

Point Loma Nazarene University
Department of History and Political Science

POL 1001:

Understanding the Political World



Fall 2024	Prof. Maria Voss
Course Time: MWF 8:30-9:25am	Office: Colt Hall 118
Course Location: Ryan Learning Center 108	Office Hours: Tuesdays and Thursdays 12:00-1:00pm; Wednesday 11am-12pm; as well as by appointment
Course Website: https://canvas.pointloma.edu	Email: mvooss@pointloma.edu

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.

General Education 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 culture.

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, government structures, the people and processes of politics, and the challenges facing countries worldwide. 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 viewed as 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? How do we define terrorism and who we categorize as terrorists versus freedom-fighters? 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.

Course Learning Outcomes (CLOs):

You will:

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

Program Learning Outcomes (PLOs):

Students in the political science major will:

1. Understand and critically assess the processes, theories, and outcomes of political institutions and political behavior (PLO 2 will be further developed through the reading assignments, reading assessments, group discussions, and exams).
2. Develop and express ideas in written communication in an effective and scholarly manner (PLO 4 will be further developed through the Analysis of a Belief System assignment, the midterm exam and the final exam).

General Education Learning Outcome (GELO):

Students will:

1. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts. GELO 2.C will be 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. Anderson, Benedict Richard O. 1983. *Imagined communities*. N.p.: Verso. (five copies available in library)
3. Kramnick, Isaac, ed. 1995. *The Portable Enlightenment Reader*. N.p.: Penguin Publishing Group

4. Rodney, Walter. 1981. *How Europe underdeveloped Africa*. N.p.: Howard University Press.

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 you peruse these media outlets regularly. 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 via a sign-in sheet. 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 slides are posted on Canvas at least two (2) hours before class, and students are encouraged to participate during the lectures. In addition, discussion time will often be built into class. Class-time will therefore be a combination of lectures, discussions, 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. 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 - 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:** The combination of interesting subject-matter (politics) with interesting people (students) should make for dynamic learning environment. My hope (and expectation) is that you feel compelled to contribute to creating such an environment. Please come prepared to engage in active learning.

Assessment Requirements:

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 class 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.*

In-class Book Club Leading –At the start of the semester, students will sign up for two selections readings and will lead "book club" for that chosen day. Groups will be expected to meet outside of

class to prepare a small presentation on the assigned supplemental “Book Club” readings from *The Portable Enlightenment Reader*, *Imagined Communities*, and *How Europe Underdeveloped Africa*. The goal will be to summarize that portion of the book and prepare discussion questions for a class-wide discussion that day. These discussion questions should be posed to Canvas at by 8pm the night before “book club” to allow your classmates time to view them and briefly reflect prior to class discussion.

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. Additionally, you are asked to submit a Political Participation Portfolio Check-In Form at roughly the midsemester point of our course. This is just a brief form that you fill out and submit on Canvas to let me know how you’re coming along on planning out your participation acts and how you’ve reflected on them so far.

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 – I would love to see you in class every day and to incentivize that, a sign-in sheet will be passed around and half a point will be given for each day of attendance. In addition, you will be assessed on your participation. Participation grades will be a combination of general arrival patterns (most notably, arriving on time), in-class discussion contributions (whether with the whole class or in small groups), contributions to in-class group presentations, out-of-class contact with the professor (for instance, coming to office hours, emailing me questions, or chatting after class), limiting non-course related distractions during class time (for instance, not doing work for other classes, checking your email, browsing the internet, or scrolling through your phone), and your general attitude toward and involvement with 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.

Miscellaneous:

All 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. 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:

Analysis of a Political Belief System	20 points
Midterm Exam	75 points
Group "Book Club" Presentation	30 points (15 points each)
Political Portfolio Check-In Form	5 points
Political Participation Portfolio	25 points
Final Exam	80 points
Attendance/Participation	35 points
TOTAL POSSIBLE POINTS	270 points

Throughout the semester, I will offer 2-3 extra credit opportunities that will be posted in Canvas and announced in class. These will likely come from either attending events on campus, tuning into major political events, or watching relevant documentaries which I will post. Up to 5 points will be awarded for each assignment.

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 1: On Knowing the Political World	
Week 1		
September 4	Introduction to the course and welcome!	No reading!

September 6	Politics and Knowledge	Course syllabus; Danziger and Lupo, chapter 1	
	Part II: Political Behavior		
Week 2			
September 9	Political Analysis	Danziger and Lupo, Appendix	
September 11	Political Theory and Political Beliefs	Danziger and Lupo, chapter 2 (p.24-45 -stop at political culture)	
September 13	Book Club Day 1: <i>The Portable Enlightenment Reader</i>	(Kant) What Is Enlightenment? p. 1-7 (Locke) The Second Treatise of Civil Government p. 395-404	
Week 3			
September 16	Political Culture and Political Action	Danziger and Lupo, chapter 2 (Section 2.4 and “Looking Ahead” (hard copy pgs. 45-51) and chapter 3	
September 18	Influences on Political Beliefs and Actions	Danziger and Lupo, chapter 4	
September 20	Book Club Day 2: <i>The Portable Enlightenment Reader</i>	(Rousseau) The Social Contract p.430-441 (Rousseau) Discourse on the Origin of Inequality p .424-430	
Week 4			
September 23	Analysis of a Political Belief System (completed in-class)	No readings Prep for analysis assignment	
September 25	Analysis of a Political	No readings	

	Belief System (completed in-class)	Prep for analysis assignment	
September 27	Book Club Day 3: <i>The Portable Enlightenment Reader</i>	The American Declaration of Independence p. 448-452 (Madison) Federalist No. 10 p.459-466 The Declaration of the Rights of Man and Citizen p. 466-468 (Paine) The Rights of Man p. 469-472	
	Part III: Political Systems		
Week 5			
September 30	Political Structures	Danziger and Lupo, chapter 6	
October 2	States and Nations	Danziger and Lupo, chapter 5	
October 4	Book Club Day 4: (Anderson) <i>Imagined Communities</i> /Helping You Prepare for Your Midterm	Chapters 1 and 2, p. 1-36	
Week 6			
October 7	Political Institutional Arrangements	Danziger and Lupo, chapter 7 <i>Bring to class your written mock midterm ID (assigned in previous class)</i>	
October 9	Political Economy I	Danziger and Lupo, chapter 8	
October 11	Book Club Day 5: (Anderson) <i>Imagined Communities</i>	Chapter 3 p. 37-4 & Chapter 6 p.83-111	
	Part IV: Political Processes		

Week 7			
October 14	Political Economy II	Watch <i>T Shirt Travels</i>	
October 16	Midterm Review	No reading <i>Study for midterm exam</i>	
October 18	Midterm Exam	No reading <i>Study for today's exam</i>	
Week 8			
October 21	Change and Development I	Danziger and Lupo, chapter 10 (Sections 10.1 – 10.3 hard copy p. 256-271)	
October 23	Book Club Day 6: (Anderson) <i>Imagined Communities</i>	Chapter 7 p. 113-140	
October 25	No class – Fall Break!	No reading - Rest, rejuvenate, and reflect	
Week 9			
October 28	Change and Development II	Danziger and Lupo, chapter 10 (Section 10.4-10.5 hard copy p. 271-287)	
October 30	Political Violence I	Danziger and Lupo, chapter 12 <i>Political Participation Check-In Form Due (form is on Canvas and should be submitted via Canvas)</i>	
November 1	Book Club Day 7: (Anderson) <i>Imagined Communities</i>	Chapter 8 p. 141-154 and Chapter 10 p.163-185	
Week 10			
November 4	Political Violence II	Cheryl O'Brien Article Fanon Excerpt from <i>The Wretched of the Earth</i>	
November 6	Political Non-Violence	Dorothy Day Reading Mahatma Gandhi – Read ""Character of Nonviolence"; "Faith in God"; "No Cover for Cowardice"	
November 8	Book Club Day 8 (Rodney) <i>How Europe</i>	Chapter 3 p. 85-105 and Chapter 4 p. 106-117 (through "The European Slave Trade as a Basic Factor in African	

	<i>Underdeveloped Africa</i>	Underdevelopment”)	
Week 11			
November 11	Politics Across Borders I	Danziger and Lupo, chapter 11	
November 13	Politics Across Borders II	No readings	
November 15	Book Club Day 9 (Rodney) <i>How Europe Underdeveloped Africa</i>	Chapter 4 p.160-174 (The Coming of Imperialism and Colonialism); Chapter 6 p. 245-270 (The Supposed Benefits of Imperialism)	
	Part V: Politics Among States		
Week 12			
November 18	The More Developed Countries	Danziger and Lupo, chapter 13	
November 20	The Less Developed Countries I	No readings	
November 22	Book Club Day 10 (Rodney) <i>How Europe Underdeveloped Africa</i>	Chapter 6 p. 270–293 (Negative Character, or the Social, Political and Economic Consequences/Education for Underdevelopment -stop at bottom of 193); 320-346 (Development by Contradiction)	
Week 13			
November 25	The Less Developed Countries II	Danziger and Lupo, chapter 14	
November 27-29	No class – Happy Thanksgiving!	No reading - spend time resting with family and friends	
Week 14			
December 2	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)	
December 4	The Partly Developed Countries II	Danziger and Lupo, chapter 15 (Sections 15.4, 15.5, and 15.6 (hard copy pgs. 435-444)	

December 6	Women and Politics I	Hudson Article	
Week 15			
December 9	Women and Politics II	Watch <i>Pray the Devil Back to Hell</i>	
December 11	The State of American and Global Politics in December 2024	Danziger and Lupo, chapter 15 (“So...” and “The Final Debate”) <i>Final Political Participation Portfolios Due in Class(Hard Copy)</i>	
December 13	Final Review Day	No readings	
<i>Final Exams Week</i>			
Final Exam	Final Exam December 20 7:30-10:00am (in the classroom) Final exam times are set by the Office of the Vice Provost of Academic Administration and are not changeable.	Study, study, study!	

Full Citations For Required Non-Textbook/Book Club Readings:

Day, Dorthy. 1942. *We Continue Our Christian Pacifist Stand*. January.
<https://teachingamericanhistory.org/document/we-continue-our-christian-pacifist-stand/>.

Fanon, Franz. “[Concerning Violence](#)” from *The Wretched of the Earth*, 1961.

Gandhi, Mahatma. n.d. “[Character of Nonviolence](https://www.mkgandhi.org/nonviolence/phil1.php)”; “[Faith in God](#)”; “[No Cover for Cowardice](#)” .
<https://www.mkgandhi.org/nonviolence/phil1.php>.

Hudson, Valerie. “[What Sex Means For World Peace](#)” *Foreign Policy*, April 24, 2012

O’Brien, Cheryl. “[Preferences Regarding Governance: Evidence from the Palestinian Territories.](#)” *Studies in Conflict & Terrorism* 622–651.

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam](#)

[Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Note: This note is relevant to the following two sections: Content Warning and Trigger Warning. These sections provide suggested syllabus components for courses that may contain uncomfortable or potentially triggering content or discussions.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In Understanding the Political World all the class 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 extreme poverty, violence, war, and sexism, racism, and classism. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. 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.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include extreme poverty, violence, war, and sexism, racism, and classism. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. 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 discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for 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.

Late Assignments:

All assignments are to be submitted when they are due, both in class and on Canvas. Late assignments will have points deducted. If you anticipate needing to turn something in late, please contact me as soon as possible to discuss options.

PLNU Recording Notification:

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy:

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

PLNU Academic Accommodations Policy:

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). 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 work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging:

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 based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

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.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

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 withdrawal date or, after that date, receive an “F” grade.

Note: The information below must be included under the “PLNU Attendance and Participation Policy” Section if you are teaching an Online or Hybrid course.

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). Finally, you may also report an incident(s) of discrimination or bias using the Bias Incident Reporting Form.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu