

POLI 390: Third Year Honours Seminar

Michael Weaver

Winter 2024 Term 1

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Class: W at 9:00 to 12:00

Office: Buchanan C415

Canvas: <https://canvas.ubc.ca/courses/109755>

Teaching Assistant

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Course Description

This course operates both as a substantive course and as a preparation for writing a thesis.

As a preparation for writing a thesis, we will focus on carefully understanding the arguments and evidence being used by authors to build your skills at (1) critically engaging with arguments made by scholars and (2) making your own scholarly arguments. This involves better understanding the various arguments needed to substantiate a claim, how to use evidence in compelling ways, and, ultimately, how to narrow the scope of your questions and claims.

In recent years there has been growing public concern about the erosion of democracy and liberal values and the threats posed by allegedly “fascist” or “populist” movements and parties. These concerns have inspired new work in the social sciences to understand whether this erosion is taking place; its causes; and to interrogate the growth of “populism”, increased cynicism and distrust, and the explosion of conspiracy and misinformation.

To gain insight into understanding what these possible threats to democracy might be and why they arise, we will engage deeply with one text: Hannah Arendt’s *Origins of Totalitarianism*. Written in the aftermath of the catastrophe of the Second World War and the Holocaust, *Origins* seeks to outline the historical processes by which the necessary conditions for totalitarianism—which Arendt claims was an entirely new political form—came into place. At the same time, Arendt proposes new analytical concepts to characterize the social and political transformations she seeks to explain, and traces the mechanisms that enabled the emergence of totalitarianism.

Why *Origins*? As we read *Origins*, we will certainly come across historical errors, claims that are unsubstantiated in evidence, and language and concepts that are rooted in racist and classist prejudices that Arendt inherited. We don't have to accept or avoid critiquing these errors. Yet, there are theoretical, methodological, and pedagogical reasons for engaging with Arendt.

First, at a theoretical level, many commentators on our political moment have pointed to Arendt's analysis as being relevant for us today. And as we'll see, many of the phenomena she describes as important precursors of the totalitarian moments are eerily echoed in the political career of Donald Trump, the crisis of truth vs. misinformation in the internet age, and the apparent explosion in conspiracy thinking. This is a *prima facie* reason to investigate her concepts and arguments to see if there is anything new we can learn about our historical moment through her attempt to make sense of hers.

It is also the case that Arendt's work is theoretically distinct from much recent social science on these issues in that it seeks to connect macro-level political and economic transformations with the psychology of individual behavior. By contrast, most work in the social sciences tends to focus at the psychological level or at the macro-level. By reading Arendt alongside social scientists, we can attempt to bring these into conversation. Second, Arendt has a different methodological objective than most contemporary social science. Rather than attempt to isolate causal relationships or test general theories of human behavior, Arendt attempted to explain the emergence of a particular set of events out of a historical context. Insofar as we are interested in evaluating the risks facing us in our own historical context, Arendt's work provides us an example of how to think about how to tackle this problem.

Finally, at a pedagogical level, *Origins* provides an excellent opportunity for you as students to think about how to develop and undertake your own research projects. One difficulty that students face when starting their own thesis is picking a project that excites their interest by addressing big ideas yet can be rigorously researched and argued. This course will build your capacity to think critically about the arguments made by other scholars and make your own intervention. *Origins* is both a model and a jumping off place for new projects. First, *Origins* as a whole is an ambitious world historical account and so tackles "big ideas"; yet each chapter, and chapter section tackles a piece of the larger puzzle with (sometimes) careful arguments and evidence. By interrogating *Origins* and scholarly interlocutors, you will learn how to translate 'big ideas' into a feasible research question. Second, *Origins* is full of big claims and ideas, many of which are not fully substantiated. Thus, it is an excellent place to find questions for research projects. Part of the work for this course is to practice thinking like this: identifying questions that arise from the text and proposing how you might follow up on this with your own research project.

Course Questions Each week we will tackle questions that arise in *Origins*, particularly as they relate to a set of selected recent works in social science. In many weeks, the supplemental readings do not speak to all of the questions that come up in *Origins*. That's ok! You may still find your research project question in something we don't explicitly tackle in the class.

Course Expectations This course meets once per week but counts for twice the normal credits. One reason for this is that we expect you to do more work in this course: there is more reading and more writing than the typical course. Please plan your other coursework accordingly.

As a seminar aimed at discussing and evaluating claims, you are expected to come to class having read and prepared your materials.

Required Purchase

Arendt, Hannah. *The Origins of Totalitarianism*. Penguin Modern Classics Edition.

Course Policy

Grades

Grades for this course are broken down as follows:

- **4.17% * 6 Reading Precis:** In six of the weeks, you are expected to write a precis. A precis is a summary of a text that distills its main arguments, evidence, and conclusions. Each precis you write should be between 600-900 words (absolute max is 1000 words). While it is not traditional to include your own opinions or an argument in a precis, this may be permitted if it does not inhibit you from making a detailed summary of the text (the goal is for you to be able to clearly re-articulate the argument in detail in your own words). Feel free to use quotations from the text where they seem important or necessary, but make sure to balance them with your own words. The challenge of the precis is to understand and then communicate the arguments and evidence from a text. This is how you will learn to improve your own arguments.

You may choose the chapter from *Origins* or another substantial reading. You must do each precis in a different week, three of the precis must be written before Week 9, and you may **not** do a precis the week you are discussion leader.

- **1.25% * 12 Participation:** You will be graded on your attendance and general participation in discussions. Active listening and note-taking counts towards your general participation score. You may miss one session without penalty (there are 13 weeks in the course) and without permission. *Unexcused* absences will result in a 5 percentage point deduction in your grade, to a maximum of 15% (the total value of the participation grade).
- **6% Discussion Leader:** Each student will act as the discussion leader for one class session. As discussion leader for that day, you will give a 12-15 minute presentation: you should spend 4-5 minutes summarizing the chapter from *Origins* (except in Week 2), 4-5 minutes connecting the texts to each other, and 4-5 minutes posing 2-3 questions for the class to discuss. Presentations are strictly limited to 15 minutes. I will time you and cut you off at 15 minutes. I encourage presenters to provide the class with a 1-page handout outlining the major points of the presentation.
- **4% On-call in Discussion:** Each student will be "on-deck" for one session in the semester. On the day you are on-deck, you must read the assigned texts closely and be ready to answer questions from the instructor on the spot. Your answers do not need to be perfect to get full points, but you must show knowledge of the assigned texts and demonstrate that you have put effort into understanding them and thinking about them.
- **50%: Research Paper.** Each student will write a research paper for the course that draws on a question that arises out of the material in *Origins*. The first step is to submit a 1-page document, **the question and thesis assignment** (5%), in which you introduce your topic, propose a possible line of argumentation (a thesis), provide a rough outline of the structure of the paper, and name 3-5 specific resources/texts you will employ. Once your topic is approved by the instructor, you will move to the research stage, where you will gather and read articles

and evidence related to your topic and argument. You will submit a 4-page **argument and evidence assignment** (5%) which elaborates your argument and supporting evidence from resources. This assignment will take the form of a detailed outline and bibliography. The last stage is to write the final paper itself, which will be worth 40% of your grade in the course. The final paper has a **maximum** length of 8000 words, excluding the references.

Course Schedule

Week 1:

9/4 Introduction: Social Science and Method

Max Weber. Science as Vocation. In H. H. Gerth and C. Wright Mills, editors, *From Max Weber: Essays in Sociology*. Oxford University Press, New York, NY, 1946

Max Weber. “Objectivity” in Social Science. In Edward Shils and Henry Finch, editors, *Max Weber on the Methodology of the Social Sciences*. The Free Press, Glencoe, IL, 1949 (pp. 72–82; pp. 87–99)

Hannah Arendt. *The Origins of Totalitarianism*. Harcourt, Brace and Company, New York, 1951 (Preface, Preface to Part 1, Chapter 1)

Forst, Rainer. “Normativity and Reality: Toward a Critical and Realistic Theory of Politics.”

Arendt, Hannah. “A Reply.”

<https://www.nybooks.com/articles/2022/02/24/thinking-without-banisters-hannah-arendt/>

<https://www.theatlantic.com/books/archive/2022/03/arendt-origins-of-totalitarianism-ukraine/627081/>

Week 2:

9/11 Democratic Erosion. Is it happening?

Bermeo, Nancy. 2016. “On Democratic Backsliding.” *Journal of Democracy* 27(1): pp. 5-19.

Levitsky, Steven and Daniel Ziblatt. 2018. *How Democracies Die*. New York: Crown. Chapters 1, 4

Larry M Bartels and others, The Forum: Global Challenges to Democracy? Perspectives on Democratic Backsliding, *International Studies Review*, Volume 25, Issue 2, June 2023, viad019, <https://doi.org/10.1093/isr/viad019>

Waldner, David, and Lust, Ellen. 2018. “Unwelcome Change: Coming to Terms with Democratic Backsliding.” *Annual Review of Political Science* 21:93–113

Little, Andrew T., and Anne Meng. 2024. “Measuring Democratic Backsliding.” *PS: Political Science & Politics* 57(2): 149–61. doi: 10.1017/S104909652300063X.

Knutsen, Carl Henrik et al. 2024. “Conceptual and Measurement Issues in Assessing Democratic Backsliding.” *PS: Political Science & Politics* 57(2): 162–77. doi: 10.1017/S104909652300077X.

Little, Andrew T., and Anne Meng. 2024. “What We Do and Do Not Know about Democratic Backsliding.” *PS: Political Science & Politics* 57(2): 224–29. doi: 10.1017/S1049096523001038.

Supplemental Readings

GRUMBACH, JACOB M. “Laboratories of Democratic Backsliding.” *American Political Science Review* 117, no. 3 (2023): 967–84. doi:10.1017/S0003055422000934.

Week 3:**9/18 Anti-Semitism****Required**

Arendt. *Origins of Totalitarianism*. Chapter 2

Nirenberg, David. *Communities of Violence: Persecution of Minorities in the Middle Ages*. Princeton University Press, 1996. Chapter 3

Nirenberg, David. *Communities of Violence: Persecution of Minorities in the Middle Ages*. Princeton University Press, 1996. Chapter 2

Becker, Sascha O., and Luigi Pascali. 2019. "Religion, Division of Labor, and Conflict: Anti-semitism in Germany over 600 Years." *American Economic Review*, 109 (5): 1764-1804.

Braun, R. (2022). Bloodlines: National Border Crossings and Antisemitism in Weimar Germany. *American Sociological Review*, 87(2), 202–236. <https://doi.org/10.1177/00031224211071145>

Anti-semitic Parties?

Week 4:**9/25 Dreyfus Affair: What is the Mob? What is Populism?**

Arendt. *Origins of Totalitarianism*. Chapter 4

Markell, Patchen. “The caricature of the people” : Arendt, the mob, and democracy

Margaret Canovan, “Trust the people! Populism and the two faces of democracy,” *Political Studies* 47 (1999), 2-16

Brubaker, R. Why populism?. *Theor Soc* 46, 357–385 (2017). <https://doi.org/10.1007/s11186-017-9301-7>

Müller, Jan-Werner. 2016. *What Is Populism?* Philadelphia: University of Pennsylvania Press. Chapter 1

Kenny, Paul. 2023. “The Price of Power.” In *Why Populism?: Political Strategy from Ancient Greece to the Present*, Cambridge: Cambridge University Press. chapter, 1–23.

Week 5:**10/2 Dreyfus Affair: Finance and Populism**

Arendt. *Origins of Totalitarianism*. Chapter 4

Fitch, Nancy. “Mass Culture, Mass Parliamentary Politics, and Modern Anti-Semitism: The Dreyfus Affair in Rural France.” *The American Historical Review* 97, no. 1 (1992): 55–95. <https://doi.org/10.2307/2164539>.

DOERR, S., GISSLER, S., PEYDRÓ, J.-L. and VOTH, H.-J. (2022), Financial Crises and Political Radicalization: How Failing Banks Paved Hitler’s Path to Power. *J Finance*, 77: 3339-3372. <https://doi.org/10.1111/jofi.13166>

Gyongyosi, Gyozo and Verner, Emil, Financial Crisis, Creditor-Debtor Conflict, and Populism (October 13, 2021). *Journal of Finance*, Forthcoming, Available at SSRN: <https://ssrn.com/abstract=3289741> or <http://dx.doi.org/10.2139/ssrn.3289741>

Rodrik, D. Populism and the economics of globalization. *J Int Bus Policy* 1, 12–33 (2018). <https://doi.org/10.1057/s018-0001-4>

10/4: Question and thesis assignment due at 5 pm

Week 6:

10/9 Capitalism and Empire

Arendt. *Origins of Totalitarianism*. Chapter 5

Cain, P. J., and A. G. Hopkins. “Gentlemanly Capitalism and British Expansion Overseas II: New Imperialism, 1850-1945.” *The Economic History Review* 40, no. 1 (1987): 1–26. <https://doi.org/10.2307/2596293>.

The Absent-Minded Imperialists: Empire, Society, and Culture in Britain

Learning from Ricardo and Thompson: Machinery and Labor in the Early Industrial Revolution, and in the Age of AI. Daron Acemoglu and Simon Johnson

Streeck, Wolfgang. 2014. *Buying Time: The Delayed Crisis of Democratic Capitalism*. London; New York: Verso. pp. 47-75.

Jurkevics, A. (2022). Land Grabbing and the Perplexities of Territorial Sovereignty. *Political Theory*, 50(1), 32-58. <https://doi.org/10.1177/00905917211008591>

Supplemental

Frankema, Ewout, Jeffrey Williamson, and Pieter Woltjer. “An Economic Rationale for the West African Scramble? The Commercial Transition and the Commodity Price Boom of 1835–1885.” *The Journal of Economic History* 78, no. 1 (2018): 231–67. doi:10.1017/S0022050718000128.

Offer, Avner. “The British Empire, 1870-1914: A Waste of Money?” *The Economic History Review* 46, no. 2 (1993): 215–38. <https://doi.org/10.2307/2598015>.

Jaumotte, F., Lall, S. & Papageorgiou, C. Rising Income Inequality: Technology, or Trade and Financial Globalization?. *IMF Econ Rev* 61, 271–309 (2013). <https://doi.org/10.1057/imfer.2013.7>

Piketty. *Capitalism and Ideology*: Chapter 7

Week 7:**10/16 Nationalism**

Arendt. *Origins of Totalitarianism*. Chapter 8 (part 1)

Brubaker: *Nationalism Reframed* (ch 1 and 5)

Kopstein, J. S., & Wittenberg, J. (2011). Deadly Communities: Local Political Milieus and the Persecution of Jews in Occupied Poland. *Comparative Political Studies*, 44(3), 259–283. <https://doi.org/10.1177/00104>

Kopstein, J. S., & Wittenberg, J. (2010). Beyond Dictatorship and Democracy: Rethinking National Minority Inclusion and Regime Type in Interwar Eastern Europe. *Comparative Political Studies*, 43(8–9), 1089–1118. <https://doi.org/10.1177/0010414010370437>

Chickering, Roger. *We Who Feel Most German*. Chapter 4 (selections)

10/18: Question and thesis assignment revision due at 5 pm**Week 8:****10/23 Populist Movements**

Arendt. *Origins of Totalitarianism*. Chapter 8 (part 2-3)

Mudde, Cas. *The Far Right Today*. Chapter 3

Kenney, Paul. *Why Populism?* Chapter 3

Chickering, Roger. *We Who Feel Most German*. Chapters 2,3,5 (selections)

Amory Gethin and others, Brahmin Left Versus Merchant Right: Changing Political Cleavages in 21 Western Democracies, 1948–2020, *The Quarterly Journal of Economics*, Volume 137, Issue 1, February 2022, Pages 1–48, <https://doi.org/10.1093/qje/qjab036>

Volha Charnysh Daniel Ziblatt. *Consequences of Competition Under Autocracy for Democratic Elections: From Imperial to Weimar Germany*

Supplemental

Milada Anna Vachudova, “Populism, democracy, and party system change in Europe,” *Annual Review of Political Science* 24 (2021), 471-498.

Tarik Abou-Chadi, Simon Hix. Brahmin Left versus Merchant Right? Education, class, multiparty competition, and redistribution in Western Europe. <https://doi.org/10.1111/1468-4446.12834>

Center-Right Political Parties in Advanced Democracies Noam Gidron and Daniel Ziblatt *Annual Review of Political Science* 2019 22:1, 17-35

Week 9:**10/30 Statelessness**

the transatlantics (netflix)

Arendt. *Origins of Totalitarianism*. Chapter 9

Benhabib, Seyla, 'From the "Right to Have Rights" to the "Critique of Humanitarian Reason"', *Exile, Statelessness, and Migration* (Princeton, NJ, 2018; online edn, Princeton Scholarship Online, 23 May 2019), <https://doi.org/10.23943/princeton/9780691167251.003.0006>

Gündoğdu, Ayten, 'Borders of Personhood', *Rightlessness in an Age of Rights* (New York, 2015; online edn, Oxford Academic, 18 Dec. 2014), <https://doi.org/10.1093/acprof:oso/9780199370412.003.0004>,
longo selections

11/1: Outline assignment due at 5 pm

Week 10:

11/6 Populism, Institutional Weakness, Crisis

Arendt. *Origins of Totalitarianism*. Chapter 10

Daniel Ziblatt, *Conservative Parties and the Birth of Democracy*, Chapter 8 (p. 259–76) and Chapter 9.

Levitsky and Ziblatt chapter 4

Kenney, Paul. *Why Populism?* Chapter 5

DE JUAN, ALEXANDER, FELIX HAASS, CARLO KOOS, SASCHA RIAZ, and THOMAS TICHEL-BAECKER. "War and Nationalism: How WW1 Battle Deaths Fueled Civilians' Support for the Nazi Party." *American Political Science Review*, 2023, 1–19. doi:10.1017/S000305542300014X.

- Optionally, compare with: MCALEXANDER, RICHARD J., MICHAEL A. RUBIN, and ROB WILLIAMS. "They'Re Still There, He's All Gone: American Fatalities in Foreign Wars and Right-Wing Radicalization at Home." *American Political Science Review*, 2023, 1–7. doi:10.1017/S0003055423000904.

Galofré-Vilà, Gregori, Christopher M. Meissner, Martin McKee, and David Stuckler. "Austerity and the Rise of the Nazi Party." *The Journal of Economic History* 81, no. 1 (2021): 81–113. doi:10.1017/S0022050720000601.

Supplemental

Jones. *Germany Right*. chapters?

Richard Evans, *The Coming of the Third Reich*, Chapter 2 and Chapter 4

Barry Eichengreen "Unemployment and Reaction" *The Populist Temptation*, Chapter 6.

Cagé, Julia, Anna Dagorret, Pauline Grosjean, and Saumitra Jha. 2023. "Heroes and Villains: The Effects of Heroism on Autocratic Values and Nazi Collaboration in France." *American Economic Review*, 113 (7): 1888-1932.

Week 11:**11/13 Midterm Break****11/15: Outline assignment revision due at 5 pm****Week 12:****11/20 Masses and Psychology**Arendt. *Origins of Totalitarianism*. Chapter 10

Oliver, J. Eric, and Thomas J. Wood. *Enchanted America: How Intuition and Reason Divide Our Politics*. University of Chicago Press, 2018. <https://doi.org/10.7208/chicago/9780226578644.001.0001> (Preface, Introduction, Chapter 1)

Joseph E. Uscinski et al., "American politics in two dimensions: Partisan and ideological identities versus anti-establishment orientations," *American Journal of Political Science* 65 (2021), 877-895

Detlef Oesterreich. *Flight into Security: A New Approach and Measure of the Authoritarian Personality*. *Political Psychology*. Volume 26, Issue 2. April 2005. Pages 275-298

Supplemental

Adam M. Enders. *Who Supports QAnon? A Case Study in Political Extremism*. *Journal of Politics*, 84(3). <https://www.journals.uchicago.edu/doi/10.1086/717850>

Enders, A., Klofstad, C., Stoler, J., & Uscinski, J. E. (2023). How Anti-Social Personality Traits and Anti-Establishment Views Promote Beliefs in Election Fraud, QAnon, and COVID-19 Conspiracy Theories and Misinformation. *American Politics Research*, 51(2), 247–259. <https://doi.org/10.1177/1532673X22113>

Matthew A. Baum, James N. Druckman, Matthew D. Simonson, Jennifer Lin, Roy H. Perlis. "The Political Consequences of Depression: How Conspiracy Beliefs, Participatory Inclinations, and Depression Affect Support for Political Violence." *American Journal of Political Science*. <https://doi.org/10.1111/ajps>.

Week 13:**11/27 Alienation/Isolation. Distrust and Conspiracies**Arendt. *Origins of Totalitarianism*. Chapter 11 (chapter 13 selections)

J. Eric Oliver, Thomas J. Wood. *Conspiracy Theories and the Paranoid Style(s) of Mass Opinion* <https://doi.org/10.1111/ajps.12084>

Oliver, J. Eric, and Thomas J. Wood. *Enchanted America: How Intuition and Reason Divide Our Politics*. University of Chicago Press, 2018. <https://doi.org/10.7208/chicago/9780226578644.001.0001> (Chapter 5))

Joanne M. Miller, Kyle L. Saunders, Christina E. Farhart. "Conspiracy Endorsement as Motivated Reasoning: The Moderating Roles of Political Knowledge and Trust." *American Journal of Political Science* 60(4). <https://doi.org/10.1111/ajps.12234>

<https://www.pewresearch.org/politics/2019/07/22/trust-and-distrust-in-america/>

Jack Citrin and Laura Stoker. Political Trust in a Cynical Age. *Annual Review of Political Science* 2018. 21:49–70 <https://doi.org/10.1146/annurev-polisci-050316-092550>

Bertsou, Eri. "Rethinking political distrust." *European Political Science Review* 11, no. 2 (2019): 213-230.

Supplemental

Hupp Williamson, S., Creel, S. & Walker, E. WayfairGate and the Growth of Sex Trafficking Panics Across Social Media. *Crit Crim* (2023). <https://doi.org/10.1007/s10612-022-09677-2>

TERNULLO, STEPHANIE. "‘I’m Not Sure What to Believe’: Media Distrust and Opinion Formation during the COVID-19 Pandemic." *American Political Science Review* 116, no. 3 (2022): 1096–1109. doi:10.1017/S000305542200003X.

Blanco, Luisa, and Isabel Ruiz. 2013. "The Impact of Crime and Insecurity on Trust in Democracy and Institutions." *American Economic Review*, 103 (3): 284-88. DOI: 10.1257/aer.103.3.284

Dyck, Joshua J., Shanna Pearson-Merkowitz, and Michael Coates. "Primary Distrust: Political Distrust and Support for the Insurgent Candidacies of Donald Trump and Bernie Sanders in the 2016 Primary." *PS: Political Science & Politics* 51, no. 2 (2018): 351–57. doi:10.1017/S1049096517002505.

Week 14:

12/4 Lies and Misinformation

Arendt. *Origins of Totalitarianism*. Chapter 11

McDermott, Rose. "Psychological Underpinnings of Post-Truth in Political Beliefs." *PS: Political Science & Politics* 52, no. 2 (2019): 218–22. doi:10.1017/S104909651800207X. (SHORT)

Arceneaux, Kevin, and Rory Truex. "Donald Trump and the Lie." *Perspectives on Politics*, 2022, 1–17. doi:10.1017/S1537592722000901.

Guess, Andrew M., and Lyons, Benjamin A.. 2020. "Misinformation, Disinformation, and Online Propaganda." In *Social Media and Democracy: The State of the Field, Prospects for Reform*, eds. Persily, Nathan and Tucker, Joshua A., 10–33. Cambridge: Cambridge University Press.

"How to Think About Whether Misinformation Interventions Work" *Nature Human Behaviour*. 2023. 7: 1231-1233.(with Brian Guay, Gordon Pennycook, and David G. Rand). (VERY SHORT)

"Understanding and Combating Misinformation Across 16 Countries on Six Continents" *Nature Human Behaviour*. 2023. 7: 1502-1513. (with Antonio A. Arechar, Jennifer Allen, Rocky Cole, Ziv Epstein, Kiran Garimella, Andrew Gully, Jackson G. Lu, Robert M. Ross, Michael N. Stagnaro, Yunhao Zhang, Gordon Pennycook, and David G. Rand). (SHORT)

Supplemental

Online engagement with 2020 election misinformation and turnout in the 2021 Georgia runoff election: Jon Green <https://doi.org/10.1073/pnas.2115900119>

Correcting inaccurate metaperceptions reduces Americans’ support for partisan violence Joseph S. Mernyk <https://doi.org/10.1073/pnas.2116851119>

Soroush Vosoughi, Deb Roy, and Sinan Aral (2018). “The spread of true and false news online.” *Science* 359(6380): 1146–1151

Final Paper Due 12/8 at 5 pm

General Academic Policies

Late Assignments: 5% points will be deducted from assignment for each day past the deadline until they are turned in, up to a maximum of a 30% deduction. Each new day begins for each 24 hours that elapses since the original deadline. This policy is not negotiable and exemptions can only be granted when following the guidelines on academic concessions given below.

Academic Concessions If you experience unanticipated events or circumstances that interfere with your ability to accomplish your coursework, you may be eligible for an 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 click: [here](#).

If you miss marked coursework (assignment, exam, presentation, participation in class) and 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.

With a concession, we can extend assignment deadlines without penalties or drop an assignment and re-weight the course grade.

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 [here](#).

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.

Grade Appeals: Students wishing to appeal a grade must wait *until 48 hours after the grade has been received* to submit an appeal. Appeals must be made in writing and should be made to the professor. Bear in mind, however, that should the professor agree to regrade the assignment, the grade may go up or down.

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. I also strongly encourage you to read the UBC library's excellent online resources on plagiarism located [here](#).

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.

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 [here](#). 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](#)

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](#), or the UBC [Ombudsperson for Students](#).

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.

Resources are available at:

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

<http://equity.ubc.ca>

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 in their culture, history, and traditions from one generation to the next on this site.