

Point Loma Nazarene University
Department of History and Political Science

**POL 1001-02:
Understanding the Political World**



Instructor: Prof. Maria Voss	Spring 2026
Office: Colt Hall 118	Course Time: MWF 11:00-11:55am
Office Hours: Thursdays 12:30-2:30pm and by appointment	Course Website: Canvas.pointloma.edu
Email: mvoss@pointloma.edu	Class Location: Bond 156

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 viewed as politically apathetic? Is democratic socialism a recipe for laziness or the morally ethical thing to do? What is lifelike for a person living under a totalitarian regime? Senegal is relatively impoverished, 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.

Course Learning Outcomes (CLOs):

You will:

- Possess a factual and theoretical understanding of political knowledge, behavior, theories, systems, processes, structures, and outcomes.
- Synthesize information to consider solutions and determine best practices.
- Exhibit a heightened sense of personal political efficacy and civic responsibility.
- Critically evaluate their role as participants in the political world.
- 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:

- 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).

- 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 Virunga reflection essay, and the 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.

Course Materials:

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

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 digital 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 slides are posted on Canvas at least two (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. 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.

Virunga (2014) Film Reflection: During the last part of the semester, we will watch the documentary film *Virunga* across two class sessions. The following class session, students will utilize notes taken during the documentary viewing to connect the film to major class themes in a short reflection essay.

Course ID/Map Exam – the exam will consist of two parts. The first part of the exam 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 exam.

Reading Questions – For the assigned readings most days, I will post short answer reading questions to guide your reading and/or viewing of short videos and ensure you understand the major points in each of the assigned reading(s). These short answer questions should not take a substantial amount of your time and are intended to guide your reading comprehension and contribute to a healthy and informed class discussion. Often, but not always, these questions will be drawn from the “Debate” or “Compare” sub-sections in the textbook. You can earn up to a total of one point for each set of questions for a particular day. The days with reading questions are indicated in syllabus and will be posted on Canvas.

Political Simulations - Over the semester, you will participate in three political simulations designed to deepen your understanding of key debates in political science. In each simulation, you will be assigned a major theoretical thinker or school of thought related to the unit—first in political theory, then in political economy, and finally in international relations. Working in small groups, you will research and prepare to “become” that thinker, articulating and defending their ideas in a structured, debate-style class activity. Each simulation will have two components: (1) Preparation Sheet – submitted before simulation day, outlining your assigned thinker’s core arguments, responses to likely criticisms, and strategic talking points; and (2) Simulation Performance – graded on clarity, accuracy, engagement, and ability to represent the thinker’s perspective during the activity.

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.

Political Participation Presentation – In lieu of a final written exam, we will meet in person during our allotted final’s time where each student will present on *one* of their activities completed for that student’s political participation portfolio. The full instructions are on Canvas.

Attendance/Participation – I would love to see you in class every day and to incentivize that, I will circulate a sign-in sheet daily. Participation grades also encompass 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 after class. I encourage you to hand-write notes during class and not use technology. If you do prefer to use computers and/or tablets to take notes, that is not a problem. I simply ask that you refrain from multitasking during class time so as not to distract yourself and those around you.
- 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 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
<i>Virunga</i> Film Reflection	20 Points
Course ID/Map Exam	75 Points
Reading Questions	20 Points
Political Simulation #1	15 Points
Political Simulation #2	15 Points
Political Simulation #3	15 Points
Political Participation Portfolio Check-In Form	5 Points
Political Participation Portfolio	50 Points
Political Participation Presentation	30 Points
Attendance/Participation	35 Points
TOTAL POSSIBLE POINTS	300 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:

- I have attempted to link all the supplemental readings as possible below. The PDFs and links are also available in the module for each day on Canvas.
- Please complete the reading assignment before coming to class on the day it is assigned.
- Reading assignments or topics that involve a discussion of violence or assault (including sexual) are marked with a TW (Trigger Warning). Please do not hesitate to reach out to me to ask about the nature and extent of the content and about the possibility of alternatives.

Date	Topic	Assignment
	Part I: On Knowing the Political World	
Week 1		
January 12	Introduction to the course and welcome!	No reading
January 14	Politics and Power	Course syllabus; Anderson Article ; Haeber Article
January 16	Politics and Knowledge	Danziger and Lupo, chapter 1; Take the Political Typology Quiz
Week 2		
January 19	No Class – Rev. Dr. MLK Jr. Day	Relax and rejuvenate!
	Part II: Political Behavior	
January 21	Political Analysis	Danziger and Lupo, Appendix; Wallace article
January 23	Political Theory I	Danziger and Lupo, chapter 2 (“Introduction” and Section 2.1 (hard copy pgs. 24-39)); Locke excerpts ; John Stuart Mill excerpt <i>Reading Questions #1 due</i>
Week 3		
January 26	Political Theory II	Olasky, “God Is Wiser Than Me”; Burke excerpts <i>Reading Questions #2 due</i>
January 28	Political Theory III	Marx/Engles Excerpts; Wright " How To Be an Anticapitalist Today "
January 30	Political Theory IV	Goldman excerpt <i>Roles assigned for Simulation #1 in class</i>
Week 4		
February 2	Prepare for Political Simulation #1 <i>Unexcused absences today will receive 10% off the final presentation grade</i>	Research and take notes on assigned role <i>Prep sheet #1 due at the start of class</i>
February 4	Run Political Simulation #1 <i>Unexcused absences today will receive 10% off the final presentation grad</i>	<i>Prep sheet #1 due at the start of class</i>
February 6	Political Beliefs and Belief Systems	Danziger and Lupo, chapter 2 (Sections 2.2 and 2.3 (hard copy pgs. 40-45)); Take the Political Compass Test
Week 5		
February 9	Political Culture	Danziger and Lupo, chapter 2 (Section 2.4 and “Looking Ahead” (hard copy pgs. 45-51)); Huntington “ The Clash of Civilizations ”; Said, “ The Clash of Ignorance ” <i>Reading Questions #3 due</i>
February 11	Political Action and Behavior	Danziger and Lupo, chapter 3; Mbugua Article <i>Reading Questions #4 due</i>

February 13	Influences on Political Beliefs and Actions	Danziger and Lupo, chapter 4; Pärnamets and Van Bavel article <i>Reading Questions #5 due</i>
Part III: Political System		
Week 6		
February 16	Analysis of a Political Belief System I (completed during class time/meet with partner)	No reading <i>Prep for analysis assignment</i>
February 18	Analysis of a Political Belief System II (completed via Canvas during class time)	No reading <i>Prep for analysis assignment</i>
February 20	Political Structures	Danziger and Lupo, chapter 6; Machiavelli selections “Ch.17”; “Ch.18” <i>Reading Questions #6 due</i>
Week 7		
February 23	Political Institutional Arrangements I	Danziger and Lupo, chapter 7 (“Introduction”, Sections 7.1 and 7.2 (hard copy pgs. 161-176)); Leila Fadel , Rezvani, and Guevea Article <i>Reading Questions #7 due</i>
February 25	Political Institutional Arrangements II	Danziger and Lupo, chapter 7 (Sections 7.3, 7.4 and 7.5 (hard copy pgs. 177-193)); Gera Article <i>Reading Questions #8 due</i>
February 27	States and Nations I (TW)	Danziger and Lupo, chapter 5 (“Introduction” and Section 5.1 (hard copy pgs. 109-118)); The Economist article (“Is it Crime or Culture?”) (TW); Northam Article ; President Biden Remarks <i>Reading Questions #9 due</i>
Week 8		
March 2	States and Nations II	Danziger and Lupo, chapter 5 (Sections 5.2, 5.3, and “Three Major Concepts” (hard copy pgs. 119-129)); Pathi and Saaliq Article <i>Reading Questions #10 due</i>
March 4	Political Economy I	Danziger and Lupo, chapter 8; Heilbroner article ; Richard Wolff Interview <i>Reading Questions #11 due</i>
March 6	Political Economy II	Friedman excerpt; Engels excerpt, Keynes excerpt <i>Reading Questions #12 due</i> <i>Roles assigned for simulation #2 during class</i>
March 9-13	Spring Break ★	No Classes; Relax and rejuvenate
Week 9		
March 16	Prepare for Political Simulation #2 <i>Unexcused absences today will receive 10% off the final presentation grade</i>	Research assigned role before class
March 18	Run Political Simulation #2	<i>Prep sheet #2 due at the start of class</i>

	<i>Unexcused absences today will receive 10% off the final presentation grade</i>	
March 20	Power and Decision-Making	Danziger and Lupo, chapter 9 <i>Reading Questions #13 due</i> <i>Political Participation Check-In Form Due (form is on Canvas and should be submitted via Canvas)</i>
Week 10		
	Part IV: Political Processes	
March 23	<i>Exam Review</i>	<i>Practice course ID due – bring hard copy to class</i>
March 25	Course ID/Map Exam Change and Development	Prepare for Exam
March 27	Change and Development	Danziger and Lupo, chapter 10; Sachs Article <i>Reading Questions #14 due</i>
Week 11		
March 30	Political Violence I	Danziger and Lupo, chapter 12; Watch Rwandan Genocide Video ; Watch “The Troubles” Video <i>Reading Questions #15 due</i>
April 1	Political Violence II	Read Ghandi excerpts; Watch Fanon Video
April 3	No Class – Happy Easter!	Relax and Rejuvenate!
Week 12		
April 6	No Class – Happy Easter!	Relax and Rejuvenate!
April 8	Politics Across Borders I	Danziger and Lupo, chapter 11 (“Introduction” and Sections 11.1 and 11.2 (hard copy pgs. 288-306)); Jordan Article <i>Reading Questions #16 due</i>
April 10	Politics Across Borders II	Danziger and Lupo, chapter 11 (Sections 11.3 and 11.4 (hard copy pgs. 306-318)); Read/listen to NPR Article ; Read Taylor Article <i>Reading Questions #17 due</i>
Week 13		
April 13	The More Developed Countries	Danziger and Lupo, chapter 13
April 15	The Less Developed Countries I	Danziger and Lupo, chapter 14; Booty & Chothia Article <i>Reading Questions #18 due</i>
April 17	The Less Developed Countries II	Watch WSJ Video ; Read through and watch the linked video on The SDGs page
Week 14		
April 20	Begin documentary <i>Virunga</i> (2014) TW (Trigger Warning).	Read Zane and Chibelushi Article Take notes on documentary in class <i>Reading Questions #19 due</i>
April 22	Finish <i>Virunga</i> (2014) TW (Trigger Warning)	Take notes on documentary in class

April 24	In-class Documentary Essay Reflection	Prepare for in-class reflection essay on themes of change, development, and political violence in <i>Virunga</i> (2014)
Week 15		
April 27	The Partly Developed Countries	Danziger and Lupo, chapter 15; Esen & Gumuscu article <i>Reading Questions #20 due</i> <i>Roles assigned in class</i>
April 29	Prepare for Political Simulation #3 <i>Unexcused absences today will result in zero points for this assignment</i>	Research assigned role before class
April 31	Run Political Simulation #3 <i>Unexcused absences today will result in zero points for this assignment</i>	<i>Prep Sheet #3 due at start of class</i>
<i>Final Exams Week</i>		
Wednesday, May 6	Political Portfolio Presentations	<i>Final Political Participation Portfolios Due in Class (Hard Copy)</i> 10:30am – 1:00 pm in our normal classroom!

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.

Artificial Intelligence (AI) Policy:

You are allowed to use Artificial Intelligence (AI) tools (e.g. ChatGPT, iA Writer, Marmot, Botowski) 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.

Trigger Warning (TW):

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 this class, we will cover a variety of topics, some of which you may find triggering. These topics include violence (including the intentional killing of others), sexual assault, and human trafficking. Each time this topic appears in a reading or unit, it is marked on the syllabus with a “TW.”

The experience of being triggered versus intellectually or emotionally challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual or emotional challenge is not related to trauma. Intellectual or emotional challenges involve feeling upset and

uncomfortable by the material, whereas being triggered involves having your previously experienced personal trauma triggered by the content we are learning about. Please know that all of the class content, including that which may be triggering or intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course.

If you feel *intellectually or emotionally challenged*, I encourage you to come talk to me about it. If you are a trauma survivor and encounter a topic in this class that is *triggering* for you, you may feel more than challenged – you might 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 talking to me before or after class (I will give warnings before the classes that may be triggering), leaving class while the topic is discussed, or talking to a therapist at the Counseling Center.

The most important thing to know is that class topics are selected for the sole purpose of expanding your intellectual engagement in the area of political science, but some of these topics are hard to face. However, I really want to support you throughout your learning process in this course and what will help me do so is if you come to me early (and privately) and we discuss how I can walk alongside you.

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 withdrawal date or, after that date, receive the appropriate grade for their work and participation.

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.

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 may report an incident(s) of discrimination or bias using the [Bias Incident Reporting Form](#).
