digital events, we have been able to share this exciting research with the larger campus community. We are committed to continuing to share this history in advance of our final products, because we believe that conversations need to happen now, not just in the future. We are already seeing the benefits of this approach, as the blog posts have inspired digital events, listening sessions, and classroom projects, which we will detail below. Our conversations with students, departments, and units have brought this history to life in new ways and have allowed people in our campus community to begin the important work of grappling with how our history is affecting our present.

Anyone who has worked on a large-scale history project will tell you that at some point, the research must end, and the formation of the final product — a research paper, a book, an article — must begin. I am excited to say that the Project has reached this point. This summer we began developing our final exhibit and digital exhibit website. As we began to map out the exhibit, it was overwhelming to see the extent of the research our team has been able to complete and compile in a mere two years, especially given the extenuating circumstances. While we know that more research will be necessary in the future, we have uncovered a clear narrative during the process of exhibit development — one that we know will provoke and inspire important conversations and reflections, and one that we are eager to share with the campus community in the fall of 2022. As we continue developing the exhibit and other final Project materials, we are excited to continue collaborating with students, faculty, staff, and alumni to make sure that this history is informative, thought-provoking, and generative.

This summer I stumbled across a quote from American novelist Ursula K. Le Guin that profoundly affected me. Le Guin wrote, “One of our finest methods of organized forgetting is called discovery.” Historians are often guilty of this framing, touting *newly discovered histories* to promote upcoming work, and in the past our Project has done so as well. Le Guin’s work was an important reminder for our team that the histories we aim to share with the campus community have not been “discovered” by us. They have always been known to those who lived them and through the descendent communities who continue to be haunted by them. So as much as we aim to share our research with the campus community, our Project must also aim to fight against “organized forgetting” and, in the words of graduate student researcher Chong Moua, to “claim institutional space” for the communities whose histories have been forgotten, neglected, and ignored. We look forward to elevating these histories and to giving them the space they have long been denied.

In Solidarity,



Kacie Lucchini Butcher,
Public History Project Director



*[Our goal is to]...
claim institutional space
for the communities
whose histories have
been forgotten, neglected,
and ignored.*

New and Interesting Research

Over the past calendar year, the Public History Project's History Corps, composed of undergraduate and graduate student researchers, combed through the archives to document the stories and histories about UW-Madison that are often neglected. Here is a small, detailed selection of our findings.

Graduate student **Ezra Gerard** spent the summer and fall of 2020 researching the history of LGBTQ+ people on campus, documenting many instances of resistance and protest undertaken by students fighting against homophobic policies at the university. His research helps us understand past and present experiences and the struggles of LGBTQ+ people in our campus community. Ezra's blog post "[Gay Purge: The Persecution of Homosexual Students at the University of Wisconsin-Madison, 1962-1963](#)" details the university's policy of harassing and expelling gay students during that era and how it affected the men who were targeted. This post is now available on our website.



Dr. Annette Washburne, the first woman to be made full professor in the UW Medical School, laid the foundation for the "gay purges" at UW-Madison. Dr. Washburne, the director of psychiatric services, created the guidelines for how the university would handle students they believed to be gay.

Courtesy of the UW Archives.



Kappa Alpha Psi, the first Black Greek Letter Organization (BGLO) at UW-Madison, pictured in the Rathskeller in Memorial Union after a five-year hiatus. BGLOs became an increasingly important way for Black students to find community at the university.

*The 1968 Badger Yearbook.
Courtesy of the UW Archives.*



The Epsilon Delta Chapter of the Alpha Kappa Alpha sorority became the first Black sorority at UW-Madison and in the state of Wisconsin when they formed in 1968. Here they are pictured in the 1980 Badger Yearbook.

Courtesy of the UW Archives.

Alpha Kappa Alpha

On January 16, 1908, a group of young ladies at Howard University founded the first Greek letter sorority for Black Ladies, Alpha Kappa Alpha Sorority, Inc. During its seventy years of existence, it has remained first in meeting the needs of Black people. Alpha Kappa Alpha is committed to the high scholastic and ethical standards; the development of unity and friendship among college women; the alleviation of problems affecting girls and women; the promotion of higher education and "Service to All Mankind".

In Madison, the Epsilon Delta Chapter was founded in 1968. Since then, through fund-raising and service, sorors have donated to the Red Cross Christian Daycare Center, Bayview Housing Project, the Madison Convalescent Center, United Negro College Fund, NAACP and the Urban League.

Undergraduate student **Kayla Rose Parker** spent the summer of 2021 researching the history of Black Greek Letter Organizations (BGLO) at UW-Madison. Looking to uncover a more complete history of these pioneering organizations, her research was particularly challenging as records of these groups are scarce at the UW Archives and the Wisconsin Historical Society. Through oral history interviews with founding members, she was able to work toward further documenting these organizations and their impact on the campus community. Her research helps us to better understand the important role BGLOs have played on campus and highlights how Black students have made community and space for themselves within a primarily white institution.

Graduate student **Joy Block** spent the fall 2020 semester researching the history of Japanese American students at UW-Madison. By initially searching through newspaper coverage surrounding World War II, she was able to document the process by which Japanese American students came to UW-Madison following Japanese American internment. She also completed rich research about individual students, their time on campus, and their lives after they left or graduated. Her research helps us to understand the experiences of Japanese American students on campus during this period and highlights the history of Japanese families in Wisconsin. Joy's research is highlighted in two blog posts, ["The University of Wisconsin and Japanese American Students, 1941-1944"](#) and ["Japanese American Badgers."](#) now available on our website.



Beta Omicron Chapter of . . . Kappa Alpha Psi

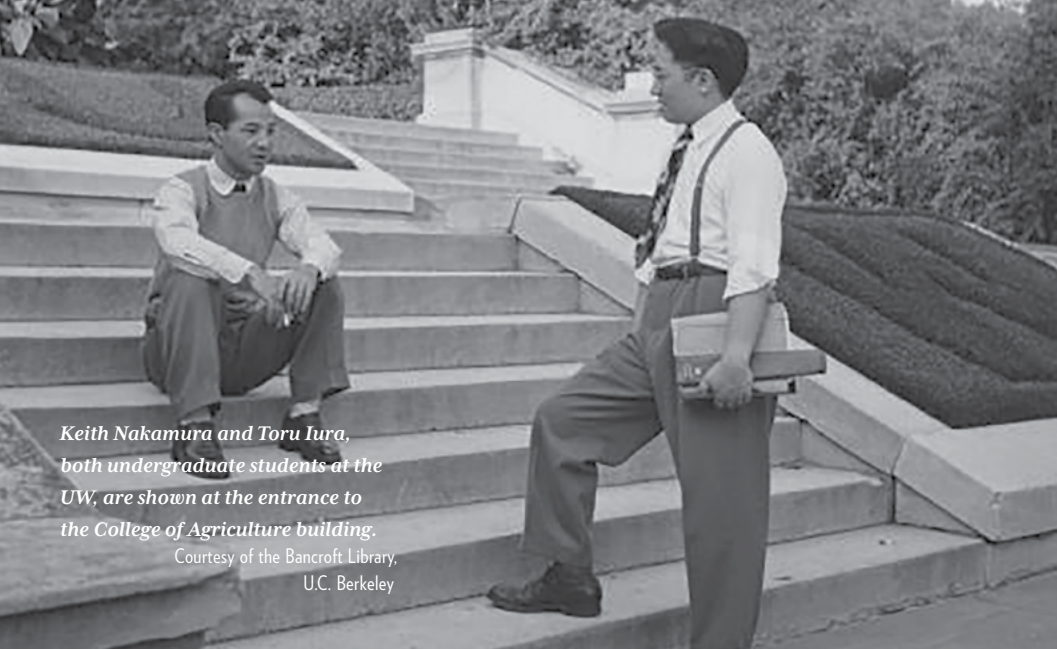
Kappa Alpha Psi Fraternity was founded in 1911 at the University of Indiana. It is a national collegiate fraternity of five thousand members organized in sixty-five independent chapters in leading colleges and universities and fifty alumni chapters throughout the country.

The purpose of Kappa Alpha Psi is to inspire its members to an achievement in all fields of human endeavor. Its central program is a vocational guidance clinic available to high school and college students and educational activities regarding social and economic problems.

In an attempt to bring greater unity, Kappa Alpha Psi gives scholarships, conducts a counseling program and maintains honorary houses on college campuses. The Beta Omicron Chapter at the University of Wisconsin was organized April 12, 1945.

OFFICERS

President Isaac N. Clegg
 Vice President Frank P. Dumas
 Keeper of Records Homer George



Keith Nakamura and Toru Iura, both undergraduate students at the UW, are shown at the entrance to the College of Agriculture building.

Courtesy of the Bancroft Library, U.C. Berkeley

We do not need to wait for a full picture of the history of racism at UW-Madison to begin a discussion about how our history is affecting our present.

Graduate student **Chong Moua** joined the Project in the fall of 2020 and has been researching Hmong American students at UW-Madison. Against the backdrop of resurging anti-Asian racism in the United States and on campus, Chong was clear in her goal in joining the Project: she wanted to find her people and “claim institutional space” for Hmong American students, past, present, and future. Chong’s energy and thoughtful approach to the work have done just that. Through oral history interviews, she has been able to document the experiences of Hmong students and faculty on campus. To see more of Chong’s research, you can read her blog post [“Being Hmong, you don’t really have a place”: Hmong American Alumni at UW-Madison.”](#)

Currently, our summer researchers are completing their projects. Graduate student **Zada Ballew** is researching Native American activism on campus, including the American Indian Movement, and conducting oral history interviews with Native students and alumni. Graduate student **Adriana Arthur** is researching the history of Black women’s activism at UW-Madison to better document the ways that Black women have built, sustained, and created social and political movements on campus. Graduate student **Taylor Bailey** has been instrumental in supporting the exhibit development work of the Project, organizing exhibit flow and contributing to narrative arcs. In the coming months, we will publish some of their research alongside original work detailing the history of LGBTQ+ resistance and protest and the history of housing discrimination on campus. All of this work has contributed to a deeper understanding of our campus history and helped create new avenues for reflection and discussion. These examples highlight the kinds of research we have completed in the last academic year. Our work has spanned more than 150 years of history, bringing to light the experiences of diverse racial and social groups, disabled people, and the LGBTQ+ community.



THEODORE ZILLMAN

Dean of Men Theodore Zillman. Zillman orchestrated the “gay purges” and emphatically maintained that the university could not “allow admitted homosexuals” on campus.

The 1955 Badger Yearbook, Courtesy of the UW Archives.

Oral History

While archival research is an important aspect of the Public History Project, it is not the only way that our student researchers explore the past. As the Project Director addressed in a [blog post](#), many of the stories we seek to tell are not well-documented in archives or other historical sources. In an effort to work against this erasure, our student researchers conduct oral history interviews with students, faculty, alumni, and community members. Over the past two years, our History Corps researchers have completed 74 interviews, with a total of 96 hours of audio.



MIYOSHI IKAWA

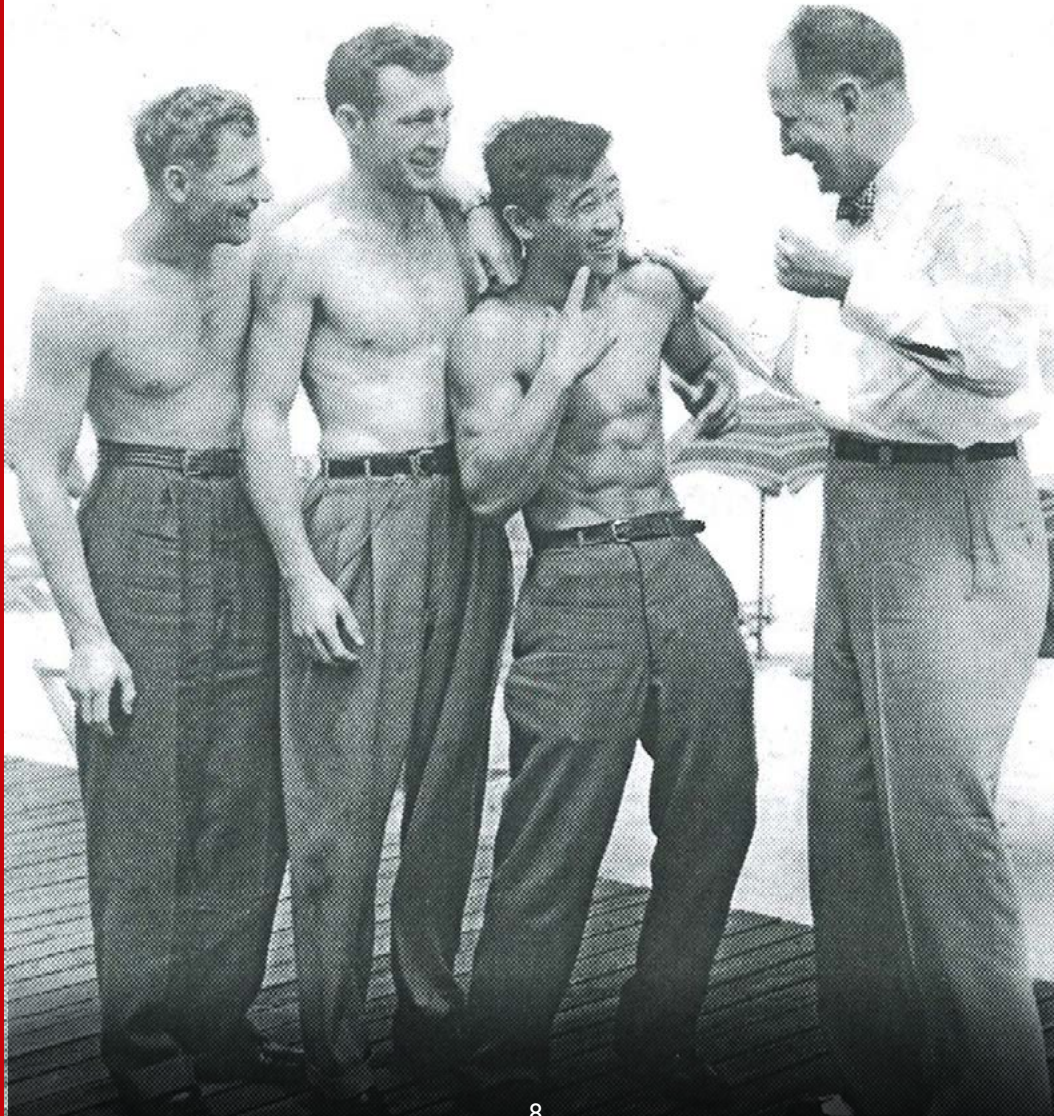
Miyoshi Ikawa was one of the first students of Japanese ancestry to attend UW–Madison after Pearl Harbor. Pictured here in his senior photo from the California Institute of Technology's 1941 yearbook.

Courtesy of Ancestry.com,
U.S., School Yearbooks, 1880–2021.

AKIO KONOSHIMA & UW TEAMMATES

Akio Konoshima stands smiling with his teammates and Coach John J. Walsh of the UW Boxing Team.

Courtesy of *What Pearl Harbor Wrought*
by Akio Konoshima (Plain View Press, 2010)
by permission, page 72.



Oral history is an intensive practice, for both the students conducting the interviews and the narrators who generously share their stories. It can be mentally demanding, emotionally exhausting, and traumatic as narrators relive experiences (and interviewers hear their stories). In spite of these difficulties, those interviewed have expressed that they find a healing power in telling their story and finally having it be heard. There is a power in documenting stories in people's own words. We believe that oral history is an essential tool for historians and for the Public History Project. It helps us to capture individual experiences, understand how people feel the larger forces of history, and record and document these experiences for future generations. Knowing that archives, including those at UW-Madison, do not fully and completely document the experiences of marginalized communities, we view oral history as one of the only tools at our disposal to capture this history. But beyond this important work of documentation, we believe in the power of oral history as a means of giving power back to those harmed by history and by our institution. We take seriously our mandate to tell these stories — *through those voices of those who experienced and resisted it* — which is why we have invested such time and effort into this form of research.



TOSHI TOKI

The Toki family were respected and valued Madison residents. Their daughter, Toshi Toki, attended UW-Madison during WWII. The Tokis' connections in Madison largely protected them from the rising anti-Japanese sentiment in the country, and friends rallied to support them during the period. Toshi is pictured here in her senior photo in the University of Wisconsin's 1942 yearbook.

Courtesy of the UW Archives.



CHANCELLOR'S SCHOLARS

The Chancellor's Scholars program started in 1984 as a way to attract academically outstanding students who reflected the diversity of the state of Wisconsin. The 1993 cohort is pictured here before graduating from UW-Madison.

Photo by Jeff Miller,
Courtesy of the UW Archives

Community Engagement

We understand that presenting this history in and of itself will not be enough. Uncovering the voices of the oppressed and marginalized is not necessarily a reckoning. Presenting racist history does not dispel racism. What we do with this history is where the real work begins. What we do with this history will define the type of campus community we aim to be. And in the long run, what we do with this history should not be up to the project director or individual administrators, but should instead rest in the hands of the campus community. Researching, uncovering, and documenting histories of racism is merely the beginning of a long journey toward creating an equitable future at UW–Madison.

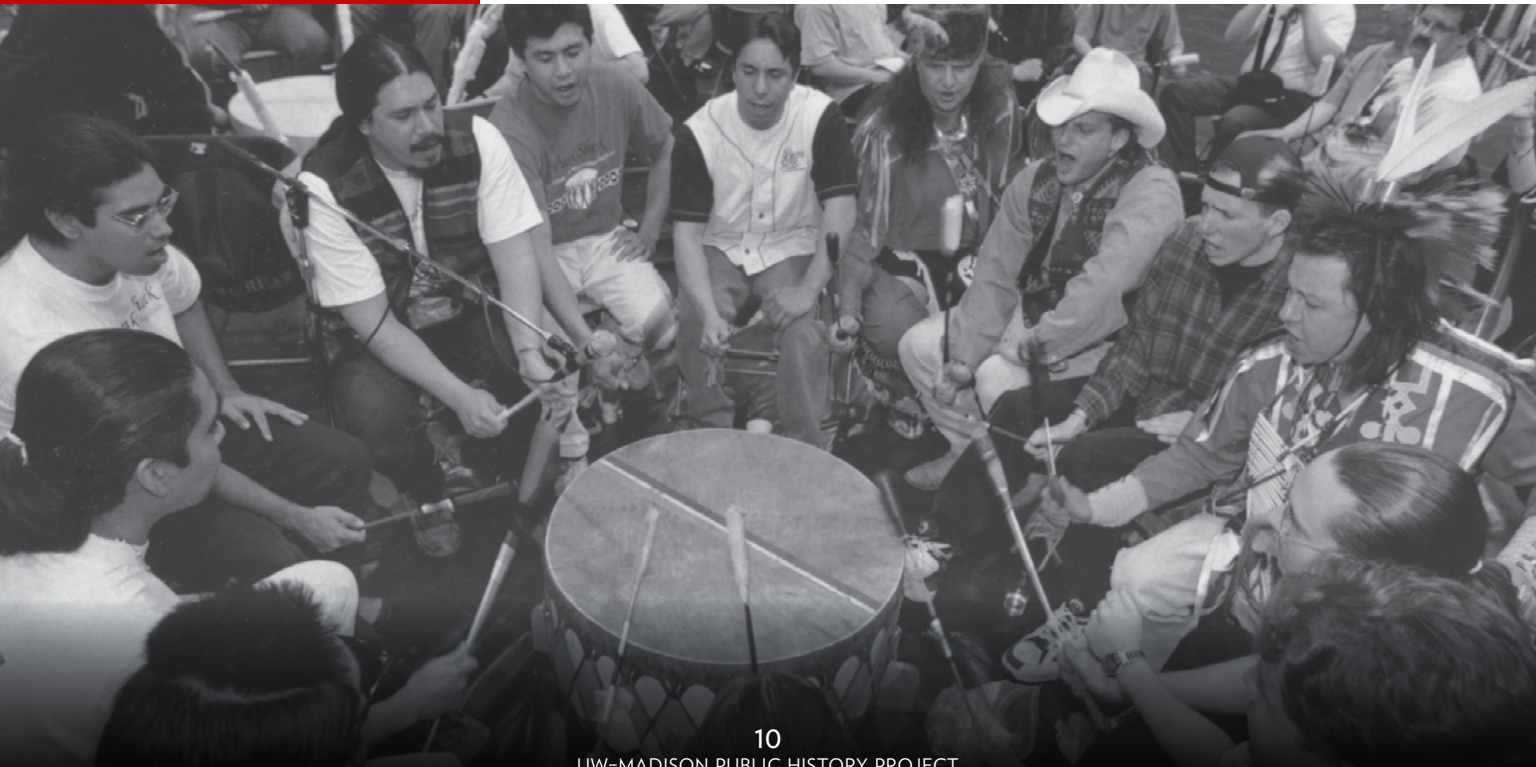
Understanding the histories of discrimination and resistance at UW–Madison will be an important first step for many in our campus community. Yet, many others have long recognized the history of racism present at UW–Madison. The conversations about discrimination — new and ongoing — are an important part of historical reckoning. We do not need to wait for a full picture of the history of racism at UW–Madison to begin a discussion about how our history is affecting our present. This is why we are committed to continuing the work of engaging our campus community throughout every stage of the Public History Project.

*Researching, uncovering,
and documenting
histories of racism, then,
is merely the beginning
of a long journey toward
creating an equitable
future at UW–Madison.*

WUNK SHEEK POWWOW 1996

Wunk Sheek, the first Native American student group on campus, participating in a drum circle at their annual Powwow in March of 1996.

Photo by Jeff Miller,
Courtesy of the UW Archives



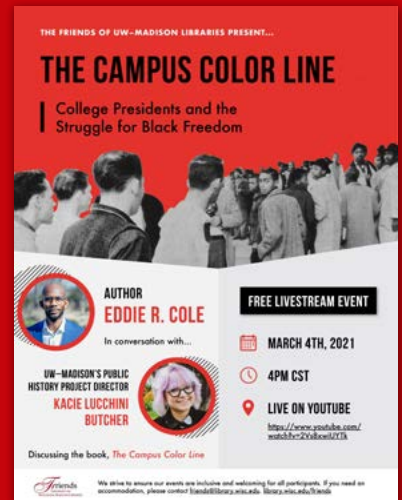


BLACK POWER PROTEST

During the 1969 Black Student Strike, students protested in the Wisconsin State Capitol Assembly Chambers. An unnamed Black woman is pictured, hand raised to form a peace sign.

Courtesy of the UW Archives.

This past year we had the opportunity to engage with community members through class visits, public presentations, and digital-engagement platforms like our blog and Instagram account. The Project averaged one public presentation per week. While the pandemic has hindered our ability to do this engagement face-to-face, we have found ways to meaningfully partner with student groups and stakeholders through digital methods. In the spring of 2021, the project collaborated with the Latinx Cultural Center (LCC) to create “Voices: What If They Heard Our Stories?” – an online engagement event that trained and guided students through the process of oral history interviewing. The Project collaborated with the Friends of the UW–Madison Libraries to bring Dr. Eddie Cole and the Public History Project Director Kacie Lucchini Butcher together to discuss his new book, *The Campus Color Line: College Presidents and the Struggle for Black Freedom*. [Cole and Lucchini Butcher](#) discussed the role of college presidents past and present in the fight for change. The Project also collaborated with Wisconsin Public Television and the UW Archives to reveal never-before-seen footage exposing housing discrimination in Madison in 1962. The brainchild of then–Wisconsin NAACP president Lloyd Barbee and UW Extension filmmaker Stuart Hanisch, this collection of hidden camera footage was initially supported but then later legally restricted by the University of Wisconsin. The Project was able to show [this groundbreaking film for the first time ever and discussed it with a panel of experts](#), including Barbee’s children Daphne Wooten-Barbee and Rustam Barbee, YWCA Madison CEO Vanessa McDowell, and local historian Betty Banks.



THE CAMPUS COLOR LINE EVENT POSTER

Poster advertising the Campus Color Line discussion between Kacie Lucchini Butcher and Dr. Eddie Cole.

Courtesy of the UW Archives.

Presenting racist history does not dispel racism. What we do with this history is where the real work begins. What we do with this history will define the type of campus community we aim to be.

The Project also had the opportunity to engage with campus departments and units that wish to understand and unpack the role that this history has played in their areas. We had well-attended engagement events in the spring with the Department of Genetics, the Department of Botany, and the Law School, which allowed us to share history we've uncovered while participating in meaningful discussion. This summer we also collaborated with the DoIT Equity and Diversity Committee to host "[Reckoning With Our History: UW-Madison's History Of Discrimination And Resistance.](#)" a virtual presentation on the Project and its findings.

We remain committed to engaging with our community partners and stakeholders by participating in digital engagement and in-person events when they are safe for ourselves and our community. We are scheduled to participate in digital and physical campus events and to visit courses throughout the fall of 2021 and are in the process of developing a series of events for the spring of 2022.

Is there an event you think we should present at?
A class you'd like us to visit? Please contact us at publichistoryproject@wisc.edu.

The Hmong American Student Association (HASA) poses for a picture at the 1999 Multicultural Orientation and Reception (MCOR) at the Union Theater in Memorial Union. These student groups became important ways for students of color to find community on campus.

Courtesy of the UW Archives.

Looking Ahead

Researching and uncovering the history of UW–Madison is only the beginning of this work. We are committed to providing multiple ways for our campus community to engage with this history and begin the difficult work of reckoning. Here are some of our planned project outcomes.

Physical Exhibit

In the fall of 2022, the Project will present its physical exhibit to the public through a collaborative partnership with the Chazen Museum of Art. The exhibit takes a thematic approach to understanding the university’s history of discrimination, allowing visitors to see the multifaceted expressions of racism and exclusion on campus and the ways community members organized to resist them. Visitors will be able to engage with oral history interviews and materials from the UW Archives, such as photos, videos, newspaper clippings, and various other ephemera.

Exhibits are naturally limited by their size, square footage, and visitor attention, and thus, we will not be able to tell all the stories we have uncovered in the physical exhibit. The Project will also develop several smaller, ancillary exhibits that allow for deeper engagement of our core themes — one will be located in Memorial Union and another will be housed at the South Madison Partnership. We believe these physical exhibits will allow the campus community and the broader Madison community to engage with this history in a way that is informative, engaging, and interactive.

Digital Exhibit Website

In partnership with University Marketing, the Project will create a digital exhibit website that takes advantage of various internet-based tools for deeper engagement. Web visitors will be able to interact with archival materials compiled in our research database, where they can closely study the historical documents like our researchers did. They will be able to listen to oral histories gathered by the Project, watch Project videos and events, and find further guides to help spur reflections on the complex history the Project has uncovered. The digital exhibit will engage members of the UW–Madison community who may be unable to physically attend the exhibit and/or those who may not wish to revisit campus but still want to interact with the project research. The website will also allow us to provide additional histories that may not be able to be displayed in the physical exhibit.

PUBLIC HISTORY PROJECT TIMELINE

AUGUST 2021 – MAY 2022

Exhibit Development

JANUARY 2022 – MAY 2022

Curricular Development

JANUARY 2022 – AUGUST 2022

Digital Exhibit Development

FALL 2022

- Exhibit on Display
- Exhibit Tours & Discussion
- Lecture Series
- Group Discussions
- Processing Spaces

SPRING OF 2023

- Framing Document
- Available for the Public

SUMMER OF 2023

Scheduled End of Project



CIVIL RIGHTS PROTEST

The crowd pauses for a moment of prayer during a Civil Rights rally in Spring of 1960. UW–Madison students were active in the Civil Rights Movement participating in lunch counter sit-ins and protests throughout Madison.

Courtesy of the UW Archives.

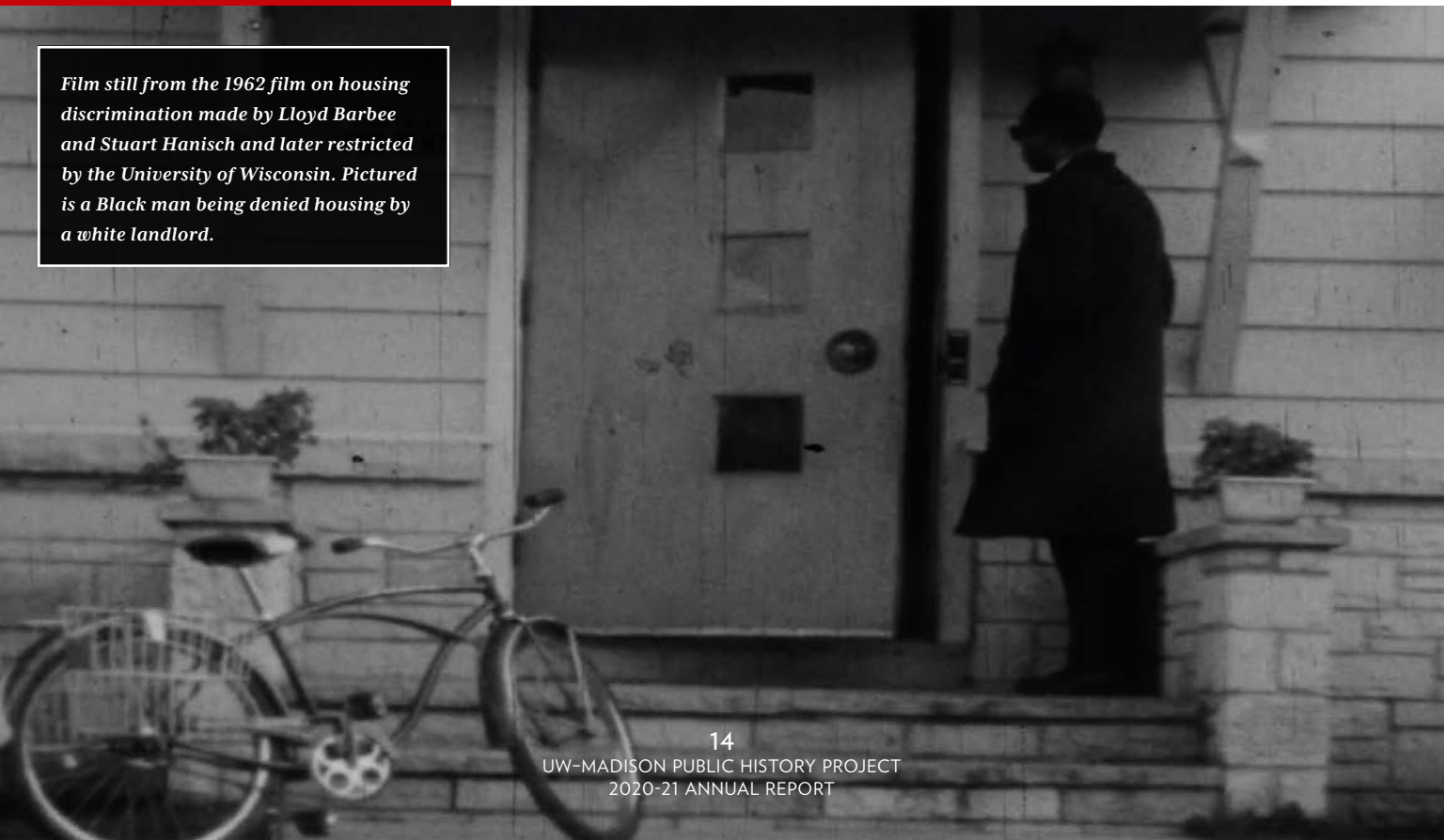
Archival Research Database

In partnership with the UW Archives and UW Libraries Digital Collection, the Project will create an online, searchable, taggable database of video, images, documents, and other materials archiving non-majority experiences on the campus. This database will complement the digital exhibit website so that visitors can access archival documents as they explore the research presented. It will also serve as an online repository for future researchers who may wish to delve further into this complex history.

Curricular Materials

In partnership with faculty and graduate students from the Department of Curriculum and Instruction, the Project will produce educational materials, such as adaptable lesson plans that translate the Project's findings into lecture and seminar activities. These materials will be flexible to the needs of instructors and adaptive to course learning outcomes so that all students can engage with the complex history of their community in the classroom. Classes will also be encouraged to take advantage of the Project's multiple campus and community engagement opportunities, including course presentations, exhibit tours, and the Project's lecture series.

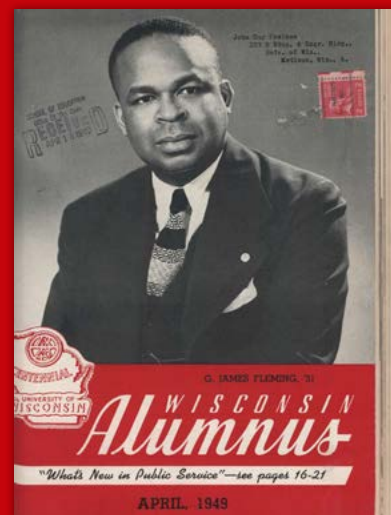
Film still from the 1962 film on housing discrimination made by Lloyd Barbee and Stuart Hanisch and later restricted by the University of Wisconsin. Pictured is a Black man being denied housing by a white landlord.



Campus and Community Engagement

The project will provide opportunities for campus and community members to engage deeply with this complex history, the Project itself, and topics within it. Below are some of the possible opportunities for people to engage with the history explored in the physical exhibit and other Project outputs.

- **INTERACTIVE FEEDBACK IN EXHIBIT.** The physical and digital exhibits will provide space for visitors to “talk back” to the history explored and engage more deeply with the content. Beyond structured activities, the exhibit space will also include spaces for reflection and areas for groups to gather and discuss the exhibit and its content.
- **EXHIBIT TOURS & DISCUSSION.** Public History Project staff and researchers will be available for guided tours and facilitated discussions with students, faculty, staff, and community members. Pre-scheduled tours and engagement opportunities will be advertised across campus and in the museum for visitors. Groups, including classes, will be encouraged to schedule post-visit discussions that can happen on site at the Chazen, in a gathering space towards the rear of the exhibit, or in the more intimate and private Object Study Room on the second floor. Project staff will also be available for additional presentations about exhibit content outside of the physical exhibit.
- **LECTURE SERIES.** The project will organize a lecture series focused on the core themes displayed in the exhibit. These lectures will offer an academic analysis of the themes presented and allow the campus community to engage collectively with the content. We plan to partner with the Wisconsin Union Distinguished Lecture Series, the Center for the Humanities Lecture Series, and the Division of Diversity, Equity, and Educational Achievement to bring nationally known scholars to campus. The lecture series will also feature speakers from UW–Madison and the Madison community who can speak more intimately to our local experience.
- **IDENTITY-BASED GROUP DISCUSSIONS & PROCESSING SPACES.** The project will partner with experienced facilitators across campus to host identity-based discussion groups that allow people to process difficult histories. The Project will also host processing spaces based on specific themes displayed in the exhibit. We believe these discussions and processing spaces will play a crucial role in allowing community members to find meaningful pathways to discuss the histories presented and unpack the issues discussed.



G. JAMES FLEMMING

G. James Flemming on the cover of the April 1949 Wisconsin Alumnus Magazine. Flemming was highlighted in this edition for his role as the Secretary of the Race Relations Committee of the American Friends Service Committee which received a Nobel Peace Prize in 1947. The article wrongly lists him as a member of the Delta Sigma Rho honors speech fraternity. While Flemming was nominated, he was unable to pledge because the fraternity had a discriminatory clause against admitting Black members.

Courtesy of the UW Archives.

TORU IURA

Toru Iura, after being rejected from multiple other schools because of his Japanese ancestry, was finally accepted to UW–Madison in 1944. Known for his immense UW pride, he is pictured performing during his time as a UW cheerleader. Notably this photo was featured on the cover of the Wisconsin Engineer Magazine, March of 1948.

Courtesy of the UW Archives.



SIFTING AND WINNOWING AND FILM BURNING EVENT POSTER

In collaboration with PBS Wisconsin and the UW Archives, the Public History Project presented never-before-seen footage exposing housing discrimination in Madison in 1962.

Framing Document

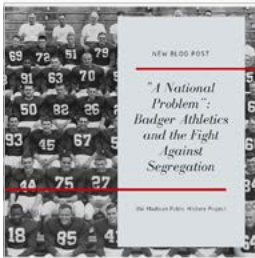
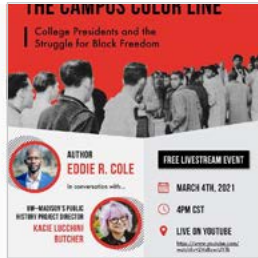
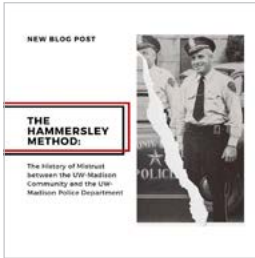
The Project will produce a final written product that summarizes the research findings of the Project (approximately 10,000 words) to be put online and in the UW Archives for permanent access. This written product will adhere to the more traditional academic output of the institution and allow future scholars to access our sources, analyses, and findings. A formal or official history book about the university has not been written since the 1970s, leaving the last 50 years of history undocumented in one central, accessible location. In addition, earlier written histories have often shown the same biases that led to the creation of this Project, leaving large and vital marginalized communities out of official records. Our written project will begin to address this issue, and this framing document will also detail the many processes and approaches used by the Project throughout its multiyear effort. We hope this document can be useful as a guide for other institutions that wish to reflect on their history.

We know that this may not cover the totality of outcomes required of this project. As the campus community engages with the exhibit and other Project materials, and as we consult further with the UW–Madison community, we may find the need for additional outcomes beyond those listed here. The Project remains flexible to community need. We are committed to allowing the campus community to engage with this history in a multiplicity of ways.

FOLLOW OUR WORK

To learn more about the history we are uncovering, [visit our blog](#)

To follow along with new research, archival findings, and oral history interviews, [follow us on Instagram](#).



STACK OF PETITIONS

A stack of signed petitions located in the UW Archives. In 1955, 4,835 UW-Madison students – nearly one third of the student body – signed petitions in an effort to push the university to end housing discrimination.

Courtesy of the UW Archives.

Film still from the 1962 film on housing discrimination made by Lloyd Barbee and Stuart Hanisch and later restricted by the University of Wisconsin. Pictured is a Black woman and a Jewish woman touring a house that they were later denied.



COVID-19 CHALLENGES & IMPACTS

ARCHIVAL RESEARCH IMPACT

In the immediate aftermath of the closure of campus and the UW Archives, graduate and undergraduate researchers shifted research priorities to emphasize modes of research best done at a distance. They also adjusted the semester's final products based on limited archival access. The Archives reopened in the summer of 2020 after being closed for five months, and our student researchers were eager to return. Thanks to the help of the UW Archives staff and previously created reports and instructions, students were able to seamlessly pick up the work upon their return to the archives. Through additional hiring in the fall of 2020 and the summer of 2021, the Project has been able to make meaningful progress toward our original research goals, even in the face of ongoing COVID-19 impacts.

ORAL HISTORY IMPACT

After the closure of the archives, graduate and undergraduate researchers shifted their focus to conducting oral histories. Many of the oral history interviews conducted prior to the pandemic were already completed at a distance, and most of the tools and technologies needed to conduct oral history interviews were already available to our student researchers. This created a natural opportunity for our students to shift their focus toward conducting oral history interviews. Researchers found that individuals were easier to contact and schedule interviews with and that interviews were longer in length. The project gained additional oral history interviews due to the pandemic.

FINANCIAL IMPACT

Due to the extenuating circumstances of the pandemic, and in particular the closure of the UW Archives for five months, the Project was granted a one-year extension. The Project is now planned to end in the summer of 2023. At the time of the extension, the Chancellor confirmed her initial financial commitment to the Project. To account for the costs associated with an extension, the project will seek additional funding through strategic partnerships and grant funding.



EDITORIAL CARTOON ON HOUSING DISCRIMINATION

After a 20-year battle to fight housing discrimination, students expressed their outrage at the Board of Regents' refusal to enforce a policy of non-discrimination. A cartoon in the October 28, 1955, edition of the Daily Cardinal depicts minority students taking shelter under Regent Document 982 while buildings in the background are adorned with signs reading "whites only."

Courtesy of the UW Archives

Public History Project Steering Committee

Stephen Kantrowitz

Committee Chair | Plaenert-Bascom Professor of History

Cindy I-Fen Cheng

Professor of History | Director of the Asian American Studies Program

Christy Clark-Pujara

Associate Professor | Department of Afro-American Studies

Daniel Einstein

Historic & Cultural Resources Manager | Campus Planning & Landscape Architecture

Noah Weeth Feinstein

Associate Professor | Department of Curriculum and Instruction

Brenda González

Director of Community Relations | UW-Madison

Gabe Javier

Associate Vice Chancellor for Student Affairs, Identity, and Inclusion

Omar Poler

Indigenous Education Coordinator | Office of the Provost



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON