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THE UNIVERSITY OF BRITISH COLUMBIA

POLITICAL SCIENCE
360A 001
SECURITY STUDIES
WINTER SESSION - 2025

Dr. Ibrahim Muradov



2025

STATE, HUMAN, AND ENVIRONMENTAL SECURITY



Course Number:	POLI 360A
Educational term:	Term II, 2024-25
Weekly class duration:	2x1.5 hours
Days:	Tue & Thu
Time:	3:30 – 5 pm
Language of instruction:	English

Information about the instructor and TA:



Ibrahim Muradov,

Sessional Lecturer

E-mail: ibrahim.muradov@ubc.ca

Office hours: Tuesday, 2-3 pm

In-Person: Buch C 423

Virtual (by appointment only): Join Zoom Meeting

<https://ubc.zoom.us/j/63418838751?pwd=P2RTOaKwn9c13SXVY7angRpw7IEWWWh.1>

Meeting ID: 634 1883 8751

Passcode: 061953

TA: Val Muzik, PhD Cand.

E-mail: vmuzik@mail.ubc.ca

Office hours: Thursday, 11:30–12:30

Office location: Wesbrook 238

TA Virtual Office: Available by appointment on Zoom

COURSE DESCRIPTION

Security Studies cover a wide range of areas, from military security (inter-state/intra-state wars, terrorism, international arms trade, new wars, and private military companies) to non-military security (environmental, food, health, economic, and disasters). However, such an understanding has not always been the case. Traditionally, the state was regarded as the sole reference object in security studies, disregarding all approaches that were not state-centric. This tendency has begun to change especially in the wake of the Cold War by deepening and widening of the referent object of the Security Studies. This course captures and investigates this tendency by focusing on the three main reference objects of Security Studies, namely, the state, humans, and the environment. To comprehend the state, human, and environment-centered security concepts, the course makes use of a number of case studies, including the Russia's invasion of Ukraine, the wars in Libya, Syria, as well as securitization of Indigenous people and the Arctic.

Themes of the course and learning outcomes:

By the end of the semester, students are expected to gain a thorough understanding of the main aspects of Security Studies, including:

- The state-centered viewpoints in Security Studies such as Realism and Liberalism;
- How the state defines and prioritizes security in the light of the Constructivist view;
- The impact of the collapse of the Cold War and the process of deepening and widening security understanding in academia as well as among decision-makers;
- Popularization of human-centered security understanding and its possible limits;
- The repercussions of human-caused environmental degradation on security studies.

Students will also develop the capacity to apply the concepts of state security, human security, and environmental security in several case studies, to evaluate how well or poorly they explain various facets of contemporary security issues. These include, for example:

- Understanding state security in the context of the ongoing Russia's invasion of Ukraine;
- Thinking about civil wars and international intervention in the light of human security;
- Considering environmental security through climate change and other human-caused disasters.

First Nations Land Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site. For more information, please see Professor Linc Kesler's short video at <https://indigenous.ubc.ca/indigenous-engagement/musqueam-and-ubc/>.

Course Requirements, and Grading

There will be 13 weekly class sessions over the term. Each week will consist of two sessions: Tuesday and Thursday. Tuesday sessions will be devoted to the *lecture* sessions. Thursday sessions will witness a number of activities such as group discussions, watching relevant videos, and news discussions regarding the state, human and environmental security. Students are expected to read weekly materials, provided in advance by the instructor, before each Thursday session.

Grading will be based on the assignments, a quiz and a final exam at the end of the semester.

1) Group Work 1: 5 points

Week 6 (Feb 11) will witness a quick group work during the class. Details will be shared on Canvas.

2) Group Work 2: 5 points

Week 12 (March 27) will witness a quick group work during the class. Details will be shared on Canvas.

3) Lecture and Reading Content Quiz – 25 points: During the semester, there will be a mid-term quiz, which will be evaluated over 25 points. The quiz will be held on Canvas but in person, on **February 27**, (Thursday) at 3:30 pm. Each quiz, with multiple choice or true/false types of questions, will be based on the lectures and required reading materials.

4) SWOT Analysis: 15 + 15 points.

Guideline regarding the expectations and content of SWOT Analysis:

Below you will find categories of State Security, Human Security, and Environmental Security, each containing related documents. You are required to analyze two documents, each worth 15 points, choosing one from each category. However, the documents must come from different categories. For instance, if you select a document from State Security, the second document must be from either the Human Security or Environmental Security category.

Each of the components of the SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis must contain at least five factors per category to back their arguments (800-1000). Each of the factors must indicate the *referent object* of the security. The analysis must also include a short conclusion (300-500 words), in which the analyst demonstrates their theoretical approach. A *SWOT Template* and a *Rubric* will be available on Canvas.

1. State Security

- Analyzing the “Strong, Secure, Engaged: Canada's Defence Policy” document in the context of state-centered security (The latest modified version: April 8, 2024).
- Analyzing “Russian draft documents on legal security guarantees from the United States and NATO” documents (December 2021) in the context of state-centered security. You are free to focus on any of the following state’s security: Russia, Ukraine, the USA, or other NATO members.
- Analyzing the “NATO 2022 Strategic Concept” document in the context of state-centered security.
- Arctic Security and Sovereignty, and the Emergency Preparedness of Indigenous Communities

2. Human Security

- Analyzing “UNDP’s Human Development Report 1994” in the context of Human Security.
- Analyzing “2005 World Summit Outcome Document” in the context of Human Security (Responsibility to Protect concept has to be particularly analyzed in the scope of humanitarian intervention and state sovereignty).
- Analyzing “Transforming Our World: The 2030 Agenda for Sustainable Development (2015)” in the context of Human Security.
- Truth and Reconciliation Commission (TRC) Final Report (2015)
- Arctic Security and Sovereignty, and the Emergency Preparedness of Indigenous Communities

3. Environmental Security

- Analyzing the “The Paris Agreement on Climate Change” document in the context of environmental security.
- Analyzing the “Montreal Protocol on Substances that Deplete the Ozone Layer” document in the context of environmental security.
- Analyzing the “European Green Deal” document in the context of environmental security.
- Arctic Security and Sovereignty, and the Emergency Preparedness of Indigenous Communities

Note: Students are free to offer some other documents that they wish to study within the scope of the SWOT analysis. However, the relevance of the documents for the assignment must be approved by the instructor.

5) Final Exam – 35 points: It will be based on lectures and required reading materials. Details about the format of the exam will be provided later.

SUMMARY OF MARKING BREAKDOWN:

- 1) Group Works: 5+5 points
- 2) SWOT Analysis: 15+15 points
- 3) Mid-term quiz: 25 points
- 4) Final Exam: 35 points

CLASS ORGANIZATION AND READINGS

WEEK 1 (Jan. 7/9)

The first session of the course will be devoted to general orientation and clarification of the main themes and objectives of the course. It will also include a discussion on students' preliminary understanding of Security Studies.

1. Introduction and Overview

- Course organization and learning objectives
 - Introduction of main themes and discussion
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WEEK 2 (Jan. 14/16)

Traditional Approaches in Security Studies: Realist and Liberal Views

Following the introduction to the course and clarification of the syllabus, this session will begin to engage Security Studies through traditional views. In this session, Realism, one of the oldest and most dominant approaches in Security Studies, will be outlined and discussed.

Another traditional approach to Security Studies is liberalism, which provides an optimistic perspective by challenging the pessimistic realist worldview. Therefore, this week will also be devoted to the discussion of liberal security understanding in parallel with realist assumptions.

Questions for discussion:

- What are the basic assumptions of realism regarding security issues?
 - Why is the state the sole referent object of security in the Realist worldview?
 - Why does Waltz believe that the international system tends to generate competition among states?
 - What are the key differences between Classical Realism and Neorealism on state security?
 - What role do offensive and defensive realism play in understanding the state and, by extension, global security?
 - What are the strengths of the Fall and Rise and Neoclassical realist branches?
 - What is the Security Dilemma, and what solutions do Realists propose to resolve it?
 - How does the Realist perspective endure in the face of such harsh criticism?
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- Under what conditions has liberalism flourished in the discipline of International Relations?
 - How does Liberalism present an optimistic worldview in contrast to Realist pessimism?
 - What are Liberal Idealism, Liberal Theory of Peace, and Neoliberal Institutionalism and what ideas do they put forward for fostering peace in international relations?
 - Compare and contrast Liberal and Realist approaches to security issues in light of the Security Dilemma.
 - In what sense can Liberalism be considered the dominant perspective in international politics today?
 - How did the September 11 attack affect the security understanding of Realists and Liberalists?
 - How relevant are traditionalist approaches today?

Required Readings:

Charles L. Glaser, “Realism”, in Alan Collins (ed.) *Contemporary Security Studies*, (Oxford: Oxford University Press, 2022).

Patrick Morgan and Alan Collins “Liberalism and Liberal Internationalism”, in Alan Collins (ed.) *Contemporary Security Studies*, (Oxford: Oxford University Press, 2022).

Edward Smith, “The traditional routes to security Realism and Liberalism”, in Peter Hough, Shahin Malik, Andrew Moran, and Bruce Pilbeam (ed.) *International Security Studies Theory and Practice*, (New York: Routledge, 2015), pp. 12-19.

WEEK 3 (Jan. 21/23)

Realism and Liberalism in Practice

In this session, the state-centric understanding of security, which Realism and Liberalism adopts, will be discussed in the context of Russia’s security concerns and its pretexts commencing the full-fledged invasion of Ukraine. The security of eastern European countries, particularly Ukraine will be also investigated in the framework of Realism along with so-called Russia’s security concerns.

Required Readings:

Mearsheimer. John J. 2014. "Why the Ukraine Crisis Is the West's Fault: The Liberal Delusions That Provoked Putin." *Foreign Affairs*. (**Neorealism**)

Robert Person and Michael McFaul. 2022. "What Putin Fears Most", Volume: 33, Issue: 2, pp.18-27, *Journal of Democracy*. (**Liberalism**)

Alexander J. Motyl. 2015. "The Surrealism of Realism: Misreading the War in Ukraine", *World Affairs*, January/February 2015, Vol. 177, No. 5, pp. 75-84. (**Criticizing the realism**)

Recommended Readings:

Mearsheimer. John J. 1993. "The Case for a Ukrainian Nuclear Deterrent" *Foreign Affairs*. Vol. 72, No. 3 (Summer, 1993), pp. 50-66.

Igor Torbakov. 2022. "Putin's Sick Political Imagination." *Eurozine*, no. February: 1–2. <https://www.eurozine.com/putins-sick-political-imagination>

Pylynskyi, Y. (2022) 'The Reasons for the Ukrainian Resistance to the Russian Invasion: Volunteers as Important Drivers of Civil Society in Ukraine', *Fullbright*. Available at: <https://fulbright.org.ua/wp-content/uploads/2022/10/the-reasons-for-ukrainian-resistance-to-the-russian-invasion.pdf>.

Götz, Elias. 2015. "It's geopolitics, stupid: explaining Russia's Ukraine policy." *Global Affairs*.

Mindaugas Jurkynas, "Security concerns of the Baltic States in the twenty-first century", in Clive Archer, Alyson Bailes, Anders Wivel (ed.) *Small States and International Security Europe and Beyond* (London: Routledge, 2014).

Questions for Discussion:

- How different realist branches explain the Russian invasion of Ukraine?
 - How does the invasion of Ukraine make Russia safer?
 - If the invasion of Ukraine was related to Russia's security concerns, is Russia safer now?
 - What could be the main suggestions of the realists to the Kyiv authorities to ensure the security of Ukraine before the initiation of the war?
 - Do you think relinquishing its nuclear weapons was a great mistake for Kyiv?
 - What are the effects of Russia's invasion of Ukraine on other former Soviet republics
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- in the context of the liberal approach?
- How do liberals explain the Russian invasion of Ukraine?
 - According to liberals, what are the main reasons for Russia's invasion of Ukraine?
 - Why do liberals tend to focus on Russia's internal factors when attempting to comprehend the war?
 - What could be the main suggestions of the liberals to the Moscow authorities to ensure the security of Russia?
 - Do you think the liberal worldview should be blamed for the war in Ukraine?
 - What are the effects of Russia's invasion of Ukraine on other former Soviet republics in the context of the liberal approach?
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WEEK 4 (Jan. 28 /30)

Constructivism and Copenhagen School in Security Studies

After analyzing state security through Realist and Liberalist views and showing their practical applications, this session focuses on the Constructivist and Copenhagen School approaches to security studies. The session demonstrates under what conditions Constructivism and Copenhagen School gained popularity and how it understands state security.

Questions for Discussion:

- Under what historical conditions did Constructivism in Security Studies emerge?
- Do you agree with the following statement by Alexander Wendt: Anarchy is what states make of it?
- Why does identity matter to constructivists?
- What are norms and how do they affect security?
- What is the difference between conventional and critical constructivism?
- How does constructivism address the agent-structure relationship?
- Do you think constructivism is the answer to the problem of 'change' in world politics?
- To what extent culture is significant in terms of security?
- What is societal security and how to ensure its security?
- What is Securitization Theory and how it works in practice?

Required Readings:

Shahin Malik, "Constructing security", in Peter Hough, Shahin Malik, Andrew Moran, and Bruce Pilbeam (ed.) *International Security Studies Theory and Practice*, (New York: Routledge, 2015), pp. 72-84.

Christine Agius, “Social Constructivism”, in Alan Collins (ed.) *Contemporary Security Studies*, (Oxford: Oxford University Press, 2022).

WEEK 5 (Feb. 04/06)

Constructivism and Copenhagen School in Practice

Following the sessions which focused on Constructivist and Copenhagen School approaches compared to the Realist and Liberal perspectives, this session will be maintained by reinforcing Constructivist concepts through practice. This session will first witness how constructivists explain Russia's security and their rationale for launching a full-fledged invasion of Ukraine. The session will also draw attention to the societal security in the context of securitization of Indigenous people.

Questions for Discussion:

- Why does Ukraine play such a significant role in the formation of Russian security discourse?
- What role does Russian imperial identity in developing a security understanding of Russia?
- If you believe that security is a socially constructed phenomenon, when do you think Ukraine has become a security matter in Russia?
- What ideological framework defines that Ukraine's security depends on its cooperation with Russia?
- If security is socially constructed, do you think that Russia's national security is shaped by Russian society?
- Do you believe that the war in Ukraine, which has pushed Ukrainian governments towards the West, should be blamed on civil society?

Required Readings:

Vera Tolz & Stephen Hutchings (2023): Truth with a Z: disinformation, war in Ukraine, and Russia's contradictory discourse of imperial identity, *Post-Soviet Affairs*, DOI: 10.1080/1060586X.2023.2202581

Eric Van Rythovena, "Feeling of Unease: Distance, Emotion, and Securitizing Indigenous Protest in Canada", *International Political Sociology* (2021) 15, 251–271.

Wilfrid Greaves, "Arctic (in)security and Indigenous peoples: Comparing Inuit in Canada and Sámi in Norway" *Security Dialogue*, 2016, Vol. 47(6) 461–480.

Recommended Readings:

Ivan Grek. 2023. The grassroots of Putin's ideology: civil origins of an uncivil regime, *East European Politics*, 39:2, 220-239, DOI: 10.1080/21599165.2023.2164849

Valeria Korablyova. 2022. "Ukrainian Phronesis: Bottom-Up Resistance and the Banality of Goodness" in *Transformation of Society and Academia in The Wake of The Russian War in Ukraine: Urgent Notes*, No 2 (2022): DOI: <http://doi.org/10.24412/1815-0047-2022-2-48-55>. pp. 48-55

WEEK 6 (Feb 11/13)

Feb 11 - Group Work: Details will be provided later on Canvas.

Feb 13 – Capacity building in conducting SWOT Analysis:

WEEK 7

**** READING BREAK FEB. 17-21 - HAVE A GREAT BREAK! ****

WEEK 8 (Feb. 25/27)

Mid-term Exam

Feb 25 – Review of the previous weeks and answering the mid-term exam-related questions.

Feb 27 – **Mid-term quiz!** The quiz will be based on lecture notes and the reading materials.

WEEK 9 (March 4/6)

Non-Traditional Security Approaches: Human Security, Critical Security Studies, and Feminist Security Studies

After analyzing state security through Realist, Liberalist, and constructivist approaches this week will be devoted human-centered view in security studies. The session will focus on Human Security through Critical Approaches to security studies. It will also refer to the UNDP's 1994 Human Development Report and "Responsibility to Protect" principle to enlighten the concept of human Security.

This week will also witness Feminist perspective to the security studies and the questions they raise about international security.

Questions for Discussion:

- Should security studies be widened and deepened beyond the state-centered approach? If yes, why?
- Do you agree with Ken Booth's standpoint about human security? Do you think individual security and state security complement, or do they contradict each other?
- Do you think the post-structural view is useful for better understanding and shaping security issues, or do they fail to make a real difference in practice?
- What is the post-colonial approach to security studies?
- What does the UNDP 1994 Human Development Report promise, and how effective do you find it in practice?
- To what extent does international security depend on the UN Charter's rule on the non-use of force and non-interference in the domestic affairs of sovereigns?
- What is the probability that the right of humanitarian intervention will be abused by a powerful state to justify an aggressive war? Does R2P increase or decrease this probability?
- What is the scope and meaning of R2P and to what extent do you think that it replaces humanitarian intervention?
- What difference does it make to any understanding of security to ask where are the women?
- Why do women become agent of violence?
- Why rape accompany every war?

Required Readings:

Shahin Malik, "Challenging Orthodoxy: Critical Security Studies", in Peter Hough, Shahin Malik, Andrew Moran, and Bruce Pilbeam (ed.) *International Security Studies Theory and Practice*, (New York: Routledge, 2015), pp. 31-43.

Gunhild Hoogensen Gjørsv, "Human security", in Paul D. Williams and Matt McDonald (ed.) *Security Studies: An Introduction*, (New York: Routledge, 2018), pp. 222-234.

Gizem Bilgin Aytaç, “Gender and Security: Building Ethics, Changing Norms in Global Politics”, in Özkan, A., & Tüysüzoglu, G. (eds.) *Security studies: Classic to post-modern approaches*. (New York: Lexington Books/Fortress Academic, 2023).

WEEK 10 (March 11/13)

Non-Traditional Security Approaches in Practice

Through a number of case studies, including Libya, Ukraine, and Syria, we will discuss human security in practice in this session. Students are welcome to bring in additional case studies to be discussed in class in the context of Human Security.

Questions for Discussion:

- Is international intervention, especially R2P, necessary to ensure human security in civil wars or state-led violence?
- What do you think about the implementation of R2P in Libya? Was it successful? If 'Yes', Why? Do you agree with the critics of the international intervention in Libya?
- How do you evaluate the developments in Sudan in the light of Human Security concepts?
- What could be done to alleviate the humanitarian crisis in Syria in the context of Human Security?
- What can be said about Russia’s invasion of Ukraine through Human Security?
- To what extent do you find Canada's understanding of security human-centered?
- What other case studies can be discussed in the framework of Human Security?

Alex J. Bellamy, “The responsibility to protect” in Paul D. Williams and Matt McDonald (ed.) *Security Studies: An Introduction*, (New York: Routledge, 2018), pp. 236-248.

Al Oraiimi, Suaad and Antwi-Boateng, Osman (2023) "Surviving Patriarchy: Ukrainian Women and the Russia-Ukraine War," *Journal of International Women's Studies*: Vol. 25: Iss. 6, Article 8.

Aemro, T. (2021). “Women in Conflict Zones: The Case of Syria Civil War”, *International Journal of Peace and Conflict Studies*, 4(2), 118-127. Retrieved from <https://journals.rcmss.com/index.php/ijpcs/article/view/161>

WEEK 11 (March 18/20)

Environmental Security

Following the discussion of state and human-centered security understandings, this session will focus on environmental security. It first demonstrates the origin of the rise of environmental aspects in security studies and then tries to present the securitization of the environment in relation to state and human security.

Questions for Discussion:

- What factors triggered the integration of environmental issues into security studies?
- Do you think that states' securitization of the environment contributes to overcoming environmental problems? If yes, how?
- Is environmental security concerned with the impact of humans on the environment or with the impact of environmental processes on the things that people value?
- Why has so much effort gone into finding a link between environmental change and violence?
- What are the implications of calling environmental problems security issues?
- Do you believe that the armed forces may enhance environmental security?
- Which environmental problems can be associated with national security, and which can be associated with human security? For what reasons?
- How might the approaches to environmental security from the perspectives of national security and human security be reconciled?
- What are the most appropriate policies to provide environmental security for you? And who should implement them?

Required Readings:

Peter Hough, "Environmental Security", in Peter Hough, Shahin Malik, Andrew Moran, and Bruce Pilbeam (ed.) *International Security Studies Theory and Practice*, (New York: Routledge, 2015), pp. 211-224.

Geoffrey Dabelko, "Environmental Security", in Alan Collins (ed.) *Contemporary Security Studies*, (Oxford: Oxford University Press, 2022).

WEEK 12 (March 25/27)

Environmental Security in Practice

March 25:

Guest Professor: Dr. Tim Frandy (*Assistant Professor of Nordic Studies | Director of*

Undergraduate Studies, Nordic)

In this session, we will focus on a number of environmental issues and try to examine their relations with national security and human security. In terms of the relationship between state, human and environmental security, the session will particularly discuss the Arctic security and Indigenous people.

(Please note that the required reading materials may be subject to updates as the session approaches. Students will be promptly informed of any changes).

March 27:

Group Work: Details will be provided later on Canvas.

Required Readings:

Peter Hough, "The Arctic", in Peter Hough, Shahin Malik, Andrew Moran, and Bruce Pilbeam (ed.) *International Security Studies Theory and Practice*, (New York: Routledge, 2015), pp. 383-393.

Jeff Collins, "On the Arctic Watch: Why we need to protect Canada's sovereignty and security in the Far North", 2022. <https://macdonaldlaurier.ca/what-we-need-vs-what-we-have-assessing-canadas-defence-capabilities-in-the-arctic-jeff-collins-for-inside-policy/>

Teemu Palosaari and Nina Tynkkynen. "Arctic securitization and climate change", in *Handbook of the politics of the Arctic* (ed) Jensen, Leif Christian (Edward Elgar Publishing, 2015)

WEEK 13 (April 1/3)

Conclusion

This session will be devoted to a review of the topics studied throughout the semester. Traditional approaches, critical approaches, and environmental approaches in security studies will be summarized.

The questions regarding the Final Exam will be answered.

THE UNIVERSITY'S VALUES AND POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but

recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. I have included key elements of university policies below, but further details of the policies and how to access support are available here: <https://senate.ubc.ca/policies-resources-support-student-success>.

Religious holiday accommodations

UBC permits students who are scheduled to attend classes or write examinations on holy days of their religions to notify their instructor in advance of these days and their wish to observe them by absenting themselves from class or examination. Instructors provide opportunity for students to make up work or examinations missed without penalty.

Accommodating disabilities

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Students with a disability should first meet with an Access and Diversity advisor to determine what accommodations/services you are eligible for.

Illness, Absence and Late Assignment Penalties

If you experience medical, emotional, or personal problems that affect your attendance or academic performance, and miss completing marked coursework for the first time (assignment, exam, presentation, participation in class), immediately submit a [Student Self-Declaration](#) to me so that your in-term concession case can be evaluated.

If you become ill and need to miss in-person sessions due to a need to self-isolate, please contact me so that we may set up alternative participation assignments for you in lieu of attending class in person during that period.

If this is not the first time you have requested concession or classes are over, fill out Arts Academic Advising's [online academic concession form](#) immediately, so that an advisor can evaluate your concession case. If you are a student in a different Faculty, please consult [your Faculty's webpage on academic concession](#), and then contact me where appropriate.

If you do not submit a declaration or concession form or arrange accommodation with me in advance, there will be an automatic 3% grade penalty per business day for late papers.

Academic Integrity and Responsibility

Academic communities depend on their members' honesty and integrity in representing the sources of reasoning, claims, and wordings that appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your

sources: the means by which you produced the work you are submitting. For information about what academic integrity means and how to achieve it, please consult guidance at <https://learningcommons.ubc.ca/academic-integrity/>.

If you are found to have misrepresented your sources and to have submitted others' work as your own, penalties may follow. Your case may be forwarded to the Head of the department, who may decide that you should receive zero for the assignment. The Head will report your case to the Dean's Office, where the report will remain on file. The Head may decide, in consultation with your instructor, that a greater penalty is called for, and will forward your case to the Dean's Office. After an interview in the Dean's Office, your case may be forwarded to the President's Advisory Committee on Academic Misconduct. Following a hearing in which you will be asked to account for your actions, the President may apply penalties including zero for the assignment; zero for the course; suspension from the university for a period ranging from 4 to 24 months; a notation on your permanent record. The penalty may be a combination of these.

Like any academic author submitting work for review and evaluation, you are guaranteeing that the work you submit for this course has not already been submitted for credit in another course. Your submitting work from another course, without your instructor's prior agreement, may result in penalties such as those applied to the misrepresentation of sources.

Respectful University Environment

UBC recognizes that "the best possible environment for working, learning and living is one in which respect, civility, diversity, opportunity and inclusion are valued." The full *UBC Statement on Respectful Environment for Students, Faculty and Staff* can be found at <http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf>. Students should read this statement carefully and take note of both the protections and the responsibilities that it outlines for all members of the UBC community. Students should also review the Student Code of Conduct, at: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0>.

This course values frank discussion, healthy debate, and the free and respectful exchange of ideas. Students are welcome to voice and defend their views, which may differ from those of other students or of the instructor. However, disrespectful behavior, including bullying and harassment, will not be tolerated. The instructor and teaching assistant will be professional and respectful in all their exchanges with students, and students will exercise similar professionalism and respect in their interactions with each other, with the teaching assistant, and with the instructor.

If you have any concerns about the class environment, please raise them with me. You also have the options of contacting the Head of the Political Science Department, UBC's Equity and Inclusion Office (<http://equity.ubc.ca>), or the UBC Ombudsperson for Students

[\(https://ombudsoffice.ubc.ca/contact-us/\)](https://ombudsoffice.ubc.ca/contact-us/).

Resources in Cases of Discrimination, Harassment, and Sexual Assault

UBC is committed to equity (including but not limited to gender equity) and fostering a safe learning environment for everyone. All peoples should be able to study, work, and learn in a supportive environment that is free from sexual violence, harassment, and discrimination. UBC's Policy #3 on Discrimination and Harassment defines harassment as: "unwanted and unwelcome attention from a person who knows, or ought to know, that the behaviour is unwelcome. Harassment can range from written or spoken comments to unwanted jokes, gifts, and physical assault, and may be accompanied by threats or promises regarding work or study opportunities and conditions. Harassment can be either a single incident or a series of related incidents." Such behavior is not acceptable and will not be tolerated at UBC. If you have a concern about harassment or discriminatory treatment that is not sexual assault, you may turn to the UBC Equity and Inclusion Office. The Equity and Inclusion Office is committed to fostering a community in which human rights are respected and equity and diversity are integral to university life.

If you or someone you know has experienced or been threatened with sexual assault, you can find confidential support and resources at the UBC Sexual Violence Prevention and Response Office (SVPRO), and the AMS Sexual Assault Support Centre. The SVPRO is a safe place for students, faculty, staff who have experienced sexual violence, regardless of where or when it took place. This includes any attempt or act of a sexual nature without your consent. All gender identities, expressions and sexualities are welcome. The SASC is an all-genders service that serves the UBC-Vancouver campus community and is committed to creating a safer campus community, free from sexualized violence. Their work is informed by feminism, anti-oppression and recognition of intersectionality.

Resources are available at:

UBC Sexual Violence Prevention and Response Office

6363 Agronomy Road, ROOM 4071

Vancouver, BC Canada V6T 1T2

Tel 604-822-1588

<https://svpro.ubc.ca>

Sexual Assault Support Centre, (SASC)

249M, Student Union Building, UBC

604-827-5180

sasc@ams.ubc.ca

<http://amssasc.ca>

Equity and Inclusion Office

2306 – 1874 East Mall (Brock Hall)

604.822.6353
equity@equity.ubc.ca