

Political Science 502.20		Political Activism and Organizing		Winter 2022	
Instructor:	Dr. Ian Brodie	Course Location:	PF 2212		
Phone:	403-220-3030	Course Day/Time:	M 11:00 – 13:45		
Email:	ian.brodie@ucalgary.ca	Tutorial/Seminar:	n.a.		
Office:	<u>Social Sciences 708</u>	Delivery Method:	In-person		
Office Hours:	Tuesdays, 3-4 pm, in person or by Zoom	Prerequisite:	Completion of 60 units including 3 units in courses labelled Political Science at the 300 level or above		
		D2L site:	d2l.ucalgary.ca		
		TA Info:	Available on D2L		

Course Description

Political organizing, or political activism, is the practical art of overcoming the collective action problem. This course starts with an overview of the extensive literature on the collective action problem and the various solutions to it. It then turns to more practical examples of political organizing and activism.

The course is primarily intended for students with experience working in a political office, on an election campaign, or in a social movement or interest group.

Canada is a free and democratic country, and I hope to keep it that way. To preserve that, Canada needs a class of educated citizens who understand our regime and the ends it tries to serve, and who work to preserve its best traits while it continues to evolve.

The University of Calgary has a long tradition of students and alumni involvement in political organizing and activism at all levels. Perpetuate that tradition.

Course Objectives and Learning Outcomes

Relying on an exceptionally heavy load of reading, writing, and class discussions, students will become familiar with key concepts collective action and organizing, and do so at the senior level.

The table below lists the learning outcomes for this course and the assessments that will evaluate your achievement of each one.

<u>By the end of the semester, you will be able to:</u>	<u>Demonstrate this skill with:</u>
Write a cogent recap of a complex argument and synthesize real-world lessons from the recap	Short Papers and Take Home Final Examination
Describe a real-life collective action problem of political activism and propose solutions to that problem	Problem and Solution Papers, Poster Presentation

The ultimate learning objective for this course is to give you a lasting understanding of politics and to prepare you to join the class of educated citizens. You will demonstrate these skills over many, many years.

Course Format

POLI 502.20 runs on a weekly cycle. Each week, we focus on a different facet of political organizing.

- The weekly cycle starts in your hands. Working on your own, complete the week's assigned readings and the Short Paper.
- Then, we meet as a class on Mondays. Each meeting begins with a review of that week's readings and a brief lecture that expands on them. The bulk of each week's meeting will be a structured class discussion involving all students.

The activities in POLI 502.20 require you to be an active participant in the learning process. Research shows that participation improves learning and retention of material.

Required Textbooks

- Chong, Dennis. *Collective Action and the Civil Rights Movement*. University of Chicago Press, 2014.
- Flanagan, Thomas. *Winning Power: Canadian Campaigning in the Twenty-First Century*. McGill-Queen's University Press, 2014.
- Alinsky, Saul David. *Rules for Radicals: A Practical Primer for Realistic Radicals*. Random House, 1972.

The textbooks are available at the university bookstore and online.

Technology Requirements

The course website is on D2L at <https://d2l.ucalgary.ca>. Please check D2L often. Alternatively, you might find the D2L “Pulse” app is handy. It is available in the app store for your device. Pulse sends you alerts about new material when it is posted and sends reminders about important dates in the course.

- Important announcements about the course, including any changes to the draft schedule set out here, can be found under NEWS.
- This syllabus and instructions about the assignments can be found under CONTENT BROWSER > BASIC COURSE INFORMATION.
- Other resources can be found under CONTENT > LECTURES
- The drop boxes for submitting assignments can be found under ASSESSMENTS > DROPBOX.
- Track your grades under GRADES.

More information about D2L is available at elearn.ucalgary.ca/resources-for-students/. The University’s guidelines for the responsible use of D2L are excerpted below.

Course Expectations

POLI 502 is a small seminar class of about 20 students. A few simple guidelines will provide a good learning environment for all students. I have included a set of expectations for **both** the students and for myself. These expectations boil down to one simple rule: Let us be respectful of one another. By creating and maintaining a civil classroom atmosphere – in which members of the class treat each other with mutual respect – we establish a classroom in which attention and energy is focused on teaching and learning, rather than on frustration, conflict, and distrust.

Expectations of Students

- **To be punctual, prepared, and attentive during class**
 - Class starts at 11 a.m. Please be in your seat and ready for class by this time. If you absolutely cannot avoid being late, please enter the room as quietly as possible and minimize the disruption for your fellow students. If necessary, sit in the first available seat and try to find your friends at the break.
- **To stay in class (and not begin packing bags) until dismissed**
 - Please refrain from packing up as we begin to wind down. Oftentimes, I have an important announcement about readings, assignment deadlines, and so on. Packing up or shuffling up and down the aisles causes a great deal of distraction and may result in you or your fellow students missing these important announcements.
- **To make every effort not to be a distraction to students around you**
 - In some cases, students are not aware of how distracting certain activities are. Obvious examples include talking on a cell phone, or with a neighbor. Less obvious examples include texting or checking social media on one’s laptop. These are distracting behaviors for everyone behind or near you. Please refrain from doing so

until the break. Also, I would request that cell phones be stored away during class meetings.

- **To be willing to participate positively and constructively during class**
 - As outlined above, active participation is a critical part of this course. Acting bored or dismissive is disrespectful to both the instructor and to your fellow students.

- **To treat all other students in the class, as well as the instructor, with respect**
 - We are lucky to have a diverse population of students at the U of C. Students come from different backgrounds and bring different viewpoints to our discussions. Understanding these viewpoints is a valuable way to learn. We should treat students who are willing to share their thoughts and experiences with our full respect and attention. Avoid disrespectful comments, tones of voice, or facial expressions. I invite you to share your views and perspectives and to respect others who share their views and perspectives.

- **To read the syllabus and the other materials distributed on D2L**
 - Along the way, students will have problems that need to be sorted out. Taking up time with questions that are answered in the course materials takes time away from other problems.
 - Email is a common form of communication, but it is not always the best way to answer student questions. Simple questions can be sorted out by email. Make sure you put POLI 502 in the subject line of all course-related emails and include your student number!

- **To devote sufficient time to POLI 502**
 - You should expect to spend three to four hours reading the assigned materials each week. All materials are required readings. You should also expect to spend a few hours preparing for presentations and written assignments.

- **To engage when you have problems**
 - When you have trouble understanding the course materials – the readings or the lectures – come to my office hours or ask a question during class. I also hang around outside the classroom about 15 minutes before and after class. I am happy to answer questions then. It is harder to answer questions about the course materials by email.
 - I hold my office hours in my office – SS 708 – and see students on a first-come, first-served basis, or my Zoom with prior arrangement. If you cannot make it to my office hours, send me an email about meeting in person or by Zoom at another time of the week.
 - If you have special circumstances that might adversely affect your course performance, please let me know as soon as possible.
 - If something unexpected happens in your life, let me know right away. Life happens, and students have many responsibilities outside of class. Bad accidents,

family crisis, natural disaster, varsity sports national finals – it is all manageable, but I can't help if I don't know about it.

Expectations of the Instructor

- **To be punctual, prepared, and enthusiastic during class to facilitate student learning**
 - I will always come to class prepared and happy to be teaching you.
- **To treat all students with dignity, respect, and fairness in order to provide a class structure that encourages learning**
 - A proper learning environment is one in which students feel safe to share their thoughts, experiences, or questions. Therefore, I always treat my students with dignity, respect, and fairness. I do not play favorites, and I *never* belittle my students. I know that it is a bit daunting to raise your hand and share your personal experiences in class. As such, I hold *all* my students in high esteem, regardless of how well they perform in my classes, and I try my best to communicate this to them through both my words and my actions.
- **To grade objectively, consistently, and to return grades in a timely manner**
 - In order to keep marking from being subjective, all written materials are marked using a rubric (grading scheme) which is applied fairly and consistently to all students. The grading time may vary with time of year and the type of assignment. However, you will always have your assignment grades returned in as timely a manner as possible.
- **To be genuinely concerned about and interested in student learning and performance, and to be sensitive to student needs or concerns**
 - I always want my students to succeed. I do not provide “easy bonus marks” but I will readily try to help any student with *any* aspect of the course that they are struggling to understand.

Asking Questions During Class

- **Asking questions during lecture is a part of learning.** I encourage you to ask a question whenever you require clarification on an issue or have an observation to make yourself.
- **Routine questions** such as “Where is the exam?” or “What chapters are covered for the midterm?” (And so on) may already be addressed in this syllabus, on the course D2L site or in the Draft Course Schedule.

What if I Disagree?

- **This is political science. Everyone disagrees with things that are said during class.** Put up your hand and challenge things that you do not agree with. Be respectful and put your case clearly to your fellow students. Listen carefully to what others have to say,

since they might have a better point. Form your own view, while always being aware that others have the right to their views. It is not political science if everyone agrees.

- **Remember, disagreement is an opportunity to revisit your assumptions about the world and learn from others.**
- **Read Advice for Students in a Time of Strife.** Although this is an American document intended for American students, the core advice applies to Canadians as well. As the authors note:

When you deviate from socially prescribed opinion, it is likely that some highly ideologically motivated people who are outraged by your refusal to conform will try to discredit you by the simple expedient of calling you nasty names. The labels have changed repeatedly since the days of Cotton Mather, but the intolerance motivating the labeling has altered little from what it was in Salem at the time of the witch trials. Keep your dignity; stand your ground; don't let a postmodern puritan bully you by threatening to paste a bar code onto your forehead...

Thinking is not something that can be outsourced. You have to do it for yourself. Do not let your professors tell you what to think. Do not let popular opinion on campus dictate your convictions. When you encounter groupthink on campus, probe, and question. What is to be said on the other side? Are there thinkers and writers who doubt or deny the "consensus"? If so, read and carefully consider what they have to say. Make up your own mind.

The full text of **Advice** is available on the D2L site for the course.

Activities and Assessments

<u>Activity</u>	<u>Weight</u>	<u>Due Date</u>
Short Papers (best 10 of 11)	40%	Weekly, due before Mondays at 09h00 Mountain Time See Draft Course Schedule below
Capsule description of a personal collective action problem	20%	
Solution to the personal collective action problem ("The Problem Paper")	20%	
Poster Presentation of the personal collective action problem and solution ("The Solution Paper")	10%	
Take home final examination	10%	
Total	100%	

Detailed instructions about these assignments are available on D2L under BASIC COURSE DOCUMENTS.

Mid-term Examination:

There is no mid-term examination in this course.

Final Examination:

See above.

Writing Statement:

Written assignments are often required in Political Science courses. The quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be considered in determining grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

Late Penalties:

Neither late Short Papers nor late Poster Presentations will be permitted. Other assessments will be docked 10% of their grade per day late.

Grading Scale

A+	91-100%	B+	77-79%	C+	67-69%	D+	55-59%
A	85-90%	B	73-76%	C	63-66%	D	50-54%
A-	80-84%	B-	70-72%	C-	60-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

How to get an A in this course:

- To get A you must do very well on the Short Papers. Take time to complete the assigned readings and make careful notes on what the readings tell us about political organizing and activism. Then, take some time to write your Short Papers.
- Apply the collective action problem concept to a live situation you have encountered. Think carefully about how the readings would help you identify the problem you have encountered, and solutions you might take. Write the Problem and Solution papers carefully.
- Revise your Problem and Solution Papers **three times** and then ask someone to proofread it before you make final revisions. Write clearly and concisely. Don't use filler words. Use credible sources and the Chicago Manual of Style for your citations. Nail down an engaging introduction and a good conclusion. Do not assume a 200-level or high school level of writing will suffice in a 500-level course.
- Spend some time turning your Problem and Solution Papers into a Poster Presentation that a campaign professional will understand.
- Above all, getting an A takes time. Set aside enough time to master the material.

How to get a D in this course:

- The easiest way to get a D is to avoid devoting time to your studies. Rush the readings. Write your papers in a rush.
- Do not read any of the instructions.

Draft Course Schedule and Topics

This is a tentative schedule. Changes will be posted under NEWS in D2L.

	<u>Date</u>	<u>Lecture Topic</u>	<u>Readings</u>
1	Jan 10	Introduction and Expectations	This course outline
2	Jan 17	The collective action problem	Olson, Mancur. "Chapter 1: A Theory of Groups and Organizations." In <i>The Logic of Collective Action</i> . Harvard University Press, 1965.
	Jan 20	Drop deadline	
	Jan 21	Swap deadline	
3	Jan 24	The collective action problem: Group size and implications	Olson, Mancur. "Chapter 2: Group Size and Group Behavior." In <i>The Logic of Collective Action</i> . Harvard University Press, 1965.
4	Jan 31	How groups form	Walker, Jack L. "The Origins and Maintenance of Interest Groups in America." <i>American Political Science Review</i> 77, no. 2 (1983): 390–406. https://doi.org/10.2307/1958924 .
5	Feb 7	Collective action and the civil rights movement I	Chong, Dennis. "Chapters 1, 2, 8." In <i>Collective Action and the Civil Rights Movement</i> . Chicago: University of Chicago Press, 2014.
6	Feb 14	Collective action and the civil rights movement II	Chong, Dennis. "Chapters 6, 9." In <i>Collective Action and the Civil Rights Movement</i> . Chicago: University of Chicago Press, 2014.
	Feb 21	TERM BREAK	

7	Feb 28	The Maoist Perspective	Alinsky, Saul David. <i>Rules for Radicals: A Practical Primer for Realistic Radicals</i> . Random House, 1972.
8	Mar 7	Campaigns I	Flanagan, Thomas. "Chapters 1, 2, 3, 4." In <i>Winning Power: Canadian Campaigning in the Twenty-First Century</i> . Montreal & Kingston: McGill-Queen's University Press, 2014.
9	Mar 14	Campaigns II	Flanagan, Thomas. "Chapters 5, 6, 7, 8." In <i>Winning Power: Canadian Campaigning in the Twenty-First Century</i> . Montreal & Kingston: McGill-Queen's University Press, 2014.
10	Mar 21	Campaigns III	Flanagan, Thomas. "Chapter 9." In <i>Winning Power: Canadian Campaigning in the Twenty-First Century</i> . Montreal & Kingston: McGill-Queen's University Press, 2014.
11	Mar 28	Poster Session	
12	Apr 4	Anti-Alberta Oil Sands Campaign	TBD
13	Apr 11	Anti-Alberta Oil Sands Campaign II	Cooper, Barry. 2020. "Background Report on Changes in the Organization and Ideology of Philanthropic Foundations with a Focus on Environmental Issues as Reflected in Contemporary Social Science Research." A study for the Public Inquiry into Funding of Anti-Alberta Energy Campaigns (The Allan Commission).
	Apr 12	Withdrawal deadline	

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at:
<https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as

proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Reappraisals

The University Calendar states that for reappraisals of graded term work:

“A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” See <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

The University Calendar states that for reappraisal of academic assessments (final grades):

“A student may request a reappraisal of a final grade. The only element that will be considered is the final assessment(s) that makes up the final mark (e.g., final examination, final project, and final paper). The exception is when a grade for a piece of graded term work is made available to students after the last day of classes

for the term in which the course is scheduled; that grade may also be considered in a reappraisal of the final grade.”

“A student seeking a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). The student must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” More information is available at: <https://www.ucalgary.ca/pubs/calendar/current/i-3.html>

University Regulations

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Student Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Plagiarism And Other Forms Of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding

academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Required Access to Technology

Please see the University's resource page at

https://ucalgary.service-ow.com/it?id=kb_article&sys_id=86e7438013753ac06f3afbb2e144b031

Copyright Legislation

As stated in the University of Calgary Calendar, Academic Regulations, "students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy."

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy (FOIP)

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science.

Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Tower, MT 116..

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives
Phone: 403-220-6551
Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca
Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: askgsa@ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.