

## Popular Sovereignty

Graduate Seminar (POLI 523B/449E-001)

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Office Hours: Monday 1.30-3.00 PM (Buchanan C421)

This graduate seminar will examine one of the founding principles of political modernity: the people are the source of sovereign power. From their very origins, the concepts of sovereignty and the people have generated intense debates and disagreements. No less contentious has been the modern wager to locate sovereignty in the figure of the people. It is a problem that sits at the heart of the history of political thought as well as democratic theory. Though less often acknowledged, the idea of popular sovereignty also touches upon some of the most salient questions in global political thought.

Bringing together both historical and theoretical reflections on popular sovereignty, the course will investigate the intellectual history of popular sovereignty as much as the questions that emanated from its messy historical enactments. Along the way, the seminar will address a number of pivotal questions: Is modern constitutional democracy's claim to represent the will of the people theoretically coherent? Is there an inherent tension between the institutional and extra-institutional dimensions of popular sovereignty? How exactly did the idea of popular sovereignty acquire its global life? What is different about the anticolonial career of popular sovereignty? Can we ultimately separate popular sovereignty from populism? Integrating resources from European and non-European political thought, this course will explore popular sovereignty in its global dimension.

### **Grade Distribution**

Participation	15%
Presentation	15%
Research Paper.	70%

**Participation:** Class participation is of vital importance. I expect you to regularly attend and participate in class discussions (If you have more than one unexcused absence, it will affect your participation grade). Class participation includes sharing your thoughts on assigned readings, listening and note-taking, and advancing dialogical discussions, among other things.

Please note that suggested readings are not mandatory or necessary. I have included them so that you can explore the topics in greater detail on your own (should you be interested in further exploring them).

**Presentation:** Each student will be expected to present and lead the following discussion for one session. Your presentation should not exceed 12 minutes. You should spend 7 seven minutes summarizing the arguments and 5 minutes posing and contextualizing questions for the class.

**Research Paper:** Your final paper for the class should be between 15-18 pages. You will be expected to choose an issue related to the idea of popular sovereignty—whether historical or theoretical. The paper will be evaluated on three criteria: (i) the rigor and depth of your understanding of popular sovereignty, (ii) the quality of your interpretation of the texts in question, and (iii) the substance and originality of your argument.

You are required to submit a one-page proposal of the paper by **November 8** (or before). If your topic for the paper appears to be unclear, I will suggest that you meet me during my office hours to discuss the paper proposal.

The paper will be due on **December 12**. The deadline is not negotiable (except for legitimate excuses such as doctor's note, family emergency, religious holiday, or disability).

**Course Texts:** Almost all the readings for this course will be available electronically through Canvas. But you will need to purchase a copy (or arrange an electronic copy) of the following book: Richard Tuck, *The Sleeping Sovereign: The Invention of Modern Democracy* (Cambridge: Cambridge University Press, 2016).

### Schedule

#### **Week 1 (September 8): The Meanings of Popular Sovereignty**

- Edmund Morgan, *Inventing the People: The Rise of Popular Sovereignty in England and America* (New York: W.W. Norton & Co., 1989), 11-77.
- Sheldon Wolin, "The People's Two Bodies," *Democracy* 1, no. 1 (1981): 9-24.
- Bryan Garsten, "Representative Government and Popular Sovereignty," in *Political Representation*, eds. Shapiro et al., (Cambridge: Cambridge University Press, 2010), 90-110.
- Claude Lefort, "The Question of Democracy," in *Democracy and Political Theory* (London: Polity, 1988), 9-21.

**Week 2 (September 15):** No Class (annual meeting of the American Political Science Association)

#### **Week 3 (September 22): Popular Sovereignty Between Sovereignty and Government**

- Richard Tuck, *The Sleeping Sovereign: The Invention of Modern Democracy* (Cambridge: Cambridge University Press, 2016) [all].
- Daniel Lee, *Popular Sovereignty in Early Modern Constitutional Thought* (Oxford: Oxford University Press, 2016), 1-23.

### *Suggested Readings:*

- Jean Bodin, *On Sovereignty* (Cambridge: Cambridge University Press, 1992), 1-126.

- Thomas Hobbes, *Leviathan*, chapters 16-19.
- Quentin Skinner, "Hobbes and the Purely Artificial Person of the State," *Journal of Political Philosophy* 7, no. 1 (1999): 1-29.
- Michel Foucault, *Society Must Be Defended* (NY: Picador, 1997), 43-114
- Abhishek Kaicker, *The King and the People: Sovereignty and Popular Politics in Mughal Delhi* (NY: Oxford University Press, 2020).

#### **Week 4 (September 29): The Will of the People in the Eighteenth-Century**

- Jean-Jacques Rousseau, *On the Social Contract*, Book II.
- Patrick, Riley, "Rousseau's General Will," in *The Cambridge Companion to Rousseau*, ed. Patrick Riley (Cambridge: Cambridge University Press, 2001), 124-153.
- Hannah Arendt, *On Revolution* (Chicago: University of Chicago Press, 1963), 49-105.
- Jason Frank, "Rousseau's Silent Assemblies," in *The Democratic Sublime: On Aesthetics and Popular Assembly* (Oxford: Oxford University Press, 2021), 41-68.

#### *Suggested Readings:*

- Patrick, Riley, "The General Will Before Rousseau," *Political Theory* 6, no. 4 (1978): 485-516.
- Tracy B. Strong, "General Will in Rousseau and After Rousseau" in *The General Will: The Evolution of a Concept* ed. James Farr and David Lay Williams (Cambridge: Cambridge University Press), 307-332.
- Judith Shklar, *Men and Citizens: A Study of Rousseau's Social Theory* (Cambridge: Cambridge University Press, 1985).
- Michael Sonenscher, "Jean-Jacques Rousseau and the Foundation of Modern Political Thought," *Modern Intellectual History* 14, no. 2 (2017): 311-337.
- Jürgen Habermas, "Popular Sovereignty as a Procedure," in *Between Facts and Norms: Contributions Toward a Discourse Theory of Law and Democracy* (Massachusetts: MIT Press, 1998), 463-490.

#### **Week 5 (October 6): Popular Sovereignty, Constituent Power, and the French Revolution**

- Emmanuel-Joseph Sieyès, *What is the Third Estate?* in *Political Writings*, ed. Michael Sonenscher (Indianapolis: Hackett, 2003), 94-144.
- Maximilien Robespierre, "The Principle of Revolutionary Government," in *Virtue and Terror* (London: Verso, 2007), 98-107.
- Marquis de Condorcet, "On the Meaning of the Words 'Freedom', 'Free', 'A Free Man', 'A Free people,'" in *Political Writings*, eds. Steven Lukes and Nadia Urbinati (Cambridge: Cambridge University Press, 2012), 181-189.

- Lucia Rubinelli, “Sieyès and the French Revolution,” in *Constituent Power: A History* (Cambridge: Cambridge University Press, 2020), 33-74.
- Pierre Rosanvallon, “Revolutionary Democracy,” in *Democracy Past and Future* (NY: Columbia University Press, 2007), 79-97.

*Suggested Readings:*

- Martin Loughlin, “The Concept of Constituent Power,” *European Journal of Political Theory* 13, no. 2 (2014): 218-237.
- Andrew Arato, *The Adventures of the Constituent Power: Beyond Revolutions* (Cambridge: Cambridge University Press, 2017).

**Week 6 (October 13): From the French Revolution to the British Reform Bill of 1832: Revolution and Representation**

- Alexis de Tocqueville, *The Ancien Regime and the French Revolution* (Cambridge: Cambridge University Press, 2011), 1-30, 127-186.
- Pierre Rosanvallon, “Revolutionary Democracy,” in *Democracy Past and Future* (NY: Columbia University Press, 2007), 98-114.
- T.B. Macaulay, *Speeches of Lord Macaulay: Corrected by Himself* (London: Longmans, Green & Co., 1877), 1-44.
- Gregory Conti, “Democracy Confronts Diversity: Descriptive Representation in Victorian Britain,” *Political Theory* 47, no. 2 (2019): 230-257.

*Suggested Readings:*

- Edmund Burke, *Reflections on the Revolution in France* (Cambridge: Cambridge University Press, 2014) (selections to be confirmed)
- Mary Wollstonecraft, “A Letter to the Right Honorable Edmund Burke,” in *A Vindication of the Rights of Men and a Vindication of the Rights of Women* (Oxford: Oxford University Press, 1994), 5-64.
- Francois Furet, *Interpreting the French Revolution* (Cambridge: Cambridge University Press, 1981), 1-80.
- George Rudé, *The Crowd in the French Revolution* (Oxford: Oxford University Press, 1967).

## **Week 7 (October 20): Popular Sovereignty and the American Revolution**

- Bruce Ackerman, *We the People volume 1: Foundations* (Cambridge: Harvard University Press, 1991), 3-33, 165-199.
- Jason Frank, *Constituent Moments: Enacting the People in Post-Revolutionary America* (Durham: Duke University Press, 2010), 1-40, 209-236.
- Angélica Maria Bernal, “A Tale of Two Democratic Foundings: The United States, Haiti and the Problem of Democratic Self-Constitution,” in *Beyond Origins: Rethinking Founding in a Time of Constitutional Democracy* (Oxford: Oxford University Press, 2017), 75-103.
- Adam Dahl, *Empire of the People: Settler Colonialism and the Foundation of Modern Political Thought* (Kansas: Kansas University Press, 2018), 47-74.

### *Suggested Readings:*

- Sheldon S. Wolin, “Tending and Intending a Constitution: Bicentennial Misgivings,” in *The Presence of the Past*, 82–99.
- Eric Nelson, *The Royalist Revolution: Monarchy and the American Founding* (Cambridge, MA: Harvard University Press, 2014.)
- Gordon Wood, *The Radicalism of the American Revolution* (New York: Alfred Knopf, 1992).

## **Week 8 (October 27): Popular Sovereignty: Territorial and Extra-Territorial**

- Harold Laski, “The Theory of Popular Sovereignty,” *Michigan Law Review* 17, no. 3 (1919): 201-15
- Carl Schmitt, *The Concept of the Political* (Chicago: University of Chicago Press, 2008), 19-78.
- Barnard Yack, “Popular Sovereignty and Nationalism,” *Political Theory* 29 no. 4 (2001): 517-536.
- Anna Jurkevics, “Land Grabbing and the Perplexities of Territorial Sovereignty,” *Political Theory* 50, no. 1 (2022): 32-58.

### *Suggested Readings:*

- F.G. Whelan, “Prologue: Democratic Theory and the Boundary Problem,” *Nomos* 25 (1983): 13-47.

- Faisal Devji, *Muslim Zion: Pakistan as a Political Idea* (Cambridge, MA: Harvard University Press, 2013).
- Nazmul S. Sultan, "Between the Many and the One: Anticolonial Federalism and Popular Sovereignty," *Political Theory* 50, no. 2 (2022): 247-274.
- Paulina Ochoa Espejo, *On Borders: Territories, Legitimacy, and the Rights of Place* (Oxford: Oxford University Press, 2020).
- Arash Abizadeh, "On the Demos and Its Kin: Nationalism, Democracy, and the Boundary Problem," *American Political Science Review* 106, no. 4 (2012): 867-882

### **Week 9 (November 3): Popular Sovereignty and Anticolonial Political Thought I**

- John Stuart Mill, *Considerations on Representative Democracy* (1861), Chapters 1-4.
- Bipin Chandra Pal, *The Indian National Congress* (Lahore, 1887), 3-28.
- Kwame Nkrumah, *Toward Colonial Freedom: Africa in the Struggle Against World Imperialism* (Ghana: Guinea Press, 1945).
- Karuna Mantena, "Anticolonialism and Popular Sovereignty," in *Popular Sovereignty in Historical Perspective* ed. Richard Bourke and Quentin Skinner (Cambridge: Cambridge University Press, 2016), 297-319.

#### *Suggested Readings:*

- Jawaharlal Nehru, *Toward Freedom: The Autobiography of Jawaharlal Nehru* (Boston: Beacon Press, 1958 [1936]).
- Julius Nyerere, *Freedom and Development: A Selection from Writings and Speeches 1968-1973* (New York: Oxford University Press, 1974).

### **Week 10 (November 10): No class (midterm break)**

### **Week 11 (November 17): Popular Sovereignty and Anticolonial Political Thought II**

- M.K. Gandhi, *Hind Swaraj* (all) [If you want to purchase a copy of this book, I recommend the Cambridge edition].
- W.E.B. Du Bois, *W.E.B. Du Bois: International Thought*, eds. Adom Getachew and Jennifer Pitts (Cambridge: Cambridge University Press, 2022) (selections to be confirmed)
- Uday Singh Mehta, "Gandhi on Democracy, Politics and the Ethics of Everyday Life," *Modern Intellectual History* 7, no. 2 (2010): 355-371.

- Adom Getachew, “From Principle to Right: The Anticolonial Reinvention of Self-Determination,” in *Worldmaking after Empire: The Rise and Fall of Self-Determination* (Princeton: Princeton University Press, 2019), 71-106.

*Suggested Readings:*

- Karuna Mantena, “Gandhi’s Critique of the State: Sources, Contexts, Conjunctures,” *Modern Intellectual History* 9 (2012): 535-563.
- Faisal Devji, *The Impossible Indian* (Cambridge, MA: Harvard University Press, 2012).
- Nazmul S. Sultan, “Self-Rule and the Problem of Peoplehood in Colonial India,” *American Political Science Review* 114, no. 1 (2020): 81-94.
- David Scott, *Conscripts of Modernity: The Tragedy of Colonial Enlightenment* (Durham: Duke University Press, 2004)
- Partha Chatterjee, *Nationalist Thought and the Colonial World* (London: Zed Books, 1986)

**Week 12 (November 24): Popular Violence: Virtues and Vices**

- Frantz Fanon, *The Wretched of the Earth* (NY: Grove Press, 2004), 1-51.
- Shruti Kapila, *Violent Fraternity: Indian Political Thought in the Global Age* (Princeton: Princeton University Press, 2021), 1-13, 229-271.
- Kevin Duong, *The Virtues of Violence: Democracy Against Disintegration in Modern France* (Oxford: Oxford University Press, 2020), 1-82.

*Suggested Readings:*

- Sigmund Freud, *Group Psychology and the Analysis of the Ego* (NY: WW Norton & Company, 1975).
- Hannah Arendt, *On Violence* (NY: Harcourt, 1970).

**Week 13 (December 1): Popular Sovereignty and Populism**

- Ernesto Laclau, *On the Populist Reason* (London: Verso, 2005) (selections to be confirmed).
- Nadia Urbinati, “Political theory of Populism,” *Annual Review of Political Science* 22 (2019): 111-127.
- Partha Chatterjee, *Politics of the Governed: Reflections on Popular Politics in Most of the World* (Columbia: Columbia University Press), 27-80.
- Aziz Rana, “The Populist Challenge and the Unraveling of Settler Society,” in *Two Faces of American Freedom* (Cambridge: Harvard University Press, 2010), 176-235.

### *Suggested Readings:*

- Jan-Werner, Müller, *What is Populism?* (Philadelphia: University of Pennsylvania Press, 2017).
- Chantal Mouffe, *For a Left Populism* (London: Verso, 2018).
- Duncan Kelly, “Populism and the History of Popular Sovereignty,” in Cristóbal Rovira Kaltwasser and others (eds), *The Oxford Handbook of Populism* (Oxford: Oxford University Press, 2017), 511-534.

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### **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 lectures and tutorials and participation (in tutorials) is expected. All assignments must be completed and handed in. Students who do not attend regularly or fail to hand in an assignment may be disallowed from writing the final exam.

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 TA or 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 [Centre for Accessibility](#) advisor to determine what accommodations/services you are eligible for.

### **University Values and Priorities:**



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 and cultural 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 [here](https://senate.ubc.ca/policies-resources-support-student-success) (<https://senate.ubc.ca/policies-resources-support-student-success>)

### **Academic Accommodations and 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. For more information on concessions, please see Arts Advising:

<https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/>

If you miss marked coursework (assignment, quiz) and you are an Arts student, review the Faculty of Arts' [academic concession page](#) and then complete Arts Academic Advising's [online academic concession form](#), so that an advisor can evaluate your concession case. If you are a student in a different Faculty, please consult [your Faculty's webpage on academic concession](#), and then contact me where appropriate.

If your situation is related to an experience of sexual violence, you have the option of contacting UBC's [Sexual Violence Prevention and Response Office \(SVPRO\)](#) (604 822 1588) who can assist you with your academic concession.

### Academic Accommodation for Students with Disabilities:

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#). The Centre will determine that student's eligibility for accommodations in accordance with [Policy 73: Academic Accommodation for Students with Disabilities](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

### Academic Accommodations for Religious or Spiritual Experiences

The University is obligated to comply with the BC Human Rights Code in accommodating students observances of sincerely held religious beliefs. If you would like to request an

academic concession because of a conflict with a religious observance, please see your academic advisor. To learn more visit:

<https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions>

### **Academic Integrity and Responsibility**

As a member of this class, you are responsible for contributing to the course objectives through your participation in class activities and your work on 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.

### **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:

<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. 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>