



EDUC 471 | EDUC 771

***ACTIVISM* and**
SOCIAL MOVEMENTS
***in* COLLEGE**

WINTER 2021 SYLLABUS

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COURSE DESCRIPTION

Since the founding of American colleges and universities, activism and social movements have been permanent fixtures in the postsecondary lives for students, staff, and faculty. However, most activism research has focused on the "golden era" of campus protest during the 1960s, leaving much to be understood about contemporary activism and the ways organized resistance exists beyond the formalized boundaries of campuses. Today, movements continue to build at intersections of campus and community – as well as online – and have ushered in an unprecedented level of participation by students fighting for intersecting issues of disability, economic, environmental, gender, racial, and reproductive and sexual justice. *Activism and Social Movements in College* offers an opportunity for students to better understand the empirical, historical, practical, and theoretical foundations of today's sociopolitical moment.

FOCUS OF THE COURSE

This course particularly focuses on noteworthy events and social movements during the 20th and early 21st centuries (e.g., Civil Rights Movement, Gay Liberation Movement, Ethnic Studies Movement, Black Lives Matter Movement, and Undocumented Students Movement) that have intersected with activism in higher and postsecondary education contexts. Both the historical and spatial relationships across movements as well as the issues/grievances around which these movements coalesced will be explored through course texts that include academic articles, essays, books, news media, television, and film. Additionally, the course is concerned with increasing our theoretical and conceptual understanding about *how* activism and social movements develop from sociological and media studies perspectives. Particular attention will be paid to the role of media, both traditional and digital, have played in shaping issue narratives, movement frames, and as an important dimension of movement campaign strategies and tactics. Through co- and extra-curricular activities connected to assigned texts, students enrolled in the course will be encouraged observe and participate in political activities on-campus as well as those in the communities within which the university is situated.

LEARNING OUTCOMES

A successful course will be demonstrated by students' abilities to do the following:

- Identify the historical relationships between and across social movements in higher education and its social contexts.
- Develop interpersonal relationships guided by shared sociopolitical interests and a commitment toward transformative social action.
- Explain how social movements are organized and the means by which they achieve various movement goals.
- Explain the historical and contemporary role media play in advancing social movements toward changing sociopolitical realities for their stakeholders.
- Compare and contrast current theoretical and practical approaches to understanding political engagement within and beyond college and university campuses.
- Propose innovative strategies and policy changes that could help transform higher education institutions toward more equitable outcomes for students, staff, and faculty.

COURSE NOTES

While this course will be entirely online, both asynchronous (individually separate learning time) and synchronous (collective learning time) instruction will be utilized. Using a flipped or time-shifted course model, aspects of course lecture may be removed from designated class time to allow students the flexibility to learn upcoming content (especially lectures) at any time during the week prior to a course meeting. While the power and success of this approach will be determined by our up-front investment of our time, it will also allow much more effective use of class time to focus on answering questions, discussing readings, and undertaking small group activities. Additionally, this approach will limit the duration of on-screen engagement during synchronous instruction.

Finally, all video-based lectures will be posted using links on Canvas. In addition, any presentation slides, in-class lectures, and discussions will be posted *following* each class session for future reference.

GENERAL COURSE REQUIREMENTS

FRAMING DISCUSSIONS

To help frame our discussions inclusively, this course builds on the [Association of American Colleges & Universities \(AAC&U\) Making Excellence Inclusive](#) guiding principles for access, student success, and high-quality learning and equity work from the Center of Urban Education at the University of Southern California. Specifically, the following definitions are offered:

Diversity, Inclusion, and Equity: Core Principles

- **Diversity:** Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations).
- **Equity:** The achievement of parity across difference with regard to *outcomes* (i.e., success measures). Equity is the result from deliberate and sustainable interventions that explicitly center historically disenfranchised and underserved populations and (re)direct resources necessary to support their success (see also [Equity and Student Success](#)).
- **Inclusion:** The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.
- **Equity-mindedness:** The perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education. ([Center for Urban Education, University of Southern California](#)).

FOUR AGREEMENTS FOR COURAGEOUS CONVERSATION

By participating in this graduate-level seminar class, we collectively agree to abide by the following:

1. **Stay engaged.** Staying engaged means “remaining morally, emotionally, intellectually, and socially involved in the dialogue.”

2. **Experience discomfort.** This norm acknowledges that discomfort is inevitable and asks that discussants make a commitment to bring issues into the open. It is not talking about these issues that create divisiveness. The divisiveness already exists in the society, in our institutions, and in our schools and colleges. It is through dialogue, even when uncomfortable, the healing and change can begin.
3. **Speak your truth.** This means being open about our thoughts and feelings and not just saying what you think others want to hear.
4. **Expect and accept non-closure.** This agreement asks discussants to “hang out in uncertainty” and not rush to quick solutions, especially in relation to shared understanding, which requires a future commitment to an ongoing dialogue.

SOURCE: Singleton, G.E., & Linton, C. (2006). *Courageous conversations about race: A field guide for achieving equity in schools* (pp. 58-65). Thousand Oaks, CA: Corwin.

Marginalized Voices and Classroom Communication

In addition, as a community of learners, we agree to promote an environment conducive to learning. In doing so, we should equitably respect differences of race, culture, nationality, language, values, opinion, and style. However, respecting differences also requires we account for historical and ongoing relationships of power that typically marginalize the voices of minoritized communities. This means we should be conscientious of the amount of space we occupy during class discussions, especially when we are located in positions of power and privilege that have historically drowned out the perspectives of marginalized and oppressed people. Lastly, in effort to promote clear communication, we should strive to:

1. Be specific rather than broad, general, or vague, with our truth claims;
2. Provide examples and evidence to support our arguments; and
3. Ask “good faith” questions in moments needing clarification.

ATTENDANCE AND PARTICIPATION

Attendance: As a seminar style course, our collective learning depends greatly on everyone attending our scheduled class sessions. However, the pandemic, ongoing uprisings to resist the rising tide of “white supremacist capitalist patriarchy” (hooks, 1997) and a failed coup d’etat to start the new year has made this a challenging and unpredictable time for all of us. Therefore, absences may be unavoidable or even necessary to manage our mental and emotional well-being. I encourage everyone to make healthy choices in this regard and, when it is possible, to let the instructor or GSI know, whether in advance or soon after the missed class(es). If multiple, consecutive absences occur, the instructor or GSI may reach out to offer additional support and co-create a plan to stay on-track for completing course.

Recognition of Religious and Spiritual Observances: All students are encouraged to participate in the holidays and observances consistent with their religious and/or spiritual practice(s). In those instances where such participation conflicts with scheduled course time, deadlines, etc., please simply notify the instructor of possible absences or needs to adjust assignment due dates to respect and affirm your participation in a religious and/or spiritual observance.

Coursework and Readings: Instructors and students enrolled in this course are expected to read, listen, and watch all content provided in the syllabus. We learn best when we do so in community with others and therefore we share a responsibility for helping one another learn. This requires we be prepared to critically discuss, interrogate, and raise questions about the texts as well as our interpretations of what the texts offer. Readings are expected to be read *before* each class meeting where they will be discussed. However, this may mean reading *fewer* text some weeks – but having read those few more closely – and more texts read at a high level some others. In either case, prioritize what

peaks your interests and dig into those texts that may compel you to offer us the contribution of your thoughts and analysis.

Class Participation: Pair-share and small group discussions will occur during nearly every class session and students are encouraged to actively participate in them whenever possible. Active participation may include, but not be limited to asking critical questions, drawing on and making connections between the assigned readings and higher education policy and practice, and contributing to the overall discussion through critical dialogue with their peers.

Stressful Content (Trigger Warning): We will occasionally discuss trends and problems on college and university campuses that may engender discomfort (and possibly distress) for students who have previously experienced related forms of educational violence and/or trauma. In the event that you may need individual support or modification to participation during a particular unit, please contact the instructor or GSI via email (or using the private chat function offered by Zoom). If you would prefer withdrawing participation from portions or the entirety of a particular unit, feel free to do so without explanation. Simply send an email noting your absence, whether before or after class, to help the instructional team account for your temporary absence. In the event that you may need confidential assistance, the [Counseling and Psychological Services](mailto:caps-uofm@umich.edu) office is available via phone at (734) 764-8312 or email at caps-uofm@umich.edu.

GRADING AND ASSESSMENT OF SCHOLARLY WORK

This course takes a primarily qualitative assessment-based approach to determine areas of success as well as improvement related to our desired learning outcomes. This means, as the course instructor, I am most interested in your own learning objectives and goals for being enrolled and engaging your work with questions and critical feedback than I am in evaluating your assignments and contributions by assigning them a fairly arbitrary numerical value. In addition, a core component of this course is self-reflection, self-evaluation, and peer review of your work to expand the possibilities of what constitutes being a scholar and producing knowledge rather than following predetermined expectations framed by contested categories of merit, excellence, and success. That said, I also recognize this approach may be new – and perhaps even unsettling – to many enrolled, and offer some guidance through a point system associated with each assignment. This system is intended to help students track their own progress in demonstrating various skills typically associated with graduate work, but that are not necessarily taught in this course (e.g., academic/scholarly writing). I am happy to discuss any individual concerns about this approach and developing an alternative pathways for discussing your progress during the semester.

ASSESSMENT POINTS BY ASSIGNMENT

Class Attendance & Participation	_____	20pts
Reflection Journals/Video Diaries	_____	10pts
Case Studies	_____	30pts
Autocritography	_____	40pts

GRADING SCALE

A 94-100	B+ 87-89	C+ 77-79	D+ 67-69
A- 90-93	B 84-86	C 74-76	D 64-66
	B- 80-83	C- 70-73	D- 60-63

ASSIGNMENT SUBMISSION POLICY

All assignments should be submitted via Canvas, not email, no later than the Friday (by 11:59pm) the week they are due (unless otherwise individually or collectively negotiated with the instructor). Specific dates are listed below and in the course schedule.

ACADEMIC INTEGRITY

Operating under the highest standards of academic integrity is implied and assumed. Academic integrity includes issues of content and process. Treating the course and class participants with respect, honoring class expectations and assignments, and seeking to derive maximum learning from the experience reflect some of the *process* aspects of academic integrity. In addition, claiming ownership only of your own unique work and ideas, providing appropriate attribution of others' material and quotes, clearly indicating all paraphrasing, and providing account and attribution to the original source of any idea, concept, theory, etc. are key components to the *content* of academic integrity.

Remember, citation is as much a social and political action as an academic norm and should be respected given the often theft of scholarship and the intellectual contributions of marginalized and minoritized scholars. Therefore, let us aspire to the spirit and highest representation of academic integrity. For additional university specific details, please read the University's General Catalogue, especially the sections that detail your rights as a student and the section that discusses the University's expectations of you as a student (see <http://www.rackham.umich.edu/StudentInfo/Publications>).

SUPPORT AND ACCOMMODATIONS

Students in need of learning support or specific accommodations should contact the course instructor at their earliest convenience. In response, an intentional effort to modify any and all aspects of this course will be made to facilitate the full participation and progress of students with a diverse set of learning needs. Additionally, the instructor will work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic supports to ensure student needs are met. Students may also contact SSD at (734) 763-3000 or via email at ssd.umich.edu at their own discretion to register accommodations using the Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

ASSIGNMENTS

Participant Observation Project

It is intellectually shortsighted to rely solely upon reading to understand and analyze the significance of social movements, especially when it is so easy to observe a social movements in action. For this reason, students are encouraged to (virtually) observe and/or participate in a social movement at any scale that helps relate course material to everyday life and social justice practice. Below are two options for this assignment, a timeline and further directions for which will be provided Week 4 of the semester during class once options and project details have been approved.

There are two options from which to chose your participant observer experience:

1. Observe and/or participate in an activist or social movement organization on-campus or within your local community. This can obviously include movement organizations in which students, faculty, or staff are a substantive part of the membership, but it is not absolutely necessary. Participation means (virtually) attending scheduled meetings, activities, and events throughout the majority of this semester in ways you believe to be appropriately safe for your

own capacity and comfort. Observing means consistently and systematically documenting what happens during movement-related events to include taking notes, collecting (digital) artifacts and documents (flyers, paraphernalia, meeting agendas, etc.), taking pictures and videos, and talking to other participants.

Keep in mind that the movement organization should be engaged in some sort of decidedly sociopolitical activities with the explicit intention of challenging existing power structures and relationships. Organizations may have a range of ideological perspectives from which they do their work, however, they cannot be a service-based organization and should *not* be organizations that ultimately represent or attempt to preserve hegemonic power and dominant interests (for example white nationalist groups, men's rights organizations, anti-affirmative action collectives etc.).

2. Virtually interview 3-5 current (or former) student, staff, or faculty organizers and activists who meaningfully engage in movement work. The purpose of your interviews are to better understand their organization's activities, ideologies, strategies, tactics, goals, etc. This exercise requires developing an interview protocol to help guide your interviews, which should each be between 30 and 60 minutes long and included participants/key informants deeply embedded and engaged in their organizing work.

Shorthand notes during each interview (perhaps on an interview protocol sheet) should be used to record participants' responses and for future reference. These notes must be turned in with your project paper.

By February 5th, you must have selected one of the aforementioned options and submitted it for approval. In all cases, each student must a 5-7 page field report analyzing the preliminary data gathered through your observations and/or interviews. The final paper is due on **Friday, April 16th by 11:59pm**.

FINAL EXAM

Part I: Reflexive Essay

An important aspect of this course has been critically engaging with your various identities as graduate students and prospective student affairs professionals. For that reason, it is important to take time to meaningfully reflect on what the course, your classmates, and your cohort peers have provided you over the last 13 weeks. Part 1 of the assignment includes either a written essay (750 words) or a video diary (no more than 5 minutes) reflecting on your socio-academic experience(s) since enrolling in this course. In particular, your essay should consider answer many of the following questions:

1. What have you learned about the historical and ongoing role of activism in higher education and society?
2. What have you learned about yourself as a student, scholar, current or past activist or organizer, student affairs professional etc. through taking this course?
3. What did you learn from your peers that you appreciated found valuable as the course draws to an end?
4. As someone concerned with and increasingly aware of social justice issues, have you navigated the university or program-specific politics in this particular moment of social and political reckoning?
5. How do you anticipate your future work in higher education (or elsewhere) being different after having taken this course?

Due: Friday, April 30th

Part II: Freedom Dream Manifesto

Building on your topical understanding of the climate and conditions within which activism occurs as well as the final section of course readings, this assignment invites you to radically re-imagine higher education and the society within which postsecondary institutions operate. Because reform and revolution are ontologically different, it is important to envision imaginatively rather than incrementally of how we might *do* both education and society differently. Recognizing expressions of the imagination are many and varied, this assignment can be completed in a variety of forms, which may include but are not limited to:

- Audio Production (~5 minutes)
- Essay (~1000 words)*
- Graphic Illustrations or Design Image(s)
- Photographic Essay
- Poetry/Spoken-word
- Short Film (\leq 6 minutes)
- Short Story (~1250 words)

If choosing the essay or short story, your manifesto will be complete as-is. However, if choosing another option, your manifesto should be accompanied by a descriptive/analytical summary of 250-500 words clearly articulating the vision set forth in your art. In addition, although an artistic production, the work must be 1) original and fundamentally your own, and 2) demonstrate artistic proficiency while still meeting the objectives of the exercise. If borrowing or sampling from other artists, attribution must be made where appropriate in your descriptive/analytical summary.

In all cases, an in-class presentation of your work product will take place on either **April 16th** or **April 23rd**. Those writing essays or short stories should consider a presentation of their process (theorization), key concepts, ideas, and influences for the development of their written work. Those choosing alternative forms should plan to present the final work as well as draw from their descriptive/analytical summaries.

Part III: Social Justice Advocacy Statement

Drawing from class discussions, course readings, and experiences from this semester's course, clearly and cogently articulate your own philosophy as an advocate for social justice as a student affairs or other professional, either in your current or prospective role(s) within the field of higher education and in subsequent life. Your statement should be no more than 500 words and should discuss your perspectives on the importance and usefulness of social justice in higher education work, discuss your current and/or anticipated approaches to incorporating social justice perspectives as an advocate, and commitment to supporting the organizing and activist work of students and colleagues.

Due: Friday, April 30th

READINGS, TEXTS, AND COURSE SCHEDULE

REQUIRED TEXTS

1. Lievrouw, L. A. (2011). *Alternative and activist new media*. Malden, MA: Polity Press.*
2. Morgan, D. L., & Davis III, C. H. F. (2019). *Student activism, politics, and campus climate in higher education*. New York, NY: Routledge.
3. Rogers, I. H. (2012). *The Black campus movement: Black students and the racial reconstitution of higher education, 1965–1972*. New York, NY: Palgrave MacMillan.*

*Provided via Canvas

COURSE SCHEDULE

Readings are available via Canvas under the 'Files' tab and in folders designated for each week of the course. Additionally, the texts under the "WATCH" heading are available in the 'Media Gallery' tab on Canvas (or can be accessed through your browser by clicking the links below). Texts listed under the "LISTEN" heading should be accessed by clicking the link and opening them in your web browser.

WEEK	UNIT	READINGS	DUE
Week 1	<i>Introduction to Activism and Social Movements</i>	<p>READ</p> <p>Ganz, M. (2014). What is organizing? In <i>Organizing: People, power, and change</i> (pp. 5-8). Cambridge, MA: Harvard Kenned School of Government.</p> <p>Ganz, M. (2014). Storytelling? In <i>Organizing: People, power, and change</i> (pp. 9-14). Cambridge, MA: Harvard Kenned School of Government.</p> <p>Ganz, M. (2014). Relationships. In <i>Organizing: People, power, and change</i> (pp. 15-20). Cambridge, MA: Harvard Kenned School of Government.</p>	

WEEK	UNIT	READINGS	DUE
Week 2	Conceptualizing Activism and Social Movements	<p>READ</p> <p>Goodwin, J., & Jasper, J. M. (Eds.) (2009). When and why do social movements occur? In <i>The social movements reader: Cases and concepts</i> (2nd ed.)(pp. 9-44). West Sussex, United Kingdom: Wiley-Blackwell Publishing.</p> <p>Diani, M. (1992). The concept of social movement. <i>The Sociological Review, 40</i>(1), 1-25.</p> <p>Tilly, C. (1993). Social movements as historically specific clusters of political performances. <i>Berkeley Journal of Sociology, 38</i>, 1-30.</p> <p>Linder, C., Quaye, S. J., Lange, A. C., Roberts, R. E., Lacy, M. C., Okello, W. K. (2019). "A student should have the privilege of just being a student": Student activism as labor. <i>The Review of Higher Education, 42</i>, 37-62.</p> <p>Martin, G. L., Williams, B. M., Green, B., & Smith, M. J. (2019). Reframing activism as leadership. In G. L. Martin, B. M. Williams, and C. Linder (Eds.) <i>Leadership Learning Through Activism. New Directions for Student Leadership, 161</i>, 9-24.</p> <p>WATCH</p> <p>Brown, S. (2014). Social movements. Retrieved from https://www.khanacademy.org/test-prep/mcat/society-and-culture/demographics/v/social-movements.</p>	
Week 3	Theoretical and Conceptual Foundations of Social Movements	<p>READ</p> <p>Buechler, S. M. (1995). New social movement theories. <i>Sociological Quarterly, 36</i>(3), 441-464.</p> <p>Morris, A. (2000). Reflections on social movement theory: Criticisms and proposals. <i>Contemporary Sociology, 29</i>(3), 445-454.</p> <p>Oliver, P. E., & Marwell, G. (1992). Mobilizing technologies for collective action. In A. D. Morris and C. M. Mueller (Eds.) <i>Frontiers in social movement theory</i> (pp. 251-272). New Haven, CT: Yale University Press.</p> <p>Polletta, F., & Jasper, J. M. (2001). Collective identity and social movements. <i>Annual Review of Sociology, 27</i>, 283-305.</p> <p>Shwartz, M., & Paul, S. (1992). Resource mobilization versus the mobilization of people. In A. D. Morris and C. M. Mueller (Eds.) <i>Frontiers in social movement theory</i> (pp. 205-223). New Haven, CT: Yale University Press.</p>	

WEEK	UNIT	READINGS	DUE
Week 4	<p><i>Historical Contexts of Student Activism: The Black Campus Movement</i></p>	<p>READ</p> <p>Rogers, I. H. (2012). <i>The Black campus movement: Black students and the racial reconstitution of higher education</i>. New York: Palgrave Macmillian.</p> <p>WATCH</p> <p>Young, R. M. (1960). <i>Sit in</i>. https://www.youtube.com/watch?v=v7zIzJYTkws.</p> <p>LISTEN</p> <p>Interview w/ Dr. Joshua M. Myers: The 1989 Howard University Protest In "We Are Worth Fighting For" – https://wamu.org/story/20/03/31/the-1989-howard-university-protest-in-we-are-worth-fighting-for/</p>	
Week 5	<p><i>Historical Contexts of Student Activism: The Golden Era of Protest</i></p>	<p>READ</p> <p>Anderson-Bricker, K. (1999). "Triple jeopardy": Black women in the growth of feminist consciousness in SNCC, 1964-1975. In K. Springer (Ed.) <i>Still lifting, still climbing: African American women's contemporary activism</i> (pp. 49-70). New York, NY: New York University Press.</p> <p>Araiza, L. (2019). Black power and the Mills girl: Gender and the Black Campus Movement at Mills College, 1967-69. <i>Journal of Civil and Human Rights</i>, 5(2), 1-33.</p> <p>Ellsworth, F.L., & Burns, M. (1970). <i>Student activism in American higher education</i>. Washington, D.C.: American College Personnel Association.</p> <p>Sampson E. E. (1967). Student activism and the decade of protest. <i>Journal of Social Issues</i>, 23(3), 1-33.</p> <p>Umamoto, K. (1989). "On strike!" San Francisco State College strike, 1968-69: The role of Asian American students. <i>Amerasia Journal</i>, 15(1), 3-41.</p>	
Week 6	NO CLASS U-M WELL-BEING DAY		

WEEK	UNIT	READINGS	DUE
Week 7	<p style="text-align: center;">Contemporary Contexts and Consequences of Student Activism</p>	<p>READ</p> <p>Davis III, C. H. F. (2019). Suppressing campus protests and political engagement in U.S. higher education: Insights from the Protest Policy Project™. <i>Currents</i>, 1(1), 105-116. http://dx.doi.org/10.3998/currents.17387731.0001.109</p> <p>Gowen, G. H., Hemer, K. M., & Reason, R. D. (2019). Understanding American conservatism and its role in higher education. In D. L. Morgan and C.H.F. Davis III (Eds.) <i>Student activism, politics, and campus climate in higher education</i> (pp. 43-69). New York: Routledge.</p> <p>Hernandez, I. (2013). Mexican American women's activism at Indiana University in the 1990s. <i>Journal of Higher Education</i>, 84(3), 397-416.</p> <p>Mendez, J., & Change, A. (2019). Undocumented and unafraid: Expanding the definition of student activism. In D. L. Morgan and C.H.F. Davis III (Eds.) <i>Student activism, politics, and campus climate in higher education</i> (pp. 60-76). New York: Routledge.</p> <p>Rhoads, R. A. (2016). Student activism, diversity, and the struggle for just society. <i>Journal of Diversity in Higher Education</i>, 9(3), 189-202.</p>	
Week 8	<p style="text-align: center;">Labor Unionization, Scholar-Activism, and Academic Freedom</p>	<p>Ferguson, T. L., & Davis III, C. H. F. (2019). Labor, resources, and interest convergence in the organized resistance of Black male student-athletes. In D. L. Morgan and C.H.F. Davis III (Eds.) <i>Student activism, politics, and campus climate in higher education</i> (pp. 77-96). New York: Routledge.</p> <p>McMenamin, L. (2020, December 24). <i>Students on strike</i>. Retrieved from https://progressive.org/magazine/students-on-strike-mcmenamin/.</p> <p>Rogers, S., Eaton, A. E., & Voos, P. B. (2014). Effects of unionization on graduate student employees: Faculty-student relations, academic freedom, and pay. <i>ILR Review</i>, 66(2), 487-510.</p> <p>Salaita, S. (2014). <i>U of I Destroyed my career</i>. Retrieved from http://www.chicagotribune.com/news/nationworld/ct-steven-salaita-tenure-jews-twitter-tweets-unive-20140929-story.html.</p>	

WEEK	UNIT	READINGS	DUE
Week 9	Gender, Sexuality, and Reproductive Justice	<p>Hollis, A. (2019). University activism and the central role of Black womyn. In A. Dache, S. J. Quaye, C. Linder, and K. M. McGuire (Eds.) <i>Rise up! Activism as education</i> (pp. 147-155). Lansing, MI: Michigan State University Press.</p> <p>Linder, C., & Rodriguez, K.L. (2012). Learning from the experiences of self-identified women of color activists. <i>Journal of College Student Development</i>, 53(3), 383-98.</p> <p>Revilla, A.T. (2004). Muxerista pedagogy: Raza Womyn teaching social justice through student activism. <i>The High School Journal</i>, 87(4), 80-94.</p> <p>Nicolazzo, Z. (2016). "Just go in looking good": The resilience, resistance, and kinship-building of trans* college students. <i>Journal of College Student Development</i>, 57(5), 538-56.</p> <p>WATCH</p> <p>Oxygen (2020). <i>How did the #sayhername campaign begin? Hear from Kimberlé Crenshaw</i>. Retrieved from https://bit.ly/3i9euvd.</p>	
Week 10	Black Lives Matter in Higher Education	<p>READ</p> <p>Davis III, C. H. F. (Forthcoming). It was all a dream: Black lives matter before the movement had a name. In F. Roberts <i>Black Lives Matter Syllabus</i>. Berkeley, CA: University of California Press.</p> <p>Dennon, S. (2020, June 17). <i>Students demand racial justice and equity on campus</i>. Retrieved from https://www.bestcolleges.com/blog/college-student-activists-black-lives-matter/.</p> <p>Garza, A. (2014). <i>A herstory of the #BlackLivesMatter movement</i>. Retrieved from http://www.thefeministwire.com/2014/10/blacklivesmatter-2/.</p> <p>Hope, E.C., Keels, M., & Durkee, M.I. (2016). Participation in Black Lives Matter and Deferred Action for Childhood Arrivals: Modern activism among Black and Latino college students. <i>Journal of Diversity in Higher Education</i>, 9(3), 203-15.</p> <p>Little, M. C. (2019). Resistance matters. In A. Dache, S. J. Quaye, C. Linder, and K. M. McGuire (Eds.) <i>Rise up! Activism as education</i> (pp. 9-32). Lansing, MI: Michigan State University Press.</p> <p>WATCH</p> <p>Spike Lee's Documentary: 2 Fists Up</p>	

WEEK	UNIT	READINGS	DUE
<p>Week 11</p>	<p><i>Internet-Enabled and Digitally-Mediated Social Change</i></p>	<p>READ</p> <p>Cabrera, N. L., Matias, C. E., & Montoya, R. (2017). Activism or slacktivism? The potential and pitfalls of social media in contemporary student activism. <i>Journal of Diversity in Higher Education</i>, 10(4), 400-415.</p> <p>Davis III, C. H. F. (2019) Student activism, resource mobilization, and new tactical repertoires in the 'Digital Age'. In D. L. Morgan and C.H.F. Davis III (Eds.) <i>Student activism, politics, and campus climate in higher education</i> (pp. 112-124). New York: Routledge.</p> <p>Gismondi, A., & Osteen, L. (2017). Student activism in the technology age. In J. Ahlquist & L. Endersby (Eds.), <i>Going Digital in Student Leadership</i>. New Directions for Student Leadership, 153, 63-74.</p> <p>Joyce, M. (2010). <i>Digital activism decoded</i> (pp. vii-14). New York: International Debate Education Association.</p> <p>Lievrouw, L. A. (2006). Oppositional and activist new media: remediation, reconfiguration, participation. In <i>PDC '06: Proceedings of the ninth conference on Participatory design: Expanding boundaries in design</i> (pp. 115-124). New York: Association for Computing Machinery.</p>	

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<p>Week 12</p>	<p><i>International Student Activism in College</i></p>	<p>READ</p> <p>Lee, F. L. F., Chen, H-T., & Chan, M. (2017). Social media use and university students’ participation in a large-scale protest campaign: The case of Hong Kong’s Umbrella Movement. <i>Telematics and Informatics</i>, 34(2), 457-469.</p> <p>Jansen, (2019). Autoethnographic reflections on student mobilisation for educational reform: From apartheid to democracy and the 2015 #Fees-must-fall student uprising in South Africa. <i>South African Review of Sociology</i>, 50(3-4), 57-74.</p> <p>Makkawi, I. (2013). Community engagement from the margin: Zionism and the case of the Palestinian student movement in the Israeli universities. <i>Arab Studies Quarterly</i>, 35(2), 90-109.</p> <p>Le Mazier, J. (2020). How did they fight?: French student movements in the late 2000s and their contentious repertoire. In A. Choudry and S. Vally (Eds.), <i>The university and social justice: Struggles across the globe</i> (pp. 173-189). Pluto Press.</p> <p>WATCH</p> <p>Event Recording – Global Roots of Resistance: Black Student Activism, Decolonization, and Creating an Anti-Racist World</p>	

WEEK	UNIT	READINGS	DUE
<p>Week 13</p>	<p>Non-Student Agents and Institutional Change</p>	<p>READ</p> <p>Agua, J. & Pendakur, S. L. (2019). From resistance to resilience: Transforming institutional racism from the inside out. In D. L. Morgan and C.H.F. Davis III (Eds.) <i>Student activism, politics, and campus climate in higher education</i> (pp. 164-182). New York: Routledge.</p> <p>Broadhurst, C., & Martin, G. (2019). Becoming a tempered radical: Student affairs administrators as advocates for LGBTQ students at eight higher education institutions in the South. <i>Journal of College and Character, 20</i>(4), 327-344.</p> <p>Kezar, A., Gallant, T.B., & Lester, J. (2011). Everyday people making a difference on college campuses: The tempered grassroots leadership tactics of faculty and staff. <i>Studies in Higher Education, 36</i>(2), 129-51.</p> <p>Stokes, S., & Miller, D. (2019) Remembering “The Black Bruins”: A case study of supping student activists at UCLA. In D. L. Morgan and C.H.F. Davis III (Eds.) <i>Student activism, politics, and campus climate in higher education</i> (pp. 143-163). New York: Routledge.</p> <p>WATCH</p> <p>Stokes, S. (2013). <i>The Black bruins</i>. Retrieved from http://bit.ly/theblackbruins.</p>	
<p>Week 14</p>	<p>Research, Scholarship, and Teaching as Activism</p>	<p>READ</p> <p>Davis III, C. H. F. (2019). Peer-pedagogies, communities of memory, and occupying the Florida Capitol. In A. Dache, S. J. Quaye, C. Linder, and K. M. McGuire (Eds.) <i>Rise up! Activism as education</i> (pp. 115-146). Lansing, MI: Michigan State University Press.</p> <p>Davis III, C. H. F., Harris, J. C., Stokes, S., & Harper, S. R. (2019). But is it activist? Interpretive criteria for activist scholarship in higher education research. <i>The Review of Higher Education, 42</i>(5), 85-108.</p> <p>Nopper, T. K. (2020). On teaching as activism. <i>Sociological Forum, 35</i>(4). DOI:10.1111/socf.12654</p> <p>Rockquemore, K. A. (2018). <i>Time for the scholar-activist</i>. Retrieved from https://www.insidehighered.com/advice/2016/10/26/how-be-both-scholar-and-activist-essay.</p>	