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**THE UNIVERSITY OF BRITISH COLUMBIA**

## **POLI 375A 001: Global Environmental Politics**

Department of Political Science, Faculty of Arts

September – December, 2020

**Zoom Lectures: Mondays, Wednesdays, Fridays: 2:00pm–2:50pm**

**Zoom ID: 218 627 896:** <https://ubc.zoom.us/j/218627896> (password: 764249)

### **Instructor**

[Peter Dauvergne](#) is a professor of international relations at the University of British Columbia. His recent books include *AI in the Wild: Sustainability in the Age of Artificial Intelligence* (MIT, 2020), *Will Big Business Destroy Our Planet?* (Polity, 2018), and *Environmentalism of the Rich* (MIT, 2016). He is the founding and past editor of the journal *Global Environmental Politics*.

**Email:** [peter.dauvergne@ubc.ca](mailto:peter.dauvergne@ubc.ca) | **Twitter:** [@PeterDauvergne](https://twitter.com/PeterDauvergne)

**Office hours:** 3:00pm–4:00pm, Mondays and Wednesdays (please email to make an appointment time to talk over Zoom)

### **Teaching Assistants (TAs)**

**TA:** Aatika Moollabhai (email: [aatika.moollabhai@ubc.ca](mailto:aatika.moollabhai@ubc.ca))

**TA:** Jennifer Fleming (email: [jennifer.fleming@ubc.ca](mailto:jennifer.fleming@ubc.ca))

### **Course Description**

This course analyzes the politics of global sustainability and justice, striving for critical thought that integrates both rigorous analysis and ethical reflection. The focus is on the consequences of political discourses, institutions, and power struggles for global ecological change, taking an interdisciplinary approach that does not assume a background in international relations. How, in what ways, and to what extent is global environmental politics making a difference for advancing global sustainability and justice? How and why is this changing over time? What does this suggest for the future? To answer these questions, the course analyzes topics such as the causes and consequences of unsustainable development, the contradictions of technology, the ecological shadows of consumption, the power of environmentalism as a social movement, the social justice consequences of climate change, the effectiveness of international agreements, the rising importance of city-level

governance, the eco-business of multinational corporations, and the value of certification and eco-consumerism. The course concludes by assessing the merits of various pathways toward environmental sustainability and social justice.

## Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. This land has always been a place of learning for the Musqueam people, who for millennia have passed on the learning of their culture, history, and traditions from one generation to the next on this site.

## UBC Statement: Online Learning for International Students

“During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>.”

## Assessment

1. “Short” Essay (25%) (Due Monday, October 12, by 11:59pm)
2. “Long” Essay (30%) (Due Monday November 23, by 11:59pm)
3. Book Review of *Ecomodernism* (30%) (Due Wed. December 16, 2020, by 11:59pm)
4. Top Hat Reflections (10%) (due by the Top Hat assignment deadlines)
5. Tutorial Attendance and Participation (5%) (weekly 1-hour meetings with your TA group)

## Course Goals

The course aims to develop research, writing, and critical thinking skills. More specifically, students will gain a better understanding of the politics causing global environmental change as well as the politics shaping solutions to global problems such as climate change, deforestation, overfishing, biodiversity loss, plastic pollution, fresh water scarcity, food insecurity, and chemical contamination. Knowledge of these issues is relevant to pursuing graduate work on sustainability as well as careers in government (environment departments and foreign affairs), law (international and domestic environmental law), business (corporate social responsibility units), journalism (environmental reporting), academia (teaching and researching sustainability), and the nongovernmental sector (human rights and environmental NGOs and international certification agencies).

## Lectures and Readings

The Power Point lectures will be available on Canvas shortly *after* delivery of the lecture. The readings are available from the UBC library or the Internet (the easiest way to access the UBC readings is by pasting in title of the article, journal, or book into “General” search on the [library home page](#)).

### 1. Why Are There Environmental Problems?

Clapp, Jennifer, and Peter Dauvergne. “Peril or Prosperity? Mapping Worldviews of Global Environmental Change,” chapter 1 of Jennifer Clapp and Peter Dauvergne, *Paths to a Green World: The Global Political Economy of the Environment* (MIT Press, 2011): 1–18.

Jonathan Symons, [Ecomodernism: Technology, Politics and the Climate Crisis](#) (Polity, 2019). This book is available online in the UBC library. Please start reading this book as soon as possible, finishing the book (and making detailed notes) BEFORE Wednesday December 2, 2020. The final assignment for this course (due BEFORE Wednesday December 16, 2020) requires you to develop an original argument evaluating the strengths and weaknesses of the arguments in this book.

### 2. The Power of Ecomodernism

Asafu-Adjaye, John et al. [The Ecomodernist Manifesto](#) (The Breakthrough Institute, April 2015): 1–32.

Pritzker, Rachel. [“An Eco-Modernist Manifesto,”](#) December 2016, TED TALK.

Collard, Rosemary-Claire, Jessica Dempsey, and Juanita Sundberg. [“The Moderns’ Amnesia in Two Registers,”](#) *Environmental Humanities* 7 (2015): 227–232.

Szerszynski, Bronislaw. [“Getting Hitched and Unhitched with the Ecomodernists,”](#) *Environmental Humanities* 7 (2015): 239–244.

### 3. The Power of Technology

Nicholson, Simon; Reynolds, Jesse L., "Taking Technology Seriously: Introduction to the Special Issue on New Technologies and Global Environmental Politics," *Global Environmental Politics* 20 (3) (2020), 1–8.

Dauvergne, Peter. "The Globalization of Artificial Intelligence: Consequences for the Politics of Environmentalism," *Globalizations* (2020), 1-15, <https://doi.org/10.1080/14747731.2020.1785670>

### 4. The Power of Eco-Business

Humes, Edward. "[Walmart's Biggest Green Feat: Putting Sustainability on the Corporate Agenda](#)," *Grist*, 9 February 2012 (pp. 1–6).

Porter, Michael. "[The Case for Letting Business Solve Social Problems](#)," 2013: TED TALK.

Marwani, Harish (COO of Unilever). "[Profits Not Always the Point](#)," October 2013: TED TALK.

Gamu, Jonathan Kishen and Peter Dauvergne. "The Slow Violence of Corporate Social Responsibility: The Case of Mining in Peru," *Third World Quarterly* 35 (5) (2018): 959–975.

### 5. The Power of Ideas and Norms

Alger, Justin and Peter Dauvergne. "The Translocal Politics of Environmental Norm Diffusion," *Environmental Communication* 14 (2) (2020): 155–167.

Dauvergne, Peter. "The Power of Environmental Norms: Marine Plastic Pollution and the Politics of Microbeads," *Environmental Politics* 27 (4) (2018): 579–597.

### 6. The Power of Consumers and Eco-Consumerism

Maniates, Michael F. "Individualization: Plant a Tree, Buy a Bike, Save the World?" *Global Environmental Politics* 1 (3) (August 2001): 31–52.

DeSombre, Elizabeth R. "Individual Behavior and Global Environmental Problems," *Global Environmental Politics* 18 (1) (2018): 5–12.

### 7. The Power of NGOs and Civil Society

Bloomfield, Michael. "Shame Campaigns and Environmental Justice: Corporate Shaming as Activist Strategy," *Environmental Politics* 23 (2) (2014): 263–281.

Jeffreys, Elaine. "Translocal Celebrity Activism: Shark-Protection Campaigns in Mainland China," *Environmental Communication* 10 (6) (2016): 763–776.

Dauvergne, Peter. "Is the Power of Brand-Focused Activism Rising? The Case of Tropical Deforestation," *The Journal of Environment & Development* 22 (4) (2017): 391–410.

Matejova, Miriam, Stefan Parker, and Peter Dauvergne. "The Politics of Repressing Environmentalists as Agents of Foreign Influence," *Australian Journal of International Affairs* 72 (2) (2018): 145–162.

## 8. "Effective" Global Environmental Governance

Bernstein, Steven. "Liberal Environmentalism and Global Environmental Governance," *Global Environmental Politics* 2 (3) (August 2002): 1–16.

## 9. Global Climate Governance

Dimitrov, Radoslav S. "The Paris Agreement on Climate Change: Behind Closed Doors," *Global Environmental Politics* 16 (3) (2016): 1–11.

Allan, Jen Iris. "[Dangerous Incrementalism of the Paris Agreement](#)," *Global Environmental Politics* 19 (1) (2019): 1–11.

## 10. Pathways Toward Sustainability and Justice

Patterson, James J., Thomas Thaler, Matthew Hoffmann, Sara Hughes, Angela Oels, Eric Chu, Aysem Mert, Dave Huitema, Sarah Burch, and Andy Jordan. "[Political Feasibility of 1.5°C Societal Transformations: The Role of Social Justice](#)," *Current Opinion in Environmental Sustainability* 31 (2018): 1–9.

Reflecting on the course lectures and readings, review and revise your notes from reading the book, Jonathan Symons, [Ecomodernism: Technology, Politics and the Climate Crisis](#) (Polity, 2019).

## Top Hat

This course requires you to register in Top Hat. Please download the Top Hat app and join Global Environmental Politics (POLI 375A 001: FALL 2020): Join code: 908149. Please be sure your username is your FIRSTNAME\_LASTNAME (e.g., Peter\_Dauvergne). Please also include your UBC student ID.

## Top Hat Reflections

Top Hat reflections are worth 10 percent of your grade. Each week you will need to allocate around 3 hours outside of class time to do the readings, watch the videos, and complete the Top Hat assignments. Please be sure to complete **ALL** of the Top Hat assignments.

## Reflection Grades

- A+ (90-100): Original reflections on the Top Hat assignments; evidence of outstanding comprehension of readings and lectures
- A (85-90): Creative reflections on the Top Hat assignments; evidence of excellent comprehension of readings and lectures
- A- (80-84): Interesting reflections on the Top Hat assignments; evidence of full comprehension of readings and lectures
- B+ (76-79): Thought-provoking reflections on the Top Hat assignments; evidence of very good comprehension of readings and lectures
- B (72-75): Thoughtful and thorough reflections on the Top Hat assignments; evidence of comprehension of readings and lectures
- B- (68-71): Thoughtful reflections on the Top Hat assignments; evidence of reasonable comprehension of readings and lectures
- C+ (64-67): Careful reflections on the Top Hat assignments; evidence of solid comprehension of readings and lectures
- C (60-63): Solid reflections on the Top Hat assignments; some evidence of comprehension of readings and lectures
- C- (55-59): Solid reflections on the Top Hat assignments; some evidence of basic understanding of readings and lectures
- D (50-54): Solid reflections on the Top Hat assignments; some evidence of having done the readings and listened to the lectures
- F (0-49): Sporadic evidence of engagement with readings, lectures, and class lectures

## Tutorial Attendance and Participation

Tutorial attendance and participation are worth 5 percent of your grade. Each week you will meet with your TA group to discuss readings, debate topics, and brainstorm essay ideas. Please be sure to attend **ALL** of your tutorials, prepare thoroughly, and participate actively.

If you miss a tutorial with a valid excuse, you can still receive credit for the tutorial by letting your TA know why you were absent (you do not need to provide documentation) and then sending your TA a 2-page, single-spaced summary of your reflections on the topic for that tutorial.

- A+ (90-100): Outstanding and active participation; creative reflections; evidence of outstanding comprehension of readings and lectures; outstanding attendance
- A (85-90): Excellent and ongoing participation; evidence of outstanding comprehension of readings and lectures; outstanding attendance
- A- (80-84): Excellent and ongoing participation; interesting reflections; evidence of excellent comprehension of readings and lectures; outstanding attendance
- B+ (76-79): Thoughtful and sustained participation; thought-provoking reflections; evidence of very strong comprehension of readings and lectures; excellent attendance

- B (72-75): Thoughtful and ongoing participation; thoughtful and thorough reflections; evidence of strong comprehension of readings and lectures; very good attendance
- B- (68-71): Thoughtful and ongoing participation; thoughtful reflections; evidence of reasonable comprehension of readings and lectures; very good attendance
- C+ (64-67): Thoughtful and reasonable participation; careful reflections; evidence of reasonable comprehension of readings and lectures; very good attendance
- C (60-63): Reasonable and solid participation; solid reflections; some evidence of reasonable comprehension of readings and lectures; good attendance
- C- (55-59): Solid participation; solid reflections; some evidence of comprehension of readings and lectures; reasonable attendance
- D (50-54): Solid participation; solid reflections; some evidence of comprehension of readings and lectures; poor attendance, although still above 50 percent
- F (0-49): Sporadic participation; sporadic evidence of engagement with readings, lectures, and class lectures; poor attendance

## Short Research Essay

An 1800-word essay, typed, is due by Monday, October 12 (11:59pm). You can choose any topic within global environmental politics. You must submit an electronic copy of your essay to Canvas and [Turnitin](#) (submission instructions are below).

You must include a 150-word abstract on the first page: use original wording in the abstract (i.e., do not cut-and-paste from the main text). You must provide a computer word count on your cover sheet. DO NOT include your footnotes, references, or abstract in the overall word count. (All references should be cited at least once; please be sure to fact-check and update all statistics you use in the essay.)

Please ensure that at least **five** of your references in your bibliography are to academic books and journal articles (such as articles in the journals *Global Environmental Politics* and *Environmental Politics* and books in the environmental politics series at MIT Press and Polity Press). The minimum word count allowed for your main text is 1600. The maximum allowed is 2000. Essays that fall outside of these word limits or do not provide an ACCURATE word count will lose 5 percent—that is, an 85% will become an 80%. Late submission of written work will also result in a deduction of 2 percent per day—that is, an 85% will drop to 83% in day one, to 81% in day two, and to 79% in day three. The short essay is worth 25 percent of your grade. IN ALL CASES, you must keep a copy of your essay.

This essay, like any strong writing in political science, must present an interesting and precise argument supported by convincing evidence. You should have a clear thesis, a coherent argument, and convincing evidence from reliable sources (e.g., scientific journals; UN agencies; peer-reviewed social science articles). I expect you to be able to explain your argument to your friends and family. Your argument should be nuanced and thought-provoking. Please be sure that *politics* is at the heart of your argument and that you link your argument to the academic debates in *global* environmental politics.



Possible topics include: climate change; tropical deforestation; plastic marine pollution; chemical pollution (e.g., persistent organic pollutants); freshwater loss in developing countries; nuclear power; natural gas; the oil industry; marine protected areas; fisheries management; gold mining; the coal industry; industrial agriculture; food; waste; cocoa; diamonds; coffee; coltan; recycling; geoengineering; divestment; genetically modified organisms (GMOs); biodiversity; whaling; sealing; the ivory trade; endangered species; health; garbage; uranium; grains; sugar; cotton; air pollution in megacities; soil erosion in developing countries; the timber industry; renewable energy; artificial intelligence. For further ideas, you can browse the [Polity Series “Resources”](#); the journal [Global Environmental Politics](#); and the journal [Environmental Politics](#).

For your essay, try to develop a more intriguing and original argument by weaving in appropriate theories, analytical concepts, or themes from the course (e.g., shadows of consumption; eco-business; compromise of liberal environmentalism; civil society activism; transnational activist networks (TANs); norms and norm diffusion; ecomodernism; individualization of responsibility; environmentalism of the rich; corporatization of activism; eco-consumerism; environmental racism; ecological imperialism; environmental justice; brand-focused activism; slow violence; corporate social responsibility; city governance; the role of technology).

### **Marking Criteria for the Essay**

Six criteria will be used to mark your essay. Please keep these in mind.

1. Clarity of the argument: aim for a clear, precise, and convincing answer to your research question. Your answer should highlight the importance of power and politics (political dynamics, power struggles, political institutions). You want to avoid simply describing a problem or policy, and instead develop an argument in answer to a specific question. Asking “why” a problem is getting worse, or a policy is failing, or a decision was made, or an outcome happened can help ensure you “argue” rather than “describe.”
2. Originality of the argument: aim for an intriguing, multilayered argument. You want to avoid developing a straightforward, obvious, boring, or very general argument. You want to try your best to go beyond the arguments you hear in the class lecture or commonly see in the literature in global environmental politics.
3. Quality and quantity of the evidence backing your argument: aim for high-quality sources, relevant evidence, and sufficient evidence to convince the reader of your argument.
4. Quality of the essay’s structure: aim to build your argument step-by-step, connecting your sentences, paragraphs, and sections logically, while avoiding tangents or unnecessary information.
5. Quality of the writing: aim for succinct, clear writing, working to eliminate ambiguous, awkward, and vague sentences.



6. Extent and diversity of research as shown in the bibliography and footnotes.

## **Writing the Essay**

The main sections of the essay for this course are the abstract; title; introduction; body of the essay; conclusion; footnotes; references.

1. Abstract (maximum of 150 words, not included in your essay word count)

In original wording, this should summarize as succinctly as possible your central question, overarching argument, primary evidence, theoretical framing, methodology, and conclusions.

2. Title

You should provide an accurate, concise, yet interesting title. A good title can require great effort, so please work at it.

3. Introduction

The function of the introduction is to provide your reader with the necessary background for what is to follow. It states what you understand to be the most important aspect of the question and indicates how you are going to answer it. It is often useful to include a statement like “I argue that...” Make sure this statement explains your full argument. DO NOT leave the reader in suspense. Your goal is to convince the reader, so make sure the reader clearly understands from the start what you will argue.

Give a clear, concise statement of the problem you are going to investigate; define the limits of the scope of your investigation; and, if you are dealing with terms that are ambiguous, define them clearly and concisely.

4. The Body of the Essay

The body of the essay should develop the argument logically. It is useful to think in terms of subsections. Subsection by subsection, point by point, you build your argument, presenting and assessing the evidence from research in the area. Keep your focus on the problem.

5. Conclusion

The conclusion should be precise and straightforward, tying together the various strands of your argument. Make sure your argument in the body of the essay supports your conclusions.

6. Referencing (not included in your word count)

You must use FOOTNOTES in [Chicago style](#) (click for examples). In addition, at the end of the essay please include a list of references (in alphabetical order) in [Chicago style](#) (click for examples).

7. Correction

Read over your final draft carefully – at least twice. Reading it out-loud can help pick up errors. Check that your argument is consistent. Correct spelling and grammatical errors meticulously.

## Long Research Essay

A 2300-word essay, typed, is due by Monday, November 23 (11:59pm). **You can choose any topic within global environmental politics, but NOT the same one as you chose for your short research essay.** You must submit an electronic copy of your essay to Canvas and [Turnitin](#) (submission instructions are below).

You must include a 150-word abstract on the first page: use original wording in the abstract (i.e., do not cut-and-paste from the main text). You must provide a computer word count on your cover sheet. DO NOT include your footnotes, references, or abstract in the overall word count. (All references should be cited at least once; please be sure to fact-check and update all statistics you use in the essay.)

Please ensure that at least **eight** of your references in your bibliography are to academic books and journal articles (such as articles in the journals *Global Environmental Politics* and *Environmental Politics* and books in the environmental politics series at MIT Press and Polity Press). The minimum word count allowed for your main text is 2100. The maximum allowed is 2500. Essays that fall outside of these word limits or do not provide an ACCURATE word count will lose 5 percent—that is, an 85% will become an 80%. Late submission of written work will also result in a deduction of 2 percent per day—that is, an 85% will drop to 83% in day one, to 81% in day two, and to 79% in day three. The long essay is worth 35 percent of your grade. IN ALL CASES, you must keep a copy of your essay.

This essay, like any strong writing in political science, must present an interesting and precise argument supported by convincing evidence. You should have a clear thesis, a coherent argument, and convincing evidence from reliable sources (e.g., scientific journals; UN agencies; peer-reviewed social science articles). I expect you to be able to explain your argument to your friends and family. Your argument should be nuanced and thought-provoking. Please be sure that *politics* is at the heart of your argument and that you link your argument to the academic debates in *global* environmental politics.

Possible topics include: climate change; tropical deforestation; plastic marine pollution; chemical pollution (e.g., persistent organic pollutants); freshwater loss in developing countries; nuclear power; natural gas; the oil industry; marine protected areas; fisheries management; gold mining; the coal industry; industrial agriculture; food; waste; cocoa; diamonds; coffee; coltan; recycling; geoengineering; divestment; genetically modified organisms (GMOs); biodiversity; whaling; sealing; the ivory trade; endangered species; health; garbage; uranium; grains; sugar; cotton; air pollution in megacities; soil erosion in developing countries; the timber industry; renewable energy; artificial intelligence. For further ideas, you can browse the [Polity Series “Resources”](#); the journal [Global Environmental Politics](#); and the journal [Environmental Politics](#).

For your essay, try to develop a more intriguing and original argument by weaving in appropriate theories, analytical concepts, or themes from the course (e.g., shadows of consumption; eco-business; compromise of liberal environmentalism; civil society activism; transnational activist networks (TANs); norms and norm diffusion; ecomodernism; individualization of responsibility; environmentalism of the rich; corporatization of activism; eco-consumerism; environmental racism; ecological imperialism; environmental justice; brand-focused activism; slow violence; corporate social responsibility; city governance; the role of technology).

**The Marking Criteria and Guidelines for the “Long” Essay are the same as for the “Short” Essay. See above for details.**

## **Book Review**

A 2500-word typed review of the book, Jonathan Symons, *Ecomodernism: Technology, Politics and the Climate Crisis* (Polity, 2019) is due BEFORE Wednesday December 16 at 11:59pm. This book is available online in the UBC library. You must submit an electronic copy of your book review to Canvas and [Turnitin](#) (submission instructions are below).

You must also include a 150-word abstract on the first page: use original wording in the abstract (i.e., do not cut-and-paste from the main text). You must provide a computer word count on your cover sheet. DO NOT include your footnotes, references, or abstract in the overall word count.

The minimum word count allowed for your main text is 2300. The maximum allowed is 2700. Book reviews that fall outside of these word limits or do not provide an ACCURATE word count will lose 5 percent—that is, an 85% will become an 80%. Late submission of written work will also result in a deduction of 2 percent per day—that is, an 85% will drop to 83% in day one, to 81% in day two, and to 79% in day three. The book review is worth 30 percent of your grade. IN ALL CASES, you must keep a copy of your book review.

You must develop an original, interesting, and nuanced argument evaluating the strengths and weaknesses of the arguments in this book. You must support your analysis by referring to the lectures, the course readings, and the book itself. Please use Chicago style footnotes when referring to a particular course reading or lecture (giving the date and title of the lecture). Try your best to cite as many different readings, lectures, and sections of the book as possible, as this assignment is partly aiming to evaluate your comprehension of the course material and your analysis of the full book.

## **Turnitin**

To submit your analysis or research essay to Turnitin, log onto the site at [www.turnitin.com](http://www.turnitin.com). Click on the “create a user profile” link and select “student” on the pull-down menu. To enroll, you will be asked to enter your “class ID” and “class enrollment key.” For this assignment, the class ID is “25556855” and the enrollment key is “mouse.” Once you have

enrolled, when you log in you will be taken to the page showing your classes. Click on “Global Environmental Politics, Poli 375A (001): Sept-Dec 2020.” The short essay is called “Short Essay,” the long essay is called “Long Essay,” and the book review of Ecomodernism is called “Book Review of Ecomodernism.”

You will be asked to provide your name and student number, as well as some details about your assignment. This information will be used to identify your submission to your instructor.

You will not receive credit for your essay unless it is submitted to Turnitin. The same late penalty will apply to submitting your paper to Turnitin as applies to handing in the hard copy.

## **Regrading**

It is very important that you feel that your feedback and grade are fair on the “short essay” and “long essay.” If you have any questions about your feedback or grade, please feel free to correspond with your TA first (or, if you prefer, request an appointment). If your TA deems it warranted, they can reconsider their grade.

You can also ask Professor Dauvergne to regrade your assignment. If this is your preference, please write to him to explain why you are requesting a regrade. He will mark your essay without considering your initial grade. His grade will be your new grade even if it is lower than the TA’s grade. You should think of this risk of a lower grade as no different than if you were taking a class that did not have a TA and all of the marking was done by your instructor.

## **Course Policies**

Late assignments are penalized at a rate of 2% per day, e.g., a 78% = 76%.

UBC accommodates students with disabilities who are registered with its [Access and Diversity](#) service. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for athletics, family reasons, or other similar commitments should discuss these with their instructor before the drop date.

Please read and follow UBC’s Policy on [Respectful Environment for Students, Faculty and Staff](#) and UBC’s [Student Code of Conduct](#). Please first raise any concerns you have with the class environment with your instructor. If these concerns continue, you can approach the Head of Political Science, UBC’s [Equity and Inclusion Office](#), or the UBC [Ombudsperson for Students](#).

For student support, please visit UBC’s [Arts Academic Advising](#). Counsellors and doctors are available from UBC’s Student Services, [Live Well to Learn Well](#). If an instructor has

concerns about the wellbeing of a student, UBC's [Early Alert](#) program provides the ability to ask an advisor to offer the student assistance.

Academic Dishonesty: Please review [UBC's statement on Academic Misconduct and Plagiarism](#) for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Students writing the term paper are required to submit an electronic copy of the paper to [Turnitin](#), a service that checks textual material for originality. It is Political Science Department policy to use Turnitin for term papers in undergraduate courses.

Students should retain a copy of all submitted assignments (in case of loss) as well as all of their marked assignments in case they wish to apply for a [Review of Assigned Standing](#). Students have the right to view their marked examinations, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.