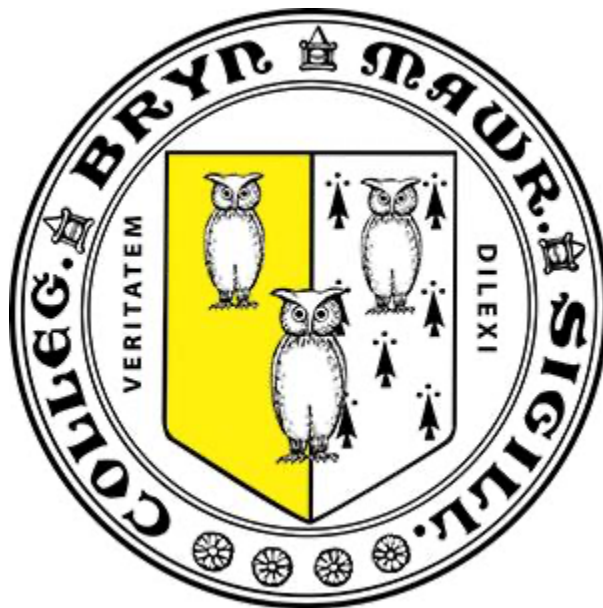


A Transformed Population: The Recent and Ongoing Influence of the 2020 Bryn Mawr College Strike on Bryn Mawr College's Undergraduate Student Body

by

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¹ The Bryn Mawr Strike Collective, “Updates: ‘On Normalcy,’” November 19, 2020, 9, <https://brynmawrstrike.wixsite.com/bmcstrikecollective/blog>.

Introduction

In 2020, the United States of America experienced a rupture. The US was confronted with an opportunity to challenge the status quo. Amid the COVID-19 pandemic and a tenuous election year for the United States of America, many instances of violent anti-Black police brutality were spotlighted in the news and across social media. The Black Lives Matter movement swept across the United States of America and became a global movement envisioning “a future that is fully divested from police, prisons, and all punishment paradigms.”² At Bryn Mawr and Haverford College, students took it upon themselves to demand transformation of the Colleges. These schools have relied upon and abused the labor of Black, Brown, and Indigenous students without recognition since their inception. The 2020 Bryn Mawr College Strike effectively disrupted and shut down Bryn Mawr College for sixteen days, emphasizing the message of the Strike organizers: Black and Brown students are necessary for the functioning of the College and their needs must be incorporated in the mission of the College. The Bryn Mawr College Strike was another rupture in the fabric of the institution. The college community was given an opportunity to challenge their own status quo. This method of direct action continued the legacy of student activism at Bryn Mawr College, and across the United States.

This project seeks to analyze how the 2020 Bryn Mawr College Strike affected Bryn Mawr College student political participation, after its active duration ceased. The 2020 Bryn Mawr College Strike was an important moment for political participation. Its message was transformative, rooted in liberatory actionable steps for the College to take to create an educational institution intent on prioritizing marginalized voices. For students who experienced and were dedicated to the Strike, their task was to focus on anti-racism in all aspects of their

² Black Lives Matter, “Black Lives Matter Transparency Center | Mission,” <https://blacklivesmatter.com/transparency/>.

lives, including their coursework. I expect these students to have focused on maintaining the legacy of the 2020 Strike and responding to the demands set forth by Strike Organizers.

“... The strike is a state of being, a continuous movement for vigilance, activity, and empowerment to believe in oneself, to believe in each other, and to work towards disrupting these systems that perpetuate violence and inequities and creating anew with possibilities, potentiality, and place.”³

Here, in the “Strike Conclusion Statement” there is evidence of the movement's belief in its own ongoing impact. This premise of ongoingness is written into the literature produced by the Strike organizers. Through my research, I investigate if the impact of the 2020 Strike continues today, and what these impacts look like. This is pertinent research as the lived memory of the Strike, within the Class of 2024, approaches graduation from Bryn Mawr College.

Through a survey of the current undergraduate student body, and interviews with current students and alumni, this project traces the influence of the 2020 Bryn Mawr College Strike. The online survey gathered responses from current undergraduate students, from the Class of 2024, 2025, 2025, and 2027. The survey asked about student on-campus political participation, off-campus political participation, and their knowledge of, or participation in, the 2020 Bryn Mawr College Strike. Political participation is defined broadly in this project, including many different examples of how students have developed and expressed their opinions. I conducted eight in-depth interviews with current students and alumni about these same topics. I spoke with three students from the Class of 2024, one student from the Class of 2025, and one student from the Class of 2026. I also interviewed three alumni who were involved with various aspects of Strike organization.

³ “Bryn Mawr Strike Collective | Strike Conclusion Statement,” BMCStrikeCollective, November 20, 2020, <https://brynmawrstrike.wixsite.com/bmcstrikecollective>.

Respondents across all class years are highly involved in on-campus political participation at Bryn Mawr College. The most popular off-campus forms of political participation focus on methods of advocacy and direct action. I analyze the difference between political participation amongst respondents from the Class of 2024 and the Class of 2025. There are few patterns of differentiation between these two respondent groups' political participation. However, their relationships to the 2020 Strike are distinguishable. Finally, I analyze two groups within the Class of 2024. I distinguish these groups based on respondent commitment to the method of striking. Within this section I find that the 2020 Bryn Mawr College Strike has a similar impact amongst students, to what is found in previous literature about student activism: subjective commitment to the 2020 Bryn Mawr College Strike does have a relationship to a student's current political participation.

This project begins by reviewing literature which has studied the long-term impact of student activism on future political participation. Through reviewing previous studies centering student activist movements, I place the 2020 Bryn Mawr Strike in the continuous history of student activism. I also review the history of Bryn Mawr College itself to understand why Black students have dissented the College's treatment of students of color throughout history. I discuss the student activism which precedes the 2020 Bryn Mawr College Strike and introduce the context of when the 2020 Bryn Mawr College Strike took place. It is necessary to understand the intersectional issues of the Black Lives Matter Movement and COVID-19 as precursors for the 2020 Bryn Mawr College Strike.

Again, student activism is sweeping across the United States of America, and the globe. Students are calling for decolonization and the liberation of Palestine as a Zionist-led genocide

has murdered 42,510 Palestinians as of April 24, 2024.⁴ Bryn Mawr College and Haverford College are plummeting into another opportunity for student-led direct-action efforts on-campus to recast the student body into mobilized, educated, and transformative actors intent on building an educational institution representative of student interests. This movement signals towards the findings of this project and inspires continued research on student movements at Bryn Mawr College.

Student Activism and its Long-Lasting Influence on Political Engagement in the United States

The history of student activism in the United States of America has addressed issues of war and violence, free speech, divestment, and civil rights. Students have always been leaders in changemaking within the United States of America. Institutions of higher education act as microcosms of national, and global, struggles; the activist imaginaries developing in university and college spaces echo the nation's growing pains. Today this is more visible than ever, as institutions of higher education across the nation shut down student efforts calling for a Free Palestine. Universities use violence against students who stand against the ongoing genocide in Gaza.⁵

A well documented, researched, and explored example of student activism in institutions of higher education is within the 1960s Civil Rights Movement. Social movements for Black

⁴ “200 Days of Military Attack on Gaza: A Horrific Death Toll amid Intl. Failure to Stop Israel’s Genocide of Palestinians [En/Ar] - Occupied Palestinian Territory.” ReliefWeb, April 24, 2024. <https://reliefweb.int/report/occupied-palestinian-territory/200-days-military-attack-gaza-horrific-death-toll-amid-intl-failure-stop-israels-genocide-palestinians-enar#:~:text=The%20Israeli%20army%20has%20killed,10%2C091%20women%20and%2015%2C780%20children.>

⁵ Maya Stahl, Sarah Huddleston, and Shea Vance, “Shafik authorizes NYPD to sweep ‘Gaza Solidarity Encampment,’ officers in riot gear arrest over 100,” Columbia Spectator, April 18, 2024. [https://www.columbiaspectator.com/news/2024/04/18/shafik-authorizes-nypd-to-sweep-gaza-solidarity-encampment-officers-in-riot-gear-arrest-over-100/.](https://www.columbiaspectator.com/news/2024/04/18/shafik-authorizes-nypd-to-sweep-gaza-solidarity-encampment-officers-in-riot-gear-arrest-over-100/)

liberation have often guided and led the conversation of student activism in higher institutions. Organized efforts like the Student Nonviolent Coordinating Committee (SNCC) were a principal channel of student organized activism, independent of many groups fighting for civil rights in the 1960s.⁶ The work of SNCC is heralded in United States history; the power and autonomy of students in universities and colleges cannot be understated.

A young person's involvement in politics at a university and college level has a salient impact on their involvement in politics throughout their life. This has been documented in longitudinal research studies focused on the civil rights movement, feminist movement, and anti-war movement. This literature continuously proves a relationship between college student participation in activism and higher levels of political participation throughout one's life. James Max Fendrich and Kenneth Lovoy study a select group of students from a generation who graduated from universities in Florida and participated in political activism at various levels during the 1960s in, "Back to the Future: Adult Political Behavior of Former Student Activists."⁷ They aimed to study "the long term consequences of student protest."⁸ According to this study, radical civil rights activists, and institutional activists, those in student government, represent a small minority of the college cohort of the 60s. However, their findings exemplify, "Political behavior in college was formative and an excellent predictor of adult politics."⁹ (783). Fendrich and Lovoy further emphasize the importance of this political engagement. Due to the lack of involvement of the general population, radical activists, and institutional activists, "are likely to have an influence on political institutions that extends beyond their sheer number" and "their

⁶ "The Student Nonviolent Coordinating Committee (SNCC)," National Archives and Records Administration, June 17, 2022, <https://www.archives.gov/research/african-americans/black-power/sncc>.

⁷ James Max Fendrich and Kenneth L. Lovoy, "Back to the Future: Adult Political Behavior of Former Student Activists," *American Sociological Review* 53, no. 5 (October 1988): 780, <https://doi.org/10.2307/2095823>.

⁸ Fendrich and Lovoy, "Back to the Future," 780.

⁹ Fendrich and Lovoy, "Back to the Future," 783.

contemporary significance should not be underestimated” This trend is not unique to Fendrich and Lovoy’s study in Florida. Rather, the importance of college activism on adult political behavior, thought, and engagement is emphasized throughout longitudinal studies in the field.

One’s occupation is another method to discern political commitment. James Fendrich and Alison Tarleau wrote, “Marching to a Different Drummer: Occupational and Political Correlates of Former Student Activists”¹⁰ to see if there is any impact of activist participation during the civil rights movement on occupation choice. Another long-range study, this research defined three types of students during the civil rights era: civil rights activists, student government members, and apolitical students. It then compared respondents’ selections between four dependent variables to understand the influence of student political activism: occupational choice, current political expression and behavior, political efficacy, and a radicalism-conservatism scale. According to this article, Former student-activists are concentrated in the occupations of academics, social services, and creatives but student government and uninvolved students are highly concentrated in the private economy.¹¹ Student activists are quite different from their peers, and the difference in occupation is distinct. This is also true in the other dependent variables measuring political expression. “Most (54 percent) of the civil rights activists are self-professed radicals and 25 percent are liberals. The student government members are moderate (71 percent). The non-involved are fairly evenly split between conservatives (38 percent) and moderates (47 percent).”¹² This paper concludes by showing the correlation

¹⁰ James M. Fendrich and Alison T. Tarleau, “Marching to a Different Drummer: Occupational and Political Correlates of Former Student Activists,” *Social Forces* 52, no. 2 (December 1973): 245–53, <https://doi.org/10.2307/2576378>.

¹¹ Fendrich and Tarleau, “Marching to a Different Drummer,” 249.

¹² Fendrich and Tarleau, “Marching to a Different Drummer,” 250.

between student activism with occupational choice and political expression ten years after involvement.

The article, “Political Participation and Feminist Consciousness among Women Activists of the 1960s”¹³ written by Elizabeth R. Cole, Alyssa N. Zucker, and Joan M. Ostrove also follows a longitudinal study of student activists. This article focused on the feminist consciousness amongst women graduates of the University of Michigan, known to be student activists from the 1960s and 1970s. The results of this study exhibit how women formerly involved in student activism show a pattern of politicization differing from their noninvolved peers.¹⁴ Particularly important in this study is that alumnae activists “reported political values and beliefs that consistently distinguished them from the comparison group.”¹⁵ This article also shows that women who subjectively felt the women’s movement to be consequential were more prominently impacted by their involvement in the movement later in their life.¹⁶

Finally, students involved in direct action during the anti-war protest, and students considered part of “The Liberated Generation” were interviewed in “Echoes of Rebellion: The Liberated Generation Grows Up”¹⁷ by Jack Whalen and Richard Flacks. This article relies on interviews with students involved specifically with the burning of a Bank of America in Isla Vista, California in 1970. The authors detail the revolutionary status of the interviewees and the feelings of revolution which were potent during the era of student activism. This article argues

¹³ Elizabeth R. Cole, Alyssa N. Zucker, and Joan M. Ostrove, “Political Participation and Feminist Consciousness among Women Activists of the 1960s,” *Political Psychology* 19, no. 2 (June 1998): 349–71, <https://doi.org/10.1111/0162-895x.00108>.

¹⁴ Cole et. al. “Political Participation and Feminist Consciousness,” 366.

¹⁵ Cole et. al. “Political Participation and Feminist Consciousness,” 365

¹⁶ Cole et. al. “Political Participation and Feminist Consciousness,” 353.

¹⁷ Jack Whalen and Richard Flacks, “ECHOES OF REBELLION: THE LIBERATED GENERATION GROWS UP,” *SPECIAL ISSUE ON LIFE COURSE AND GENERATIONAL POLITICS* 12, no. 1 (1984): 61–78.

that very few activists were future oriented or career oriented; the importance of the everyday crisis and the revolutionary struggle took precedent.¹⁸ While the intensity of the movement and exiting college led some student activists to turn away from politics, many were concerned about becoming mainstream and continued to feel guilt, and at odds, with the established order.¹⁹ This paper concludes by recognizing the ongoing struggle former student activists feel between social responsibility and self-fulfillment or autonomy. The article states, “The New Left and the counterculture of the sixties were crucibles of identity, agencies of adult socialization whose effects have been durable.”²⁰ This emphasizes that former student activists are still different from their non-involved peers throughout their post-student life.

For students involved in the civil rights movement, the feminist movement, anti-war movement, and the liberated generation, the impact of their involvement in college activism is an indicator of their political participation seen through their occupational choices, their parenting styles,²¹ their voting patterns, and political self-identification. Those involved in student activism in their youth are claimed to be politicized differently from their counterparts. While their subjective understanding of the impact of the experience is likely to play a role in their adult political behavior, the relationship is apparent and important to study. The affective impact of student activism, and the intense experiences of ongoing moments of student activism, tends to have a considerable influence on a young person’s worldview and world engagement. This may be true about students involved with college activism during the Black Lives Matter Movement.

¹⁸ Whalen and Flacks, “ECHOES OF REBELLION,” 65.

¹⁹ Whalen and Flacks, “ECHOES OF REBELLION,” 76.

²⁰ Whalen and Flacks, “ECHOES OF REBELLION,” 76.

²¹ Cole et. al. “Political Participation and Feminist Consciousness,” 366.

Bryn Mawr College and the 2020 Strike

A history of student's advocating against white supremacy is not foreign to the sleepy suburbs of Philadelphia. At Bryn Mawr and Haverford College, Black students and students of color have been fighting a persistent legacy of racism within these schools since integration. Bryn Mawr College reeks a unique stench due to its eugenics and white supremacist history. With its standing as a historically women's college, the school aims to have a reputation of being 'for' the marginalized. However, the school was founded in 1885 as a school for White and wealthy women. "The College's principal architect was the College's first dean and second president, M. Carey Thomas...Thomas embraced and contributed to the eugenics movement, and her vision for Bryn Mawr and for women excluded African Americans and reflected ethnic and anti-Semitic bias."²² M. Carey Thomas's racial views, and their impact on the structure and function of the College, are well documented. On October 4, 1916, in the Bryn Mawr Alumnae Quarterly, Thomas states, "If the present intellectual supremacy of the white races is maintained, as I hope that it will be for centuries to come, I believe that it will be because they are the only races that have seriously begun to educate their women."²³ This explicitly racist and white supremacist motive of Bryn Mawr College has been maintained in Bryn Mawr College's structure. Since the school was built on a eugenicist mission, its lasting impact on the College has led to passive progress towards anti-racism on campus as well as a continuation of micro, and macro aggressions against Black, Indigenous, and students of color on campus.

²² "History and Legacies Overview," Bryn Mawr College, 2024, <https://www.brynmawr.edu/about-college/history-legacies-overview>.

²³ M. Carey Thomas, "Address by President Thomas at the Opening of the College October 4, 1916," November 1916, 102.

The history of the inclusion of Black students at the College, and Black students' experiences and activism at the College, are detailed through a program titled Black at Bryn Mawr, the Enid Cook '31 Center Blog, and the Impact Center. The Black at Bryn Mawr program, created in 2015 by Grace Pusey '15 and Emma Kioko '15, teaches us that Black students have always been the ones to create their own space at Bryn Mawr College. The project states,

“The purpose of Black at Bryn Mawr is to build institutional memory of the College’s engagement with race and racism, enabling future students to hold both themselves and the College community to higher standards of awareness and accountability to racial power dynamics inside and outside of the classroom.”²⁴

The Official Cook Center Website explores how the work done by students of color to advocate for their own success is what has led to increased inclusion of students of color at Bryn Mawr College. The fight for Perry House, a center historically for BIPOC student living and the Black Cultural Center, shows how Black students have been writing demands to change the College’s treatment of Black and Brown students since 1970.²⁵ The tenacity of students, particularly Black, Indigenous, and all students of color, is consistently imperative, if not the lifeblood, of the school itself. Despite this, the rich history of student activism, and work done to progress the College, is not common conversation amongst all undergraduate students.

In 2020 the United States of America was overwhelmed with historical and political junctures. Early in the year brought the global pandemic of COVID-19 which quickly exposed nation-wide health disparities due to the structural racism of the United States’ foundation.²⁶ The

²⁴ Emma Kioko and Grace Pusey, “About the Project,” Black at Bryn Mawr, January 2017, <https://blackatbrynmawr.blogs.brynmawr.edu/about/>.

²⁵ Danielle Cadet, “A COMPREHENSIVE HISTORY OF THE FIGHT FOR PERRY HOUSE,” The Official Cook Center website, May 5, 2015, <https://cookcenter.blogs.brynmawr.edu/2015/05/05/a-comprehensive-history-of-perry-house/>.

²⁶ Nour Mheidly et al., “Emerging Health Disparities during the COVID-19 Pandemic,” *Avicenna journal of medicine*, December 23, 2022,

anti-Black racism the nation was founded upon was brought to the forefront of the news and media cycle with heavily publicized murders of Black citizens by police departments across the country. Specifically, the murders of Breonna Taylor by the Louisville Police Department and of George Floyd by the Minneapolis Police Department invoked a wave of activism named the Black Lives Matter movement. The Black Lives Matter movement became one of the largest protest movements in United States history.²⁷ The energy was felt across the nation. Despite masking, social-distancing, and stay-at-home orders, it was more common than not for protests to occur in cities demanding a change to policing and State control of Black bodies. Then, on October 26, 2020, Walter Wallace Jr. was shot and murdered in Philadelphia by the Philadelphia Police Department. The Philadelphia community took to action, protesting and marching through the streets demanding an end to police brutality and racist policing methods. Within those wealthy suburbs of Philadelphia, in frustration to the failures of college administrations to make a commitment to taking an active role in disrupting anti-Black racism in the Colleges and community, students at Haverford College and Bryn Mawr College came together in action.²⁸ The histories of student activism at Bryn Mawr College explain how institutionalized academic racism have been fundamental to the makeup of the College and continues to permeate the school. In years preceding the 2020 Black Lives Matter Movement, students at Bryn Mawr and Haverford College organized and wrote a list of changes the colleges must make. These

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10038746/#:~:text=Race%20and%20ethnic%20backgrounds%20were,Islanders%2C%20and%20other%20vulnerable%20populations.>

²⁷ Larry Buchanan, Quoc Trung Bui, and Jugal K Patel, "Black Lives Matter May Be the Largest Movement in U.S. History," *New York Times*, July 3, 2020, <https://www.nytimes.com/interactive/2020/07/03/us/george-floyd-protests-crowd-size.html>.

²⁸ "Haverford College Strike." Haverford College Strike: About. <https://www.hc-strike.com/>.

demands, written by Black Students Refusing Further Inaction (BSRFI) were released in the summer of 2020.²⁹ The College Administration failed to respond to these demands.

In response to the ongoing institutionalized academic racism rife throughout Bryn Mawr College, the administration's failure to respond to the BSRFI, and the heightened awareness and momentum for mobilization in 2020, a group of students gathered to form the 2020 Bryn Mawr Strike Collective. On November 2, 2020, the Bryn Mawr Strike Collective, now called the Bryn Mawr Student's Liberation Coalition, urged students to strike in solidarity with the Haverford College Strike. On November 3, 2020 a preliminary document titled "Statements and Demands" was released at Bryn Mawr College detailing an "on-campus strike both in solidarity with the Haverford College strike and in recognition that BIPOC students at Bryn Mawr have experienced similar historical anti-Black violence, institutional racism, silencing, and instances of white supremacy... we also strike to dismantle systemic oppression in the Bryn Mawr community."³⁰ The Strike Collective stated, "We will be going on strike from our classes, our jobs (which we need), and any extracurricular activities."³¹ The Bryn Mawr Strike Collective laid out a list of demands to transform the institution into a more anti-racist and liberatory community.

The strike lasted for sixteen days, concluding on November 19th, 2020, in concomitance with the Strike Collective accepting the Bryn Mawr College administration's response to their

²⁹ Black Students Refusing Further Inaction. "An Open letter to the Bi-College Community," https://docs.google.com/document/d/15Zli4QtlyU5C9mVP1heyBD7rrI44k_F1nUbjHYhvR_o/edit?tab=t.0#heading=h.5kmmjzows02a

³⁰ "Letter and Demands | BRYN MAWR STRIKE 2020 STATEMENT & DEMAND," BMCStrikeCollective, 2023, <https://brynmawrstrike.wixsite.com/bmcstrikecollective/letter-and-demands>.

³¹ SGA Eboard, et. al, "Fall 2020 Strike Exhibit," November 2023, Slide 2, https://www.canva.com/design/DAFQucUO8AA/aFtgTRVGQZ1gJpEo43buCg/view?utm_content=DAFQucUO8AA&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink#1.

demands. Many demands focused on the need for increased funding in BIPOC spaces, more staff support for students of color, and improving Diversity, Equity, Inclusivity, and Anti-Racist education on campus. The Bryn Mawr Student Liberation Coalition listed its successes after the culmination of the active-duration of the Strike including, “Annual funding of \$100,000 for the Enid Cook ‘31 Center (ECC) to cover the salary of a full-time director position, the stipend of a paid student coordinator position, and the spending of campus-wide events hosted at the ECC” and “The removal of the M. Carey Thomas bust and portrait from Old Library.”³² Regardless, many of the demands remain to be met. Despite the College’s commitment to “hire transformative justice experts to discuss the College’s relationship with law enforcement” or “review the College’s endowment to determine investments related to the penal system and defense industry,”³³ The Coalition for Anti-Racist Literacy at Bryn Mawr (CARLA) has tracked the lack of follow through on some Strike demands.³⁴ The Strike ended due to Strike leaders’ agreement that the demands have been appropriately responded to with actionable timelines by Bryn Mawr College administrators. Strike Organizers even graded the administration’s response to their demands, providing clear outlines of where administration could have been more transparent or willing to engage with the demand further.

Throughout the duration of those sixteen days, the college community was transformed. The demands stated, “We are interested in positioning the voices of historically marginalized and

³² Elle Thompson, “Bryn Mawr Strike Ends after 16 Days,” *The Bi-College News*, November 20, 2020, <https://www.brynmawr.edu/bulletin/bryn-mawr-strike-ends-after-16-days>.

³³ Elle Thompson, “Bryn Mawr Strike Ends after 16 Days,” *The Bi-College News*, November 20, 2020, <https://www.brynmawr.edu/bulletin/bryn-mawr-strike-ends-after-16-days>.

³⁴ The Coalition for Anti-Racist Literacy at Bryn Mawr, “CARLA Tracking Document for Bryn Mawr Strike 2020 Demands and College Response_Fall 2021 (1),” February 9, 2023.

erased groups on this campus at the forefront of every conversation in the institution.”³⁵ Protest art and signs covered the College campus. Black and Brown student experiences with on-campus racism and microaggressions were shared at sit-ins and town halls. The College experienced a revolutionary rupture, one intent on mobilizing and visualizing sincere change in how the College would function.

However, this radical imagining and action was divisive. Students were isolated due to the COVID-19 pandemic, and many felt their classes and college-related activities were their only form of connection. A feeling of ‘with us’ or ‘against us’ drove a wedge between friends and community members. Specifically, the form of direct action of striking from classes and work was difficult for some students to engage with, regardless of their personal beliefs of the message of the 2020 Bryn Mawr College Strike.

Even more, sincere distrust was built between students and administrators as the College responded aggressively to Strike organizers, failing to protect their students from angry parents and online slander. In one email from President Kimberly Cassidy, she suggests, “our community is being torn apart by a lack of cooperative action and, more seriously, by a lack of respect for one another as individuals and by actions that have no place on this campus.” In the same email President Cassidy further contends, “The acts of intimidation that I am witnessing and that many students and faculty have described violate the core principles of the Honor Code and violate our obligations to one another as members of a community.”³⁶ Alongside the divisiveness of the method of striking, the College was up for re-accreditation around the time

³⁵ BMC Strike Collective, “BMC Strike Collective Demands Revised,” November 12, 2020, <https://docs.google.com/document/d/1roan2Cdt-csV6f1BL9Ts7DLEwcjpAVLVFicJ9XoqmM0/edit#heading=h.odaw3xk00o59>.

³⁶ Kimberly Cassidy, “Moving Us Beyond This Moment,” November 9, 2020, <https://docs.google.com/document/d/1GJafJYodMB00SXRo0V3MvpVMd1fVfc5JiV2o-b8sUVw/edit>.

the Strike began.³⁷ Some faculty members wholeheartedly supported the Strike, canceling their classes or transitioning to a method of teaching that prioritized anti-racist education, abolition, and decolonization. Others pushed for an idea of “normalcy,” penalizing students who did not show up to class and continuing their teaching regardless of the Strike. However, the concluding statement released by the Strike Collective states, “The strike is a state of being, a continuous movement for vigilance, activity, and empowerment to believe in oneself, to believe in each other, and to work towards disrupting these systems that perpetuate violence and inequities and creating anew with possibilities, potentiality, and place.”³⁸ This statement inspires a conception of ‘ongoingness’ which has been woven through the messages of the Strike itself.

It is imperative to place the 2020 Bryn Mawr College Strike within the history and legacy of student activism in the United States of America. As a progression of the Black Lives Matter movement, which is a progression of the Civil Rights Movement, the 2020 Bryn Mawr College Strike is another example of student activism which has had the capacity to transform students’ political engagement.³⁹ Since the 2020 Bryn Mawr College Strike was a schoolwide juncture, intent on shutting the institution itself down, students who engaged with the 2020 Bryn Mawr College Strike became student activists. This engagement with the 2020 Strike may be a juncture like student involvement in the civil rights movement, feminist movement, and anti-war

³⁷ Bryn Mawr College was to be evaluated for accreditation by the Middle States Commission in the 2020-2021 academic school year. President Cassidy voiced the necessity of attending classes in her email “Continuing on a Path Forward” sent on November 8, 2020, saying, “Students cannot receive government financial aid (e.g. Pell Grants, many loans) unless we are accredited, and our accreditation by the Middle States Commission requires that we actively offer classes and a coherent learning experience toward a degree,” November 8, 2020, https://docs.google.com/document/d/1t9h_RMKOPLO2f2sPvtslgvp71YSso45-iHciBo4yOig/edit.

³⁸ The Bryn Mawr Strike Collective, “Updates: ‘Strike Conclusion Statement,’” November 20, 2020, 1, <https://brynmawrstrike.wixsite.com/bmcstrikecollective/blog>.

³⁹ A direct comparison is made between the 2020 Bryn Mawr College Strike and the Black Lives Matter Movement by the Bryn Mawr Strike Collective in their paper, “On Normalcy.” They write, “What this strike did on a local level is what Black Lives Matter did on the national level this summer,” 4, <https://brynmawrstrike.wixsite.com/bmcstrikecollective/blog>.

movement, leading to further involvement with political organizing and activism. As the Class of 2024 approaches its graduation date, the impact of the 2020 Bryn Mawr College Strike on student political participation must be reviewed. The lived experience of the 2020 Bryn Mawr College Strike will transition off campus. This moment of radical imagining, decolonial thinking, and demanding better has made visible changes to the institution; it is necessary to know if it has changed its students too.

Hypotheses & Expectations

I expect respondents to be active political participants on and off campus. Bryn Mawr College is a historically women's college, students tend to understand the politicization of their identities, either as a woman or a queer person. However, I believe engagement with political participation off-campus will be more aligned with institutional forms of politics such as election campaigns or political parties. I expect on-campus political participation to prioritize voting through the Self-Government Association, club participation, and class selection. I anticipate on-campus and off-campus political participation will be higher amongst students in class years 2024 and 2025 as they have more comfortability around campus and an understanding of how to participate politically on campus.

I hypothesize students who were at the College during the time of the Strike are more likely to have higher levels of political participation on and off campus the more they aligned with the message and method of the Strike. I anticipate respondents from the Class of 2024 will have an overall higher level of participation than respondents from the Class of 2025, 2026, or 2027. I expect the presence of the Strike to make a difference between class year participation. For respondents in the class years 2027 and 2026, I hypothesize that socialization will impact their understanding of the 2020 Strike. The social groups one interacts with, their methods of on-

campus political participation, or their classes will impact what the student knows of the 2020 Strike. I expect undergraduate students, who were not students at the college during the 2020 Bryn Mawr College Strike, are more likely to hear about the Strike the more they politically participate on campus.

All students of the Class of 2024 will have different relationships to political participation on and off campus, but I anticipate most students will have engaged with the Strike during the active duration. I expect the divisiveness of the Strike will be apparent through my data collection within interview conversations because it was an influential aspect of the method of striking. I anticipate most students to have aligned with the message of the Strike and participated during the active duration of the Strike. I presume those who express they were aligned with the message and method of the Strike will most feel it has impacted them to politically participate differently. I expect those who felt most impacted by the Strike would engage with maintaining the legacy of the Strike by participating in CARLA, hosting teach-ins, or being involved in working groups focused on responding to Strike demands.

Research Design & Methods

For this project, I had to effectively gather data on current student political participation both on-campus and off-campus. I also had to gather data regarding students' knowledge of, and experience with, the 2020 Strike. I utilized an online survey to gather data regarding these topics from the current undergraduate class. I also conducted in-depth interviews of current students and alumni to gather more information about students' stories and feelings towards the Strike. These research approaches allowed me to make estimates about the impact of the 2020 Strike on student political participation.

In-Depth Interview Formation and Function

I conducted eight in-depth interviews with current and graduated students of Bryn Mawr College to provide a deeper understanding of student political participation and student understanding and knowledge of the 2020 Bryn Mawr College Strike. In-depth interviews are useful to this research because they provide a deeper understanding of student political participation and student knowledge of the 2020 Bryn Mawr College Strike. The interview process showed greater insight into the meaning of the Strike for those who experienced it and on the gaps in understanding between class years.

I conducted eight in-depth, semi-structured interviews that took between forty minutes to an hour to complete. I conducted interviews with interested students from Thursday, February 29, 2024, until Friday, March 22, 2024. I conducted interviews with three alumni, each from different graduating class years. I interviewed one alum from the class of 2020, one from the class of 2021, and one from the class of 2022. I chose to interview alumni for this project to better understand the 2020 Bryn Mawr College Strike itself. Each graduated student brought a unique perspective on how the Strike was organized, its values and mission, and its impact on their adult political behavior. Comparing knowledge of the Strike from undergraduate students to the experiences of alumni who engaged with the Strike, offers a meaningful perception of the differences between Bryn Mawr College students who experienced the Strike, and those who did not. I also interviewed five current students, three students from the class of 2024, one student from the Class of 2025, and one from the Class of 2026. By using a semi-structured interview approach, I was able to be adaptable, ask leading questions, and probe my interviewees to discuss their perspectives in detail.

To analyze information gathered from the interviews, I looked for common themes and divergences amongst respondents to the interview questions. The stories, emotions, and

memories of interviewees include bias, but are necessary for understanding a wholistic perspective of the 2020 Strike. While some questions about student political participation elicited similar responses, there were many questions where every response was unique. Interviews provided the best context for understanding how student relationships to the Strike diverged by class year. The stories and feelings shared from a respondent's experience during the Strike are a necessary context to better understand the Strike as a movement.

Online Survey Formation and Function

I conducted an online survey amongst the current undergraduate student body to infer how students politically participate in various places in their lives. This survey gave me a basis of understanding about student political participation so I could make sound claims about the current undergraduate student body at Bryn Mawr College. Surveys are important methods of political science research because they allow a small random sample of respondents to represent a much larger population.⁴⁰ This created generalizable data about the undergraduate student body at Bryn Mawr College. It is difficult to gather a truly random sample of students from Bryn Mawr College. I had to rely on personal outreach and my connections within the campus to gather survey responses. This might lead to a bias in the responses in such a way that more politically active students were more likely to respond to my survey. Therefore, the findings in the following sections can be interpreted as upper limits for student political participation.

The survey was made available to all current undergraduate students at Bryn Mawr College. It was important to focus specifically on current undergraduate students to gather data about current student political participation. The graduating class, the Class of 2024, is the only

⁴⁰ Sandra Halperin and Oliver Heath, "How to Do Research in Practice: Surveys," essay, in *Political Research: Methods and Practical Skills*, 3rd ed. (Oxford, United Kingdom: Oxford University Press, 2020), 284–308, 306.

class who experienced the active duration of the 2020 Bryn Mawr College Strike. This created a comparative perspective between the Class of 2024 and the other class years. The survey was released on Friday, February 16th and closed to new respondents on the end of the day Friday, March 8, 2024. I used posters, the daily digest, and emails to gather respondents from various class years, clubs, and demographics on campus.

This survey was structured to first understand the respondent's on-campus political participation, then understand their off-campus political participation, and finally gather information on the student's knowledge of, and participation in, the 2020 Bryn Mawr College Strike. This includes questioning what the respondent knows about the Strike, current efforts to fulfill Strike demands, and whether they believe the Strike is an ongoing conversation at Bryn Mawr College. The survey also offers space for the respondent to write in any thoughts they have about the Strike at the end of the survey. Structuring the survey in this way allowed me to gather a breadth of information about the way respondents politically participate. It also showed me what methods of participation are most widely used, and which class years are participating the most in these different methods.

The survey aimed to gather a broad understanding of the current undergraduate student body's political participation and relationship to the Strike. I used data analysis to make inferences about the potential relationship between these two variables. I used the coding software R to analyze the data gathered from the survey and test what kind of relationships are notable based on the survey questions asked. Of interest to this project is which class years are participating through which political participation methods. Comparing responses between class years lets me make inferences about the impact of the 2020 Bryn Mawr College Strike on the Class of 2024, and if that impact has a total influence on survey respondents.

Pairing individual in-depth interviews and a comprehensive survey gave me the best opportunity to deeply understand how the 2020 Bryn Mawr College Strike affects student political participation. The purpose of collecting data through these two methods was to gather both a broad understanding of current student political participation, and an in-depth understanding of the relationship students experience between a transformative moment of direct action on campus, the 2020 Bryn Mawr College Strike, and respondent political participation. While the survey is helpful to generalize statistics about the student body, the interviews provided the context, perspective, and storytelling to validate my research. Surveys are useful at providing generalizable data, whereas interviews provide in-depth context from specific agents. Limiting the research of this project solely to a survey would not offer the necessary depth of understanding of the Strike's impact on students. Interviews also have many limitations since they rely on subjective memory. Utilizing multiple sources of data and methods of data collection enabled me to approach this research from different angles and compute more credible findings.

Findings

Findings about On-campus Political Participation

In this section, I provide an overview of on-campus political participation amongst student respondents to my survey.⁴¹ On-campus political participation can be analyzed through institutional and activist channels of political participation. Institutional methods of participation include being a representative of the Self-Government Association (SGA), voting in plenary, or

⁴¹ The entire survey is at the end of this paper as Appendix A.

being involved with a working group focused on social justice, equity, or student activism.

However, participating in methods of direct action, like sit-ins, rallies, or marches, on campus would be an alternative, activist, social-movement driven, method of political participation.

Respondents overall are active political participants on campus, both through institutional and alternative, social-movement driven channels. Respondent political participation on-campus seems most concentrated in student activities like clubs, teach-ins, direct action efforts, and sharing information through social media.

Majority of respondents participate through institutional channels.

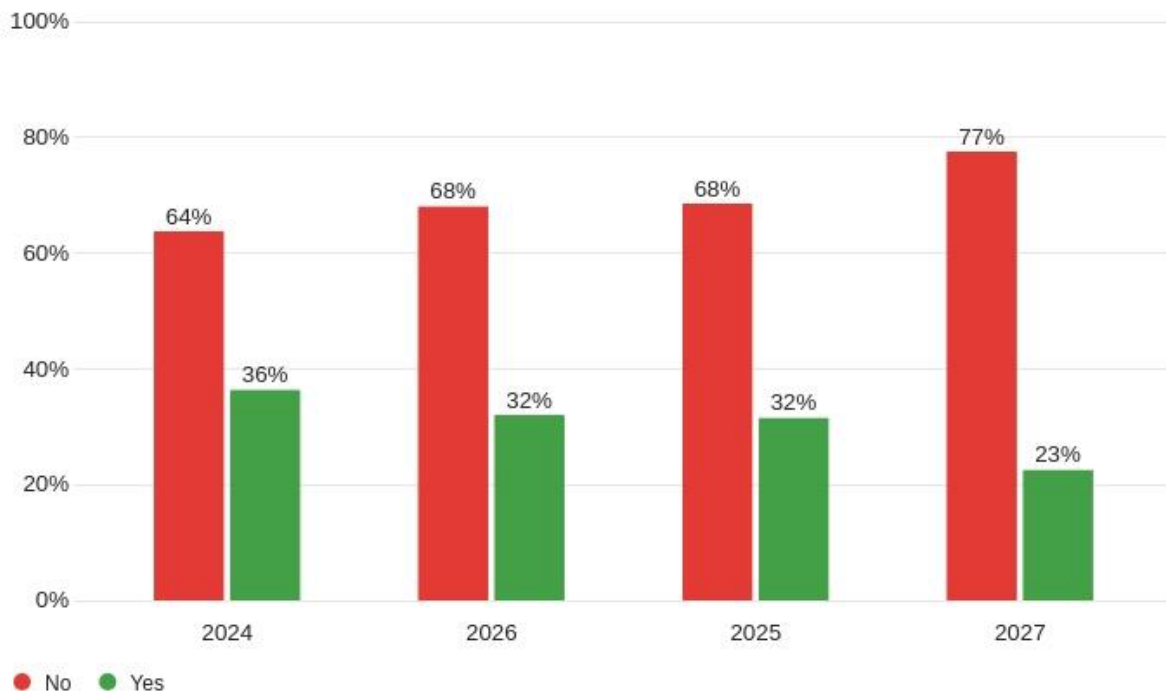
The main institutional channel of on-campus political participation is through the Self-Government Association. For students to have a direct impact on Bryn Mawr College, the SGA allows any student to write and propose a resolution for an issue within the college. Twice within the academic year, students vote on resolutions through a forum called Plenary. In response to survey questions about SGA involvement, 18% of respondents selected they have been a representative of the SGA for one, or more, terms. 74% of respondents have voted in plenary, with 36% of those respondents selecting they “always” vote in plenary. Participation in the SGA as a representative, and through voting in plenary, are institutionalized democratic methods of on-campus politics.

Another institutional channel of political participation for students on campus is to be involved in a working group or committee focused on social justice, equity, or student activism. According to the survey, 31% of respondents have been a member of an organization, working group, or committee focused on these topics at either Bryn Mawr or Haverford College. Distribution of participation across class years appears consistent and impressive from

respondents, most class years seeing over one third of respondents participating in some form of working group. Notably, 23% of respondents from the current first-year class have found opportunities to engage with social justice, equity, or student activism through school organizations or committees.

Figure 1: Frequency of survey respondents involved in a political working group on-campus.

In the last two years, have you ever been a member of an organization or a working group/committee focused on social justice, equity or student activism at Bryn Mawr or Haverford College?



Respondents show a disparity between attendance in and organization of alternative channels of participation.

Respondent political participation via clubs was analyzed through the respondent's membership and level of dedication in a club. Respondents' club membership is distinguished by how many,

if any, clubs related to social justice, equity, or advocacy the survey respondent is engaged with. This was ranked on a scale of 0 clubs to 3 denoting 3 or more clubs.⁴² Survey respondents reported their degree of involvement with the club they are most active in, from “Not involved at all” (0) to being an “executive member of the club” (100). In the survey, 48% of respondents have been a member of at least one club related to social justice, equity, or student activism.

To better understand respondent dedication to these political clubs, I asked about the regular frequency at which a respondent participates in a club related to social justice or student activism. I requested the respondent choose the club for which they are most active, if they are affiliated with, or members of, more than one club. 73% of respondents to this question attend at least some meetings of their club and help organize events. 13% of those respondents are executive members of the club. Club affiliation and involvement is a prominent method of political participation on campus. Furthermore, some respondents wrote in the survey about their connection with affinity groups, clubs focused on identity, or religious groups as aspects of their political participation. This is an important piece of understanding the respondents and accounting for the ways human identities are inherently politicized, and political.

Another form of on-campus political participation is the attendance of, or leadership of, a teach-in. Teach-ins themselves are not always related to social justice, but the teach-in program at Bryn Mawr College was institutionalized because of the 2020 Bryn Mawr College Strike. The Bryn Mawr College website explains that teach-ins are “to provide an alternate form of education about race and equity on campus and in our broader society.”⁴³ In this survey 67% of respondents have attended at least 1 teach-in. 80% of those respondents attended a teach-in on

⁴² The definition of a “club related to social justice, equity, or student activism” is left up to respondent interpretation.

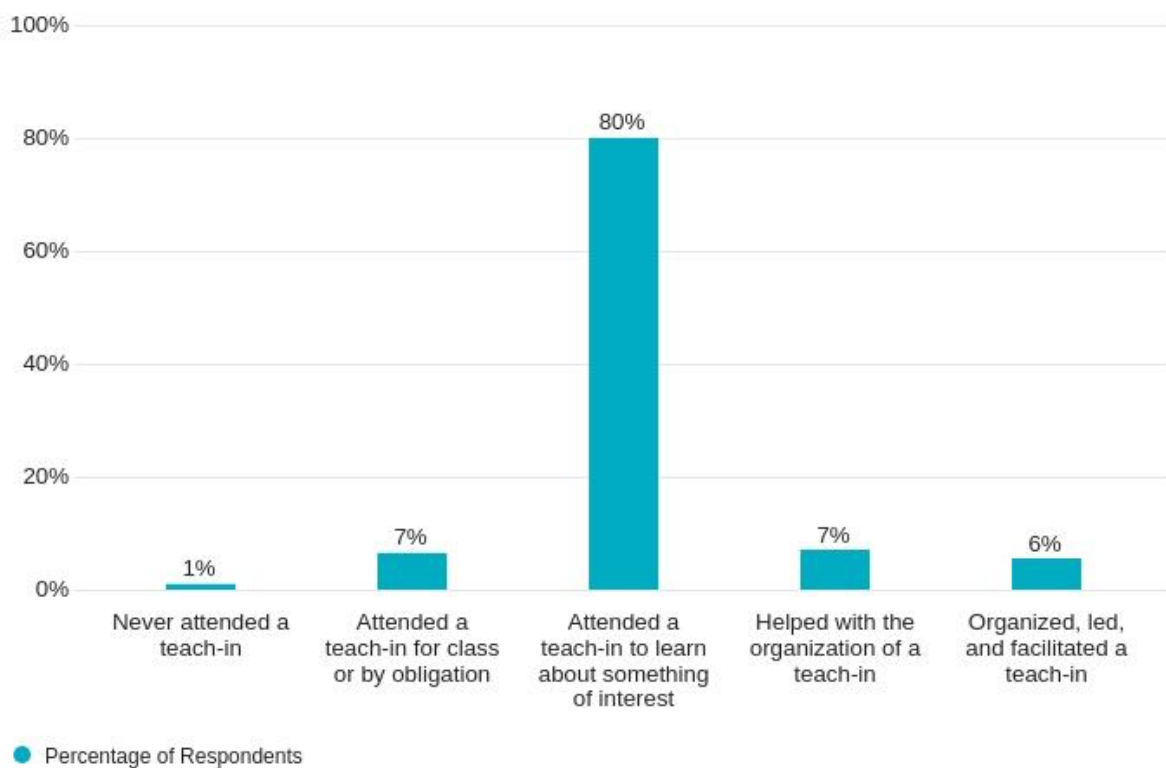
⁴³ “Teach-Ins,” Bryn Mawr College, n.d., <https://www.brynmawr.edu/about-college/equity-inclusion-anti-racism/teach-ins>.

their own to learn about something that interests them. However, only 6% of respondents organized, led, and facilitated a teach-in. A disparity between utilization or benefit from student activism with the need for organizing and leading change on campus is apparent.

The following graph shows the percentage of respondents who selected each choice available in the survey, describing their involvement with a teach-in at Bryn Mawr or Haverford College. As depicted, most respondents have attended a teach-in on their own volition.

Figure 2: Frequency of survey respondents' participation in teach-ins.

What has been your highest level of involvement with a teach-in at Bryn Mawr or Haverford College?



A disparity between attendance and organization is further demonstrated through involvement in and leadership of direct-action efforts on campus. There have been many organizations of protests and other forms of direct action by clubs, student groups, or activists on

Bryn Mawr College's campus. 60% of respondents to my survey have participated in a march or sit-in on campus and 74% of respondents have signed a petition advocating for change at Bryn Mawr or Haverford College. These are both ways students on campus have organized politically, outside of traditional, institutional methods of on-campus politics, like plenary. The notable percentage of student respondents selecting they have participated in marches, sit-ins, or signing petitions indicates the importance of this method of political participation to students at Bryn Mawr College. However, while many survey respondents have been participants, few respondents have been involved in a leadership position in these methods of student activism. 5% of survey respondents indicated they have been organizers of a march or sit-in on campus. Again, there is a disparity between willingness to participate, and respondents who organize direct action efforts on campus.

When engaging with a broad definition of political participation, as this survey aimed to do, student engagement with politics and social issues in the classroom is an important indicator of student political participation. The survey asked about respondents' academic interest in learning about politics. In this survey, 60% of respondents selected they have "chosen to take a class primarily because it will inform your [their] understanding of politics and/or a political or social issue." This further emphasizes the tendency of respondents towards political involvement. In addition, 54% of respondents stated they at least "regularly" take classes informing them on politics, "mostly" take classes informing them on politics, or "only" take classes informing them on politics. Overall, respondents to this survey have strong on-campus political participation. Most respondents interact with political themes, activism, or advocacy through clubs, teach-ins, or protest on campus. This level of engagement with political thought,

themes, and understanding is an impressive trend amongst respondents. With these perspectives in mind, survey respondents are clearly engaged and active political participants on-campus.

Findings about Off-campus Participation

The survey also included questions on student political participation off-campus. In this section, I provide an overview of survey respondent patterns regarding their off-campus political participation. According to an interview with a current undergraduate student, connection to the larger Bryn Mawr community, or greater Philadelphia area, is not always accessible for students.⁴⁴ This was represented through trends depicted in this survey, particularly when respondents were asked about their engagement with continuous forms of political participation. Where voting in national and local elections was common, ongoing methods of engagement with local or national politics, like volunteering for election campaigns or community organizations were not prevalent amongst respondents. Methods of political participation focused on advocacy, like contacting representatives or protesting, were more frequent compared to volunteering amongst survey respondents.

Respondents are not frequent off-campus volunteers.

The survey gathered information about respondents' political participation centered around electoral politics, campaigns, and representatives. First the survey asked how frequently the respondent has voted in local and national elections in the last two years. 91% of respondents have voted in the last two years and 46% of those respondents selected they "always" vote. Next the survey questioned whether the respondent has helped with voter registration in the last two

⁴⁴ All interview questions with undergraduate students from the class of 2025-2027 are in Appendix B. Appendix B: Interview March 20, 2024, 8:46.

years. The responses were on a scale from “never” (0) to “I have organized voter registration drives” (100). 50% of respondents selected “never” and 33% of respondents selected they “may have advocated for people to vote through social media” (25). The survey then asked if respondents have “volunteered for a political party or public official” in the last two years. 80% of respondents selected never. Similarly, when asked if the respondent has ever “volunteered or done unpaid labor (intern) for an election campaign” in the last two years, 84% of respondents selected never. Finally, 93% of respondents have never been a poll worker. These methods of political participation are not common amongst survey respondents. Interestingly, when asked whether the respondent has volunteered for an organization focused on socio-political issues, social justice, or activism in the last two years, 48% of respondents selected they have never done this. However, 34% of respondents selected they “have volunteered once or twice” but this is not common for them. While many respondents have volunteered for an organization focused on these issues, most respondents are not regular volunteers. The difference shown between these types of volunteer efforts is a difference between respondent volunteer efforts with national or local electoral politics and with community-based organizing. While respondents are more likely to volunteer for a community organization, they are still irregular participants.

Figure 3: Frequency of survey respondents' volunteer efforts.

	Political Party/ Public Official	Election Campaign	Sociopolitical Community Org
Frequency of Volunteering			
Never	80%	84%	48%

1-2 Times	13%	11%	34%
1-3 Months	4%	3%	9%
3+ months	1%	1%	8%
Written response	2%	1%	1%

Methods of participation focused on advocacy are common amongst respondents.

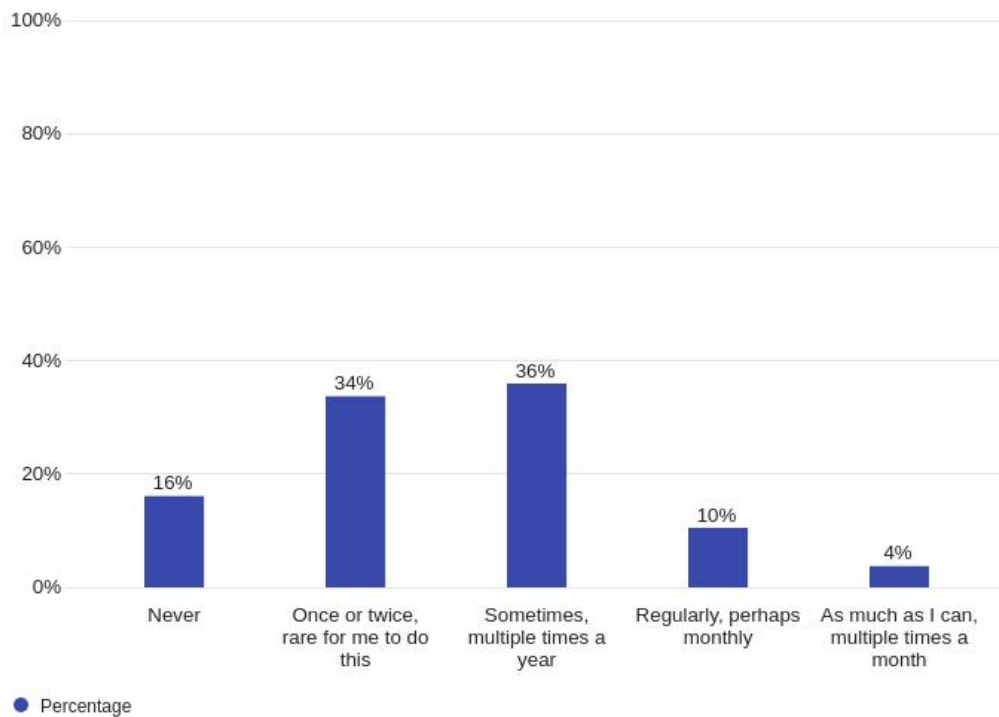
Contacting representatives, signing petitions, and participation in direct action are more common amongst respondents, compared to volunteering. When asked whether respondents have advocated for the passing of a specific bill or measure, only 30% of respondents selected they have “never” done this. 31% of respondents have signed a petition either online or offline advocating for the passing of a bill or measure and 14% of respondents have called or written letters to representatives or public officials about a bill or measure. Even more, only 36% of respondents said they have never contacted a public official or a political party to express their opinion. 30% of respondents have reached out once or twice and 22% of respondents reach out “sometimes.” Survey respondents are taking part in advocacy for the passing of a specific bill or measure and reaching out to public officials through channels like email templates or calling offices.

Amongst survey respondents, off-campus political participation appears to be centered around advocacy. This is best indicated through survey respondent attendance in direct action efforts. When asked whether, in the last two years, how often the respondent has attended a protest advocating for something they believe in, only 16% of respondents stated they have never participated in a protest hosted by a community organization. 36% of respondents selected “I do

this sometimes, when it is convenient for me--multiple times a year” and 34% of respondents selected, “I have done this once or twice, but it is rare for me to do this.”

Figure 4: Frequency of survey respondent attendance in off-campus protests.

In the last two years, how often have you attended a protest advocating for something you believe in, organized by a community group?



The graph above indicates survey respondents have an important relationship to off-campus direct action, but it is not an ongoing commitment. Still, it is more prevalent than volunteering for a representative, election campaign, or political party.

Respondents prefer to monetarily contribute to community organizations.

Off campus political participation is split monetarily. Responses to this survey show an impactful distinction between financial commitment to institutional politics and community-focused

political issues. The survey asked about student financial contribution to political parties, election campaigns, and representatives or community organizations and sociopolitical issues.

Figure 5: Frequency of survey respondents' monetary contributions.

Frequency of Monetary Contribution	Party/Election Campaign/Politician	Community Organization/Sociopolitical Issue
Never	83%	30%
1-2 times	14%	32%
3-4 times a year	1%	23%
Regularly/monthly	1%	15%

The table above shows the vast difference between survey respondents' monetary contribution to parties or politicians and to community organizations or sociopolitical issues. This further emphasizes the trend that survey respondents are more likely to participate in community-based politics, but most respondents are still not participating very regularly.

Overall, this survey gathered information about off campus political participation which shows that respondents are more committed to non-electoral methods of participation, but still are irregular with their participation. Respondents are less likely to participate in volunteer efforts with institutional or electoral politics. However, the levels of participation are impressive, and many respondents are regularly participating in off-campus political issues either as volunteers or advocates.

Differences between Respondents from the Class of 2024 and the Class of 2025.

This section analyzes whether the presence of the 2020 Bryn Mawr College Strike influenced student political participation. To do this, I compare responses from the survey and interviews

with students from the Class of 2024, who experienced the Strike, and students from the Class of 2025, who did not experience the Strike. Using the same indicators of political participation from the previous sections, I can take a closer look at the differences between political engagement between these two class years. If there are striking differences in levels of political participation it may be an indication the 2020 Bryn Mawr College Strike has an overall impact on student political participation.

Institutional on-campus participation shows some variation between class years.

When looking at the most institutional forms of on-campus political participation, being an SGA representative and voting in plenary, distinction between class years is almost nonexistent. The table below shows responses from the Class of 2025 and the Class of 2024 in terms of number of terms as an SGA representative.

Figure 6: Frequency of survey respondents' terms of representation in SGA.

	0 Terms as an SGA Representative	1 Term as an SGA Representative	2+ Terms as an SGA Representative
Class of 2024	76.8%	7.3%	15.9%
Class of 2025	83.2%	4.2%	12.6%

This table shows that respondents from the Class of 2024 are more likely to have been an SGA representative for one, two, or more terms. While respondents from both class years mostly have never been SGA representatives, respondents from the Class of 2024 are participating at a higher frequency in SGA than respondents from the Class of 2025.

This table is similar to the one above where respondents' answers to how frequently they vote in plenary is compared between the Class of 2025 and the Class of 2024. Respondents chose

between never, sometimes, and always. As shown below, the difference between student bodies is small.

Figure 7: Frequency of survey respondents' voting in plenary between class years.

	Never Vote	Sometimes Vote	Always Vote
Class of 2024	20.7%	15.9%	63.4%
Class of 2025	19.0%	20.0%	61.0%

No relevant difference between class years and club participation.

Club participation is another important way of understanding on-campus political participation. The similarities between participation between class years continues. Although class years have larger majorities in different modes of participation, overall, respondents from the Class of 2024 are not out participating respondents from the Class of 2025 in terms of their club participation.

Figure 8: Frequency of survey respondents' participation in clubs between class years.

Level of club participation	Class of 2024	Class of 2025
Not involved	5.55%	2.44%
On a listserv	16.67%	17.07%
Attend some meetings	38.89%	41.46%
Regularly attend meetings	5.55%	12.15%
Organize events	16.67%	4.88%
Executive member	16.67%	22.00%

Significant relationship between class years and teach-in participation.

More respondents from the Class of 2024 have been organizers and facilitators of teach-ins.

However, respondents from both the Class of 2024 and the Class of 2025 are both frequent attendees of, and organizers of, teach-ins.

Figure 9: Frequency of survey respondents' participation in teach-ins between class years.

Level of teach-in participation	Class of 2024	Class of 2025
Never	0.00%	3.39%
Attended for class	6.46%	8.47%
Attended to learn something	74.19%	77.97%
Helped with organization	6.45%	8.47%
Organized and facilitated	12.90%	1.70%

To see if the small difference in levels of participation is meaningful, I ran a linear regression of teach-in participation onto the Class of 2024 versus the Class of 2025. This regression gave me a coefficient that represents the difference in the mean teach-in participation between Class of 2024 and Class of 2025. The coefficient for this regression is positive 0.29196. On average, the teach-in participation is slightly higher for respondents in the Class of 2024 compared to those in the Class of 2025. The p-value associated with this coefficient is 0.023. This is less than the typical significance level of 0.05, meaning there is a statistically significant relationship between

the Class of 2024 and teach-in participation.⁴⁵ Respondents from the Class of 2024, as indicated by the graph above, are more often organizing and facilitating teach-ins. The statistical significance in this relationship is pointing to more respondents within the Class of 2024 organizing and facilitating teach-ins. But the effect of being in the Class of 2024 on teach-in participation is small. It is therefore difficult to conclude that the memory of the Strike within the Class of 2024 would be reason enough for this relationship.

Significant relationship between class year and on-campus direct action efforts.

An important indicator of political participation on-campus is participation in, and organization of, direct action efforts. Since students from the Class of 2024 have been shown how direct action on campus can make meaningful change, the difference between class years in their participation in direct action efforts may be an impactful way to see if the mere presence of the Strike has influenced student political participation in this way.

When asked about direct action, the difference in averages amongst class years is, again, small. When asked whether they have participated in a march or sit-in at Bryn Mawr or Haverford College, between 0 and 2, the mean response of the Class of 2025 is 1.23. For the Class of 2024, the mean response to this question is 1.52. When asked about their degree of participation in the march or sit-in on campus, between 0 and 4, the average response from the Class of 2025 is 2.38 and the average response from the Class of 2024 is 2.53. The Class of 2024 has a slightly higher average in participation, on both accounts.

⁴⁵ Since the p-value is less than 0.05, the null hypothesis, the statement that there is no significant relationship between the independent variable (Class of 2024 vs. 2025) and dependent variable (participation in a teach-in) is rejected at the 5% significance level.

I used a linear regression to see if these differences are statistically significant. Interestingly, the coefficient for the variable `bmcdirectaction_activity`, 0.29, appears to be statistically significant at the 0.05 significance level. The coefficient has a low p-value, 0.0378, which suggests there is evidence that the class distinction 2024 versus 2025 has a statistically significant effect on a respondent's activity with direct action on campus. Complicating this, the coefficient related to `bmcdirectaction_participation`, is not considered statistically significant. The p-value in this regression, 0.257, is above the 0.05 significance level. This means the class distinction does not have a statistically significant effect on a respondent's level of participation in direct action on campus.

On average, survey respondents within the Class of 2024 are more likely to participate in a march or sit-in at Bryn Mawr or Haverford College, and the class distinction is impactful. However, the degree of participation, or willingness to organize marches, sit-ins, and other direct-action efforts on campus, is not consequentially different between class years.

Interviews with students from the Class of 2024 provide further insights into the influence of the 2020 Bryn Mawr College Strike. Members of the Class of 2024 may be more likely to believe in the power of the Bryn Mawr College student body. One interviewee from the Class of 2024 stated, "I felt like I was a part of something and learned that there are people at this school who cared about the things I cared about, and who felt the things I felt."⁴⁶ This student described how the Strike was the "nail in the coffin" on their political journey and opened them to taking advantage of other opportunities on campus like helping to write a DEI-AR requirement which was one of the demands of the Strike.⁴⁷ The interviewee also described

⁴⁶ All interview questions for members of the Class of 2024 are in Appendix C. Appendix C: Interview on March 21, 2024, 11:39.

⁴⁷ Appendix C: Interview on March 21, 2024, 28:24.

how the Strike showed them, “radical things are necessary for action... As much as people were disengaged [with the Strike] they would have been so much less engaged if this was a plenary resolution.”⁴⁸ Another interviewee said, “I remember being really inspired, really feeling like I was in community.”⁴⁹ This interviewee has facilitated a myriad of teach-ins on campus, is on the executive team for three student organizations which centralize student-activism, and has studied student activist history about divestment on Bryn Mawr College’s campus.⁵⁰ The presence of the 2020 Bryn Mawr College Strike may be a factor influencing respondent willingness to be an active participant in direct action efforts because of their lived experience feeling inspired by former on-campus student-led activism.

However, the Strike also emphasized the importance of Bryn Mawr College’s role in the greater Philadelphia area. To see if these sentiments influenced the Class of 2024 at an impactful level, we could compare off-campus political participation within the class distinction.

No significant relationship between class years and off-campus volunteer efforts.

A key difference within off-campus politics was between respondent volunteer efforts with national or local electoral politics and with community-based volunteer efforts. When looking between the two class years at their volunteer efforts, there are no major differences in their participation. Overall, respondents from the Class of 2025 are more likely to be volunteers for all types of participation--political parties, election campaigns, and sociopolitical organizations.

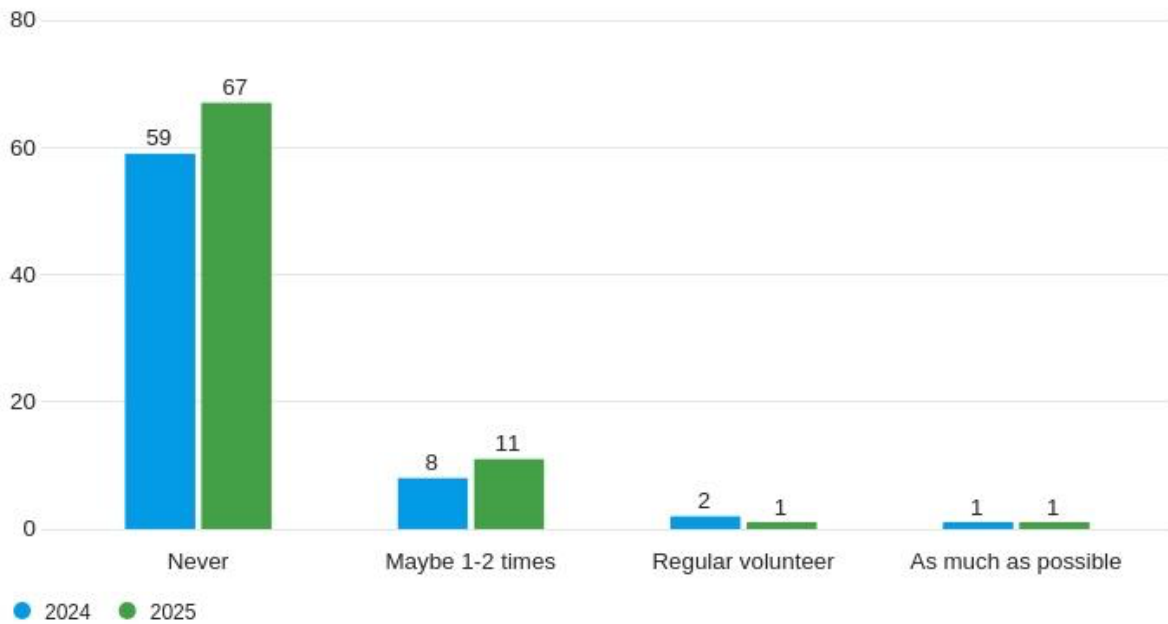
⁴⁸ Appendix C: Interview on March 21, 2024, 29:39.

⁴⁹ Appendix C: Interview on March 18, 2024, 11:45.

⁵⁰ Appendix C: Interview on March 18, 2024, 1:59.

Figure 10: Number of survey respondents and institutional volunteer efforts between class years.

How respondents from the Class of 2024 and 2025 volunteer with political parties or public officials.

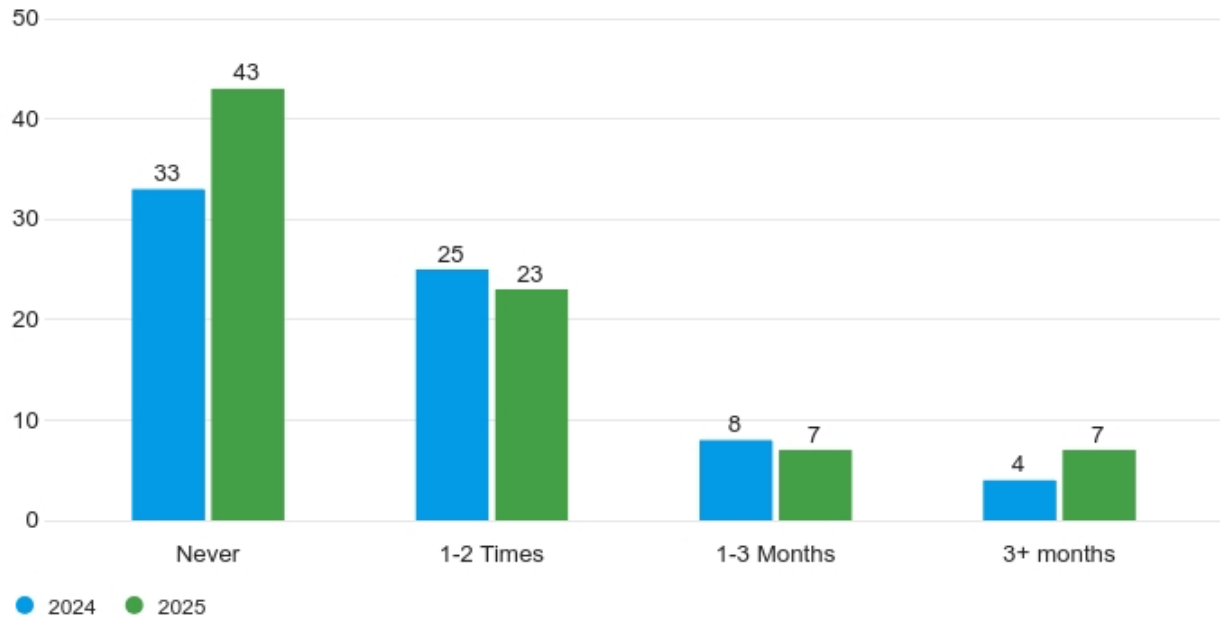


This graph shows there are more respondents from the Class of 2025 who have volunteered with political parties or public officials.

I did the same analysis to look at respondents who volunteer with organizations focused on social justice and sociopolitical issues. The graph below shows the different number of respondents from both class years.

Figure 11: Number of respondents and alternative volunteer efforts between class years.

How respondents from the Class of 2024 and 2025 volunteer with organizations focused on sociopolitical issues.



The Class of 2024 has a slightly higher number of respondents who have volunteered with organizations focused on social justice, socio-political issues, or activism. This difference is not statistically significant at the 5% level as indicated by the large p-value, 0.831, and the small coefficient, .03124. This indicates the difference between class years, and therefore the presence of the Strike, is not influential to respondents' tendency to volunteer, or not volunteer, with these organizations.

Significant relationship between class year and off-campus direct action efforts.

While these methods of political participation are not visualizing considerable differences between the class years, interviews with students from the Class of 2024 and 2025 point to the

participation in, and organization of, methods of direct action which could show an important difference between class year participation. One interviewee from the Class of 2024 described themselves as “moderately” involved with off-campus politics. However, they also stated, “I call my representatives and I send emails and I sign petitions and I show up to marches.”⁵¹ Another interviewee from the Class of 2024 described that while they have attended and participated in direct action, “I’ve never been a part of direct action strategically, but I view that as a really important form.”⁵² The presence of the Strike may have indicated to students within the Class of 2024 the importance of direct action as an impactful mode of political organizing.

When asked about their participation in direct action off campus, between 0, never participating, and 4, participating multiple times a month, respondents from the Class of 2025 have an average response of 1.55. Respondents from the Class of 2024 have an average response of 1.65. When the variable of respondent participation in direct action off campus is regressed on the two class years, the difference is not considered statistically significant. However, this is not the same for the organization of direct-action efforts off campus.

The linear regression between the class distinction and respondent’s level of organization in direct action is considered statistically significant at the 5% level. The coefficient is positive 0.25326 and the p-value, 0.0471, is less than 0.05. This is evidence to suggest the difference in class years has a marginally statistically significant relationship on a respondent’s organization of direct-action efforts off-campus.

Feelings of the Strike differ greatly between class years.

⁵¹ Appendix C: Interview on March 21, 2024, 2:22.

⁵² Appendix C: Interview on March 18, 2024, 4:20.

To provide context and a deeper understanding of student sentiment towards the Strike, political participation, and the potential relationship between these two variables, I conducted in-depth interviews with five student volunteers who are current students.⁵³ One student interviewee from the Class of 2024 shared their feelings of the Bryn Mawr College Strike and said “I remember I had never spent more time dedicated to learning, real learning, political education, learning from my community members, my professors, and not about what was on a syllabus, but what was going on around us.”⁵⁴ This respondent shared their memory of some of the Strike’s values, “Everything was outdoors, things were on zoom, accessibility and community care were a huge part of the Strike and a huge part of the culture at the time.”⁵⁵ This emphasis on accessibility, community care, and mutual aid, in particular, is imperative to the Strike. This interviewee is now an organizer with the BiCo Mutual Aid group on campus which provides financial support for students on Bryn Mawr College and Haverford College campuses. Furthermore, she considers herself an organizer.⁵⁶

Another Class of 2024 interviewee emphasized the importance of the Strike, its organizers, and the empowerment she felt during this time. “I would say that the Strike, and my work on the DEI [Diversity, Equity, and Inclusion] Proposal, empowered me to talk to administrators more... seeing some of the juniors and seniors involved with organizing the Strike, and the way they talked to the institution, it's something I aspire to everyday...”⁵⁷ This interviewee also does communications for a politically focused club on campus. She is involved

⁵³ I conducted three interviews with students from the Class of 2024, one interview with a student in the Class of 2025, and one interview with a student in the Class of 2026.

⁵⁴ Appendix C: Interview on March 18, 2024, 10:35.

⁵⁵ Appendix C: Interview on March 18, 2024, 15:32.

⁵⁶ Appendix C: Interview on March 18, 2024, 4:20.

⁵⁷ Appendix C: Interview on March 21, 2024, 34:35.

with the Coalition for Anti-Racist Literacy at Bryn Mawr College and has helped organize teach-ins on campus which educate students about the Strike.

An interview with a member from the Class of 2025 shows their understanding of the Strike as something that has become co-opted by the College. They shared, “We’re asked to speak about it on tours, as a tour guide... but it feels a little disingenuous...”⁵⁸ Additionally, this student emphasized that “95%” of their information about the Strike, “comes from direct conversation with people who were students during the Strike.”⁵⁹ She further contends, “They mention it [the Strike] in THRIVE, they mention it in our tour guide training, but the way the college understands it feels very different from the way the students understand it.”⁶⁰ This student, from the Class of 2025, is invested in political participation through her conceptualization of what it means to be political, her class choices, and her club involvement. When asked about her off-campus political participation, the respondent shared, “I’ve attended protests in Philly... and collaboration with other campuses in the Philly area... but I honestly don’t think I have a lot of experience.”⁶¹

Comparing student sentiment towards the Strike from interviewees in the Class of 2024 to sentiment towards the Strike from the interviewee from the Class of 2025 and looking at their understanding of their political participation in their communities, provides some context for the data analysis of the Survey. Information gleaned from interviews suggests the environment the Strike created, particularly the empowerment of marginalized groups on campus, influenced how some students view the importance of direct action. The mere presence of the Strike does not

⁵⁸ Appendix B: Interview on March 20, 2024, 19:45.

⁵⁹ Appendix B: Interview on March 20, 2024, 18:28.

⁶⁰ Appendix B: Interview on March 20, 2024, 25:25.

⁶¹ Appendix B: Interview on March 20, 2024, 8:51.

seem to create much statistically significant difference in political participation between students from the Class of 2024 and students from the Class of 2025. However, for some students interviewed, the Strike was a moment for them to put their values into action.

Findings on Active and Passive Strike Participants

Not everyone within the Class of 2024 had the same experience of the 2020 Bryn Mawr College Strike. All three students from the Class of 2024 I interviewed were on-campus students at the time of the Strike. Each student mentioned the tension and disagreement of the 2020 Bryn Mawr College Strike. When asked what the campus climate felt like during the active duration of the Strike, one response stated, “I would say it was divisive.”⁶² They described how there was a feeling of, “you were part of the strike or you weren’t.”⁶³ Another student mentioned there was a sentiment that, “If you go to class you’re the worst person on earth”⁶⁴ even as some professors pivoted their course focus to be about racial equity at Bryn Mawr College and in the Philadelphia area.

This division came about because of the method of the 2020 Bryn Mawr College Strike. The Strike demanded students stop going to classes, do not go to their jobs, with some exceptions, and not interact with any Bryn Mawr College related activities. Multiple survey respondents indicated the isolation due to COVID was made worse by the call to miss classes, jobs, or extra-curricular activities. One respondent expressed in the survey, “On top of COVID, I believe the strike was detrimental to the students of 2020. I have sympathy for the demands of the strike, but there are many, many more steps that should have been taken to get those demands

⁶² Appendix C: Interview on March 21, 2024, 20:23.

⁶³ Appendix C: Interview on March 21, 2024, 21:00.

⁶⁴ Appendix C: Interview on March 20, 2024, 15:44.

met before it resulted in the 2020 Strike.”⁶⁵ Another respondent stated, “Due to the remote nature of the 2020 college year, I would say that despite being on campus in person, being 1) a freshman in an extremely isolated living situation and 2) being a foreign national limited my understanding of the strike at the time it happened; both the reasoning and the methods of protest.”⁶⁶ The method of striking was an action that led students to fear for their grades, job-security, and mental health. Some students described they could not participate in the Strike because their professors were unsupportive of the Strike effort or unwilling to cancel class.⁶⁷ In every interview with a student who was present for the Strike, the divisive nature of the method of striking came up. There became a pronounced difference between those who were “active” during the Strike and those who were “passive” during the Strike.

To capture this division from respondents in the survey, the survey asked how respondents felt about the “message” and the “method” of the 2020 Bryn Mawr College Strike. Amongst respondents there were limited, but important, differences in response to these questions. Some respondents who selected they “fully” or “mostly” aligned with the message of the 2020 Bryn Mawr College Strike, did not feel they “fully” or “mostly” aligned with the method of the Strike. I focus only on Class of 2024 responses to the method of the 2020 Bryn Mawr College Strike to create a variable describing the difference between active and passive participants of the Strike. All respondents from the Class of 2024 who selected “fully” or “mostly” aligned with the method of the 2020 Bryn Mawr College Strike are considered active participants in the Strike. All respondents from the Class of 2024 who did not “fully” or

⁶⁵ Appendix A: Question 53.

⁶⁶ Appendix A: Question 53.

⁶⁷ Two BMC alum mentioned how important faculty support/dis-support of the Strike was to them. They both mentioned they still remember names of faculty members who were either very supportive of, or very unsupportive of the Strike’s goals, values, and method (Interview on February 29 and interview on March 22).

“mostly” align with the method of the 2020 Bryn Mawr College Strike are considered passive participants. Respondents who felt aligned with the Strike message, but did not with the Strike method, are considered passive. If respondents from the Class of 2024 did not align with either the method or the message of the 2020 Bryn Mawr College Strike, they are considered passive participants. This variable is used to analyze potential variation in political participation between ‘active’ and ‘passive’ participants. The difference in respondent commitment to striking, despite their beliefs in the message of the Strike, creates a distinction between “active” and “passive” Strike participants from the Class of 2024. This section seeks to analyze if this difference shows an impactful divergence in respondent political participation.

Significant relationship between voting in plenary and active Strike participants.

To see if there is a potential correlation between respondents considered “active” rather than “passive” during the Strike, I found the mean voting response from respondents identified as active and passive Strike participants. Respondents considered active during the Strike have the highest average response to questions about how often they vote in plenary, at 1.47. Passive respondents have a much lower average at 1.08.

Figure 12: Frequency of survey respondents voting in plenary, within Class of 2024.

	Never voting	Sometimes voting	Always voting
Active	13.04%	20.00%	24.44%
Passive	5.80%	8.89%	3.70%
Not a student	81.16%	71.11%	71.85%

To see if this difference is statistically significant, I used a linear regression to model the relationship between one's activity in the Strike and their plenary voting habits. This regression has a positive coefficient at 1.0136 and the p-value is 0.04092. Since this p-value is less than the threshold of 0.05, the relationship between `surveydata$vote_plenary` and `surveydata$strike_method_2` is statistically significant at the 0.05 level. This means, a respondent being an active Strike participant has a statistical significance on their responses about voting in plenary.

Significant relationship between club participation and active Strike participants.

To further investigate this variable and on-campus political participation, club membership and participation is an important indication of on-campus political participation. I used a linear regression model to see the potential correlation and statistical significance of these two variables. Here, the p-value is 0.00694, much less than 0.05. The relationship between `surveydata$club_membership` and `surveydata$strike_method_2` is statistically significant at the 0.05 level. This is evidence to conclude there is a meaningful relationship between these variables based on the current data.

Significant relationship between on-campus direct action and active participants.

Finally, investigating the potential relationship between active and passive Strike participants and participation in direct action on-campus is another method of analyzing the Strike's impact on political participation. Again, the average response amongst active strike participants in their relationship with direct action on-campus is higher than their passive counterparts. Respondents selected between never having participated in a direct-action activity (0) and participating in

direct action (2.00). Active Strike participants have an average of 1.65 and the passive Strike participants is 0.85.

Figure 13: Average survey respondent participation in on-campus direct-action, within Class of 2024.

	Active	Passive	Not a student
Average participation in on-campus direct-action efforts	1.65	0.85	1.17

When I run the same code with a linear regression, to see the relationship between a respondent's participation in direct action on campus, and their activity levels in the Strike, there is a positive and statistically significant relationship present. The coefficient between these two variables is 0.8009 and the p-value is 0.00262. This is below the traditional 5% significance level, indicating this relationship is statistically significant at the 0.05 level.

The distinction between active and passive Strike participants may also have a relationship to off-campus political participation. We can further analyze the previous methods of off-campus political participation amongst survey respondents through the distinction between active and passive Strike participants.

Significant relationship between advocacy, direct action, and active participation.

When looking specifically at active and passive Strike participants' contacting their representatives, active Strike participants have an average of 1.39 and passive Strike participants have an average of 0.38. When testing this relationship, the coefficient value is 1.0075 and the p-

value is 0.0021. This is below the 5% statistical value meaning being an active Strike participant is statistically significant to a respondents' contacting their representatives, at the 5% level.

Many students attend protests off-campus in Philadelphia, Ardmore, or the greater Philadelphia area. Respondents considered active Strike participants have an average response to the question asking whether they have (2) or have not (0) attended a protest off campus of 1.84. Passive participants' average to the same question is 0.69. This shows more students considered 'active' in the Strike have attended a protest off-campus than their passive counterparts. When testing this relationship further the coefficient value of the linear regression between these variables is 1.1508 and the p-value is 0.000354. This is below the 0.05 testing level indicating this relationship is statistically significant at the 5% level.

Figure 14: Frequency of survey respondent participation in direct-action off-campus, within Class of 2024.

	Active	Passive	Not a student (185)
Levels of participation in the last two years			
Never	7.84%	53.85%	15.67%
1-2 times	27.45%	30.77%	36.22%
Multiple times a year	43.14%	7.69%	35.68%
Monthly	15.69%	7.69%	9.19%
Multiple times a month	5.88%	0.00%	3.24%

Students who aligned with the method and message of the 2020 Bryn Mawr College Strike have a sincere relationship to participation in off-campus protests.

Active Strike participants orient themselves toward continued activism.

What is important amongst these analyses is a consistent statistically significant relationship between being an active participant in the 2020 Strike and one's level of political participation, both on-campus and off-campus. Active Strike participants consistently have higher average levels of participation in various methods of political participation on Bryn Mawr College's campus and in the Greater Philadelphia area. While the models' explanatory power may be overall weak, or the impact may not seem strong, the potential relationship is present and the possibility of seeing that presence is statistically significant.

Those who were considered "active" Strike participants, due to their alignment with the message and method of the 2020 Bryn Mawr College Strike, consistently had higher engagement with political participation. If the active Strike participants are considered 'activists' on campus, the evidence of their political participation follows a pattern laid out by the literature in this field.⁶⁸ This is further emphasized by student leaders of the Strike who have continued their participation in local organizing and community politics. One graduate who assisted in Strike organizing discussed their current participation in community organizing and advocacy.⁶⁹ They described how the Strike centered community-based politics as an important avenue for changemaking and how that has impacted their career, volunteer work, and way of understanding the world. Another alum involved with organizing and directing the Strike said the 2020 Bryn Mawr College Strike emphasized the importance of the method of striking. Since the 2020 Bryn Mawr College Strike, this interviewee has supported other strikes organized at other universities and continues to be a leader through union organizing.⁷⁰ Both interviewees reflect on their time

⁶⁸ Fendrich and Lovoy, "Back to the Future," 783.

⁶⁹ Interview questions with alumni are available in Appendix D. Appendix D: Interview on March 8, 2024, 18:21.

⁷⁰ Appendix D: Interview on March 22, 2024, 29:30.

organizing with the Strike as pivotal moments that changed their perception of how changemaking can occur.

Conclusion

The results of this project emphasize the importance of being an active participant in direct action and on campus activism. For students who were highly engaged in student activism like the 2020 Bryn Mawr College Strike, there is a meaningful relationship to their political participation both on-campus and off-campus. One's experience with student activism can be an important predictor of their relationship to political participation in the future. If the student activist feels positively and strongly about the message and method of activism, the experience can become a resource that persists into their adult life.⁷¹ These findings emphasize that the 2020 Bryn Mawr College Strike does have an impact on student political participation at Bryn Mawr College. For some students, the Strike is ongoing, the Strike as a mindset persists.⁷² While respondents in younger class years have mixed understandings of the 2020 Bryn Mawr College Strike, interviewees of the Class of 2024 have descriptive and personal memories of the 2020 Strike that describe the complicated impact of this student movement.

It is important to understand the limitations of these results. To get results, students had to self-select to become respondents and inform the data. Due to the self-selection process, students who responded to the survey may be more likely to already have a preference towards discussing political participation. Activist students particularly might be more likely to respond to the survey. This indicates the measurements of significance may signal the upper limit of

⁷¹ Cole et. al. "Political Participation and Feminist Consciousness," 367.

⁷² The Bryn Mawr Strike Collective, "Updates: 'On Normalcy,'" November 19, 2020, 4, <https://brynmawrstrike.wixsite.com/bmcstrikecollective/blog>.

student involvement in political participation amongst Bryn Mawr College's current undergraduate student body. Interviews are also limited because they rely on personal experience, memory, and one individual's feelings about a subject to create data for analysis. Self-selection is also a major limitation of the interview process within this project; of the current undergraduate interviewees, only those interested in discussing their political participation and knowledge of the 2020 Bryn Mawr College Strike were interviewed. An important limitation of the interview sample is that I only interviewed students who study within the humanities and social science departments. Given more time and resources, a more representative sample of students could be selected for the survey and for interviews. It is important for future research to gather more data across different academic disciplines to have a fuller understanding of the impact of the Strike across the student body.

For those who subjectively felt the Strike was important to them, and were active participants in the Strike, there is evidence of a relationship to active political participation. Since this follows the trend of previous academic research about adult political behavior after involvement in student activism, it is valid to believe this analysis has added to research on the impact of student activism on future political participation. The 2020 Bryn Mawr College Strike was a struggle to transform Bryn Mawr College into a place of learning that listens to and represents the needs of all students. The effort to transform the College has also transformed students who took active part in the 2020 Bryn Mawr College Strike. While the method of striking itself was not easy for all students of the time to take part in for several reasons, the act of refusal the Strike embodied opened a new form of learning for students who struck. The embodied experience of the 2020 Bryn Mawr College Strike approaches graduation, and the institution has seen change over the last three years. In many ways, however, the institution has

stayed the same. There is more to dissent about Bryn Mawr College, more to demand from the institution.

“Power corresponds to the human ability not just to act but to act in concert. Power is never the property of an individual; it belongs to a group and remains in existence only so long as the group keeps together.”⁷³

As students, our bodies, our participation, and our presence are powerful tools. These tools, when used together, give us power. Activism is a resource and a skillset, to learn, to use, and to transform.

Appendix A

I conducted an online survey for the current undergraduate student body. The survey was available for any current student from Classes 2024, 2025, 2026, and 2027. I gathered 376 responses in total. Below are the questions asked during the survey.

Survey Questions

Q1 Please select your class year

- 2024 (1)
- 2025 (2)
- 2026 (3)
- 2027 (4)

⁷³ Hannah Arendt, *On Violence*, (New York: Harcourt, Brace & World, 1970), 44.

Q5 In the last two years, how frequently have you voted in plenary?

- Never (1)
- Rarely (3)
- Sometimes (6)
- Most of the time (7)
- Always (5)

Q6 For how many terms have you been a Student Government Association Representative?

- Never (1)
- One term (2)
- Two terms (3)
- Three terms (4)
- Four terms (5)
- More than four terms (7)

Q8 In the last two years, have you ever been a member of a club related to social justice, equity or student activism?

- Never (1)
- 1 Club (3)
- 2 Clubs (4)
- 3+ Clubs (5)

Display This Question:

If Q8 = 3

Or Q8 = 4

Or Q8 = 5

Q60 What is the regular frequency at which you participate in a club related to social justice or student activism? If you participate in more than one club, please choose the club for which you are most active in.

- I am not involved at all (1)
- I am on a listserv but don't attend meetings (2)
- I attend some meetings when I feel like it (3)
- I regularly attend meetings and am vocal (4)
- I attend almost all meetings and help organize events (5)
- I am an executive member of the club (6)

Q24 In the last two years, have you ever been a member of an organization or a working group/committee focused on social justice, equity or student activism at Bryn Mawr or Haverford College?

No (1)

Yes (3)

Q10 In the last two years, have you ever signed a political petition, either online or on paper, advocating for change at Bryn Mawr or Haverford College?

No (1)

Maybe (3)

Yes (4)

Q11 In the last two years, have you ever written for or contacted the BiCo Newspaper to express your opinion on a political or social issue concerning the Colleges?

No (1)

Maybe (3)

Yes (5)

Q12 In the last two years, have you ever participated in a march or sit-in at Bryn Mawr or Haverford College?

- No (1)
- Maybe (6)
- Yes (5)

Display This Question:

If Q12 = 5

Or Q12 = 6

Q61 What has been your highest level of participation in a march or sit-in on campus?

- I did not participate at all (1)
- I was aware of the event, but only participated in ways that did not disrupt my day to day life (2)
- I mostly participated but continued to prioritize other commitments (3)
- I participated to my fullest extent, including choosing the event over other activities and commitments (4)
- I organized the event and was involved in most, if not all, aspects of it (5)

Page Break

Q17 In the last two years, how often have you shared something about a political or social issue at Bryn Mawr or Haverford College on social media (i.e. Instagram, Snapchat, Twitter, Facebook etc.)?

- Never (1)
- Once or twice a year (2)
- Once monthly (3)
- Around weekly (4)
- Multiple times a week (5)

Q15 In the last two years, how often have you attended a teach-in at Bryn Mawr or Haverford College?

- Never (1)
- Once (3)
- Twice (7)
- Three times (5)
- More than three times (6)

Display This Question:

If Q15 = 3

Or Q15 = 7

Or Q15 = 5

Or Q15 = 6

Q62 What has been your highest level of involvement with a teach-in at Bryn Mawr or Haverford College?

- I have never attended a teach-in (1)
- I have attended a teach-in for class or by obligation (2)
- I have attended a teach-in on my own to learn about something that interests me (3)
- I have helped with the organization of a teach-in (4)
- I have organized, led, and facilitated a teach-in (5)

Q18 In the last two years, have you ever chosen to take a class primarily because it will inform your understanding of politics and/or a political or social issue?

- No (1)
- Maybe (2)
- Yes (3)

Display This Question:

If Q18 = 2

Or Q18 = 3

Q63 How frequently is your class selection influenced by political and/or social issues?

- I choose to never take classes about political or social issues (1)
- I may have taken one or two classes about political or social issues (2)
- I regularly take classes informing me on politics, but I like to balance my class schedule with other courses (3)
- I mostly take classes about political or social issues and see political themes in classes not strictly about politics (4)
- All of my classes inform me on politics (5)

Q65 If you work at Bryn Mawr or Haverford College, how closely related to social justice, equity, politics, or activism is your on-campus job?

- I do not have an on-campus job (1)
- I have an on-campus job but it is not about social justice, equity, politics or activism (2)
- I have an on-campus job that it isn't about these things. However we sometimes discuss social justice, equity, and/or politics. (3)
- I have an on-campus job and we regularly discuss social justice, equity, politics, or activism (4)
- My on-campus job is explicitly about social justice, equity, politics, and/or activism. (5)

Q21 Are there any other ways you politically participate on campus? Please describe!

End of Block: On-campus participation

Start of Block: External Political Participation

Q66 In the last two years, how frequently have you voted in local and national elections?

- I never vote (1)
- I might have voted in the last two years but that is not common for me (2)
- I might have missed an election but I regularly vote in local and national elections (5)
- I always vote (3)

Q67 In the last two years, have you helped with registering voters? If yes, how?

- I have never helped register people to vote (1)
- I may have advocated for people to vote through social media (2)
- I sometimes help people to vote by volunteering for voter drives (3)
- I regularly help register voters through voter drives and educational resources (4)
- I work to help register voters as much as possible, I have organized voter registration drives (5)
- Other (please describe) (6) _____

Q68 In the last two years, have you contacted a public official or political party to express your opinion? If yes, how?

- I have never contacted a public official or a political party (1)
- I may have reached out to a public official or political party once or twice, but it is rare for me to do this (2)
- I sometimes reach out to public officials to express my opinion (3)
- I regularly reach out to public officials or political parties to express my opinion, it is normal for me to do this (4)
- I contact my representatives and reach out to political parties as much as I can (5)
- Other (please describe) (6) _____

Page Break

Q69 In the last two years, have you ever volunteered for a political party or public official? If yes, how?

- I have never done this (1)
- I may have volunteered one or two times for a political party or public official, but it is rare for me to do this (2)
- I have had an internship or regular volunteer position with a political party or public official (4)

- I do this as much as I can, I have had multiple internships or volunteer positions with political parties or public officials (5)
- Other (please describe) (6) _____

Q70 In the last two years, have you ever volunteered or done unpaid labor (intern) for an election campaign? If yes, how?

- I have never done this (1)
- I may have volunteered one or two times, but it is rare for me to do this (2)
- I have had an internship or regular volunteer position with an election campaign (3)
- I do this as much as I can, I have had multiple internships or been a regular volunteer with multiple election campaigns (4)
- Other (please describe) (5) _____

Q71 In the last two years, have you ever advocated for the passing of a specific bill or measure? If so, how?

- I have never done this (1)
- I may have posted on social media to advocate (2)
- I may have signed a petition either online or offline (3)
- I have called or written letters to my representatives and public officials (4)

- I have attended protests or meetings about a specific bill or measure (5)
- I have requested a bill or helped draft policy (6)
- Other (please describe) (7) _____

Page Break

Q72 In the last two years, have you ever been a pollworker? If yes, how?

- I have never done this (1)
- I have done this once or twice, but it is rare for me to do this (2)
- I sometimes choose to be a poll worker but not regularly (3)
- I often choose to be a poll worker, it is normal for me to work the polls (4)
- I work as a poll worker as much as possible, it is rare for me to not do this (5)
- Other (please describe) (6) _____

Q73 In the last two years, how often do you donate to a political party, election campaign, or candidate?

- I never do this (1)
- I might have donated once or twice, but it is rare for me to do this (2)

- I may have donated three or four times in the last two years (3)
- I often donate when there is an election, it is pretty regular for me to financially support a political party, election campaign, or candidate (4)
- I donate monthly, I am a long-term sustainer of a political party, election campaign, or public official (5)
- Other (please describe) (6) _____

Q74 In the last two years, how frequently have you helped fundraise for a political party, election campaign, or candidate?

- I never do this (1)
- 1-2 times (2)
- 3-5 times (5)
- 5-10 times (6)
- More than 10 times (8)

Display This Question:

If Q74 = 2

Or Q74 = 5

Or Q74 = 6

Or Q74 = 8

Q93 What method(s) have you used to help fundraise for a political party, election campaign or candidate? Please select all that apply:

- Advocating on social media (1)
 - Phone banking (2)
 - Email banking (3)
 - Face to face solicitation (at their home) (5)
 - Face to face solicitation (in a third party location) (6)
 - Other (please describe) (7)
-

Q75 In the last two years, have you ever volunteered for an organization focused on socio-political issues, social justice, or activism? If yes, how?

- I have never done this (1)
- I may have volunteered once or twice, but this is not common for me (2)
- I have had a longer-term volunteer commitment, like an unpaid internship, with an organization for 1-3 months (3)
- I have volunteered with an organization for over 3 months (4)
- Other (please describe) (6) _____

Page Break

Q76 In the last two years, have you worked (compensated/paid) for an organization focused on socio-political issues, social justice, or activism? If yes, how?

- I have never done this (1)
- I have worked very short term at an organization like this 3-5 weeks (2)
- I have had a part-time or temporary position at an organization, like this 2-3 months (3)
- I have had a long-term job at an organization like this, over 3 months (4)
- Other (please describe) (5) _____

Q77 In the last two years, how often have you attended a protest advocating for something you believe in, organized by a community group?

- I have never done this (1)
- I have done this once or twice, but it is rare for me to do this (2)
- I do this sometimes, when it is convenient for me--multiple times a year (3)
- I do this regularly, perhaps monthly (4)
- I do this as much as I can, multiple times a month (5)

Q78 In the last two years, have you organized a protest for a community organization? If so, how often do you do this?

- I have never done this (1)
- I may have helped with organizing once or twice, but it is rare for me to do this (2)
- I have tried to help with organizing when I can, but I may be involved only a few times a years (3)
- I regularly help organize protests and try to be as involved as I can with a community organization (4)
- I have organized, led and facilitated multiple protests over the last two years (5)

Q79 In the last two years, how often have you financially contributed, or donated, to a social or political issue you care about?

- I never do this (1)
- I might have contributed once or twice (2)
- I contribute when I feel like it, maybe three or four times a year (3)
- I try to contribute regularly, probably montly (4)
- I financially contribute as much as I can, every month or more than that if possible (5)

Q80 In the last two years, how frequently have you helped with fundraising for a social or political issue you care about?

- I never do this (1)
- 1-2 times (2)
- 3-5 times (4)
- 5-10 times (5)
- More than 10 times (6)

Display This Question:

If Q80 = 2

Or Q80 = 4

Or Q80 = 5

Or Q80 = 6

Q95 What method(s) have you used to help fundraise for a social or political issue you care about? Please select all that apply:

- Advocating on social media (1)
- Phone banking (2)
- Email banking (3)
- Face to face solicitation (at their home) (5)

Face to face solicitation (in a third party location) (6)

Other (please describe) (7)

Q37 In the last two years, in what ways have you participated in a social movement? Please choose all that apply:

I did not participate in a social movement (12)

Taking part in protests, marches, or demonstrations (1)

Distributing flyers (2)

Preparing media or visual material to support the movement (3)

Phone banking or canvassing (4)

Contacting a public official or political party (5)

Organizing an event, or talk or public discussion (6)

Attending an event, or talk or public discussion (7)

Joining online discussions or signing online petitions (8)

Donating to a cause or contributing to mutual aid (9)

Fundraising for a cause (10)

Organizing a protest, march, or demonstration (11)

Q54 Is there anything else you would like to add about your off-campus political participation?

End of Block: External Political Participation

Start of Block: Strike Block!

Q41 Were you a student during the 2020 Bryn Mawr College Strike?

No (1)

Yes (6)

Display This Question:

If Q41 = 6

Q45 If you were a student during the 2020 Bryn Mawr College Strike, were you living on campus, off campus, or commuting to campus?

I was a fully remote student at the time (2)

- I was commuting to campus at the time (3)
- I was a fully in-person student at the time (living in dorms on campus) (4)

Q46 If you were a student at the time, did you feel in alignment with the message of the 2020 Bryn Mawr College Strike?

- I was not a student at the time (1)
- I absolutely did not align with the message of the Strike (2)
- There are some aspects of the 2020 Strike I supported, but I mostly did not align with its message (3)
- I was pretty split on the message of the Strike, some of it aligned with me but some of it did not (4)
- I mostly aligned with the message of the Strike (5)
- I absolutely aligned with the message of the Strike, I fully supported the Strike (6)

Q47 If you were a student at the time, did you support the method of the 2020 Bryn Mawr College Strike?

- I was not a student at the time (1)
- I absolutely did not support the method of the Strike (2)
- I did not support the method of the Strike, but I may have participated once or twice (3)
- I supported the Strike sometimes, frequently when it was beneficial for me (4)
- I mostly supported the method of the Strike, it was rare for me to act in a way that did not support the Strike (5)

- I fully supported the method of the Strike, I made sure to Strike as much as possible unless something was unavoidable (6)
- I helped organize the Strike (7)

Q55 In what ways did you participate in the 2020 Bryn Mawr College Strike? Please select all that apply:

- I did not participate in the Strike (12)
- Striking from class (1)
- Striking from work, where applicable (2)
- Attending teach-ins (3)
- Organizing teach-ins (4)
- Contributing to mutual aid (5)
- Contributing to food pantries (6)
- Posting on social media (7)
- Contacting professors or other College members about the Strike (8)
- Attending town halls (9)

Other: please describe (10)

Q48 Did you attend a teach-in about the Strike in the fall of 2021?

- I was not a student at the time (1)
- No (2)
- I might have attended some of it (3)
- Yes (4)
- I helped organize this teach-in (7)

Q49 Did you attend a teach-in about the Strike in the fall of 2022?

- I was not a student at the time (1)
- No (2)
- I might have attended some of it (3)
- Yes (4)
- I helped organize this teach in (7)

Q87 Have you ever read the 2020 Strike Statement and Demands?

- No (1)

I might have read some of it but I don't fully remember (2)

Yes (3)

I helped to make this document (4)

Q88 Have you ever read, "An Open Letter to the BiCollege Community?"

No (1)

I might have read some of it but I don't remember (2)

Yes (3)

I helped write this document (4)

Q89 Have you ever visited the Strike website?

No (1)

Yes (2)

I helped make this website (3)

Q90 Have you ever visited other websites about the Strike, such as the 2021 Strike Teach-In website?

No (1)

Yes (2)

I helped to make a website about the Strike (3)

Q51 Are you aware of current efforts to fulfill Strike demands?

- No (1)
- Yes (2)

Q91 How often do you hear about or discuss the 2020 Bryn Mawr College Strike?

- I never hear or talk about the Strike (1)
- I don't discuss it and don't hear about the Strike, but I know it happened (2)
- I talk about and hear about the Strike a fair amount, I know a fair amount about it (3)
- I talk about and hear about the Strike a lot, I know a lot about the Strike (4)
- I have done projects about the Strike and know about it very well (5)

Q57 Do you agree with the following statement?

"The Strike is an active ongoing conversation on Bryn Mawr College's campus"

- Fully disagree (2)
- Disagree (6)
- Neither disagree nor agree (7)
- Agree (8)

Fully agree (9)

Q53 Is there anything else you would like to add about your engagement with, and understanding of, the 2020 Bryn Mawr College Strike?

Appendix B

Two interviews were conducted with students in the class of 2025-2027. On Wednesday, March 6, 2024 I interviewed a student from the Class of 2026. On Wednesday, 20, 2024 I interviewed a student from the Class of 2025. Below are the questions which were used during these interviews. As explained above, all interviews were semi-structured. These questions offered guidelines and a framework for the interview.

Classes 2025 - 2027 Interview Questions

Part 1: Understanding the Student's political participation

- How would you define your current political participation on campus, local, national, and international levels?
- How do you participate in the greater Philadelphia area as a community member?
- Do you watch or listen to the news? Do you stay up to date on current events?
- Have you ever participated in direct-action like a march, protest, sit-in, strike, etc.? If so, can you please explain what your participation looked like?
- Do you volunteer? For what kind of organizations?
- Is there anything else about your political participation, broadly defined, that you think is important to share?

Part 2: Understanding the student's knowledge of the 2020 Bryn Mawr College Strike

- What is your understanding of the 2020 Bryn Mawr College Strike?
- How have you learned about the 2020 Bryn Mawr College Strike?
- Do you know about the Strike website?
- Do you follow the Strike Instagram?
- Have you attended any teach-ins or events specifically about the 2020 Bryn Mawr College Strike like the "Continuing History" Teach-in from Fall 2021 or the Strike 101 Exhibit and Talk from Fall 2022?
- Do you feel you understand why the 2020 Bryn Mawr College Strike occurred?
- Have you heard of Black Students Refusing Further Inaction?
- Do you know about the Statements and Demands of the strike?

Part 3: Understanding the potential relationship between political participation and the Strike

- Are you involved with any groups or work on campus that advocates for diversity, equity, inclusion, and building towards anti-racism on campus? (such as: Community Diversity Assistant, Coalition for Anti-racist Literacy at Bryn Mawr (CARLA) Confronting our Whiteness Working Group (COW), etc.)
- Are you involved with any groups that work toward the goals of the 2020 Bryn Mawr College Strike (such as: DEI-AR Working Group, Black at Bryn Mawr Tour Guide, Teach-In Student Coordinator)
- Are you involved with any DEI-AR commitments, prison and police abolition, transformative and restorative justice work or service off campus?
- Do you feel the 2020 Bryn Mawr College Strike has influenced your experience at Bryn Mawr College?

- Do you think the 2020 Bryn Mawr College Strike has led you to engage with the College or your community differently?
- Is there anything else about your relationship to the Strike you think is important to share?

Appendix C

I conducted three interviews with students from the Class of 2024. Those interviews took place on Monday, March 18, 2024, Wednesday, March 20, 2024, Thursday, March 21, 2024. Below are the questions which I used to structure these interviews. Each interview was semi-structured meaning these questions acted only as a framework and guideline for the interviews.

Class of 2024 Interview Questions

Part 1: Understanding the student's political participation

- How would you define your current political participation on campus, local, national, and international levels?
- How do you participate in the greater Philadelphia area as a community member?
- Do you watch or listen to the news? Do you stay up to date on current events?
- Have you ever participated in direct-action like a march, protest, sit-in, strike, etc.? If so, can you please explain what your participation looked like?
- Do you volunteer? For what kind of organizations?
- Is there anything else about your political participation, broadly defined, that you think is important to share?

Part 2: Understanding the student's relationship to the 2020 Bryn Mawr College Strike

- Were you a remote or on-campus student in the Fall of 2020?

- What is your relationship to and/or memory of the 2020 Bryn Mawr College Strike?
 - Has that changed over time?
- Did/do you follow the Strike instagram? Do you know about the Bryn Mawr Strike's website? Have you interacted with it?
- Do you know about the Statements and Demands of the strike? Have you read the document?
- Do you know about Black Students Refusing Further Inaction?
- Do you remember how you felt during the duration of the 2020 Bryn Mawr College Strike (November 3-19 2020)?
- Can you explain what your participation looked like during the 2020 Bryn Mawr College Strike? Did you participate in the Strike? To what extent/how fully?
- Do you remember if you ever signed the Strike demands in solidarity? Why/why not?

Part 3: Understanding the potential relationship between political participation and Strike participation

- How do you think your experience with the Strike affected your worldview and world engagement?
- Are you involved with any groups or work on campus that advocates against white supremacy and works toward the goals of the 2020 Bryn Mawr College Strike (such as Community Diversity Assistant, Black at Bryn Mawr Tour Guide, Coalition for Anti-racist Literacy at Bryn Mawr (CARLA) Confronting our Whiteness Working Group (COW), etc.)
- Do you feel the Strike influences your academic journey? If so, how? If not, do you believe the Strike has a lasting impact on your relationship with Bryn Mawr College?

- Do you feel the 2020 Bryn Mawr College Strike has influenced your experience at Bryn Mawr College?
- Do you feel the 2020 Bryn Mawr College Strike has influenced your political participation at a college, local, or national level?
- Do you think the 2020 Bryn Mawr College Strike has led you to engage with the College or your community differently?
- Is there anything else about your relationship to the Strike you think is important to share?

Appendix D

I conducted three interviews with alumni from Bryn Mawr College. On February 29, 2024 I conducted an interview with a member of the Class of 2022. On March 8, 2024 I conducted an interview with a member of the Class of 2023. Finally, on March 22, 2024 I conducted an interview with a member of the Class of 2021. Below are the questions which structure these interviews. All of the interviews were conducted as semi-structured interviews, meaning these questions act only as guidelines for the interview.

Alumni Interview Questions

Part 1: Understanding the student's political participation

- How would you define your current political participation on a local, national, and international level?
 - Do you feel this has changed over time?
- How do you participate in your place of living as a community member?
 - Do you volunteer? For what kind of organizations?
- Do you watch or listen to the news? Do you stay up to date on current events?

- Have you ever participated in direct action like a march, protest, sit-in, strike, etc.? If so, can you please explain what your highest level of participation looked like?
- Is there anything else about your political participation, broadly defined, that you think is important to share?

Part 2: Understanding the student's relationship to the 2020 Bryn Mawr College Strike

- Were you a remote or on-campus student in the Fall of 2020?
- What is your relationship to and/or memory of the 2020 Bryn Mawr College Strike?
- Did/do you follow the Strike Instagram or Twitter?
- Do you know about the Bryn Mawr Strike's website? Have you interacted with it?
- Do you know about the Statements and Demands of the strike? Have you read the document?
- Do you know about Black Students Refusing Further Inaction?
- Do you remember how you felt during the duration of the 2020 Bryn Mawr College Strike (November 3-19 2020)?
- Can you explain your participation during the 2020 Bryn Mawr College Strike? Did you participate in the Strike? To what extent/how fully? Did you organize with the Strike leaders?
- Do you remember if you ever signed the Strike demands in solidarity? Why/why not?

Part 3: Understanding the potential relationship between political participation and Strike participation

- How do you think your experience with the Strike affected your worldview and world engagement?

- Were you ever involved with any groups or work on Bryn Mawr College's campus that advocates against white supremacy and works toward the goals of the 2020 Bryn Mawr College Strike (such as Community Diversity Assistant, Black at Bryn Mawr Tour Guide, Coalition for Anti-racist Literacy at Bryn Mawr (CARLA) Confronting our Whiteness Working Group (COW), etc.)?
- Did you feel the Strike influenced your academic experience at Bryn Mawr College? If so, how?
- Do you believe the Strike has a lasting impact on your relationship with Bryn Mawr College?
- Do you feel the 2020 Bryn Mawr College Strike influenced your political participation at a college, local, or national level?
- Do you think the 2020 Bryn Mawr College Strike led you to engage with the College or your community differently?
- Is there anything else about your relationship to the Strike you think is important to share?

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