**SCOPE: Student Activism at Duke University 1930-1950**

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| **Project Team: SSG and HG members** |

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| **Background:** |
| Initially the SSG and HG project team-- with the advice and assistance of Amy MacDonald, Assistant University Archivist-- identified 6 possible projects:   * Architecture at Duke   + Sports Architecture   + Inventory of Building Sculpture   + History of Core Buildings on East and West Campuses * History of Student Organizations * Mapping the Student Body from Bulletins, Phone Books, the Annual Calendar with dates ranging from the late 1920s to the 1980s   The project team and Ms. MacDonald identified possible resources in the University Archives, which would support each of these interests. We additionally identified potential collaborators and stakeholders. The project team discussed the pros and cons for each subject, on the basis of this information. |
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| **Objectives:** |
| * Organize the work. The project team identified 5 subgroups according to the order of work:  |  |  | | --- | --- | | Documentation | Greta Boers and Arianne Hartsell-Gundy (HG) | | Research Group | Kelley Lawton, Emily Daly, Carson Holloway, Hannah Rozear, Stephanie Ford (SSG), Danette Pachtner (HG), and Amy McDonald, University Archives, consultant | | Text Mining Group | Ryan Denniston, Hannah Rozear, Emily Daly (SSG), Brittany Wofford (SSG, now SG), and Amy McDonald, University Archives, consultant | | Timeline Group | Carson Holloway, Mark Thomas and Kelley Lawton, Linda Daniel (SSG), Cheryl Thomas and Danette Pachtner (HG) | | Website Group | Arianne Hartsel-Gundy, Lee Sorensen, Laura Williams (HG), Brittany Wofford (SSG, now SG) and Michael Daul, ITS, consultant |  * Identify common controversial themes on Duke’s Campus during the 1930s and 1940s * Mine the student newspaper, The Chronicle, for specific events and documentation * Put specific events and relevant information on a timeline * Create a website which provides access to this information |
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| **Included and Excluded** |
| In order to represent student activism at Duke, we wanted to understand the definition of activism. Dictionaries offered variations of “vigorous action to support political or social views.” In several discussions as well as our research, we recognized the powerful value of non-violent social change as well as the dilemma of understanding “social and political views.” Does that mean that the views could be from either the right or the left? Could an individual generate activism?  We decided on this definition: “actions by an individual, group or coalition which challenge the status quo in an organized way.”  We decided to focus on the time-period between 1930 and 1949 **(BECAUSE?)** |

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| **Deliverables/Expected Outcomes:** |
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| **Constraints:** |
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| **Assumptions:** |
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| **Risks** | |
| **Description:** | **Probability (1-5):** |
| This is a place to start thinking about risk, and putting them out front. | 1 (very likely) |
| Risks aren’t showstoppers, particularly when you make them plain. | 3 (possible) |
| Students will not be open to using this new tool. | 5 (very unlikely) |
| Faculty will be so thrilled with this new website that they will crash it. | 4 (unlikely) |

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| **Project Description:** |
| Finally: describe the project. You are essentially summarizing the problem or opportunity. |

Approved to proceed:

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Supervisor Dean or Assistant Dean