

	Department of History and Political Science
	POL 1001: INTRODUCTION TO POLITICAL SCIENCE
3 units	
Spring 2022	

Semester meeting schedule: Tuesday/Thursday 11:00 am-12:15 pm Rohr Hall 109	Instructor title and name: Dr. Amy Nantkes
Final Exam: Thursday May 5th 10:30am-1:00pm	Phone: 949.266.4822 Email: anantkes@pointloma.edu
Office location and office hours: Colt Hall 118 Tuesday/Thursday 9:30-10:30 am (Additional hours 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

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

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

This course will introduce you to a variety of political science terms and concepts as well as the tools for understanding politics and political behavior. Throughout the semester, you will apply the perspectives of political science to the actions of individuals, groups, and countries in the contemporary world. Our primary mode of exploration in this course will be comparative politics, in the sense that we will study themes and concepts and structures comparatively, to see how different choices result in different outcomes. For instance, consider the following: if a country chooses a parliamentary system over a presidential system, does this affect

the people's level of power over their elected representatives? Why would an individual protest rather than vote? Is microfinance a more effective poverty alleviation tool than foreign aid?

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

COURSE READINGS

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

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

ADDITIONAL READINGS

As budding political scientists and citizens, you should regularly follow current political events at the local, national, and international level. Make it a habit now that continues throughout your lifetime – you wake up, grab a cup of coffee, and read the news (and no, your social media outlets do not count as "news"). Explore more sophisticated news outlets, such as the *New York Times*, *Wall Street Journal*, *NPR*, *The Economist*, *BBC News*, and *The Atlantic*. These sources will offer you in-depth analysis beyond click bait headlines and bullet point details. I strongly recommend that you peruse these media outlets on a regular basis. Also, check out [AllSides.com](#), which presents how different media outlets cover pressing issues. Most of these sources offer very inexpensive rates for university students (as low as \$1.00 per week for unlimited access) and the PLNU Ryan Library offers free access.

COURSE FORMAT AND EXPECTATIONS

To maximize your learning process, it is in your best interest that you attend each class session. It is also **essential** that the readings be completed 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 LEARNING OUTCOMES

Course Learning Outcomes (CLOs):

You will:

- Possess a factual and theoretical understanding of political knowledge, behavior, theories, systems, processes, structures, and outcomes
- Think critically, analytically, and synthetically
- Sharpen their communication skills
- Exhibit a heightened sense of personal political efficacy and civic responsibility
- Be encouraged to become thoughtful participants of the political world

- Be exposed to some of the most pressing political problems of the day, including poverty, human trafficking, gender inequity, lack of freedom, and declining participation rates.

Program Learning Outcomes (PLOs):

Students in the political science major will:

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

Foundational Explorations (FE) Learning Outcome:

Students will:

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

COURSE CREDIT HOUR INFORMATION

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

STATE AUTHORIZATION

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

COURSE POLICIES

LATE ASSIGNMENT POLICY

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

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

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

FINAL EXAMINATION POLICY

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

CLASSROOM CIVILITY 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 professional. Disagreement and challenging of ideas in a respectful and profound manner is encouraged. Our emphasis will be on engaging in the mutual exploration of topics as presented in the course as scholars, using research and data to defend our assertions. We will develop Class Norms in Week 1 of the course and will keep each other mutually accountable to our commitment to productive and respectful discourse.

ZOOM ETIQUETTE AND ATTENDANCE

While we are meeting online per University guidelines, please observe the following practices with Zoom:

1. Show up to Zoom on time.
2. Turn on camera and make sure your camera is turned on for the entire length of the class.
 - a. If you need to have camera turned off an email **MUST** be sent to me prior to class otherwise I will consider this an unexcused absence.
 - b. Excused reasons for intermittent camera being off: need to use the restroom, may need to protect roommate, etc.
3. Participate with professor and peers by unmuting OR using the chat.
4. Make sure you are in a quiet space (when possible) free of distractions.
 - a. Students will not get participation points if they are driving in a car, at work etc.
 - b. You should reserve this class time just like you would if you were face-to-face.
5. Once PLNU returns to face-to-face learning, unless you have an EAC accommodation (i.e., Isolation/Quarantine, Concussion, Remote Accommodation), you may not participate via remote learning.
6. Please keep in mind that PLNU's absence policy states that you may not surpass 20% of our class sessions.

<h3>PLNU POLICIES</h3>

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

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), 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.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

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](#)

USE OF TECHNOLOGY

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

ASSIGNMENTS

3-2-1 Reading Responses (13)

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

Analysis of a Political Belief System (1)

You will have the opportunity to analyze someone else's political belief system. You will identify their most fundamental political beliefs, specify key agents of political socialization, and write several general analytic statements about the nature of their political belief system. The first few weeks of lecture and chapters 1-4 and the Appendix in our Danziger and Lupo *Understanding the Political World* text will help you with this assignment (especially the sections on "belief systems" and "agents of political socialization"). Further instructions are provided on Canvas.

Group Presentations (2)

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

Class Discussion Board Participation (14)

During our course we will cover topics of interest weekly on the discussion boards. Your initial posts will be made by Friday of each week, allowing for you to consider our course content in conversation with your classmates. For full credit, you must post two responses to classmates before Sunday midnight PST.

Course Attendance and Participation

This assessment will include: 1. Class attendance 2. Frequency of participation in class (discussion, answering questions, offering ideas, and engaging in class activities) 3. Respectful and thoughtful approach to discussion according to class norms (displaying active listening, contributing with substantive approach using evidence, carefully considering the ideas of others). Please see rubric in Canvas for more detail on criteria for participation points.

Final Project: Political Participation Portfolio & Presentation (1)

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

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

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

GRADING

Assignment	Points Possible
3-2-1 Reading Responses (14 @ 20 points each)	260
Analysis of a Political Belief System	60
Weekly Discussion Board Participation (13 @ 15 points each)	195
Group Presentation 1	50

Group Presentation 2	50
Political Participation Mid-Semester Check-In	30
Political Participation Portfolio	100
Political Participation Portfolio Presentation	60
Intro and Mid-Course Surveys (2 @ 10 points each)	20
Attendance & Participation	60
TOTAL POINTS POSSIBLE	885

Grade Scale

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

COURSE SCHEDULE				
WEEK	DATE	TOPIC OF SESSION	ASSIGNED READINGS	ASSIGNMENTS
PART I: KNOWING THE POLITICAL WORLD				
WEEK 1	Tuesday January 11			
	(NO CLASS)			
	Thursday January 13	Course Introduction	Course syllabus	<i>Complete Student Check-In Survey before class (on Canvas)</i>
WEEK 2	Tuesday January 18	Politics & Knowledge	Danziger and Lupo: Chapter 1 & Appendix	
	Thursday January 20	Political Analysis	Wallace article Kolbert article	3-2-1 Reading Response (Thursday before class) Discussion Board posts (Friday/Sunday)
PART II: POLITICAL BEHAVIOR				
WEEK 3	Tuesday January 25	Political Theory	Danziger and Lupo: Chapter 2, "Introduction" and Section 2.1 Bylund article Shorto article	

	Thursday January 27	Political Beliefs and Belief Systems Political Culture	Danziger and Lupo: Chapter 2, Sections 2.2-2.4 and "Looking Ahead" Koren article World Values Survey "Findings and Insights"	3-2-1 Reading Response (Thursday before class) <i>Name that "ism" Worksheet (bring to class Thursday)</i> Discussion Board posts (Friday/Sunday)
WEEK 4	Tuesday February 1	Political Action & Behavior	Danziger and Lupo: Chapter 3 SBS article	
	Thursday February 3	Influences on Political Beliefs and Actions Analysis of a Political Belief System	Danziger and Lupo Chapter 4 University of Cambridge article	3-2-1 Reading Response (Thursday before class) Discussion Board posts (Friday/Sunday)
PART III: POLITICAL SYSTEMS				
WEEK 5	Tuesday February 8	Analysis of a Political Belief System	No reading! Use this time to conduct your interviews.	
	Thursday February 10	Political Structures States and Nations	Danziger and Lupo: Chapter 5, "Introduction" and Section 5.1 Chapter 6 Machiavelli selections TW: <i>The Economist</i> article ("Female Genital Mutilation") Richards article	3-2-1 Reading Response (Thursday before class) Discussion Board posts (Friday/Sunday) <i>Analysis of a Political Belief System (due Sunday at 11:59pm)</i>
WEEK 6	Tuesday February 15	States and Nations II	Danziger and Lupo: Chapter 5, Sections 5.2, 5.3, and "Three Major Concepts" Calamur article DW article Watch: "Iran: Youth Between Two Worlds" (3 minutes, link on Canvas)	

	Thursday February 17	Political Institutional Arrangements	Danziger and Lupo: Chapter 7 Plattner article	3-2-1 Reading Response (Thursday before class) Discussion Board posts (Friday/Sunday)
WEEK 7	Tuesday February 22	Political Institutional Arrangements II	Minder article Euronews article Monda article Murse article	<i>Political Participation Portfolio Progress Document Due at 11:59pm</i>
	Thursday February 24	Political Economy I & II	Danziger and Lupo: Chapter 8 Heilbroner article	3-2-1 Reading Response (Thursday before class) Discussion Board posts (Friday/Sunday)
PART IV: POLITICAL PROCESSES				
WEEK 8	Tuesday March 1	Power & Decision	Danziger and Lupo: Chapter 9	
	Thursday March 3	Change and Development I	Danziger and Lupo: Chapter 10 Burt and Sanabria article O'Brien article	3-2-1 Reading Response (Thursday before class) Discussion Board posts (Friday/Sunday)
MARCH 7-13 SPRING BREAK (NO CLASS)				
WEEK 9	Tuesday March 15	Change and Development II & III	Group of readings on Afghanistan (on Canvas) Rahimi article	3-2-1 Reading Response (TUESDAY before class this week!) <i>Midterm Grades Distributed</i>
	Thursday March 17	Student Ap Project #1 Planning Session	No reading	Discussion Board posts (Friday/Sunday)
WEEK	Tuesday	Political Violence I	Danziger and Lupo:	

10	March 22	& II	Chapter 12 Combs excerpt Watch The Inevitability of War by John Andrews (18 minutes, link on Canvas)	
	Thursday March 24	Student Group Project #1 Presentations	No reading	3-2-1 Reading Response (Thursday before class) <i>Student Group Project #1 presentations in class & content due on Canvas before class at 10:55 am</i> Discussion Board posts (Friday/Sunday) Complete Mid-Course Survey
WEEK 11	Tuesday March 29	Politics Across Borders	Danziger and Lupo: Chapter 11, "Introduction" and Sections 11.1-11.4 Gordon article Karasapan article Video: The Dark Side of Chocolate (47 min)	
	Thursday March 31	The More Developed Countries I & II	Danziger and Lupo Chapter 13 Root & Zhang article Brewer article Broom article	3-2-1 Reading Response (Thursday before class) Discussion Board posts (Friday/Sunday)
PART V: POLITICS AMONG STATES				
WEEK 12	Tuesday April 5	The Less Developed Countries I & II Student Group Project #2 Teams & Countries Assigned	Danziger and Lupo: Chapter 14 Kaplan article Surowiecki article	
	Thursday	The Less	Kristof article	3-2-1 Reading Response

	April 7	Developed Countries III		(Thursday before class) Discussion Board posts (Friday/Sunday)
WEEK 13	Tuesday April 12	The Partly Developed Countries I & II	Danziger and Lupo: Chapter 15, "Introduction" and Sections 15.1-15.6 <i>The Economist</i> article ("Cuba Bids Goodbye...") Barrientos and Amann article	3-2-1 Reading Response (Tuesday before class) NO DISCUSSION BOARD THIS WEEK
April 14-15 Easter Recess, No Class				
WEEK 14	Tuesday April 19	The Partly Developed Countries III	Read two high quality news articles on the BRICS country that your group was assigned in the previous class session. (See suggested news sources under the "Additional Readings" section in this syllabus.) Nugent article Watch Kate Raworth Video (link on Canvas)	
	Thursday April 21	Student Group Project #2 Presentation prep in class	Continue Research on your BRICS country, write about your two articles in today's 3-2-1	3-2-1 Reading Response (Thursday before class) Discussion Board posts (Friday/Sunday)
PART III: WRAPPING UP				
WEEK 15	Tuesday April 26	Student Group Project #2 Presentations in class	No reading	<i>Present Group Project #2 in class & submit slides before class to Canvas by 10:55 am</i>
	Thursday April 28	Course Wrap-Up	Danziger and Lupo: Chapter 15 "So..." and "The Final Debate"	Final Discussion Board posts (Friday/Sunday)
FINAL EXAM: Thursday May 5th, 10:30am-1:00pm <ul style="list-style-type: none"> • Due on Canvas before start of class: Political Participation Portfolio and Presentation Slides • Due in Class: Political Participation Presentations 				

CITATIONS FOR COURSE READINGS AND MEDIA

Barrientos, Armando and Ed Amann. ["Brazil: A Role Model for Development?"](#) *The Guardian*, April 17, 2014.

Brewer, Devin. [“Globalization and Human Trafficking.”](#) Topical Research Digest: Human Rights and Human Trafficking.

Broom, Douglas. [“Globalization and world trade bounce back from the impact of COVID-19: report”](#) World Economic Forum. December 7, 2021.

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

Burt M., Sanabria L.F. (2019) The Poverty Stoplight and Its Psychosocial and Multidimensional Approach. In: Ximenes V., Moura Jr. J., Cidade E., Nepomuceno B. (eds) Psychosocial Implications of Poverty. Springer, Cham.

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

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

DW. [“Rising Nationalism and the EU’s Split with the East.”](#) January 8, 2018.

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

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

Euronews. [“Czech government survives no-confidence vote but remains fragile after mass protests.”](#) Euronews.com, June 28, 2019.

Friedman, Uri. [“What the World Might Look Like in 5 Years, According to U.S. Intelligence.”](#) January 10, 2017. *The Atlantic*.

Gibbs, Nancy. [“Bill Gates: What Gives Me Hope About the World’s Future.”](#) January 4, 2018. *Time*.

Gordon, Rebecca. [“The current migration crisis was created by US foreign policy, not Trump.”](#) August 16, 2019. *The Nation*.

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

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

Karasapan, O. [“Sharing the burden of the global refugee crisis.”](#) Brookings Institute. January 27, 2020

Kolbert, Elizabeth. [“How Politics Got so Polarized.”](#) *The New Yorker*, January 3, 2022.

Koren, Marina. [“Study Predicts Political Beliefs With 83 Percent Accuracy.”](#) February 14, 2013. *Lupsonian.com*.

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

Machiavelli, Nicolo. *The Prince*, [Chapter 17](#) and [Chapter 18](#)

- Mastrati, Miki and Romano, U. Roberto. [The Dark Side of Chocolate](#). January 12, 2012
- Minder, Raphael. [“Spain’s Prime Minister, Mariano Rajoy, Is Ousted in No-Confidence Vote.”](#) June 1, 2018. *New York Times*.
- Monda, David O. [“Which Way, Kenya: Presidential, Parliamentary, or Hybrid System of Government?”](#) March 9, 2018.
- Murse, Tom. [Major Parliamentary Governments and How they Work](#) ThoughtCo., April 22, 2021
- Nugent, Ciara. [Amsterdam Is Embracing a Radical New Economic Theory to Help Save the Environment. Could It Also Replace Capitalism?](#) January 22, 2021. *Time Magazine*.
- O’Brien, Matt. [“There has Never Been a Country that Should’ve Been so Rich but Ended up this Poor.”](#) *The Washington Post*, May 19, 2016.
- Plattner, Marc F. [“Is Democracy in Decline?”](#) *Journal of Democracy*, Vol. 26, No. 1, January 2015.
- Rahimi, Lutfi. [Thinking more deeply about human development in Afghanistan](#). December 29, 2020. *The Diplomat*.
- Raworth, Kate. [“A healthy economy should be designed to thrive, not grow.”](#) TED. June 4, 2018.
- Richards, Rebecca. [“How Does a Country Become a Country? An Expert Explains.”](#) *The Conversation*. August 3, 2017.
- Root, Hilton and Hong Zhang. [“Globalization’s Broken Promise.”](#) *U.S. News & World Report*, March 7, 2016.
- SBS News. [“Iranian Women Continue Protests Against Compulsory Hijab, Despite Prison Warnings.”](#) SBS News, January 8, 2019.
- Shorto, Russell. [“Going Dutch.”](#) *New York Times*, May 3, 2009.
- Surowiecki, James. [“After Rana Plaza.”](#) *The New Yorker*. May 20, 2013.
- University of Cambridge. [“Cognitive Flexibility Associated With Voting Attitudes in EU Referendum, Study Finds.”](#) April 16, 2018.
- Wallace, Jon. [“Purple Districts Elect the Most Extreme Legislators, Driving Polarization.”](#) May 9, 2018. Woodrow Wilson School of Public and International Affairs.
- World Values Survey. [“Findings and Insights.”](#)
- Zakaria, Fareed. [“Global trade is booming—just without the U.S.”](#) December 10, 2020. *The Washington Post*.
-