ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the həṅq̓əmiṅəm̓ speaking xʷməθkʷəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the xʷməθkʷəy̓əm people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.[1]

COURSE INFORMATION

Course Title	Course Code	Credit Value
Current Issues in Higher Education	EDST 513 – 022	3 credits

COURSE STRUCTURE

Year/Term	Schedule	Format	Location
Winter Term 2 January 8 to April 12, 2024 (Final assignment due April 21)	Thursdays 16:30 to 19:30	Hybrid	• Neville Scarfe Room 200 • Online at canvas.ubc.ca

CONTACTS

Course Instructor	Contact Details	Office Hours
Dr. Lisa Brunner *pronouns: she/her*	Please message me via Canvas	By appointment: • on Zoom • in person (C.K. Choi Room 322)

INSTRUCTOR BIOGRAPHICAL STATEMENT

I am a Postdoctoral Research Fellow at the Centre for Migration Studies and a Postdoctoral Teaching Fellow in Educational Studies. I have a BA in English Literature and Political Science (University of Pittsburgh), an MA in Geography (Simon Fraser University), and a PhD in Educational Studies (UBC). I am also a Regulated Canadian Immigration Consultant. To learn more about my background, visit blogs.ubc.ca/lisarbrunner.

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[1] Please take time to learn about xʷməθkʷəy̓əm, territorial acknowledgements more generally, and their limits.

COURSE FORMAT

The course is hybrid, defined by UBC as "a mixture of mandatory in-person and online activites as designed by the instructor." It includes three types of mandatory activities:

- in-person instruction
- online (synchronous) instruction
- online (asynchronous) components

COURSE SCHEDULE (OVERVIEW)

Date	Format	Topic
Jan 11	**In-person**	Course introduction
Jan 18	Remote	Module 1: Functional boundaries
Jan 25	**In-person** (Guest speaker: Shanda Williams)	
Feb 1	Remote	Module 2: Boundaries of the nation and the state
Feb 8	**In-person**	
Feb 15	**In-person** (Green College lecture + optional dinner)	Module 3: Boundaries of the human
Feb 22	No class (midterm break)	
Feb 29	Remote	Module 3: Boundaries of the human (continued)
March 7	**In-person**	Module 4: Ideological boundaries
March 14	Remote	
March 21	Remote	Module 5: Boundaries of the possible
March 28	Remote	
April 4	**In-person**	Presentations
April 11	**In-person**	
April 21	Final assignment due (submitted remotely via Canvas)	

COURSE DESCRIPTION

This graduate seminar surveys key emerging issues in the field of higher education. Organized around the theme of "boundaries," it examines tensions around five interrelated contemporary issues:

1. Higher education as an immigration and refugee resettlement pathway: Functional boundaries
2. Differential tuition policies: Boundaries of the nation and the state
3. Adjusting to technological disruption: Boundaries of the human
4. Academic freedom and freedom of speech: Ideological boundaries
5. Complaint, disinvestment, and refusal: Boundaries of the possible

The course also provides space for student-directed topics of interest.

LEARNING OBJECTIVES

1. Critically read, reflect upon, and synthesize higher education scholarship, considering implications for policy and practice
2. Become familiar with current and emerging issues related to higher education, both in Canada and more generally, with an emphasis on challenges and complexities
3. Critically evaluate, and make connections between, different approaches to the study and practice of higher education
4. Demonstrate learning through a combination of scholarly, arts-based, and/or applied pedagogical practices

LEARNING MATERIALS

This course utilizes the online learning management system Canvas. If you are new to Canvas, see https://students.canvas.ubc.ca. All required materials are available online or on Canvas via the Library Online Course Reserves.

Materials are separated into two categories: "required" (usually peer-reviewed academic material covering the module's key concepts) and "recommended" (supplementary material to help you better understand the context and nuances of the module). You are expected to thoughtfully engage with all assigned "required" materials and come to class prepared to discuss them. If time does not allow you to engage with all the "recommended" materials, you are encouraged to skim them.

CLASSROOM CLIMATE

As this course focuses on differing and, at times, conflicting theories and philosophies related to higher education, controversial issues may be raised by the instructor, fellow students, and/or learning materials. Please review UBC's Student Guidelines for Respectful Online Conduct as well as the Equity & Inclusion Office's Respectful Dialogues Guide and the UBC Freedom from Harassment and Discrimination statement, which reads that UBC "is committed to ensuring that all members of the University community - students, faculty, staff, and visitors - are able to study and work in an environment of tolerance and mutual respect that is free from harassment and discrimination."

ASSESSMENTS

EPORTFOLIO

Due: Sunday, April 21 at 23:59 (on Canvas)

Weight: 45%

Throughout this course, you will develop an ePortfolio, which "is both a product (a digital collection of artifacts) and a process (of reflecting on those artifacts and what they represent)" (University of Waterloo Centre for Teaching Excellence, n.d., para. 3). By documenting learning over time, ePortfolios "support students' own knowledge construction, make otherwise invisible aspects of the learning process visible, and place agency in the hands of students" (para. 4), which has been shown to foster learners' motivation.

An additional goal of the ePortfolio is to choose one of your five learning artifacts to share publicly on a shared EDST 513 website at the end of the term. While this is optional (and can be posted anonymously or using a pseudonym), it is encouraged as an open-pedagogical and community-building practice.

For each of the five modules in this course, you will create one substantial learning artifact, which you will upload to an ePortfolio on Canvas. You will also engage in ongoing reflections of your learning.

By the end of the term, you will submit a finalized ePortfolio containing:

- five learning artifacts (one for each module)
- a ~750-word reflection of your learning, highlighting key learning moments/concepts

The learning artifacts can take a range of formats (traditional academic essay, arts-based response, video or audio recording, comic, mock syllabus or lesson plan, website, infographic, podcast episode, game, photo essay, documented campus action, op-ed, etc.). The format is intentionally flexible so you have the freedom to produce learning artifacts relevant to your individual work, research, or personal context. It is also meant to provide an opportunity to experiment with pedagogical modes which are new to you.

Because your ePortfolio will not be graded until the end of the course, you may edit your learning artifacts throughout the term based on the evolution of your learning and/or feedback.

Further information about the submission process is detailed on Canvas under "Assignments."

EPORTFOLIO CHECK-IN

Due: Sunday, February 18 at 23:59 (on Canvas)

Weight: 5% (pass/fail)

This is an opportunity to receive feedback from the instructor and ensure you are on-track with your ePortfolio. By the ePortfolio check-in due date (Feb 18), you should have two draft learning artifacts completed. Further information about the submission process is detailed on Canvas under "Assignments."

EPORTFOLIO RUBRIC

Criteria	Exemplary	Proficient	Emerging	Unsatisfactory
Selection of learning artifacts	All artifacts clearly relate to the purpose of the ePortfolio. A wide variety of formats are included.	All artifacts relate to the purpose of the ePortfolio. There is some variety of formats included.	Most artifacts relate to the purpose of the ePortfolio.	The artifacts do not relate to the purpose of the ePortfolio.
Critical engagement	All artifacts demonstrate graduate-level, critical engagement with course learning materials, activities, and discussions. A nuanced synthesis of course concepts is clearly demonstrated.	Most artifacts demonstrate graduate-level engagement with course learning materials, activities, and discussions. Some synthesis of course concepts is demonstrated.	The artifacts demonstrate superficial engagement with course learning materials, activities, and discussions.	The artifacts do not demonstrate engagement with course learning materials, activities, and discussions.
Citations	All artifacts include substantive, properly-formatted citations to course learning materials.	All artifacts include at least once citation to course learning materials.	Some artifacts include citations to course learning materials.	No citations are made.
Reflective commentary	The ePortfolio demonstrates insightful reflections of one's learning over time and connects them to future learning goals.	The ePortfolio demonstrates reflections of one's learning over time.	The ePortfolio contains some cursory reflections.	The ePortfolio does not include any evidence of reflection.
Multimedia elements (if applicable)	All multimedia elements enhance the written material and significantly contribute to the communication of concepts.	Most multimedia elements enhance the written material.	Most multimedia elements do not make significant contributions to the written material.	Inappropriate use of multimedia elements detracts from the content.

PARTICIPATION

Weight: 15%

Participation includes:

- attending in-person and online sessions
- being prepared for classes as indicated in the syllabus (e.g., having reviewed the learning materials)
- participating in class activities (e.g., active engagement both online and in person)
- asking questions and/or providing feedback during group presentation Q&A periods

GROUP PRESENTATION

Due: Thursday, April 4 or Thursday, April 11 (in class, in person)

Weight: 30%

In pairs, prepare a 15-minute presentation + 10 minute question & answer (Q&A) period on a current issue in higher education and how it relates to the course theme of "boundaries." Your topic can explore higher education in any context or location.

Your presentation should include references to at least 10 academic sources (i.e., peer-reviewed journal articles, books, conference presentations). Your sources do not need to be from the syllabus. In addition to the 10 minimum academic sources, you are welcome to reference additional academic sources and/or grey literature (e.g., reports, news articles, government documents, policy literature, etc.).

By the day of your presentation, you should also submit via Canvas:
- your reference list (one per group)
- a peer/self-evaluation form (submitted individually)

GROUP PRESENTATION CHECK-IN

Due: Sunday, March 10 at 23:59 (on Canvas)

Weight: 5% (pass/fail)

In pairs, submit:
- a brief (~300 word) summary of your presentation topic and progress
- a list of five academic sources you plan to reference
- any questions or concerns you may have regarding the assignment

This is an opportunity for you to receive feedback from the instructor and ensure you are on-track with your presentation preparation.

GROUP PRESENTATION RUBRIC

Criteria	Exemplary	Proficient	Emerging	Unsatisfactory
Topic selection and definition	The topic is current, innovative, and clearly relates to the course. Its significance and importance is clearly communicated. It is of excellent scope (i.e., not too broad or narrow for a 15-min. presentation).	The topic is current and relates to the course. Its significance and importance is communicated. It is of appropriate scope (i.e., not too broad or narrow for a 15-min. presentation).	The topic relates to the course. Its scope may be somewhat inappropriate (i.e., too broad or narrow for a 15-min. presentation).	The topic does not relate to the course.
Critical engagement	The presentation demonstrates graduate-level, critical engagement with academic sources related to higher education. Nuanced synthesis of concepts and original contributions are clearly demonstrated.	The presentation demonstrates graduate-level, critical engagement with academic sources and concepts related to higher education. Some synthesis of concepts is demonstrated.	The presentation demonstrates superficial engagement with academic sources and concepts related to higher education.	The presentation does not demonstrate critical engagement with academic sources and concepts related to higher education.
Citations	The presentation includes more than 10 citations to academic sources. It also includes citations to relevant grey literature.	The presentation includes 10 citations to academic sources.	The presentation includes less than 10 citations to academic sources.	No citations are made.
Communication of concepts	The presentation is very well organized and clearly delivered in an innovative and engaging way. The Q&A period enhances audience understanding through thoughtful engagement.	The presentation is organized and clearly delivered. The Q&A period demonstrates knowledge of the topic.	The presentation is somewhat organized. The Q&A period demonstrates significant gaps in knowledge of the topic.	The presentation is not clearly delivered. Lack of organization detracts from the content.
Multimedia elements (images, diagrams, charts, graphs, video/audio clips, etc.)	All multimedia elements enhance the written/spoken material and significantly contribute to the communication of concepts.	Most multimedia elements enhance the written/spoken material.	Multimedia elements do not make significant contributions to the written/spoken material.	Inappropriate use of multimedia elements detracts from the content.

COURSE AND UNIVERSITY POLICIES

LATE ASSIGNMENTS

Please contact the instructor as soon as possible if there are concerns that assignments will not be submitted on time. Considerations for extensions will be made on a case-by-case basis.

GRADING

This course adheres to the UBC Graduate and Postdoctoral Studies policies on grading practices and the Department of Educational Studies' order of marking standards:

A LEVEL (80% TO 100%)

- A+: 90% to 100%. Reserved for exceptional work greatly exceeding course expectations. In addition, achievement must satisfy all conditions below. *Generally, only a few students in each course earn this grade.*
- A: 85% to 89%. A very high level of performance on all criteria used for evaluation. Demonstrates initiative, creativity, insight, and probing analysis where appropriate. Further, the achievement shows careful attention to course requirements.
- A-: 80% to 84%. Generally high quality of performance, no problems of any major significance, and fulfillment of the course requirements. A- work is accurate and meets requirements, with some insights that demonstrate full grasp of course material.

B LEVEL (68% TO 79%)

Good performance that answers questions sufficiently and demonstrates a clear grasp of most key concepts. It may contain one or more significant errors in understanding or unclear ordering of ideas. Examples and discussion involve limited insights that display little more than adequate comprehension.
- B+: 76% to 79%
- B: 72% to 75%
- B-: 68% to 71%
  - *Note that for doctoral students only, a minimum of 68% must be achieved in all coursework taken for credit; below 68% is an F (fail)*

C LEVEL (60% TO 67%)

Demonstrates basic performance and adequate understanding of key concepts. It is reflective of a grasp of some course material, but unclear or inadequate understanding of some material. At times, work is difficult to understand due to lack of examples or improper ordering of arguments.
- C+: 64% to 67%
- C: 60% to 63%

FAIL (0% TO 59%)

- F (fail): 59% or less

POLICIES AND RESOURCES TO SUPPORT STUDENT SUCCESS

From the UBC Calendar (see full entry here): "UBC provides resources to support student learning and maintain healthy lifestyles, yet recognizes that sometimes crises arise. There are additional resources you can access, including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated, nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here."

ATTENDANCE

From the UBC Calendar (see full entry here): "Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes. Any request for academic concession must be clearly expressed (see Academic Concession)."

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

From the UBC Calendar (see full entry here): "The University of British Columbia recognizes its moral and legal duty to provide academic accommodation. The University must remove barriers and provide opportunities to students with a disability, enabling them to access university services, programs, and facilities and to be welcomed as participating members of the University community. The University's goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles…Students with a disability who wish to have an academic accommodation should contact Centre for Accessibility without delay (see UBC Policy LR7)."

ACADEMIC ACCOMMODATION FOR ALL STUDENTS' RELIGIOUS OBSERVANCES AND FOR THE CULTURAL OBSERVANCES OF FIRST NATIONS, MÉTIS, AND INUIT STUDENTS

From the UBC Calendar (see full entry here): "The University of British Columbia values respect for the diversity of people within its community and the religious and cultural traditions that guide their individual lives. Moreover, as set out in the Calls to Action resulting from the Truth and Reconciliation Commission, we recognize and respect the First Nations, Métis and Inuit peoples' right to self-determination in spiritual matters, including the right to practice, develop, and teach their own spiritual and religious traditions, customs, and ceremonies." Requests for accommodation for religious and/or cultural observances should be first addressed to the instructor.

ACADEMIC HONESTY AND STANDARDS

From the UBC Calendar (see full entry here): "Academic honesty is essential to the continued functioning of the University of British Columbia as an institution of higher learning and research. All

UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action." See also Academic Misconduct by UBC Students on the UBC Calendar. In particular, please familiarize yourself with UBC policies concerning cheating, plagiarism, and submitting the same (or substantially the same) essay, presentation, or assignment more than once (whether the earlier submission was at this or another institution). If you have doubts as to what constitutes plagiarism or academic misconduct, consult the instructor before submitting any assignments.

SCHEDULE OF TOPICS

Course introduction	
	January 11 **(In-person)**
Who are we? Why are we here (in this class, at this university, in this country, on this land)? What do we mean when we say "higher education"? Why the theme of "boundaries?" What do we want to get from this term together? How can we make it happen?	
Required materials	University of Waterloo Centre for Teaching Excellence. (n.d.). *ePortfolios Explained: Theory and Practice.* https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/eportfolios-explained-theory-and-practice
Recommended materials	O'Malley, M. P., Sandlin, J. A., & Burdick, J. (2020). Public pedagogy theories, methodologies, and ethics. *Oxford Research Encyclopedia of Education.* https://doi.org/10.1093/acrefore/9780190264093.013.1131
MODULE 1: Functional boundaries	
	January 18 **(Remote)**
Topic	Higher education as an immigration pathway
Required materials	Brunner, L. R. (2023). Settler nation-building through immigration as a rationale for higher education: A critical discourse analysis. *Higher Education Research & Development, 42*(5), 1086-1102. https://doi.org/10.1080/07294360.2023.2193732 Sabzalieva, E., El Masri, A., Joshi, A., Laufer, M., Trilokekar, R. D., & Hass, C. (2022). Ideal immigrants in name only? Shifting constructions and divergent discourses on the international student-immigration policy nexus in Australia, Canada, and Germany. *Policy Reviews in Higher Education, 6*(2), 178-204. https://doi.org/10.1080/23322969.2022.2096106
Recommended materials	Organisation for Economic Co-operation and Development [OECD]. (2022). *International Migration Outlook 2022* (**chapters 5, 6, and 7**). OECD Publishing. https://doi.org/10.1787/30fe16d2-en (To access, click https://www.oecd-ilibrary.org/sites/30fe16d2-

	en/index.html?itemId=/content/publication/30fe16d2-en; in the upper-left hand corner you should see a black box with three horizontal lines, which allows you to select specific chapters.) Schinnerl, S., & Ellermann, A. (2023). The education-immigration nexus: Situating Canadian higher education as institutions of immigrant recruitment. *Journal of International Migration and Integration*, *24*(Suppl 3), 599-620. https://doi.org/10.1007/s12134-023-01043-7 Brunner, L. R. (2022, October 25). The ethical complexities of Canada's dependence on *edugration*. *University Affairs*. https://www.universityaffairs.ca/career-advice/global-campus/the-ethical-complexities-of-canadas-dependence-on-edugration/
	January 25 **(In-person)** Guest speaker: Shanda Williams, Program Director, Global Campus Initiatives (University of British Columbia Vancouver Campus)
Topic	Higher education as a refugee resettlement pathway
Required materials	Evans, R., Baker, S., & Wood, T. (2022). Expanding durable solutions for refugees: Possibilities for developing education pathways in Australia. *Australian Journal of Human Rights, 28*(2-3), 308-328. https://doi.org/10.1080/1323238X.2022.2131506 Viczko, M. & Matsumoto, R. (2022). Problematizing access to higher education for refugee and globally displaced students: What's the problem represented to be in Canadian university responses to Syrian, Afghan and Ukrainian crises? *Journal of Contemporary Issues in Education, 17*(1), 40–56. https://doi.org/10.20355/jcie29504
Recommended materials	Welcome Corps on Campus. (12 September, 2023). *Building sustainable pathways for refugee students*. https://www.presidentsalliance.org/welcome-corps-building-sustainable-pathways-event/ (Watch the video, and/or review the event slides and background resources here: https://drive.google.com/drive/folders/1pZ9ZZLMmRJMLhvRtEFRYbfMrD5rlqgv3)
MODULE 2: Boundaries of the nation and the state	
	February 1 **(Remote)**
Topic	Language, identity, and tuition
Required materials	Rexe, D. & Maltais, M. (2021). Looking back, looking forward: Canadian higher education research on tuition fees. *Canadian Journal of Higher Education /*

	Revue canadienne d'enseignement supérieur, *51*(3), 184–200. https://doi.org/10.47678/cjhe.vi0.189289 Moscovitz, H. (2020). Between nationalism and regionalism: Higher education policy and national/regional identity in Quebec and Wallonia. *Nations and Nationalism, 26*, 708–726. https://doi.org/10.1111/nana.12612 Usher, A. (2024, January 8). Global McGill. *One Thought to Start Your Day*. https://higheredstrategy.com/global-mcgill/
Recommended materials	Liddle, H. (2023, December 13). McGill, Concordia communities call on Quebec government to reverse new tuition and language requirements. *University Affairs*. https://www.universityaffairs.ca/news/news-article/mcgill-concordia-communities-call-on-quebec-government-to-reverse-new-tuition-and-language-requirements/ Williams, J., & Usher, A. (2022). *World higher education: Institutions, students and funding* (**chapter 6, pp. 67-77**). Higher Education Strategy Associates. https://higheredstrategy.com/wp-content/uploads/2022/03/HESA_World-Higher-Education-2022_Main-Report-2.pdf
	February 8 **(In-person)**
Topic	Citizenship and tuition
Required materials	Tannock, S. (2018). *Educational equality and international students* (**chapter 6, pp. 125-152).** Palgrave Macmillan. https://doi.org/10.1007/978-3-319-76381-1_6 **If you have time/interest, read both of the following and compare; if not, choose one:** Briceno-Mosquera, A. (2023). Learning, compliance, and psychological burdens when undocumented immigrants claim in-state tuition policy. *Research in Higher Education*. https://doi.org/10.1007/s11162-023-09749-4 Castrellón, L. E. (2022). "Just being undocumented you gotta find loopholes": Policy enactment of an in-state resident tuition policy. *Journal of Diversity in Higher Education, 15*(4), 480-492. https://doi.org/10.1037/dhe0000314
Recommended materials	Statistics Canada. (2022, September 7). Tuition fees for degree programs, 2022/2023. The Daily. https://www150.statcan.gc.ca/n1/daily-quotidien/220907/dq220907b-eng.htm
MODULE 3: Boundaries of the human	
	February 15 **(In-person)**

	Meet at Cecil Green Coach House ([6323 Cecil Green Park Road](#)) for a [lecture](#) from 5:00 – 6:30pm, part of UBC Green College's Leading Scholars Series *AI in Education: Promises and Pitfalls*, followed by an optional reception/dinner.
Topic	Language models
Required materials	Rudolph, J., Tan, S., & Tan, S. (2023). ChatGPT: Bullshit spewer or the end of traditional assessments in higher education? *Journal of Applied Learning & Teaching, 6*(1), p. 342-263. https://doi.org/10.37074/jalt.2023.6.1.9 Bender, E. M., Gebru, T., McMillan-Major, A., & Shmitchell, S. (2021). "On the Dangers of Stochastic Parrots: Can Language Models Be Too Big? 🦜," FAccT '21: Proceedings of the 2021 ACM Conference on Fairness, Accountability, and Transparency, 610–623. https://doi.org/10.1145/3442188.3445922
Recommended materials	Mollick, E. R., & Mollick, L. (2023). *Assigning AI: Seven approaches for students, with prompts*. http://dx.doi.org/10.2139/ssrn.4475995 Miao, F., & Holmes, W. (2023). *Guidance for generative AI in education and research*. United Nations Educational, Scientific and Cultural Organization [UNESCO]. https://unesdoc.unesco.org/ark:/48223/pf0000386693

📎	**ePortfolio check-in** due Sunday, February 18 at 23:59 (on Canvas)

No class February 22 ([midterm break](#))

	February 29 **(Remote)**
Topic	Artificial intelligence and 'the field'
Required materials	Bearman, M., Ryan, J., & Ajjawi, R. (2023). Discourses of artificial intelligence in higher education: A critical literature review. *Higher Education*, *86*, 369–385. https://doi.org/10.1007/s10734-022-00937-2 Crompton, H., & Burke, D. (2023). Artificial intelligence in higher education: The state of the field. *International Journal of Educational Technology in Higher Education, 20*(22). https://doi.org/10.1186/s41239-023-00392-8
Recommended materials	Higher Education Strategy Associates. *Observatory on AI Policies in Canadian Post-Secondary Education*. https://higheredstrategy.com/ai-observatory-home/ The University of British Columbia. (2023, September 18). *Thinking about ChatGPT?* [FAQs]. https://academicintegrity.ubc.ca/chatgpt-faq/

MODULE 4: Ideological boundaries

	March 7 **(In-person)**

	Academic freedom vs. freedom of speech
Required materials	Axelrod, P. (2021). Academic freedom and its constraints: A complex history. *Canadian Journal of Higher Education / Revue canadienne d'enseignement supérieur*, 51(3), p. 51-66. https://doi.org/10.47678/cjhe.vi0.189143 Donlevy, J. K., Gereluk, D., & Brandon, J. (2018). Trigger warnings, freedom of speech, and academic freedom in higher education. *Education Law Journal, 28*(1), 1–41.
Recommended materials	Spooner, M. (2022, September 10). Academic freedom is not the same as freedom of expression. *University World News*. https://www.universityworldnews.com/post.php?story=20220909154014140 Levy, J. T. (January 12, 2024). Campus culture wars are a teachable moment in how freedom of speech and academic freedom differ. *The Globe and Mail.* https://www.theglobeandmail.com/opinion/article-campus-culture-wars-are-a-teachable-moment-in-how-freedom-of-speech/ Canadian Association of University Teachers. (n.d.) *Major academic freedom cases*. https://www.caut.ca/issues-and-campaigns/academic-freedom/academic-freedom-cases The University of British Columbia. (n.d.). *Academic freedom* [FAQs]. https://academic.ubc.ca/academic-freedom/frequently-asked-questions

📎 **Presentation check-in** due Sunday, March 10 at 23:59 (on Canvas)

	March 14 **(Remote)**
Topic	Campuses as sites of contest
Required materials	Nash, C., Gorman-Murray, A., & Browne, K. (2021). Geographies of intransigence: Freedom of speech and heteroactivist resistances in Canada, Great Britain and Australia. *Social & Cultural Geography, 22*(7), 979-999. https://doi.org/10.1080/14649365.2019.1652929 Smith, L. (2021, September 23). Academic freedom and the Canadian Charter of Rights and Freedoms: Should universities be "Charter-free zones"? *University of British Columbia Provost's Lecture Series on Academic Freedom*. https://academic.ubc.ca/academic-freedom/provosts-lecture-series-academic-freedom-autumn-2021 (Direct link: https://ubc.ca.panopto.com/Panopto/Pages/Viewer.aspx?id=1e42c132-0a93-4a62-8d9c-adad00009420)

Recommended materials	Rosenberg, B. (2023, December 8). Trust in higher ed was low. It just got lower. *The Chronicle of Higher Education*. https://www.chronicle.com/article/trust-in-higher-ed-was-low-it-just-got-lower
MODULE 5: Boundaries of the possible	
	March 21 **(Remote)**
Topic	Critique and its limits
Required materials	Grande, S. (2018). Refusing the university. In E. Tuck & K. W. Yang (Eds.), *Toward what justice? Describing diverse dreams of justice in education* (pp. 47–65). Routledge. Undercommoning. (2016). *The fantasy and fate of ethnic studies in an age of uprisings: An interview with Nick Mitchell*. https://undercommoning.org/nick-mitchell-interview/ (You can listen to the interview or read the transcript.)
Recommended materials	Samuels, R. (2017). Introduction: Teaching Critical University Studies. *Radical Teacher*, *108*(1), 1-4. https://doi.org/10.5195/rt.2017.382
	March 28 **(Remote)** Guest speaker: Shilo St. Cyr, Director, Sexual Violence & Prevention Response Office (University of British Columbia Okanagan Campus)
Topic	Finding one's place
Required materials	Ahmed, S. (2021). *Complaint!* (**introduction chapter, pp. 1-26**)*. Duke University Press. https://doi.org/10.1215/9781478022336 Stein, S. (2023). Universities confronting climate change: Beyond sustainable development and solutionism. *Higher Education*. https://doi.org/10.1007/s10734-023-00999-w
Recommended materials	Ahmed, S. (2016, August 27). Resignation is a feminist issue [blog post]. *feministkilljoys*. https://feministkilljoys.com/2016/08/27/resignation-is-a-feminist-issue/ Binyam, M. (2022, January 14). You pose a problem: A conversation with Sara Ahmed. *The Paris Review*. https://www.theparisreview.org/blog/2022/01/14/you-pose-a-problem-a-conversation-with-sara-ahmed/
📎	

Presentations due Thursday, April 4 or Thursday, April 11 (in class, delivered in person; submit reference list and peer/self-evaluation forms on Canvas)

	April 4 **(In-person presentations)**
	April 11 **(In-person presentations)**

 ePortfolio due Sunday April 21 by 23:59 (on Canvas)