



ORIGINAL COURSE IMPLEMENTATION DATE:

January 2022

REVISED COURSE IMPLEMENTATION DATE:

September 2023

COURSE TO BE REVIEWED (six years after UEC approval):

April 2027

Course outline form version: 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

|   |           |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
|---|-----------|---|----|--|--|--|--|--|--|--|--|--------------------|-----------|---|--|
| <b>Course Code and Number:</b> POSC 325   |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>  |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Course Full Title:</b> Social Movements and Advocacy Groups<br><b>Course Short Title:</b> Social Movements & Advocacy  |           |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Faculty:</b> Faculty of Social Sciences  |           | <b>Department (or program if no department):</b> Political Science  |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Calendar Description:</b><br>Examines how social movements and advocacy groups contribute to the development of public policy, both in Canada and abroad.  |           |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Prerequisites (or NONE):</b>   |           | 45 university-level credits.  |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Corequisites (if applicable, or NONE):</b>   |           | NONE  |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>   |           | NONE  |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>28</b> |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>   |           | Lecture/seminar   | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar   | 45        |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
|   |           |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
|   |           |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
|   |           |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
|   |           |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Total hours</b>  | <b>45</b> |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes   |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Department approval</b>  |           | <b>Date of meeting:</b> September 2022  |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Faculty Council approval</b>   |           | <b>Date of meeting:</b> November 4, 2022  |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Undergraduate Education Committee (UEC) approval</b>   |           | <b>Date of meeting:</b> January 27, 2023  |    |  |  |  |  |  |  |  |  |                    |           |   |  |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Theorize the pluralist, rationalist, and ideational approaches to studying advocacy groups and social movements.
2. Summarize the barriers that advocates face when mobilizing the public.
3. Evaluate the role that social movements and advocacy groups play in the policy process.
4. Analyze the contribution of advocacy groups and social movements in contemporary policy issues.
5. Defend a position on a policy issue.
6. Design a strategy for an advocacy campaign.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|              |     |             |     |  |   |
|--------------|-----|-------------|-----|--|---|
| Assignments: | 75% | Final exam: | 25% |  | % |
|              | %   |             | %   |  | % |

**Details:**

Choose-your-own assignment (advocacy assignment, briefing note, or opinion piece): 20%

Final paper: 25%

Advocacy simulation group project: 30%

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type        | Author or description     | Title and publication/access details | Year |
|-------------|---------------------------|--------------------------------------|------|
| 1. Textbook | Young, L. and Everitt, J. | Advocacy Groups.                     | 2005 |

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

## Part I – Concepts

- What is an advocacy group? What is a social movement?
- What is public policy?
- How do groups and movements mobilize?
- What is agenda setting?
- Are advocacy groups good for democracy?
- What is lobbying?
- How do advocacy groups influence elections or court cases?

## Part II – Case studies

- Advocacy groups, social movements, and media
- Working class advocacy
- Indigenous advocacy
- Pro-gun advocacy
- Black Lives Matter
- 2SLGBTQ+ advocacy