

	<p>Department of History and Political Science</p> <p>POL 1001: INTRODUCTION TO POLITICAL SCIENCE</p> <p>3 units</p>
<p>Spring 2024</p>	

<p>Semester Meeting Schedule: Tuesday/Thursday 11:00 am-12:15 pm Colt Hall Forum</p>	<p>Instructor and Contact Info: Dr. Amy Nantkes</p> <p>Phone: 949.266.4822 Email: anantkes@pointloma.edu</p>
<p>Office Location and Office Hours: Colt Hall 118 Tuesday/Thursday 9:30-10:30 am (Additional hours available by appointment)</p>	<p>TA and Contact Info: Jessica DeYoung</p> <p>Email: jdeyoung0021@pointloma.edu</p>
<p>Final Exam: Thursday May 2, 10:30am-1:00pm</p>	

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 grace is foundational, truth is pursued, 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.

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?

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 READINGS

All readings are required and are available through the bookstore or through [Pearson online](#).

1. Danziger, James N. and Lindsey Lupo. 2020. *Understanding the Political World: A Comparative Introduction to Political Science* (13th Edition). New York: Pearson Education, Inc.
2. Various articles, chapters, and media will also be assigned and posted on Canvas. They appear in the "schedule" section below.

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"). 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 in-depth analysis beyond clickbait headlines and bullet point details. I strongly recommend that you peruse these media outlets regularly. Also, check out AllSides.com, which presents how media outlets cover pressing issues. Most of these sources 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

To maximize your learning process, it is in your best interest that you attend each class session. It is also **essential** that the readings be completed before coming to class, as the lecture and discussion will expand on and draw from the readings. Class time activities will vary but will often include a combination of lectures, discussion, group activities, writing, and videos.

COURSE LEARNING OUTCOMES

Course Learning Outcomes (CLOs):

Students will:

1. Possess a factual and theoretical understanding of political knowledge, behavior, theories, systems, processes, structures, and outcomes.
2. Synthesize information to consider solutions and determine best practices.

3. Exhibit a heightened sense of personal political efficacy and civic responsibility.
4. Critically evaluate their role as participants in the political world.
5. Examine 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 final paper).

Foundational Explorations (FE) Learning Outcome:

Students will:

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

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

COURSE POLICIES AND SUPPORTS

LATE ASSIGNMENT POLICY

All assignments are to be submitted by the due dates posted and will be considered late if submitted after midnight Pacific Standard Time on the day they are due. If an assignment is submitted late, points possible for the assignment decreases 10% each day for four days after the due date. **Any assignment or deliverable submitted more than four days late will not be accepted. Presentations, Exams, and Reading Responses cannot be "made up" and must be completed on the due date.**

All deliverables for the course, including assignments, projects, presentations, papers, etc., must be turned in by 11:59pm on the last day of the course. No extensions or incompletes will be given to students to complete course requirements.

If you believe you have an extenuating circumstance, such as illness or family emergency, please send me an email or talk to me as soon as possible so that we may speak about your options. With abundant notice, I'll be as accommodating as possible as long as it does not compromise fairness for all.

FINAL EXAMINATION POLICY

Completing this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the Class Schedules site. No requests for early examinations or alternative days will be approved.

CLASSROOM CIVILITY

Respect for the views and values of others is an essential characteristic of a thriving learning community. Although it is likely that we may not agree with everything that is said or discussed in our course, we will behave and express our viewpoints in a manner that is courteous and professional. Disagreement and challenging of ideas in a respectful and profound manner is encouraged. Our emphasis will be on engaging in the mutual exploration of topics as presented in the course as scholars, using research and data to defend our assertions. We will develop Class Norms in Week 1 of the course and will keep each other mutually accountable to our commitment to productive and respectful discourse.

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars, we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups on any of the above. You may report an incident(s) using the [Bias Incident Reporting Form](#).

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with unique life experiences. This contributes to the way you perceive various types of information. Our course content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include war, poverty, Female Genital Mutilation, and child slavery. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center.

Should you choose to sit out on a discussion of a certain topic, know that you are still responsible for the material, but we can discuss other methods for accessing that material and assessing your learning on that

material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in Political Science, and I will support you throughout your learning in this course.

PLNU POLICIES

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.

Use of Artificial Intelligence (AI) tools (e.g. ChatGPT, iA Writer, Marmot, Botowski) is not permitted unless it is expressly stated in the assignment, and use of these tools will be treated as plagiarism.

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 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 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 ensure 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. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

SPIRITUAL CARE

Please be aware that PLNU strives to be a place where you grow as a whole person. 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 Life and Formation](#).

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

ASSIGNMENTS

3-2-1 Reading Responses

As a student of political science, it is vital that you comprehend our readings and bring your critical thinking and discussion skills to each class session throughout the semester. Therefore, you will write brief 3-2-1 Reading Responses to support you in comprehension and critical thinking and to bolster class discussion. These responses will be submitted before class on Canvas and will help you to be prepared for class and will drive our discussions of policy theory and process. A template is available on Canvas.

Analysis of a Political Belief System Interview & Paper

You will have the opportunity to analyze someone else's political belief system. You will identify their most fundamental 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, Chapters 1-4, and the Appendix in our Danziger and Lupo *Understanding the Political World* text will help you with this assignment (especially the sections on "belief systems" and "agents of political socialization"). Further instructions are provided on Canvas.

Group Presentations (2)

At various points in the semester, you will collaborate on a project with other students. The subject of the project is listed on Canvas. Everyone in the group will receive the same grade.

Weekly Classroom Conversation Preparation, Participation, and Reflection

During our course we will cover topics of interest weekly in class. The first part of the assignment will be your initial response, due on Canvas before class begins. The second part of the assignment will be your in-class contribution to small or large group discussion with your peers and brief reflection submitted to Canvas during class time.

Final Project: Political Participation Portfolio & Presentation

A goal of this course is to get you excited about politics and political science. One way to do this is to get you to be politically active. Therefore, this assignment asks you to engage in some political participation acts. A list will be distributed with approved political acts, each one worth a varying number of points.

In Week 7, you will submit a Political Participation Portfolio Progress document to Canvas so that we can check in on your progress.

During finals week, you will present for 5 minutes in class about your experience. The full prompt and description are on Canvas.

GRADING

Assignment	Points Possible
3-2-1 Reading Responses	20%
Analysis of a Political Belief System	15%
Weekly Class Discussion Preparation and Participation	20%
Group Presentations	15%
Political Participation Portfolio & Presentation	25%
Intro and Mid-Course Surveys	5%
TOTAL POINTS POSSIBLE	885

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93-100	B+ 87-88	C+ 77-79	D+ 67-69	F < than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

COURSE SCHEDULE

WEEK	DATE	TOPIC OF SESSION	ASSIGNED READINGS/MEDIA	ASSIGNMENTS
PART I: KNOWING THE POLITICAL WORLD				
WEEK 1	Tuesday January 9	Course Introduction	Course syllabus	Complete Getting to Know You Survey before class (on Canvas)
	Thursday January 11	Building our Classroom Community	Article: How Americans Can Tackle Political Division Together (Coleman & Godwin)	Classroom Conversation Preparation (Thursday before class) Classroom Conversation Reflection (Thursday in class)
WEEK 2	Tuesday January 16	Politics & Knowledge	Danziger and Lupo: Chapter 1 & Appendix	3-2-1 Reading Response (Tuesday before class)
	Thursday January 18	Political Analysis	Article: A Non-Gendered Lens? Media, Voters, and Female Candidates in Contemporary Congressional Elections (Lawless & Hayes 2015) Article: There's much less gender bias in politics than you think. Here's why. (Hayes & Lawless 2016)	Classroom Conversation Preparation (Thursday before class) Classroom Conversation Reflection (Thursday in class)
PART II: POLITICAL BEHAVIOR				

WEEK	DATE	TOPIC OF SESSION	ASSIGNED READINGS/MEDIA	ASSIGNMENTS
WEEK 3	Tuesday January 23	Political Theory	Danziger and Lupo: Chapter 2, "Introduction" and Section 2.1 Group Assigned Section of "Ideologies of the Individual"	3-2-1 Reading Response (Tuesday before class)
	Thursday January 25	Political Beliefs and Belief Systems Political Culture	Danziger and Lupo: Chapter 2, Sections 2.2-2.4 and "Looking Ahead" Video: Liberal vs. Conservative: A Neuroscientific Analysis with Gail Saltz (14 min)	Classroom Conversation Preparation (Thursday before class) Classroom Conversation Reflection (Thursday in class)
WEEK 4	Tuesday January 30	Political Action & Behavior	Danziger and Lupo: Chapter 3	3-2-1 Reading Response (Tuesday before class)
	Thursday February 1	Influences on Political Beliefs and Actions Analysis of a Political Belief System	Danziger and Lupo Chapter 4 TW: Podcast Episode: Throughline by NPR "The Woman Question" (59 min)	Classroom Conversation Preparation (Thursday before class) Classroom Conversation Reflection (Thursday in class)
PART III: POLITICAL SYSTEMS				
WEEK 5	Tuesday February 6	Analysis of a Political Belief System	No reading! Use this time to review the <i>Analysis of a Political Belief System</i> assignment requirements and prepare questions for your interviews in class	
	Thursday February 8	Political Structures	Danziger and Lupo: Chapter 6 TW: <i>The Economist</i> article ("Female Genital Mutilation") TW: Video: Walk on My Own (Tostan International) (3 min)	Classroom Conversation Preparation (Thursday before class) Classroom Conversation Reflection (Thursday in class) <i>Analysis of a Political Belief System (due Sunday at 11:59pm)</i>
WEEK 6	Tuesday February 13	Political Institutional Arrangements	Danziger and Lupo: Chapter 7	3-2-1 Reading Response (Tuesday before class)

WEEK	DATE	TOPIC OF SESSION	ASSIGNED READINGS/MEDIA	ASSIGNMENTS
	Thursday February 15	States and Nations	Danziger and Lupo: Chapter 5 Video: Looking Back at Myanmar's Military Coup One Year Later (NBC News) (5 min) Video: The "Ethnic Cleansing" of Myanmar's Rohingya Muslims, Explained (Vox News) (5 min)	Classroom Conversation Preparation (Thursday before class) Classroom Conversation Reflection (Thursday in class)
WEEK 7	Tuesday February 20	Political Institutional Arrangements II	Article: Is Democracy in Decline? (Plattner) Podcast Episode: <i>The Daily by the New York Times</i> " A Year of War in Ukraine " (36 min) Article: Freedom in the World 2023 Report (ONLY pp. 3-7; 16-22)	3-2-1 Reading Response (Tuesday before class)
	Thursday February 22	Political Economy	Danziger and Lupo: Chapter 8 Video: How Russia's war in Ukraine changed the global economy (18 min)	Classroom Conversation Preparation (Thursday before class) Classroom Conversation Reflection (Thursday in class) <i>Political Participation Portfolio Progress Document Due Sunday at 11:59pm</i>
PART IV: POLITICAL PROCESSES				
WEEK 8	Tuesday February 27	Power & Decision	Danziger and Lupo: Chapter 9	3-2-1 Reading Response (Tuesday before class)
	Thursday February 29	Change and Development I	Danziger and Lupo: Chapter 10 Video: What is the Poverty Stoplight? (5 min) Article: The Poverty Stoplight and its Multidimensional Approach (Burt & Sanabria)	Classroom Conversation Preparation (Thursday before class) Classroom Conversation Reflection (Thursday in class) <i>Complete Mid-Course Survey</i>

WEEK	DATE	TOPIC OF SESSION	ASSIGNED READINGS/MEDIA	ASSIGNMENTS
MARCH 4-8 SPRING BREAK (NO CLASS)				
WEEK 9 Dr. Nantkes at United Nations	Tuesday March 12	Change and Development II	Afghanistan Readings (to prepare you for Group Project) Read: Timeline on the U.S. War in Afghanistan Video: Afghanistan under Taliban rule (18 minutes) Read: Taliban Plunge Afghans into Economic Ruin Read: Thinking More Deeply about Human Development in Afghanistan	3-2-1 Reading Response (Tuesday before class) Watch recorded lectures on Canvas <i>Midterm Grades Distributed</i>
	Thursday March 14	Meet in Student Group Project #1 teams during class time for planning session	Listen: NPR Podcast on the Rise of the Taliban (53 minutes) Bring: One new credible source on Afghanistan to share with your teammates	Classroom Conversation Preparation (Thursday before class) Classroom Conversation Reflection (Thursday in class)
WEEK 10	Tuesday March 19	Political Violence	Danziger and Lupo: Chapter 12 Video: John Andrews on The Inevitability of War (18 minutes)	3-2-1 Reading Response (Tuesday before class)
	Thursday March 21	Student Group Project #1 Presentations	No reading	<i>Student Group Project #1 presentations in class & content due on Canvas before class</i>
WEEK 11	Tuesday March 26	Politics Across Borders	Danziger and Lupo: Chapter 11 Video: Economist Joseph Stiglitz on "Can We Make a Globalization that Works?" (3 min) Video: The Dark Side of Chocolate (47 min)	3-2-1 Reading Response (Tuesday before class)

WEEK	DATE	TOPIC OF SESSION	ASSIGNED READINGS/MEDIA	ASSIGNMENTS
	Thursday March 28			
	NO CLASS			
MARCH 28-APRIL 1 EASTER RECESS (NO CLASS)				
PART V: POLITICS AMONG STATES				
WEEK 12	Tuesday April 2	The More Developed Countries	Danziger and Lupo Chapter 13	3-2-1 Reading Response (Tuesday before class)
	Thursday April 4	The Less Developed Countries I	Video: South-South cooperation for a better future (8 min) Read about your team's assigned UN Sustainable Development Goal (given in class)	Classroom Conversation Preparation (Thursday before class) Classroom Conversation Reflection (Thursday in class)
WEEK 13	Tuesday April 9	The Less Developed Countries II	Danziger and Lupo: Chapter 14	3-2-1 Reading Response (Tuesday before class)
	Thursday April 11	The Partly Developed Countries I	Danziger and Lupo: Chapter 15, "Introduction" and Sections 15.1-15.6 Video: Economist Kate Raworth on A healthy economy should be designed to thrive, not grow (15 min)	Classroom Conversation Preparation (Thursday before class) Classroom Conversation Reflection (Thursday in class)
WEEK 14	Tuesday April 16	The Partly Developed Countries II	Read two high quality news articles on your team's BRICS country and write about them in your 3-2-1 for your teammates	3-2-1 Reading Response (Tuesday before class)
	Thursday April 18	Student Group Project #2 Presentation prep in class	Continue Research on your BRICS country, bringing one credible and current source of information for your team to use in your presentation	Classroom Conversation Preparation (Thursday before class) Classroom Conversation Reflection (Thursday in class)
PART III: WRAPPING UP				
WEEK 15	Tuesday April 23	Student Group Project #2 Presentations in class	No reading	<i>Present Group Project #2 in class & submit slides before class to Canvas</i>

WEEK	DATE	TOPIC OF SESSION	ASSIGNED READINGS/MEDIA	ASSIGNMENTS
	Thursday April 25	Course Wrap-Up	Danziger and Lupo: Chapter 15 "So..." and "The Final Debate"	Classroom Conversation Preparation (Thursday before class) Classroom Conversation Reflection (Thursday in class)
FINALS WEEK	Thursday May 2 10:30am-1:00pm	Political Participation Presentations in class	No reading	Due on Canvas before start of class: Political Participation Portfolio and Presentation Slides Due in Class: Political Participation Presentations
