



Political Science 395
Professional Skills in Political Science
2024-25 Session, Term 2

Professor Richard Price

Professor Price Drop-In Hours:

- Thursdays 1:00-1:50 pm
- Or by appointment: richard.price@ubc.ca

***See Course Canvas Site for the most up-to-date syllabus,
assignment information and materials***

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.

Course Description

So you are pursuing your interest in studying politics in your undergraduate program – great! Then what? If you are not sure what careers to pursue after your degree, this is the course for you! Even if you think you know what your next steps are, this is still the course for you - to help you identify additional career paths you may not have considered, and to super-charge your job-ready skills. Political Science and International Relations (IR) alumni working in a wide variety of career fields will share their knowledge and experience alongside UBC work integrated learning staff to support you in translating the skills and knowledge acquired in your Political Science and International Relations courses for a wide variety of possible career paths. These employment sectors include local, provincial and federal government; the private sector such as consulting including with governments; the tech industry including Google; communications; think tanks; non-governmental organizations; and post-secondary education. This course will provide you with tools and opportunities to identify potential career paths, and support you in developing a range of professional skills so you are well positioned to launch your career journey. You will have the opportunity to learn some of the terminology and contexts of different careers, reflect upon and practice your own areas of personal and professional growth, and practice specific career applications of skills in demand in areas such as: communications such as building relationships and information visualization; emotional intelligence skills like adaptability, self-awareness, self-management and resilience; learning how to deal with government and other clients in consulting; and developing leadership, teamwork and presentation skills.

This is an in-person course, though some alumni who are not located in the Lower Mainland will participate remotely. Those sessions will take place in-person in our classroom (apart from the guest facilitator). This is mostly an interactive / flipped-classroom model that has you actively practicing skills during class often in groups so in-person attendance is imperative for learning and skill development (it does not translate well to a hybrid model for students unfortunately).

Note that there may be some changes to the syllabus, so check for updates to the syllabus regularly on the Canvas site, all of which will be indicated in announcements as well. The syllabus link on Canvas will always be the current syllabus.

Animating Invitations for this Course:

1. Let curiosity be your guide.

2. You are encouraged to embrace desirable difficulties and challenges including discomfort as part of learning experiences – this does not mean feeling threatened which is not conducive to learning, but being a bit uncomfortable is key for learning.
3. You are invited to consider trying on different mindsets that serve your goals including nurturing a growth mindset – failures can be learning opportunities that provide information of how to learn and improve rather than proof you are not good at something. Consider that you just can't do it as well as you might like – *yet!*
4. Practice and build your agency in terms of adaptability, resilience, self-efficacy, and ability to problem solve independently without close supervision and/or with things about which you don't think you know much if anything – employers covet the ability to problem solve and figure things out yourself.
5. You are invited to practice enhanced self-awareness and emotional self-management to develop how skillfully you respond to your environment rather than reacting to it in ways that let your emotions take over: this is developing your emotional intelligence which many employers highly value.
6. You are invited to try on cultivating a (more) positive outlook if and as that may be appropriate for you. Why? Psychologists whom we will encounter in class have argued that rather than solely a fixed character trait, this is a skill that people can often enhance. Research shows it is strongly associated with well-being, longevity and success.

Learning Outcomes

With successful completion of this course, students will be able to:

1. Better appreciate, articulate, translate and apply skills and knowledge developed in the Political Science or International Relations majors for a variety of possible career contexts.
2. Develop practical strategies and tools to support the pursuit of post-graduation job opportunities including networking, resumes and information interview techniques.
3. Engage in reflection on the links between learning and growth, values, skills, and career aspirations.
4. Gain experience in practicing professional skills, competencies and values needed for success in a variety of career contexts including different levels government, the private sector, the non-profit sector, and international organizations. These include
 - Communication skills: presentation skills with a variety of media, briefs and memoranda, social media, videos, communicating with diverse communities;
 - Leadership skills & group/teamwork: abilities to deal with conflict, empathize, listen actively, negotiate, be tactful
 - Working across difference – collaboration skills, intercultural fluency

Course materials

1. You do not need to buy any books for this course. Materials are available through **UBC Library Course Reserve** here: <https://courses.library.ubc.ca/c.SQVFgj> and by links on the syllabus. Required pre-class preparation will usually take about 1 hour, rarely more than 2: a reminder that materials are for an entire week of class since we only meet once a week. Consider the value of that investment in yourself of only about 10 hours over some 4 months in materials that may enhance your ability to be at your best!
2. We will use **Top Hat** during class. INSTRUCTIONS to set up access **before the first class**:
 - Go to <https://tophat.com>
 - Click on Login if you have an existing account or Sign-up > Student sign-up
 - Click on the Search by School link at the bottom. Enter the University of British Columbia – Faculty of Arts
 - When you are met with the join code field, enter **745729**
3. Bring a laptop or tablet if you are able. Most class sessions will involve you doing work so you will need a laptop or tablet with keyboard. If you do not own either, please send Dr. Price an email and he will help you access one on loan.
4. For teamwork, while you may want to use Google docs (or other platforms), that is not compliant with UBC privacy standards, so you are encouraged to use Microsoft OneDrive and Teams for group activities where appropriate as this is UBC supported. To sign up, go to <https://onedrive.live.com/about/en-us/signin/> - you must use your @student.ubc.ca email. You can create and share Word documents with other members of groups and use Microsoft Teams to connect with your fellow students with chat and sharing documents.

Assessment

This is a pass/fail course. Your transcript will not include a percentage or letter grade. The pass/fail approach requires the timely completion of the range of learning activities in the course to an acceptable standard. A pass requires at least 50% of the combined mark allotment for the learning activities below.

Late assignments will have 15% of the mark reduced per 24 hour period beginning with the deadline unless otherwise indicated. **Some assignments** as indicated below will receive **a zero if not submitted by the deadline**. The pedagogical rationales for these policies are:

- 1) this course is not directed towards assessing your knowledge as right or wrong - it is about your personal and professional growth; **you will get out of it what you put into it**. The point of reflections for example is not to assess whether they are right or wrong but that you are doing the work for yourself;
- 2) the point of quizzes and some assignments is to ensure adequate baseline preparation for the class session on that day so that we are all starting on the same page and can engage in exercises with a baseline of knowledge, so no make-ups will be provided;
- 3) the point of some of the assignments (submitting your resume) is to assist with assignments for fellow students (peer reviews) so your not submitting them on time would hold back other students' timely progress;
- 4) you are highly unlikely to receive 'concessions' for work with deadlines in most careers, so getting practice at meeting deadlines, including identifying and working on whatever gets in your way of doing so, is part of what this course aspires to provide. Research shows that protecting you from (all) stress such as deadlines and exams as if it is all harmful generally does not help your resilience; what can be more effective (allowing for individual circumstances of course!) is embracing a 'stress can be enhancing mindset'. The first student to contact Professor Price that you have read this sentence will receive an appropriate form of recognition for the professionalism of your thorough preparation.
- 5) Good professional practice is also to not wait until the last minute to submit assignments, as unexpected things like technical difficulties can and do happen - such grounds will not be accepted as reasons for concessions. Always **frequently back up your work on multiple platforms and submit early!** If you have challenges such as procrastination or excessive perfectionism, use the tools provided in this course as indicated on the syllabus and resources referenced in the personal / professional growth reflection assignment below and reach out to Professor Price who can provide additional resources and support.

Learning Opportunities and Practice (*Due dates highlighted in yellow*)

1. Improve Your Resume [10%]

Each student will submit a draft resume and then improve upon this draft after receiving peer-feedback, consulting resources, and participating in class sessions that provide guidance on resumes.

- Submit to Canvas your existing resume (or create one if you don't have one) no later than **2:00 pm Thursday January 16**. **Late submissions will not receive credit for the below revised resume or reviews (i.e., will get a zero for the entire 10% resume assignment).** You may withhold personal/contact information from your own resume for privacy reasons if you wish. Your resume can be tailored for a specific job you might have in mind. If so, you can choose from one of the jobs listed in the "Job Ads" document on the Canvas site, or a job ad you find yourself. If you find your own job ad, include it with your resume submission as an additional page(s) at the end of your resume. This submission must be in **pdf format**.
- **5%** - Complete a review of two of your classmates resumes (2.5% each). These will be automatically and randomly assigned after the resumes have been submitted, so **if you are late submitting your resume you will not get credit for this portion either – i.e., you will receive zero out of 10** - as peer reviews are only allocated to those who have submitted resumes and late submissions would cause chaos in the allocation process. Drawing upon course materials covering what makes for an effective resume, provide a thorough and thoughtful assessment of two resumes from other students. You will be randomly assigned to specific resumes. Your reviews are due no later than **2:00 pm on March 6** and count for 2.5% of your final grade each. It is recommended that you wait until after the Feb.27 class

with Lisa Niemetscheck until you do these peer reviews as that class will contain helpful suggestions for resumes. See **further instructions and rubric for peer reviews on Course Canvas site.**

- **5% - Revised resume and reflection.** After reading and considering the peer-reviews, and other insights from the course and resources (see Canvas), revise and submit your resume. You will also submit a concise memo, no more than 300 words, that describes and explains any changes you have made to your resume since the initial submission, how you think it may have been improved, and any improvement in how it articulates your skills. Submit these as one combined document. Due by **March 27 at 2:00 pm.** See rubric and further instructions for the peer reviews, revised resume, and reflection that will be provided on Canvas after January 16.

2. Prototyping [20%]

- In class, **on January 30 Week 4,** you will be introduced to the idea of prototyping. During that class you will complete a first stage of this assignment.
- 10% - Submit a first prototype reflection by **2:00pm on February 13.**
- **10% - Submit a second prototype reflection by 2:00 pm on February 27.**
- For both activities, provide specific details about: when, where, what and, if appropriate (with whom) you did the activity. Provide clear evidence of what you did. At the conclusion of each reflection, provide an assessment of how much effort you put into the activity including a choice from: very little, a modest amount, quite a bit, and a lot.

3. Professional Community Building Conversation & Reflection [15%]

- 5% - Create a LinkedIn profile and post the url on Canvas by **2:00 pm on February 6.** It should include, at minimum, your name, 'about' statement, and educational background (basic details are fine). The more you put in your profile about your skills and job interests, the more useful will be the in-class exercise of class feedback.
- Class **on Week 5, February 6** will provide you with an overview of the different aspects of informational interviews.
- Search LinkedIn to identify potential interviewees (i.e., the people you will try to interview). Reach out to potential interviewees until you secure a commitment for a conversation. You cannot include any of the course guest facilitators nor anyone from the Arts Alumni profiles webpage: pick people whose careers speak to your interests. The alumni you select must not be personal acquaintances or family: a key point of the exercise is to practice networking with people you do not already know. It may take time to identify someone willing to talk with you and to schedule the interview, so get started on this as soon as you are able after class on Week 5.
- Conduct a conversation with one alumni.
- 10% - Submit a reflection memo on the meeting no later than **2:00 pm on March 20 of** no more than 400 words in which you:
 - Briefly tell us about the person you interviewed
 - Write about what you learned
 - Provide your own reflections on the full information interview process (search, outreach, meeting).
 - Identify at least 2 things you will set an intention to do for future informational interviews.

4. Professional development reflection journal [20%]

- Select and define a topic of something you want to work on for your personal growth or professional skill development during this course. Choose from the content covered in lecture, the required or recommended materials from the syllabus, or from an appropriate episode from the following podcasts: [Worklife](#) or [Rethinking](#) with Professor Adam Grant; [The Happiness Lab](#) with Dr. Laurie Santos; the [Good Life Project](#) materials such as "[I don't know what to do with my life – here's how to start figuring it out;](#)" or [Feel Better, Live More](#) with Dr. Rangan Chatterjee. You may come up with something on your own, or draw from

other readings / podcasts/ videos or other resource you have identified yourself, though you must have explicit approval by Professor Price before proceeding if it comes from another source other than the above.

1. Setting Your Intention: (5%). No later than **2:00 pm January 30**, submit to Canvas a memo (suggested length of up to 500 words, no more than 750) identifying the skill, competency, strength, weakness, or the like that you want to work on this term. Explain why it resonates with you and matters to you (and how much), and outline a commitment of your projected plan of action to put your learning into practice including concrete steps during the term with a schedule as appropriate.
 2. Mid-course reflection (5%). No later than **2:00 pm on March 13**, submit to Canvas a memo (suggested length of up to 500 words, no more than 750) that describes what you have done to work on the issue identified for this assignment. Have you made any progress? What has been the source of any success? What if anything has held you back from growing as much as you might have liked? What will you do for the rest of the course to try to enhance your growth in this regard? Include specific actions and schedule. Late submissions will not be accepted (will receive zero).
- **10%** - Submit a final reflection on your progress with your intention. This reflection may include relevant reflections on the course as a whole. Additional details for this reflection will be provided on Canvas. Due at **2:00 pm on April 17**.

5. Preparation quizzes [10%]

- There will be a brief Canvas quiz that must be completed before the start of some of the classes that have preparation work (readings, podcasts, videos). There are no extensions or concessions for these quizzes (if not submitted by the start of class that day you will not qualify for a mark) as they are designed to ensure your preparation for that class. If you miss a class due to an excused absence, your mark will be adjusted accordingly.

6) Case Study Group Project: 25%. Presentation deck and peer assessments due **2:00 pm Thursday April 10**. 10% will be the group mark for the presentation deck. 10% will be for your contributions to group work as assessed by peers - group peer assessment forms, instructions and criteria are on Canvas site. You will **not receive credit for this portion if you do not submit your peer review by 2:00 pm April 10**. 5% will be for your individual portion of the presentation of your project during the last class. Criteria for the deck and presentation will be provided by facilitators' presentation deck.

Assessments Summary

Thursdays 2:00 pm	Quizzes (see weekly schedule below, quizzes are highlighted)
January 16 2:00 pm.....	Submit existing resume on Canvas
January 30, 2:00pm.....	Professional Development Intention Memo
February 6, 2:00 pm.....	Create Linked-In Profile & Submit Link on Canvas
February 13, 2:00 pm.....	1 st Career Prototype reflection
February 27, 2:00 pm.....	2 nd Career Prototype Reflection
March 6, 2:00 pm.....	Peer Review of Resumes
March 13, 2:00pm.....	Mid-course Reflection Memo
March 20, 2:00 pm.....	Information Interview Memo
March 27, 2:00 pm.....	Revised resume and reflection
April 10, 2:00 pm.....	Case Study presentations
April 17, 9:00 am.....	Peer Evaluations for Case Study Group Contributions
April 17, 9:00 am.....	Final group presentation deck
April 17, 2:00 pm.....	Final reflection memo

Course Schedule and Weekly Preparations

Items highlighted in yellow are for course marks

WEEK 1, January 9: Course Introduction / Focus

I) Introduction to the Course

Preparation:

- Gabriella Rosen Kellerman and Martin Seligman, *Tomorrowmind*, (Atria Press, 2023) [Chapter 1](#), pp.1-17.

II) Increase Focus, Dealing with Procrastination & Perfectionism. Guest Co-Facilitator: Laura Harvey, Arts Counsellor.

Preparation:

- Good Life Project podcast, “[How to Turn Anxiety Into a Superpower](#)” 1 hour, with Wendy Suzuki, Dean of Arts and Sciences and Professor of Neural Science and Psychology at NYU, author of *Good Anxiety*

Pre-class quiz on above material must be completed by 2:00 pm January 9

Recommended Additional Resources:

- Good Life Project Podcast, “[How to Stop Anxiety from Taking Over](#),” 1:30:18 with:
 - Jud Brewer, Associate Professor in Behavioral and Social Sciences at the School of Public Health and Psychiatry at the School of Medicine at Brown University, author of *Unwinding Anxiety*.
 - Wendy Suzuki, NYU Professor of Neural Science and Psychology and author of *Good Anxiety & Healthy Brain, Happy Life*
 - Ellen Hendriksen, clinical Psychologist and author of *How To Be Yourself: Quiet Your Inner Critic and Rise Above Social Anxiety*.
 - Ethan Kross, University of Michigan Professor of Psychology and author of *Chatter: The Voice in Our Head, Why it Matters and How to Harness It & Shift: How to Manage Your Emotions So They Don't Manage You*.
- Dr. Tracy Dennis-Tiwary: [Can Anxiety Be Good For Us?](#) House Calls with Dr. Vivek Murthy podcast, December 13, 2022 49 min
- Dr. Kristin Neff, self-compassion practices: <https://self-compassion.org/category/exercises/>

WEEK 2, January 16: Emotional Intelligence Skills & Growth Mindset

Preparation:

- Professor Lisa Feldman Barrett, “[Try These Two Smart Techniques to Help You Master Your Emotions](#),” Idea.Ted.Com, June 21, 2018.
- “[How to Adopt a Growth Mindset](#),” The Happiness Lab with Dr. Laurie Santos, with Guest Professor David Yeager, November 22, 2021, (21:34)

* Pre-class quiz on above material must be completed by 2:00 pm January 16*

Recommended Additional Resources:

- Adam Grant, Rethinking Podcast, “[You Have More Control Over Your Emotions Than You Think](#),” with Guest Professor Lisa Feldman Barrett, January 16, 2024, 36:00
- Lisa Feldman Barrett, “[Emotional Intelligence Needs a Rewrite](#),” Nautilus, July 21, 2017

Submit Existing Resume to Canvas by 2:00 pm

WEEK 3, January 23: Graduate Studies and Academic Career / Positive Outlook

I) Academic Path: Professor Richard Price and Ph.D. Student / Teaching Assistant Hannah Benison

Recommended Resources:

- Loleen Berdhal and Jonathan Malloy, *Work Your Career: Get What You Want From Your Social Sciences or Humanities Ph.D.* (University of Toronto Press, 2018).

- Conference Board of Canada – [Employability Skills](#).
- [RBC Humans Wanted: how Canadian youth can thrive in an age of disruption \(2018\)](#)
- Students can sign up for Mitacs account to take advantage of skills training courses from below link. These are 100% free courses run by industry experts:
<https://www.mitacs.ca/en/programs/training/about-training>

II) Positive Outlook

Preparation:

- Jamil Zaki, *Hope for Cynics: The Surprising Science of Human Goodness* (Grand Central, 2024), Introduction pp.1-11, Chapters 1 & 2, pp.15-45.

Pre-class quiz on pp.1-45 must be completed by 2:00 pm January 23

WEEK 4, January 30: (How Do I Know) What Careers Should I Consider Pursuing? Design Thinking Fundamentals, Social Identity Reflection, Workview, Odyssey Planning and Prototyping.

Guest Facilitators:

- Robyn Stalkie, Career Strategist, UBC Faculty of Arts.
- Julie Walchli, Executive Director, UBC Work Integrated Education and Career Initiatives.

Preparation:

- [Designing Your Life TEDx Stanford](#) by Bill Burnett provides overview of DYL concepts as a different approach to addressing life and career (25:20)
- NPR [Podcast Life Kit, "How to get a Job After College,"](#) introduces concepts and ideas for Designing Your Life (DYL) by interviewing authors of the book (24 min)
- [The 5 Stages in the Design Thinking Process](#) by Rikke Friis Dam.
- [Applying the Principles of Design Thinking to Career Development](#) by Mary Sharp Emerson.

Pre-class quiz on above material must be completed by 2:00 pm January 30

Professional Development Intention Memo must be submitted by 2:00 pm January 30

WEEK 5, February 6: Building Professional Community / Decision Skills

I) LinkedIn - Guest Facilitator: Robyn Stalkie, Faculty of Arts Career Strategist

Required Preparation:

- Before class, ensure you have a LinkedIn profile including (at least) the following: photo, headlines, and summary (about). Submit a link on Canvas by 2:00 pm.
- UBC Career Centre: Make the Most of LinkedIn: <https://students.ubc.ca/career/career-resources/make-most-linkedin>

During the session be prepared to:

- Share your LinkedIn profiles with others
- Provide feedback and comments to peers' LinkedIn profiles

Additional Recommended Resources:

- How to create a good LinkedIn profile?
<https://www.linkedin.com/help/linkedin/answer/112133>
- LinkedIn tips for students and new grads:
<https://www.linkedinguys.com/blog/2017/8/18/10-linkedin-tips-for-students-new-grads>

II) Information Interviews - Guest Facilitator: Reshaad Ali, Alumni Engagement, Faculty of Arts, UBC.

Preparation:

- UBC Career Centre: Information Interviews: <https://students.ubc.ca/career/career-resources/informational-interviews>
- **Designing Your Life* (Knopf, 2016), Chapter 8, 'Designing Your Dream Job,' pp.145-156.

Additional Recommended Resources:

- "Flip the Script: How to Interview a company." <https://news.microsoft.com/life/flip-script-interview-company/>
- "Are Informational Interviews Even Useful?" <https://www.thecut.com/article/informational-interview-questions.html>

III) Decision Making - Guest Facilitator: Robyn Stalkie, Faculty of Arts Career Strategist**WEEK 6, February 13: Cognitive Skills for the Workplace**

Guest Facilitator: Anna Baird – Canadian Leadership Team, Google Cloud. BA – POLI & ECON 2007

Preparation:

- Helpful Professor Explains, "Every Cognitive Skill Explained," <https://youtu.be/wJTKld4OxNk?si=IFSQJ83PqSGBuXC1> 2:39.
- LearningRx Brain Training: <https://youtu.be/BqlMA9SraEg?si=v18jLftnbkm-S5kW> 2:47
- Stanford Medicine, "Cognitive Development in the Teen Years," <https://www.stanfordchildrens.org/en/topic/default?id=cognitive-development-90-P01594>
- Google X Site: <https://x.company/> Browse to gain some familiarity with Google X

* Pre-class quiz on above material must be completed by 2:00 pm February 13 *

1st Odyssey Plan due 2:00 pm

*** February 17-21 Reading Week, No Class ***

WEEK 7, February 27: Work Readiness and Personal Leadership

Guest Facilitator: Lisa Niemetscheck, B.A. Political Science 2004 / Director of Corporate Sponsorship, The Forum.

Preparation:

- Adam Grant, *Hidden Potential* (Viking 2023), [Prologue pp.1-18](#) & [Chapter 1](#), "Creatures of Discomfort: Embracing the Unbearable Awkwardness of Learning," pp.19-42.
- Adam Grant, *Hidden Potential*, 'Actions for Impact,' pp.235-242.

* Pre-class quiz on above material must be completed by 2:00 pm February 27*

Recommended Additional Resources:

- Adam Grant, Breaking Up with Perfectionism / Worklife <https://www.youtube.com/watch?v=TGbI8nR9xLM>
- Adam Grant, *Hidden Potential*, Chapter 3, "The Imperfectionists," pp.61-82.
- "How to Ask for a Raise" <https://www.thecut.com/article/how-to-ask-for-a-raise.html>

WEEK 8, March 6: Public Affairs Consulting and Political Communication

Guest Facilitator: Sarina Rehal – Vice President, Crestview Strategy. BA – POLI 2009.

Preparation:

- Wernick, Michael. (2021) Chapter 2 from 'Governing Canada: A Guide to the Tradecraft of Politics. Available as an ebook at the library. Please also consider reading Chapter 4 (recommended not required).
- "[Creating Shared Value](#)" by Michael E Porter & Mark R. Kramer in Harvard Business Review's 10 Must Reads on Strategy, Vol. 2. Available as ebook chapter from the library.

Pre-class quiz on above material must be completed by 2:00 pm March 6

Peer Reviews of 2 Resumes Due by 2:00 pm

For tips on resumes, see UBC Career Centre: <https://students.ubc.ca/career/career-resources/resumes-cover-letters>. See Canvas course site for more information on how to conduct and submit peer reviews.

WEEK 9, March 13: Alumni Experience: Higher Ed / Finance / Pursuing a Career in Canada (including as an International Student)

Preparation:

- UBC Career Centre, Political Science: Skills, Career Possibilities, Build Your Network: <https://students.ubc.ca/career/your-degree/arts/political-science>
- Gabriella Rosen Kellerman and Martin Seligman, *Tomorrowmind*, (Atria Press, 2023) Chapter 4, pp.61-81.

Pre-class quiz on above material must be completed by 2:00 pm March 13

I) Alumni Panel:

- Finance as a career for a Political Science student? Yes! Find out why.
 - Noah Janz, Political Science Honours & IR 2024, POLI 395 alumnus / Investment Banking Analyst, Sustainable Finance, BMO Capital Markets
- Higher Education / UBC as a job destination
 - Helen Shen: BA POLI Major, IR Minor, 2007 / Continuous Improvement Program Manager, VP Finance and Operations – Transformation & Strategy Office, UBC
 - Sarah Zhao BA POLI 2023 POLI & ECON Major, POLI 395 alumnus / UBC Department of Political Science Communications and Social Media Specialist

II) International student career pathways / Canadian government careers

Guest Facilitators:

- Phebe Ferrer, BA International Relations 2018 & MA Political Science 2019 / Senior Research Specialist at Asia Pacific Foundation of Canada
- Verna Yam, BA International Relations 2018 / Senior Policy Advisor, Strategic Policy Branch, Environment and Climate Change Canada

Mid-Course Reflection Memo Due 2:00 pm

WEEK 10, March 20: Visualizing Data Effectively and Finding Your Competitive Edge in the Workplace.

Guest Facilitators:

- Nicole So, B.A. English 2015 & MA MPPGA 2019 / Chief of Staff to the Director-General of Innovation Branch, Strategic Policy and Innovation Sector, Natural Resources Canada.

"Jobs of Tomorrow: Mapping Opportunity in the New Economy," World Economic Forum <https://www.weforum.org/reports/jobs-of-tomorrow-mapping-opportunity-in-the-new-economy>

"Insights into Future Mobility," MIT Energy Initiative: <https://energy.mit.edu/wp-content/uploads/2019/11/Insights-into-Future-Mobility-Executive-Summary.pdf>

Additional Recommended Resources:

"The State of DEI 2020-2021" - Hive Learning

<https://www.hivelearning.com/site/resource/diversity-inclusion/pulse-report-state-of-dei-2020-2021/>

"Bridging the Digital Skills Gap" - Public Policy Forum

<https://ppforum.ca/wp-content/uploads/2020/01/DigitalSkills-AlternativePathways-PPF-JAN2020-EN-1.pdf>

"Adopting new technologies and business models for our society's well-being" - Employment and Social Development Canada Let's Talk Future Skills podcast series:

<https://www.canada.ca/en/employment-social-development/programs/future-skills/lets-talk-podcast-series.html#h2.08>

"Recoupling Required: How to Solve the Discrimination Disconnect Between Talk and Reality" - Lily Zheng

<https://medium.com/swlh/recoupling-required-how-to-solve-the-discrimination-disconnect-between-talk-and-reality-4a92a6df33c9> Note: A website account is required in order to read the full article; which you can do using your email, an existing Google account, etc.

WEEKS 11-13 – March 27, April 3 & April 10: Policy Challenge Case study & presentations

Revised Resume and Reflection due 2:00 pm March 27

See Canvas for assessment criteria

Guest Facilitators:

- **Greg Eidness B.A. Political Science 2007 / Managing Director, Singapore Trade and Investment Office, Government of Saskatchewan**
- **Henry Han B.A. Political Science 2002 / Regional Director, Government Relations, Canadian Credit Union Association.**

Over three sessions, students will have the opportunity to put lessons from previous modules to work in a practical team-based policy challenge. Participants will be tasked with responding to a pressing real-world policy issue in a group, requiring them to discern and effectively communicate their position and recommendations to decision-makers. While embodying the perspective of various interest groups, participants will learn and develop a presentation as a policy communication tool.

Preparation

- [How Can You Engage with Policy Makers?](#) - National Co-ordinating Centre for Public Engagement
- [Government 101: Why Understanding Government Matters in the Policy Process](#) - Innoversity
- [Plain Language is For Everyone, Even Experts](#) - Nielsen Norman Group

For further reading/experimentation

Plain Language Writing Tool

- [Hemingway App](#) - A fun tool for assessing the readability of your writing. Copy and paste your text into the Hemingway App to highlight uses of the passive voice, long and complex sentences, common wordy phrases, and other opportunities for simplification

Extra Information on Plain Language

- plainlanguage.gov - U.S. government plain language resources

***Team projects to be presented April 10 *.**

Your individual contribution to the oral presentation: 5%.

***10% is for your contributions to teamwork as determined by peer assessments due April 17 9:00 am.**

***Team presentation deck to be submitted by 9:00 am. April 17: 10%.**

Assessment criteria for team projects, presentation and peer assessments will be provided in class and on Canvas.

Teamwork Ground Rules

Teamwork is common in many careers – the case study project is designed to give you practice at developing teamwork and leadership skills. There are other opportunities to engage in teamwork during the course including informal break out discussions. Marking guidelines including peer assessment for assessed activities will be provided on the Canvas course site. Peer assessments are helpful to encourage everyone to do their fair share in a group activity, and to ensure that everyone receives appropriate recognition of their relative contributions. Always put in your fair share of work and be respectful of your fellow group members. Some additional guidelines:

- Ask questions if you are confused or have a personal experience relevant to the topic that you would like to share.
- Do not distract other students or otherwise disrupt the group effort.
- Critique and debate ideas, not people.
- Listen actively and attentively.
- Do not interrupt one another.
- Engage with others in a respectful manner.
- Do not offer opinions without supporting evidence.
- Avoid put-downs (even humorous ones).
- Take responsibility for the quality of the discussion.
- Build on one another's comments; work toward shared understanding.
- Do not monopolize the discussion.
- If you are offended by anything said, express it as soon and respectfully as possible; explain why you are offended by referring to the idea, not the person who expressed it.

General Academic 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. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on [the UBC Senate website](#).

Academic accommodations and concessions:

If you encounter challenges in participating in the class and its requirements, do let myself or the TA know, we recognize many of you may face challenging circumstances and we are here to support you. **Please identify several 'study buddies' or even a group to share notes in case you miss a class** given that you are not to come to campus if you feel sick.

If you experience unanticipated events or circumstances that interfere with your ability to accomplish your academic coursework, you may be eligible for academic concession. For more information on concessions, please see: <https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/>. If you miss marked coursework (e.g., an assignment, quiz) and you are an Arts student, review the Faculty of Arts' [academic concession page](#) and then complete Arts Academic Advising's [online academic concession form](#), 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 your situation is related to an experience of sexual violence, you have the option of contacting UBC's [Sexual Violence Prevention and Response Office \(SVPRO\)](#) (604 822 1588) who can assist you with your academic concession.

Academic Accommodation for Students with 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. Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy 73: Academic Accommodation for Students with Disabilities](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Academic Accommodations for Religious or Spiritual Experiences

The University is obligated to comply with the BC Human Rights Code in accommodating students observances of sincerely held religious beliefs. If you would like to request an academic concession because of a conflict with a religious observance, please see your academic advisor. To learn more visit: <https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions>

Academic Integrity and Responsibility

As a member of this class, you are responsible for contributing to the course objectives through your participation in class activities and your work on learning opportunities and projects. In the process of coming into your own as an independent, responsible participant in the academic community, you are encouraged to seek advice, clarification, and guidance in your learning from your instructor and/or Teaching Assistant. If you decide to seek help beyond the resources of this course, you are responsible for ensuring that this help does not lead you to submit others' work as your own. If an outside tutor or other person helps you, show this policy to your tutor or helper: make sure you both understand the limits of this person's permissible contribution. If you are uncertain, consult your instructor or TA.

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. 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.

Academic communities also depend on their members' living up to the commitments they make. By enrolling in this course, you make commitments to an academic community: you are responsible for meeting deadlines, and attending class and engaging in class activities. If you find that you cannot meet a deadline or cannot participate in a course activity, discuss your situation with your instructor or TA before the deadline or before your absence.

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. Please see UBC's Calendar for further details on [Academic Honesty and Standards](#) and [Academic Misconduct Policy](#).

Generative AI Tools

See UBC's [Guidelines for All Uses of GenAI in Teaching and Learning](#)

Use of AI tools is **not** permitted for the quizzes. You are permitted to use artificial intelligence tools, including generative AI, to gather information and /or to help produce drafts of assignments. However, most of the learning opportunities will be unique to you, such as your resume, personal reflections, career odyssey plans, and so on, so the benefit of AI will be limited and in some cases

not helpful, and you will naturally have to tailor your assignments to yourself. You are ultimately accountable for the work you submit, and any content generated or supported by an artificial intelligence tool must be cited appropriately. You are required to disclose any use of AI tools for each assignment with a couple of sentences describing the extent to which it was used, and you must save any generated text from this tool in case it is requested. You will not be penalized for using this tool, but we may ask you to provide the generated text in order to help with grading decisions. In this case, your (or your group's) original contributions will be evaluated.

We are aware that there are **risks** involved in allowing the use of AI tools in your assignment deliverables. Therefore, we ask that you read this carefully and use the tools **responsibly**.

1) It is important to note that AI tools are susceptible to errors and may incorporate discriminatory ideas in their output. As a student, it is your responsibility to ensure the quality and appropriateness of the work you submit in this course.

2) Please be mindful of the data you provide to these systems, as your assignments may contain private information, not just your own but also that of others. For example, you should never enter the names of other students, alumni or class participants into ChatGPT.

3) There is a risk of inadvertently plagiarizing when using these tools. Many AI chatbots and image generators create content based on existing bodies of work without proper citation. Our plagiarism policy will apply to all assignment submissions, and "AI did it!" will not excuse any plagiarism. To prevent this, you can consider using more responsible tools that cite their data sources, such as Perplexity AI.

Lastly, be aware of the dangers of becoming overly dependent on these tools. While they can be incredibly useful, relying on them too much can diminish your own critical thinking and writing skills.

Failure to follow this policy will be considered a violation of UBC's academic policy.

See this UBC [Guide for Learning with GenAI](#).

Illness and Absence

If you experience medical, emotional, or personal problems that affect your attendance or academic performance, please notify Arts Academic Advising as above. If you are registered with Access and Diversity, you should notify your instructor at least two weeks before examination dates. If you are planning to be absent for varsity athletics, family obligations, or other commitments, you should discuss your commitments with the instructor before the drop date.

Reach out and ask for help if you need it

University students often encounter setbacks from time to time that can impact academic performance. If you run into difficulties and need assistance, I encourage you to contact me by email or by dropping by my office hours. I will do my best to support your success during the term. This includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer student's support and assistance getting back on track to success. Only specialized UBC advisors are able to access any concerns I may identify, and Early Alert does not affect your academic record. For more information go to the Early Alert website at: <https://facultystaff.students.ubc.ca/systems-tools/early-alert>

For information about addressing mental or physical health concerns, including seeing a UBC counselor or doctor, visit: <https://students.ubc.ca/health-wellness>

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 instructors 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. Take responsibility for what you say and take into account what your words are likely to mean to people who have different backgrounds than you do.

If you have any concerns about the class environment, please raise them with the instructor. 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>

Equity and Harassment

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 or someone you know has encountered sexual violence or harassment, you can find confidential support and resources at the AMS Sexual Assault Support Centre, (SASC), and the Equity and Inclusion Office. 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. 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.

Sexual Assault Support Centre, (SASC)
<http://amssasc.ca>

Equity and Inclusion Office
<http://equity.ubc.ca>

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