THE UNIVERSITY OF BRITISH COLUMBIA

POLITICAL SCIENCE/APPLIED SCIENCE 377 001

NUCLEAR WEAPONS AND ARMS CONTROL

WINTER SESSION 2024-2025

Instructors and Contact Information:

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Office Hours:

1. In person: Tuesdays and Thursdays 10:00 – 11:00 Buch C430
2. Virtual Private Office Hour Appointment in Zoom for confidential matters:
   a. Book your 25-minute appointment request in advance via e-mail (with at least two different time suggestions);
   b. I will confirm via reply and send you the Zoom link in advance

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Office Hours: By appointment

Teaching Assistant (Arts):

 Eunsil Choi

Teaching Assistant: (Applied Science):

 Armin Saadat

Acknowledgement:

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (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 Website:

All course materials are on Canvas or can be accessed through Canvas.

Course Description:

This team-taught, flexible/blended learning interdisciplinary course will introduce students to the history, politics, and scientific principles and practices of nuclear weapons and nuclear arms control. Nuclear weapons, and nuclear weapons arms control and verification, are subjects that cannot be fully understood or addressed solely through the disciplinary knowledge and methods of the physical and life sciences or the social sciences and humanities. Instead, an interdisciplinary approach is required, which integrates and synthesizes the contributions of the many disciplines engaged in the study of nuclear weapons and arms control efforts. In this course, a special emphasis will be placed on the political issues and debates and the scientific methodologies and verification practices associated with the Comprehensive Test Ban Treaty (CTBT) and the Preparatory Commission of the Comprehensive Test Ban Treaty Organization (CTBTO).

Political Science (POLI) 377 and Applied Science (APSC) 377 are cross-listed.

Course Learning Objectives

This course has five core learning objectives. Students will be able to:

1. Describe and analyze the political and social motives behind nuclear weapons, arms races, proliferation, and arms control;
2. Describe and apply basic mathematical and scientific principles associated with fission, fusion, scale and waves to nuclear weapons, proliferation, and testing;
3. Analyze the scientific and political dimensions of nuclear weapons arms control and verification;
4. Identify and distinguish between key arms control agreements and arms control organizations;
5. Develop problem-based team project skills, including project management, final report writing, advocacy, and marketing.

Prerequisites:

Enrolment is restricted to second, third- and fourth-year students in the Faculty of Applied Science and third- and fourth-year students in the Faculty of Arts. Students should be familiar with (or willing to re-learn) the following: basic algebraic equations and ratios, percentages, and fractions; exponentials; basic linear and parabolic graph plotting; basic political geography; key developments in 20th C world history.

Course Format:

This class is an in-person only course that requires attendance in every class. Class sessions are not recorded (class time is primarily used for group activities, not lectures). The format of the course will be two class sessions a week. This course is a "flexible

learning" course in which content delivery is "flipped" from lectures onto online video materials, and class time is devoted to more immersive and interactive group projects.

The online video materials are a core element of the course and are required viewing before each class. The videos form the basis of class learning activities. A quiz on the video content will be given at the start of each class. All video materials are available on Canvas.

Students will be placed in project teams for the duration of the course.

Required Texts:

There is no textbook for the course. Required materials will be available in Canvas.

Course Assignments and Assessment (overview):

- **Group Project.** Working in groups, students will complete one major group research project. The major components of the project include an Individual Report due on October 25 at 11:59 pm, and the group project Final Report due on November 18 at 11:59 pm. A peer evaluation process is included. **30%**
- **In-Class Quizzes.** Students will complete short quizzes on the class material in most sessions. **10%**
- **In-Class Projects.** Students will complete in-class group projects in most sessions. **10%**
- **Exams.** There will be three "two-stage" exams in the course. Two of the exams will be held during the term in class, on October 1 and October 29 **(15% per exam)** and the third exam will take place during the December final exam period. **20%**

COURSE SCHEDULE (subject to change):

1. (Sept. 5) Introduction.

Course Overview. The significance of nuclear weapons today.

PART I: SCIENCE, POLITICS AND NUCLEAR WEAPONS

2. (Sept. 10) The Development of the Bomb. Fission and threat. The Szilard Letter. The Manhattan Project. Ethical systems. Measuring explosive power.

Project: Was building the bomb ethical?

3. (Sept. 12) Hiroshima and Nagasaki. Strategic bombardment. War crimes. The bombing of Japan. Explosive power and conventional versus nuclear weapons.

Project: Should the bombs have been dropped on Japan? (Part 1)

4. (Sept. 17) The Effects of Nuclear Weapons and the Decision to Drop the Bombs. The Szilard Petition. The bombing missions.

Project: Should the bombs have been dropped on Japan? (Part 2)

5. (Sept. 19) Fission and exponentials. First Group Project Team Meeting.

Exponential growth and why it matters. Modeling exponential growth and fission reactions. The perfect exponential fission model. The "Fizzle" Model of fission.

First Group Project Team Meeting.

6. (Sept. 24) Warhead Designs. The evolution of warhead design. Fission designs. Fusion. Fusion Designs. Boosted Fission.

Project: Building a bomb

7. (Sep. 26) Arsenals and Delivery Systems. Nuclear inventories today. The evolution of delivery systems.

Project: choosing your own delivery system.

8. (Oct. 1) Exam #1.

PART II: THE COLD WAR AND NUCLEAR TESTING

9. (Oct. 3) The Cold War Begins. The Soviet bomb. Distrust. Testing.

Project: Dyadic Prisoners Dilemma. To build a bomb or not to build a bomb?

10. (Oct. 8) Nuclear Testing. The history of testing. Why test? Measuring the explosive energy of the tests and measuring explosive efficiency.

Project: To Test or Not to Test? Role-play simulation

11. (Oct. 10) Second Group Project Team Meeting.

Second Group Project Team Meeting.

12. (Oct. 15) The Effects of Nuclear Testing. The effects of radiation. The Downwinders. Testing and gender, race and indigenous peoples.

Project: opposing the resumption of nuclear testing.

13. (Oct. 17) Radioactive Decay. Radioactivity and half-life. Negative exponentials. Relationship between half-life, yield, proximity and weather for radiation exposure.

Project: French Polynesia nuclear test and radioactivity

PART III: NUCLEAR STRATEGY AND ARMS CONTROL

14. (Oct. 22) Arms races then and now. The security dilemma and nuclear arms races.

Project: Triadic Prisoner's Dilemma.

15. (Oct. 24) Deterrence and Nuclear War. Origins, theory, and practice of deterrence. How a nuclear war might start. Missile Defence.

Project: design a nuclear force structure and assess its implications for deterrence.

October 25: Individual Reports (for Group Project) Due at 11:59pm.

16. (Oct. 29) Exam #2.

17. (Oct. 31) The Peace Movements. Opposition to testing. Opposition to nuclear war. Peace movements then and now.

Project: Design your own anti-nuclear weapons campaign.

18. (Nov. 5) Arms Control Treaties and Technologies. Arms Control and Disarmament concepts and practices. Nuclear arms control treaties. The NPT and the IAEA. Detecting nuclear explosions. P waves, S waves and Surface waves.

Project: P-wave and S-wave detection

PART IV: NUCLEAR NONPROLIFERATION

19. (Nov. 7) Third Group Project Team Meeting.

Third Group Project Team Meeting.

20. (Nov. 14) Arms Control Today. The contemporary arms control agenda and arms control advocates. Challenges facing the NPT/IAEA and the CTBT. IAEA monitoring and inspections.

Project: Setting the agenda for the Conference on Disarmament.

November 18: Group Projects due at 11:59 pm.

21. (Nov. 19) The CTBT and Test Verification. Waves and the IMS and seismic detection and event location. Compression and shear waves and event location

Project: locating seismic events.

22. (Nov. 21) Proliferation and North Korea. The nuclear fuel cycle. Enrichment. Centrifuges. The North Korean nuclear program.

Project: planning an IAEA inspection and verification mission in North Korea.

23. (Nov. 26) Seismic detection and non-proliferation. Body wave versus surface wave magnitudes and differentiation.

Project: Seismic event analysis: a bomb or an earthquake in North Korea?

24. (Nov. 28) Proliferation and Iran. The Iran Deal. The role of the NPT/IAEA/CTBT. Verification and the nexus of science and politics.

Project: Renegotiating the Iran Deal

25. (Dec. 3) The Future of Nuclear Weapons and Arms Control.

In class: lecture, discussion.

Group Project Peer Evaluations.

26. (Dec. 5) Flex Day, assignment return

The Final Exam will be scheduled in the UBC Final Exam Period.

Course Assignments and Assessment:

The Group Project

Students will be organized into mixed groups of Applied Science and Arts Students. Each group will be mandated to conduct a review of the Comprehensive Test Ban Treaty and produce a Final Report on:

Strengthening the CTBT: A Way Forward

Assignment Outline

The Final Report should make a clear argument and provide policy recommendations about how the CTBT can be strengthened, what challenges and obstacles such an effort will confront, and how these obstacles can be overcome, including a political, technical, and marketing/public awareness strategy for achieving the group's goals.

Learning Objectives

This assignment has three core learning objectives. First, it is designed to provide students with an opportunity to collectively craft a work of policy-relevant scholarship for a public audience. Second, it is an opportunity for students to learn more about the CTBT in an active and participatory way, and allow students to learn from each other's efforts. Third, the assignment is designed to develop teamwork skills, identified as one of the highest undergraduate education skill development priorities by both recent university graduates and employers.

Generative AI/LLM tools and the assignments:

Do not submit work generated in whole or in part by ChatGPT, Bing, or any other generative AI model application. This is academic fraud. The submission of any text in any of the assignments that was generated by any form of AI or LLM tools such as ChatGPT or Bing is prohibited. You may use these tools to explore the subject matter or seek clarifications. However, keep in mind that on this subject generative AI tools often make mistakes based on outdated texts, facts, or events and frequently omit important ideas or analytical perspectives. Sometimes, they just make stuff up. So be sure to corroborate and rewrite!

Final Report Components and Requirements

The **Final Report** will be a document of no less than 5000 and no more than 5500 words in length using 12-point font and standard page margin widths. The word counts provided for each section of the report are the required minimum and suggested maximum for each section. So, reports can have some shorter sections and some larger sections but cannot exceed the total word count of 5500. The title page, notes, and bibliography do not count toward the word limits.

Final Reports should use the MLA or Chicago citation system (either of the arts/humanities or science/social science systems are acceptable). A bibliography is required.

The Final Reports should be divided into the following components:

1. Final Reports should have a title page displaying the Report's title, and the following subtitle: "Strengthening the CTBT: A Way Forward." Each title page should have the group number clearly displayed. The title page should include a list of the names of the group members and their student numbers.

2. An Executive Summary containing a brief introduction to your report, why the subject matter is important in the current political climate, and a summary of your group's key arguments and recommendations (350-400 words);

3. A description of the historical and political origins and current status of the CTBT and the CTBTO (350-400 words);

4. An analysis of the current political challenges the CTBT faces today (350-400 words);

5. A technical overview of CTBT verification technologies, infrastructure, and capacities (350-400 words);

6. An evaluation of the technical challenges faced by the verification technologies, infrastructure, and capacities of the CTBT (350-400 words);

7. Recommendations for strengthening the CTBT politically and technically (2300-2500 words);

8. A description and explanation of a public information campaign that would enhance the CTBT's international profile and increase support for ratification globally or in specific countries (1000 words).

9. Bibliography (in Chicago or MLA format)

<u>Individual Report Components and Requirements</u>

In preparation for the final report, each group member will submit an **Individual Report**. The Individual Reports are intended to be the initial drafts of the above components of the final report, to be used in whole or in part in the construction of each group's Final Report document. Each individual report should be approximately 700 words in total length (see the requirements below) and no longer than 725 words with a title page and bibliography page using 12-point font and standard page margin width with citations in Chicago or MLA format. The title page and bibliography do not count toward the word count. This report is assessed as a separate (individual) component of the group assignment.

This assignment requirement is included for several reasons. It gives students an opportunity to craft a piece of writing on an individual basis, for grade. It provides assurances that the quality and effort of individual contributions is respected and accounted for in the group assignment. It provides clarity and transparency with respect to the expectations of each group member and their contribution to the Final Report. It also incentivizes individual members to get their contributions to the group submitted on time, so there is sufficient time for the group to edit and prepare the Final Report.

The individual student report must be in the form of a formal essay. Each student must:

1. Briefly describe the role or task they were given in the group project (25 words);
2. Provide the finished written product they will submit as their contribution to the group Final Report, based on their responsibilities in the group project (600 words maximum);
3. Add one or two suggestions or ideas for recommendations to strengthen the CTBT (100 words). This is to ensure that all group members are thinking about the Final Report conclusions.

The individual reports are graded using the following rubric:

- Is the role/responsibility of the group member in the research and drafting of the Final Report made clear? What was your task in the group?
- Does the report describe the subject matter effectively?
- Are contentious issues, debates or controversies surrounding the topic effectively addressed or highlighted?
- Is the report supported by effective analysis and evidence?
- Does the report highlight important implications or ideas that might be important for the Final Report's recommendations? In other words, does the report "flag" potentially valuable themes and points and perspectives that might be featured in the Final Report's recommendations?
- Does a strong research base support the report? Are the citations in the correct format?

- Is the report well presented with few if any spelling or grammar errors? Could it be integrated into a Final Report with a minimum of editing for style?

The Individual Reports are due (in Canvas) at 11.59 pm on the due date.

The Individual Projects must be submitted to TurnItIn. Instructions are on the last page of this outline.

The late penalty is 3% per day and 3% for a weekend.

Group Report Assessment:

The group Final Reports will be assessed on:

- The effectiveness of the Executive Summary
- The accuracy and appropriateness of historical material
- The effective identification and description of challenges and obstacles
- The clarity of the central argument and precision of policy recommendations
- The effectiveness of the public communication strategy

Evaluation of the Final Report assignment will be based on a combination of the merits of the individual reports, the final report, and group peer assessment. The course teaching assistants and instructors will grade the Individual Reports and the Final Report, which combined will count for eighty percent (80%) of the assignment grade for each group participant. The Individual Reports will constitute at least 40% of the overall assignment grade. The Final Report grade constitutes potentially 40% of the final assignment grade. If a student's group Final Report grade is LOWER than their Individual Report grade, the Individual Report grade will be used to calculate 80% percent of the overall grade, not 40%. This means a student cannot have their individual grade negatively impacted by a lower group grade. On the other hand, if a student's group Final Report grade is HIGHER than a student's Individual Report grade, then that grade will be used to calculate 40% percent of the overall grade for the assignment, with the Individual Report constituting 40 percent of the final grade. In addition, all students in a group will gain bonus percentage points depending on the grade of the Final Report in the following formula: A- =1 point; A =2 points; A+ =3 points. In this way, all students in a group have an incentive to produce the best quality group report possible to enhance their grade. A group peer assessment will count for the remaining 20% of the grade.

The Final Report is due (in Canvas) at 11:59 on the due date.

The Group Projects must be submitted to TurnItIn. Instructions are on the last page of this outline.

The late penalty is 3% per day and 3% for a weekend.

The Class Projects and Quizzes

In-class projects and activities will take place in almost every class. Most projects and activities will require students to submit reports or materials for grade. Students will be responsible for studying the flipped content prior to the start of class.

Quizzes on the flipped materials will be held in most classes. The quizzes will be very short (3-7 questions) and will take between five and ten minutes of class time.

The Exams

Three exams will take place in person in class at regularly scheduled intervals throughout the course as indicated in the course outline, with the final exam scheduled by UBC. The precise date of each exam may change. The exams will be two-stage exams. In the first stage students will write the exam individually. These will then be gathered and graded separately. After a short break, in the second stage students will move into their groups and write the same exam again, this time with the benefit of consulting each other on the answers. The group exam will be graded separately.

The final grade for each test will be determined as follows. If a student's individual (stage one) exam grade is HIGHER than their group's exam grade, the individual exam grade will count for the full value of the exam. If a student's individual (stage one) exam is LOWER than their group's exam grade, their final grade will be an average of their individual exam grade and their group's exam grade.

Course Materials

Course learning materials for each class should be completed PRIOR to that class. Links to videos, assigned readings, and other learning materials are on Canvas.

Group Work Ground Rules

- Ask questions if you are confused or have a personal experience relevant to the topic that you would like to share.
- Try not to distract/annoy 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 as 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:

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 Concessions

If you experience unanticipated events or circumstances that interfere with your ability to accomplish your academic coursework, you may be eligible for academic concession.

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.

For more information on concessions, please see: https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/

If you miss marked coursework (assignment, exam, presentation, participation in class) 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 an Applied Science student or a student in a different Faculty, please consult your Faculty's webpage on academic concession, and then contact me where appropriate.

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 essays, exams, and other 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.

Illness and Absence

If you experience medical, emotional, or personal problems that affect your attendance or academic performance, please notify Arts Academic Advising. 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.

If you miss marked coursework (assignment, exam, presentation, participation in class) due to illness: if 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 an Applied Science student or a student in a different Faculty, please consult your Faculty's webpage on academic concession, and then contact me where appropriate.

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. 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 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 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

Copyright

All lecture presentations and the PowerPoint slides that accompany them are the exclusive copyright of Dr. Allen Sens and may only be used by students enrolled at the University of British Columbia. Unauthorized or commercial use of these lectures, including uploading to sites off of the University of British Columbia servers, is expressly prohibited.

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Students are permitted to record lectures and retain copies of recorded lectures for their personal study use only, and may not transfer the recordings to any other person. All recordings must be destroyed or deleted after the course is concluded.

TurnItIn

In accordance with Political Science Departmental policy, in this course you will be required to submit your editorial project in electronic form to a service called TurnItIn. UBC subscribes to this service that checks written material for originality by searching for matching text. This service is in increasing use in universities as protection for students against the impact of academic fraud on scholarship competitions, graduate and law school admissions, and degree reputation. Students will submit their editorial assignments to the TurnItIn website, where software scans the text against a database which includes public websites, paper writing services, essays submitted to TurnItIn, and

journal articles. The service then produces a report on the paper's originality. The instructor will review the reports, and where necessary, the papers themselves.

<u>Students are required to submit an electronic copy of their editorial assignment in Canvas and submit the same assignment electronically to TurnItIn</u>. <u>Instructions and passwords for the course on TurnItIn are provided below</u>.

Still a little uncertain or paranoid about what constitutes plagiarism? For a quick refresher visit: http://www.indiana.edu/%7Ewts/pamphlets/plagiarism.shtml and/or: http://sja.ucdavis.edu/files/plagiarism.pdf

For more information on TurnItIn, reasons for its use, and general policies, see the UBC Vice President Academic and Provost web site, at:

http://www.vpacademic.ubc.ca/integrity/turnitin/index.htm

TurnItIn Instructions

The following directions are taken directly from the UBC VP Academic website:

To submit your paper to TurnItIn, log on to the TurnItIn site, at:

www.turnitin.com

You will be asked to create a unique "user profile," consisting of an ID (e-mail address) and password (see upper right hand corner of the TurnItIn homepage). Once this ID is created, you will be able to add courses to your profile. To add a course, you will need the "course ID" which is:

Course ID: 45016920

and the "course password" or "enrollment key" which is:

Course Password: Deterrence

Once added to a course, you will be able to submit your "Editorial Assignment" to the service. You will be asked to provide your name and student number, as well as some details about your assignment. This information will be used only to identify your submission to your instructor. Please ensure that there is NO IDENTIFYING INFORMATION included in the text of your assignment, including headers. This is for your own privacy (if you do submit identifying information by mistake and you are not concerned, you can leave it as is). You will be asked to cut and paste (text only) the body of your assignment, and the bibliography into separate fields within the website. Simply confirm the submission, and TurnItIn will issue a receipt (via e-mail). If you encounter difficulties submitting your bibliography, do not be concerned. The important element is the body (text) of the paper.

Please note that TurnItIn stores information on servers that reside in the United States. If you do not wish to use your name when creating your TurnItIn account, please use the first 5 digits of your student number as an alias instead.

Assignments are not accessible to the public once submitted to TurnItIn, and you, as the author, retain ownership of your original material. Your work will be added to TurnItIn's archive for comparison against subsequently submitted material, thus ensuring that your work is not plagiarized.