THE UNIVERSITY OF CALGARY
DEPARTMENT OF SOCIOLOGY
(Home Page: http://soci.ucalgary.ca)
COURSE SYLLABUS
SOCIOLOGY 309-01 -- ALBERTA SOCIETY

Professor: R. Ponting
Fall 2004

DAYS TIME CLASSROOM OFFICE OFFICE HOURS E-mail and Home Page
MWF 9:00 - 9:50 a.m. SA 106 SS 940 Tu 3:30 - 5:00 pm ponting@ucalgary.ca
9:50 a.m. F 10:15 - 11:30 am www.ucalgary.ca/~ponting
Or by appointment.

COMPOSITION OF FINAL GRADE

<table>
<thead>
<tr>
<th>Component</th>
<th>Approximate Weight</th>
<th>Date or Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mid-term Test #1</td>
<td>22 %</td>
<td>Fri., Oct. 8/04</td>
</tr>
<tr>
<td>Format:</td>
<td>Predominantly Multiple Choice and True/False.</td>
<td></td>
</tr>
<tr>
<td>Coverage:</td>
<td>Handouts and required readings to point shown on course outline, plus classes to and including Oct. 6.</td>
<td></td>
</tr>
<tr>
<td>2. Mid-term Test #2</td>
<td>32 %</td>
<td>Mon., Nov. 15/04</td>
</tr>
<tr>
<td>Format:</td>
<td>Predominantly Multiple Choice and True/False.</td>
<td></td>
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<tr>
<td>Coverage:</td>
<td>Handouts and required readings to point shown on course outline, plus classes Oct.13 to Nov. 10, inclusive</td>
<td></td>
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<tr>
<td>3. Assignment #2: Diary</td>
<td>12 %</td>
<td>In class, 9:00 am, Mon., Dec. 6/04</td>
</tr>
<tr>
<td>Obtain assignment from:</td>
<td><a href="http://www.ucalgary.ca/~ponting/309F04DiaryAssignmt.html">www.ucalgary.ca/~ponting/309F04DiaryAssignmt.html</a></td>
<td></td>
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<tr>
<td>4. Self-Assessment</td>
<td>8 %</td>
<td>In class, 9:00 am, Mon., Dec. 6/04</td>
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<tr>
<td>Your assessment of the grade you think you deserve in this course, along with a typed, one paragraph justification for it. (Seriously reconsider whether a grade above ‘B+’ can be justified if you were absent for more than two classes, for any reason.) Use the following scale: A+=7.5; A=6.8; A-=6.4; B+=6.25; B=5.75; B-=5.6; C+=5.4; C=5.0; C-=4.8; D+=4.6; D=4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Final Exam</td>
<td>26 %</td>
<td>Registrar Scheduled in period Dec. 13-22 /04</td>
</tr>
<tr>
<td>Format:</td>
<td>Mixed, probably including essay.</td>
<td></td>
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<tr>
<td>Coverage:</td>
<td>Essay questions would cover entire term. Remainder of exam covers material since Test #2 -- namely, class sessions, handouts, and required reading.</td>
<td></td>
</tr>
<tr>
<td>6. Leadership Bonus</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Awarded at discretion of instructor to those who displayed exceptional leadership in contributing to the learning of others in the class.</td>
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<td></td>
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REQUIRED TEXTS:
1. SELECTED READINGS IN SOCIOLOGY 309. A photocopied compilation available at bookstore.

file ref: 309F04Syll.doc
COURSE DESCRIPTION

To understand the development of Alberta society, one must understand both the economy of the province and the role of the state (government). Hence, students who are uncomfortable (or bored) with a focus on such phenomena as the oil industry and the behaviour of the provincial government are forewarned that these are major emphases of large parts of this course.

The purposes of this course are:
(1) to assist students in understanding the major transformations (social change) that have occurred and are occurring in Alberta society (such as the “Klein revolution” and Peter Lougheed’s “province building” before that) in terms of:
• the values, ideology, and legitimating discourse of, and constituency for, the changes;
• the role of the state (government);
• the options that were available to policy makers;
• the actual alterations in the social structure of Alberta society; and
• the consequences of the changes, especially for democracy and the structure of opportunity.

(2) to provide an opportunity for students to critically assess their own values, as they pertain to the shaping of Alberta society, and to foster in students an ability to critically assess key institutions in Alberta society,

(3) to understand the exercise of power within Alberta and the impacts which the exercise of power has upon trust, democracy, equality, and minorities;

(4) to stimulate in the student an interest in Alberta society;

(5) to encourage and empower students to engage in informed discussion and activity about their own society, including when proposals for change or “development” are made at the local, regional, or provincial level – especially to empower students to deconstruct discourses used to legitimate the pursuit of others’ narrow, vested interests.

A macro-level (political economy) perspective characterizes much of the course. Examples of specific topics covered include: history; demography; regional variation within Alberta; ethnic groups; environmental protection; poverty; social conflict; changes in the situation of women; the ascendance of the neo-liberal ideology; province building and the “Klein revolution”; the oil and gas industry; families; and challenges facing aboriginal people.

RESPONSIBILITIES OF THE STUDENT

1. Bring an open mind to the course.
   To hold an open mind can be unsettling, because open-mindedness means a fair hearing for ideas, perspectives, and facts which might:
   • destroy some of the stable anchorages by which you are linked to your world in everyday life;
   • lead you to question both why you hold certain values and whether you will continue to hold them; and
   • put you at odds with loved ones.

2. A thorough and careful reading of the required material by the date shown.
   Students are advised not to let themselves fall behind in the required readings.
3. **Regular attendance at all classes.**
   - Class sessions will introduce new material from which you will be expected to draw on tests, exam, and assignment.

4. **Participation in classroom sessions.**
   Remember:
   - This course will be as good as you make it. What you get out of a course very much depends upon the effort you put into it.
   - There is no such thing as a dumb question.
   - Disagreeing with the instructor is legitimate. The instructor strives for a classroom atmosphere that is conducive to the expression of diversity and debate. Strong opinions are also legitimate, but the class has a right to substantiation, where possible.
   - If you have a question, there are probably many others in the class who have a similar question. You do them a service by asking it.

5. **Advance notice** to the instructor or to the Department of Sociology if unable to take any test or exam due to illness or family tragedy. Students who do not give this advance notice may receive a grade of zero. If, due to fully documented circumstances of illness, domestic affliction, or religious conviction, you are unable to write a mid-term test, the weight of that missed test normally will be applied to the other test and final exam **rather than a make-up test being given**.

6. **Some Class Norms:**
   Please turn off your cell phone before you enter class.
   Please do **not**:
   - leave or start packing up before the end of the period;
   - hand in your paper early;
   - ask for an extension on the due date for your paper; or
   - submit your paper after the beginning of class on the due date.
   One way to ensure that your paper is complete by the deadline is to set yourself a personal deadline a week in advance of the formal deadline.

7. **E-Mail, Web-Page, and Computer Use**
   - Please do not ask the instructor to send your e-mail to an account other than your university account. Instructions for forwarding of e-mail from your university account to another account can be found at www.ucalgary.ca/it/self_help/email/managing/index.html#forward
   - You should open and operate your university computer account within the first ten days of the term.
   - Ensure that you are on the professor’s electronic mailing list before Sept. 28. That requires going into your university account e-mail inbox and notifying the professor if there is no mail there to you from him.
   - Check your e-mail weekly (Tuesday and Friday afternoons are recommended) for notices there or for references to important up-dates to your class’ web page site.
   - The instructor is not responsible for re-transmitting class e-mail messages to students who, for whatever reason, do not receive them (e.g., when their inbox is full).
   - In light of the large enrolment in this course, e-mail should NOT be your first choice form of communication with the instructor.
8. **Keep a copy of submitted work.**
   a. Each student is encouraged to keep an electronic copy of the submitted diary assignment and self-assessment.

9. **Use proper grammar and punctuation.**
   Grammatical errors will be taken into account in the calculation of your grade on written work. See [http://www.ucalgary.ca/~ponting/GrammarB.htm](http://www.ucalgary.ca/~ponting/GrammarB.htm)

10. **DEPARTMENTAL STATEMENT ON INTELLECTUAL HONESTY:**
    Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Cheating or plagiarism on any assignment, test, or examination is regarded as an extremely serious academic offense. Students are advised to consult pp. 53-56 of the University Calendar for a Statement of Intellectual Honesty and definitions and penalties associated with plagiarism, cheating, and other academic misconduct. Such penalties can include expulsion from the university, a grade of zero (0) on the assignment, a grade of ‘F’ on the course overall, or worse.

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**REQUIRED READING**

I. **INTRODUCTION** (Read by Sept. 13)

II. **REGIONS AND DEMOGRAPHY** (Read by Sept. 22)


Also, the graphs below. Note that if you take the cursor to a spot near the bottom right corner of a graph, an orange icon with four blue arrows will appear. Click once on it for a larger, more legible version of the graph.

- [http://www.ucalgary.ca/~ponting/309RegionsMap.gif](http://www.ucalgary.ca/~ponting/309RegionsMap.gif)
- [http://www.ucalgary.ca/~ponting/309Regions96H_CommonLaw.gif](http://www.ucalgary.ca/~ponting/309Regions96H_CommonLaw.gif)
- [http://www.ucalgary.ca/~ponting/309Regions96V_AbVisMin.gif](http://www.ucalgary.ca/~ponting/309Regions96V_AbVisMin.gif)
- [http://www.ucalgary.ca/~ponting/309LabForceParticip.gif](http://www.ucalgary.ca/~ponting/309LabForceParticip.gif) and
- [http://www.ucalgary.ca/~ponting/309ServiceSector.gif](http://www.ucalgary.ca/~ponting/309ServiceSector.gif)

III. **ETHNIC RELATIONS** (Read by Oct. 4)


Test #1 to end of G. Calliou reading above. (Fri., Oct. 8/04)
IV. THE ENVIRONMENT, ‘DEVELOPMENT’, AND DISCOURSE (Read by Oct. 15)


V. INEQUALITY AND IDEOLOGY (Read by Oct. 20)

VI. PROVINCE BUILDING, STATE RESTRUCTURING, & DISCOURSE (Read by Nov. 1)
J. Chan and R. Ponting, “Politics, the State, and Intergovernmental Relations” (manuscript, approx. 35 pp.)

- T. Harrison, Ch. 9, “Making the Trains Run on Time: Corporatism in Alberta”, only pp. 119 and 125-130.


Test #2 to end of L. Harder reading above. (Mon., Nov. 15/04)

VII. THE OIL AND GAS INDUSTRY (Read by Nov. 22)


VIII. FAMILIES (Read by Nov. 29)

IX. ABORIGINAL PEOPLE (Read by Dec. 3)


X. CONCLUSION - Reading T.B.A.