

Point Loma Nazarene University
Department of History and Political Science

**POL 1001:
Understanding the Political World**



Spring 2023	Dr. Lindsey Lupo
Course Time: MWF 11:00-11:55am	Office: Colt Hall 115 (downstairs)
Course Location: Evans Hall 122	Office Hours: Weds. 1:30pm-2:30pm, but also feel free to set up a time that works for you (emailing me to make an appointment is best). I'll also be holding office hours out on the track occasionally – see Canvas for dates and times!
Course website: https://canvas.pointloma.edu/	Email: lindseylupo@pointloma.edu
	Office Phone: (619) 849-7589

PLNU Mission:

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where truth is pursued, grace is foundational, and holiness is a way of life.

Department of History and Political Science Mission:

As followers of Christ, the Department of History and Political Science promotes wisdom and scholarship about historical contexts and political systems, so that graduates can become local and global leaders in the service of Christ and humanity.

PLNU Foundational Explorations Mission:

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a

broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and cultures.

Course Description:

As a Foundational Explorations Course: This course is one of the components of the FE Program at PLNU, under the category of “Exploring History, Society, and the Self” where students pursue historical, social, and personal awareness, focusing on the analytical, communication, and quantitative skills necessary for successful living in modern society. By including this course in a common educational experience for undergraduates, the faculty supports an introduction to the natural and social sciences as tools for exploring the social and political world, with emphasis on collecting and interpreting empirical data for both theoretical and practical purposes.

Specifically: This course offers a survey of the major dynamics within the political world. The course focuses on political behavior, structures of government, the people and processes of politics, and the challenges currently facing countries around the world. In this course, we will explore a variety of contemporary issues, including inequality, poverty, nationalism, democratization, political violence, and development.

This course will introduce you to a variety of political science terms and concepts as well as the tools for understanding politics and political behavior. Throughout the semester, you will apply the perspectives of political science to the actions of individuals, groups, and countries in the contemporary world. Our primary mode of exploration in this course will be comparative politics, in the sense that we will study themes and concepts and structures comparatively, to see how different choices result in different outcomes. For instance, consider the following: if a country chooses a parliamentary system over a presidential system, does this affect the people’s level of power over their elected representatives? Why would an individual protest rather than vote? Is microfinance a more effective poverty alleviation tool than foreign aid?

Did your eyes glaze over when reading the above paragraph? Let’s put it this way: I think this course will be very exciting and engaging for all of us. Why? We get to explore some fascinating questions about politics and government: Why do people vote (or not)? Why are 18-24 year olds politically apathetic? Is democratic socialism a recipe for laziness or the morally ethical thing to do? What is life like for a person living under a totalitarian regime? Senegal is fairly poor and its population is predominantly Muslim, but the country is democratic – how did this country overcome some common hurdles to democracy? How do we define terrorism? What do we do with the knowledge that one billion people live under 14th century conditions of civil war, disease, and lack of education? In exploring these questions and many others, I believe that this course will help us to become enthusiastic and knowledgeable political participants.

Intercultural Pathways Program:

This course will earn you points toward the intercultural pathways program. This program is a global citizenship skill-building program at PLNU. A desired marker of all PLNU graduates is that they are able to embody meaningful community engagement in a complex world which demands intercultural awareness and skills. IP endeavors to make clear the various ways you can navigate the multiple options at PLNU which will help you grow in intercultural competency. In addition, the program incentivizes your participation in coursework, forums and experiential programs that prepare you for meaningful intercultural engagement throughout your life. To learn more about the program, visit the program’s page on the PLNU website.

Course Learning Outcomes (CLOs):

You will:

- Possess a factual and theoretical understanding of political knowledge, behavior, theories, systems, processes, structures, and outcomes
- Think critically, analytically, and synthetically
- Sharpen their communication skills
- Exhibit a heightened sense of personal political efficacy and civic responsibility
- Be encouraged to become thoughtful participants of the political world
- Be exposed to some of the most pressing political problems of the day, including poverty, human trafficking, gender inequity, lack of freedom, and declining participation rates.

Program Learning Outcomes (PLOs):

Students in the political science major will:

- Develop an appreciation of the field of politics (PLO 1 assessed through political participation portfolios).
- Develop and express ideas in written communication in an effective and scholarly manner (PLO 5 assessed through the midterm exam and final exam).

Foundational Explorations Learning Outcome (FELO):

Students will:

- Demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts (assessed through a final exam essay question)

Course Readings:

All readings are required and are available through the bookstore or through [Pearson online](#). A printed copy of the Danziger and Lupu book is also available on two-hour reserve at Ryan Library.

1. Danziger, James N. and Lindsey Lupu. 2020. *Understanding the Political World: A Comparative Introduction to Political Science* (13th Edition). New York: Pearson Education, Inc.
2. Various electronic readings – they are available on the course Canvas site. Along with the link to each reading, you will see some “food for thought” reading questions. I’ve added these for you to better understand how that particular reading connects to the textbook reading, as well as our larger understanding of the concepts and questions we’re discussing. They are not required questions and you don’t have to write anything down (unless you choose to do so – see “buffer questions” below under assessment requirements); they are meant simply to help you better see the big picture of how it all comes together.

Additional Readings:

As budding political scientists and citizens, you should regularly follow current political events at the local, national, and international level. Make it a habit now that continues throughout your lifetime – you wake up, grab a cup of coffee, and read the news (and no, your social media outlets do not count as “news”). I’d love to see you explore more sophisticated news outlets, such as the *New York Times*, *Wall Street Journal*, *NPR*, *The Economist*, *BBC News*, and *The Atlantic*. These sources will offer you in-depth analysis beyond click bait headlines and surface-level bullet points. I strongly recommend that you peruse these media outlets on a regular basis. Most of them offer very inexpensive rates for university students (as low as \$1.00 per week for unlimited access) and the PLNU Ryan Library offers free access.

Course Format and Expectations:

This course will meet three times per week. Attendance will be recorded every day and anyone coming in more than 10 minutes late will *not* be marked “present.” It is also essential that the readings be completed prior to coming to class as the lecture and discussion will usually expand on and draw from the readings. All class PowerPoints are posted on Canvas at least 2 hours before class and students are very much encouraged to participate during the lectures. In addition, discussion time will often be built in to class. Class-time will therefore be a combination of lecture, discussion, group activities, presentations, short videos, and documentaries (not all in one day of course!).

To understand the expectations I have for my students, you must first understand my goals as a professor. My aim in designing this course is to introduce you to the field of political science – its theories, its goals, the main concepts (both structural and functional) and methods. I hope you’ll finish this course first and foremost, well-prepared to move forward to more advanced political science courses, if you choose to do so. Should this be your only political science course of your college career, I hope that you are not only able to understand what politicians, pundits, world leaders, academics, organizations, and journalists are talking about, but also are able to assess and evaluate their competing proposals, claims, and evidence. Additionally, I want all of you to be able to communicate your informed, reasoned insights to others through your words and your writing.

To be sure, these are ambitious goals. But in my experience students are more than able to achieve them. Indeed, with hard work they often exceed them! As such, the basic expectation I have is that you will work hard in this course (in return, I will work hard to help you learn, grow, and achieve). I expect you to...

1. Attend: Regular attendance is strongly encouraged. I try to design lesson plans in a way that makes coming to class a good use of your time. Think of the class as a community or group that depends on your involvement to function well. I ask that you make a commitment to the community of learners sharing the course with you and that you work to support your learning and the learning of your peers. If that is unpersuasive, however, let me say that you are accountable for everything that occurs in class including all material covered in lectures and any announcements made during class meetings. If you cannot attend, have a friend take notes for you.
2. Prepare: A central goal of this course is to link the abstract world of political science with the real global political world. I expect you to keep up with the readings so you’ll be better able to recognize and apply these concepts during the class lectures and group activities. Read assigned materials, prepare questions, and talk with each other about the issues outside of class. Feel free to contact me to seek clarification of lecture material or to chat about other course-related matters. Questions regarding grades or grading should be addressed in person. I am committed to helping students improve their performance and to addressing concerns. Please, see me before a minor concern becomes a major problem.
3. Think: While I certainly want you to know what political scientists have said and learned about the various phenomena we’ll study, I care more that you figure out what you think about those things. Regurgitation is not enough. Hence I expect you to be able to offer more than a summary of materials presented in this course. Does the argument make sense? Is the evidence credible? Does it support the claims? Do the conclusions seem reasonable given the argument and evidence? Simply put, I want *your* well-considered insights.
4. Engage: Interesting and engaging are not adjectives often used to describe political science. In my assessment, that’s a shame. The combination of interesting subject-matter (politics) with interesting people (students) should make for dynamic learning environment. Inasmuch as you can contribute to creating such an environment, I hope (and expect) you will. Please come prepared to engage in active learning.

Assessment Requirements:

In-class Analysis of a Political Belief System – During class over a two-day period, you will have the opportunity to analyze someone else’s political belief system. You will identify their core political beliefs, specify key agents of political socialization, and write several general analytic statements about the nature of their political belief system. The first few weeks of lecture and chapters 1-4 and the Appendix in Danziger and Lupo’s *Understanding the Political World* will help you with this assignment (especially the sections on “belief systems” and “agents of political socialization”). Further instructions will be provided in the days leading up to the assignment.

Midterm Exam – the midterm will consist of two parts. The first part of the midterm will consist of 6 concepts (or pairs of concepts) that have been dealt with in the readings, discussion and/or lectures. You will explicate 3 of these 6 concepts. It is your choice as to which 3 to explicate. You will also identify 15 countries on a map. You will not have a choice of the 15 countries that you will place on the blank map. A “study guide” list of possible countries and concepts will be distributed at least a week before the midterm exam.

Reading Assessments – At various points throughout the semester, you will be assessed on your understanding of the recently assigned readings. These assessments will appear as a “quiz” on Canvas and will be open for a few days, allowing you to take it when it’s convenient and when you’re ready. I will announce these reading assessments by posting an announcement in Canvas and by assigning the quiz in our weekly modules.

In-class Group Presentation – On certain days (see schedule below), students will be placed in groups and will use class time to prepare and present a small presentation for the rest of the class. The subject of the presentation is listed below on the schedule. Everyone in the group that is present that day will receive the same “presentation grade.” Both the reading assessments and the group presentations will act as preparation for the exams.

Political Participation Portfolio – One of my goals in this course is to get you excited about politics and political science. One way to do this is to get you politically active. Therefore, you will have the possibility to earn up to 25 points by participating politically in the governmental process. A list will be distributed with approved political acts, each one worth a varying number of points. The full prompt and description is on Canvas and will also be distributed on the first day of class.

Final Exam – the final exam will consist of four essay questions of which you will answer two. The final will be cumulative and will be open-book and open-note.

Attendance/Participation – It is to your great benefit to attend EVERY class session. A sign-in sheet will be passed around daily and a ½ of a point will be given for each day of attendance, excluding the midterm exam day, the presentation days, and the final exam day. If you sign-in for the day, it is on your honor and out of fairness to your classmates that you arrive on time and do not leave early. In addition, you will be assessed on your participation. This assessment will include, but not be limited to, your contributions to whole class and small group discussions, emailing me (or coming to office hours or chatting after class) with questions or comments regarding the reading or lectures, and generally having a participatory and positive attitude regarding elements of the course.

I also expect that you will use technology during class time only for academic purposes, as we only have 55 minutes together and my goal is to maximize this learning time. I treat all my students as the adults that they are, thus I expect you to act accordingly. I recognize that you are soon-to-be working professionals and

graduate school students, and to help prepare you for this transition, I expect an academically engaged and professional approach from each of you. At a minimum, this includes arriving on time (or early), engaging in active listening and discussion, not texting, emailing, working on other class assignments, or using social media during class (would you do these things in a business meeting or a graduate school seminar?), and completing all assignments when due.

Optional “Buffer” Points – The “food for thought” questions posted on Canvas along with the assigned readings are meant to get you thinking more deeply about the readings. They are meant to just help guide your thinking and make connections as you read that day’s assigned reading – a written response is not required. However, these questions also offer you a chance to earn some extra credit points. Throughout the semester, you may submit on Canvas a 125-200 word response to the “food for thought” question(s) posed. A sound response (valid, relevant, and cogent) will earn you up to one point, with a maximum of five (5) such “buffer points” being possible during the course. These are due before the start of class on the day of the assigned reading and you can post your response directly on the Canvas site. Again, writing a response is not required – you need only do so if you would like an extra credit point and/or feedback from me.

Miscellaneous:

- All of the slides that I use in each class session are posted on Canvas at least two hours before class.
- All late assignments/exams (in-class and out of class) will have points deducted unless notification and arrangements are made with me at least 24 hours prior to the assignment’s due date. I reserve the right to change the structure of any make-up exam or assignment given. If you have some special circumstance that might affect your ability to meet all of the course’s expectations, come and talk to me immediately. With abundant notice I’ll be as accommodating as possible, as long as it does not compromise fairness for all.

Grade Points for Each Assignment:

In-Class Analysis of a Political Belief System	20 Points
Midterm Exam	75 Points
Reading Assessments	25 Points
Group Presentation #1	10 Points
Group Presentation #2	10 Points
Political Participation Portfolio	25 Points
Final Exam	100 Points
Attendance/Participation	35 Points
TOTAL POSSIBLE POINTS	300 Points
(Optional) Extra Credit Buffer Points	5 Points

Grade Scale Based on Percentages:

A	B	C	D	F
A 93.3-100	B+ 86.6-89	C+ 76.6-79	D+ 66.6-69	F 59.9 and below
A- 90-93.2	B 83.3-86.5	C 73.3-76.5	D 63.3-66.5	
	B- 80-83.2	C- 70-73.2	D- 60-63.2	

Schedule - Full citations appear at the end of the syllabus along with URLs if available. Please complete the reading assignment before coming to class on the day it is assigned.

Date	Topic	Assignment
Part I: On Knowing the Political World		
Week 1		
Tuesday, January 10	Introduction to the course and welcome!	No reading
Wednesday, January 11	Politics and Knowledge	Course syllabus; Danziger and Lupo, chapter 1
January 13	Political Analysis	Danziger and Lupo, Appendix; Wallace article
Part II: Political Behavior		
Week 2		
January 16	No class – Celebrate Martin Luther King, Jr.!	No reading
January 18	Political Theory	Danziger and Lupo, chapter 2 (“Introduction” and Section 2.1 (hard copy pgs. 24-39)); Bylund article; Shorto article
January 20	Political Beliefs and Belief Systems	Danziger and Lupo, chapter 2 (Sections 2.2 and 2.3 (hard copy pgs. 40-45)); Pew Research Report
Week 3		
January 23	Political Culture	Danziger and Lupo, chapter 2 (Section 2.4 and “Looking Ahead” (hard copy pgs. 45-51)); World Values Survey “Findings and Insights”
January 25	Political Action and Behavior	Danziger and Lupo, chapter 3; SBS article
January 27	Influences on Political Beliefs and Actions	Danziger and Lupo, chapter 4; University of Cambridge article; <u>Pärnamets</u> and Van Bavel article
Week 4		
January 30	In-Class Analysis of a Political Belief System	No reading <i>Prep for analysis assignment</i>
February 1	In-Class Analysis of a Political Belief System	No reading <i>Prep for analysis assignment</i>
Part III: Political Systems		
February 3	Political Structures	Danziger and Lupo, chapter 6; Machiavelli selections

Week 5		
February 6	States and Nations	Danziger and Lupo, chapter 5 (“Introduction” and Section 5.1 (hard copy pgs. 109-118)); <i>The Economist</i> article (“Female Genital Mutilation”); Richards article; Jackson article
February 8	States and Nations II	Danziger and Lupo, chapter 5 (Sections 5.2, 5.3, and “Three Major Concepts” (hard copy pgs. 119-129)); Calamur article; Frayer interview
February 10	Helping You Prepare for the Midterm	Watch three-minute video clip on Canvas (“Iran: Youth Between Two Worlds”)
Week 6		
February 13	Political Institutional Arrangements	Danziger and Lupo, chapter 7; Lührmann and Lindberg article (pages 1095-1100 and 1107-1108; the middle pages are optional) <i>Bring to class your written mock midterm ID (assigned in previous class)</i>
February 15	Political Institutional Arrangements II	Minder article; Langfitt story; Monda article; Ghai and Ghai article <i>Bring to class your classmate’s mock midterm ID that you peer-reviewed and commented upon</i>
February 17	Political Economy	Danziger and Lupo, chapter 8; Heilbroner article
Week 7		
February 20	Political Economy II	No reading
Part IV: Political Processes		
February 22	Power and Decision-Making	Danziger and Lupo, chapter 9
February 24	Midterm Review	No reading
Week 8		
February 27	Midterm Exam	No reading <i>Study for today’s midterm exam</i>
March 1	Change and Development I	Danziger and Lupo, chapter 10; Banerjee & Duflo article; Sachs article; O’Brien article
March 3	No class – Flex Day	No reading
Spring Break		
March 6-10	No class – Spring Break!	No reading - Rest, rejuvenate, and reflect

Week 9		
March 13	Change and Development II Student Group Presentations #1 <i>Unexcused absences today will receive 10% off the final presentation grade</i>	Group of readings on Colombia (on Canvas) – Have these available during today’s class session.
March 15	Change and Development III Student Group Presentations #1 (cont’d) <i>Unexcused absences today will result in zero points for this assignment</i>	No reading
March 17	Political Violence I	Danziger and Lupo, chapter 12; Combs excerpt <i>Political Participation Draft Schedule Due (form is on Canvas and should be submitted via Canvas)</i>
Week 10		
March 20	Political Violence II	Watch The Inevitability of War by John Andrews (TED Talk)
March 22	Politics Across Borders I	Danziger and Lupo, chapter 11 (“Introduction” and Sections 11.1 and 11.2 (hard copy pgs. 288-306)); Kingsley article; Lewis article
March 24	Politics Across Borders II	Danziger and Lupo, chapter 11 (Sections 11.3 and 11.4 (hard copy pgs. 306-318)); Zakaria articles (two of them)
Week 11		
March 27	Politics Across Borders III	Saval article
March 29	Politics Across Borders IV	No reading
Part V: Politics Among States		
March 31	The More Developed Countries	Danziger and Lupo, chapter 13
Week 12		
April 3	The Less Developed Countries I	Danziger and Lupo, chapter 14
April 5	The Less Developed Countries II	Kaplan article; Surowiecki article
April 7	No class – Happy Easter!	No reading

Week 13		
April 10	No class – Happy Easter!	No reading
April 12	The Less Developed Countries III	Kristof article
April 14	The Partly Developed Countries I	Danziger and Lupo, chapter 15 (“Introduction” and Sections 15.1, 15.2, and 15.3 (hard copy pgs. 417-434)); <i>The Economist</i> article (“Cuba Bids Goodbye...”)
Week 14		
April 17	The Partly Developed Countries II	Danziger and Lupo, chapter 15 (Sections 15.4, 15.5, and 15.6 (hard copy pgs. 435-444)); <i>The Economist</i> articles (“Something is Rotten” and “Russia’s Economy is Back on its Feet”); Andreoni article
April 19	The Partly Developed Countries III	Read two high quality news articles on the BRICS country that you were assigned in the previous class session. For suggestions on finding high quality articles, see the suggested news sources under the “Additional Readings” section on page 3 of this syllabus.
April 21	Student Group Presentations #2 <i>Unexcused absences today will receive 10% off the final presentation grade</i>	No reading <i>Political Participation Portfolios Due in Class (Hard Copy)</i>
Week 15		
April 24	Student Group Presentations #2 (cont’d) <i>Unexcused absences today will receive 10% off the final presentation grade</i>	No reading
April 26	Student Group Presentations #2 (cont’d) <i>Unexcused absences today will result in zero points for this assignment</i>	No reading
April 28	Final Review	Danziger and Lupo, chapter 15 (“So...” and “The Final Debate” (hard copy pgs. 444-446)); Mounk article

<i>Final Exams Week</i>		
Wednesday, May 3	<p>Final Exam from 10:30am-1:00pm (in the classroom)</p> <p>Final exam times are set by the Office of the Vice Provost of Academic Administration and are not changeable.</p>	Study, study, study!

Full Citations For Required Non-Textbook Readings

Andreoni, Manuela. [“What Happened to the BRICS Bank?”](#) The Third Pole, November 18, 2019.

Banerjee, Abhijit and Esther Duflo. [“How Poverty Ends.”](#) *Foreign Affairs*, January/February 2020.

Bylund, Per. [“How the Welfare State Corrupted Sweden.”](#) May 31, 2006. Posted on *Mises Daily* at

Calamur, Krishnadev. [“Why Aren’t There More New Countries?”](#) October 23, 2017. *The Atlantic*.

Combs, Cindy C. “An Idea Whose Time Has Come.” In *Global Politics in a Changing World: A Reader*, edited by Richard W. Mansbach and Edward Rhodes, section 2.4. Boston: Houghton Mifflin Company, 2006.

Economist, The. [“Female Genital Mutilation: Is it Crime or Culture?”](#) *The Economist*, February 13, 1999.

Economist, The. [“Cuba Bids Goodbye to the Revolutionary Generation.”](#) *The Economist*, April 12, 2018.

Economist, The. [“Russia’s Economy is Back on its Feet.”](#) *The Economist*, May 7, 2022.

Economist, The. [“Something is Rotten: Vladimir Putin is Growing Ever More Repressive as He Loses Support.”](#) *The Economist*, April 24, 2021.

Fraye, Lauren (interview). [“Hindu Nationalism, the Growing Trend in India.”](#) NPR, April 22, 2019.

Ghai, Jill Cottrell and Yash Pal Ghai. [“Governance: Understanding the Parliamentary System.”](#) May 12, 2018. *The Star*.

Heilbroner, Robert. [“The Triumph of Capitalism.”](#) *New Yorker*, January 23, 1989: 98.

Jackson, Jon. [“Putin’s Chipping Away at Ukraine’s Sovereignty and the War isn’t Even Over Yet.”](#) *Newsweek*, May 25, 2022.

Kaplan, Robert D. [“Oh! Kolkata!”](#) *The Atlantic*, April 2008.

Kingsley, Patrick. [“Europe’s Migration Crisis Has Ebbed. Croatia Wants to Keep It That Way.”](#) *New York Times*, January 24, 2020.

Kristof, Nicholas. [“You, Too, Can Be a Banker to the Poor.”](#) *New York Times*, March 27, 2007.

Langfitt, Frank. [“UK’s Boris Johnson Faces a No-Confidence Vote.”](#) NPR News, June 6, 2022.

Lewis, Richard. [“International Law Buckles Under Weight of Refugee Crisis.”](#) IPI Global Observatory, March 4, 2016.

Luhrmann, Anna and Staffan I. Lindberg. [“A Third Wave of Autocratization is Here: What is New About It?”](#) *Democratization* 26:7, 1098-1113.

Machiavelli, Nicolo. *The Prince*, [Chapters XVII](#) and [XVIII](#).

Minder, Raphael. [“Spain’s Prime Minister, Mariano Rajoy, Is Ousted in No-Confidence Vote.”](#) June 1, 2018. *New York Times*.

Monda, David O. [“Which Way, Kenya: Presidential, Parliamentary, or Hybrid System of Government?”](#) March 9, 2018.

Mounk, Yascha. [“What Will the World Look Like in 2030?”](#) *The Atlantic*, February 1, 2020.

O’Brien, Matt. [“There has Never Been a Country that Should’ve Been so Rich but Ended up this Poor.”](#) *Washington Post*, May 19, 2016.

[Pärnamets](#), Philip and Jay Van Bavel. [“How Political Opinions Change.”](#) *Scientific American*, November 20, 2018.

Pew Research Center. [“Americans’ Concerns About War in Ukraine.”](#) Pew Research Organization, May 10, 2022.

Richards, Rebecca. [“How Does a Country Become a Country? An Expert Explains.”](#) *The Conversation*, August 3, 2017.

Sachs, Jeffrey. [“Trials and Tribulations: A Response to ‘How Poverty Ends.’”](#) *Foreign Affairs*, April 30, 2020.

Saval, Nikil. [“Globalisation: The Rise and Fall of an Idea that Swept the World.”](#) *The Guardian*, July 14, 2017.

SBS News. [“Iranian Women Continue Protests Against Compulsory Hijab, Despite Prison Warnings.”](#) SBS News, January 8, 2019.

Shorto, Russell. [“Going Dutch.”](#) *New York Times*, May 3, 2009.

Surowiecki, James. [“After Rana Plaza.”](#) *The New Yorker*. May 20, 2013.

University of Cambridge. [“Cognitive Flexibility Associated With Voting Attitudes in EU Referendum, Study Finds.”](#) April 16, 2018.

Wallace, Jon. [“Purple Districts Elect the Most Extreme Legislators, Driving Polarization.”](#) Woodrow Wilson School of Public and International Affairs, May 9, 2018.

World Values Survey. [“Findings and Insight.”](#)

Zakaria, Fareed. [“The Rise of the Rest.”](#) *Newsweek*, May 12, 2008.

Zakaria, Fareed. "[Putin's Invasion of Ukraine Marks the Beginning of a Post-American Era.](#)" FareedZakaria.com, March 10, 2022.

Incompletes and Late Assignments:

All assignments are to be submitted/turned when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

PLNU Copyright Policy:

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy:

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Accommodations Policy:

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

PLNU Attendance and Participation Policy:

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

Spiritual Care:

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#).

Campus Resources:

Research librarians are available to help you in the Ryan Library. You can reach them by phone at (619) 849-2337, by text at (619) 592-8884, or by email at reflib@pointloma.edu. To search the library for books and articles, please click here to visit their [main website](#).

The Wellness Center is available for medical, counseling and nutrition services to students. Many college students experience strained relationships, stress, anxiety, depression, physical health challenges, and other barriers to learning. The Wellness Center offers help and resources to deal with these kind of issues. The Wellness Center is located on the first floor of Nicholson Commons and is open Monday-Friday, 8 am-12:30 pm and 1:30-4 pm. They can be reached at sdwellnesscenter@pointloma.edu or at (619) 849-2574. In an emergency after hours, call 911 and PLNU Public Safety at (619) 849-2525.

Any student who has *difficulty affording groceries or accessing sufficient food to eat every day*, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to [contact the Dean of Students](#), Dr. Jake Gilbertson or Resident Director Jong Yoon (jyoon@pointloma.edu). Additionally, if you struggle with food insecurity or unstable housing, please let me know if you are comfortable in doing so. This will enable me to better understand the hardships you are navigating and to help connect you to available resources. Finally, please note that PLNU offers a Swipe Out Hunger program that allows students that are experiencing food insecurity to request free meal swipes (contact the Student Care and Engagement Assistant, Jen Klotz, at jklotz@pointloma.edu).

Title IX of the Education Amendments (1972) protects your right to an educational experience that is free from sexual discrimination, sexual harassment, and sexual violence. As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. You should know that I have a mandatory reporting responsibility under PLNU policy and federal law, and am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with PLNU's Title IX Coordinator.

PLNU strives to provide a learning and living environment that promotes *safety, transparency, personal integrity, civility, mutual respect, and freedom from unlawful discrimination or sexual harassment*. Detailed information on discrimination, harassment, and sexual assault policies and processes for getting help and for reporting are available on the [PLNU website](#). PLNU's Title IX Coordinator is Danielle Brown Friberg and she can be reached at titleix@pointloma.edu or (619) 849-2313. The Title IX office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee absolute confidentiality. Students can receive *confidential* support (with the exception of a few critical situations) from the Wellness Center (619-849-2574) or campus pastors in the Office of Spiritual Development (619-849-2655).