



Political Science 3312F (570)
PROTEST: POLITICS FROM BELOW
Fall/ Winter 2025-2026

Instructor: J. Newman
Email: jnewman@uwo.ca

Course Information

Calendar Description:

An examination of protest movements and unconventional politics with reference to competing theories regarding their formation and activities. Focus will be on the creation of shared identity, solidarity, and cultural and political principles.

Prerequisite(s): Enrolment in 3rd or 4th year in either Political Science; Politics and International Relations; or Social Justice and Peace Studies; or Social and Political Thought.

Extra Information: 2 seminar hours.

Course Weight: 0.50
Breadth: Category A
Subject Code: POLISCI

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol 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.

KING'S UNIVERSITY COLLEGE

PIR 3312F

Protest: Politics From Below -- Fall 2025

This is an in-person class

Dr. Jacquie Newman

jnewman@uwo.ca

Office hours information can be found on OWL Brightspace

COURSE DESCRIPTION:

This course explores social and protest movements, as well as forms of unconventional politics, through theoretical and case study approaches. Students will examine how collective action develops in response to social conflict and how such movements challenge dominant ideologies and institutional power. Through weekly seminars, the course studies the dynamics of mobilization, the politics involved in protest, and the cultural, moral, and identity-based aspects of resistance. Emphasis will be on how solidarity and shared values support collective struggle, highlighting the relationship between culture and politics in driving social change.

COURSE OBJECTIVES:

- Recognize the different forms that social movements and mobilizations can take and understand the reasons why people come together to create change.
- Think critically about key theories—both classic and modern—that explain how and why social and political movements emerge, and how they relate to governments and broader society.
- Understand how collective action is deeply connected to politics, power, and everyday life.
- Apply critical thinking to explore the real-world challenges people face when organizing around shared goals, values, and identities.
- Gain introductory skills in advocacy—learning how to design, plan, and organize campaigns in civil society.
- Strengthen your presentation and communication skills, and learn how to lead meaningful discussions with your peers.
- Build on what you've learned in political and social science courses by applying key concepts and theories to current protest movements and activists.
- Take an active role in leading seminar discussions and shaping the learning experience for yourself and your classmates.

REQUIRED TEXTS

Kathleen Rodgers. 2018. *Protest, Activism, and Social Movements*. Don Mills: Oxford University Press Canada. Cost: \$108.00

All other readings both required and recommended will be made available to the class through OWL Brightspace at no additional cost.

Highly Recommended:

Marc Menard. 2015. *Political Argument: A Guide to Research, Writing and Debating*. Markham: Oxford University Press, Canada.

COURSE REQUIREMENTS

Note that to receive a passing grade in this course, you must normally complete all major components of the course. Failure to complete these components of the course can result in a final grade of 48 being submitted to the Registrar regardless of whether a higher grade was actually achieved.

Assignment	Value	Date due
Participation	20%	Ongoing through term
Presentation: Present a case study of a movement or campaign using the particular theory or phenomenon assigned that week.	25%	As selected or assigned
Paper: Using further research and the feedback and comments from your presentation, write an essay on your movement or campaign and the particular theory or phenomenon you presented on.	30%	Due: A week after presentation. Absolute Due Date: December 9, 2025
Take Home Final: Design a campaign (including framing, strategies, recruitment/outreach, messaging, risks).	25%	December 16, 2025

Participation (20%)

This course requires a strong ongoing commitment and effort throughout the term from both students and the instructor to ensure a stimulating academic experience. A minimum requirement is that students read the assigned material before coming to class to facilitate the process of active learning through participation and engagement.

Please be advised that three or more absences without an appropriate excuse per term will result in a 0 in participation. If this becomes unavoidable for medical or such reasons students should approach the Dean's Office to make sure that proper accommodation is requested and given.

The point is to create a cooperative venue in which all are able to develop a sound understanding of the readings and enhance the class's practical and conceptual knowledge. Thus, it is expected that everyone will contribute to seminars. The point is for everyone to share their views and provide an opportunity to learn from one another.

The following can be considered a guideline for evaluation:

Positively Evaluated: Responding to others' remarks or questions in a serious and thoughtful manner; drawing together ideas to create new ones; showing respect and interest for other arguments and points of view; engaging others in pertinent and informed dialogue; curiosity in the origin of other points of view; wit and insight.

Negatively Evaluated: The domination of class discussion by means of volume, tone or sarcasm; 100% speaking or 100% listening with little attempt to balance both; refusal to acknowledge other points of view; not listening or appearing to listen; intemperate interruptions; uninformed or glib answers; lack of weekly preparation.

Movement Case Study Presentation (25%)

Students will be required to choose a specific week from the course schedule and use its assigned thematic framework to analyze a social movement or protest campaign as a case study. (Movements will be selected and presentations scheduled during the first class.) For example, a student might select Week 6, "Strategies and Tactics: Repertoires of Contention" to examine the Occupy Movement, or Week 7, "Repression" to explore Idle No More, the Wet'suwet'en protests, or Black Lives Matter.

Each student will present their research in the first half of the class (20 minutes each) and, as a group in the second half of the class lead a discussion about the thematic of the week. The goal of this discussion is to generate ideas that should shape the student's term paper, which will analyze the selected movement through the lens of the week's theme.

Paper (30%)

Building on your in-class presentation, this paper requires a deeper analysis of your selected case study. The paper should critically engage with the relevant concept your case study presentation focused upon and demonstrate an ability to synthesize and evaluate the different perspectives that came out in the class discussion. The paper must develop a clear and original thesis that responds to the course themes. Your argument should be well-supported with evidence from scholarly literature, policy documents, and/or primary sources as appropriate to your case. The paper must be between 2,000 and 3,000 words in length (excluding references) and use a consistent and appropriate academic citation style (APA, MLA, or Chicago). All sources must be properly cited and the paper must include a full bibliography. Depth of analysis, strength of the argument, clarity, and organization will be key evaluation criteria.

Papers are due a week or A.S.A.P after the classroom presentation. The absolute drop-deadline is December 9, 2025 (with the exception of those who present on the last day).

Take Home Final (25%)

Over the term we shall be discussing the process of organizing and mobilizing for socio-political action. This assignment will allow students to apply what they have learned. As a take home exam due December 16, 2025, each student will design a mobilization or campaign taking into account things such as framing, strategy, recruitment/outreach, messaging, and risks.

Due December 16, 2025.

CONTACTING THE PROFESSOR

The best way to reach me is by e-mail. I check my e-mail reasonably regularly, however, please do not expect an immediate response. I will try to reply in a timely manner, but if it is more than three days, please send me a reminder. I generally do not respond to student e-mail requests on the weekend or late evenings.

Sometimes students request to meet a professor after receiving back an assignment. If this is the case, I expect you to wait 24 hours before contacting me. This allows time for you to fully read the comments and consider them. If after that time you still would like to discuss the assignment, please be clear as to the specific aspects you wish to discuss and possibly appeal, write them down, and then make an appointment.

LECTURE AND READING SCHEDULE

Week 1, September 8th: Why Study Social Movements?

(Class organization, definitions, social movements, advocacy groups, protest, resistance, activism, insider-outsider, etc.)

Reading:

Jacquetta Newman. 2019. "Back to the Future: Encoding and decoding interest representation outside parties," in Alain G. Gagnon and A. Brian Tanguay, *Canadian Parties in Transition*, 4th edition. Toronto: Broadview Press, pp. 368-379.

Charles Tilly and Leslie Wood. 2020. "Social Movements As Politics," in Charles Tilly, Ernesto Castaneda, and Lesley J. Wood, *Social Movements, 1768-2018*. New York: Routledge, pp. 3-17.

Week 2, September 15: Approaches to the Study of Protest, Activism, and Social Movements

(Structural strain, relative deprivation, American approaches (resource mobilization and political opportunity), European cultural approaches (New Social Movements), Critical Marxist, Feminist intersectionality, and post-modern approaches.)

Reading:

Kathleen Rodgers, Chapter 1, Approaches to the Study of Protest, Activism, and Social Movements, pp 21- 39.

Week 3 September 22: The Classics -- Civil Rights, Labour and the Poor, Democratization, Nationalism

(History, connection to the state and state development, collective action repertoires, charivari and local justice, the mob, democratization, labour movements, unions, civil rights)

Reading:

Kathleen Rodgers, Chapter 2 Politics, Law and the State, pp. 40-60

Week 4: September 29 Framing, Identity, and New Social Movements

(Frames, frame lifting, grievances, emotions, moral outrage, agonistics.)

Reading:

Kathleen Rodgers, Chapter 3, Framing, Emotions and Grievances, pp. 80-102

Week 5, October 6: Identity and Inequality

(belonging, collective identity, boundary formation, self-oppression, consciousness, discourse and/or ideology)

Reading:

Kathleen Rodgers, Chapter 5, Identity and Inequality, pp. 103-122

Week 6, October 20: Strategies and Tactics

(Tactics and forms of protest, education campaigns, civil disobedience, non-violence, violence, performance, symbolism and meaning in protest)

Reading:

Kathleen Rodgers, Chapter 6 Strategies and Tactics, pp. 123-144,

Week 7, October 27: Repression

(repression, coercion, channeling, state power, state violence, securitization, policing)

Reading:

Kathleen Rodgers, Chapter 7, Repression, pp. 145-164.

Week 8, November 10: Mass Media and Digital Media

(heritage media, alternative media, media framing, on-line movements and presence, social media, hacktivism, clicktivism, cyberprotest, surveillance)

Reading:

Kathleen Rodgers, Chapter 8, Mass Media and Digital Media, pp. 163-186.

Week 9, November 17: Political Consumerism

(lifestyle activism, boycotts, buycotts, green-washing, NGOs v. CONGOs, slacktivism)

Reading:

Kathleen Rodgers, Chapter 9, Political Consumerism, pp. 187-207

Week 10, November 24: Globalization and Social Movements

(scale shift, time and space, cross-border solidarity, the boomerang effect)

Reading:

Kathleen Rodgers, Chapter 10, Globalization and Social Movements, pp. 208-228.

Week 11, December 2: Failure, Co-optation, and Resilience

(What counts as success or failure? Institutionalization, burnout, and longevity)

Reading:

Charles Tilly and Lesley Wood. (2020). "Futures of Social Movements," in Charles Tilly, Ernesto Castaneda, and Lesley J. Wood (eds.) *Social Movements 1768-2018*. 4th Edition. New York: Routledge, pp. 149-163.

Week 12, December 9: Futures of Resistance

(Emergent movements and new forms of activism, creative resistance, joy, and radical imagination)

Reading:

John Foran. 2018. "System Change, Not Climate Change: Radical Social Transformation in the Twenty-First Century" in B. Berberoglu (ed.) *The Palgrave Handbook of Social Movements: Revolution and Social Transformation*. Springer International Publishing, pp 495-525.

Know Your Rights

Policies Regarding Written Work: You Must Submit Your Own Work

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 Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>

Back up!, Back up!!, Back up!!!: Did I mention that you should back up and save your work in multiple areas. Students are to keep an electronic and a hard copy of their assignments and essays in their files. Students must also keep a copy of their research notes and rough drafts. Keep copies of all the articles and research you download for the paper in a file. Also include your notes, outline, and drafts of the paper. This provides evidence of your own work in case of questions and will also save your ass if you accidentally delete or lose your paper because of some sort of computer glitch. Save copies to the cloud, a USB stick, etc. In other words, save your work as you progress through an assignment.

Plagiarism: Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as, footnotes or citations. Plagiarism is a major academic offence (refer to Scholastic Discipline under the Senate Policy on Academic Rights and Responsibilities at [http://www.uwo.ca/univsec/handbook/.](http://www.uwo.ca/univsec/handbook/))

Use of AI Tools: Students may use artificial intelligence tools for creating an outline for an assignment and for research purposes, but the final submitted assignment must be original work produced by the individual student alone. Keep in mind that research generated through AI is not always correct, approach such material as you would any other research material with a very critical eye.

Students must submit, as an appendix with their assignments, any content produced by an artificial intelligence tool, and the prompt used to generate the content. Further, any content produced by an artificial intelligence tool must be cited appropriately. Many organizations that publish standard citation formats are now providing information on citing generative AI (e.g., MLA: <https://style.mla.org/citing-generative-ai/>).

TurnItIn: All required papers may be subject to submission for textual similarity review and use of AI writing platforms to the commercial detection software under license to the University (TurnItIn). All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism and AI use in 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>

Policy on late assignments:

Late Penalty Policy Late assignments will automatically be penalized 2% a day for lateness after 5 days the assignment will receive a grade of zero unless there are extenuating circumstances such as illness or personal emergency (documentation is required). Extensions may be granted in instances where illness, personal or family emergency, or mental health issues are a factor, though waiting until after the deadline to meet with an academic counsellor or request an extension from your professor will increase the possibility that you will incur a late penalty or receive zero.

http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

If you feel that you have a medical or personal problem that is interfering with your work, you should contact the Academic Dean's Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time rather than on a retroactive basis. In general, retroactive requests for grade revision on medical or compassionate grounds will not be considered. Students are also advised to read the Policy on Accommodation for Medical Illness (<https://studentservices.uwo.ca/secure/index.cfm>).

KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
2025-2026

1. Academic Accommodations, Consideration for Absences

Academic Accommodation (Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

Academic Consideration for Student Absence

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf.

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

Absences from Final Examinations

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under Special Examinations).

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

2. Support Services

Accessibility, Counselling and Student Development at King's University College:
<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University

College: <http://www.kings.uwo.ca/current-students/campus-services/student-supportservices/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:
https://www.uwo.ca/health/mental_wellbeing/

Academic Support Services at King's University College:
<https://www.kings.uwo.ca/current-students/academic-resources/>

GBSV Support:

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

<https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by email or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safecampus/gender-and-sexual-violence/>

See also https://www.uwo.ca/health/student_support/survivor_support/get-help.html

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

3. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with your instructor on what tools, including generative AI (ChatGPT, translation tools, grammarchecking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

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; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

5. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

6. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

7. Policy on Attendance

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.