



THE UNIVERSITY OF BRITISH COLUMBIA

POLI 375A 002: Global Environmental Politics
Department of Political Science, Faculty of Arts
January – April, 2025

Lectures: Mondays, Wednesdays, Fridays: 3:00pm–3:50pm

Instructor

[Peter Dauvergne](#) is a professor of international relations at the University of British Columbia. His books include [Identified, Tracked, and Profiled: The Politics of Resisting Facial Recognition Technology](#) (Edward Elgar, 2022), [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 editor of the journal [Global Environmental Politics](#).

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Office hours: 4:00pm–5:00pm, Mondays and Wednesdays

Teaching Assistant (TA)

Your TA will advise and grade your research essay. If you have concerns with your grade or feedback, you can email your TA (explaining these concerns) to request a regrading of your essay.

Your TA for this course is **Chloé Boutron** (chloeb96@student.ubc.ca). Your TA will hold Zoom meetings to offer advice on researching and writing the essays.

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.

Assessment

1. Research Essay (40%) (Due **Wednesday March 12, by 11:59pm**): 3500–4000 words, **EXCLUDING** References, the Abstract, and any charts, diagrams, or statistical tables, but **INCLUDING** your in-text citations. (Use must use **APA style** in-text citations and **APA style** for your References.) A 2% BONUS will be awarded to your essay grade if you submit your essay on time (e.g., an 81% will become an 83%). **Extensions are not granted for this bonus grade. If you are hoping to receive this bonus grade, you should aim to submit your essay several days BEFORE the deadline. DO NOT try to submit just before the deadline in case you have a computer issue.**
2. Top Hat Participation (20%) (10 Weekly Reflections, due each Friday by 11:59pm).
3. Final Exam (40%) (3 hours, 2 essays, open book on your computer, without access to the internet except to upload to Canvas—held during the exam period).

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 slides will be available on Canvas shortly before delivery of each set of lecture topics. 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, J., & Dauvergne, P. (2011). Peril or prosperity? Mapping worldviews of global environmental change. In J. Clapp & P. Dauvergne, *Paths to a green world: The global political economy of the environment* (pp. 1–18). MIT Press. This chapter is available online in the UBC library.

2. The Rise of Biojustice Environmentalism from Below

Dauvergne, P., & Clapp, J. (2023). Surging biojustice environmentalism from below: Hope for ending the earth system emergency? *Global Environmental Politics*, 23(4), 3–16.

3. The Power of Ecomodernism

Asafu-Adjaye, J., et al. (2015). [The ecomodernist manifesto](#). The Breakthrough Institute.

Pritzker, R. (2016). [An eco-modernist manifesto](#), December. TED TALK.

Collard, R.-C., Dempsey, J., & Sundberg, J. (2015). The moderns' amnesia in two registers. *Environmental Humanities*, 7, 227–232.

Symons, J. (2019). Introduction. In *Ecomodernism: Technology, politics and the climate crisis* (pp. 1–24). Polity. This book is available online in the UBC library. You are only required to read the Introduction, although, of course, please feel free to read other chapters of this book, if you are interested.

4. The Power of Technology and in the Age of AI

Nicholson, S., & Reynolds, J. L. (2020). Taking technology seriously: Introduction to the special issue on new technologies and global environmental politics. *Global Environmental Politics*, 20(3), 1–8.

Dauvergne, P. (2021). The globalization of artificial intelligence: Consequences for the politics of environmentalism. *Globalizations*, 18(2), 285–299.

Lifset, R., & Porter, A. (2024). [What is in Red AI? Scoping the energy and environmental impacts of artificial intelligence](#). International Association for Energy Economics. August.

5. “Effective” Global Environmental Governance?

Biermann, F. (2021). The future of ‘environmental’ policy in the Anthropocene: Time for a paradigm shift. *Environmental Politics*, 30(1-2), 61–80.

Alger, J. (2023). The political economy of protected area designations: Commercial interests in conservation policy. *Global Environmental Politics*, 23(2), 54–73.

6. Global Climate Governance

Allan, J. I. (2019). Dangerous incrementalism of the Paris Agreement. *Global Environmental Politics*, 19(1), 1–11.

Qi, J. J., & Dauvergne, P. (2022). China's rising influence on climate governance: Forging a path for the Global South. *Global Environmental Change*, 73, 102484, 1–13.

Greene, S., & Carter, A. V. (2024). From national ban to global climate policy renewal: Denmark's path to leading on oil extraction phase out. *International Environmental Agreements: Politics, Law and Economics*, 24(1), 121–139.

7. The Power of Civil Society

Dauvergne, P. (2017). Is the power of brand-focused activism rising? The case of tropical deforestation. *The Journal of Environment & Development*, 22(4), 391–410.

van der Ven, H., Corry, D., Elnur, R., Provost, V. J., & Syukron, M. (2024). Generative AI and social media may exacerbate the climate crisis. *Global Environmental Politics*, 24(2), 9–18.

8. The Power of Activism in the Global South: The Case of Governing Plastics

Dauvergne, P., & Poole Lehnhoff, K. (2024). The power of biojustice environmentalism in the Global South: Insights from the politics of reducing single-use plastics in Guatemala. *Journal of Environmental Planning and Management*.

9. The Power of Environmental Norms

Alger, J., & Dauvergne, P. (2020). The translocal politics of environmental norm diffusion. *Environmental Communication*, 14(2), 155–167.

Dauvergne, P. (2018). The power of environmental norms: Marine plastic pollution and the politics of microbeads. *Environmental Politics*, 27(4), 579–597.

10. The Power of Eco-Business

Porter, M. (2013). [The case for letting business solve social problems](#). TED TALK.

Marwani, H. (2013). [Profits not always the point](#). October. TED TALK.

Dauvergne, P., & Lister, J. (2012). Big brand sustainability: Governance prospects and environmental limits. *Global Environmental Change*, 22(1), 36–45.

Vandenberg, J. (2024). Plastic politics of delay: How political corporate social responsibility discourses produce and reinforce inequality in plastic waste governance. *Global Environmental Politics*, 24(2), 122–145.

11. The Power of Consumers and Eco-Consumerism

Maniates, M. F. (2001). Individualization: Plant a tree, buy a bike, save the world? *Global Environmental Politics*, 1(3), 31–52.

DeSombre, E. R. (2018). Individual behavior and global environmental problems. *Global Environmental Politics*, 18(1), 5–12.

12. Pathways Toward Sustainability and Justice

Neville, K. J., & Martin, S. J. (2023). Slow justice: A framework for tracing diffusion and legacies of resistance. *Social Movement Studies*, 22(2), 190–210.

Gustafsson, M.-T., & Schilling-Vacaflor, A. (2022). Indigenous peoples and multiscalar environmental governance: The opening and closure of participatory spaces. *Global Environmental Politics*, 22(2), 70–94.

Top Hat

This course requires you to register in Top Hat. Please download the Top Hat app and join Global Environmental Politics (POLI 375A 002: JAN-APRIL 2025): Join Code: 189607

Generative AI Tools

The use of generative AI tools (e.g., ChatGPT) for Participation, Essays, the Final Exam, and other coursework is **prohibited**.

Top Hat Assignments

You will need to complete **10** of the 13 questions on the Top Hat Discussion Board. Each Top Hat answer should be roughly 250 to 350 words for a total of approximately 2500 to 3500 words for the semester. There is no penalty for exceeding the word count, however, so you do not need to worry if you go over the word count from time to time. Each question will open at 3pm on Friday. You will have one week to answer each question, except for the first question which is open for 2 weeks to provide students who join the course late the option of completing the assignment. Each week you will need to allocate around 3 hours outside of class time to do the readings, watch the videos, and answer the Top Hat questions.

Extensions are **not offered** on Top Hat assignments, as you only need to complete 10 of the 13 assignments, so you can miss 3 assignments without any penalty.

Your overall participation on the Discussion Board will be graded after the final Top Hat question closes. Five criteria will be used for grading your 10 Top Hat assignments: 1) the originality of your answer; 2) the quality of your evidence; 3) the precision of your analysis; 4) the quality of your writing; 5) and the accuracy of your summaries of the readings, lectures, and videos.

You will receive a single grade for your 10 contributions to the Top Hat Discussion Board. Be sure to submit 10 assignments, as you will lose 10% for each missed assignment – i.e., if

you submit 9 assignments, and receive an 83% on these 9 assignments, your final Top Hat grade will be $83\% - 10\% = 73\%$ (7.3/10).

Research Essay (3500-4000 words, EXCLUDING References, the Abstract, and any charts, diagrams, or statistical tables, but INCLUDING your in-text citations) (Use **APA style** for your in-text citations and References)

QUESTION: Is environmental governance of **topic X** improving in **jurisdiction/global commons/corporate entity Y**? If yes, why? If no, why? You are allowed, if you want, to argue that some aspects are improving, and others are not. Your answer must focus on politics and power dynamics (e.g., within and between social movements, industry, and governments). In the conclusion of your essay, reflect on what your analysis reveals for the future of global environmental governance of your topic.

STEP 1: Choose a **topic** that interests you.

Possible topics include:

1. Artificial intelligence
2. Agriculture (e.g., use of pesticides)
3. Air quality in a megacity
4. Automobiles (e.g., in London or Singapore)
5. Biodiversity
6. Biofuels
7. Boreal forests
8. Carbon dioxide emissions
9. Chemicals (e.g., with a focus on lead, mercury, or forever chemicals)
10. Climate change adaptation
11. Climate change mitigation
12. Coal
13. Coral reefs (e.g., Great Barrier Reef)
14. Deserts
15. E-waste
16. Electric vehicles
17. Endangered species or species at risk (e.g., with a focus on one aspect, such as ivory poaching, shark finning, grizzly bear hunting, or the conservation of chimpanzees, gorillas, or pangolins)
18. Fires (e.g., in Alberta, Australia, Brazil, British Columbia, or Indonesia)
19. Fishing
20. Food (e.g., avocados, bananas, or rice)
21. Fracking
22. Fresh water
23. Garbage (e.g., with a focus on used clothing)
24. Greenhouse gas emissions
25. Hazardous waste
26. Land (e.g., with a focus on one issue, such as cocoa, coffee, sugar, or cotton production)

27. Marine protected areas
28. Methane
29. Mining (e.g., with a focus on one mineral, such as cobalt, coltan, diamonds, phosphate, rare earth elements, uranium)
30. Oil (e.g., in Denmark)
31. Marine protected areas
32. Mountains (e.g., Everest)
33. Palm oil (e.g., in Malaysia or Indonesia)
34. Persistent organic pollutants
35. Plastics
36. Recycling (with a focus on one aspect, such as glass, paper, plastics, or steel)
37. Renewable energy
38. Rivers
39. Sealing
40. Temperate forests
41. Trash
42. Tropical forests
43. Water

Once you choose your topic, narrow it down (e.g., if you choose “plastics,” consider narrowing it down to environmental governance of single-use-plastics).

Once you narrow it down once, consider narrowing it down further (e.g., environmental governance of plastic straws).

STEP 2: Choose a **jurisdiction** (country, province/state, city, or town), **global commons** (e.g., Antarctica, the atmosphere, the high seas, or outer space), or **corporate entity** (e.g., Alibaba, Amazon, Apple, BlackRock, BP, Coca Cola, Disney, ExxonMobil, Google, H&M, McDonald’s, Mercedes-Benz, Microsoft, Nestlé, Nike, Procter & Gamble, Samsung, SHEIN, Tesla, Toyota, Unilever, Volkswagen, Walmart, or Zara).

STEP 3: Refine your research question and then investigate *if* environmental governance of your topic is improving, and if so, by how much, in what ways, and for how long.

STEP 4: Develop an argument explaining **why** this is the case (i.e., why governance is improving rapidly, incrementally, not at all, or getting worse). This will be your overarching argument/explanation/thesis statement. To ensure power dynamics are at the core of your essay, it may help to include the word “politics,” “political,” or “power” at least once in how you express your overarching argument in your Abstract **and** Introduction.

You should aim to develop a multilayered, nuanced explanation/overarching argument. This may require you to express your argument as “I argue that ...” and then “I further argue that...”.

Developing an argument focusing on political dynamics might include uncovering the power of industry to delay/obstruct good governance or the role of corporate social responsibility to improve governance. It might include zeroing in on the power of eco-certification, brand-

focused activism, or nongovernmental shame campaigns. It might involve revealing the importance of municipal ordinances, national policies, or international law to improve governance. It might include analyzing the nature of domestic politics (e.g., corruption, autocratic/democratic tendencies, or low implementation capacity) to undermine effective governance. It might involve revealing the influence of market liberal environmentalism or biojustice environmentalism from below. It might include uncovering the power of Indigenous peoples, transnational advocacy networks, technology, or global environmental norms (e.g., rights *of* nature, the anti-whaling norm, the anti-shark finning norm). Or it might involve exposing the consequences of the shadows of consumption, slow violence, exploitative global supply chains, or environmental injustices and racism.

To support your argument/explanation, you should aim to provide **convincing** evidence from **reliable sources** (e.g., scientific journals; UN agencies; peer-reviewed journal articles, books, and book chapters). You can find high-quality academic articles by searching Scopus, the Web of Science Core Collection, and Google Scholar. You are allowed to use foreign language sources. Indeed, if you speak languages other than English, you may want to conduct research in these languages to enhance the originality of your English-language analysis. If you use a non-English source, please be sure to follow the **APA style** guidelines when listing the source in your References.

You must submit an electronic copy of your essay to Canvas.

You must include a 200-word abstract on the first page: use original wording in the abstract (i.e., do not cut-and-paste from the main text).

Use in-text citations and provide a list of References at the end of your essay. Use **APA style** – e.g., Dauvergne, P. (2023). The necessity of justice for a fair, legitimate, and effective treaty on plastic pollution. *Marine Policy*, 155, 105785. **DO NOT USE FOOTNOTES OR ENDNOTES.** **APA style** for in-text citations looks like (Dauvergne, 2023, p. 23).

Use a **12-point font** and include **page numbers**.

You must provide a computer word count on your cover sheet. **DO NOT** include your 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 that you use in your essay.) To ensure an accurate word count, highlight your main text in Word (excluding References, the Abstract, and any charts, diagrams, or statistical tables) and click “word count.” **Include your in-text citations in your word count.**

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 **starting on DAY 15 after the deadline**—that is, an 85% will drop to 83% on day fifteen, to 81% on day sixteen, and to 79% on day seventeen. Please see below for a full explanation. Essays submitted to Canvas **BEFORE** the deadline will receive a 2% bonus grade (e.g., an 81% will become an 83%).

Marking Criteria for the Essay

Six criteria will be used to mark your essay.

1. Clarity of your **research question** and **argument**: aim for a clear, precise, and convincing answer to your research question, focusing on the importance of power and politics (political dynamics, power struggles, political institutions).
2. Originality of the argument: aim for an intriguing, multilayered argument. You want to avoid developing a straightforward, obvious, boring, or very general argument.
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. You can find high-quality academic sources by searching Scopus, the Web of Science Core Collection, and Google Scholar.
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. You **MUST** use headings and subheadings to help your TA evaluate your essay and follow the logic of how you build your argument.
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 in-text citations.

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 200 words, not included in your essay word count)

In original wording, this should summarize as succinctly as possible your overarching argument, primary evidence, conceptual framing, 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 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 you clearly state from the start what you will argue.

Provide a clear, concise statement explaining your topic; define the limits of the scope of your investigation; and, if you are introducing concepts, define them clearly and concisely.

At the end of your Introduction, explain the structure your essay (i.e., summarize how you organized the essay, keeping in mind that each section should be building your explanation/overarching argument).

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. Be sure to keep your focus on explaining the *politics* underlying your answer to your research question.

5. Conclusion

Your conclusion **MUST** reflect on what your analysis of the environmental politics of your case study suggests more broadly for the prospects of improving *global* governance of your topic.

6. Referencing (not included in your word count)

At the end of the essay please include a list of references (APA style, in alphabetical order).

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. Fix spelling and grammatical errors meticulously.

Essay Checklist Before Submission

1. **Title page:** essay title, your name, your student number, date of submission, and **word count** (excluding References, the Abstract, and any charts, diagrams, or statistical tables, but including in-text citations)
2. **Abstract** (200 words MAXIMUM, original words): place this on your TITLE PAGE
3. **Research question:** You must state this clearly in your Introduction. Phrase this using a question mark so it is very clear to the reader.
4. **Your argument. You must state this in your Abstract & restate this in your Introduction in different words.** Double check that your argument focuses on the importance of power and politics (political dynamics, power struggles, political institutions) for **answering** your research question. Be sure you are ARGUING/ANALYZING, and not simply describing (e.g., telling the reader the content of a policy or what has happened). You need to explain the politics shaping why governance is improving rapidly, incrementally, not at all, or getting worse.
5. **Paragraph at the end of your Introduction** summarizing how you organized the essay (your article's "roadmap").

6. **Main text:** double check that the word count falls within the required minimum and maximum—REMEMBER, there is a 5% grade penalty if you go over or under this word count. PLEASE BE SURE TO INCLUDE YOUR IN-TEXT CITATIONS IN YOUR TOTAL WORD COUNT.
7. **Headings and subheadings:** these are required to help your TA follow the logic of your argument, evaluate your evidence, and assess the quality of the structure of your essay.
8. **References** (APA style).
9. **Conclusion:** double check that it reflects on what your analysis suggests more broadly for the prospects of improving *global* governance of your topic.
10. **Double check that you used a 12-point font.**
11. **Double check that you used page numbers.**
12. **Submit to Canvas. Remember:** Essays submitted to Canvas **BEFORE** the deadline will receive a 2% bonus grade (e.g., an 81% will become an 83%). Essays submitted even 1 minute late will not receive this bonus, so don't submit to Canvas close to 11:59pm.
13. Double check that you uploaded a file that **opens** and is **readable** in Canvas (Word and PDF files will both open).

Late Penalties

Late assignments are penalized at a rate of 2% per day (e.g., a 78% = 76%) **starting at 12:00am on DAY 15 after the deadline (12:00am on Thursday March 27, 2025)** (e.g., 2% on day fifteen, 4% on day sixteen, 6% on day seventeen, etc.) There is NO late penalty if you submit your essay **1-14 days late (and extensions are not required)**.

This late penalty policy aims to reduce stress levels, as you WILL NOT be penalized if you fall a few days behind schedule, have computer problems the night before the essay is due, become ill as the due day approaches, or feel overwhelmed during the week the essay is due.

Requests for extensions beyond two weeks of the due date must come from your academic advisor and explain your reasons. The REASON must exceed two weeks of absence (e.g., illness lasting TWO weeks or more). I will evaluate these requests from your academic advisor on a case-by-case basis.

Essays submitted to Canvas BEFORE the deadline will receive a 2% bonus grade (e.g., an 81% will become an 83%). **Extensions are not granted for this bonus grade. If you are hoping to receive this bonus grade, you should aim to submit your essay several days BEFORE the deadline.**

Final Exam: 2 Essays (open book, with no internet access except to upload your exam to Canvas)

The final exam is in person and will be held during the final exam period. It is designed to test your comprehension of the lectures, readings, and videos, as well as your ability to draw on these to develop argumentative-style answers to questions. You will need to refer to the readings, videos, and **lectures** to answer these questions, **so you need to keep thorough**

notes as we proceed through the course. To assist you in keeping notes, the Power Point slides will be posted on Canvas before each lecture.

The exam is **THREE HOURS** and is worth 40% of your final grade. You **MUST** answer **TWO** essay questions (one question from section 1, which has 4 questions, and one question from section 2, which has 4 questions). Your total Word Count **MUST** not exceed **3000 words** (approximately 1500 words for each essay), not including in-text citations and references. You will write the exam on your computer and upload your answers in a single-document to Canvas. During the exam, you **ARE ALLOWED** to access **notes**, readings, and videos on your computer. You are **NOT ALLOWED** to access the internet during this exam. The use of generative AI tools (e.g., ChatGPT) is **prohibited**. **You MUST turn off your Wi-Fi at the start of the exam and only turn it back on to submit your exam to Canvas.**

The evaluation of your answer answers will focus on three main criteria:

1. The quality of your argument. You will need to develop an interesting, nuanced argument that focuses on the relationship between *politics* (e.g., political discourses, institutions, and power struggles) and global environmental change.
2. The quality of your evidence and concepts to support your argument (you will need to define any concept you introduce into your essay).
3. The quality of your references to the arguments and ideas in the lectures, videos, and readings. As often as possible, you will need to cite the readings, videos, and lectures when defining concepts, developing your arguments, and offering evidence (e.g., Dauvergne and Clapp, 2023). The list of readings for the course will be included in the exam. You must cite at least 6 course readings/videos in the first essay and 6 different course readings/videos in the second essay. You are allowed to cite the same reading in both essays, but in total across both essays you must cite at least 12 of the assigned readings/videos). For the lectures, which you must cite as much as possible, you can simply cite them as (Dauvergne, lecture).

Turnitin

Through Canvas, Turnitin will conduct similarity checks of your essays and exam submissions. You will be able to review this similarity check after each of your essays are graded. You will not receive this report for your final exam.

Regrading

It is very important that you feel your feedback and grade are fair on your research essays. If you have any questions about your feedback or grade, please feel free to correspond with your TA first. If your TA deems it warranted, they can reconsider their grade.

After consulting with your TA about their feedback and giving your TA a chance to reconsider their grade, you can also ask Professor Dauvergne to regrade your assignment. If this is your preference, please email 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

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 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, [Health and Wellbeing](#). 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. [Turnitin](#) will check textual material for originality.

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.