



Political Science 2295F
Citizen Activists & City Politics
Fall Term 2022
Mondays 6:30-9:30pm, Classroom H-111

Kate Graham, PhD

Email: kgraha@uwo.ca

Phone: 226.448.0919

Virtual Office Hours: [Book a time to meet](#)

In Person Office Hours: By appointment, in Office H-114

Course Description

Margaret Mead famously said, “never doubt that a small group of committed citizens can change the world; indeed, it’s the only thing that ever has.” Canada has a long and storied history of citizen activists leading change in our cities. This course examines the politics of activism and social movements, mostly at the local level, and equips students with an understanding of how they, too, can drive change in the places where they live.

Fall 2022 is an important moment for local politics in Canada, with municipal elections in five provinces and territories (representing about 800 elections!). Students will have an opportunity to focus much of their work in this course on elections taking place in Canadian cities of interest to them, becoming more attuned observers of local politics in Canada. A special focus will be placed on the voices and influences of citizens and community groups in those election campaigns, examining strategies for influencing local public policy in a live-time environment.

For students who want to learn more about activism, social movements, local politics and making change in the world around them – well, this class can’t be missed.

Learning Outcomes

At the end of this course, students will:

- Be familiar with major concepts related to activism and social movements;
- Have an understanding of the contemporary political landscape at the local level, and how citizens can drive change with local political institutions and actors;

- Gain perspective on the dynamics, opportunities and challenges of driving a community project involving engagement from actors inside and outside government;
- Have a broad understanding of local politics in a sample of Canadian cities, including contemporary campaign and election dynamics;
- Have a stronger ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, grounded in reading and research;
- Across a range of assignments, show evidence of the ability to review, present, and critically evaluate qualitative and quantitative information; and
- Have completed an essay demonstrating advanced critical skills in exposition, analysis, and integration of a broad range of materials related to a major sub-theme in the study of politics, local government, activism and/or social movements.

Teaching Methodology and Expectations of Students

This is an in-person class with a focus on group dialogue, working in teams and peer-to-peer learning. As such, students are strongly encouraged to be present for all classes. The following are expected of students in this course:

- An expectation of self-directed, independent and active learning;
- An expectation that assigned readings will be read thoroughly and annotated prior to scheduled meetings;
- An expectation that each participant will participate in an active, respectful, and relevant manner, contributing ideas and insights derived from the assigned reading;
- An aspiration toward precision, accuracy and clarity in oral communication, including active listening skill;
- An aspiration toward enhanced depth and breadth of learning as the course proceeds;
- An aspiration toward more critical and analytical thinking as the course proceeds and assignments are completed; and
- An aspiration toward a continued curiosity toward new ideas and an openness toward others and their ideas.

Required Course Material

This course will draw on one central textbook as well as a range of articles, podcasts and more.

- Avery Calboun, Elizabeth Whitmore and Maureen G. Wilson, eds. 2011. *Activism That Works*. Fernwood Publishing (Toronto). [Available for purchase online](#).

All of the course materials will be available on OWL under Resources.

Evaluation

- **Class Participation (20%)** – in a seminar course, participation is particularly important. Students are expected to attend and actively participate in all class discussions and activities. The evaluation will be evaluated based on in-class contributions during lectures and discussion. Marks will be provided at the midpoint and conclusion of the course.
- **City Elections Group Presentations (20%)** – in Week 1, students will form small groups and select a Canadian city with an municipal election taking place in Fall 2022 to focus on for this course. Groups will be responsible for teaching the class about the election dynamics in that city, including: profile of outgoing council; profile of candidates for major and ward positions; history of election turnout; major campaign issues in this election; overview of citizen groups engaged in the campaign and their priorities. These presentations will take place during Week 2 and Week 3. More details to be provided in Class 1. Presentation materials should be uploaded to OWL by 6pm before class begins.
- **City Post-Elections Analysis: Report & Group Presentations (30%)** – following the elections, small groups will present again on their chosen city to provide an update on election outcomes, including: profile of incoming council; election turn out; outcomes related to policy priorities expressed during election campaigns; and, reactions from engaged citizen groups. More details will be provided in class. These presentations will take place during Week 7 and Week 8. The presentations are worth 15%. A written report focused on a critical question related to election outcomes is due on Week 9, worth 15% of total grades.
- **Final Essay (30%)** - students will write an up to 2,500 word essay on a topic of their choice, related to the central themes of the course. A list of possible topics will be provided by Dr. Graham. Students may also identify their own topic with prior approval from Dr. Graham. Essays are due on OWL at 12pm on Friday, December 9, worth 30%.

What Grades Mean:

The University of Western Ontario Senate has adopted a set of grade descriptors which explain the meaning of grades assigned in all university courses:

- A+ 90-100% One could scarcely expect better from a student at this level
- A 80-89% Superior work which is clearly above average
- B 70-79% Good work, meeting all requirements, and eminently satisfactory
- C 60-69% Competent work, meeting requirements
- D 50-59% Fair work, minimally acceptable
- F Below 50% Fail

Class Schedule

<p>Class #1 Monday, September 12, 2022 6:30-9:30pm</p>	<p>Welcome, Introductions & Overview</p> <ul style="list-style-type: none"> • Introductions • Course overview and expectations • A brief history of activism and social movements in Canada • Municipal elections in Canada • Choosing small groups for City Election Workshops Round 1 (Classes 2 & 3) – preparation time for student-led presentations about the election dynamics in chosen Canadian cities with an election in Fall 2022 <p>Readings</p> <ul style="list-style-type: none"> • Course outline
<p>Class #2 Monday, September 19, 2022 6:30-9:30pm</p>	<p>City Politics (6:30-7:30)</p> <ul style="list-style-type: none"> • What makes city politics unique • Actors and institutions in local government • Elections, campaigns and advocacy <p>City Elections Workshop – Round 1 (7:30-9:30)</p> <ul style="list-style-type: none"> • First group of student-led presentations about the election dynamics in chosen Canadian cities (more instruction to be given in class) • Debrief class discussion about themes emerging across cities <p>Readings</p> <ul style="list-style-type: none"> • Please read one election related media story about each of the cities to be discussed during this class (list to be provided) <p>Reminder</p> <ul style="list-style-type: none"> • For groups presenting this class: presentation materials due on OWL by 6pm before class begins, worth 20%
<p>Class #3 Monday, September 26, 2022 6:30-9:30pm</p>	<p>Political Pressure Campaigns (6:30-7:30)</p> <ul style="list-style-type: none"> • Advocacy opportunities during election campaigns • Pressure group tactics • Examples of successful advocacy during

	<p>municipal election campaigns</p> <p>City Elections Workshop – Round 2 (7:30-9:30)</p> <ul style="list-style-type: none"> • Second group of student-led presentations about the election dynamics in chosen Canadian cities (more instruction to be given in class) • Debrief class discussion about themes emerging across cities <p>Readings</p> <ul style="list-style-type: none"> • Please read one election related media story about each of the cities to be discussed during this class (list to be provided) <p>Reminder</p> <ul style="list-style-type: none"> • For groups presenting this class: presentation materials due on OWL by 6pm before class begins, worth 20%
<p>Class #4 Monday, October 3, 2021 6:30-9:30pm</p>	<p>Local Government in Canada</p> <ul style="list-style-type: none"> • History of local government in Canada • The importance of self-determination • Contemporary debates in local government, including strong mayor powers • Instructions for second round of election presentations, for Week 7 and 8 <p>Readings</p> <ul style="list-style-type: none"> • Association of Municipalities of Ontario, “How Local Government Works” available online • Toronto Star, “Former Toronto mayors warn ‘strong mayors’ act will harm local democracy,” available online and on OWL
<p>No Class on Monday, October 10 - Thanksgiving</p>	
<p>Class #5 Monday, October 17, 2022 6:30-9:30pm</p>	<p>Social Movements in Canada</p> <ul style="list-style-type: none"> • Conditions for success • Student case study activity, using three cases from <i>Activism That Works</i> text <p>Readings</p> <ul style="list-style-type: none"> • Massimiliano Andretta, Gianni Piazza and Anna Subirats. 2015. “Chapter 12: Urban Dynamics and Social Movements” in Donatella Della Porta and

	<p>Mario Diani, eds., <i>The Oxford Handbook of Social Movements</i>. Oxford University Press. Available online.</p> <ul style="list-style-type: none"> • Avery Calboun, Elizabeth Whitmore and Maureen G. Wilson. “Chapter 1: Making a Difference.” <i>Activism That Works</i>. Fernwood Publishing (Toronto).
<p>Class #6 Monday, October 24, 2022 6:30-9:30pm</p> <p>** Ontario Municipal Election Day</p>	<p>Activism That Works</p> <ul style="list-style-type: none"> • Forms of activism • Small group exercise on examples of activism that works from class text • Class discussion <p>Readings</p> <ul style="list-style-type: none"> • Avery Calboun, Elizabeth Whitmore and Maureen G. Wilson. “Chapter 2: Building Success in Social Activism.” <i>Activism That Works</i>. Fernwood Publishing (Toronto). • Three chapters in <i>Activism That Works</i>: <ul style="list-style-type: none"> ○ Sharon Montgomery, “Calgary Raging Grannies” ○ Ryan Geake et al, “The Disability Action Hall” ○ Sheena Jamieson and Leighann Wichman, “Halifax Youth Project” Fernwood Publishing (Toronto). <p>Reminders</p> <ul style="list-style-type: none"> • First half participation marks provided, worth 10%
<p>No Class on Monday, October 31 - Fall Reading Week</p>	
<p>Class #7 Monday, November 7, 2022 6:30-9:30pm</p>	<p>City Elections – Results & City Priorities – Round 1</p> <ul style="list-style-type: none"> • Student-led post-election presentations about outcomes, voter turnout, and expression of city priorities in chosen Canadian cities • Debrief class discussion about themes emerging across cities <p>Readings</p> <ul style="list-style-type: none"> • Please read one post-election related media story about each of the cities to be discussed during this class (list to be provided) <p>Reminder</p>

	<ul style="list-style-type: none"> For groups presenting this class: presentation materials due on OWL by 6pm before class begins, worth 15%
<p>Class #8 Monday, November 14, 2022 6:30-9:30pm</p>	<p>City Elections – Results & City Priorities – Round 2</p> <ul style="list-style-type: none"> Student-led post-election presentations about outcomes, voter turnout, and expression of city priorities in chosen Canadian cities Debrief class discussion about themes emerging across cities <p>Readings</p> <ul style="list-style-type: none"> Please read one post-election related media story about each of the cities to be discussed during this class (list to be provided) <p>Reminder</p> <ul style="list-style-type: none"> For groups presenting this class: presentation materials due on OWL by 6pm before class begins, worth 15%
<p>Class #9 Monday, November 21, 2021 6:30-9:30pm</p>	<p>Spotlight on Economic and Social Activism</p> <ul style="list-style-type: none"> History of social and economic activism movements in Canadian cities Conditions of effective activism Class discussion <p>Readings</p> <ul style="list-style-type: none"> To be assigned closer to the date (media stories related to ongoing activism efforts in Canadian cities) <p>Reminder</p> <ul style="list-style-type: none"> Post-election analysis reports due by 6pm on OWL, worth 15%
<p>Class #10 Monday, November 28, 2022 6:30-9:30pm</p>	<p>Spotlight on Environmental Activism</p> <ul style="list-style-type: none"> History of environmental activism movements in Canadian cities Conditions of effective activism Class discussion <p>Readings</p> <ul style="list-style-type: none"> To be assigned closer to the date (media stories related to ongoing activism efforts in Canadian

	cities)
Class #11 Monday, December 5, 2022 6:30-9:30pm	Class Wrap Up <ul style="list-style-type: none"> • Closing lecture on major themes of course • Guest speaker panel about local politics in Canada – details TBD Reminders <ul style="list-style-type: none"> • Second half participation marks provided (worth 10%) • Final essays are due on OWL at 12pm on Friday, December 9, worth 20%



Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022

Pandemic Contingency

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [Academic Calendar - Western University \(uwo.ca\)](#). The appeals process is also outlined in this policy as well as more generally at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable

to the Dean.

c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at

huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1> Academic Support & Engagement: <http://academicsupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may

require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services:

huronwellness@huron.uwo.ca Community

Safety Office: safety@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)