



DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS

Poli 427.L01 Winter 2019
Government and Politics of Alberta
Prerequisite Poli 321

INSTRUCTOR	David Stewart
TELEPHONE	403-220-6727
OFFICE	SS 716
EMAIL	dstewart@ucalgary.ca
WEBSITE	https://d2l.ucalgary.ca
OFFICE HOURS	
LECTURE LOCATION	SB 148
LECTURE TIMES	TR 11-12:15

This course will mix lectures, informal discussions, group presentations and guest presentations as it explores politics and government in the province of Alberta. The course will examine the institutions and processes of Alberta's government as well as activities in selected policy areas. The examination will include historical as well as contemporary references. There is a fairly heavy reading load and students are expected to complete as many of the readings as possible and participate in class discussions. Guest presentations will depend on timing and availability.

Course Objectives and Learning Outcomes

Students will become familiar with the history and evolution of politics and political culture in Alberta. They will also be familiar with the way provincial cabinets are structured and how the Alberta legislature work. An understanding of election financing, leadership selection and voting will also be developed as will an awareness of provincial public policy as it relates to budgeting and social policy. Students will be able to describe and analyze these components and develop their research and writing skills.

GRADES:

Students should be aware that writing and the grading thereof will be a factor in the evaluation of student work.

Final Take Home Exam: 34% A list of questions for the Final Exam will be distributed in class on April 12. The exam must be submitted on D2L by 5PM on April 20.

Research Reports: 33% (3 at 11%) Students will prepare 3 reports on topics as the course proceeds. Each report is due at the beginning of the class on the date indicated and must be submitted on D2L. Reports should be between 750-1000 words in length. Students choose which of the 5 topics they will report on.

Report 1: Compare and contrast the first cabinets appointed by Alison Redford, Jim Prentice and Rachel Notley. The review must include the size, gender and regional composition, and the age, occupation and political experience of the members. Due February 12

Report 2: Outline all of the Private Members Bills introduced in the Alberta Legislature since the 2012 election. Indicate who introduced them, the party they represented, and whether they were approved. Account for approval and non-approval. Due February 26

Report 3: Outline the changes to party financing introduced following the 2015 election. Using data from 2014 and 2017 indicate the continuities and changes in party funding. Due March 7

Report 4: Outline the election campaign in one of the provincial ridings in 2015. Indicate the candidates, whether there was an incumbent or not, who won and the amount spent by each candidate. (Ridings will be assigned by the instructor). Due March 21

Report 5: Compare and contrast the budget introduced by the Prentice government prior to the 2015 with the budget introduced by the Notley government after the election. Account for similarities and differences. Due April 9

There are two options for the final third of the grade. Students must send an email to the professor by January 21 indicating which option they choose.

Option A: Term Paper: 33% A list of term paper topics will be made available on the last class in January. Alternate topics may be pursued with the prior written consent of the instructor. Students wishing to follow this option must provide the instructor with an abstract for the topic and a bibliography containing at least five academic sources. This must be submitted to the instructor no later than February 12. The term paper will be due on March 28 and must be no more than 2500 words in length. Late papers will drop a grade per day. (For example an A- paper that was a day late would receive a B+, if it was two days late it would receive a B.) No papers will be accepted after April 7. Instructions for the term paper are provided later in this outline.

Option B: Group Public Service Announcement: 33%

Working with CJSW 90.9FM groups of 4 or 5 will prepare a 60 second Public Service Announcement (PSA) that will air on the radio station between March and May. Program Director Marta Ligocki will come to class on January 17 and provide more detail on how this will work. The PSA script will be due at the beginning of class on February 14 and will be

reviewed by the instructor during the reading break. Following any changes made as a result of that review, students will work with the radio station to produce the announcement. The goal of these public service announcements is “to create content that gives Calgarians the tools to understand key provincial issues and to break through jargon in order to make informed decisions when they vote.” The PSA must be based on research into the issues concerned and include a list of the sources utilized in its production.

- Grading:
 - journals submitted by each group member which will include self evaluations as well as peer evaluations
 - Journals must list the number of meetings, attendance, division of labour, contributions of each member etc
 - Journals must be submitted by the class following the production of the PSA. Late submissions will be penalized a grade per day
 - Journals must also include a grade suggestion for each of the other group presentations based on assessments of other presentations and supporting documents
 - Instructor’s evaluation of presentation and supporting documents
 - Evaluations from other students after hearing the PSA in class

The topics on which the public service announcements will be based are the following:

1. Where does the provincial government get its money?
2. How does the provincial government spend its money?
3. How does the natural resource royalty regime work?
4. Why does the Alberta government want a pipeline? Why is it so hard to achieve?
5. How ‘conservative’ are Albertans?
6. How are Alberta’s political parties funded? Why do parties have different amounts of money?
7. How do Alberta’s major parties differ in their approach to taxation and deficit financing?
8. How do Alberta’s major parties differ in their approach to education?
9. Why do so many Albertans not vote? Who doesn’t vote?
10. Are women adequately represented in Alberta politics? Why or why not?

The grading rubric is provided later in this outline.

REQUIRED TEXTS: There are no required texts for the course. Readings for each section outlined in this outline. Additional reading will be made available through D2L or through links. Other readings will be announced on D2L before the relevant class. Students are also expected to follow Alberta politics through a daily paper or social media for the duration of the course.

GRADE SCALE	A+ = 4.0	B+ = 3.3	C+ = 2.3	D+ = 1.3
	A = 4.0	B = 3	C = 2.0	D = 1
	A- = 3.7	B- = 2.7	C- = 1.7	F = 0

COURSE OUTLINE:

Additional information on required readings will be posted on the course website at least 5 days before the class. Students should consult the course website regularly for information. The course schedule is tentative and there will likely be some carryover from week to week.

January 10: Introduction and Discussion of Course Outline

Political Background

Topic 1: Alberta in Canada

- No specific reading but students should read as background :
- Jared Wesley “Introduction: From Small to Big Worlds” in Big Worlds, ed. Jared Wesley, UTP Press 2016. (Available on line through the library)
- Anthony M. Sayers and David K. Stewart “ Alberta” in in Big Worlds, ed. Jared Wesley, UTP Press 2016. (Available on line through the library)

Topic 2: Political Culture

- Mark Pickup, Anthony Sayers, Rainer Knopff and Keith Archer, Social Capital and Civic Community in Alberta, *Canadian Journal of Political Science*, www.jstor.org.ezproxy.lib.ucalgary.ca/stable/25165694
- *Alienated and Conservative? Continuity and Change in Alberta Political Culture*, David K. Stewart and Anthony M. Sayers, University of Calgary, Paper Presented at the Annual Meeting of the Canadian Political Science Association, Concordia University, June 2010 (D2L)
- Nelson Wiseman In Search of Canadian Political Culture Chapter 10 (available on line through library)
- Roger Gibbins, “Alberta and the National Community” Alan Tupper and Roger Gibbins (eds.), Government and Politics in Alberta, Chapter 3, 67-84 (available on line through library)
- “Campaigns in Alberta: A Code of Freedom” in Jared Wesley, Code Politics: Campaigns and Cultures on the Canadian Prairies , (available on line through library)

Topic 3: Political History

- “Parallel Provinces: Saskatchewan and Alberta”, David E. Smith, *Journal of Canadian Studies*, Source: Volume 44, Number 3, Fall 2010 pp. 5-25
 - http://muse.jhu.edu/journals/journal_of_canadian_studies/v044/44.3.smith.html
- Edward Bell, “Reconsidering Democracy in Alberta” in Government and Politics in Alberta, Chapter 4, 85-108 (available on line through library)
- Levesque and Norrie, “Overwhelming Majorities in the Legislature of Alberta” *Canadian Journal of Political Science*, September 1979, <http://www.jstor.org/stable/3230171>

Political Institutions

Topic 4: The Executive and Legislature

- Leslie Pal “The Political Executive and Political Leadership in Alberta” in Government and Politics in Alberta, Chapter 1, 1-30 (available on line through library)
- Frederick G. Engelmann, “The Legislature” in Government and Politics in Alberta, Chapter 6, 137-166 (available on line through library)
- Levesque and Norrie, “Overwhelming Majorities in the Legislature of Alberta” *Canadian Journal of Political Science*, September 1979
 - <http://www.jstor.org/stable/3230171>
- The Citizen’s Guide to the Alberta Legislature:
 - <http://www.assembly.ab.ca/pub/gdbook/CitizensGuide.pdf>
- *The Alberta Legislative Assembly*, Anthony M. Sayers and David K. Stewart, University of Calgary, Research Paper for the Canadian Study of Parliament Group, April 2014.
 - <http://www.studyparliament.ca/English/pdf/Alberta-e.pdf>

Political Participation

Topic 5 Parties, Elections and Voting

- “Party and Election Financing in a One Party Dominant System” David Stewart and Anthony Sayers, University of Calgary, Paper presented at the Annual Meeting of the Atlantic Provinces Studies Association, UPEI, October 2013 (D2L)
- Reports on Election Finances: Liberal, NDP, PC, Wildrose

http://efpublic.elections.ab.ca/efEvents.cfm?MID=FE_C_2012

- *Leadership Change in a Dominant Party: The Alberta Progressive Conservatives, 2006*, David K Stewart and Anthony Sayers
<http://ojs.unbc.ca/index.php/cpsr/article/view/188>
- *Leadership Primaries in a Single-Party Dominant System*, David K. Stewart and Lisa Young, University of Calgary, Paper Presented at the European Consortium for Political Research, University of Antwerp, April 2012, (D2L)
- *Responding to Challenge: An Analysis of the 2011 Alberta Progressive Conservative Leadership Election*, David K. Stewart and Anthony M. Sayers, Paper prepared for the Annual Meeting of the Canadian Political Science Association, University of Alberta, June 2012, (D2L)

- “*Is This the End of the Tory Dynasty? The Wildrose Alliance in Alberta Politics*,” Anthony Sayers and David Stewart, <http://policyschool.ucalgary.ca/?q=content/end-tory-dynasty-wildrose-alliance-alberta-politics>
- “Fear and Loathing in Alberta, in Tom Flanagan Winning Power: Canadian Campaigning in the 21st Century (available on line through library)
- “Campaigns in Alberta: A Code of Freedom in Jared Wesley, Code Politics: Campaigns and Cultures on the Canadian Prairies, (available on line through library)
- “Sustaining a Dynasty in Alberta: The 2004 Provincial Election,,: Edward Bell, Harold Jansen and Lisa Young
 - <http://ojs.unbc.ca/index.php/cpsr/article/view/19>

- *Continuity and Change: The 2012 Alberta Election*, David K Stewart and Anthony M. Sayers, Paper presented at the Annual Meeting of the Prairie Political Science Association, Banff Centre, September 2013, (Course Website)
- Elections Alberta “Survey of Voters and Non-Voters”
 - http://www.electionsalberta.ab.ca/Public%20Website/files/Documents/Elections_Alberta_-_Voters.pdf
- *Non-voters in Alberta*, David K Stewart and Anthony M Sayers, Paper Presented at the Annual Meeting of the Prairie Political Science Association, Banff Centre, September 2014, (D2L)

Topic 6/ Public Policy

- Allan Tupper, Larry Pratt and Ian Urquhart, “The Role of Government” in Government and Politics in Alberta, chapter 2 (available on line through library)
- George Hoberg “The Battle over Oil Sands Access to Tidewater” *Canadian Public*

Policy September 2013: 371-391.

- http://muse.jhu.edu.ezproxy.lib.ucalgary.ca/journals/canadian_public_policy/v039/39.3.hoberg.html
- Government of Alberta Budget Documents, 2013-2018
- <http://www.finance.alberta.ca/publications/budget/budget2018/speech.pdf>
- <http://www.finance.alberta.ca/publications/budget/budget2017/speech.pdf>
- <http://www.finance.alberta.ca/publications/budget/budget2016/speech.pdf>
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- <http://www.finance.alberta.ca/publications/budget/budget2015/speech.pdf>
- <http://www.finance.alberta.ca/publications/budget/budget2014/speech.pdf>
- <http://www.finance.alberta.ca/publications/budget/budget2013/speech.pdf>
- “*Living on Borrowed Time: Alberta at the Crossroads*” Kneebone et al.,
<http://www.ucalgary.ca/iaprfiles/policybriefs/iapr-pb-0401.pdf>
- “*Our Fair Share*” Report of the Royalty Review Panel,
http://www.albertaroyaltyreview.ca/panel/final_report.pdf
- “*The New Royalty Framework*” Government of Alberta,
http://www.energy.gov.ab.ca/Org/pdfs/royalty_Oct25.pdf
- “*Does Alberta have a spending problem?*”, Ken Bossenkel
<http://policyschool.ucalgary.ca/?q=content/does-alberta-have-spending-problem>
- “*Savings of Non-Renewable Resource Revenue*,” Robert L. Ascah in Boom and Bust Again: Policy Challenges for a Commodity Based Economy, ed David L. Ryan (available on line through library)
- “*Will it be Déjà vu all over again?*” J.C. Herbert Emery & Ronald D. Kneebone
 - <http://policyschool.ucalgary.ca/?q=content/will-it-be-deja-vu-all-over-again>
- “*The Fiscal Sustainability of Alberta's Public Health Care System*,” Livio Di Matteo and Rosanna Di Matteo
 - <http://policyschool.ucalgary.ca/?q=content/fiscal-sustainability-albertas-public-health-care-system>
- “*Alberta's Health Spending Challenge*,” Stephen Duckett et al, in Boom and Bust Again: Policy Challenges for a Commodity Based Economy, ed David L. Ryan (available on line through library)
- “*The Regulation of Private Health Funding and Insurance in Alberta Under the Canada Health Act: A Comparative Cross-Provincial Perspective*”, Gerry Boychuk
 - <http://policyschool.ucalgary.ca/?q=content/regulation-private-health-funding-and-insurance-alberta-under-canada-health-act-comparative->

ASSESSMENT RUBRIC FOR GROUP PSA PROJECT

ASSESSMENT RUBRIC FOR GROUP PROJECT	
ASSESEMENT CRITERIA	
<u>Substance (50% weighting)</u>	
<ul style="list-style-type: none"> • Shows good understanding of the issues and applies them intelligently and thoughtfully • Advances the discussion by contributing something new to it (a relevant piece of information that has not yet been considered; a question or query intended to probe difficulties in process thus far; a new way of synthesizing or thinking about contributions thus far; etc.) • Contributed effectively to the presentation . 	
<u>Engagement and Interaction (50% weighting)</u>	
<ul style="list-style-type: none"> • Participates in the group • Engages thoughtfully and respectfully with the contributions made by others. • Becomes sufficiently informed suggestions proposed by others to make helpful comments. • clarifies areas of agreement and disagreement; highlights areas where further inquiry is needed to advance the dialogue, and participates in that inquiry. 	

Criteria	Levels of Performance			
	F	D, D+, C-, C, C+	B-, B, B+	A-, A, A+
Substance (50%)	Absent from the discussion or a purely <i>pro forma</i> presence	Under-developed use of resources. Poor understanding of criteria or issues. Does not add anything new to the discussion, and exhibits little or no analytical and critical thought.	Well developed and effective use of resources. Good understanding of criteria and issues. Adds to the discussion, and exhibits analytical and critical thought.	Noteworthy levels of understanding and analysis. Advances the discussion in a major way.
Engagement / Interaction (50%)	Absent from the discussion or a purely <i>pro forma</i> presence	Poorly developed or inappropriate engagement with the contributions of others.	Reasonable engagement with others in and out of class.	Displays engagement and interaction that contributes in particularly effective ways to the group's learning.

Term Paper Instructions

The term paper can be written on any of the suggested topics. Alternate topics may be pursued with the prior written consent of the instructor. Students wishing to follow this option must provide the instructor with an abstract for the topic and a bibliography containing at least five academic sources.

Paper will be due on March 28 and must be no more than 2500 words in length.

Papers are graded with the following considerations in mind.

Organization: Your paper must contain a good introduction outlining the problem, explaining what you are planning to do and noting your basic argument or thesis statement. The paper should move smoothly from one point to the next in a logical and structured fashion. You must take care not to be repetitive. You must also consider the required length. Papers that are too short generally do not possess much in the way of content nor do they demonstrate much research. Long papers suggest an inability to make proper and thoughtful decisions about which material is most appropriate. The paper must also include a conclusion that summarises your argument and restates your thesis. Well-organised papers generally demand a number of drafts and begin with a written outline.

Presentation: The paper must be well presented. You are expected to be able to write clearly and in grammatical English. Spelling errors, the repetition of a single word or phrase and improper word usage detract from the paper and suggest a sloppy effort. You must also avoid slang expressions, abbreviations and contractions. Documentation of sources is very important to the grade. You should not simply throw quotes in without introduction nor should you rely too heavily on quotes. This does not mean that you should have very few footnotes. *While direct quotes always require documentation, documentation must not be limited to direct quotes. You must document: arguments or claims that are open to dispute, ideas or arguments that you took from a particular source, empirical evidence that is not common knowledge, and attributions of thoughts or motivations.* Your documentation style must be consistent throughout the paper and must enable the reader to easily verify sources. You must provide a bibliography at the end of the paper that lists all of the works consulted. The bibliography must contain a minimum of six academic or primary sources. It is very dangerous to include works that you have not consulted since that may open you up to criticism for not including or discussing material covered in those works. Finally, make sure you NUMBER YOUR PAGES.

Analysis: It is important that your paper not merely tell a story or string together a number of points. You need an argument that is developed throughout the paper. A proper introduction and conclusion help ensure that the paper has an analytic thrust. To reiterate, you must develop an argument, not simply recount events or opinions. Papers that do not develop an argument or papers in which the argument is hard to follow or incoherent will not receive grades in the B range.

INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet outside of office hours, please telephone or email to make an appointment. It is to the student's advantage to keep such appointments.

Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one on one meeting outside of these hours.

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others and switch off all cell phones when you enter the classroom. Sending/receiving texts and browsing the Web is extremely disruptive to others and will not be tolerated.

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.

Absence From a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination:

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

University Regulations:

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Plagiarism And Other Forms Of Academic Misconduct:

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Freedom of Information and Protection of Privacy (FOIP):

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Evacuation Assembly Points:

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources:

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Library Block.

Important Contact Information:

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: ask@gsa.ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>