



**Political Science 464D**

**Problems in International Relations: Conflict Processes**

**Spring 2024**

**Class meeting time and location:** Tue 2:00PM-5:00PM, MATH-204

**Instructor:** Dr. Sally Sharif

Office: BUCH C304A

Office Hours: Tue 10AM-12PM

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**Course Description**

Violent conflict is a complicated political process. It often involves multiple parties with competing objectives that act strategically and are supported by diverse constituencies or international actors. This makes analyzing conflict and its termination challenging. This course starts with a critical examination of state fragility and the conflict trap, exploring the intricate processes that lead to destabilization and recurrence of conflict. Students will delve into various aspects of state stability, including the conceptualization and operationalization of state fragility, the factors that contribute to a well-functioning state, and the mechanisms behind the recurrence of civil wars. The course then transitions to scrutinizing strategies for conflict prevention and management, with a focus on different forms of conflict management, including disarmament, demobilization, reintegration, and peace agreement implementation.

A pivotal part of this course is the emphasis on designing and understanding causal mechanisms that lead to conflict recurrence or the failure of international peacebuilding efforts. Through critical engagement with contemporary research, case studies, and theoretical frameworks, students will develop the ability to construct and analyze causal models that explain the dynamics of conflict processes. This analytical approach is crucial for comprehending the complexities of conflict and the challenges inherent in international interventions aimed at building and sustaining peace. By dissecting these causal relationships, students will gain a deeper insight into not only why conflicts recur or peace efforts falter but also how such outcomes can be effectively addressed or prevented.

**Course Learning Objectives**

This course has 5 core learning objectives. Students will be able to:

1. **Conceptualize and operationalize ideas:** Students will describe the conceptualization and operationalization of ideas, such as state fragility and state-

building, drawing insights from seminal works and critically evaluating the theoretical underpinnings of existing approaches.

2. **Build causal arguments:**
3. **Evaluate arguments:** Students will differentiate and critically evaluate the relative strengths and limitations of leading approaches to understanding conflict and conflict management
4. **Evaluate Strategies:** Engaging with disarmament, demobilization, reintegration, security sector reform, and peace agreement implementation, students will develop the ability to critically evaluate and analyze different conflict management strategies, addressing challenges and puzzles associated with interventions
5. **Develop a research question:** Students will investigate an idea directly related to the course material and write a research paper
6. **Present an idea:** Students will present an executive summary of the research paper and take questions from a critical audience

### Course Format

The format of the course will be one class session a week in person, with seminar style discussions. Audio/video recording of class sessions is not permitted.

### Required Course Texts

None. All course readings will be available for download from the UBC Canvas system. There are on average about 45-60 pages of scholarly readings per week, plus usually a couple of short popular sources (op-eds, podcasts, or videos).

### Course Assignments, Due Dates and Grading

Students are responsible for material covered in class discussions as well as in the assigned readings. Regular attendance in class is expected.

Grades will be determined on the basis of the following:

|  |     |
|--|-----|
| a. Weekly tests                            | 30% |
| b. Discussion lead (individually)          | 10% |
| c. Active class participation              | 10% |
| d. Paper proposal                          | 10% |
| e. Final paper                             | 30% |
| f. Five-minute presentation of Final paper | 10% |

### Assignment details

#### Weekly tests (30%)

This course tests knowledge of the readings and attention to the lecture through weekly multiple-choice tests during the lecture via Canvas. Students should have access to a computer or phone during class to do the test.

Discussion lead (10%):

Students will co-lead one seminar discussion. Precise order TBD collectively in Week 1.

An effective discussion leader will typically:

1. Provide opening remarks that set the agenda for the discussion
2. Identify, briefly, the themes that in their view cut across the articles and propose a coherent plan to discuss them
3. Create an inviting space such that all students have an opportunity to share their insights, ask questions, and puzzle through difficult concepts or arguments
4. Manage the discussion such that participation is balanced among students
5. Listen attentively throughout the discussion to be able to synthesize areas of agreement and disagreement among the group at the conclusion of the seminar
6. Close out the discussion by synthesizing major takeaways

Student discussion leads will be evaluated using the above criteria.

Active class participation (10%):

As this is a seminar course, students will be evaluated on their participation in each class. Attendance in each class is a necessary step to earn participation points. Students will be most prepared to participate in the class discussions by completing the assigned readings in advance and with a critical eye: What is the main point author is making? How does this reading compare to other literature exploring the same topic? Do the arguments comport with your experience and/or intuition? What are the main weaknesses in the author's argument?

Grading will reflect the instructor's assessment of the student's familiarity with readings and their critical engagement with readings and with other students' contributions in the discussions. Where there are disagreements or diverse interpretations of the literature of topics under discussion, I expect a respectful approach to dialogue.

Proposal for the research paper (10%)

By Week 8 of the course (March 1), you will put together a research proposal (2-3 pages, about 1000 words) research proposal. The aim of the proposal is to focus your research question and develop a strategy for the rest of your research. Your proposal should include the following elements:

- a. Statement of your research question.
- b. Brief discussion of ideas or theories from academic literature that might help you to organize an answer to your research question.
- c. Brief discussion of the empirical evidence that you have uncovered so far, if any.
- d. Plan for completing the research – what information you need to answer your question well, and how / where you plan to look for that information.
- e. Short formal bibliography (about 4-6 sources, not including assigned reading for the course) of the works you have consulted in designing your project.
- f. Conceptual map of the concept you have picked.

g. Causal graph of your concept, either as the outcome or causal variable.

I want you to also post this on the Canvas discussion board in a space I will create so that you can look at your colleagues' proposals for comparison and inspiration.

### Final paper (30%)

In order to develop a feasible and interesting research paper, you must first devise an explicit research question that you plan to address.

Whatever area of focus, the task of your research question is to ask how or why something in that area of focus happens. The task of your research project is to develop an answer to this question that draws on theory that we have looked at in the course (or can be reasonably connected to theory we have examined in the course), and provides empirical evidence from one or more cases.

You can draw on both scholarly and non-scholarly sources as necessary. You should use 12 point font, double space your text, and use a consistent and established citation style. The final project should be around 16 pages (double spaced) in length (about 4,000 words), not including references, and will be submitted on the Canvas system, as well as Turnitin.com. The penalty for late submission of this project is 10% per day, including weekend days.

You should start with picking a concept that is used in political science. It could be very abstract (e.g., war, peace), very concrete (e.g., disarmament, demobilization, and reintegration), or something in between (e.g., state fragility, post-conflict commitment problems). Construct a narrative of your concept's history and etymological roots. How has this word been used over time in ordinary language, scholarly texts, and political documents? What are the effects of how this concept has been wielded? Diagram the concept's dimensions, specify the measures, and discuss the intension/extension. What is it about the concept and/or its operationalization that makes it work well? How has it been measured? Draw the causal graph of the concept. Identify antecedent, causal, mediating, outcome factors/variables. If different authors present various causal mechanisms, draw them all to present differences in argumentation. You can use [www.visme.co](http://www.visme.co) to draw diagrams.

*Students are encouraged to submit work to the Journal of Political Studies (JPS) and the Journal of International Affairs (JIA). The JPS and JIA are entirely student-led, blind peer-reviewed journals that publish undergraduate work. Both journals publish all types of papers from multiple disciplines. Visit [ubcjps.com](http://ubcjps.com) and [ubcjia.ca](http://ubcjia.ca) for submission requirements. When in doubt, submit your work.*

### 5-Minute presentation of final paper (10%):

Students will deliver a 5-minute presentation summarizing their final project on the last class and take critical questions from the audience.

Students will be evaluated on their ability to distill their core insights into the short time frame in an engaging and thoughtful manner. Students will also be evaluated for the sophistication and credibility of their responses to critical questions from the audience.

## Lecture Outline and Readings:

### PART I: Conflict Trap

#### Week 1 – Introduction

January 9

- Introduction to the syllabus
- Demonstration of sample student research

#### Week 2 – State Fragility: Conceptualization and Operationalization

January 16

- Carr, Deborah, et al. 2018. *The Art and Science of Social Research*. New York, NY: W. W. Norton & Company. [Pages 101-119]
- Ferreira, Ines A. 2017. “Measuring State Fragility: A Review of the Theoretical Groundings of Existing Approaches.” *Third World Quarterly* 38(6): 1291-1309.
- Beenhner, Lionel, and Joseph Young. 2014. “Is Ranking Failed or Fragile State a Futile Business?” *The Washington Post* (14 July).  
<https://www.washingtonpost.com/news/monkey-cage/wp/2014/07/14/is-ranking-failed-or-fragile-states-a-futile-business/>.
- Watch “How the US Failed to Rebuild Afghanistan.”  
<https://www.youtube.com/watch?v=XKVDXbIpW9Q>. [6 mins]

#### Week 3 – A Well-Functioning State

January 23

- Gerring, John. 2012. *Social Science Methodology: A Unified Framework*. New York, NY: Cambridge University Press. [Pages 112 to 138]
- DeRouen, Karl, and Shaun Goldfinch. 2012. “What Makes a State Stable and Peaceful? Good Governance, Legitimacy and Legal-Rationality Matter Even More for Low-Income Countries.” *Civil Wars* 14(4): 499-520.
- Schwartz, Stephanie. 2015. “Are Elections Straining Burundi’s Fragile Peace?” *The Washington Post* (27 March).  
<https://www.washingtonpost.com/news/monkey-cage/wp/2015/03/27/are-elections-straining-burundis-fragile-peace/>.
- Watch “Divided Island: How Haiti and the DR Became Two Worlds.”  
<https://www.youtube.com/watch?v=4WvKeYuwifc>. [15 mins]

## Week 4 – Civil War Recurrence: Causes and Mechanisms

January 30

- Gerring, John. 2012. *Social Science Methodology: A Unified Framework*. New York, NY: Cambridge University Press. [Pages 223-243]
- Walter, Barbara F. 2015. “Why Bad Governance Leads to Repeat Civil War.” *Journal of Conflict Resolution* 59(7): 1242-1272.
- Roessler, Philip. 2013. “Why South Sudan has Exploded in Violence.” *The Washington Post* (24 December).  
<https://www.washingtonpost.com/news/monkey-cage/wp/2013/12/24/why-south-sudan-has-exploded-in-violence/>.
- Watch “Inside the Forgotten War in Darfur, Where the Killing Never Stopped.”  
[https://www.youtube.com/watch?v=\\_NlgaXrMTc4](https://www.youtube.com/watch?v=_NlgaXrMTc4). [14 mins]

## Week 5 – Preventing Civil War Recurrence

February 6

- Mross, Karina, Charlotte Fiedler, and Jörn Grävingholt. 2022. “Identifying Pathways to Peace: How International Support Can Help Prevent Conflict Recurrence.” *International Studies Quarterly* 66(1): 1-14.
- Sharif, Sally, and Madhav Joshi. 2023. “Territorial Consolidation After Rebel Victory: When does Civil War Recur?” *Territory, Politics, Governance* (August).
- Firchow, Palmina. 2019. “Colombia’s Long-Term Peace may Depend on Support for the Truth Commission.” *The Washington Post* (4 February).  
<https://www.washingtonpost.com/news/monkey-cage/wp/2019/02/04/colombias-long-term-peace-may-depend-on-support-for-the-truth-commission/>.
- Watch “Why are there Protests against UN Peacekeepers in DR Congo.”  
<https://www.youtube.com/watch?v=hP-U3sKyfBs>. [24 mins]

## Week 6 – Challenges and Puzzles of Intervention

February 13

- Lake, David A. 2016. *The Statebuilder's Dilemma: On the Limits of Foreign Intervention*. Cornell University Press, 2016. [Chapters 1-2].
- Barma, Naazneen H. 2016. “Rethinking the Peacebuilding Puzzle.” In *The Peacebuilding Puzzle Political Order in Post-Conflict States*. Cambridge, UK: Cambridge University Press.
- Mukhopadhyay, Dipali. 2014. “Lessons from Afghanistan: Warlord Politics aren’t Always Bad for Democracy.” *The Washington Post* (13 May).  
<https://www.washingtonpost.com/news/monkey-cage/wp/2014/05/13/lessons-from-afghanistan-warlord-politics-arent-always-bad-for-democracy/>.
- Watch “France’s War on Terror in Mali.”  
[https://www.youtube.com/watch?v=hz\\_9KhUku2M](https://www.youtube.com/watch?v=hz_9KhUku2M). [15 mins]

**Week 7 – No class: Midterm break***February 20***Week 8 – Research proposal discussion***February 27***PART II: International Conflict Management****Week 9 – Disarmament and Demobilization***March 5*

- Humphreys, Macartan, and Jeremy M. Weinstein. 2007. “Demobilization and Reintegration.” *Journal of Conflict Resolution* 51(4): 531-67.
- Schulhofer-Wohl, Jonah, and Nicholas Sambanis. 2010. “Disarmament, Demobilization, and Reintegration Program and Civil War Recurrence: An Assessment.” *Research Report*. Sandoeverken: Folke Bernadotte Academy.
- Sharif, Sally. 2022. “Ethiopia's peace may Depend on Post-Conflict Plans for Tigray Soldiers.” *The Washington Post* (18 November).  
<https://www.washingtonpost.com/politics/2022/11/18/ethiopia-peace-tplf-tigray/>
- Listen to “Francy Carranza-Franco, Demobilisation and Reintegration in Colombia” in the New Books for Political Science Podcast (24 April 2023).  
<https://newbooksnetwork.com/demobilisation-and-reintegration-in-colombia>.

**Week 10 – Reintegration of Ex-Combatants***March 12*

- Walter, Barbara F. 2002. *Committing to Peace*. Princeton: Princeton University Press. [Chapter 2 and all the tables in Chapters 3-4]
- Spear, Joanna. 1999. “The Disarmament and Demobilisation of Warring Factions in the Aftermath of Civil Wars: Key Implementation Issues.” *Civil Wars* 2(2): 1-22.
- Cajak, Ledio. 2015. “The Complex Story of a Child Soldier.” *The Washington Post* (12 January). <https://www.washingtonpost.com/news/monkey-cage/wp/2015/01/12/the-complex-story-of-a-child-soldier/>.
- Watch “Why Colombia’s Peace Deal is Failing.”  
[https://www.youtube.com/watch?v=V34r\\_ITZNjg](https://www.youtube.com/watch?v=V34r_ITZNjg). [10 mins]

## Week 11 – Security Sector Reform (SSR)

March 19

- Berg, Louis-Alexandre. 2022. *Governing Security After War: The Politics of Institutional Change in the Security Sector*. Oxford, UK: Oxford University Press. [chapter 2]
- Lake, Milli. 2022. “Policing Insecurity.” *American Political Science Review* 116(3): 858–74.
- Wilén, Nina. 2015. “How to Unite Enemy Fighters into a Single National Army.” *The Washington Post* (11 November).  
<https://www.washingtonpost.com/news/monkey-cage/wp/2015/10/30/how-to-to-unite-former-enemy-fighters-into-a-single-national-army-and-reunify-a-country-while-youre-at-it/>.
- Watch “Challenges of Security Sector Reform (SSR) in Afghanistan.”  
<https://www.youtube.com/watch?v=NTW12KZ3-6k>. [5 mins]
- Watch “Inside the Afghan National Army.”  
[https://www.youtube.com/watch?v=Tlja\\_ZhNXdw](https://www.youtube.com/watch?v=Tlja_ZhNXdw). [43 mins]

## Week 12 – Peace Agreement Implementation

March 26

- Mattes, Michaela, and Burcu Savun. 2009. “Fostering Peace After Civil War: Commitment Problems and Agreement Design.” *International Studies Quarterly* 53: 737-759.
- Joshi, Madhav, and Jason M. Quinn. 2017. “Implementing the Peace: The Aggregate Implementation of Comprehensive Peace Agreements and Peace Duration after Intrastate Armed Conflict.” *British Journal of Political Science* 47(4): 869–892.
- Peace Accords Matrix dataset
- Camara, Kamissa. 2016. “Violent protests have erupted in Mali: Here is What is Driving them.” *The Washington Post* (15 August).  
<https://www.washingtonpost.com/news/monkey-cage/wp/2016/08/15/whats-the-role-for-malis-youth-after-the-2015-peace-accord-not-enough-protesters-say/>.
- Listen to “Ex-Combatants and Peace Agreement with the FARC-EP in Colombia” in the New Books for Political Science Podcast (15 April 2023).  
<https://newbooksnetwork.com/excombatientes-y-acuerdo-de-paz-con-las-farc-ep-en-colombia>.



### **Week 13 – International Involvement in Peace Agreement Implementation**

*April 2*

- Maekawa, Wakako, Barış Arı, and Theodora-Ismene Gizelis. 2019. “UN Involvement and Civil War Peace Agreement Implementation.” *Public Choice* 178: 397–416.
- Karreth, Johannes, Jason Quinn, Madhav Joshi, and Jaroslav Tir. 2023. “International Third Parties and the Implementation of Comprehensive Peace Agreements After Civil War.” *Journal of Conflict Resolution* 67(2-3): 494-521.
- Campbell, Susana. 2015. “What Burundi's crisis says about U.N. capacity to build peace.” *The Washington Post* (18 May).  
<https://www.washingtonpost.com/news/monkey-cage/wp/2015/05/18/what-burundis-crisis-says-about-un-capacity-to-build-peace/>.
- Watch “Patrolling the Lawless Sahara Desert with the Blue Helmets.”  
<https://www.youtube.com/watch?v=tDUAEgImXY>. (12 mins)

### **Week 14 – Student presentations**

*April 9*

Submit your papers by midnight on April 26 on Canvas and TurnItIn.

**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.

**General Academic Policies**

Regular attendance in class meetings is expected. All assignments must be completed and handed in.

Read the university calendar so that you are aware of no-penalty drop dates, requirements for medical authorization (to defer an exam, for example) and other procedures that may affect you.

Students who wish to appeal grades assigned to their academic work may do so. The initial appeal should be made to the course instructor. If the student remains unsatisfied with this process, he/she may proceed to the head of the department or further to a formal committee established in accordance with University policies.

Religious holidays – UBC permits students who are scheduled to attend classes or write examinations on holy days of their religions to notify their instructor in advance of these days and their wish to observe them by absenting themselves from class or examination. Instructors provide opportunity for students to make up work or examinations missed without penalty. (Policy # 65.)

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

**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 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. 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.

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 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.

## **TurnItIn**

In accordance with departmental policy, in this course you will be required to submit your research paper 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 research papers to the TurnItIn website, where software scans the paper 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. 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. 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>

**Students are required to e-mail one copy of their paper to the Instructor and submit the same paper electronically to TurnItIn.**

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>

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](http://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.

Once added to a course, you will be able to submit your “research paper” 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.

## **COVID-19 Safety**

**If you are sick, it is important that you stay home.** Complete a self-assessment for

COVID-19 symptoms here: <https://bc.thrive.health/covid19/en>. In this class, the marking scheme is intended to provide flexibility so that you can prioritize your health and still succeed.

**If you miss class because of illness:** You will be provided the opportunity to earn participation points for that week by scheduling a zoom meeting with me to discuss the week's readings and themes at a later date.

**If I (the instructor) am feeling ill:** If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for the class as soon as possible by email. If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an email informing you how to join the class.

### **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. 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: <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 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 and with the instructor.

I expect us all to respect the preferred personal pronouns of all students. Using the right pronoun, like using someone's correct name, is a way to show respect. Please advise me of your pronoun preference early in the semester so I can respond as appropriate.

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.

Resources are available at:

Sexual Assault Support Centre, (SASC)  
249M, Student Union Building, UBC  
604-827-5180  
[sasc@ams.ubc.ca](mailto:sasc@ams.ubc.ca)  
<http://amssasc.ca>

Equity and Inclusion Office  
2306 – 1874 East Mall (Brock Hall)  
604.822.6353  
[equity@equity.ubc.ca](mailto:equity@equity.ubc.ca)  
<http://equity.ubc.ca>