



Department of History and Political Science

POL 4090-2: Creating Change, Claiming Power

4 units

Fall 2022

Class Meeting Day & Time:

Tuesday 3:00-4:30 pm
(see course schedule for meeting dates)

New York Trip Dates:

October 21-26

Meeting Location: Colt 120

Final Presentations Date: Tuesday 11/22 3:00-4:30 pm

Instructors & Contact Information

Dr. Linda Beail

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1-2:30 pm

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Office Hours: Tu/Th 10:30 am-11:30 am and
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 and values, and mobilization on behalf of increasing justice and representation.
- Construct a plan for deliberate care for self as you engage in the lifelong work of social and political change.
- Develop and use communication skills to collaboratively create a podcast explaining an aspect of social and political 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
- Walrond, Karen. *The Lightmaker's Manifesto: How to Work for Change Without Losing Your Joy*. United States: Broadleaf Books, 2021. ISBN 9781506469959
- Articles, Podcasts, and Videos as listed in syllabus and available under weekly readings on Canvas

Recommended Resources for Additional Exploration:

- See Canvas for 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.

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. **Journals submitted more than four days late will not be accepted. Podcast deliverables must be completed on the due date.**

All deliverables for the course, including assignments, projects, presentations, papers, etc., must be turned in by 11:59pm 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 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.

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 and 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.

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.

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.

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. 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 help and support 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, it is 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

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 (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.

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.

ASSESSMENT AND GRADING

| Assignment | Points Possible |
|--------------------------------|-----------------|
| Weekly Journals | 300 |
| Podcast Episode | 500 |
| Classroom Community Engagement | 100 |
| Trip Engagement | 100 |
| TOTAL POINTS POSSIBLE | 1000 |

| 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)

Podcast Episode (50% of grade)

In teams of 2-3, you will work throughout the semester on a podcast that covers a course-related topic of interest to you. More details on podcast content will be provided in class and on Canvas.

There are several deliverables due throughout the semester:

| WEEK # | DELIVERABLE | POINTS |
|---------|---|--------|
| Week 4 | Choose team and topic | 30 |
| Week 6 | Initial research on the topic | 60 |
| Week 8 | Project blueprint Plan for recording/capturing audio on trip | 70 |
| Week 11 | Podcast cover art/design Finalize podcast episode name | 40 |
| Week 13 | Final podcast episode and transcript | 300 |

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 be agreeing to class norms as well as a commitment to attendance and participation around our course topics.

Trip Engagement (10% of grade)

Your complete participation in 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 | | | |
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| WEEK & TOPICS | MEETING DATE/TIME | WEEKLY READING/MEDIA | ASSIGNMENTS DUE |
| WEEK 1 Course Introduction Suffrage Movement Part I | Thursday 9/1 3:00-4:30 pm | Required Reading/Media Syllabus <i>Why They Marched</i> Chapters: Prologue-3 | Getting to Know You Survey (Thursday) Review Canvas and Syllabus Course Journal (Sunday) |
| WEEK 2 Suffrage Movement Part II | Tuesday 9/6 3:00-4:30 pm | Required Reading/Media <i>Why They Marched</i> Chapters: 6-7; 10-11; 13-19; Epilogue How to Start a Podcast, According to the Pros at NPR | Course Journal (Tuesday & Sunday) |
| WEEK 3 Immigrant Rights | Tuesday 9/13 3:00-4:30 pm | Required Reading/Media <i>Lightmaker</i> Ch 1-3 Chapter 1 of Foner, Nancy, ed. 2014. <i>New York and Amsterdam : Immigration and the New Urban Landscape</i>. New York: New York University Press. The Early Tenements of New York-- Dark, Dank, and Dangerous (Marques, 2019) How the Other Half Lives-- Jacob Riis' lens on New York immigrant slums (Bader, 2018) | Course Journal (Tuesday & Sunday) |

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| <p>WEEK 4</p> <p>Abolition</p> | <p>Tuesday 9/20 3:00-4:30 pm</p> | <p>Required Reading/Media</p> <p>Video: 3 Lessons of Revolutionary Love in a Time of Rage by Valarie Kaur (22 min)</p> <p>Video: Frederick Douglass Joins the Abolitionists (4 min)</p> <p>Harriet Tubman: Life, Liberty and Legacy, National Museum of African American History and Culture</p> <p>Visualizing Abolition: Histories and Structures</p> <p>Hannah Phifer, January 14, 2022, Harper's Bazaar interview with Angela Davis and Gina Dent on <i>Abolition. Now</i>.</p> <p>Excerpt (chapter one, Abolition) from <i>Abolition. Now</i>. (pdf, ch. 1)</p> | <p>Course Journal (Tuesday & Sunday)</p> <p>Podcast: Choose Team and Topic (Sunday)</p> |
| <p>WEEK 5</p> <p>Labor Movements</p> | <p>Tuesday 9/27 3:00-4:30 pm</p> | <p>Required Reading/Media</p> <p><i>Lightmaker</i> Ch 4-5</p> <p>Memories of the 1982 ILGWU Strike in New York Chinatown (Quan, 2019)</p> <p>Video: Shui Mak Ka on the 1982 Garment Workers' Strike (2019) (1 min)</p> <p>Video: The Fire of a Movement (27 min)</p> <p>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)</p> | <p>Course Journal (Tuesday & Sunday)</p> |

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| <p>WEEK 6</p> <p>Media & Storytelling</p> | <p>Tuesday 10/4 3:00-4:30 pm</p> | <p>Required Reading/Media</p> <p><i>Lightmaker</i> Ch 6-7</p> <p>Podcast Episode: Stuff You Missed in History Class Nelly Bly and Stunt Journalism (22 min)</p> <p>This Massive Monument to Women is Quietly Taking Shape in New York City</p> <p>The Girl Puzzle Concept Paper from artist Amanda Matthews</p> <p>Center for Story-Based Strategy Re:Imagining Change Ch 4 & Case Study on pg 96-99</p> | <p>Course Journal (Tuesday & Sunday)</p> <p>Podcast: Initial Research on Topic (Sunday)</p> |
| <p>WEEK 7</p> <p>Civil Rights & Sexuality</p> | <p>Tuesday 10/11 3:00-4:30 pm</p> | <p>Required Reading/Media</p> <p><i>Lightmaker</i> Ch 8-9</p> <p>Podcast Episode on New Books in Gender Studies: Hugh Ryan on the Women’s House of Detention (47 min)</p> <p>Video from the <i>New York Times</i> Stonewall: Making of a Monument (18 min)</p> | <p>Course Journal (Tuesday & Sunday)</p> |
| <p>WEEK 8</p> <p>Public Service</p> | <p>Tuesday 10/18 3:00-4:30 pm</p> | <p>Required Reading/Media</p> <p><i>Lightmaker</i> Ch 10-11; Epilogue</p> <p>She Dared to Be Herself: Shirley Chisholm’s Legacy (Taylor & Wright, 2018)</p> <p>Podcast Episode Stuff You Missed in History Class Shirley Chisholm (33 min)</p> <p>Podcast Episode What it Takes on Ruth Bader Ginsburg: Justice for All (56 min)</p> <p>5 of Ruth Bader Ginsburg’s most powerful Supreme Court</p> | <p>Course Journal (Tuesday & Sunday)</p> <p>Podcast: Complete Project Blueprint (Tuesday)</p> |

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| | | opinions by Marcia Coyle | |
| WEEK 9 October 21-26: Trip to NYC and Upstate New York | | | |
| WEEK 10 Trip Debrief & Project Consultations | Tuesday 11/1 3:00-4:30 pm | NO Required Reading/Media | Course Journal (Sunday) |
| WEEK 11 Art & Justice | Tuesday 11/8 3:00-4:30 pm | NO Required Reading/Media | Course Journal (Sunday) Podcast: Cover Art/Design (Sunday) |
| WEEK 12 Expanding Our Influence | Tuesday 11/15 3:00-4:30 pm | NO Required Reading/Media | Course Journal (Sunday) |
| WEEK 13 Wrap Up & Final Project Presentations | Tuesday 11/22 3:00-4:30 pm | NO Required Reading/Media | Podcast: Episode (due Sunday) Final Course Journal (due before class Tuesday) |
| Thanksgiving Recess November 23-25 | | | |