

***The Sociological Quarterly* Special Issue: Sociological Perspectives on Student Activism**

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The United States and other countries are currently witnessing a surge in student activism. For example, over the past year, numerous campuses have become home to protests over Israel and Palestine. Schools are also increasingly serving as vibrant spaces for racial justice activism (Reyes 2018), intersectional feminist organizing (Reger 2018), and LGBTQ+ movements (Coley 2018). Conservative groups, too, have recently made significant inroads onto campuses (Binder and Kidder 2022). Although students have long served as agents of social change (e.g., Klatch 1999; McAdam 1988; Van Dyke 1998), the current high visibility of student activism suggests that now is an important time to (re)consider what sociology has to offer to the study of student activism.

This special issue of *The Sociological Quarterly* (*TSQ*) will feature innovative, theoretically engaged, and methodologically rigorous sociological research on student activism. By student activism, we refer to students' efforts to promote or resist social change. We are thus open to contributions that profile the variety of ways that students engage in activism, including through traditional social movement organizations, officially recognized student organizations that promote change through methods other than protest, and individual-level "everyday activism." We are also open to contributions focusing on student activism taking place within a variety of educational contexts (e.g., secondary schools, postsecondary schools), outside the formal confines of schools, and around the world.

In terms of theoretical perspective, we invite submissions that use new and established social movement frameworks, such as political opportunity theory, educational opportunity theory, threat-based theory, resource mobilization theory, framing theory, or collective identity theory. However, as a generalist sociology journal, we also welcome submissions that use (or combine) theoretical frameworks from outside of social movement studies, including theories from the sociology of labor and labor movements, sociology of education, organizational sociology, sociology of children and youth, sociology of race, gender, and sexuality, sociology of religion, or cultural sociology. Finally, we welcome research using a variety of methodological approaches, including quantitative, qualitative, experimental, historical, and mixed-methods approaches.

Topics of interest may include, but are not limited to:

- Characteristics of political, cultural, and educational contexts that facilitate or stymie student activism
- Pathways into student activism
- Constraints on (or possibilities for) student activism based on the intersections of students' race, class, sex, gender identity, sexual orientation, nationality, religion, etc.
- Types or "modes" of student activism
- Analyses of leadership in student activism
- Strategies and tactics of student activism

- Role of art, music, and similar cultural products in student activism
- Role of religion in student activism
- Use of social media in student activism
- Analyses of ecologies or subcultures of student activism
- Political, cultural, educational, biographical, and other outcomes of student activism
- How student activism shapes, and is shaped by, the formal curriculum
- How students transform schools conceptualized as racialized organizations, gendered organizations, heterosexualized organizations, or inequality regimes
- Explanations for differential success of student activism
- Collecting data on and with student activists

Interested contributors should take note of the following timeline and submission instructions:

- *Paper proposal.* Submit a proposed article title, author names, and extended abstract (approximately 500 words) by e-mail to tsq@okstate.edu by January 15, 2025. In the extended abstract, we recommend discussing the proposed article's research question (or research aims), theoretical approach, data and methodological approach, findings, and implications.
- *Abstract acceptance.* Authors of accepted proposals will be notified by January 31, 2025. Note that abstract acceptance does not constitute a guarantee of publication.
- *Paper submission.* Complete manuscript drafts are due by May 31, 2025. Manuscripts can be up to 12,000 words, inclusive of main text, references, tables, and figures.
- *Peer review.* The editors will send papers out for external review in summer 2025. Contingent on reviews, authors will be given up to 3 months to revise their papers.
- *Publication.* Articles will appear online first after acceptance and will subsequently be published in a special issue of up to 12 articles in 2026.

References

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- Reger, Jo. 2018. "Academic Opportunity Structures and the Creation of Campus Activism." *Social Movement Studies* 17(5): 558-573.
- Reyes, Daisy V. 2018. *Learning to Be Latino: How Colleges Shape Identity Politics*. New Brunswick: Rutgers University Press.
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