

*Point Loma Nazarene University  
Department of History and Political Science*

**POLITICAL SCIENCE 1001:  
INTRODUCTION TO POLITICAL SCIENCE**



Fall 2020	Dr. Lindsey Lupo
Course Time: MWF 11:00-11:55am	Office: Colt Hall 115 (downstairs)
Course Location: Remote (Online)	Office Hours: Mondays and Fridays 11:00-11:55am on Zoom
Course website: <a href="https://canvas.pointloma.edu/">https://canvas.pointloma.edu/</a>	Email: <a href="mailto:lindseylupo@pointloma.edu">lindseylupo@pointloma.edu</a>
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**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 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? Senegal is fairly poor 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 14<sup>th</sup> 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.

## **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 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 exam and final exam).

## 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 a final exam essay question).

## Course Readings:

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

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. Various electronic 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 bullet point details. 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 synchronously once per week. The other two scheduled days will be dedicated to attending optional office hours, watching pre-recorded lectures, and completing assignments.

Additionally, please be sure to complete all readings by their due date so that you stay on top of the assignments and are able to contribute to class discussions and group projects.

Finally, 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.
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 team activities. Read assigned materials, prepare questions, and talk with each other about the issues outside of scheduled class sessions. Feel free to contact me to seek clarification of lecture material or to chat about other class related matters. Questions regarding grades or grading should be addressed in person. 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. Hence 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:** Interesting and engaging are not adjectives often used to describe political science. In my assessment, that's a shame. The combination of interesting subject-matter (politics) with interesting people (students) should make for dynamic learning environment. Inasmuch as you can contribute to creating such an environment, I hope (and expect) you will. Please come prepared to engage in active learning.

## **Assessment Requirements:**

Analysis of a Political Belief System – In this class, 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 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 the days leading up to the assignment.

Midterm Exam – 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. A “study guide” list of possible concepts will be distributed at least a week before the midterm exam.

Reading Assessments – At various points throughout the semester, reading assessments on that day’s assigned reading will be given.

Group Projects – At various points in the semester, student groups will collaborate on a project. The subject of the project is listed below on the schedule. Everyone in the group will receive the same grade. Both the reading assessments and the group projects will act as preparation for the exams.

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, 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. The full prompt and description is on Canvas.

Final Exam – the final exam will consist of 4 essay questions of which you will answer 2. The final will be cumulative and will be open-book and open-note.

Attendance/Participation – Attendance will be recorded on the synchronous meeting days. Additionally, throughout the week I will be peeking at engagement on Canvas to get a sense of how active each student is. Students should be checking into Canvas – and engaging beyond just logging in – at least three times per week. If you feel as though you cannot do so, please email me with a brief explanation.

In addition, you will be assessed on your participation. This assessment will include, but not be limited to, your contributions to whole class and small group discussions, emailing me (or coming to office hours) with questions or comments regarding the reading or lectures, and generally having a participatory and positive attitude regarding elements of the course.

I also expect that you will use technology during our live Zoom sessions 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 young 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, or using social media (would you do these things in a business meeting?), and completing all assignments when due.

**Optional “Buffer” Points** – The “food for thought” questions posted on Canvas along with the assigned readings are meant to get you thinking more deeply about the readings. However, they also offer you a chance to earn some extra credit points. Up to five times in the semester, you may submit a 125-200 word response to the question(s) posed. A sound response (valid, relevant, and cogent) will earn you one point, with a maximum of five such “buffer points” being possible during the course. These are due before the start of class on the day of the assigned reading and you can post your response directly on the Canvas site.

**Miscellaneous:**

All of the PowerPoint presentations that I use in each session are posted on Canvas. During the final exam, you may use your computers to access Canvas (in order to view the PowerPoints and other course materials) and your course notes, but you will not be allowed to access any other online sources.

- All late assignments/exams will have points deducted unless notification and arrangements are made with me at least 24 hours prior to the assignment’s due date. I reserve the right to change the structure of any make-up exam or assignment given. If you have some special circumstance that might affect your ability to meet all of the course’s expectations – e.g., a brother’s wedding, a learning disability, or whatever – 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.

**Grading:**

Analysis of a Political Belief System	20 Points
Midterm Exam	60 Points
Reading Quizzes	25 Points
Group Presentation #1	15 Points
Group Presentation #2	15 Points
Political Participation Portfolio	25 Points
Final Exam	100 Points
Attendance/Participation	40 Points
<b>TOTAL</b>	<b>300 Points</b>
(Optional) Extra Credit Buffer Points	5 Points

**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.

**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	Format	Topic	Assignment
		Part I: On Knowing the Political World	
Week 1			
August 17	Pre-recorded video	Introduction to the course and welcome!	No reading
August 19	Live Zoom session	Politics and Knowledge	Course syllabus; Danziger and Lupu, chapter 1

August 21	Pre-recorded video	Political Analysis	Danziger and Lupo, Appendix; Wallace article
		<b>Part II: Political Behavior</b>	
<b>Week 2</b>			
August 24	Pre-recorded video	Political Theory	Danziger and Lupo, chapter 2, "Introduction" and Section 2.1 (hard copy pgs. 24-39); Bylund article; Shorto article
August 26	Live Zoom session	Political Beliefs and Belief Systems	Danziger and Lupo, chapter 2, Sections 2.2 and 2.3 (hard copy pgs. 40-45); Koren article
August 28	Pre-recorded video	Political Culture	Danziger and Lupo, chapter 2, Section 2.4 and "Looking Ahead" (hard copy pgs. 45-51); World Values Survey "Findings and Insights"
<b>Week3</b>			
August 31	Pre-recorded video	Political Action and Behavior	Danziger and Lupo, chapter 3; SBS article
September 2	Live Zoom session	Influences on Political Beliefs and Actions	Danziger and Lupo, chapter 4; University of Cambridge article
September 4	Pre-recorded video	Analysis of a Political Belief System	No reading <i>Prep for analysis assignment</i>
<b>Week 4</b>			
September 7	Pre-recorded video	Analysis of a Political Belief System	No reading <i>Analysis due at 11:59pm</i>
		<b>Part III: Political Systems</b>	
September 9	Live Zoom session	Political Structures	Danziger and Lupo, chapter 6; Machiavelli selections
September 11	Pre-recorded video	States and Nations	Danziger and Lupo, chapter 5, "Introduction" and Section 5.1 (hard copy pgs. 109-118); <i>The Economist</i> article ("Female Genital Mutilation"); Richards article
<b>Week 5</b>			
September 14	Pre-recorded video	States and Nations II	Danziger and Lupo, chapter 5, Sections 5.2, 5.3, and "Three Major Concepts" (hard copy pgs. 119-129); Calamur article; DW article
September 16	Live Zoom session	Getting You Ready for the Midterm	Watch three minute video clip on Canvas ("Iran: Youth Between Two Worlds")

September 18	Pre-recorded video	Political Institutional Arrangements	Danziger and Lupo, chapter 7; Plattner article
Week 6			
September 21	Pre-recorded video	Political Institutional Arrangements II	Minder article; Euronews article; Monda article; Ghai and Ghai article
September 23	Live Zoom session	Political Economy	Danziger and Lupo, chapter 8; Heilbroner article
September 25	Pre-recorded video	Political Economy II	No reading <i>Group project due at 11:59pm</i>
Part IV: Political Processes			
Week 7			
September 28	Pre-recorded video	Power and Decision	Danziger and Lupo, chapter 9
September 30	Live Zoom session	Midterm Review	No reading
October 2	Pre-recorded video	<b>Midterm Exam</b>	No reading - Study for the midterm exam <i>Midterm exam will be open for 55 minutes from 11:59pm on October 1<sup>st</sup> to 11:59pm on October 2<sup>nd</sup>.</i>
Week 8			
October 5	Pre-recorded video	Change and Development I	Danziger and Lupo, chapter 10; Sachs article; O'Brien article
October 7	Live Zoom session	Change and Development II <b>Student Group Projects #1</b>	Group of readings on Afghanistan (on Canvas).
October 9	Pre-recorded video	Change and Development III <b>Student Group Projects #1 (cont'd)</b>	No reading <i>Group project due at 11:59pm</i> <i>Mid-semester grades available through <a href="http://mypointloma.edu">mypointloma.edu</a></i>
Week 9			
October 12	Pre-recorded video	Political Violence I	Danziger and Lupo, chapter 12; Combs excerpt



			<i>Political Participation Draft Schedule Due at 11:59pm (form is on Canvas and should be submitted via Canvas)</i>
October 14	Live Zoom session	Political Violence II	Watch <a href="#"><i>The Inevitability of War</i></a> by John Andrews (TED Talk)
October 16	Pre-recorded video	Politics Across Borders I	Danziger and Lupo, chapter 11, "Introduction" and Sections 11.1 and 11.2 (hard copy pgs. 288-306); Nordlund article; Lewis article
Week 10			
October 19	Pre-recorded video	Politics Across Borders II	Danziger and Lupo, chapter 11, Sections 11.3 and 11.4 (hard copy pgs. 306-318); Zakaria articles (two of them)
October 21	Watch <i>The Dark Side of Chocolate</i> on your own	Politics Across Borders III	Friedman and Ramonet debate; Root & Zhang article; Brewer article
Part V: Politics Among States			
October 23	Pre-recorded video	The More Developed Countries I	Danziger and Lupo, chapter 13
Week 11			
October 26	Pre-recorded video	The More Developed Countries II	No reading
October 28	Live Zoom session	The Less Developed Countries I	Danziger and Lupo, chapter 14
October 30	Pre-recorded video	The Less Developed Countries II	Kaplan article; Surowiecki article
Week 12			
November 2	Pre-recorded video	The Less Developed Countries III	Kristof article
November 4	Live Zoom session	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); <i>The Economist</i> article ("Cuba Bids Goodbye...")

November 6	Pre-recorded video	The Partly Developed Countries II	Danziger and Lupo, chapter 15, Sections 15.4, 15.5, and 15.6 (hard copy pgs. 435-444); Barrientos and Amann article; Tiezzi article
Week 13			
November 9	Pre-recorded video	The Partly Developed Countries III	Read two high quality news articles on the BRICS country that you were assigned in the previous class session. For suggestions on finding high quality articles, see the suggested news sources under the "Additional Readings" section on page 3 of this syllabus.  <i>Group BRICS project due at 11:59pm</i>
November 11	Live Zoom session	<b>Student Group Projects #2</b>	Friedman article; Gibbs article  <i>Political Participation Portfolios Due at 11:59pm</i>
November 13	Pre-recorded video	<b>Student Group Projects #2 (cont'd)</b>	No reading
Week 14			
November 16	Pre-recorded video	<b>Student Group Projects #2 (cont'd)</b>	No reading
November 18	Live Zoom session	<b>Student Group Projects #2 (cont'd)</b>	No reading  <i>Student projects presented during our live Zoom session from 11:00-11:55am.</i>
November 20	Pre-recorded video	Final Review	Danziger and Lupo, chapter 15 "So..." and "The Final Debate" (hard copy pgs. 444-446)
Week 15			
November 23	Pre-recorded video	Final Thoughts	No reading
November 25-27	No class sessions or videos	Thanksgiving Break	No reading – spend time resting with family and friends
<i>Final Exams Week</i>			
Friday, December 4	No class sessions or videos	<b>Final Exam</b>  <i>Merry Christmas!</i>	Study, study, study!  <i>Final exam will be open for 2.5 hours from 11:59pm on December 3<sup>rd</sup> to 11:59pm on December 4<sup>th</sup>.</i>

## Full Citations For Required Non-Textbook Readings

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.

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

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.

Freidman, Thomas L. and Ignacio Ramonet. [“Dueling Globalizations: A Debate Between Thomas L. Friedman and Ignacio Ramonet.”](#) *Foreign Policy* (Fall 1999).

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

Ghai, Jill Cottrell and Yash Pal Ghai. [“Governance: Understanding the Parliamentary System.”](#) May 12, 2018. *The Star*.

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

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

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

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

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

Machiavelli, Nicolo. *The Prince*, [Chapters XVII](#) and [XVIII](#).

Minder, Raphael. [“Spain’s Prime Minister, Mariano Rajoy, Is Ousted in No-Confidence Vote.”](#) June 1, 2018. *New York Times*.

Nordlund, Rod. "[A Mass Migration Crisis, and It May Yet Get Worse.](#)" *The New York Times*, October 31, 2015.

Monda, David O. "[Which Way, Kenya: Presidential, Parliamentary, or Hybrid System of Government?](#)" March 9, 2018.

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.

Richards, Rebecca. "[How Does a Country Become a Country? An Expert Explains.](#)" August 3, 2017. The Conversation.

Root, Hilton and Hong Zhang. "[Globalization's Broken Promise.](#)" *U.S. News & World Report*, March 7, 2016.

Sachs, Jeffrey. "[The End of Poverty, Soon.](#)" *New York Times*, September 24, 2013.

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 Insight.](#)"

Zakaria, Fareed. "[The Rise of the Rest.](#)" *Newsweek*, May 12, 2008.

Zakaria, Fareed. "[Are We at 'Peak America'?](#)" FareedZakaria.com, November 29, 2018.

### **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.

### **Incompletes and Late Assignments:**

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

### **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](mailto: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:**

#### *Synchronous Attendance/Participation expectations*

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](mailto: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.

#### **Your Health and Wellness Matter to Me:**

PLNU's 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](mailto:sdwellnesscenter@pointloma.edu) or at (619) 849-2574. In an emergency after hours, call 911 and PLNU Public Safety at (619) 849-2525. Finally, please do not hesitate to reach out to me if you have any concerns or if you just need to talk.

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