

POL344: Social Movements in Canada

Winter 2026 Syllabus

Course Website: <https://q.utoronto.ca/courses/426835>

Instructor: Dr. Patricia Mockler

Office Hours: By appointment at:
<https://calendly.com/p-mockler-utoronto>

Land Acknowledgement

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Course Overview

Prerequisites: POL214H1, POL215H5, POL216H5, POL224H1, POLB5Y03

Course Description

This course introduces the major theoretical debates in the study of social movements through a series of Canadian case studies. Students will consider the role of protest in agenda setting, how power shapes actors' protest tactics, and the relationship between protest and other forms of political engagement.

Course format and delivery

This is an in-person, lecture course. This course will consist of weekly lecture meetings.

In this class I will use the following tools:

- Mentimeter
 - Create and share in class content
 - Facilitate in class discussion
- Quercus
 - Post announcements
 - Share course readings
 - Post lecture slides

Required Materials

Suzanne Staggenborg and Howard Ramos, *Social Movements* (4th ed.; Oxford University Press, 2023)

Course textbook has been ordered at the University of Toronto Bookstore, including in e-book format.

Additional readings are available on Quercus

Grading and Assessments

Assessment	Percent	Due Date
Lecture Participation	20%	Weeks 4, 5, 6, 10
Syllabus Quiz	5%	January 16 th at 9 PM
In-Class Essay	35%	9 – 11 AM March 5 th EX 310
Final Exam	40%	April Exam Period Exact dates TBA

Lecture Participation (20%)

Students will complete in-class activities on weeks 4, 5, 6, 10. These activities will be worth 5% of the final grade each. These activities will include a mixture of in-class research projects and closed-book reflections on course content. Missed lecture participation activities cannot be made up except in the case of a documented illness or emergency.

Syllabus Quiz (5%)

Students will complete an online, open-book quiz on the contents of this document. The quiz will be available on Quercus from January 12th to 16th at 9 PM. Students are encouraged to consult the syllabus document while completing this quiz.

In-Class Essay (35%)

Students will complete an essay in class. The essay will be written in response to a prompt. Three possible essay prompts will be shared in lecture on February 12.

Final Exam (40%)

The final exam will cover all lecture and reading material from the course. The exam will consist of 75 multiple choice questions. The date and time of the final exam are to be set by the Registrar and will be released later in the term. Students must bring a pencil, eraser, pen, and their TCard to write the final exam.

Course Schedule

Week 1 Jan 8	Course Introduction Please review course syllabus before our first class meeting Staggenborg and Ramos, Chapter 1
Week 2 Jan 15	Snow Day!
Week 3 Jan 22	Theories of Social Movements and Collective Action Staggenborg and Ramos, Chapter 2
Week 4 Jan 29	Issues in the Study of Social Movements / Introduction to The Protest Cycle Staggenborg and Ramos, Chapter 3 Staggenborg and Ramos, Chapter 4 In-class activity #1: Reading Response on Chapter 4
Week 5 Feb 5	Strategies and Tactics of Social Movements Chapter 6 "Strategies and Tactics" from Kathleen Rodgers <i>Protest, Activism and Social Movements</i> In-class activity #2: Video Response, video to be shown in class
Week 6 Feb 12	Indigenous Social Movements Rima Wilkes. 2006. The Protest Actions of Indigenous Peoples: A Canadian-US Comparison of Social Movement Emergence, <i>American Behavioral Scientist</i> 50 (4). In-class activity # 3: Independent, open book research activity

<p>Week 7 Feb 19</p>	<p>Reading Week No assigned readings No lecture</p>
<p>Week 8 Feb 26</p>	<p>The Women's Movement Jacquetta Newman. 2020. "Acting in and on History: the Canadian Women's Movement" in <i>Canadian Politics, 7th Edition</i>. Edited by James Bickerton and Alain G. Gagnon</p>
<p>Week 9 March 5</p>	<p>In-Class Essay 9 AM – 11AM EX 310</p>
<p>Week 10 Mar 12</p>	<p>Black Lives Matter Sandy Hudson and Rodney Diverlus. 2020. "The Origin Story of Black Lives Matter Canada." In <i>Until we are free: Reflections on Black Lives Matter in Canada</i> edited by Marcus Ware, Sandy Hudson and Rodney Diverlus. University of Regina Press. In-class activity #4: Reading response on Hudson & Diverlus</p>
<p>Week 11 Mar 19</p>	<p>Environmental Movement / The LGBTQ2 Movement Miriam Smith. 2023. "LGBTQ2 Rights and the Charter at 40: Recent Critiques of the Liberal Rights Model." <i>Review of Constitutional Studies</i> 26 (2).</p>
<p>Week 12 Mar 26</p>	<p>Flex week No assigned readings</p>
<p>Week 13 Apr 2</p>	<p>Course Wrap Up/ Exam Review Session Staggenborg and Ramos, Chapter 10</p>

Policies & Statements

Communications Policy

I can be reached using the message function on Quercus. You can expect a response from me within 3 business days. Please note that I do not respond to messages after 5 PM Monday–Friday, or on weekends or holidays. I strongly encourage you to plan your time with this information in mind and ask questions well in advance of assignments so that I can provide as much guidance as possible. Please note that I do not answer emails with questions that can be answered with a thorough reading of the syllabus or the course webpage. In addition, substantive questions about course content and requirements should be discussed during my office hours rather than via email. Email should be reserved strictly for time sensitive questions or quick points of clarification.

Office Hours Meeting Policy

Students should use the link on the first page of this syllabus to make appointments. Students can cancel or reschedule their appointments using the link provided in their booking confirmation email. “No show” appointments will result in a final grade deduction of 2% per incident. Appointments may be cancelled up to 10 minutes before the scheduled meeting start time without penalty. This policy is in place to ensure that students who need to meet with me are given the opportunity to do so.

Changes to the Syllabus

I reserve the right to make adjustments to the course syllabus as needed. The assessment structure will not change, but readings and in-class activities may be adjusted. I will give notice in advance of any changes and amended syllabi will be posted on Quercus.

Missing Class and Late Assignments

Missed assessments will result in a grade of zero except in the event of a documented illness or emergency.

Accommodation for Emergency Situations

Students who will miss an in-class assessment for a medical or serious personal reason must submit a request for alternate arrangements at the link below.

In-Class Essay:

<https://forms.office.com/r/HcWve3fFPt>

We will require some documentation in support of your specific circumstances. This documentation can be an Absence Declaration (via ACORN) or the University’s Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact severity of the illness while protecting your privacy about the details of your situation. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner’s signature,

phone and registration number). For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or other forms of academic consideration. They may be able to email your instructors directly to provide a College Registrar's letter of support and connect you with other helpful resources on campus.

Other Accommodations

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <https://studentlife.utoronto.ca/department/accessibility-services/>.

Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

The University provides accommodation of the needs of students who observe religious holy days other than those already accommodated by statutory holidays. Students have a responsibility to alert members of the teaching team in a timely fashion ahead of upcoming religious observances and anticipated absences and instructors will make every reasonable effort to avoid scheduling tests, examinations or other compulsory activities at these times. Please reach out to me as early as possible to communicate any anticipated absences related to religious observances, and to discuss any possible related implications for course work.

Equity and Harassment

The University of Toronto is committed to equity, human rights, and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Mental Health and Well-Being

Your mental health is very important. Throughout university life, there are many experiences that can impact your mental health and well-being. As a University of Toronto student, you can access free mental health and wellbeing services at Health & Wellness (<https://studentlife.utoronto.ca/department/health-wellness/>) such as same-day counselling, brief counselling, medical care, skill-building workshops, and drop-in peer support. You can also meet with a Wellness Navigation Advisor who can connect you with other campus and community services and support. Call the mental health clinic at 416-978-8030 ext. 5 to book an appointment or visit

<https://uoft.me/mentalhealthcare> to learn about the services available to you.

You can also visit your College Registrar to learn about the resources and supports available: <https://www.artsci.utoronto.ca/current/academic-advising-and-support/college-registrars-offices>

If you're in distress, you can access immediate support:

<https://uoft.me/feelingdistressed>

Academic Integrity and Responsibility

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019)

(<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>). If you have questions or concerns about what constitutes

appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, to learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>.

Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see [A&S Student Academic Integrity](https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) (<https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity>) and the [University of Toronto Website on Academic Integrity](https://www.academicintegrity.utoronto.ca) (<https://www.academicintegrity.utoronto.ca>).

Use of AI

Students may not use generative artificial intelligence (e.g. ChatGPT, Gemini, Claude, etc.) for any portion of this course. The knowing use of generative AI tools for the completion of or to support the completion of course assignments may be considered an academic offense in this course. This course policy is designed to promote your learning and intellectual development and to help you develop skills in close reading, critical reflection, analysis and writing.

Re-marking Policy - Timeline and Protocol

Requests for re-grading should be submitted via the link below and must include a one-page memo that explains the case for considering a re-grade. Such requests must **not** be submitted within 48 hours of a grade's release. Re-grade requests will not be

accepted more than 14 days following the grade being released. By requesting a re-grade you are accepting that your grade may either go up or down as a result of the requested review.

<https://forms.office.com/r/PFiB358hYD>