MIT 3952G
STUDENTS ARE POWERFUL: THE UNIVERSITY, STUDENT ACTIVISM AND THE PUBLIC INTEREST
WINTER 2011
TUESDAYS 10:30- 1:30

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COURSE DESCRIPTION
This course will explore the history of student activism from the medieval period to the present, with a specific focus on the past 100 years in Europe and North America. It will also examine the current transformations and challenges to universities and higher education around the globe and the role students have played in attempting to counteract these changes. We will look at the roots of student organization and dissent in the university itself, and will examine impact of student agitation and resistance on broader movements for social change, such as anti-war, civil rights and labor movements. We will examine strategies and tactics of student movements, and debate the usefulness of student resistance in furthering the public interest. We will examine the ways in which student activists have used the university itself as a medium to express their social and political positions – including the use of the student press, campus radio, posterings, sit-ins, occupations, rallies, marches, agit prop, and online organizing – and will look at some of the ideas for university transformation now being proposed by students around the globe.

The class will include screenings, lectures, workshops and seminar discussion

COURSE TEXTS
Mark Edelman Boren, Student Resistance: a history of the unruly subject
Course Readings posted on WebCT (CT)
COURSE ASSIGNMENTS AND EVALUATIONS
Full descriptions of assignments are available on WebCT.

Participant Observation Project/ Media Plan 35% Due April 5
Mid Term Take-Home 20% Due Feb. 15
Group presentation 15%
Short Research Paper 20% Due March 15
Participation 10%

IMPORTANT INFORMATION FOR STUDENTS

This 3 hour class will be divided between lectures, seminar discussions and student presentations. Lectures are the place course readings and themes are delineated and explained. Seminars are the place for discussion, questions, and debates. You are expected to come to class prepared having done the readings and with questions and issues to discuss. Attendance will be taken at all classes. Active participation in class is strongly recommended – try it, you might like it.

Email:
Students must check their UWO email accounts regularly as this is the main mode of communication from the Faculty and is also used by professors to communicate important course information. I am available via email between 9 and 5 every weekday. If you email with questions over the weekend, or after 5 pm, I may not respond until the next weekday.

WebCT:
WebCT will be used only as an information clearing-house. I will post lecture slides, (after the lecture), assignments and announcements on WebCT.

Laptops:
Laptops are not permitted in this class, unless requested through Student Services. Please bring an old-fashioned note pad and pen to lecture and seminar. Lecture slides will always be made available after the lecture on WebCT.

Assignments:
Look for complete assignment descriptions on WebCT. Students are fully responsible for the submission of their work. As a general rule, students should keep copies of their work in case of loss or damage. Essays should be given to the instructor directly, or deposited and date-stamped to the front office of FIMS (NCB 240). Please remember that this
service ends everyday at 4:15. DO NOT slide an essay under my office door!
Faxed or emailed assignments will not be accepted unless a student has made arrangements with me beforehand.
Assignments will normally be returned to students within three weeks of their submission.

***Accommodation:
Medical accommodation in the form of a Student Medical Certificate will be required for late assignments or missed exams. Given the University’s Official Student Record Information Privacy Policy, your TAs and I may not collect medical documentation; you must submit it the Dean’s office in your home faculty. Compassionate accommodation will be extended only to those undergoing serious personal difficulties, such as a death in the family. You must submit documentation of such difficulties directly to the Dean’s office in your home faculty. Given the University’s Official Student Record Information Privacy Policy, your TAs and I may not collect such documentation.

***Grades:
Please remember that the Faculty of Information and Media Studies has implemented a policy requiring that average final grades in most courses fall within prescribed ranges. This was done to curb grade inflation. All 2000-level courses will have a class average between 70% and 75%. You can find more information here:
http://www.fims.uwo.ca/mit/courses/averages.htm

***Attendance:
Extended absenteeism from the class may be just cause for failure in the course. Note as well that, if you do come to class, we expect that your presence and actions will always be conducive to your own learning and to that of others. If for any reason they are not (if, for example, you speak while others are speaking), you will be asked to leave class so that the rest of us can get on with our work.

All students should be aware that it is a violation of the University’s Student Code of Conduct to disrupt “by any means whatsoever...any University or affiliated colleges activities, or other authorized activities on the premises of the University or its affiliated colleges, or the right of another person to carry on his/her legitimate activities, or to speak or associate with others. University or affiliated college activities include, but are not limited to, teaching, research, studying, administration and meetings.” For a copy of the code of conduct, please see
http://www.uwo.ca/univsec/board/code.pdf
***Complaints/Problems:
If students have a complaint concerning an MIT course in which they are enrolled, they must discuss the matter with the Professor in charge. Should the issue still not be resolved students should follow the suggestions for complaints at www.fims.uwo.ca.
Students who wish to appeal grades should pick up the information sheet entitled Guidelines for Academic Appeals for FIMS Students at www.fims.uwo.ca

***Academic Integrity:
Scholastic offenses are taken seriously and students are directed to read the definition of what constitutes a scholastic offense at the following website:
www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf

Cheating on exams or assignments is a serious violation of ethical conduct and will not be tolerated. Cheating on exams or tests includes, but is not limited to:
· Using unauthorized aids
· Communicating with another student in any way during the exam
· Copying the answers of another student
· Altering an exam after it is marked
Academic dishonesty in assignments includes, but is not limited to:
· Unacceptable collaboration
· Copying all or part of another student's assignment
· Allowing another student to copy all or part of your assignment
· Using material form another source when a student's own work is expected
· Altering assignment results

*** AS AN EMPLOYEE OF THE UNIVERSITY, I LEGALLY AM REQUIRED TO INCLUDE THESE ITEMS OF INFORMATION.
**COURSE SCHEDULE**

**January 4**
Introduction: Syllabus handed out

**January 11**
Where are we? The university then and now:
1) The foundations of the university and student unrest; The Medieval University
2) The contemporary university of “excellence”
   Reading: Boren Intro and Ch. 1
   Haskins, “The Earliest Universities” CT
   Bill Readings, “The Idea of Excellence” CT

**Part 1: Lessons from the Past**

**January 18**
1700s and 1800s: The modernization of the university and the growth of student resistance and revolution
   Reading: Boren Chs 2 and 3
   Roberston, “Students on the barricades: Germany and Austria, 1848” CT
   Morrisey, “The Rise of Consciousness, The Student Movement 1899-1904” CT

**January 25**
Universities in the first half of the 20th Century: Labour and socialist impulses meet with right wing repression
   Reading: Boren Ch. 4 and 5
   Altbach, “The Thirties: A Movement Comes of Age” CT
   Altbach, “Radicals and Others in the Fifties: In and Out of the Wilderness” CT
   Boren Ch 6 and 7
   **Screening:** *Eyes on the Prize*
February 1
Something’s Happening Here – The Sixties: SNCC, Free Speech and Civil Rights
Reading: Carson, In Struggle, Chaps 1-3, 6 and 7 CT
Screening: Berkeley in the 60s

February 8: Mid Term Take Home Handed Out
Something’s Happening here – The Sixties: Anti-War, SDS and More
Reading: Boren, Ch. 9
SDS, The Port Huron Statement –
Berger, “Shaking America’s Moral Conscience: The Rise of Students for a Democratic Society” CT
Screening: Rebels With a Cause

February 15: Mid Term Due
Into the 70s: violence and revolution?
1) France, May 1968: Les Enrages, The SI and a general strike
2) Kent State, Iran and elsewhere
Reading: On the Poverty of Student Life
http://library.nothingness.org/articles/Sl/en/display/4
Boren, Ch. 8,9,10
Lewis and Hensley, “The May 4 Shootings at Kent State: The Search for Historical accuracy” http://dept.kent.edu/sociology/lewis/lewihen.htm
Recommended:
Belden-Fields, “The Revolution Betrayed: The French Student Revolt of May-June 1968” CT
Screening: The Weather Underground

READING WEEK

Part 2: The contemporary university and the student activist
March 1
Neo-liberalism and the rise of the corporate campus
Reading: Washburn, “University Inc: Introduction”
http://www.jenniferwashburn.net/UniversityINC_intro.pdf
Cary Nelson, “The Corporate University”
http://www.cary-nelson.org/nelson/corpuniv.html
Recommended: Alex Callincos, Universities in a neo-liberal world CT
Screening: Whose University is it?
March 7
Current Struggles - The Student Worker/ The Working Student and the burden of student debt
Reading: Marc Bousquet, “Students are already workers”
George Caffentzis, “The Student Loan Debt Abolition Movement in the US”
Jeffrey Williams, “The Pedagogy of Debt” in Toward a Global Autonomous University CT
Recommended: Committee for Radical Diplomacy, “Speculating on Student Debt”

March 15: Short Research Paper Due
Current Struggles – Economic Crisis
Case Study: California/Italy
Marc Bousquet, “California is burning”
http://chronicle.com/blogs/brainstorm/california-is-burning/8915
“Communique from an Absent Future”
http://researchanddestroy.wordpress.com/2009/10/04/communiquefromanabsentfuture/
Paolo Do and Gigi Roggero, “We wont pay for your crisis: Italian Struggles Against Education Reform”
http://www.metamute.org/en/content/we_won_t_pay_for_your_crisis_italian_struggles_against_education_reform
Recommended: Evan Calder Williams, “Painting the Glass House Black”
http://www.metamute.org/content/painting_the_glass_house_black
March 22
Current Struggles – The end of public education?
Case Study: UK/Canada
Stefan Collini, “Browne’s Gamble”
http://www.lrb.co.uk/v32/n21/stefan-collini/brownes-gamble
Angela McRobbie and Nick Couldry, “The Death of the University, English Style” http://www.edu-factory.org/wp/the-death-of-the-university-english-style/
Elizabeth Church, “Tuition Creeping Beyond Government Funding”,

March 29
Modes of Resistance: Tactics and Strategies
George Caffentzis, “University Struggles at the end of the EduDeal”
http://www.metamute.org/content/university_struggles_at_the_end_of_the_edu_deal
CounterCartographies Collective, “Practices of Radical Cartography” in Toward a Global Autonomous University CT
Erik Forman, “From a Liberal Arts Student” in Toward a Global Autonomous University CT
Andy Field, “Toward a New Rhetoric for political action”
http://lookingforastronauts.wordpress.com/2010/12/10/towards-a-new-rhetoric-for-political-action/

April 5 Political Project/Participant Observation Analysis and Media Plan Due
Conclusions