

## Teaching / Research Guide for Archive #1

*Background:* Beginning in 2017, I set up a google alert for “young people protest” and “student protest.” As a historian of student activism in higher education, the initial purpose of the alert was to follow contemporary forms of student activism. In revisiting the alerts in 2020, I realized that the google alerts provide a tidy temporal lens on student activism during the three years of the Trump administration. From a scholarly standpoint, I was curious if the google alerts (as a dataset/text corpus) can offer any insight into contemporary forms of student activism over the last three years, both under the Trump administration and, more generally, in the context of the rising of authoritarian tendencies in regions like India and Brazil. More recently, as I explored ways to integrate digital inquiry into my fall 2020 course, I also began to see the google alerts (as a dataset/text corpus) as a potential teaching resource. Could my students, using tools like Voyant and ArcGIS, identify trends in that data/text corpus? How would they interpret those trends as students? And what arguments might they make as young scholars about contemporary student activism

*Limitations:* Given that this database relied on google alerts (and its ever-shifting algorithms) and narrow set of search terms (“young people protest” and “student protest”), I am mindful of its range of limitations. The reliance on “protest” as the operable term and google alerts limited the database and may not capture the smaller moments of organizing and meetings among students. In this regard, I recognize that this corpora archive does not capture the breadth and depth of student protest over the last three years, especially those instances that might not capture national attention. I also recognize that the sources are news websites reporting on student activism. See references below for readings to contextualize the limitations.

*Classroom Explorations:* While not providing direct primary source material on contemporary student activism, the limitations of the text corpora presents a unique avenue of inquiry for students: how national and international newspapers framed student activism with local contexts and across national borders (e.g. "narrative analysis"). Consider some of the following questions when experimenting with the corpora archive:

- Compare and contrast the sentiment analysis corpora. What do you notice in comparing “negative reporting” versus “positive reporting”? What does comparing the two reveal about student activism?
- Compare and contrast the top publishers corpora. How did newspapers report on student activism? Were there differences across country papers? (NOTE: You can run this experiment with the sentiment analysis).
- Compare and contrast the political groupings. What was the nature of student activism the past three years according to this database (That is, what were the political motivations, interests, and/or tactics)?
- Visualize each corpora using DreamScape and examine the links in context. Then, consider: To what extent and in what ways (how) was student activism linked over the past 3 years?
- Examine the corpora (chronology) using the trends tool. What trends emerge when exploring student activism from 2017-2020?

*References:*

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