POL S 429 GOVERNMENT AND POLITICS OF ALBERTA
Winter term 2016
Instructor: Laurie Adkin
Wednesday 1:00-3:50 Tory 1—108
Office hours by appointment (ladkin@ualberta.ca or 780 492 0958)

Course description
This course introduces students to the historical and political-economic development of the jurisdiction known today as Alberta, Canada. The literature reviewed is generally critical of various aspects of the province’s political economy, including, for example, its democratic deficits and ecological consequences. The authors we read seek to explain how the province’s model of development was constructed, and how it should, or might be changed. Questions are raised about the influence of early immigration patterns, the province’s relations with central Canadian elites, neoliberal ideology, media ownership, and other factors that shape Alberta’s contemporary political culture. The latter part of the course focuses on fiscal and institutional reforms that might open pathways to greater social equality and ecological sustainability. The material has been chosen for senior undergraduate students and assumes some background in political economy.

Course goals
Upon completing this course, students should have a strong understanding of the social forces and dynamics that have produced the political and economic institutions underpinning Alberta’s model of development. They will be familiar with a number of theoretical approaches to the study of political phenomena, including—in addition to political-economy—gender, race, post-colonial, and ecological axes of analysis. Students will be better informed about important problems facing Albertans and Canadians, and about some of the proposals that have been made by experts in various fields to address these problems. This knowledge will deepen the capacity of students to engage in policy debates and to fulfill their roles as citizens. The course will also contribute to a strong foundation for students wishing to pursue graduate studies in the fields of political economy, Canadian studies, or public policy.

Prerequisites: Pol S 220, 230, 240, 235, or consent of instructor

Class format
Participants will present readings for seminar discussion on a rotating basis. Roundtable discussion and lectures may be supplemented by films or guest speakers, as available. Students are expected to have read the assigned materials prior to the class in which they will be discussed, and to be prepared for critical discussion of the readings. Discussion questions are provided, but seminar participants are encouraged to add to these.

Use of electronic devices in class Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor. Laptop computers may be used for taking or reading notes, for group work, or when making presentations. The use of laptops for note-taking is not recommended, both because research shows that this is less useful for you than hand-writing, and because laptops interfere with personal interaction in the classroom. (See links to the research on this on the course website.) Use of laptops for other purposes is not permitted. Use of i/smart/cell phones and other electronic devices in class is not permitted.
**Course readings**
The readings for this course will be available in three ways. All of the recommended texts listed below have been placed on reserve at Rutherford library for students in this course. Some readings will be available on the course website and may be downloaded. Other readings are available electronically through the University of Alberta library system.

**Recommended texts**
Meenal Shrivastava and Lorna Stefanick, eds. *Alberta Oil and the Decline of Democracy in Canada*. Edmonton: Athabasca University Press, 2015. [free online access or available in print from Audrey’s Books]

**Course website** [http://pols429.pbworks.com/](http://pols429.pbworks.com/)
To access the website, type in your University of Alberta email address and a password. The website provides links to readings and other resources intended to enrich your learning in this course and to help you to investigate research topics. The website is continually updated by the instructor, so you should check it frequently during the term. In addition to new resources, announcements concerning the course will be posted on the front page. Notice of upcoming talks, conferences, films, or other events of interest to political science students will be posted on the Events page. If you have notices that you would like to share with the class, please email them to the instructor.

**REQUIREMENTS AND EVALUATION**

- Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc? No.
- Service Learning component: N/A
- Past or Representative Evaluative Course Material Available through the Exam Registry Students’ Union [http://www.su.ualberta.ca/services/infolink/exam/]: no.
- Additional mandatory Instructional fees (approved by Board of Governors): None

**Attendance, Absences, and Missed Grade Components**: Students should note that in all but exceptional situations, *all* components of the course must be completed to receive a passing grade. Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be
excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the "attendance and participation" component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

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<thead>
<tr>
<th>Assignment</th>
<th>Grade %</th>
<th>Details</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Short analytical paper (4 pp.)</td>
<td>15%</td>
<td>See detailed instructions at the end of the syllabus.</td>
<td>February 4</td>
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<tr>
<td>Research essay (10-12 pp. + references)</td>
<td>35%</td>
<td>See detailed instructions at the end of the syllabus.</td>
<td>April 8</td>
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<tr>
<td>Take-home exam</td>
<td>30%</td>
<td>Short essay questions with word limit.</td>
<td>April 6-15</td>
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<tr>
<td>Seminar participation</td>
<td>20%</td>
<td>Attendance, participation in class discussions, presentation of readings (See details at the end of the syllabus.)</td>
<td>Assessed at the end of term</td>
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**Grading:** Tests and assignments will be assigned a letter grade. A+ will be represented by 4.3. When grading assignments I use my judgment, based on 25 years of teaching, regarding where a paper falls on the grading scale, and using the criteria that I have provided. (I do not use a grades distribution chart to assign grades.) When calculating final grades, I use a combination of considerations, listed in order of importance: the numerical score resulting from the assignment grades (these are not curved or adjusted to any preset formula); evidence of individual improvement and effort over the term (comes into play when a final grade is border-line); the overall performance of the class. The last consideration is more likely to influence grade distribution in a large class than in a seminar class, if the mean grade differs significantly from the GFC's mean for a course at that level, and if there are no apparent justifications for this variation. (Classes do perform differently, overall, depending on the level of preparation and abilities of their constituents, although such variations in class averages are generally smaller the larger the class size.)

Note that the Department of Political Science now has a policy that: "Grade appeals regarding term work must be initiated before the final exam is written, unless the work is handed back at the final exam."

**Rules for extensions, late penalties and missing work:** It is your responsibility to inform the instructor as soon as it becomes clear that your work will be late. Extensions will be granted in the case of illness or personal crisis. Extensions must be requested before the due date for the assignment. In fairness to students who have completed their work on time, there will be a penalty for late papers for which extensions have not been granted. The penalty for late papers will be 0.2 points per day (e.g., a 4.0 paper one day late will receive 3.8; a 2.7 paper two days late will receive 2.3). Papers more than five days late will not be accepted. An extension for an assignment due at the end of the term may result in a grade of incomplete, due to grade submission deadlines in April. Please note that, beyond certain limits, extensions may only be granted by the Faculty of Arts and under specified, medically documented conditions. Policy regarding missed term work is outlined in Section 23.4(3) of the University Calendar.
Undergraduate Student Grading Scale

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<tr>
<td>Excellent</td>
<td>A+ 4.0</td>
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<tr>
<td>(4.3)</td>
<td>A 4.0</td>
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<tr>
<td>A-</td>
<td>Good B+</td>
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<tr>
<td>3.7</td>
<td>3.3</td>
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<tr>
<td>B 3.0</td>
<td>B- 2.7</td>
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<tr>
<td>Satisfactory</td>
<td>C 2.0</td>
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<tr>
<td>C-</td>
<td>Poor D+</td>
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<tr>
<td>1.7</td>
<td>1.3</td>
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<tr>
<td>Minimal Pass</td>
<td>D 1.0</td>
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<tr>
<td>Failure</td>
<td>F 0.0</td>
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Plagiarism & Academic Dishonesty: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at http://www.uofaweb.ualberta.ca/gfc/policymanual/content.cfm?ID_page=37633) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. An important excerpt from the Code of Student Behaviour is appended at the end of this syllabus. Additional information and resources are available through the U of A’s Truth in Education project: http://www.uofaweb.ualberta.ca/TIE/.

SPECIALIZED SUPPORT & DISABILITY SERVICES:
Students with disabilities or special needs that might interfere with their performance should contact the professor at the beginning of the course with the appropriate documentation. Every effort will be made to accommodate such students, but in all cases prior arrangements must be made to ensure that any special needs can be met in a timely fashion and in such a way that the rest of the class is not put at an unfair disadvantage. Students requiring special support or services should be registered with the office of Specialized Support & Disability Services (SSDS): http://www.uofaweb.ualberta.ca/SSDS/. This is particularly important for students requiring special exam arrangements. Once you have registered with SSDS, it is your responsibility to provide the instructor with a "Letter of Introduction" and, if necessary, an "Exam Instruction & Authorization" form.

For help with writing and learning skills, consult the Student Success Centre http://www.studentsuccess.ualberta.ca/ or the Centre for Writers http://c4w.ualberta.ca/.

Feeling Overwhelmed? (In need of student, social, financial or security services?):
The Student Distress Centre is there to listen, offer support, supply information and provide services:
- Call: 492-HELP (492-4357)
- Drop in: 030-N in the S.U.B.
- Visit: www_su.ualberta.ca/sdc
- Chat: http://www.campuscrisischat.com/
**COURSE GUIDE**

**Week one: January 6  Introduction to course**  
First two parts of *Big Bear* by director Gil Cardinal (1998) [https://www.youtube.com/watch?v=INq-FZUc7-g](https://www.youtube.com/watch?v=INq-FZUc7-g).

**Resources on this period of Alberta’s history:**  
(See page on course website entitled “Early Colonial History of Alberta.”)

**Week two: January 13 Colonization**  
Third and fourth parts of *Big Bear*  
**Recommended:**  

**Week Three: January 20 Immigration and Political Culture**  
**Recommended:**  
Week Four: January 27  Overview of capitalist development to the 1980s
Recommended:
Palmer and Palmer, Alberta: A New History, chs. 6, 9, 10-12.

Week five: February 3  Neoliberal Alberta in the 1990s
Joanne Helmer, “Redefining normal: Li’è in the new Alberta,” 70-83, in The Trojan Horse.
Recommended:
Multiple chapters from The Trojan Horse (1995).

Week six: February 10  Conservatism, Neoliberalism, and Political Culture
Dennis Soron, “The politics of de-politicization: Neo-liberalism and popular consent in Alberta,” 65-81, in Trevor W. Harrison, ed. The Return of the Trojan Horse.
Recommended:


**Week Seven: February 17 no class [Reading Week]**

**Week Eight: February 24 Petro-Politics**


Angela V. Carter and Anna Zalik, “Fossil Capitalism and the Rentier State: Towards a Political Ecology of Alberta’s Hydrocarbon Economy,” in *First World Petro-Politics.* [course website]

**Week Nine: March 2 Neoliberalism and Petro-Politics**

Laurie Adkin, “Alberta’s Neo-liberal Environment,” in *First World Petro-Politics.* [course website]

Laurie Adkin and Brittany J. Stares, “Turning up the Heat: Hegemonic Politics in a Petro-State,” in *First World Petro-Politics.* [course website]

Recommended:


**Week Ten: March 9 Focus on Class**


Recommended:


Multiple chapters in *The Trojan Horse, Return of the Trojan Horse,* and the Larry Pratt books.

Michael Broadway, “Bad to the Bone: The social costs of beef packing’s move to rural Alberta,” in Writing Off the Rural West, pp. 39-52.

Week Eleven: March 16 Focus on Gender
Sara Dorow, “Gendering energy extraction in Fort McMurray, pp. 275-294 in Alberta Oil.

Recommended:
Sara O’Shaughnessy and Göze Doğan, “The Gendered and Racialized Hydrocarbon Economy,” in First World Petro-Politics. [course website]

Week Twelve: March 23 Focus on First Nations
Brenda Parlee, “Mobilizing to Address the Impacts of Oil Sands Development: First Nations in Environmental Governance,” in First World Petro-Politics. [course website]
Larissa Stendie and Laurie E. Adkin, “In the Path of the Pipeline: Environmental Citizenship, Aboriginal Rights, and the Northern Gateway Pipeline Review,” in First World Petro-Politics. [course website]

Recommended:
Anna Zalik, “Duty to consult’ or ‘License to Operate’? Corporate Social Practice and Industrial Conflict in the Alberta Tar Sands and the Nigerian Niger Delta,” in First World Petro-Politics. [course website]

Week Thirteen: March 30 Focus on Democratization and New Policy Directions
Tim Weis, Benjamin Thibault, and Byron Miller, “Alberta’s Electricity Future,” in First World Petro-Politics. [course website]
Laurie Adkin and Byron Miller, “Alberta, Fossil Capitalism, and the Political Ecology of Change,” in First World Petro-Politics. [course website]
Laurie Adkin, “Democracy and the Albertan Petro-State,” in First World Petro-Politics. [course website]

Recommended: See course website page: “Alternatives”

Week Fourteen: April 6 Discussion of Research Papers
We will do a roundtable of short presentations of your research projects, in which you share your questions and findings with the group. At the end of the class the take-home exam will be distributed.

**Discussion questions for Pol S 429**

**Weeks 1-4**

How many theses concerning the foundations of Alberta’s political culture can you identify in the readings for weeks 1-4? What are these theses?

How influential, in your view, is this early cultural formation of the province with regard to its contemporary political party system and political culture? How are these elements of Albertans’ cultural identity reproduced over time?

How do these authors characterize the formation of social classes in Alberta by the 1980s? What, in their view, does this social structure explain about the province’s political party system and the behaviour of the electorate? Do any of these arguments continue to be useful for understanding the contemporary party system?

Has the commodity-based, or resource-extraction-based nature of Alberta’s economy since the beginning of the 20th century changed significantly, and if so, how? Is oil a commodity like wheat, or cattle?

What are the social bases of the Progressive Conservative Party that formed a government in 1971? To what extent does the PC government represent a break with the province’s previous political regimes (Social Credit and UFA)?

**Weeks 5-6**

How does neoliberalism come to Alberta? Despite the forms of opposition to privatization, deregulation, budget-cutting, and tax-cutting that are described by some of these authors, why did the Klein governments succeed in implementing this agenda? Identify the different arguments in this regard.

What did neoliberalism mean for women, public sector workers, First Nations, and environmental regulation (for a start)?

Are Albertans really more “conservative” than other Canadians?

How was neoliberalism articulated to other elements of the political culture in ways that might explain its acceptance by some Albertans? Which groups have been most resistant to neoliberal ideology, and why?

**Weeks 8-9**

What do you understand by the terms “petro-politics” and “petro-state”? Can these labels meaningfully be used to characterize the political system in Alberta?

How do these authors question the usefulness or validity of petro-state theses? What kind of theory do they believe is needed to explain such phenomena as the longevity of PC Party rule in Alberta, this party’s identification of energy industry interests with the interests of Albertans, or other aspects of Alberta’s politics?
What explanations do these authors offer for the way in which environmental regulation has been handled by Alberta’s governments since the 1970s?

Does the concept of “neoliberal nativism” add anything to our understanding of hegemonic politics in Alberta? If such a discourse has, indeed, been effective in generating some kind of consensus with regard to the province’s (hydrocarbon extractive) model of development, how might this knowledge inform the discursive strategy of the NDP government?

To what extent has the narrative about oil constituting the “life blood” of Alberta’s economy been challenged by the NDP government?

**Weeks 10-11**

How, according to these authors, has Alberta’s dependence on fossil fuel extraction shaped its labour market and labour relations? What other factors are identified as ones shaping the nature of workers’ and employers’ rights, income distribution, and the livelihoods available to Albertans?

How is Alberta’s labour market “gendered”?

In what ways do racial hierarchies operate in the exploitation of labour and in the social inequalities that these authors document?

What kinds of policies do these authors propose to redress racial and gender inequalities?

**Week 12**

How do First Nations view the extraction of bitumen and the construction of pipelines to transport diluted bitumen or diluents? What factors determine their positions?

What kinds of strategies are First Nations adopting to protect their interests within the global “fossil capitalist” system, or within the Canadian nation-state? What resources are they drawing upon in these struggles?

Are there grounds for a convergence of First Nations’ and ecologists’ struggles around a “post-carbon” model of development?

What roles has science played in the Northern Gateway Pipeline conflict? What role should science play in a deliberative model of democracy?

**Week 13**

In these three chapters there are numerous ideas about the ways in which Alberta’s energy policy, fiscal framework, and political institutions should be reformed. Based on your knowledge of problems such as climate change, and your values with regard to social equality, participatory citizenship, and a good life, how do you respond to these proposals? Are there issues that these authors have not addressed but which are very important for Albertans? Note that there is a page on the course website that lists additional sources on “alternatives.” Bring any of these to class for discussion if you have time to peruse them.

What have been the NDP government’s priorities to date? To what extent is the government setting a new direction for the province’s development, as opposed to extending the life of the old model? What do the
answers to these questions tell us about the petro-state theses, the pressures exerted by global market forces on local governments, and/or the conditions necessary to bring about a transition to a more democratic, low-carbon model of development?

ASSIGNMENT INSTRUCTIONS

Short analytical paper (4 pages)

Choose any two of the discussion questions for weeks 1-4 and answer these questions in your paper. You may draw upon recommended or supplementary readings if you wish. Clearly identify the theoretical explanations offered by the authors whose work you have read in this part of the course. Use a correct documentation style to cite the works referred to in your paper. The references may be appended to the text of the paper, i.e., additional to the 4 pages.

Research Essay

Clearly formulate a research question that concerns some aspect of the politics of Alberta. A list of suggested topics is provided below, but you may choose a different topic, in consultation with the instructor. Criteria for evaluating this paper include not only your ability to make a well-written and well-reasoned theoretical argument, but also the adequacy of the research. For a paper like this you should have at least 10 cited sources from scholarly books or journals (see the more detailed guidelines below). Your page limit is 12, but references are in addition to this.

Suggested research questions:

1. Scholars have long tried to explain the differences—on the surface quite striking—between the political cultures of Alberta and Saskatchewan. While both provinces were characterized by forms of agrarian populism in the first part of the 20th century, they took markedly different directions from the Great Depression until recent years. (Saskatchewan elected a conservative party in 1982, 1986, 2007, and 2011.) The CCF (later the NDP) set strong roots in Saskatchewan, while the Social Credit Party dominated Alberta politics (followed by the Conservatives) from 1936-2015. In addition, regime change has been more “normal” in Saskatchewan than in Alberta (where there have been very long periods of one-party rule). Review the explanations for these difference that have been offered by such theorists as C. B. Macpherson, Seymour Martin Lipset, Nelson Wiseman, and others. Which theory do you find most persuasive, and why?

2. Alberta is often depicted as having a uniquely right-wing political culture compared to the rest of Canada. A number of scholars have argued, however, that Alberta’s political culture is not nearly as homogenous as electoral results suggest. Moreover, some argue that the province’s political culture is going through a period of flux and is becoming more like that of other Canadian provinces, due to urbanization, in-migration, and other factors. Review the evidence for these positions and present your conclusions.

3. The early 1990s was a critical turning point in the politics of Alberta, as the PCP leadership adopted neoliberal ideology combined with a commitment to rapid resource exploitation on terms that were highly favourable to the large corporations investing in oil, gas, and other sectors. On the
basis of your review of the literature that describes the events of the 1990s, what do you conclude about the reasons for the defeat of public sector unions and other civil society actors that attempted to resist this neoliberal agenda?

4. In May 2015 the New Democratic Party formed a majority government in Alberta’s legislature, ousting the Progressive Conservative Party that had ruled the province since 1971. How can we explain this outcome? Review the strengths and weaknesses of the explanations that have been offered so far, and present your conclusions.

5. Does petro-state theory provide a useful framework for explaining the relationship between the Progressive Conservative Party and the energy corporations? What are the strengths and weaknesses (or limitations) of petro-state theory? If this approach is inadequate, what kind of theoretical framework is better able to account for the nature of the state in Alberta?

6. The new NDP government of Alberta has adopted a set of approaches to reduce the province’s greenhouse gas emissions between now and 2030. Critics of the government’s targets point out that emissions will be no lower in 2030 than they are in 2015, and argue that Alberta needs a more ambitious plan. What are the key factors determining the policy framework that the government is developing to address climate change? Do your conclusions support or contradict petro-state theses, e.g., about the capture of governments by oil interests, or the erosion of democracy and citizenship?

7. Choose two case studies of Aboriginal responses to oil sands exploitation that represent significantly different strategies. In one case, the band has contracts and/or benefits agreements with corporations in the sector. In the other case, the band is using every means available to stop further expansion of the oil sands. Identify the factors that account for these differences, and ask what these case studies tell us about the context within which Aboriginal communities seek to defend their interests.

8. Do the political culture theses having to do with the religious and political views of immigrants in the early part of the 20th century, the predominantly British land-owner elite (ranchers), or other aspects of social class formation still hold water when it comes to explaining Alberta’s party system and how Albertans vote? Does the election of an NDP government in 2015 signal a significant change in the province’s political culture?

9. If you have ideas for other topics, please discuss them with me. For example, you may wish to explore other theoretical arguments made by the authors we have read, or particular areas of policy.
GENERAL GUIDELINES FOR WRITTEN ASSIGNMENTS

You have limited space to analyze something that will necessarily be complex, so keep your core question front-and-centre in the analysis. It is important to develop a concise, coherent argument supported by evidence.

For a research essay assignment, the quality of your research will be a substantial component in the evaluation of your work. Get started on this early; consult the librarians at Rutherford and/or Cameron libraries about databases or other sources that you should investigate. Search for relevant scholarly publications in journals or books. If your topic is current, you may need to rely mainly on documentation or interviews (primary sources), but will still need a theoretical framework — hence a scholarly literature — in which to situate your analysis. For a research essay worth 35% of your grade, I will expect a solid bibliography that includes at least 20 sources. At least ten of these should be scholarly (peer-reviewed) sources. You may use internet publications, but these should be correctly cited (so that sources may be relocated by other researchers). You should also provide the date on which you accessed the publication online. For detailed instructions on citing electronic sources, consult your style manual. If you have questions about your research, please talk to me.

These are the main criteria by which an essay is evaluated.

Does the essay demonstrate a good understanding of the problem under investigation, and of the arguments which have been advanced by the authors whose work addresses this problem?
Does the essay demonstrate an ability to develop a coherent position, or argument, regarding the question or problem at hand? This may take the form of critical review of the arguments presented in a particular literature. An outstanding paper will offer some original insights regarding the theoretical problem or question addressed, and will give evidence of careful research.
Does the essay demonstrate good writing skills? These include: a coherent structure and presentation of material, clarity of expression, excellent grammar, spelling, and correct use of sources. Of course, creativity is greatly encouraged!
Does the essay demonstrate sufficient research to locate sources which are relevant, important, and reasonably up-to-date? Has a thorough search been made of periodicals indexes for scholarly journals and other databases related to the area of research? Is there an overly-heavy reliance on only one or two sources, rather than a wide sampling of different perspectives on the subject which have then been subjected to critical examination?

Your essay should be type-written and double-spaced, with font no smaller than this (12 pt). The pages should have one-inch margins. Make sure your pages are numbered.

Endnote, footnote, or referencing styles are all acceptable, but you must choose and use only ONE.

You must use an accepted essay-writing manual for the social sciences. The Chicago Manual of Style (CMS) is preferred, but APA is also acceptable. The CMS may be accessed online (http://www.chicagomanualofstyle.org/home.html), or, you may purchase a style manual from a bookstore. The Turabian et al. manual (see below) provides general guidelines for writing essays, in addition to the style formats for bibliographies, endnotes, and so on.

Provide the complete reference for the style manual used on the title page of your essay. (Do not include the manual reference in your bibliography or list of references.) Failure to use a style manual or to proofread your essay for grammatical errors, as well as inadequate research, will negatively affect your grade. Note that the Arts Faculty requires instructors to “take into consideration the quality of expression [in] assessing the written work of students and to refuse to accept work that is markedly deficient in the mechanics of composition.”

There are good reasons for using correct, standard styles for punctuation and documentation in your essay; these include clarity and accuracy in identifying the sources of any factual statements or claims you make, and ready comprehension of your writing by the readers. A major problem area is the use of quotations; consult a style guide for the correct practices. Whether you use a referencing style, footnotes, or endnotes, learn an accepted documentation style and use it consistently. The same rule applies for your bibliography or list of references.

Many common practices such as paraphrasing or failing to clearly identify the source of arguments used in an essay border on plagiarism and should be avoided. If you have any doubts concerning the correct way to use or to credit sources, the correct use of footnotes, and so on, please consult your writer’s manual. If you still have questions, talk to your instructor.

It is perfectly acceptable to write in the first person.

When using references in your paper, make sure that it is evident to your reader why you are citing a particular source at the end of a sentence. To do this, identify the source of your data or of the argument or interpretation in the sentence itself. Here’s an example.

**Do not write:**
The February 2010 White Paper revealed a significant shift in government policy toward the regulation of gold mining (Smith 2006, 12).
[This sentence implies that this is your opinion, based on your reading of the document, and so it is confusing to the reader to see another author cited at the end of the sentence. If, in fact, you are reporting someone else’s interpretation of the meaning of the document, state this clearly.]

**Write:**
In the view of Margaret Smith (2006, 12), an environmental lawyer at CELA, the February 2010 White Paper revealed a significant shift in government policy toward the regulation of gold mining.
[In this example, you see that the reader is also given some information about the expertise or background of the person whose interpretation you are reporting; this helps the reader to assess the significance of the opinion. Always introduce your sources in this way when you first refer to them. We generally state the full name of the source, too, the first time we cite that source, but not subsequently.]

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Please note the resources offered by the University of Alberta’s Centre for Writers:
[http://www.c4w.arts.ualberta.ca/](http://www.c4w.arts.ualberta.ca/)
GENERAL GUIDELINES FOR CLASS PARTICIPATION

- When presenting a reading to the class, identify: (1) what is the key question that the author is trying to answer (is this a contribution to a larger debate in the scholarly literature?); 2) what is the author’s core argument; (3) how the author makes the argument (using what kind of research, analysis, empirical evidence). Try also to observe how the evidence or the arguments in this reading either support or contradict the conclusions made by other authors addressing the same question.

- When analyzing the various readings, look for the ontological, epistemological, and normative assumptions made by the authors. How do these assumptions shape the way in which they frame the problem, or question? What, for the author(s), is at stake in relation to this problem? What does the framing leave out of the picture, and how do the “absences” affect the validity of the conclusions? Our understanding of the problem and of possible solutions?

- We will generally use a roundtable format, at least for a preliminary round of commentaries on the readings. The reason for this is create a space for everyone to contribute to the discussion. Please note any responses to others’ comments that you wish to make and wait for your “turn” in the discussion. Once the format is opened up for general discussion, my working rule will be to recognize first anyone who has not yet spoken or who has spoken less than others.

- The participation grade will take into account attendance, actual “participation” in the discussion, and the quality of the contributions. The point is not merely to have an opinion, but to relate one’s comments to the readings and to engage in reasoned argument.
### EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR
(UPDATED EFFECTIVE APRIL, 2008)

<table>
<thead>
<tr>
<th>30.3.2(1) <strong>Plagiarism</strong></th>
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<tr>
<td>No Student shall submit the words, ideas, images or data of another person as the Student’s own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.</td>
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<tr>
<th>30.3.2(2) <strong>Cheating</strong></th>
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<tbody>
<tr>
<td>30.3.2(2) a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.</td>
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<tr>
<td>30.3.2(2) b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6 (4).</td>
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<tr>
<td>30.3.2(2) c No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.</td>
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<tr>
<td>30.3.2(2) d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.</td>
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| 30.3.2(2) e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source. |

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<th>30.3.6(4) <strong>Misrepresentation of Facts</strong></th>
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<td>No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. See also 30.3.2(2) b, c, d and e.</td>
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<tr>
<th>30.3.6(5) <strong>Participation in an Offence</strong></th>
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<tr>
<td>No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.</td>
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**The Truth In Education (T*I*E) project** is a campus wide educational campaign on Academic Honesty. This program was created to let people know the limits and consequences of inappropriate academic behavior. There are helpful tips for Instructors and Students.

Please take the time to visit the website at: [http://www.ualberta.ca/tie](http://www.ualberta.ca/tie)
Amendments to the Code of Student Behaviour occur throughout the year. For the most recent version of the Code, visit http://www.governance.ualberta.ca/

NOTICE TO INSTRUCTORS REGARDING PLAGIARISM, CHEATING, MISREPRESENTATION OF FACTS AND PARTICIPATION IN AN OFFENCE

The U of A considers plagiarism, cheating, misrepresentation of facts and participation in an offence to be serious academic offences. Plagiarism, cheating, misrepresentation of facts and participation in an offence can be avoided if students are told what these offences are and if possible sanctions are made clear at the outset. Instructors should understand that the principles embodied in the Code are essential to our academic purpose. For this reason, instructors will be fully supported by Departments, Faculties and the University in their endeavours to rightfully discover and pursue cases of academic dishonesty in accordance with the Code.

At the beginning of each term, we ask you to review with your students the definitions of plagiarism and cheating. We are now also asking you to review with your students the definition of Misrepresentation of Facts and Participation in an Offence. Your co-operation and assistance in this matter are much appreciated.

30.3.2(1) Plagiarism

No Student shall submit the words, ideas, images or data of another person as the Student’s own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating

30.3.2(2)a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2)b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).

Cheating (Continued)

30.3.2(2)c No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.

30.3.2(2)d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.2(2)e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

30.3.6(4) Misrepresentation of Facts

No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. This includes such acts as the failure to provide pertinent information on an application for admission or the altering of an educational document/transcript.

30.3.6(5) Participation in an Offence

No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

The Truth In Education (T*I*E) project is a campus wide educational campaign on Academic Honesty. This program was created to let people know the limits and consequences of inappropriate academic behaviour. There are helpful tips for Instructors and Students. Please take the time to visit the website at: http://www.ualberta.ca/tie
EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR
FOR REVIEW WITH EACH CLASS AT THE BEGINNING OF EVERY TERM

Procedures for Instructors Regarding
Plagiarism, Cheating,

Misrepresentation of Facts and Participation in an Offence

The following procedures are drawn from the Code of Student Behaviour as approved by GFC and the Board of Governors. The guidelines summarize what instructors must do when they have reason to believe that a student has plagiarized, cheated, misrepresented facts or participated in an offence. If you have questions about these guidelines, or about the policies, please talk with the senior administrator in your Faculty responsible for dealing with student discipline—usually an Associate Dean or the Appeals and Compliance Officer (Appeals Coordinator), University Governance (2-2655).

30.5.4 Procedures for Instructors in Cases Respecting Inappropriate Academic Behaviour

30.5.4(1) When an Instructor believes that a Student may have committed an Inappropriate Academic Behaviour [30.3.2] or that there has been Misrepresentation of Facts [30.3.6(4)] or Participation in an Offence [30.3.6(5)] in cases respecting Inappropriate Academic Behaviour in the course that he or she instructs, the Instructor will meet with the Student. Before such a meeting, the Instructor shall inform the Student of the purpose of the meeting. In the event that the Student refuses or fails to meet with the Instructor within a reasonable period of time specified by the Instructor, the Instructor shall, taking into account the available information, decide whether a report to the Dean is warranted.

30.5.4(2) If the Instructor believes there has been a violation of the Code, the Instructor shall, as soon as possible after the event occurred, report that violation to the Dean and provide a written statement of the details of the case. The Instructor may also include a recommendation for sanction.

Possible Sanctions

One or more of the following sanctions given in 30.4.3 (2) and (3) of the Code are commonly used for plagiarism, cheating, participation in an offence, and misrepresentation of facts:

30.4.3(2) a.i a mark reduction or a mark of 0 on any term work or examination for reason of Inappropriate Academic Behaviour
30.4.3(2) a.ii Reduction of a grade in a course
30.4.3(2) a.iii a grade of F for a course
30.4.3(2) a.iv a remark on a transcript of 8 (or 9 for failing graduate student grades), indicating Inappropriate Academic Behaviour, in addition to 30.4.3(2)a.i, 30.4.3(2)a.ii or 30.4.3(2)a.iii
30.4.3(3) b Expulsion
30.4.3(3) c Suspension

The following sanctions may be used in rare cases:

30.4.3(3) e Suspension of a Degree already awarded
30.4.3(3) f Rescission of a Degree already awarded

30.6.1 Initiation of an Appeal

30.6.1(1) When a Student has been found to have committed an offence under the Code of Student Behaviour or an Applicant is found to have committed an offence under the Code of Applicant Behaviour, whether or not that Student or Applicant has been given a sanction, the Student or Applicant may appeal that decision, except in the case of a decision of the Discipline Officer under 30.5.6(2)e.ii, which remains final and is not subject to appeal. In cases where a severe sanction has been recommended to the Discipline Officer, once the student receives the final decision of the Discipline Officer, the student can appeal the decisions of both Dean and the Discipline Officer at the same time. The written appeal must be presented to the Appeals Coordinator in University Governance within 15 Working Days of the deemed receipt of the decision by the Student or Applicant. The finding that an offence has been committed, the sanction imposed or both may form the basis of appeal. The written appeal must also state the full grounds of appeal and be signed by the Appellant. The appeal shall be heard by the UAB.

PROFESSOR STEVEN PENNEY
CHAIR, CAMPUS LAW REVIEW COMMITTEE

DR MARTIN FERGUSON-PELL
ACTING PROVOST AND VICE-PRESIDENT (ACADEMIC)

* The Campus Law Review Committee is a standing committee of General Faculties Council (GFC) responsible for the review of the Code of Student Behaviour and of student disciplinary procedures.

Updated: 30/01/2013