

Out On Campus: A History of LGBTQ+ Activism at Pennsylvania Colleges and Universities

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Grade Level: 9-12

Time Frame: Three 50-minute class periods + extension activity

Purpose: This lesson was created to accompany the exhibit “Out on Campus: A History of LGBTQ+ Activism at Pennsylvania Colleges and Universities” by the LGBT Center of Central PA History Project. The central focus of this exhibit highlights the struggles and resolutions obtained by college activists in Pennsylvania surrounding LGBTQ+ issues. This lesson is designed for a classroom setting, while the extension activity is designed for use by extra-curricular student groups. Students and teachers can access the exhibit using the link below:

<http://www.centralpalgbthistory.org/out-on-campus>

Enduring Understandings:

Students will understand that:

- Without organized individuals and allies agitating institutions, lawmakers and powerful individuals, structural change is not likely to occur.
- Individuals and groups must analyze their self-interest and the risks involved in taking actions in order to begin agitation of the status quo.

Related misconceptions are:

- Institutional change happens organically, and naturally in each case, without agitation or organization from affected populations.

Essential Question(s):

- 1. What role does conflict play in affecting social and institutional change?**
- 2. Who has been responsible for social and institutional change?**

Established Goals:

Standard - 8.2.9.A

Contrast the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.

Standard - 8.2.9.D

Interpret how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

Knowledge:

Background Information:

- Students will be provided background information to the political context of the 1960s, especially what was occurring on college campuses.
- Students will be able to place LGBTQ+ activism in the context of antiwar, civil rights, and feminist movements.
- Students will know about Stonewall Uprisings.

Students Will Know:

- Specific outcomes of conflicts won on college campuses in PA beginning in the 1960s.
- Strategies that activists used to achieve their goals (i.e. protests, hunger strikes, educational events, conferences, day's of demonstrations, teach ins, etc.)
- Key individuals involved in the movements for 11 different campuses across PA.
- Political, cultural and social climate regarding LGBTQ+ rights during the time of activism.
- Demographic information of the college campuses, and how this

Skills:

Students will be able to:

- Compare strategies and determine best practice to obtaining a resolution to a conflict across varied university demographics.
- Describe to student groups activism strategies used.
- Analyze and assess the risk to self and community absorbed by organized individuals and allies during activism.
- Interpret problems that lead to movement by student activists.
- Create a graphic depicting strategies and risks used in the struggle for LGBTQ+ equality and liberation.
- Write an argument regarding conflict and how it impacts institutional change, while citing evidence to coherently support their argument.
- In extension activity: Students will apply tactics and strategies used to their community/educational setting.

affected conflict strategies.	
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Assessment Evidence

<p><u>Performance Task:</u></p> <ul style="list-style-type: none"> • Students will explain trends in writing to argue about how conflict leads to change. Students will use photos, quotes, and information from the exhibit to support their thinking. • Summarize to other students the strategies used to advance recognition and equality for LGBTQ+ community and individuals in their “expert group” institutions. • Analyze if university demographics impacted strategies used in conflict. 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Students will present two worksheets, one from their expert group, and one from their home group to demonstrate analysis and reflection on materials. • Present to the whole class about how specific strategies caused students to incur certain risks, and how the strategies lead to change.
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Learning Plan

Summary of Key Learning Events and Instruction:

The following lesson plan was designed for a class of 20 students. There will be four “Expert Groups” formed and four “Home Groups” formed.

Teacher Pre- Work:

Prior to the lesson, teacher should familiarize themselves with background information on the anti-war movement, civil rights, and feminist movements if the lesson is not already situated within a unit about these events. It is recommended that the teacher gives background information to their students regarding the Stonewall Uprisings. The following link can be used for guidance:

<https://guides.loc.gov/lgbtq-studies/stonewall-era>

In addition, teacher should review the 198 Methods of Nonviolent Action created by Gene Sharp through the Albert Einstein Institution. In Day 2 of this lesson plan, teacher can decide to pass out this pamphlet to students and perhaps hold an additional 5-minute space for students to compare the strategies listed with the strategies employed by activists, or teacher can name specific strategies used.

<https://www.brandeis.edu/peace-conflict/pdfs/198-methods-non-violent-action.pdf>

Materials Needed:

- Copy of the exhibit for each student, either printed or virtual (a scaffolded version of the Bryn Mawr Text is included. This text was created through rewordify.com. *Please note: if using, rewordify.com teacher must hand type the exhibit text due to formatting.*)
- Vocabulary list for each student
- Expert Group Worksheets (one per student, differentiated options available)
- Home Group Worksheet
- Summative Assessment writing sheet with rubric
- Chart paper and markets for each “Home Group”

Day 1:

1. **Warm Up:** Class will begin with a “Do Now”. The question will ask students to “describe a time you have fought for recognition or empowerment. What strategies did you use to reach your end goal?” **(5 minutes)**
2. **Share Out:** Teacher will ask 3 – 4 students to share out loud. Teacher can begin highlighting similarities or differences for students. **(5 minutes)**
3. **Direct Instruction:** Teacher will provide students on background information about student activism during the 1960s, including anti-war, civil rights, and feminist activists. Teacher will also describe the Stonewall Uprisings of 1969 to give students context for the climate of campus activism. After handing out the vocabulary for student review and questions, teacher will then explain the exhibit before the students. **(10 minutes)**
4. **Jigsaw:** Students will be arranged in “Expert Groups” where they will be analyzing student activism on 2-3 specific college or university campuses. Group 1 will be assigned Bryn Mawr College, Lincoln + Cheyney, and Bucks County Community College (*Note to teacher: the conflict strategies described in the exhibit that are utilized by Lincoln and Cheyney may not be immediately obvious to students. The 198 Methods of Nonviolent Action may be useful to provide to this group early on. Help students to recognize that “Communications with a Wider Audience” through newspapers and journal are a conflict strategy.*) Group 2 will be assigned Lafayette College, Penn State University, and Harrisburg Area Community College. Group 3 will be assigned University of Pennsylvania and Lehigh University. Finally, Group 4 will be assigned University of Pittsburg and Shippensburg University. In these Expert Groups, students will take 25 minutes to read their exhibit. Students will be asked to provide information as to the type of institution they are researching (public/private, 2 year/ 4 year, rural/urban, etc). Students will then analyze the issues that were faced at each campus, and what conflict strategy was used to address this issue. Students will then deduce what resolutions were obtained through their action strategy. Additionally, students should spend time highlighting important individuals, and making an observation on the images included. What are these pictures of, how can they explain conflict strategies used. **(25 minutes)**
5. **Cool Down:** Allow Expert Group members 5 minutes to discuss amongst themselves the prominent strategies that they noticed in their universities. Which stood out to them? What surprised them? Which strategy seemed most

effective in achieving their goals?

Day 2:

1. **Warm Up:** Class will begin again with a “Do Now”. The question presented will be: “What trends or patterns do you expect to find in your Home Groups?”. Ask 2 to 3 students to share their responses. **(5 minutes)**
2. **Home Group:** Each student is handed a blank “Home Group” worksheet. They will take some time to fill in the left-hand column with the colleges or universities they have not yet heard about included in the exhibit. Students will take turns informing and summarizing about the colleges and universities in their “Expert Group”. Students will need to be sure to highlight all key points of their original graphic organizer. This activity should take about 20 minutes, if extra time is left, students can discuss their opinions regarding the effectiveness of each strategy analyzed. **(20 minutes)**
3. **Direct Instruction:** After students have had a chance to all share with one another, teacher will bring to students’ attention that all of these conflict strategies involved risks. Teacher will help students understand that institutional change does not simply happen, and individuals and groups must assess their situation as well as themselves to determine what they are willing to risk to achieve the goal. Teacher will show students examples of conflict strategies and try to elicit what participants were personally risking to become involved. (Teacher can decide to hand out a copy of <https://www.brandeis.edu/peace-conflict/pdfs/198-methods-non-violent-action.pdf> to the students beforehand, and have them highlight strategies that they identify before reviewing as a group. Or, teacher can simply name this strategy in direct instruction.) Example: When students, allies, and community members went on a hunger strike for health-care rights for partners of Pitt employees, they were risking their physical health. In addition, this action required publicity, and positioning yourself with the cause could risk social exclusion or further harm to the community. In Bryn Mawr College, activists wrote over homophobic and racist graffiti due to the fact that their school would not address this. One can assume, that due to the fact that they participated in this conflict strategy over night, they could face possible sanctions for defacing school property if they were caught. **(7-10 Minutes)**
4. **Graphic Organizer:** Given the examples, students are going to create their own chart including each college / university in the exhibit with their “Home Group”. An example of how the chart can look is attached, along with an example. Students can choose 1 to 2 conflict strategies used by activists, and will together interpret the risks involved in participating in these risks. Students can be reminded that risks can be large or small, and that each action strategy involves a disruption. Students should be prepared to present first thing next class. **(15 minutes).**

Day 3:

1. **Presentation:** Students will return to their “Home Group” for 5 minutes to review the presentation material. Students will again be analyzing the risks taken to implement an action strategy. Student groups will share their analysis for about 3-4 minutes per

group. There will be a total of four group presentations. **(20 minutes).**

- 2. Summative Assessment:** After the presentations, the teacher will briefly summarize common trends gleaned throughout the presentations. Students will draw from their knowledge from their expert groups, home groups, and group presentations to answer the question “Can institutional change happen without conflict? Why or why not? Cite at least two examples from the exhibit to support your reasoning.” Responses do not need to be more than a paragraph but they should include a thorough position, and at least two pieces of evidence that accurately support their position. Students will hand their essays in at the end of the class for teacher grading. **(30 minutes).**

Extension Activity: See attachment for complete instructions. **Purpose:** The purpose of this extension activity is to analyze the processes that LGBTQ+ activists used beginning in the 1960s until now in creating institutional change. This analysis will serve to identify opportunities in their own environment where conditions are unjust or unequal. Students will take an in-depth look at strategies employed by activists across college campuses, as found in the *Out on Campus* exhibit, to determine if any strategies could be used in their school or community.

Out On Campus: A History of LGBTQ+ Activism at Pennsylvania Colleges and Universities

Vocabulary List

1. **Gay liberation** – a movement to eliminate social and legal discrimination against gay people. In the 1960's "gay" became the word favored by homosexual men to describe their sexual orientation.
2. **LGBTQ+** - the abbreviation for lesbian, gay, bisexual, transgender and queer (or questioning) plus other sexual and gender identities.
3. **Homophile group** – the term for organizations and publications that supported and represented sexual minorities in the 1950s and 1960s.
4. **Ally** – someone who helps and supports other people who are part of a group that is treated badly or unfairly, even though he/she is not a member him/herself of that group.
5. **Feminism** – the belief in and advocacy of the political, economic, and social equality of the sexes; the belief in equal rights for all sexes.
6. **Homophobia** – the irrational fear or dislike of, and/or prejudice and discrimination against gay people.
7. **HIV/AIDS** – HIV is a virus that attacks cells that help the body fight off infection. The human body cannot get rid of HIV. If left untreated, HIV can lead to AIDS. AIDS is the late stage of HIV infection that occurs when the body's immune system is badly damaged from HIV.
8. **Social change** - Social change is the alteration of the social order of a society which may include changes in social institutions, social behaviors or social relations.
9. **Institutional change** – Institutional change integrates technology, policy, and behavior to make new practices and perspectives become a typical part of how an agency operates.

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Jigsaw Worksheet

Expert Group Worksheets:

Group 1 – Bryn Mawr College, Lincoln + Cheyney, Bucks County Community College

Bryn Mawr College	Type of Institution: Issue Faced: Conflict Strategy Used: Resolution Obtained: Notable People: Observation of Images:
Lincoln University + Cheyney University	Type of Institution: Issue Faced: Conflict Strategy Used: Resolution Obtained: Notable People: Observation of Images:
Bucks County Community College	Type of Institution: Issue Faced: Conflict Strategy Used: Resolution Obtained: Notable People: Observation of Images:

Group 2 – Lafayette College, Penn State University, Harrisburg Area Community College

<p>Lafayette College</p>	<p>Type of Institution:</p> <p>Issue Faced:</p> <p>Conflict Strategy Used:</p> <p>Resolution Obtained:</p> <p>Notable People:</p> <p>Observation of Images:</p>
<p>Penn State University</p>	<p>Type of Institution:</p> <p>Issue Faced:</p> <p>Conflict Strategy Used:</p> <p>Resolution Obtained:</p> <p>Notable People:</p> <p>Observation of Images:</p>
<p>Harrisburg Area Community College</p>	<p>Type of Institution:</p> <p>Issue Faced:</p> <p>Conflict Strategy Used:</p> <p>Resolution Obtained:</p> <p>Notable People:</p> <p>Observation of Images:</p>

Group 3 – University of Pennsylvania, Lehigh University

<p>University of Pennsylvania</p>	<p>Type of Institution:</p> <p>Issue Faced:</p> <p>Conflict Strategy Used:</p> <p>Resolution Obtained:</p> <p>Notable People:</p> <p>Observation of Images:</p>
<p>Lehigh University</p>	<p>Type of Institution:</p> <p>Issue Faced:</p> <p>Conflict Strategy Used:</p> <p>Resolution Obtained:</p> <p>Notable People:</p> <p>Observation of Images:</p>

Group 4 – University of Pittsburg, Shippensburg University

<p>University of Pittsburg</p>	<p>Type of Institution:</p> <p>Issue Faced:</p> <p>Conflict Strategy Used:</p> <p>Resolution Obtained:</p> <p>Notable People:</p> <p>Observation of Images:</p>
<p>Shippensburg University</p>	<p>Type of Institution:</p> <p>Issue Faced:</p> <p>Conflict Strategy Used:</p> <p>Resolution Obtained:</p> <p>Notable People:</p> <p>Observation of Images:</p>

Expert Group Worksheets: (Differentiated)

Group 1 – Bryn Mawr College, Lincoln + Cheyney, Bucks County Community College

<p>Bryn Mawr College</p>	<p>Type of Institution: (Public/private, 2 year/4 year, historically Black/predominately white, rural/urban)</p> <p>Issue Faced:</p> <p>Conflict Strategy Used: T-shirts – Graffiti-</p> <p>Resolutions Obtained: Sexual Minorities Advocacy Committee-</p> <p>Notable People: M. Carey Thomas – Dean Michele Myers-</p> <p>Observation of Images:</p>
<p>Lincoln University + Cheyney University</p>	<p>Type of Institution: Public/private, 2 year/4 year, historically Black/predominately white, rural/urban)</p> <p>Issue Faced:</p> <p>Conflict Strategy Used: National Coming Out Day-</p> <p>Resolution Obtained: “The Record” SAGA- Policies enacted-</p> <p>Notable People: Langston Hughes- Bayard Rustin- Dr. Melina McConatha-</p> <p>Observation of Images:</p>
<p>Bucks County</p>	<p>Type of Institution: Public/private, 2 year/4 year, historically</p>

Community College	<p>Black/predominately white, rural/urban)</p> <p>Issue Faced:</p> <p>Conflict Strategy Used: Protest- Allies-</p> <p>Resolution Obtained: Statement- Courses-</p> <p>Notable People: Charles Rolins – Richard Leitsch- Felicia Ganther-</p> <p>Observation of Images:</p>
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Group 2 – Lafayette College, Penn State University, Harrisburg Area Community College

<p>Lafayette College</p>	<p>Type of Institution: Public/private, 2 year/4 year, historically Black/predominately white, rural/urban)</p> <p>Issue Faced:</p> <p>Conflict Strategy Used: QAP- AIDS Quilt-</p> <p>Resolution Obtained: Courses- Present Day-</p> <p>Notable People: Riley Temple- Peter Theodore- Dan Reynolds-</p> <p>Observation of Images:</p>
<p>Penn State University</p>	<p>Type of Institution: Public/private, 2 year/4 year, historically Black/predominately white, rural/urban)</p> <p>Issue Faced:</p> <p>Conflict Strategy Used: Protest-</p> <p>Resolution Obtained: HOPS charter-</p> <p>Notable People: Raymond O. Murphy- Joe Acanfora</p> <p>Observation of Images:</p>

<p>Harrisburg Area Community College</p>	<p>Type of Institution: Public/private, 2 year/4 year, historically Black/predominately white, rural/urban)</p> <p>Issue Faced:</p> <p>Conflict Strategy Used: Prom-</p> <p>Resolution Obtained: S.A.F.E- LSU-</p> <p>Notable People: Alberta Hamm</p> <p>Observation of Images:</p>
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Group 3 – University of Pennsylvania, Lehigh University

University of Pennsylvania	<p>Type of Institution: Public/private, 2 year/4 year, historically Black/predominately white, rural/urban)</p> <p>Issue Faced:</p> <p>Conflict Strategy Used: GAP Gay Jeans Day</p> <p>Resolutions Obtained: LGBT Center-</p> <p>Notable People: Kiyoshi Kuromiya- Hal Tarr-</p> <p>Observation of Images:</p>
Lehigh University	<p>Type of Institution: Public/private, 2 year/4 year, historically Black/predominately white, rural/urban)</p> <p>Issue Faced:</p> <p>Conflict Strategy Used: Theta Chi-</p> <p>Resolutions Obtained: Homophile Society- HDL- Spectrum-</p> <p>Notable People: Jim Hopkinson- Rick Balmer- Thomas Duane-</p> <p>Observation of Images:</p>

Group 4 – University of Pittsburg, Shippensburg University

<p>University of Pittsburg</p>	<p>Type of Institution: Public/private, 2 year/4 year, historically Black/predominately white, rural/urban)</p> <p>Issue Faced:</p> <p>Conflict Strategy Used: Hunger Strike- Litigation- Human Sexuality Conference-</p> <p>Resolutions Obtained: Health Care- Present day-</p> <p>Notable People: Deborah Henson -</p> <p>Observation of Images:</p>
<p>Shippensburg University</p>	<p>Type of Institution: Public/private, 2 year/4 year, historically Black/predominately white, rural/urban)</p> <p>Issue Faced:</p> <p>Conflict Strategy Used: Campus and Harrisburg advocacy- Pridefest-</p> <p>Resolutions Obtained: SAFE- Pride Center-</p> <p>Notable People: Janet Cooper- Linda Kesselring-</p> <p>Observation of Images:</p>

Home Group

	Type of Institution: Issue Faced: Conflict Strategy Used: Resolutions Obtained: Notable People:
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Group Chart – Understanding the Risks (Example Only)

The following is an example that the instructor can present to the students during their final group activity. Students will model this graphic on large chart paper and later present to the class. Students can assess risks for 1 -2 strategies per college/university.

<u>Bryn Mawr College</u>	<u>Cheyne y and Lincoln Universities</u>	<u>Lafayette College</u>	<u>Bucks County Community College</u>	<u>Penn State University</u>	<u>University of Pennsylvania</u>	<u>University of Pittsburgh</u>	<u>Lehigh University</u>	<u>Shippensburg University</u>	<u>Harrisburg Area Community College</u>
Strategy:	Strategy:	Strategy:	Strategy:	Strategy:	Strategy:	Strategy: In order to demand health care for same-sex partners of Pitt, students and community members went on a hunger strike to demand a meeting with the university's board of directors.	Strategy:	Strategy:	Strategy:
Risk:	Risk:	Risk:	Risk:	Risk:	Risk:	Risk: -Hunger strikes present a risk to physical health. -Risk discrimination/harassment from public, display of dissent.	Risk:	Risk:	Risk:

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Summative Assessment: 15 points

Directions: Write a short essay addressing the question below. Writing can take on a variety of formats, however, writer should use all of the 30 minutes allotted.

Question: Can institutional change happen without conflict? Why or why not? Cite at least two examples from the exhibit to support your reasoning.

Rubric:

Positionality / Thesis Statement	5 Positionality is clear, essay has clear thesis statement that remains consistent throughout the piece.	3 Positionality is detectable, however, does not remain consistent throughout the piece.	1 No thesis statement detectable.
Evidence	5 Essay includes at least 2 pieces of evidence from the exhibit to support their thesis.	3 Essay includes 1 pieces of evidence from the exhibit to support their thesis.	1 Essay does not include evidence from the exhibit to support their claim.
Analysis	5 Writer thoroughly analyzes evidence to support their thesis.	3 Writer includes evidence, however, analysis of evidence does not directly support their thesis statement.	1 Writer does not use their evidence to support their thesis.

Name: Example (student work will vary)

Out On Campus: A History of LGBTQ+ Activism at Pennsylvania Colleges and Universities
Summative Assessment

Question: Can institutional or social change happen without conflict? Why or why not? Cite at least two examples from the exhibit to support your reasoning.

Institutional change cannot happen without conflict. It has been through the work, organizing and conflict strategies used by student activists and allies that have brought change to the institutions and their social order. These changes have allowed LGBTQ+ students to gain recognition, rights and empowerment in higher education, and present-day organizing efforts advance the work of earlier activists.

Institutional change would not have occurred on the University of Pittsburgh's campus in 2004 when same-sex partner benefits were granted to domestic partners, if it were not for the conflicts started by activists and allies starting in 1994. In 1994, the institution of Pitt denied healthcare benefits to the domestic partner of a Pitt employee. The university defended their positionality in denying domestic partner benefits. It was not until activists participated in actions on and off campus demonstrations. Along with legal action to address the issues, student activists launched a 17-day hunger strike to demand and open conversation with the university to address the issues. Finally, in 2004, benefits were awarded after continuously applied pressure from students and allies.

Lastly, conflict spurred change at the Pennsylvania State University when students protested against vice-president of student affairs' Raymond O. Murphy's suspension of the Homophiles of Penn State's student organization charter. Students organized protests and made formal statements against Murphy. When he still refused to reinstate the charter, HOPS rejected the authority of Murphy by securing campus locations through different avenues in the university. Finally, activists took legal action to reinstate the charter. This action generated more support for HOPS, and eventually, they were able to have the charter reinstated. HOPS eventually paved the way for future LGBTQ+ student groups and wins.

Institutions and those in charge have demonstrated their reluctance towards institutional or societal change without heavy pressure or conflict applied from students, allies, and/or other legal groups. As exemplified in the cases of Pitt and Penn State, change would not happen without those willing to engage in conflict to support their needs.

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Extension Activity

Note: This activity is primarily intended for student group use. It can also be used in classroom if teacher deems appropriate.

Purpose: The purpose of this extension activity is to analyze the processes that LGBTQ+ activists used beginning in the 1960s until now in creating institutional change. This analysis will serve to identify opportunities in their own environment where conditions are unjust or unequal. Students will take an in-depth look at strategies employed by activists across college campuses, as found in the *Out on Campus* exhibit, to determine if any strategies could be used in their school or community.

Time: This activity is intended for an hour group meeting.

Central Question: (10-15 Minutes) Group will spend 10-15 minutes discussing each members reflection to this question:

1. What gaps or opportunities do you see in your school in achieving equal LGBTQ+ rights, visibility, and equality?

Power Continuum: (15 Minutes) As a group, list some of the strategies that student activists used to achieve their goals for recognition and empowerment. Decide as a group which strategy is least to most challenging to institutional power. Observation: each strategy is employed at different times/setting to achieve a desired goal. Draw a line on a chart paper or white board, and place the different strategies observed throughout *Out on Campus's* exhibit. Below is an example, and does not have to be what the group concludes.

Challenges Institutional Power

Least Challenging

Most Challenging



School dance

Hunger Strikes
/ Protests

What Strategies can we use: (20 Minutes) As a group, determine answers to the following chart. Use strategy examples from *Out on Campus* as a guide.

What issue do we want to address?	What outcomes do we hope for?	What strategies can we use to achieve our outcome?	What resources do we need to achieve our outcome?

Personal Risk Assessment: (5 Minutes) Allow each group member 5 minutes to determine what personal risk they are willing to take to achieve the groups desired outcome. (Willing to risk: financial burden (buying supplies), time commitment (recruiting others to event), social tension (peers disagreeing or isolating you for your actions) etc.)

Roles: (10 Minutes) After each person analyzes what risks they are willing to take to achieve the groups desired outcome, the group will determine what roles are needed to execute their strategy and assign jobs to each member. (Ex: If group decides they would like to bring more visibility to LGBTQ+ members of the school, perhaps they will elect to organize a dance. Roles include: fundraising, communication, decorating, planning dance, obtaining permission from school officials, refreshments, key speakers)

Bryn Mawr Exhibit Text – Scaffolded via Rewordify.com

Bryn Mawr College was founded in 1885 by Quakers as a women's college, though it has been non-(religious group/category of paper money)al since 1893. Bryn Mawr's queer history (comes before/was created before) the gay freeing/freedom and lesbian (related to feeling that women and men must be treated equally) movements of the after- 1969 time in history.

Bryn Mawr's send president M. Carey Thomas, who lived on campus with her partner Mary Elizabeth Garrett, occupies a complicated position in the college's history - while she was circulated in college (old stories/old knowledge) as a proto-lesbian, her time in power from 1894-1922 was defined by Jew-hating and racist leadership.

During the time in history, same-sex (very close, personal relationships) were common among the school's elite white population. In a historical moment when same-sex sexual desires were (identified a disease or its cause) as disease-related and marked (with something that causes shame), Bryn Mawr student records reflect an alternate experience in late-nineteenth and twentieth-century institutions. This is not to paint early Bryn Mawr as a (white) queer perfect world, but to admit/recognize/respond to this early history in a family with modern LGBTQ+ campus experiences, even if it (comes before/was created before) modern terms for (male/female status) and sexual identity and (using action and strong words to support or oppose something).

Students at Bryn Mawr and Haverford Colleges founded the Gay People's Friendly partnership (GPA) in 1975. Haverford was founded as a Quaker college for men but went co-ed in 1980 (the two colleges are close together and have a long history of cooperation). In addition to the GPA, which gave/given support for students and organized dances, speakers, and (knowing about something) weeks, Bryn Mawr was a site for on- and pff- campus organizing on issues affecting lesbian, gay, and (related to being attracted to both sexes) (LGB) students in the 1970s and 1980s. Students participated, for example, in a once-a-year Seven Sisters & Ivy League Lesbian Conference, first held in 1978. Other groups came out/became visible, including the Lesbian and Bi-Sexual Support Group and Women's Interest Group.

(even though there is the existence of) attitudes that were more and more accepting, students regularly met sexuality-based hatred. In 1986 the management tried to reschedule the GPA's Halloween Dance because it fought with each other with Parents' Day. College President Mary Patterson MacPherson strongly encouraged students to think about the opinions/points of view of parents and the (act of letting someone enter/speaking the truth about something bad)s Office, which would be affected if Bryn Mouth was "called/labeled as a wildly screaming insane person lesbian college." She suggested that LGB students keep their private lives private, stating, "It's not a bad thing to learn to be quiet (so nobody else will know)." Students responded by (clearly marking with lots of colors) this quotation on t-shirts, fighting against the call to remain in the closet for the benefit of respectability.

Another event that served as a rallying point happened in November 1988 after the management did not admit/recognize/respond to or remove racist and (extremely afraid of homosexuality) graffiti in campus bathrooms. Students of the renamed Bryn Mawr-Haverford (related to being attracted to both sexes), Gay, and Lesbian Friendly partnership (BGALA) organized to cover this graffiti with anti-racist and anti-(extremely afraid of homosexuality) art, which the management painted over in the middle of the night. Students responded with more anti-(extremely afraid of homosexuality) graffiti and final/very best succeeding in fighting for the creation of the Sexual Minorities Fighting for something Committee, which increased material

support for BGALA and helped the development of conversation with the management on developing useful things/valuable supplies for LGBT students. Students involved in the event and its bad after-effects returned to Bryn Mawr in 2016 to discuss the experience with the current community.

Today's students build on this (something given to future people), especially/famously in efforts to make Bryn Mawr a clearly and definitely welcoming space for (related to not identifying with the sex you were at birth) and non-binary students, and especially queer and (related to not identifying with the sex you were at birth) students of color. Student organizations include Zami+, a group for queer and (related to not identifying with the sex you were at birth) students of color that hosts speakers, (meetings to discuss things/meetings together), and community events. In 2015, Bryn Mawr became the fourth women's college to start a policy for admitting (related to not identifying with the sex you were at birth) people (who are applying for something).