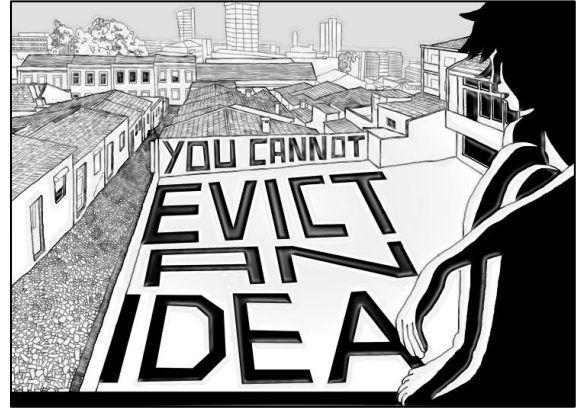


EPS 780- Section 003 Seminar on Scholar Activism
SYLLABUS
V3.0

Fall 2015
Mondays, 9 am -12 pm
Professor Sara Goldrick-Rab
Location: Education 298 unless otherwise indicated
Class begins on September 14th, 2015

Logistics

Dr. Goldrick-Rab's contact information:
239 Education Building (on Bascom)
srab@education.wisc.edu
[@saragoldrickrab](https://twitter.com/saragoldrickrab)



Office Hours: By appointment
Email Dylan Jambrek to set up: jambrek@wisc.edu

All course materials (including readings, technology assistance, etc.) are located on the class Learn @UW page. It is your responsibility to check this page often.

For questions about finding and locating class readings or any technical difficulties with Learn@UW, Twitter or Medium, email **Minh Mai** mmai@wisc.edu, with a subject line: Requesting help with EPS 780-003. Minh can also be reached on Twitter: @minhtuyen.

Overview

In this graduate seminar we will examine the phenomenon of “scholar activism,” also referred to as scholar advocacy and in some cases public scholarship. What does it mean to be a scholar activist in the academy(ies) today? What types of scholar activism do faculty engage in, how, and to what end? In order to closely interrogate these topics, we will explore the biographies and narratives of a diverse array of scholar activists, examine the sociopolitical and economic forces shaping their work, and consider what they have achieved and why.

Accommodations

If you need accommodation please bring them to my attention right away. I honor all requests from McBurney, and will also adapt to special situations (within reason) as needed. It is always best to come to office hours and seek pre-emptive extensions on assignments rather than fail to submit materials.

Technology

We will utilize technology in strategic ways in this course in order to enhance your learning.

Twitter: Each member of the class should obtain a twitter account and follow #EPS7803 during the semester. This hashtag will be used to provide you with material you may use for your class projects and for your blogs. It will also be used to facilitate tweet-chats with guest speakers.

For information on how to use Twitter, review this Starting Guide from Professor Jesse Stommel: http://www.jessestommel.com/Introduction_to_Twitter.pdf

Medium: This is the blogging platform we will use for the class; it can be accessed using your Twitter account.

Information on how to use these technologies is also provided on Learn@UW. Minh is available to help with questions.

Expectations and Goals

As scholar activism is a fluid, dynamic concept and is part of an ever-shifting political, social, and economic environment, we will treat it as a subject in process. The course will center on class discussions and will therefore rely heavily on its participants for leadership and depth.

I expect you to take direct action to promote your own learning in this class. You are enrolled for reasons that are both clear and unclear, and you'll discover more about your own objectives as we move through the semester. All I require of you is honesty and commitment. Be honest in your writing and speaking in the course, and commit to thoroughly interrogating the material. Do the reading and come prepared to engage with each guest. Be present in class, always. If your commitment wavers, we will all feel it and I will ask you about it.

Assessment Activities

1. We will have at least one guest speaker per week. There will be a signup sheet in the beginning of class. You will take turns leading the interaction with that speaker. In order to do this, you should read about them, examine their work, and bring questions along to guide the discussion. Your leadership that day will contribute to 10% of your grade in the class and will be graded on a scale of 1-20. A high grade requires that you bring something *new and fresh* to the discussion and engage the class in a rigorous interaction with the speaker. Your attendance at every class is required—you may have one excused absence but no more (extremely illness, injury, or deaths and religious observances of course excepted). Missing more than 1 class may result in a deduction of a half letter-grade (e.g. an A becomes an AB, an AB becomes a B, etc).

2. Blogs: Each week you will be responsible for writing a blog on a key theme covered in the *previous* class. In other words, you will write your blog after reflecting on the class that just met. Blogs are due weekly on Fridays and must be uploaded by 5 pm on Medium. In total, these blogs will contribute 40% of your class in the class and will receive 1, 2, or 3 points. There will be 11 blogs due and thus a maximum of 33 points you can earn. Graduate students must earn at least 30 points and undergraduates must earn at least 24 points in order to get an A. Here is how blogs will be graded:

- 1 point: Blog merely summarizes the topic & discussion
- 2 points: Blog summarizes & critically reflects on the topic & discussion
- 3 points: Blog summarizes, critically reflects, advances the discussion with additional material or application

3. Final Project: Interview and write about a contemporary scholar activist that we did not interact with in class. I will provide introductions as needed but prefer that you identify someone who seems important to you in your particular subfield and approach them. I've listed several suggestions below. Another great way to find scholars is to follow #ScholarSunday on Twitter. Choose carefully—if done well, this could be the beginning of a meaningful social relationship. The paper you write must first explore their scholarship and its meaning, and then you should move to describing their activism, integrating information about their biography, approaches, challenges, and triumphs. You should conclude with a critical analysis of their scholar-activist approach, reflecting the sorts of discussions we will have in class. In that section, you should also reflect on what you have learned over the course of the semester, and you should suggest what grade you feel you have earned. The paper will count as 40% of your grade for the course, and a 20-minute presentation (with Q&A) to the class (in advance of the paper) will count for 10%. Papers receiving high grades will be thoughtful, well-organized, and well-written. Presentations will be engaging and thought provoking. Quality of writing will be lower priority in the grading of final papers for undergraduates, but is a high priority for graduate students. Final papers are due Monday, December 21 by 5 pm.

Suggested Scholar-Activists:

- Eric Grollman, University of Richmond, blogger at “Conditionally Accepted”
- Tressie Cottom McMillan, VCU, blogger, Dissent editor
- Kitty Kelly Epstein, author of “Organizing to Change a City”
- Michael Mann, activist on climate change
- Marga Gual Solar, expert on “science diplomacy”
- Jeff Duncan-Andrade, SFSU, “Growing Roses in Concrete”
- Julian Vasquez-Heilig, Cal State-Sac, “Cloaking Inequity”
- Antwi Akom or Allyson Tintiangco-Cubales, SFSU, “I-SEEED”
- Gary Orfield, UCLA, The Civil Rights Project

Summary of Grading Rubric

Class Leadership:	10%
Blogs:	40%
Final Paper:	40%
Final Presentation:	10%

Self-assessments in the final paper may also be taken into account in grading.

Book

Hale, C. (2008). *Engaging Contractions: Theory, Politics, and Methods of Activist Scholarship*. Global and International Archive. University of California-Berkeley.

This course requires just one book, which is available online and can be downloaded for free at: <https://escholarship.org/uc/item/7z63n6xr>

Readings from this book are referred to as “Hale: Chapter X.”

Schedule and Readings

Each week there is a discussion topic, and (usually) a guest speaker. Note that there are readings associated with the topic, and readings associated with the speaker. In a few cases, no readings for discussion are listed and instead “class choice” is offered so that students have an opportunity to co-create the class. Readings for those weeks will be selected by the class in advance of the week and distributed.

SEPTEMBER 14: Introductory class

SEPTEMBER 21: What is activism? What is advocacy?

Guest Speaker: Erik Olin Wright, Professor of Sociology, UW-Madison (10:30am-12:00pm)

1. Hale: Forward and Chapter 13.
2. June, A. W. (2015). "[When Activism is Worth the Risk.](#)" *Chronicle of Higher Education*.
3. Goldrick-Rab, S. (2014). "[On Scholarly Activism.](#)" *Contexts*.
4. Lorde, A. (2003). "[The master’s tools will never dismantle the master’s house.](#)" *Feminist postcolonial theory: A reader*, 25, 27.
5. Collins, P. (2013). "[Truth Telling and Intellectual Activism.](#)" *Contexts*.
6. Wright, E.O. (2005). *Falling Into Marxism, Choosing to Stay*.
7. Sikma, Brian (2015). "[Prof Erik Olin Wright: Marxist In Pursuit of Useless Knowledge.](#)" *Mediatrackers.org*.

Blog #1 due Friday, September 25th at 5pm CST

SEPTEMBER 28: What is the public? Who are we as scholars to engage it?

Guest Speaker: Michael Apple, Professor of Curriculum & Instruction, UW-Madison (10:30am-12pm)

1. Hale: Chapter 10
2. Muller, S. (1969). "The limits of scholarly activism." *PS: Political Science & Politics*, 2(04), 582-590.
3. Kristof, N. (2014). "Professors, We Need You!" *The New York Times*.
4. Croteau, D. (2005). "Which Side Are You On? The Tension Between Movement Scholarship and Activism." In *Rhyming Hope and History: Activists, Academics, and Social Movement Scholarship (Social Movements, Protest and Contention)*.
5. Apple, M. W. (2012). "Critical Education, Speaking the Truth, and Acting Back." In *Can education change society?* Routledge.
6. Apple, M. W. (2006). Chapters 1 and 7. In *Educating the "right" way: Markets, standards, God, and inequality*.
7. Apple, M. W. (2011). The Tasks of the Critical Scholar/Activist in Education: the Contribution of José Gimeno Sacristán. *Revista de educación*, (356), 235-250.

Blog #2 due Friday, October 2nd at 5pm CST

OCTOBER 5: Legality of Engagement

Guest Speaker: Donald A. Downs, Professor of Political Science, Law, and Journalism, UW-Madison (9am-11am)

1. Kirstein, P. (2015). "[Howard Zinn, A.A.U.P., and the Battle for Academic.](#)" *Academe Blog*.
2. Reichman, H. (2015). "[NCAC and FIRE Support AAUP's Defense of LSU Professor.](#)" *Academe Blog*.
3. Fish, S. (2014). "Academic Freedom Studies." In *Versions of Academic Freedom*. Series: The Rice University Campbell Lectures. University Of Chicago Press.
4. Finkin, M. W. (2009). "Freedom in Teaching." In *For the Common Good: Principles of Academic Freedom*. Yale University Press.
5. Downs, D. A. (2015). "[The University of Wisconsin Counters Garcetti v. Ceballos.](#)" *American Association of University Professors*.
6. Downs, D.A. (2009). "[Academic Freedom. What It is, What It isn't, and How to Tell the Difference.](#)" *John William Pope Center for Higher Education Policy (NJI)*.

***** Please note that on October 8 and 9 there will be special opportunities to learn more about scholar-activism from Theda Skocpol, founder of the Scholars Strategy Network. Stay tuned for more details*****

Blog #3 due Friday, October 9th at 5pm CST

OCTOBER 12: Scholar Activism, Institutions, and Tenure

Guest Speaker 1: John McAdams, Professor of Political Science, Marquette University

Guest Speaker 2: David Vanness, Associate Professor of Population Health Sciences, UW-Madison

Guest Speaker 3: Kelly Wilz, Assistant Professor of Communication Theatre Arts, UW-Marshfield/ Wood County

Speaker 1 will be from 9-10:15 am, and Speakers 2 & 3 from 10:30am-12pm

1. McCarthy, C. (1912). Chapters 1, 5, and 10. In *The Wisconsin Idea*. The Macmillan Company.
2. Morey, A. (2015) [“Academic Freedom Concerns Plague UW-Madison’s Handling of Professor’s Twitter Controversy.”](#) *FIRE*.
3. Newfield, C. (2015). [“Academic Freedom and Very Serious People.”](#) *Remaking the University*.
4. Schumann, R. (2015) [“We Don’t Want Students 2 Waste Their \\$.”](#) *Slate*.
5. Derosa, R. (2015). [“Working in/at Public.”](#) *Hybrid Pedagogy*.
6. McAdams, J. (2014). “Marquette’s Bizarre Training on ‘Harassment.’” *Marquette Warrior*.
7. McAdams, J. (2014). [“Marquette Philosophy Instructor: ‘Gay Rights’ Can’t Be Discussed in Class Since Any Disagreement Would Offend Gay Students.”](#) *Marquette Warrior*.
8. Friedersdorf, C. (2015). [“Stripping a Professor of Tenure Over a Blog Post.”](#) *The Atlantic*.
9. Jaschik, S. (2015). [“Firing a Professor Over a Blog Post.”](#) *Slate*.

Blog #4 due Friday, October 16th at 5pm CST

OCTOBER 19: Class Choice #1

Guest Speaker: Sanford Schram, Professor of Political Science, Hunter College (10:30am-12pm)

1. Schram, S. F. (2013). Preface, Introduction, Chapters 1-4. In *Becoming a Footnote: An Activist-scholar Finds His Voice, Learns to Write, and Survives Academia*. SUNY Press.
2. Soss J., & Schram, S. F. (2006). [“Welfare reform as a failed political strategy: Evidence and explanations for the stability of public opinion.”](#) *Focus*, 24(3), 17-23.
3. Schram, S. (2010). [“Where the Welfare Queen Resides: The Subtext of Personal Responsibility.”](#) *Caring Labor Archive*.
4. Schram, S. (2001). [“Written Testimony of Sanford F. Schram Before the U.S. House of Representatives, Committee on Education and the Workforce, Subcommittee on 21st Century Competitiveness.”](#)
5. Orfield, G. (2010). “A Life in Civil Rights.” *PS: Political Science and Politics*.

Blog #5 due Friday, October 23rd at 5pm CST

OCTOBER 26: *Feminism, Sexuality, and the Scholar Activist*

Guest Speaker: Adeline Koh, Associate Professor of Literature, Stockton University
(10:30am-12pm)

1. Hale: Chapters 5
2. Rowe, A. C. (2012). Romancing the Organic Intellectual: On the Queerness of Academic Activism. *American Quarterly*, 64(4), 799-803.
3. Collins, P.H. (2012). "Making Space for Public Conversations." In *On Intellectual Activism*. Temple University Press.
4. Koh, A. (2013). ["The Journal of Digital Humanities: Post-Publication Review or the Worst of Peer Review?"](#)
5. Koh, A. (2013). ["Crowdsourcing Best Practices for Experimental Journals: Transparency."](#)
6. Koh, A. (2013). ["Crowdsourcing the Best Digital Humanities Content: Introducing #DHThis, the Digital Humanities Slashdot."](#)

Blog #6 due Friday, October 30th at 5pm CST

NOVEMBER 2: *Race, Racism and the Scholar-Activist*

Guest Speaker: David Stovall, Professor of Educational Policy Studies and African American Studies, University of Illinois at Chicago (10:30am-12pm)

1. Hale: Chapters 6 and 11
2. Robinson, Z. (2015). ["Zeezus Does the Firing 'Round Hurr."](#) *New South Negress*.
3. McClean, D. (2015). ["Why 100 Black Intellectuals Rallied Behind This Professor."](#) *The Nation*.
4. Morgensen S. L. (2012). ["Destabilizing the Settler Academy: The Decolonial Effects of Indigenous Methodologies."](#) *American Quarterly*, 64(4), 805-808.
5. Rodríguez, D. (2012). ["Racial/Colonial Genocide and the 'Neoliberal Academy': In Excess of a Problematic."](#) *American Quarterly*, 64(4), 809-813.
6. Stovall, D. (2014). ["Cities in Revolt: Chicago."](#) *Praxis Center*.
7. Stovall, D. (2015). ["Against the politics of desperation: educational justice, critical race theory, and Chicago school reform."](#)

Blog #7 due Friday, November 6th at 5pm CST

NOVEMBER 9: Risks Facing the Scholar Activist

Guest Speaker: Karma Chávez, Associate Professor of Rhetoric, Politics, and Culture, UW-Madison (10:30am-12pm)

1. State Journal Editorial. (2015). [“Professor's blunder hurts UW's cause.”](#) *Wisconsin State Journal*.
2. Hordge-Freeman, E. (2015). Out of Bounds?: Negotiating Researcher Positionality in Brazil, In *Bridging Scholarship and Activism: Reflections from the Frontlines of Collaborative Research*, eds. Bernd Reiter and Ulrich Oslender, Michigan State University Press.
3. Cottom, T.M. (2015). [“Who Do You Think You Are?”](#) Academic Engagement, Microcelebrity and Digital Sociology from the Far Left of the Matrix of Domination. *Ada: A Journal of Gender, New Media, and Technology*.
4. Chávez, K. (2013). [“Border Interventions: The Need to Shift from a Rhetoric of Security to a Rhetoric of Militarization.”](#) In *Queer migration politics: Activist rhetoric and coalitional possibilities*. University of Illinois Press.
5. Chávez, K. (2015). [“From Salaita to Wisconsin: Connecting the Dots.”](#) *Madison Mutual Drift*.
6. Sikma, B. (2015). [“UW-Madison Prof. Karma Chavez Pursues Useless Knowledge.”](#) *Mediatrackers.org*.

Blog #8 due Friday, November 13th at 5pm CST

NOVEMBER 16: Twitter

Guest Speaker 1: Jesse Stommel, Director of Digital Pedagogy, UW-Madison

Guest Speaker 2: Eve Tuck, Associate Professor, Critical Race and Indigenous Studies, Ontario Institute for Studies in Education

Speaker 1 will be from 9-10:15am, and Speaker 2 from 10:30-12pm

1. Hale: Chapter 4
2. Stommel, J. (2015). [“Twitter and the Locus of Research”](#) *Hybrid Pedagogy*.
3. Kim, D. & Kim, E. (2014). [“The #TwitterEthics Manifesto”](#) *Modern View Culture*.
4. Stewart, B. (2014). [“What Counts as Academic Influence Online?”](#) *the theory blog*.
5. Tufekci, Z. (2014). [“‘Not This One’: Social Movements, the Attention Economy, and Microcelebrity Networked Activism”](#) *American Behavioral Scientist*.
6. Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review*, 79(3), 409-428.
7. Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1(1).
8. Tuck, Guess & Sultan. (2014). “Not Nowhere: Collaborating on Selfsame Land.” *Decolonization: Indigeneity, Education & Society*.

Blog #9 due Friday, November 20th at 5pm CST

NOVEMBER 23: Class Choice #2

Guest Speaker: Kevin Kumashiro, Dean of School of Education at University of San Francisco and Founding Director of Anti-Oppressive Education. (10:30am-11:20am)

1. Kumashiro, K. K. (2012). Introduction, Chapter 4, and Conclusion. In *Bad teacher!: How blaming teachers distorts the bigger picture*. Teachers College Press.
2. Kumashiro, K. (2015). [Review of Proposed 2015 Federal Teacher Preparation Regulations](#).
3. hooks, b. (2014). [Engaged Pedagogy Chapter](#). In *Teaching to transgress*. Routledge.

Blog #10 due Friday, November 27th at 5pm CST

NOVEMBER 30: Tools

Guest Speaker 1: Jessie Daniels, Professor Public Health, CUNY, and Director and Author of *Just Publics*

Guest Speaker 2: Stefanie DeLuca, Professor of Sociology, John Hopkins University
Speaker 1 will be from 9-10:15am, and Speaker 2 from 10:30am-12pm

1. DeLuca, S., Rosenblatt, P., & Wood, H. (2011, August). Why poor people move (and where they go): Residential mobility, selection, and stratification. In meeting of the American Sociological Association, Las Vegas, NV.
2. Darrah, J., & DeLuca, S. (2014). "Living Here has Changed My Whole Perspective: How Escaping Inner- City Poverty Shapes Neighborhood and Housing Choice. *Journal of Policy Analysis and Management*, 33(2), 350-384.
3. Skopol, T. (2012). ["Bringing Academics into the Grassroots Game."](#) *American Prospect*.
4. Piven, F. (2010). ["Reflections on Scholarship and Activism."](#)
5. Meyer, D. S. (2005). Scholarship that might matter. Rhyming hope and history: Activists, academics, and social movement scholarship, 191-205.
6. Daniels, J. (2015). Introduction from her new book (TBA).

Blog #11 due Friday, December 4th at 5pm CST

DECEMBER 7: Class presentations

No blog due

DECEMBER 14: Class presentation

No blog due

***Final papers are due Monday, December 21st by 5 pm.
Submit to Learn@UW Dropbox.***