COURSE TITLE: Resource Communities in Transition  
COURSE NUMBER: POLS 434 / POLS 634  
INSTRUCTOR: Dr. Tracy L Summerville  
OFFICE: Admin 3067  
E-MAIL: summervi@unbc.ca  
PHONE NUMBER: 960-6637  
OFFICE HOURS: TBA  
This syllabus and other information regarding Political Science at UNBC can be found at:  
http://www.unbc.ca/politics

Course Description  
This course is an examination of issues facing rural, remote and northern resource communities across Canada but with a particular focus on British Columbia. Issues discussed include, among other things the following: the impact of politics and policy on resource communities, the economic realities of globalization, the issues of identity for resource communities, and future issues for resources communities.

Course Objectives:  
Among other things, students will be able to:  
- Describe and analyze the development of post-World War II BC resource economy  
- Situate the discussion of resource development in terms of BC politics  
- Recognize the dominant narratives and counter-narratives of resource extraction and community development in BC
Readings (see Blackboard for dates of assigned readings and note that I may add some readings as we progress and find other readings that add to the scholarly conversation)


Assignments and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grade Weighting</th>
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</thead>
<tbody>
<tr>
<td>Participation in class discussions of readings and reading summaries</td>
<td>Weekly in class</td>
<td>30%</td>
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<tr>
<td>First Draft of the Paper</td>
<td>November 15th</td>
<td>20%</td>
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<tr>
<td>Presentations of Paper</td>
<td>November 22nd</td>
<td>30%</td>
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<tr>
<td>Final Draft of the Paper</td>
<td>November 29th</td>
<td>20%</td>
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Assignment Description

Class Participation I cannot stress enough the importance of your role in the success of this class. From day one, we will work to create an environment where we can share ideas and critical discussion. I will be the facilitator in the classroom and thus our objective will be to create a team environment. It will not be me and x number of students but rather a group of people working to create a senior level seminar. So, I am asking that you come to class prepared. For each class you will complete a summary of the readings to be handed in at the beginning of the class. These summaries should include: a descriptive summary of the reading including the main argument, the methodology, and the findings. The summaries should identify vocabulary, concepts and ideas that challenged you. You should identify one or two questions that the paper raised for you. As the term progresses you should make connections among the readings for course. Identify how the readings build upon one another; ask how theories, ideas and concepts have developed over time; identify what dominant narratives and counter narratives you see; identify what might be the central questions for communities in transition in the future. I understand that sometimes you will need to miss a class. You may submit your summary even if you miss a class but the summary must be sent to me by email before the class. Handing in the summary will constitute part of the mark for the class that you missed. Our aim in the class will be to create a concept map of the scholarly debate on resource communities in transition.

Paper You will write a research paper for the course. It will be no more than 12 pages double-spaced, Times New Roman 12-point font. You may choose to write a paper using the readings from the course if you wish. You are not limited to those readings of course but they should give you a strong foundation for considering the role of politics, ideology and grand narratives in the scholarship on resource communities with a focus on northern BC. If you wish to write a paper that takes another critical perspective on resource communities, then please see me and we will discuss your research plan. You will hand in a complete first draft of your paper on November 15th and it will be shared with everyone in the class so that they can read it and prepare a summary. This date and this requirement is a key part of the course please do not ask for an extension for the first draft of the paper. If you are going to have issues with that date / time please see me well in advance so we can work out an appropriate solution.

Presentations You will present your paper to the class on November 22nd. Students will read each other’s papers before class so they can engage in a critical debate about the work. These critiques will be about the development of the ideas in paper and we will work together to give critical feedback about the application and use of the scholarship. The length of the presentation will depend on class size so we will determine this criterion when we know how many students are in the class.

Final Paper You will hand in a final draft of the paper with consideration to the feedback you received in the presentation class. You must take the discussion seriously and demonstrate that you have incorporated the feedback.
**Student Responsibilities**

All students should familiarize themselves with the Academic Regulations and Policies of the University of Northern British Columbia [http://www.unbc.ca/calendar/undergraduate/general/regulations.html](http://www.unbc.ca/calendar/undergraduate/general/regulations.html)

**Deferrals**
Upon request of a deferral, the student and the instructor will make arrangements for the timely completion of assignments and examinations.

**Disability Services**
If there are students in this course who, because of a disability, may have a need for special academic accommodations, please come and discuss this with me, or contact Disability Services located in the Teaching and Learning Centre, Room 10-1048.

The Academic Success Centre is committed to supporting and enhancing student learning, at both the undergraduate and graduate level, and to providing the skills students will need to become life-long learners. Our students' success is our ultimate measure of accomplishment.

The Academic Success Centre provides students with FREE access to
- Tutoring (face-to-face, online, or drop-in)
- Personalized study skills assessments
- Peer-led course supports
- Downloadable handouts
- Access to self-assessment sites
- Customized programs and workshops

For more information, see the Academic Success Centre website at www.unbc.ca/asc, visit the ASC in the Teaching and Learning Building, Room 10-2584, phone 250-960-6367, or email asc@unbc.ca