

## GRADUATE COUNCIL: NEW COURSE PROPOSAL

**Originating Unit:**

**Type of action:**      New course      Full online course\*\*

**Semester and year course will take effect:**

**New course title:**

**Appropriate computer abbreviation (30 spaces or less):**

**Course instructional methodology:**

course component types: [ugradcouncil.tcu.edu/forms/Course Component Types.pdf](http://ugradcouncil.tcu.edu/forms/Course%20Component%20Types.pdf)

**New course number:**

**Prerequisites for new course:** *include an attachment if additional space is needed*

**Description of new course (catalog copy):** *include an attachment if additional space is needed*

attached files can be seen and managed in Acrobat Pro by clicking on  
View > Show/Hide > Navigations Panes > Attachments

## **Fully Online Courses\*\***

All online courses, and /or distance learning offerings must meet State Compliance regulations as defined by specific state legislation. TCU Distance Learning is any for-credit instruction provided to a TCU student outside the State of Texas. This includes internships, clinical, video conferencing, online, or any other delivery format that crosses state lines. Contact the Koehler Center for Teaching Excellence for guidelines. Include a letter of support from the Koehler Center with this proposal.

**Supporting evidence or justification:** (For a new course, attach proposed syllabus, including course objectives, course outline, and representative bibliography.)

**Describe the intended outcomes of the course and how they will be assessed:** *include an attachment if additional space is needed*

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**Additional resources required:**

**Faculty:**

**Space:**

**Equipment:**

**Library:**

**Financial Aid:**

**Other:**

**Change in teaching load:**

**Does this change affect any other units of the University?**      Yes      No

*If yes, submit supporting statement signed by chair of affected unit.*

**If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.**


**Chair of Originating Unit:**

**Name:**

**Unit:**

**Signature:**

**Tull, Ashley**

 Digitally signed by Tull, Ashley  
Date: 2024.01.09 13:22:04 -06'00'

## **EDHE 69223: Advocacy and Activism in Higher Education**

**Learning Outcome 1:** Reflect upon one's own identities, motivations, privileges, and passions through readings, written assignments, and in-class dialogue.

**Learning Outcome 2:** Examine historic and contemporary efforts of activism/advocacy and how they have/continue to impact higher education policies, practices, and structures through readings, written assignments, in-class dialogue, presentations, and online discussions.

**Learning Outcome 3:** Analyze various activist strategies and efforts to identify victories, failures, and future/current needs through readings, written reflections, in-class dialogue, presentations, and online discussions.

**Learning Outcome 4:** Execute a plan of activism/advocacy by identifying issues, researching the history of the issue, working with stakeholders, and presenting tangible solutions through an activist/advocacy project.

# SYLLABUS

EDHE 69223: Advocacy and Activism in Higher Education

**Instructor Name:** Stephanie Cuellar, PhD

**Semester and Year:** Fall 2023

**Number of Credits:** 3

**Class Meeting Details:** Wednesdays | 5:30-8:10 PM | Bailey 102

**Office Location:** Palko 349

**Office Hours:** Tuesday | 10:00 AM - 11:00 AM, or by appointment

**Zoom Personal Meeting:** <https://tcu.zoom.us/my/stephaniecuellar>

**Telephone:** 817-257-4353

**Email:** s.d.cuellar@tcu.edu

**Response Time:** Within two *business* days

## Land Acknowledgement



*We respectfully acknowledge all Native American peoples who have lived on this land since time immemorial. TCU especially acknowledges and pays respect to the Wichita and Affiliated Tribes upon whose historic homeland our university is located. We also recognize and mark the painful history of genocide and forced removal and we honor the many diverse indigenous people still connected to this place as we commit to learning how to be better stewards of this land and advocates for its people. For more information, visit <https://bit.ly/3KicBKw>.*

## Flexibility

This syllabus represents my current plans and objectives. As we progress through the semester together, these plans may need to change to enhance your learning and understanding. If changes need to be made, I will communicate them clearly and directly to you through your student email address. Please be flexible when and if changes arise.

## Politics of Syllabi

Syllabi are political in nature. This syllabus, assignments, and readings all reflect my orientation to my work. They are a representation of my values and my priorities in regard to my teaching and my goals for students learning. Syllabi also have limits (e.g., time constraints, limited

institutional protection). I recognize my approach is one of many options. My hope is this course is fruitful for you and your development.

### **TCU Mission**

To educate individuals to think and act as ethical leaders and responsible citizens in the global community.

### **Course Description**

In this course, you will be provided an overview of various social and political movements that have impacted higher education throughout the 20th and early 21st centuries. Going beyond simply naming and critiquing issues, you will engage in an act of advocacy and/or activism on campus or in the community.

### **Learning Outcomes**

**Learning Outcome 1:** Reflect upon one's own identities, motivations, privileges, and passions through readings, written assignments, and in-class dialogue.

**Learning Outcome 2:** Examine historic and contemporary efforts of activism/advocacy and how they have/continue to impact higher education policies, practices, and structures through readings, written assignments, in-class dialogue, presentations, and online discussions.

**Learning Outcome 3:** Analyze various activist strategies and efforts to identify victories, failures, and future/current needs through readings, written reflections, in-class dialogue, presentations, and online discussions.

**Learning Outcome 4:** Execute a plan of activism/advocacy by identifying issues, researching the history of the issue, working with stakeholders, and presenting tangible solutions through an activist/advocacy project.

### **Prerequisites**

Students must be admitted to graduate school to enroll in this course. All graduate students are welcome to enter this class with their knowledge and share it with others as we learn and grow together. The nature of activism and advocacy is communal. As such, in order to be effective, we must operate with a spirit of respect and consideration for one another.

### **Required Readings**

All readings will be housed within TCU Online/Desire to Learn (D2L). Along the left-hand side of our course shell, class readings will be organized by date. *You are **not** required to purchase any textbooks for this class.*

### **Recommended Text**

In an effort to make the reading load manageable, I did not assign all the possible readings related to the topics on the course schedule. I chose specific pieces that offer a brief yet somewhat comprehensive view of the topic. I also selected pieces that were foundational and even transformational to me personally as well as a learner and educator. As a class, we will compile a list of other texts related to the topics covered in class. These texts are not required but can supplement our knowledge of the subject matter.



### **Additional / Supplementary Resources**

**Course website on TCU Online/D2L:** I will utilize TCU Online/D2L (<https://tcuonline.tcu.edu/>) throughout this course. I will post readings, activities, and grades. It is your responsibility to log on to this website periodically to view supplemental information. I will do my best to notify you either in class or via email when I have posted something on TCU Online/D2L.

### **Teaching Philosophy**

I believe learning is a shared responsibility between a student and an instructor. My responsibility is to act as a guide. What you learn and gain from this course will be correlated with the effort and motivation you put into your learning experience. It is your responsibility to come prepared having read the assigned reading(s) and being able to articulate what you have learned. I will not make assumptions about your previous knowledge. Rather, for each assignment, I will provide guidance, direction, examples, and opportunities to practice throughout the semester. I scaffold course material to build upon learning while providing feedback along the way. I aim to create an inclusive environment that is open to diversity of thought, welcoming to all, and safe to learn and grow. Each of us brings our own lived experiences and knowledge into the classroom. Through respectful inquiry and dialogue, we will learn with and from each other.

### **Instructional Methods**

Throughout the semester, I will use a combination of lectures, activities, and small and large group discussions. Students are expected to complete the assigned readings each week prior to class. These readings will supplement your understanding of the material and contribute to your ability to participate in classroom discussions and activities. I firmly believe valuable learning is fostered through thoughtful dialogue and reflection. Thus, I frequently allow small group discussions and activities to better understand concepts. Again, if you do not read the assigned readings, it will be difficult to contribute to these discussions. Additionally, you will be required to submit assignments that demonstrate your understanding of the concepts discussed in class and how these concepts manifest in higher education and in society. Your final project will involve identifying a systemic issue in higher education and engaging in advocacy toward a solution to this problem.

### **Attendance**

You are expected to attend each class meeting and take an active role in your learning experience. Each class will involve small and large group activities and discussions. If something prevents you from attending, please email me in advance. Each class meeting will be worth one (1) point toward your final grade for a total of 12 attendance points. *Please notify me of any known or anticipated absences by the end of the first day of class.*



## **Participation**

Participation in class discussions and activities will enhance your verbal and listening skills as well as allow invaluable opportunities to hear different perspectives and learn from your peers. Thus, I ask that you show up not only physically, but also mentally and intellectually. You have the power to educate me and your peers, and that cannot happen if you are not engaged.

Participation is imperative to your learning. You are expected to come prepared to class, having read the assigned reading and being able to participate in class discussions and activities. Each class meeting will be worth one (1) point toward your final grade for a total of 12 participation points. If you are not engaged, not prepared, or off task during class, it will result in a reduction in your final grade. **Please do not work on other tasks during class.**

## **Incompletes**

An "I" (Incomplete) grade is recorded when the student and instructor have determined that the work required for a course cannot be completed within the term of enrollment due to circumstances beyond the control of the student. Under no circumstances will a grade of "I" be given to avoid earning a grade of "F" for the course. The "I" grade must be removed within the first 60 days of the regular semester immediately following or it is changed to an "F." Any extension of this time must have the written approval of the instructor and dean. This policy does not apply to graduate thesis, thesis-recital and dissertation hours.

## **Deadlines**

I utilize deadlines and assignment due dates so that I can organize my own work. The expectation is that you meet the deadlines articulated in the assignments. If you have circumstances that prevent you from submitting an assignment on time, please reach out to me *prior to* the deadline to discuss.

## **Late Work**

I understand that life happens, and we all have various responsibilities and values that impact our work. If you need an extension on an assignment, please reach out to me *prior to* the original deadline. We will determine a feasible deadline and discuss ways that I can support you moving forward. If you do not meet the new deadline, I will deduct half of a letter grade each day it is late. For example, if you submit the assignment the day after the second deadline, the highest grade you could get would be a 95 on that assignment.

## **Grading Concerns**

If you have a concern about your grade, please email to request a meeting. This meeting should be requested within one (1) week from when the grade was posted on TCU Online/D2L. Please come prepared to talk about your concerns for the grade and rationale for requesting a different grade.

## **Class cancellations and arrival time**

If I need to cancel class for whatever reason, I will send an email to your TCU email. If I have an unexpected delay prior to class, I will email you ahead of time. I ask that you wait 15 minutes after class has started before leaving.

## **Technology Policies**

I will communicate with you using your official TCU student email address. It is your responsibility to check your TCU email on a regular basis. I will provide feedback on your work through TCU Online/D2L. All assignments must be submitted through TCU Online/D2L.

**Computer use:** Technology will be used to supplement learning and retain information acquired in the classroom. You will need to bring a computer and/or cell phone to class each day. If you do not have a computer, please let me know. Computers are typically available for rent through the library. **I do ask that you stay on topic and avoid distractions in your technology use.** If your technology use becomes a disruption for others, you will receive a written (via email) or verbal warning from me. If distracting behavior persists, then you will no longer be permitted to use technology within the classroom.

## **Zoom Policy**

Having just one or two people on Zoom takes away from the learning experience for all involved: the instructor, students in the room, and students outside of the room. It also requires a substantial amount of effort to include and engage the individuals online and often requires additional preparation on my part. If you are sick and cannot make it to class, please just rest. Zoom will only be used for prearranged, special circumstances.

## **ChatGPT Policy**

My policy on ChatGPT is course specific. I will permit the use of ChatGPT and other forms of artificial intelligence (AI) in this class as a way to *generate ideas*. However, you should not use any forms of AI on any reflection assignments in this course (e.g., self-assessment paper and final reflection paper). For the historic timeline assignment, you must cite scholarly sources. If you use AI for this assignment, I ask that you make a note under the reference section that indicates how and to what extent you utilized AI.

## **Statement of Diversity and Inclusion**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. I aim to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, nationality, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

## **Parenting Students**

Title IX prohibits sex and gender discrimination including discrimination on the basis of pregnancy, childbirth, parenting, and nursing status. Absences due to any of the aforementioned medical needs are excused. I ask that we work together to discuss any work or information missed. Additionally, there are lactation rooms around campus. You can [view lactation room locations here](#). Please note, card access is required. For questions or to gain access to rooms, email [hbenefits@tcu.edu](mailto:hbenefits@tcu.edu).

## Caregivers

Some of you may be responsible for the care of others which can often result in unforeseen disruptions in attendance, participation, and focus. If you are comfortable, please share these care responsibilities with me, and trust that we can find ways to accommodate your needs as you provide this important and necessary care. Some of these accommodations may include the possibility of occasionally bringing a child to class to cover gaps in care and extensions on assignments. All of these accommodations will be decided on a case-by-case basis.

## Course Policies and Requirements

### Assignments

- **Self-assessment Paper: *Learning Outcome 1***

The self-assessment paper is a short, reflective essay (1-2 pages, 12-point font, double-spaced, in APA format) that describes your social identities, what/who has shaped your identity development (e.g., cultural, familial, linguistic, media, peers, policies), how your identity impacts how you navigate and view the world. This assignment should draw upon intersectionality using course readings and the A.D.D.R.E.S.S.I.N.G. model. These papers will not be shared with others and are meant to provide a safe space for you to reflect at the beginning of the course. Self-assessment papers should be uploaded to TCU Online/D2L under the Assignments. You will be evaluated based on the thoughtfulness of your reflection (2 points) and incorporation of intersectionality and the A.D.D.R.E.S.S.I.N.G. model (3 points). This assignment is worth five (5) points.

*Self-assessment papers are due on Wednesday, September 6 by 11:59 PM.*

- **Protest Song or Spoken Word: *Learning Outcome 1***

For this assignment, you can choose one of two options (or both options). Your first option is to choose a song that speaks to protest, resilience, and/or resistance and present it to the class. These are informal presentations. You do not need a formal presentation, although you are welcome to provide one. You should address why you chose the song (3 points) and how it represents protest, resilience, or resistance to you (3 points). We will house these songs on a Spotify playlist that we listen to during workdays in November. The second option is to create your own form of spoken word. Spoken word can be empowering and liberating. You can write a poem, song, or another other form of expression to present to the class. Your presentation should be roughly five (5) minutes long and will be worth a total of six (6) points. Select a date to present [here](#).

*Protest song presentations will take place October 11 through October 25 in class.*

- **Informal Proposal: *Learning Outcomes 1, 2, 3, and 4***

The first step of your project is an informal proposal (one page, double-spaced, in your format of choice) that demonstrates the direction in which you would like to take your project. All informal proposals should be submitted on TCU Online/D2L under Activities -> Discussions. This allows the entire class to see the ideas for your final project and opens the opportunity for protentional collaboration and support. At this stage, you are not expected to commit to a particular topic.

Rather, this assignment is to generate possible issues you'd like to address. You will be graded on identifying one to two issues within higher education that you might like to address (1 point), reflecting upon your connection to the issue and motives for addressing it (1 point), brainstorming possible ways to address the issue (e.g., social media campaign, direct action, letter writing, protest, sit-in, awareness raising (1 point), identifying stakeholders and how you will work in solidarity with them (1 point), outlining a tentative schedule for your project which includes deadlines for major milestones (1 point). The informal proposal is worth five (5) points.

*Informal proposals are due on Wednesday, September 20 by 11:59 PM.*

- **Historic Timeline and Presentation:** *Learning Outcome 2 and 3*

History is key. Understanding how historic events, laws, policies, and movements have shaped higher education is paramount to transforming education. Brilliant individuals and groups have come before us. To enter these projects without acknowledging what has been done in the past would be a disservice to others as well as to ourselves. It can also be harmful and disrespectful to individuals that sacrificed so much (even their lives) to fight for access to equity and justice within higher education and beyond. Please approach your historic timeline as a homage to those who have paved the way for us. Ferguson suggests, "In all things, be your own model, but one with historical ties." Your final project should be unique yet informed by history. You may choose whatever format you wish to display your timeline (e.g., Canva, Prezi, video, podcast, poster board). Please be sure to properly cite your sources using your format of choice. All historic timelines should be submitted on TCU Online/D2L under Assignments. You will present your timeline in class on Wednesday, October 4. Your presentation should be roughly 10-15 minutes and cover each event/policy included in your timeline. The historic timeline is worth 10 points. You will be graded on your inclusion of at least eight (8) historical moments and a 100-word summary of each event (8 points) and at least one 100-word summary of a policy or law that has impacted the issue (2 points).

*Historic timelines are due on Wednesday, October 4 by 11:59 PM.*

- **Formal Proposal:** *Learning Outcomes 1, 2, 3, and 4*

After completing your historic timeline, you will be expected to move your thinking from broad to specific. Your formal proposal is designed to help you pinpoint *one* cause and outline your specific plans to address it. Your proposal should be roughly 2-3 pages (12-point font, double-spaced, in APA format) and should incorporate at least six (6) scholarly references (2 points). Formal proposals should be submitted on TCU Online/D2L under Assignments. Your formal proposal should include the following elements and will be worth 10 points:

**An analysis of the issue:** What is the issue? How does this issue reflect a larger issue in society? Who is impacted by this issue? How are you connected to it? (2 points)

**Description of your project:** What will you accomplish? Who are your main stakeholders? What is your plan for working in solidarity with those most impacted by

the issue? Who might resist your efforts? What is your narrative/message? What problems do you anticipate? How will you pivot? Be specific! (2 points)

**Reflection on key topics:** Why are you pursuing this issue? If you are not directly, or negatively impacted by it, how will you work with those who are? How is your issue intersectional? (2 points)

**Plan of action:** What is your plan of action? What are your deadlines for each milestone? Keep in mind, solidarity means working around others' schedules. Do not wait until the last minute to reach out to stakeholders. Your timeline should be detailed with every task you need to complete with assigned deadlines. (2 points)

*Formal proposals are due on Wednesday, October 25 by 11:59 PM.*

- **Execution of Activist/Advocacy Project:** *Learning Outcome 4*

The final project is intended to be an activist/advocacy effort you design *and* execute. Too often, we stop at identifying and perhaps naming a problem. However, being able to identify issues, advocate for solutions, and/or implement tangible plans for improvement is imperative. For your final project, you will choose an issue within higher education that impacts minoritized/marginalized individuals and execute a form of advocacy/activism. This can be an event, sit-in, social media campaign, performance, etc. All of November will be dedicated class time to executing your project. During this time, you can send emails to stakeholders, design your product (e.g., website, flyers, social media campaign), solicit feedback from your peers, and actively work toward your project. You are expected to come to class during in-class workdays. On out-of-class workdays, the expectation is that you are meeting with stakeholders and actively working toward your activist goals outlined in your formal proposal. For master's students, the execution of your project will be worth 20 points. For doctoral students, the execution will be worth 10 points.

**Please note:** For the purposes of this class, your activist efforts must comply with all university policies and procedures.

*Final projects should be completed by Wednesday, December 6 before the start of class.*

- **Presentation of Projects:** *Learning Outcomes 1, 2, and 4*

You will have the opportunity to share your work with the class through a 15–20-minute presentation. Please provide a brief overview of your historic timeline/background on the issue (2 points). You should also detail who this issue impacts using an intersectional lens (2 points). Then, please include details about your specific project (e.g., what did you do, who did you work with, what resistance did you experience; 2 points), your successes and reflections on what you could have done differently (2 points), and what work still needs to be done (2 points). Please upload your portfolio to TCU Online/D2L under Assignments. Your presentation is worth 10 points.

*Presentations will be due Wednesday, December 6 before the start of class.*

- **Portfolio and Written Reflection:** *Learning Outcomes 1, 2, and 3*

Your portfolio is a compilation of all materials related to your project. Please include a table of contents with a one-page introduction (12-point font, double-spaced, in APA format) guiding me through the contents of your portfolio (1 point). You will be graded on your inclusion of all project materials (e.g., informal proposal, historic timeline, formal proposal, presentation, communication with stakeholders, collateral, emails sent, flyers, social media post, images). Keep in mind, you already have most of these items. You are simply being asked to put them all together (2 points). You should also provide a two-page reflection (12-point font, double-spaced, in APA format) of your experiences and major takeaways (7 points). You are welcome to be creative and select a format that is most beneficial to the goals of your project (e.g., PDF, website, video). Please upload your portfolio to TCU Online/D2L under Assignments. This assignment is worth a total of 10 points.

*Portfolios are due Wednesday, December 13 by 11:59 PM.*

- **Current Event:** *Learning Outcomes 2 and 3*

If you miss class and would like to recuperate attendance and participation points, you can present a current event to the class. You will be responsible for scheduling in-class time to present your event. Please do so by emailing me one to two preferred presentation dates. Your presentation should be of a current or 21st-century activist effort or event on a college campus. Please include the nature of the event, who was involved, the goals of the effort/demands, outcomes, and any other relevant information (1 point). You will also need to pose one thoughtful question about the activist effort(s) for the class to discuss (1 point). You should also provide a tangible copy of either a presentation, an article, a recording, or a one-pager. Please email me your presentation or article in advance to distribute to the class.

*Please note:* If you are a master’s student and miss multiple classes, you can plan to complete the “Doctoral Student Presentation” listed above rather than presenting multiple current events. Be sure to sign-up for a presentation date using the link above.

## Grading

### Final Grade Elements / Grade Breakdown:

| Outcome(s)   | Assignments and Presentations       | Percentage | Points |
|--------------|-------------------------------------|------------|--------|
| 1, 2, 3, & 4 | Attendance                          | 12%        | 12     |
| 1, 2, 3, & 4 | Participation                       | 12%        | 12     |
| 1            | Self-assessment                     | 5%         | 5      |
| 1            | Protest Song/Spoken Word            | 6%         | 6      |
| 1, 2, 3, & 4 | Informal Proposal                   | 5%         | 5      |
| 1 & 2        | Historic Timelines and Presentation | 10%        | 10     |
| 1, 2, 3, & 4 | Formal Proposals                    | 10%        | 10     |
| 4            | Execution of Project                | 20%        | 20     |
| 1, 2, & 4    | Presentation of Project             | 10%        | 10     |
| 1, 2, & 3    | Portfolio and Reflection            | 10%        | 10     |

### Grading Scale

| Grade | Score        | Grade | Score       |
|-------|--------------|-------|-------------|
| A     | 94.00-100.00 | C+    | 77.00-79.99 |
| A-    | 90.00-93.99  | C     | 74.00-76.99 |
| B+    | 87.00-89.99  | C-    | 70.00-73.99 |
| B     | 84.00-86.99  | F     | 0.00-69.99  |
| B-    | 80.00-83.99  |       |             |

“D” grades are not allowed in graduate courses.

### Standard TCU Information

TCU has streamlined information such as student support services, access and accommodation, Title IX, misconduct, holidays, inclement weather, SPOT and other policies. As a result, syllabi are more digestible and shorter! All standard TCU information is available on the Koehler Center website [here](#).

### Course Schedule

| Week                                   | Topic  | *Materials to be read/watched/reviewed prior to class*<br>All materials are on TCU Online/D2L   | Assignments Due at 11:59PM                                    |
|--|--|---|---|
| <b>Foundational Learning</b>           |  |   |   |
| Aug. 23                                | <b>Introduction to Course</b>                                  | <b>Review:</b> Course syllabus  |   |
| Aug. 30                                | <b>Social Identities and Intersectionality</b>                 | <b>Read:</b> <a href="#">Mapping the Margins</a><br><b>Read:</b> The Activist Roots of Intersectionality<br><b>Review:</b> <a href="#">A.D.D.R.E.S.S.I.N.G Table</a>  |   |
| Sept. 6                                | <b>Solidarity, Performative Activism, and Saviorism</b>        | <b>Read:</b> <a href="#">“Performative Activism: Are You Part of the Problem?”</a><br><b>Read:</b> The History of Saviors<br><br><i>Doc Students:</i><br><b>Read:</b> <a href="#">“Why I’m Giving Up On Allies”</a> | <b>Self-Assessment Due</b><br><br><b>Example Presentation</b> |
| <b>Activism and Higher Education</b>   |  |   |   |
| Sept. 13                               | <b>Student Protests</b><br><b>Kent State and Jackson State</b> | <b>Read:</b> <a href="#">We Demand Ferguson</a><br>Introduction and Chapter 1   | <b>Guest Speaker:</b> Dr. Erica Eckert                        |
| Sept. 20                               | <b>The Powell Memorandum</b><br><b>Student Movements</b>       | <b>Read:</b> <a href="#">We Demand Ferguson</a><br>Chapters 2 and 3   | <b>Informal Proposal Due</b>                                  |
| Sept. 27                               | <b>Neoliberalism and “Rules” for Radicals</b>                  | <b>Read:</b> <a href="#">We Demand Ferguson</a><br>Chapter 4 and Conclusion   |   |
| Oct. 4<br>Fall Break @10pm             | <b>History Night!</b>  | <b>Prepare:</b> Historic Timeline Presentation  | <b>Historic Timelines Due</b>                                 |
| Oct. 11                                | <b>Third World Studies</b>                                     | <b>Read:</b> <a href="#">Third World Studies_Okihiro</a><br>Introduction and Chapter 1  | <i>Protest Songs:</i>   |
| Oct. 18                                | <b>Education</b>   | <b>Read:</b> <a href="#">Third World Studies_Okihiro</a><br>Chapter 5<br><br><i>Doc Students:</i><br><b>Read:</b> <a href="#">A Third University is Possible</a><br>Introduction                                    | <i>Protest Songs:</i>   |
| Oct. 25                                | <b>Media Night!</b>  | <b>Prepare:</b> Formal Proposal   | <b>Formal Proposals Due</b><br><br><i>Protest Songs:</i>      |
| <b>Activism and Advocacy in Action</b> |  |   |   |
| Nov. 1                                 | <b>Workday (In Class)</b>                                      |   |   |
| Nov. 8                                 | <b>Workday (Out of Class)</b>                                  |   |   |
| Nov. 15                                | <b>Workday (In of Class)</b>                                   |   |   |
| Nov. 22                                | <b>No Class: Campus Closed</b>                                 |   |   |



|         |                             |   |                                       |
|---------|-----------------------------|---|---------------------------------------|
| Nov. 29 | <b>Workday (In Class)</b>   |   |                                       |
| Dec. 6  | <b>TCU Student Activism</b> | <b>Prepare: Activist Project Presentation</b> | <b>Student Activist Presentations</b> |
| Dec. 13 | <b>Final Exams/Projects</b> |   | <b>Portfolios and Reflection Due</b>  |

**\*Please note: Essentially all readings and classroom materials contain sensitive content. We will discuss various forms of oppression on college campuses and in society including forms of racism, sexism, ableism, and classism.**

## **EDHE 69223: Advocacy and Activism in Higher Education**

**Learning Outcome 1:** Reflect upon one's own identities, motivations, privileges, and passions through readings, written assignments, and in-class dialogue.

**Learning Outcome 2:** Examine historic and contemporary efforts of activism/advocacy and how they have/continue to impact higher education policies, practices, and structures through readings, written assignments, in-class dialogue, presentations, and online discussions.

**Learning Outcome 3:** Analyze various activist strategies and efforts to identify victories, failures, and future/current needs through readings, written reflections, in-class dialogue, presentations, and online discussions.

**Learning Outcome 4:** Execute a plan of activism/advocacy by identifying issues, researching the history of the issue, working with stakeholders, and presenting tangible solutions through an activist/advocacy project.