

	Department of History and Political Science POL 4030: Creating Change, Claiming Power 4 units
Fall 2026	

Class Meeting Day & Time Tuesday 3:00-5:00 pm (see course schedule for meeting dates)	New York Trip Thursday, October 22-Wednesday, October 28
Classroom Location Colt 120	Final Presentations Tuesday, November 17, 3-5 pm
Instructors & Contact Information	
Dr. Linda Beail Email: lbeail@pointloma.edu Cell: 619-756-3212 Office Hours: MW 3:00-4:00 pm Tu 1:00-3:00 pm	Dr. Amy Nantkes Email: anantkes@pointloma.edu Cell: 949-266-4822 Office Hours: Tu/Th 11:00 am-12:00 pm Wed 10:00 am-12:00 pm Other times available by appointment

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

How does political and social change occur? This course will use change theories, legal cases, public policy, grass-roots movements and cultural/aesthetic politics to analyze the experiences of women, immigrants and other marginalized groups as they claimed political rights and transformed understandings of power in both historical and contemporary contexts.

COURSE LEARNING OUTCOMES

At the end of this course, you will be able to:

- Describe the history of political and social change in 19th-21st century US, particularly with regard to suffrage, abolition, immigration, labor rights and other movements important in the context of New York state & city.
- Analyze the connections between individual activism, social movements, conventional politics and art/culture in creating political change and claiming legal rights.
- Articulate connections between your faith, personal experiences/ideals, and political action in service of your values and vocation
- Research and creatively interpret the legacy of a changemaker, including connections to broader social/political movements and the ways art and culture are used to make change.

COURSE INSTRUCTIONAL METHODS

This course will meet once per week and, in order to maximize your learning process, it is in your best interest that you attend each of these sessions. 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. Class time activities will vary, but will often include a combination of lectures, discussion, group activities, writing, and videos.

COURSE REQUIRED TEXT AND MATERIALS

Required Resources:

- Ware, Susan. 2019. *Why They Marched : Untold Stories of the Women Who Fought for the Right to Vote*. Cambridge, Massachusetts: Belknap Press of Harvard University Press. ISBN 9780674248298
- Articles, Podcasts, and Videos as listed in the syllabus and available under weekly readings on Canvas

Recommended Resources for Additional Exploration:

- See Canvas for the complete list

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 4-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 150 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

COURSE POLICIES

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, the points possible for the assignment decrease by 10% each day for four days after the due date. **Journals submitted more than four days late will not be accepted. Final project deliverables must be completed on the due date.** All deliverables for the course, including assignments, projects, presentations, papers, etc., must be turned in by 11:59 pm 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 us an email or come talk to us as soon as possible so that we may speak about your options. With abundant notice we will be as accommodating as possible, as long as it does not compromise fairness for all.

COURSE ARTIFICIAL INTELLIGENCE (AI) POLICY

The use of generative Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is **prohibited in this course for any aspect of your work**, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. These tools do not replace the essential skills outlined in the course objectives. Remember that AI-generated content can sometimes be inaccurate or biased. You are responsible for all submitted work and must not pass off AI-generated content as your own, as this will be considered academic plagiarism and will result in a zero on the assignment, and will be reported to an academic dean.

FINAL EXAMINATION POLICY

Successful completion of this class requires giving your final presentation **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.

CLASS ATTENDANCE & PARTICIPATION

Your active and thoughtful presence is essential for the success of this course. Our class will focus on discussion, collaboration, and critical engagement with complex materials. Your final grade will reflect both attendance and preparation. Participation is about engaging with the material and each other, not just speaking the most. Repeated absences or lack of preparation may lower your grade.

If you face challenges affecting your participation, please reach out to us early so we can find a solution together.

CLASS CONDUCT POLICY

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 are 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](#).

CONTENT WARNING

We 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. 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, we 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 we 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 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 619-849-2533). 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. Professors are able to view a student's approved accommodations through Accommodate.

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 accommodations.

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 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 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](#).

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 Writing 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

ASSESSMENT AND GRADING

Assignment	Percentage of Final Grade
Weekly Journals	30%
Final Project	50%
Classroom Community Engagement	10%
Trip Engagement	10%
TOTAL POSSIBLE	100%

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	

ASSIGNMENTS (See Canvas for templates and detailed instructions)

Final Project: The Dinner Party (50% of grade)

More details will be provided in class and on Canvas.

There are several deliverables due throughout the semester:

WEEK #	DELIVERABLE	POINTS
Week 4	Choose topic	30
Week 6	Paper outline with sources	40
Week 8	Completed paper	100
Week 10	Concept for The Dinner Party	60
Week 13	All elements are due for The Dinner Party Presentation	200

Weekly Journals (30% of grade)

Each week, you will be asked to record responses in your course journal to questions that allow you to reflect personally on course readings and content. While you will not need to turn your physical journals in, you will take photos of your writing and submit them for credit.

Classroom Community Engagement (10% of grade)

As a class, we will agree on class norms and a commitment to attendance and participation in our course topics.

Trip Engagement (10% of grade)

Your complete participation in the required aspects of the trip to NYC and New York state is critical to your experience in this course. Timeliness, communication, and cooperation are essential to traveling with a large group.

COURSE SCHEDULE			
WEEK & TOPICS	MEETING DATE/TIME	WEEKLY READING/MEDIA	ASSIGNMENTS DUE
WEEK 1 Course Introduction Suffrage Movement Part I	Tuesday 9/1 3-5 pm	Required Reading/Media Syllabus Textbook: <i>Why They Marched</i> Chapters: Prologue-3; 6-7 Video: "Seneca Falls Women's Rights Convention" from <i>Not For Ourselves Alone</i> (10 minutes)	Getting to Know You Survey (Tuesday before class) Complete Reading/Media (Tuesday before class) Review Canvas and Syllabus (Tuesday before class) Course Journal (Sunday)
WEEK 2 Suffrage Movement Part II	Tuesday 9/8 3-7 pm *Please note that class will go to 7pm so that we can watch Suff's together. Dinner will be provided.	Required Reading/Media Textbook: <i>Why They Marched</i> Chapters: 10-11; 13-19; Epilogue Video: "The Heroes of the Suffrage Movement Finish the Fight" from <i>New York Times Events</i>	Course Journal (Tuesday & Sunday)
WEEK 3 Immigrant Rights	Tuesday 9/15 3-5 pm	Required Reading/Media Article: The New Colossus by Emma Lazarus (read the poem to refresh your memory) Book Excerpt: New York and Amsterdam : Immigration and the New Urban Landscape Chapter	Course Journal (Tuesday & Sunday)

WEEK & TOPICS	MEETING DATE/TIME	WEEKLY READING/MEDIA	ASSIGNMENTS DUE
		1. New York: New York University Press. (Foner, 2014). Article: Tenement Homes-- the Outsized Legacy of New York's Notoriously Cramped Apartments (Nigro, 2018)	
WEEK 4 Abolition	Tuesday 9/22 3-5 pm	Required Reading/Media Video: Valerie Kaur 3 Lessons of Revolutionary Love in a Time of Rage (22 min) Historical Context: Abolition of Slavery Video: Frederick Douglass' 1852 Speech on Liberty (CBS This Morning, 5 min) Article: Harriet Tubman: Life, Liberty and Legacy (National Museum of African American History and Culture) Connection to the Present: Abolition Read Excerpt (Ch.1, Abolition) from Abolition. Feminism. Now. Read Barring Freedom: US Histories and Structures Look through the Carceral Visuality guide and watch the Jumpsuit Project video from one of the artists featured	Course Journal (Tuesday & Sunday) Project: Choose Topic (Sunday)
WEEK 5 Labor Movements	Tuesday 9/29 3-5 pm	Required Reading/Media Video: The Fire of a Movement (27 min) Video: Tenement Museum The	Course Journal (Tuesday & Sunday)

WEEK & TOPICS	MEETING DATE/TIME	WEEKLY READING/MEDIA	ASSIGNMENTS DUE
		Triangle Fire: Response, Reform, and Reverberations (79 min) Article: Memories of the 1982 ILGWU Strike in New York Chinatown (Quan, 2019) Video: Shui Mak Ka on the 1982 Garment Workers' Strike (2019) (1 min) Video: Elizabeth Warren speaks in Washington Square Park in New York City (Clips only: Start 21:14, End 25:52 Start 51:02, End 58:10)	
WEEK 6 Media & Storytelling	Tuesday 10/6 3-5 pm	Required Reading/Media Podcast: "How to think about rest as a form of resistance." Shereen Marisol Meraji & Tricia Hersey, All Things Considered, December 27, 2022 (8-minute listen) Podcast: Stuff You Missed in History Class Nelly Bly and Stunt Journalism (22 min) Article: This Massive Monument to Women is Quietly Taking Shape in New York City	Course Journal (Tuesday & Sunday) Project: Outline of Paper with Sources (Sunday)

WEEK & TOPICS	MEETING DATE/TIME	WEEKLY READING/MEDIA	ASSIGNMENTS DUE
WEEK 7 Politics of Place	Tuesday 10/13 3-5 pm	Required Reading/Media Podcast: "Is Joy An Act of Resistance?" Code Switch, July 30, 2025 (36 minutes) Podcast: New Books in Gender Studies: Hugh Ryan on the Women's House of Detention (47 min) Video: Stonewall: Making of a Monument <i>New York Times</i> (18 min)	Course Journal (Tuesday & Sunday) Midcourse Survey (Sunday)
WEEK 8 Art & Politics Trip Preparation	Tuesday 10/20 3-5 pm	NO Required Reading/Media	Project: Completed Research Paper (due Tuesday)
WEEK 9 October 22-28: Class Trip to NYC and Upstate New York			
WEEK 10 Public Service Trip Debrief & Project Consultations	Tuesday 11/3 3-5 pm	Required Reading/Media Podcast: Stuff You Missed in History Class Shirley Chisholm (33 min) Podcast: What it Takes on Ruth Bader Ginsburg: Justice for All (56 min)	Course Journal (Tuesday) Project: Dinner Party Concept (Sunday)
WEEK 11 Art & Justice	Tuesday 11/10 3-5 pm	NO Required Reading/Media	Course Journal (Tuesday)

WEEK & TOPICS	MEETING DATE/TIME	WEEKLY READING/MEDIA	ASSIGNMENTS DUE
WEEK 12 Wrap Up & Final Project Presentations The Dinner Party	Tuesday 11/17 3-5 pm	NO Required Reading/Media	Project: The Dinner Party Presentation All Elements (due before class Tuesday) Final Course Journal (due before class Tuesday)