

## **Student Movement in Contemporary Iran; Independent or Affiliated Movement**

**Masoud Motallebi<sup>1</sup>**

*Department of Political Sciences, Azadshahr Branch, Islamic Azad University, Azadshahr, Golestan, Iran*

**Rahmatollah Amirahmadi<sup>2</sup>**

*Department of Sociology, Azadshahr Branch, Islamic Azad University, Azadshahr, Golestan, Iran*

*Received 29 September 2018*

*Revised 23 January 2019*

*Accepted 14 March 2019*

---

**Abstract:** *The student movement is considered as one of the important issues of Iranian political sociology, but its role and its nature and its relationship with other movements and movements in Iran have been discussed. The present article is trying to answer the role and function of the student movement in Iran. Using a descriptive-analytic approach, political currents have become instrumental in most of the contemporary social-political changes of the student movement and have functioned and functioned in terms of activity, as in the era of this movement, it was subjected to three streams Left (Marxism), nationalistic and religious, and in the era of the Islamic Republic in some time Fold influenced by Marxism and liberalism and then under the influence of Islamist currents, both reformists and conservatives, respectively. In other words, the student movement in the political-social developments of Iran as the easiest financier of deceit accounts has always been in the flow of political currents and more than an independent stream, a movement that has been affiliated with political factions and political movements.*

**Keywords:** *New Social Movements, Urban Middle Class, Student Movement, Islamic Revolution, Reformism, Fundamentalism.*

---

### **Introduction**

Although student activism is a global phenomenon but it has taken various forms in different countries and universities. Student activism in Iran, that had to feature an original social movement's characteristics and be a continuation and a branch of enlightenment, was not developed as expected. Such a movement both before the Islamic Revolution and afterwards, has suffered from a great many of harms such as dependency to the political factions and groups; of course, in the other spots around the globe, as well, the student activism in its exact sense as it was customary in 1960s Europe cannot be found anywhere; but, criticism and reparative healing can restore the student streams to their originality and effectiveness in their roles and identity. Independence in mindset and policies, knowledge-orientation, distantness from extremism, avoidance from impulsivity and emotionalism and intellectuality are features on which the corroboration or weakness of the student movement's originality depend. Meanwhile presenting a succinct survey of the student activism history and elaborating and analyzing its position in Iran's sociopolitical alterations, the current research paper takes a genealogical and pathological approach to the role identity of student movement in connection to the political streams and parties in pre- and post-Islamic Revolution Iran.

### **Research Methodology**

In this research, using descriptive-analytical method and using interdisciplinary knowledge of political sociology, history, political psychology and the use of scientific texts and data, to describe and criticize the performance of the student movement in contemporary Iran, its degree of independence and its dependence on Political parties and political parties.

---

<sup>1</sup> Email: mmtph2006@yahoo.com (Corresponding Author)

<sup>2</sup> Email: amirahmadi569@yahoo.com

### **Theoretical Principles**

Student activism or campus activism is work by students to cause political, environmental, economic, or social change. Although often focused on schools, curriculum, and educational funding, student groups have influenced greater political events (Fletcher, 2005:1). Modern student activist movements vary widely in subject, size, and success, with all kinds of students in all kinds of educational settings participating, including public and private school students; elementary, middle, senior, undergraduate, and graduate students; and all races, socio-economic backgrounds, and political perspectives (Fletcher, 2006:1-2). Some student protests focus on the internal affairs of a specific institution; others focus on broader issues such as a war or dictatorship. Likewise, some student protests focus on an institution's impact on the world, such as a divestment campaign, while others may focus on a regional or national policy's impact on the institution, such as a campaign against government education policy. Although student activism is commonly associated with left-wing politics, right-wing student movements are not uncommon; for example, large student movements fought on both sides of the apartheid struggle in South Africa (Boren, 2013: 261).

Student movements, designation given to the ideas and activities of student groups involved in social protest. Historically, student movements have been in existence almost as long as universities themselves. As early as the 4th cent., students were engaged in protests against professors with unpopular political views. During the middle Ages, the universities of Paris and Bologna were often the scene of violent confrontations between townsmen and students. The coming of the modern era saw an increase in student activism. Students played an important role in almost every one of the major revolutions of the 19th and 20th cent. In the United States, student unrest took on political overtones during the American Revolution. Toward the end of the 19th cent. Many American students embraced the new theories of socialism and communism being advanced in Europe. The Intercollegiate Socialist Society was formed (1905) to advance the ideas of Marxism. Socialist activity and student protest, often in support of labor struggles and economic justice for the poor, blossomed during the Great Depression. Many students spoke out against McCarthyism in the 1950s and for freedom of speech on campus in the early 1960s. Spurred on by the civil-rights movement, the Vietnam War, and a growing counterculture, groups such as the Student Nonviolent Coordinating Committee (SNCC) and Students for a Democratic Society (SDS) rose to prominence. SDS advocated participatory democracy and economic justice, criticizing corporate-military interlocks and unresponsive government bureaucracy; their tactics included sit-ins, mass demonstrations, teach-ins and student strikes. The 1970 student strike for peace involved 200 campuses. Police response was often violent, as in the 1970 Jackson State and Kent State killings and at the 1968 Democratic Convention in Chicago. During this same period, Europe and Japan were also scenes of massive student protests, including a nationwide strike of French students and workers (May–June, 1968). Students began protesting overcrowding and repressive conduct codes but soon moved to a critique of a society whose work and culture ethic was based on consumption. South Korean student movements have staged massive protests for more equitable wages and democratic reforms, as have students in China, where many participants in the Tiananmen Square protest have been imprisoned, fled, or gone underground. Recent U.S. student movements have protested apartheid, nuclear weapons, destruction of the environment, and cuts in funding for education.

The campus-based movements of the 1960s are often the reference point for the connection between student activism and social change. However, a pre-1960s perspective shows that each period of structural and cultural transition from the nation's founding to today have a corresponding story of campus protest and dissent (see "Student Activism and Social Change on Campus before the 1960s"). From the earliest historical accounts, campus-based activism has reflected grievances based in the political dynamics of the nation. In the process of student protest, those broad social grievances were projected and transferred into more precise, localized calls for transformation on campus. This pattern continued with the campus-based movements of the 1960s. In particular, the activism surrounding area and ethnic studies curricular offerings (depicted in books by Robert Rhoads, Fabio Rojas, and Mikaila Mariel Lemonik Arthur) were uniquely tied to larger social movements aimed at marginalized social identity groups, and represented a discrete effort to achieve structural changes in the academy (i.e., adopting new programs and majors). Recent campus unrest, then, may be a signal that universities

remain deeply connected to social change, even at a time when society is renegotiating predominant understandings of social status, with race and ethnicity in the foreground.

Perhaps as a result of the turbulence that characterized the anti-war and racial justice campus movements of the 1960s, there is a logic in higher education practice that characterizes student activism merely as a short-lived product of students' identities, rather than emphasizing the role of the academy as a site of activism and social change. But as a society that values higher education, we must not lose sight that student activism is an opportunity to scrutinize the campus contexts, conditions and social realities that speak to students' underlying claims or grievances.

So how can campus leaders engage student activism such that universities can continue to be vehicles for social change? Here are three things to keep in mind:

- First, campus activism has positive outcomes for students. Some campus leaders may view student activism as dreaded fires to be extinguished. However, research has shown that students engaged in activism reap educational benefits such as developing an inclination to continue their political participation well into mid-life and acquiring a greater sense of social responsibility and identity consciousness (Cole & Stewart, 1996; Stewart, Settles, & Winter, 1998). Increasingly, studies have noted that beneath the contention and dissatisfaction that characterize campus protest, students on campuses with a culture of activism and advocacy experience gains in critical thinking (Tsui, 2000) civic engagement (Sax, 2004) and commitment to the larger community (Barnhardt, Sheets, & Pasquesi, 2015). Scholars of campus activism characterize its great potential for teaching students about the importance of democratic participation, leadership and the ability to build coalitions amongst a wide variety of individuals on campus (Rhoads, Saenz, & Carducci, 2005). For these reasons, higher education researchers stress that activism should be viewed as a developmental component of student learning, and that campus unrest must be understood in the context of civic engagement. Campus leaders are right to recognize that in expressing dissent, students are constructing ideas and perspectives that may one day provide solutions to some of our nation's most urgent and complex dilemmas.
- Second, student activism also has positive outcomes for campus leaders and is something they can learn from. While students may certainly be inspired by social movements or political situations external to the campus, scholars of campus activism emphasize that the interests, motivations and tactics of student activists are influenced by the campus context. What students choose to protest about, how they choose to frame their messages, and which actions they take to communicate their ideas are shaped by their experiences as students at the institution. Although social activism is commonly associated with civil disobedience, research shows that student activism tends to take on more conventional approaches that creatively disrupt taken-for-granted norms on campus (Barnhardt, 2014). For example, Latina/o students at Duke University, who comprise only 7 percent of the undergraduate student body, recently issued a set of demands targeted at improving their academic and social experience. Similar to the demands made by other student activists, the Duke students called for a number of changes that spanned cultural resources, admissions policies, retention and the representation of faculty of color. To bring visibility to their cause, they boycotted their traditional involvement in a major annual Latino student recruitment event. Like many other cases of student activism, their tactical approach drew on themes of institutional history and culture, while creating uncertainty around traditional organizational practices dealing with recruitment, admissions and the hiring of personnel. So the nature of student activism can send important messages about how students experience and perceive the campus, and in this case, about the effectiveness of the institution's structural approach to campus diversity.
- Third, by paying close attention to the tactical approaches of student activists, campus leaders can create discursive spaces for the ideas they raise, where multiple campus stakeholders can be exposed to the issues underlying the grievances. Research suggests that campuses where

student voices are valued and social activism is promoted can better address pressing social concerns (Biddix, Somers, & Polman, 2009). Campus leaders can work to build this type of campus culture instead of allowing the condemnation of activism as merely a challenge to institutional authority. Just as student activists may draw on discursive tactics to express dissent, so can campus leaders use community discourse to increase understanding among the campus community and enable the exchanges required for addressing activists' demands in ways that are resonant with campus culture.

If a campus has not yet experienced some form of collective action or mobilization by students, faculty, or staff, it is likely only a matter of time. Just as Ferguson inspired Mizzou activists, the Black Lives Matter movement and other recent campus protests connect to what students are experiencing at their institution and their home communities. New research indicates that nearly one in ten incoming freshmen plan on getting involved with activism, with Black students more than twice as likely to participate in campus protests than white students (Eagan et al., 2015). Campus leaders who recognize the educational triumph in student activism and pursue the difficult work of building understanding through listening will add complexity and nuance to their students' emerging views—and honor the longstanding tradition of U.S. colleges and universities as agents of social change. Fundamentally and theoretically, student movement is a synthesis of three topics, namely social moves, enlightenment stream and other streams stemming from new middle class (Khurramshad, 2005: 6-7). These are dealt with below:

#### ***Student Activism as a Sort of New Social Movements***

In scientific discussions on social moves, especially the new social movements, the seminal and exemplary sample that is mentioned for such social moves is the student activism; better said, in the sequence of the novel social moves that were initialized since 1960s, especially late 60s, student activism and movement has been the preliminary chain or the founding chain. More evidently, it is from May, 1968, on that with student movement in Europe, particularly in France, the new social movements are commenced and the other movements such as feminism, bio-environmentalism, peace movements, antiracist moves and so forth are the continuations thereof (Bashiriyeh, 1989: 248). Collective move and effort for bringing about a change in the social movements is to be characterized by certain features distinguishing it from the other collective moves for purposes such as change and evolution: 1) such a collective move is formulated based on an informal interpersonal, intergroup or inter-organizational interaction network (Nash, 2005: 152); 2) it is based on a common collection of beliefs and attachments (Tilley, 2006: 80-85); 3) the collective move is concentrated on disputes, including social, political or cultural, in social moves (Nash, 2001: 148-149); 4) social moves typically feature an decentralized organization and ,multiple-head leadership; 5) social moves possess their own specific ideologies that defines.

certain values and objectives and provides for a coherent conceptual network for the interpretation of the experiences and incidents; 6) social moves form in the individuals' commitment and liability towards the movement, its goals and ideology via certain activities or experience and it is in this way that the individual's position within the organization is determined and they get familiar with new values, commitments and behaviors; 7) rivals cause unification and cohesion as well as commitment and dynamicity in the movement; 8) social moves are fluctuating between long latency periods and short periods of contention or acute public activity; and, 9) political moves in social activism are either peaceful and calm or radical and revolutionary (Zahed, 1998: 245; and, Omemn, 2007).

#### ***Student Activism as Part of an Enlightenment Stream***

In such a state, the student activism is studied as a collection of enlightenment moves. Szezepanski has investigated sixty different definitions by intellectuals. These definitions can be divided to three main sets: in the first set, the intellectuals are generally those who take part in creating ultimate unchangeable values in areas like truth, aestheticism and justice; the second set of intellectuals are recounted as the preachers of the beliefs, founders of ideologies and the criticizers of the current status; and, the third set of the intellectuals are considered sociologically as the new middle class and they play a role in the

development and advancement of the society's culture (Szezepanski, 1961). This way, student activism is a part of enlightenment movement that is in the course of higher education and they feature a great many of the aforementioned enlightenment characteristics.

### ***Student Activism as a Stream Stemming from New Middle Class***

Renovation theoreticians like John Johnson, Morroe Berger, Manfred Halpern, Rafael Patai, Charles Issaw, P. M. Holt, T. Cugler Young, James Allan Bill and Samuel Huntington realize the new middle class in the developing countries as the impetus and the propeller of development and renovation hence they are fans of evolution, cause evolution and are even revolutionary. In their minds, the new middle class plays an effective and determinant role in leading and initializing sociopolitical moves within developing communities. Halpern knows the new middle class as the leading cause of social changes in the Middle-East countries, including Iran. He defines social classes based on the effect they exert on the society and he states "every class should be defined according to the political, social and economic role it plays in the process of social change" (Halpern, 1963: 51).

## **The history of Student Activism in Iran Before Islamic Revolution**

### ***In the First Pahlavi Era***

Although the first university was built in 1934 in Iran, according to Reza Khan's despotic government in this time span and the impossibility for the emergence and expression of the social moves as well as for such reasons as the inaccessibility of higher education for part of the middle class and the lower social classes and the exclusivity of such a right to the elites and the classes associated with the government, practically no serious university and student movement coordinated with the social and political activities can be traced in this era (Abrahamiyan, 2000: 348).

### ***In Second Pahlavi Era***

The formation of student activism in this time span of history should be evaluated according to several important attributes:

The auspiciousness of the conditions for the presence of the middle and lower social classes in university (Karimiyan, 2002: 157-162). The leftist (Marxistic) ideology's taking position among the prevalent ideology for a fight within the developing countries' discourse space (Zia'a Zarifi, 1999: 154). The proposition of religious ideology as a solution to critical-campaing activities (Ibid, 307-316). In a general conclusion, student activism before the victory of the Islamic revolution, disregarding its intellectual rising point, has been in pursue of fighting despotism, colonialism and superpowers and struggled for the establishment of the social justice system. The advent of brilliant days such as 16th of December and 13th of November in student activism's report card in this historical epoch, is owed to such an idealism by the young generation of university students; however, these movements were confronted with discomfitures due to their lack of precise awareness and recognition of their cultural role.

## **After the Victory of Islamic Revolution**

### ***From the Victory of Islamic Revolution till the Onset of Imposed War***

One of the important events in this time span of Islamic Revolution history and student activism was the capturing of the US's espionage nest by the university students following the lead of Imam Khomeini (may Allah sanctify the sacred soil of his tomb) and it is enumerated as an important measure in the history of Islamic Revolution. Defending the revolution and system, safeguarding the revolution's accomplishments, fighting the east and the west imperialism were the gists of student activism discourse during the preliminary years since the victory of Islamic revolution.

### ***Imposed War Time Span***

In this time span, student activism was highly manifested in such areas as defending the Islamic Revolution and it was well embodied in student awareness. In this period of time, student activism's gist of discourse was justice-seeking from a leftist standpoint and adoption of a religious-ideologic

approach and it was the formal representative and the main declarant of the “unity solidification office” or the same “university students’ Islamic Associations Union” (Bashiriyeh, 2002: 139).

### ***From the End of Imposed War till September, 1997***

After the termination of the imposed war and, especially with the turn of 1990s, the Islamic system was exposed to responding to the social, cultural and economic demands of the society and the universities as the constructive arms, following this same trend, as well, were not left portion less of these demands. “The University Students’ Society” and the “University Basij (Mobilization)” were the student formations that came to existence in this arena of political life and each somehow influenced the student activism.

### ***Reformations Era and Reformism***

Undoubtedly, the fourth era, spanning from 1997 till 2005, should be considered as a critical era in the arena of student movements’ political activities, particularly at the time of elections. The active participation of the university students and adolescents in such areas as political and university and their extensive participation in tribunes and seminars and circulation of student journals made the student activism look specific and grandiose in such a manner that in 1998, about 260 student journals were published in the universities countrywide (Martaji, 1999: 142). After the second of September, some political streams needed to exert pressure from below for advancing their political bargains and due to their weak and shivering position among the general public, they, meanwhile turning universities to their battlefield, were seeking to change universities to an instrument of factions and parties; though, the strategy had no and will not have any result but scientific stagnation and political boredom of the universities.

### ***Ahmadinejad Presidency Era***

In preparation for the ninth presidential election, the student activism once again, and, of course, subject to political streams and discourses, experienced a period of turbulence in its activities and political and social decision making. The important point in this era was segregation and factionalism in the student activism subject to pluralistic political streams and discourses in the country. In summary, it has to be said that the student formations, such as students’ Islamic Society, Student Mobilization and Student justice-seeking movement believed in the slogans of Ahmadinejad more than the ones by other candidates due to their young and idealist nature and also for such reasons as upholding justice and defending deprived classes and they worked for him to the maximum extent of their capabilities. It is not far from truth if it is said that what the four abovementioned formations did in the ninth election for Ahmadinejad is the same as what was done by Unity Solidification Office and the other student formations in the second of September election, in 1997, for Khatami. In this period of time, the majority of the gatherings and sessions by the university students were ordered and the proponents of a political party used the students’ power to beat up the other rival parties. Besides such a feature, this latter period can be characterized by the following attributes:

#### ***1) Governmentalization of a Fraction of Student Activism***

With the onset of the ninth government’s tenure in 2005, part of the student body was allowed to enter the executive arena in the format of young counselors of the various institutions and ministries. Such a method of students’ entrance to executive bodies is both prone to advantages and disadvantages. It is advantageous in this sense that the university student could largely get familiar with the way the country was administrated the precious experience of which could be used in future; but the disadvantage lies where parts of the university students’ nationalism and demand in regard of the government performance underwent a substantial decrease with their entry to the executive arena even as advisors and the university students gradually joined the group of government agents.

#### ***2) Student Activism’s Performance in regard of the Vital Issues:***

In this eight-year period, a great many of the important issues were proposed in domestic and foreign areas. Tenth presidential elections, eighth and ninth elections, Islamic awakening in some of the Islamic countries, economic crises in the West, 3000-billion embezzlement and so forth are only parts of such

issues. The performance and the activity of the student movement in respect to such issues sustained abundant weakness during these years. As for a great many of these issues, the student activism could not take an effective and streamlining measure. Of course, there were some steps taken in this period of time in which the student activism can be considered as highly effective and efficient. The university students' gathering in airport to be dispatched to Gaza is among the student activism' streamlining measures taken in this span of time. Such a move was a very appropriate and timely advertisement and it could revitalize the student idealism spirit to some extent.

### ***Rouhani's Presidency Era***

After Doctor Hassan Rohani conquered the presidential election, a group of the university students, the former critics of the conditions in the ninth and tenth government, now joined the followers of Hassan Rohani and expected him to fulfill their political wishes and wants. This spectrum which happened to have voted for Dr. Rohani in 24th of September, 2013 (eleventh round) and 29th of May, 2017 (twelfth round), now features an idealism of bringing about a change from the past status of affairs to shift the status quo from moderation which is half way to fundamentalism and half way to reformism, towards complete reformism; this is a direction that is well beyond the government's red lines. On the other hand, there is a spectrum of the student activism such as student mobilization that is quite opposite to and of course with the same fervor of the rival stream. To put it differently, now that the society's political space is undergoing a tangible separation to two poles featuring two completely different mindsets, the student activism will surely bear witness to the same internal bipolarity through it being influenced by Iran's society political atmosphere and, of course, in a more intensified and more rapid pace. In a sense, it might be possible to say that the political factions and formations will do their best to take advantage from such an effective weight and they may play a catalytic role in doing so to the extent that convert these two poles of the movement to two parallel lines that renders their intersection really difficult or impossible.

### **Student Demands' Pathology**

According to the material posited so far, it becomes clearly necessary to run a pathological survey in line with safeguarding the movement and creating dynamicity and preventing contingent deviations for the benefit of "student activism direction". Therefore, the current major pivots of student movement pitfalls are:

### ***The Elimination of Multi-Factionalism and Multi-Partisanship***

The most important and most essential demand posed by the student activism is the political participation. The truth is that the university students, as a scientific community, participated in the political life in the form of a "political mobilization" and a mass mobilization; meaning that the process of students' political presence in the revolution has not been turned into an "institutionalized participation" and within the format of a "civil community" and their political participation is still concealed under a cloud of affections and emotions.

### ***Downgrading the National Discourse of the Student Activism to Factional Literature:***

Student movement enjoys abundant advantages in respect to the other social movements in a way that a relatively wide movement with an inclusion circle as extensive as the national geography, "penetration" and "social agreeability" and a long past history of activity make student activism distinguished from the other sociopolitical movements. Now, if such a capacity is to yield to the political factions, there is no doubt that it will be given no responsibility except designing and preparation of an organization for absorbing votes for the success of certain factions in the presidential elections. This is an issue that is essentially not to be given a way in the functions outlined for the student activism as an independent and syndicate movement because the student activism is fundamentally not in pursue of power. Now, if the student activism is to act as an advertising lever for advancing the factions' goals it will lose the track of covering the syndicate needs and national interests of its members and it will be soon urged to downgrade its national discourse to a local, branched discourse converging with the political wants.

### ***The lack of a Strategy and a Doctrine***

Despite holding the lead in its reaction in the course of its political activities, the student activism has not been a theorizer, particularly because the universities in Iran as compared to the other countries around the globe are both young and continuously subject to political schools and streams inside the society (Asgari, 2001: 21). In Iran, the student activism somehow lacks the strategic doctrine and mindset so as to be considered as having the necessary power in confrontation with the challenges and in seizing the opportunities and it can be said that it does not have the facilities for a constant political activity so as to be able to attain its predetermined objectives.

### ***Confrontation in Lieu of Interaction***

The most important characteristic of Iran's student activism in pre-Islamic Revolution Iran is confrontation and fight against the despotic and imperial regimes; thus, the movement has spent most of its life for protecting the revolution and this has caused the movement to become intensively radical hence it has been less in thought of interaction with the political system and participation and conversation with the political powers. It has been only during the post-Islamic Revolution years that the student activism, for the legitimacy of the government, has entered the political conversation and participation. Student activism should learn the participatory political culture the prerequisite of which is conceptual intellectuality and then institutionalize its learning as a movement intra-organizational training; the second necessary point is having a strategic thought and an effective doctrine; the third point is having a codified plan that allows systematic and organized conversation and "exchange of plans and notions" with the politicians and statesmen parallel to its doctrine and theory.

### ***The Risk of Deviation from Religious Principles***

Another reason behind the emergence of social movements is the existence of intellectual paradigms or, in another word, the very ideologies. Based thereon, some of the student movements in various time durations have only formed according to their own beliefs whereas the prevalent aspect of the student activism's intellectual area is Islam. Of course, such a belief is not permanent and immune from deviation because there the factional activity and the downgrading of the intellectual creativity hidden behind the curtain of the student activism might lead to the acceptance of rock-ribbed intellectual rules and this, if takes place, will be the first step opening the avenue of religious deviations for the academic community of the country (Salami, 2013).

### **Conclusion and Discussions**

Student activism in Iran should place the science at the center of its activities and analyzes the atmosphere via scientific data and predicates, if it wants to reach to movement independence and wishes for getting passed the political streams' dependencies. Political analysis based on knowledge and awareness should be placed atop of the student activism activities and programs and it has to be given utmost superiority because the students' involvement in political objections and political moves if not being concomitantly accompanied by precise political analysis will face them with crises that they will need to tackle more serious problems to get rid of them. Any movement in the universities certainly cannot provide the society and students' minds with an accurate analysis when it is directed at a wave of false emotions. Any sort of deconstructive confrontation makes the university space derailed from intellectuality and causes the students to take unreasonable measures subject to feelings.

The important point is that the radical and exclusivist performance of some student groups has been an effective factor contributing to the students' apoliticism. Many of the university students are reluctant to take part due to the results and the costs that have been incurred by these groups' radical measures and in fact the domination of "emotions" over "intellectuality" in students' sociopolitical activities has caused the expression of such extremist and unethical behaviors. Freedom of thought and clear view of the various parts of the society pave the way for reaching to an ideal society and, accordingly, the scientific and academic atmosphere of the universities should be navigated thereto so that every student, if appearing as an objector, protests based on knowledge and fairness because Muslim student activism's prestige demands such a behavior. His Highness Supreme leader requires student activism's participation in the centers of science generation and software movements as well as justice-seeking and



His Highness's consecutive insistence addressing the corresponding organs involved in higher education on paying more attention to the talented and elevated classes of the society in sociopolitical areas is per se a document assertive of this reality. Under such a circumstance, student activism, in line with accomplishing its objectives through equipping its demands with piety and science, should act out a novel form of student activities and it can be ascertained that we will never bear witness to exploitation and instrumental use of such a movement by the other streams, factions and political entities outside the universities by adopting such an approach.

## References

1. Abrahamiyan, Yervand, (1998), *Iran between two Revolutions*, tr. Ahmad Golmohammadi and Ebrahim Fattahi, Tehran, Nay.
2. Asgari, Gholamreza, (2001), *Yesterday, Today and Tomorrow of Student Movement*, Tehran, Nay.
3. Barnhardt, Cassie; Sheets, Jessica K. Ezell & Pasquesi, Kira (2015), "You Expect What? Students' Perceptions as Resources in Acquiring Commitments and Capacities for Civic Engagement", *Research in Higher Education* 56(6).
4. Bashiriyeh, Hussein, (1989), *Political Sociology*, Tehran, Nay.
5. Bashiriyeh, Hussein, (2002), *A Prelude to Iran's Political Sociology*, Tehran, Negah-e-Mo'aser.
6. Biddix, J. Patrick; Somers, Patricia A. & Polman, Joseph L. (2009), "Protest Reconsidered: Identifying Democratic and Civic Engagement Learning Outcomes", *Innovative Higher Education*, v34 n3 p133-147.
7. Boren, Mark Edelman, (2013), *Student Resistance: A History of the Unruly Subject*, New York, Routledge, ISBN 1135206457.
8. Eagan, K., Hurtado, S, Figueroa, T., and Hughes, B. (2014), "Examining STEM Pathways among Students Who Begin College at Four-Year Institutions", Commissioned paper prepared for the Committee on Barriers and Opportunities in completing 2- and 4-Year STEM Degrees, National Academy of Sciences, Washington, and DC. Available: [http://sites.nationalacademies.org/cs/groups/dbassesite/documents/webpage/dbasse\\_088834.pdf](http://sites.nationalacademies.org/cs/groups/dbassesite/documents/webpage/dbasse_088834.pdf) [April 2015].
9. Elizabeth R. Cole & Stewart Abigail J. (1996), "Meanings of Political Participation among Black and White Women: Political Identity and Social Responsibility", *Journal of Personality and Social Psychology* 71(1):130-40.
10. Fletcher, A. (2005) *Guide to Social Change Led By and With Young People* Archived 2011-09-29 at the Wayback Machine Olympia, WA: Common Action.
11. Fletcher, A. (2006) *Washington Youth Voice Handbook* Archived 2006-12-31 at the Wayback Machine Olympia, WA: Common Action.
12. Halpern, Manfred (1963), *The Politics of Social in the Middle East and North Africa*, Princeton University Press, Princeton, New Jersey.
13. Huntington, Samuel, (1996), *Political organization in Communities Prone to Alteration*", tr. Muhsen Salasi, Tehran, Elm.
14. Karimiyan, Alireza, (2002), *Student Activism in Iran*, Tehran, the Center of Islamic Revolution Documents.
15. Khurramshad, Muhammad Bagher, (2005), "Student Activism in Iran: a Theoretical Contemplation/Movement Triangle", weekly journal of Kheradnameh Hamshahri, no.79, November.

16. Martaji, Hojjat, (1999), *Political Factions in Iran*”, Tehran, Naghsh-o-Negar
17. Nash, Kate, (2001), *Contemporary Political Sociology*, tr. Muhammad Taghi Delforuz, Tehran, Kavir
18. Omemn, T.K., (2007), *Modern Social Movements*, tr. Ahmad Ahmadlou, Isfahan, Golbon.
19. Rhoads, R. A., Saenz, V., & Carducci, R. (2005), "Higher Education Reform as a Social Movement: The Case of Affirmative Action". *Review of Higher Education: Journal of the Association for the Study of Higher Education*, 28(2), 191-220. <http://dx.doi.org/10.1353/rhe.2004.0039>.
20. Salami, Sajjad, (2013), "Pathology of Politicism in Academic Society; Dialectic dos of the Student Activism and Political Factions", inserted in analytical-elucidative database of Borhan, [www.borhan.ir/NSite/FullStory/?Id=6406](http://www.borhan.ir/NSite/FullStory/?Id=6406).
21. Sax, Linda, (2004), "Citizen Development and the American College Student", *New Directions for Institutional Research*, 2004(122), 3-18. i:10.1002/ir.110.
22. Stewart, A. J., & Ostrove, J. M. (1998), "Women's Personality in Middle age: Gender, history, and midcourse corrections". *American Psychologist*, 53(11), 1185-1194. <http://dx.doi.org/10.1037/0003-066X.53.11.1185>.
23. Szezepanski, J., (1961), *Intellectuals in Contemporary Societies*, Stanford.
24. Tilley, Charles, (2006), *From Mobilization to Revolution*”, tr. Ali Morshedizad, Tehran, Imam Khomeini Research Center.
25. Tsui, L. (2002). "Fostering Critical Thinking Through Effective Pedagogy: Evidence from four Institutional Case Studies", *Journal of Higher Education*, 73(6), 740-763.
26. Zahed Zahedani, Sa’eed, (1998), "a combined theory on social movements", *journal of Culture*, nos.27&28.
27. Zia’a Zarifi, Abulhassan, (1999), *Tehran University Students’ Organization*, Tehran, Shirazeh.