

**LIBST 1304: Communities and Societies**

3 credits, 3 hours

Local, national and global communities suffer from similar problems. This interdisciplinary course will critically examine key issues within communities and societies, explore the meaning, power and obligations of citizenship, and begin to develop the skills necessary to create positive, effective and sustainable change.

**Instructor**

Mark Stobbe

S211F

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**Office Hours**

Monday 1:30 pm to 2:30 pm

Tuesday 1:30 pm to 4:30 pm

Wednesday 1:30 pm to 2:30 pm

**Hours of Instruction**

Monday 10:30 to 11:50 AM

Wednesday 10:30 to 11:50 AM

210 Syncrude Centre

**Required Resources**

Students will require access to the print publication (on sale in Bookstore):

Turner, Chris. 2017. *The Patch: The People, Pipelines and Politics of the Oil Sands* (Toronto: Simon & Schuster)

The following publications are accessible electronically:

Boyd, Neil. 2012. *Crime in the Regional Municipality of Wood Buffalo* (Fort McMurray: RMWB).

Foster, Jason and Alison Taylor. 2013. "In the Shadows: Exploring the Notion of 'Community' for Temporary Foreign Workers in a Boomtown" *Canadian Journal of Sociology* 38(2): 167-190

Herbert, Steve. 2005. "The Trapdoor of Community" *Annals of the Association of American Geographers*, 95(4): 850-865.

Keough, Sara Beth. 2015. "Planning for growth in a natural resource boomtown: challenges for urban planners in Fort McMurray, Alberta" *Urban Geography*, 36(8): 1169-1196

Longley, Hereward and Tara L. Joly, 2018. *The Moccasin Flats Study: Metis Home, Force Relocation and Resilience in Fort McMurray, Alberta* (Fort McMurray: Fort McMurray Metis).

Major, Claire and Tracy Winters. 2013. "Community by Necessity: Security, Insecurity and the Flattening of Class in Fort McMurray, Alberta". *Canadian Journal of Sociology* 38(2): 141-165.

Oil Sands Community Alliance, 2018. *Oil Sands Operations-Related Rotational Workforce Study*.

Queen, Stuart A. 1922. "What is a Community" *The Journal of Social Forces*, 1(4): 375-382.

Weber, Max. 1922. "Science as a Vocation".

Weber, Max. 1922. "Politics as a Vocation".

### Course Outcomes

Upon successful completion of this course, the student shall be able to:

- Demonstrate an understanding of the concept of community and the economic, social, and political forces that contribute to the well-being or challenges faced by those living in communities.
- Identify the major challenges facing the communities that comprise the Special Municipality of Wood Buffalo and means by which citizens have worked collectively to address these challenges.
- Demonstrate the basic research and presentation skills needed to assist people in transforming their knowledge of personal problems into an awareness of public issues.

### Evaluation

Collective Grade on Group Research Project	20%
Individual Grade on Participation in Group Research Project	20%
Participation in Class Discussions	10%
Mid-Term Exam	10%
Final Exam	40%
Total	100%

*A grade of C- is required for progression or transfer.*

### Grading System

Descriptor	Alpha Grade	4.0 Scale	Percent	Rubric for Letter Grades
Excellent	A+	4.0	> 92.9	Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format.
	A	4.0	85 – 92.9	
	A-	3.7	80 – 84.9	
Good	B+	3.3	77 – 79.9	Work is generally of high quality, well developed, well written, has clarity, and uses proper format.
	B	3.0	74 – 76.9	
	B-	2.7	70 – 73.9	
Satisfactory <b>Progression</b>	C+	2.3	67 – 69.9	Work has some developed ideas but needs more attention to clarity, style and formatting.
	C	2.0	64 – 66.9	
	C-	1.7	60 – 63.9	
Poor <b>Minimum Pass</b>	D+	1.3	55 – 59.9	Work is completed in a general way with minimal support, or is poorly written or did not use proper format.
	D	1.0	50 – 54.9	
Failure	F	0.0	< 50	Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.

**Proposed Schedule of Topics**

Monday's class each week will be a seminar style discussion of the concepts and empirical discussions of the communities of Wood Buffalo. The discussions will be based on assigned readings, WHICH MUST BE COMPLETED PRIOR TO CLASS. Wednesday's classes will be directed towards work on the group research project. See Appendix for a description of the major group research project.

Week	Date	Topic	Reading
1	January 7 January 9	Introduction to Class Outline of Group Research Project	
2	January 14 January 16	What is a Community? Development of Interview Guide	Queen (1923)
3	January 21 January 23	The Community and the Individual Research and Ethics	Herbert (2005)
4	January 28 January 30	Wood Buffalo and the Global Economy Interviewing Techniques	Turner pp. 1-50
5	February 4 February 6	Impersonal Forces and Community Prosperity Identifying who to interview - sampling	Turner pp 99-122; Pp 172-196
6	February 11 February 13	Community and Social Movements Taking stock – first interview debrief	Turner pp. 226-270
7		<b>Reading Week</b>	
8	February 25 February 27	Creating Community Analyzing research results	Majors and Winters (2013)
9	March 4 March 6	Presentation of Research Results Practice Presentation	
10	March 11 March 13	Planning a Community Presentation Debrief	Keough (2015)
11	March 18 March 20	Power, Dislocation and Community Poster Presentation of Research Results	Longley and Joly (2018)
12	March 25 March 27	Temporary Members of the Community Article Presentation of Research Results	Foster and Jason (2013) OCSA 2018
13	April 1 April 3	Social Disorder and Community Research and Public Good	Boyd (2012) Weber (1922) (1922)
14	April 8 April 10	Results and Prospects for Wood Buffalo Review	Turner pp. 271-323

**Please Note:**

Date and time allotted to each topic is subject to change.

**Performance Requirements****Student Responsibilities**

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

### Laboratory Safety

In the science laboratories, safety is important.

Students must complete the *WHMIS for Students* online training course on Moodle before entering the science laboratories.

Students must comply with the mandatory laboratory safety rules for this course as provided in the laboratory manual. Failure to do so will result in progressive discipline such as a verbal warning, refused entry into the laboratory, or suspension from the College.

### Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a students' learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

### Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on [ilearn.keyano.ca](http://ilearn.keyano.ca). Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

### Specialized Supports

The Student Academic Support Services (SASS) department: Accessibility Services, Skill Centre and Wellness Services, work together to support student success at Keyano College.

**Accessibility Services (CC167)** supports student success through group and individualized instruction of learning, study and test taking strategies, and adaptive technologies. Students with documented disabilities, or who suspect a disability, can meet with the Learning Strategists to discuss accommodation of the learning barriers that they may be experiencing. Students who have accessed accommodations in the past are encouraged to visit our office at their earliest opportunity to discuss

the availability of accommodations in their current courses. Individual appointments can be made by calling 780-791-8934

**Skill Centre (CC119)** provides a learning space where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff. Students visiting the centre have access to one-to-one or group tutoring, facilitated study groups, and assistance in academic writing. The Skill Centre's Peer Tutor program provides paid employment opportunities for students who have demonstrated academic success and want to share what they have learned. Tutoring is available free to any students registered at Keyano College on a drop in basis, from 9:00 am to 5:00 pm Monday through Friday. Additional evening hours are subject to tutor availability and are posted in the Skill Centre.

**Wellness Services (CC260)** offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. The Mindfulness Room in CC260 is available as a quiet space for students to relax during regular office hours. Wellness Service welcomes students to participate in any of the group sessions offered throughout the academic year addressing such topics as Mindfulness and Test Anxiety. Individual appointments can be made by calling 780-791-8934.

**Please watch your Keyano email for workshop announcements from our Student Academic Support Services team.**

**Appendix**  
**Description of Group Research Project**  
**LIBST 1304**

A major component of class-time, out-of-class expectations and grade allocation for LIBST 1304 will be a group research project. The objectives of this project are to:

- Develop research and presentation skills by conducting a qualitative research project through the stages of ethics approval, data collection design, data collection, presentation of results in different formats, and conceptualization of how to “make the research useful.”
- Deepen students understanding of one particular community, namely Fort McMurray, Alberta.
- Apply the concepts learned in LIBST 1304 to contribute to the understanding of the Fort McMurray community.

**Background:**

As will be shown in some of the assigned readings, a common conception of people in Fort McMurray is that they came to this area for economic opportunity. Research has consistently demonstrated that most people arrive in Fort McMurray with a specified departure date in mind. Their goal is to make and save enough money to improve their life-chances elsewhere. It is generally believed that this “temporary” orientation to Fort McMurray retards the development of a sense of community and contributes to on-going anomie and dislocation.

This body of research has, for the most part, not addressed the empirical reality that many people stay in Fort McMurray much longer than they anticipated. A “two-year plan” often becomes a two decade stay. This research project will begin to test the proposition that people’s reasons for STAYING in Fort McMurray are often different than their reasons for MOVING to the city. It is hypothesized that, once in Fort McMurray, people become part of and contribute to building a unique community that has significant non-monetary attachments for them. The group research project is designed to test this proposition.

**The Task:**

As a group, students will develop an interview guide designed to address two basic questions:

- Why did you come to Fort McMurray, and
- Why did you stay?

The group will prepare and submit an ethics review application and develop a sampling strategy. Individuals will then be required to conduct and analyze five interviews. The group will then assess the aggregation of findings and prepare a public presentation to report results. This will be presented at the Keyano public conference on March 9, 2019. The group will then evaluate other potential forms of disseminating research findings and engaging with the community with to transform research findings into the betterment of the community.

**Evaluation:**

A group mark worth 20% of the course grade will be assigned based on the quality of:

- The interview guide (5 marks)
- The application of ethics approval (5 marks)
- The public presentation at the Keyano conference (10 marks).

Individuals will also receive an individual grade worth 20% of the course grade based on:

- The instructor's evaluation of individual interviews and analysis (10 marks)
- The instructor's evaluation of individual contribution to the group effort (5 marks)
- Peer evaluation of individual contribution to the group effort (5 marks).