Course description
This course introduces students to the historical development of the jurisdiction known since 1905 as Alberta, Canada. We begin with the forced relocation of indigenous peoples to reserves by the Canadian state to prepare the way for the colonization of the territory by European settlers in the latter part of the 19th century. Successive waves of immigration to Alberta in the first part of the early 20th century laid long-lasting foundations for the province's political culture and party system. Course readings survey the subsequent transformations that have shaped Alberta's politics and culture, including the transition from an agrarian-based economy to a resource-extractive-based economy, urbanization and population growth, and the adoption of neoliberal ideology by the ruling Conservative Party in the 1990s. Recent literature characterizes Alberta as a first world petro-state, and examines the implications of heavy dependence on oil exports for the province's indigenous peoples, ecology, fiscal stability, social equality, and democracy. The selected readings feature political-economic, sociological, and cultural approaches to understanding the salient issues and conflicts in contemporary politics and policy-making. The material has been chosen for senior undergraduate students and assumes a knowledge of concepts in political economy.

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

Course goals
Upon completing this course, students should have a strong understanding of the social forces and dynamics that have produced Alberta's trajectory of political economy and party system. They will be familiar with multiple theoretical approaches to the study of political phenomena, including: 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 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.

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.

Course materials
The readings for this course will be available in four ways. Recommended books 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. Copies of the core textbook, First World Petro-Politics: The Political Ecology and Governance of Alberta (University of Toronto Press, 2016), have been ordered for the Campus Bookstore in the Students Union Building. (Other books would have been ordered but are out-of-print.)
coursepack containing additional required readings has been produced and will be available at the Campus Bookstore.

Course website: [http://www.pols429.pbworks.com](http://www.pols429.pbworks.com) (Information about how to access and use the website will be provided in class.)

### Course Requirements

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of final grade</th>
<th>Details</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Short analytical paper (max. 8 pp.)</td>
<td>20%</td>
<td>See detailed instructions p. 11.</td>
<td>October 4</td>
</tr>
<tr>
<td>Research paper proposal</td>
<td>5%</td>
<td>See guidelines p. 12. Send this by email.</td>
<td>No later than October 14</td>
</tr>
<tr>
<td>Take-home exam</td>
<td>30%</td>
<td>Short essay questions with word limit.</td>
<td>December 8-18</td>
</tr>
<tr>
<td>Seminar participation</td>
<td>20%</td>
<td>Includes attendance, and preparation for participation in class discussions and presentations. (See guidelines at the end of the syllabus.)</td>
<td>Assessed at the end of term</td>
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Students should note that in all but exceptional situations, *all* components of the course must be completed to receive a passing grade. Policy regarding missed term work is outlined in Section 23.4 (3) of the University Calendar.

**Recording of Lectures:** Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the content author(s) or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course 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 content author(s).

**Use of electronic devices in class:** 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.

Policy about course outlines can be found in Section 23.4(2) of the University Calendar.

**Grading Practices:**
- Tests and assignments will be assigned a letter grade. A+ grades will be considered in the final calculation.
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 pre-set 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.)

- A grading rubric for essay work is provided at the end of this syllabus.
- Note the Department of Political Science 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."

Absences and late penalties:

- 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.

- 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.

Undergraduate Student Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Excellent A+</td>
<td>4.0 (4.3)</td>
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<tr>
<td>Good A</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.0</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>2.0</td>
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<tr>
<td>D+</td>
<td>1.7</td>
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<tr>
<td>Failure F</td>
<td>0.0</td>
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Academic Integrity
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 www.governance.ualberta.ca) 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.”

**Academic Honesty:**
All students should consult the information provided by the Office of Judicial Affairs regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the Academic Integrity Undergraduate Handbook and Information for Students). If in doubt about what is permitted in this class, ask the instructor. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the Academic Discipline Process.

**Learning Environment**
The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the Student Ombuds Office: [http://www.ombudservice.ualberta.ca/](http://www.ombudservice.ualberta.ca/). Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at [https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110](https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110).

**Student Accessibility Services:**
If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Specialized Support & Disability Services, contact their office immediately (2-800 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381; WEB [www.ssds.ualberta.ca](http://www.ssds.ualberta.ca)).

**FEELING OVERWHELMED? (In need of student, social, financial or security services?)**
The Student Distress Centre listens, offers support, supplies information and provides services:

- Call: 492-HELP (492-4357)
- Drop in: 030-N in the S.U.B.
- Visit: [www.su.ualberta.ca/sdc](http://www.su.ualberta.ca/sdc)
- Chat: [www.campuscrisischat.com/](http://www.campuscrisischat.com/)

**LEARNING AND WRITING SUPPORT**
Students looking to improve their essay writing or study habits are encouraged to visit the Student Success Centre at 2-300 Students Union Building. The SSC exists to help students maximize their educational experience. The writing resources staff provide workshops and one-on-one sessions with students, for a small fee. Visit the website at: [www.uofweb.ualberta.ca/academicsupport/writingstaff.cfm](http://www.uofweb.ualberta.ca/academicsupport/writingstaff.cfm)

**COURSE GUIDE**

**Week one: September 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:

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

Recommended:

**Week Three: September 20 Immigration and Political Culture**

Recommended:

**Week Four: September 27 Overview of capitalist development to the 1980s**

John Richards and Larry Pratt, “Oil and social class: the making of the new West,” in Prairie Capitalism, ch. 7.

Recommended:
Palmer and Palmer, Alberta: A New History, chs. 6, 9, 10-12.

Week Five: October 4 Neoliberal Alberta in the 1990s

Recommended:
Multiple chapters from The Trojan Horse (1995).

Week Six: October 11 Conservatism, Neoliberalism, and Political Culture

Recommended:


**Week Seven: October 18 Petro-Politics**


**Week Eight: October 25 Neoliberalism and Petro-Politics**

Laurie Adkin, “Alberta’s Neo-liberal Environment,” in *First World Petro-Politict.*


**Recommended:**


**Week Nine: November 1 Focus on Class**


Kevin Taft, “Public spending stayed flat as Alberta economy grew,” op ed in the *Edmonton Journal* May 1, 2010 (summarizing the findings in *Follow the Money* (see below). [course website]

**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 Ten: November 8 Focus on Gender**

Sara Dorow, “Gendering energy extraction in Fort McMurray, pp. 275-294 in *Alberta Oil.*

**Recommended:**

**Week Eleven November 13-17 / Reading Week / no classes**

**Week Twelve: November 22 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*.
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*.

**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*.

**Week Thirteen: November 29 Focus on Democratization and New Policy Directions**
Laurie Adkin and Byron Miller, “Alberta, Fossil Capitalism, and the Political Ecology of Change,” in *First World Petro-Politics*.

**Recommended:** See course website page: “Alternatives”

**Week Fourteen: December 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.

**Take-home exam will be posted on December 8, the last day of fall term classes**

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**Discussion questions for Pol S 429**

Weeks 1-4
What are the implications of colonial settlement and the dispossession of indigenous peoples (of access to their traditional territories – the foundation of their subsistence economies and cultures) for the formation of “Albertan” identity? (This is a question to keep in mind throughout the course.)

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 the early cultural formation of the province with regard to its contemporary political party system and political culture? If you see strong continuity, how could you explain the reproduction of these elements of Albertans’ cultural identity over ten decades?

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 influence does the structure of Alberta’s economy have on its politics?

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 7-8**

What do these authors argue with regard to the nature of the relationship between the state and the fossil fuel industry?

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?

Week 9

What factors help us to understand why Alberta has the lowest rate of unionization in Canada (Barnetson 2016, p. 231)?

What are the implications of a weak or divided labour movement for Alberta workers? For Alberta’s politics and party system?

What role does class discourse play in Alberta politics today? How are social cleavages or political oppositions depicted in the discourse of Alberta’s political parties?

Week 10

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 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?

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.

INSTRUCTIONS FOR WRITTEN ASSIGNMENTS

Short analytical paper
Drawing upon the readings covered in the first four weeks, identify the explanations that have been offered for the political party system that had developed in Alberta by the 1950s. Discuss the strengths and
weaknesses of these explanations. What factors do we need to take into account to fully explain the particular characteristics of Alberta’s party system, and the ways in which it differs from the party systems that developed in other Canadian provinces? Are there aspects of Alberta’s party system that remain unexplained?

- You may draw upon recommended or supplementary readings if you wish.
- Use a correct documentation style to cite the works referred to in your paper.
- Maximum 8 pages plus references.

Research Proposal

- Formulate a researchable question.
- Show the preliminary research you have done to determine the availability of sources for this topic.
  (Attach the references.)
- Outline how you will answer the question (your methodology).
- Maximum 3 single-spaced pages plus references

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. Present an argument about the key democratic reforms that the Government of Alberta should implement. Draw on existing work on such questions as the need to re-map the boundaries of electoral reforms, redesign the electoral system, change party funding rules and sources, enhance freedom of information, government accountability, strengthen oversight bodies, involve citizens in policy decision-making, and so on.

10. If you have ideas for other topics, please discuss them with me before you write your proposal. 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 or 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 30% or more of your grade, I expect a solid bibliography that includes 15-20 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.

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.]
<table>
<thead>
<tr>
<th>Criterion for Evaluation</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td><strong>Writing</strong></td>
<td></td>
</tr>
<tr>
<td>- essay had a coherent structure, with an introduction of the question, development of argument, and analytical conclusions</td>
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<tr>
<td>- stylistically, the essay exhibited clarity of meaning, concision, correct use of vocabulary, and was interesting to read</td>
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<tr>
<td>- writing was grammatically correct (including use of acceptable sentence structure, i.e., no sentence fragments, run-on sentences, misuse or lack of commas, semi-colons, colons, etc.)</td>
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<tr>
<td>- essay was carefully proofread for spelling, typing, and other errors</td>
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<tr>
<td>- the author avoided repetition of points, vague statements, unnecessary verbiage</td>
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<tr>
<td>- quotations were used correctly; their sources were introduced and identified in the text</td>
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<tr>
<td>- <strong>An A paper presents its case with exceptional lucidity.</strong></td>
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<tr>
<td><strong>Argumentation/Analytical ability</strong></td>
<td></td>
</tr>
<tr>
<td>- the analytical question was clearly stated and its relevance explained; theoretical issues or debates are identified</td>
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<tr>
<td>- the argument was clearly and strongly developed throughout the paper, so that it was clear how each point related to the central question(s) of the essay</td>
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<tr>
<td>- attention was paid to the consistency of the argument</td>
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<tr>
<td>- theories or research related to this subject were acknowledged and, where appropriate, explained</td>
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<tr>
<td>- a clear grasp of the relevant concepts was demonstrated</td>
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<tr>
<td>- definition of terms, acronyms, or concepts was provided where needed</td>
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<tr>
<td>- adequate empirical evidence was presented to support claims or arguments</td>
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<tr>
<td>- alternative explanations were considered for the phenomenon under investigation</td>
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<tr>
<td>- conclusions brought together the arguments and evidence to answer the question or questions set out in the introduction</td>
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</tr>
<tr>
<td>- <strong>An A paper has elements of originality and exceptional grasp of theoretical concepts.</strong></td>
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<tr>
<td><strong>Research</strong></td>
<td></td>
</tr>
<tr>
<td>- the citations show that a serious effort was made to find good sources for this topic, including a search of periodical databases, books, sources of documents, and any other sources necessary to inform the analysis</td>
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<tr>
<td>- at least 10 peer-reviewed sources have been cited</td>
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<tr>
<td>- empirical claims were well-supported by documentation of evidence</td>
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<tr>
<td>- the author has not relied too heavily on only one or two sources for argumentation or data</td>
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</tr>
<tr>
<td>- <strong>An A paper has identified the key authors in a subject area, demonstrates awareness of competing perspectives or hypotheses, and provides sufficient evidence to make a persuasive argument.</strong> If the topic is very current, or information about it is hard to find, an A paper will identify these problems, explain its methodology, and show that every effort has been made to unearth relevant sources.</td>
<td></td>
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<tr>
<td><strong>Documentation</strong></td>
<td></td>
</tr>
<tr>
<td>- correct use of in-text (author date) references or other documentation style, including for any endnotes, footnotes, and the list of references or bibliography</td>
<td></td>
</tr>
<tr>
<td>- all references were complete (identifying author, publisher, place, and date of publication as well as title and other information necessary for another reader to relocated the source)</td>
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<tr>
<td>- the complete reference for the style manual used was provided on the cover page of the essay</td>
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<tr>
<td>- uses of other authors’ concepts, arguments, or words were acknowledged and correctly attributed</td>
<td></td>
</tr>
<tr>
<td>- <strong>An A paper correctly attributes and fully references all of its sources of information using an accepted documentation style for the social sciences.</strong></td>
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</table>
EXEMPLARY FROM THE CODE OF STUDENT BEHAVIOUR
(UPDATED EFFECTIVE APRIL, 2008)

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).
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. See also
30.3.2(2) b, c, d and e.

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 behavior. There are helpful tips for
Instructors and Students.

Please take the time to visit the website at:
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.

<table>
<thead>
<tr>
<th>30.3.2(1) Plagiarism</th>
<th>Cheating (Continued)</th>
</tr>
</thead>
<tbody>
<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>
<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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</table>

<table>
<thead>
<tr>
<th>30.3.2(2) Cheating</th>
</tr>
</thead>
<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>
</tr>
<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(d).</td>
</tr>
<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>
</tr>
<tr>
<td>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.</td>
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<th>30.3.6(4) Misrepresentation of Facts</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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<tr>
<th>30.3.6(5) Participation in an Offence</th>
</tr>
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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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More information can be found at: http://www.osja.ualberta.ca/en.aspx
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 Offence [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 Steven Dew
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: 27/08/2015