



Political Science 2295F
Citizen Activists & City Politics
Fall Term 2021
Mondays 6:30-9:30pm

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[Book a time to meet](#)

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.

This is an experiential learning course through CityStudio London, where students will also have an opportunity to work directly with the City of London towards London becoming a UNESCO Music City. Specifically, the students will be connecting with local musicians and others engaged in the music industry to better understand their current needs and priorities -- and ultimately to ensure they have a voice in shaping the city’s future direction.

For students who want to learn more about activism, while also adding to their personal resume of important local projects they have contributed towards, 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 experience conducting community research to inform community priorities;

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

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

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 Politics Assignment (20%)** – in Week 3, students will be taking a virtual field trip to the Canadian city of their choice to become acquainted with the dynamics of city politics. Specifically, students will spend three hours (in lieu of class time that week) observing a City Council meeting online. A list of potential City Council meetings including times and log in information will be provided, as well as a specific list of questions for students to consider while observing the meeting. More details to be provided in Class #2. The assignment is due on OWL on Friday, October 1 at 12pm.
- **Music City Research Project: Interviews (10%)** – students will be engaged in conducting interviews with London musicians and music industry representatives about their COVID experiences, and what matters most to them as the City of London strives to become designated as a UNESCO Music City. More details will be provided in Class #5, including instructions on conducting interviews. Each student will be required to report back with findings from their interview discussion based on an established set of questions. The interview findings are due on Friday, November 5 at 12pm.
- **Music City Research Project: Small Group Reports (30%)** – in Class #7, students will form small groups and be given parts of the class' interview data to analyze. Each group will take 1-2 specific questions from the interviews and prepare a summary analysis of the findings. Each group will prepare a written report, due on Friday, November 26 at 12pm (worth 20%), as well as prepare presentations for the final class with the City of London team to be delivered on Monday, December 6 (worth 10%).
- **Final Essay (20%)** - students will write an up to 2,000 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 Wednesday, December 15.

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 13, 2021 6:30-9:30pm</p>	<p>An Introduction to Activism</p> <ul style="list-style-type: none"> • Introductions • Course overview and expectations • A primer on activism • Why making change is hard • In-class reflective activity <p>Readings</p> <ul style="list-style-type: none"> • Course outline
<p>Class #2 Monday, September 20, 2021 6:30-9:30pm</p>	<p>An Introduction to Local Politics (6:30-7:30)</p> <ul style="list-style-type: none"> • City politics in Canada • Actors and institutions in local government <p>CityStudio Intro & Local Politics Panel (7:30-8:30)</p> <ul style="list-style-type: none"> • Guest speaker panel from CityStudio London and the City of London, on their experiences working inside local government <p>Making Change Locally (8:30-9:30)</p> <ul style="list-style-type: none"> • Urban social mobilization • Discussion and instructions for City Politics Assignment instructions (due Friday, October 1 at 12pm on OWL; worth 20%) <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 Mario Diani, eds., <i>The Oxford Handbook of Social Movements</i>. Oxford University Press. Available online. • Avery Calboun, Elizabeth Whitmore and Maureen G. Wilson. "Chapter 1: Making a Difference." <i>Activism That Works</i>. Fernwood Publishing (Toronto).
<p>Class #3 Monday, September 27, 2021 6:30-9:30pm</p>	<p>Virtual Field Trip Week</p> <ul style="list-style-type: none"> • In lieu of a class meeting this week, students will be taking a virtual field trip to the Canadian city of their choice to become acquainted with the dynamics of city politics. Specifically, students will spend three hours observing a City Council

	<p>meeting online. A list of potential City Council meetings including times and log in information will be provided, as well as a specific list of questions for students to consider while observing the meeting.</p> <p>Readings</p> <ul style="list-style-type: none"> ● Agenda and two reports for the City Council meeting in a community of choice <p>Notes</p> <ul style="list-style-type: none"> ● City Politics Assignment due Friday, October 1 at 12pm on OWL; worth 20% of mark
<p>Class #4 Monday, October 4, 2021 6:30-9:30pm</p>	<p>Local Politics Debrief</p> <ul style="list-style-type: none"> ● Debrief on speaker panel ● Roundtable on virtual field trip experiences and observations about city politics <p>Making Change at the Local Level</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"> ● 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>No Class on Monday, October 11 - Thanksgiving</p>	
<p>Class #5 Monday, October 18, 2021 6:30-9:30pm</p>	<p>Introduction to London: A City of Music (6:30-7:00)</p> <ul style="list-style-type: none"> ● Introduction to the Music City ● Background on music in London ● Results of music census ● What we know about the impact of COVID in

	<p>Canada on musicians and the music industry</p> <p>London as a Music City: Guest Speakers (7:00-8:30)</p> <ul style="list-style-type: none"> • Guest speaker panel about London as a music city, and the efforts that have been taken to support musicians and others in the local music industry <p>Our Project (8:30-9:30)</p> <ul style="list-style-type: none"> • Students will be engaged in conducting interviews with London musicians and music industry representatives about their COVID experiences, and what matters most to them as the City of London strives to become designated as a UNESCO Music City. Each student will be required to report back with findings from their interview discussion based on an established set of questions. The interview findings are due on Friday, November 5 at 12pm (worth 10%). <p>Readings</p> <ul style="list-style-type: none"> • 2019 London Music Census Findings. Available online. • Application to UNESCO for London to be designated as a 'UNESCO City of Music' report to Community and Protective Services, March 30 2021. Available online.
<p>Class #6 Monday, October 25, 2021 6:30-9:30pm</p>	<p>City Studio visit // First big project due (survey)</p> <p>Welcome & Overview</p> <ul style="list-style-type: none"> • First hour: lecture and student-led discussion related to the topic and reading • Second hour: class discussion on three question (shared in advance by Dr. Graham) -- come prepared with thoughtful contributions <p>Readings</p> <ul style="list-style-type: none"> • Avery Calboun, Elizabeth Whitmore and Maureen G. Wilson. "What does success mean to social activists?" <i>Activism That Works</i>. Fernwood Publishing (Toronto). • Avery Calboun, Elizabeth Whitmore and Maureen G. Wilson. "Sense Making: What We Have Learned." <i>Activism That Works</i>. Fernwood

	<p>Publishing (Toronto).</p> <p>Notes</p> <ul style="list-style-type: none"> ● Music City Research Project: Interviews findings are due on Friday, November 5 at 12pm (worth 10%) ● First half participation marks provided (10%)
<p>No Class on Monday, November 1 - Fall Reading Week</p>	
<p>Class #7 Monday, November 8, 2021 6:30-9:30pm</p>	<p>Workshop: Music City Research Project</p> <ul style="list-style-type: none"> ● Students will form small groups and be given parts of the class' interview data to analyze. Each group will take 1-2 specific questions from the interviews and prepare a summary analysis of the findings. Each group will prepare a written report, due on Friday, November 26 at 12pm (worth 20%), as well as prepare presentations for the final class with the City of London team to be delivered on Monday, December 6 (worth 10%). <p>Readings (Repeat from Class 5, as reference)</p> <ul style="list-style-type: none"> ● 2019 London Music Census Findings. Available online. ● Application to UNESCO for London to be designated as a 'UNESCO City of Music' report to Community and Protective Services, March 30 2021. Available online.
<p>Class #8 Monday, November 15, 2021 6:30-9:30pm</p>	<p>Local Politics: Spotlight on Social Activism</p> <ul style="list-style-type: none"> ● History of social activism movements in Canadian cities ● Conditions of effective activism ● Class discussion ● Instructions for final essay (worth 20%) <p>Readings</p> <ul style="list-style-type: none"> ● To be assigned closer to the date (media stories related to ongoing activism efforts)
<p>Class #9 Monday, November 22, 2021 6:30-9:30pm</p>	<p>Local Politics: Spotlight on Environmental Activism</p> <ul style="list-style-type: none"> ● History of environmental activism movements in Canadian cities ● Conditions of effective activism

	<ul style="list-style-type: none"> • 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>Notes</p> <ul style="list-style-type: none"> • Music City Research Project written reports due on Friday, November 26 at 12pm (20%)
<p>Class #10 Monday, November 29, 2021 6:30-9:30pm</p>	<p>Local Politics: 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)
<p>Class #11 Monday, December 6, 2021 6:30-9:30pm</p>	<p>Music City Research Project: Presentation to the City of London & Partners</p> <ul style="list-style-type: none"> • Class final research report submitted to City of London team • Presentations from student groups on our class research project to the City of London and partners (worth 10%) • Opportunity to hear feedback from City of London, as well as next steps towards London becoming designed as a UNESCO City of Music -- and, how students as citizens can help <p>Notes</p> <ul style="list-style-type: none"> • Small Group Research Report presentations due in class (worth 10%) • Second half participation marks provided (worth 10%) • Final essays are due on OWL at 12pm on Wednesday, December 15 (worth 20%)

Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

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.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

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>.

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:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

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:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. 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, 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

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation

(for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

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, and if the student has exceeded the maximum number of permissible Self-Reported absences, 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) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email hurousss@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 where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. 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: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at hurousss@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>

Mental Health & Wellness Support 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. 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

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through,

<https://www.uwo.ca/health/>.