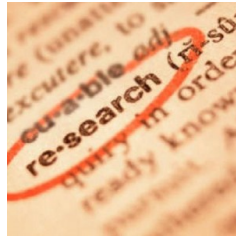


Point Loma Nazarene University  
 Department of History and Political Science  
**Political Science 2070: Scope and Methods of Political Science**



<b>Instructor:</b> Dr. Lindsey Lupo	<b>Fall 2023</b>
<b>Office:</b> Colt Hall 115	<b>Course Time:</b> MWF 12:15-1:20pm
<b>Office Hours:</b> W 1:30-2:30, but feel free to stop by anytime to see if I'm available. I will also be holding office hours out on the track occasionally – see Canvas (and the list on my office door) for dates and times!	<b>Course Website:</b> Canvas.pointloma.edu
<b>Email:</b> <a href="mailto:lindseylupo@pointloma.edu">lindseylupo@pointloma.edu</a>	<b>Class Location:</b> Colt Forum
<b>Office Phone:</b> (619) 849-7589	

*“Political science is the study of politics through the procedures of science.”– Robert O. Keohane*

*“Those who plow social science fields seek general truths. We look for general, or at least widespread, patterns of behavior; we seek general causes and effects. And yet we all know that everything, everywhere, is different... Can one find universals across nations or regions or cultures, or is each place different?” – Sidney Verba*

**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:**

This course offers an examination of the scope of the discipline of political science and the research methods used in the study of political phenomena. In other words, this is a course about the extent to which we can make political claims (scope) and the research methods we use to make such claims (methods). It is designed to engage students in the process of studying politics, helping them to discover how knowledge about the political world is created. Is political science (and its sub-discipline international studies) a “science” as we understand the word? How do we know what we know about the political world? If we are truly interested in solving social problems and making the world better, how do we find answers? Which research method is best for each type of question? What are the practical problems involved in conducting research? We will seek to answer these and other questions in this course.

In this course, we will discuss the nature of the political science discipline, how to structure a social science research paper, how to find and write about high-quality sources for an academic literature review, and how to find or create both quantitative and qualitative data. By the end of this course, successful students will be able to pinpoint specific parts of an academic research article, explain why they are important, and evaluate their strengths and weaknesses. *The overarching goals of this course are to prepare students to be critical consumers of research and better prepared to conduct research of their own.*

### **Course Format and Expectations:**

This course will meet three times per week. Over the semester, we will cover the theoretical motivations driving most political research, the structure and design of inquiry, general areas of research, and numerous analytic techniques common to the social sciences. In-class discussion and exercises will draw on the readings and require students to apply this knowledge. Therefore, it is crucial that students complete all assigned readings before class and more importantly, do everything they can to be in class each day.

To understand the expectations I have for my students, you must first understand my goals as a teacher. My aim in designing this course is to familiarize you with methodological terminology, techniques, and discourse. You will become budding social scientists, capable of conducting quality social science research.

Specifically, the course learning outcomes (CLOs) for the class include the following:

- Students will be able to recognize and employ the vocabulary and concepts used to discuss research methods.
- Students will understand why approaches to the study of politics are often debated among scholars, as well as the rationale behind various approaches.
- Students will become familiar with methods of inquiry that are used to generate data in political science.
- Students will be able to recognize and employ basic statistical techniques that are used to analyze data in political science.
- Students will be able to critically read and evaluate primary political science research.
- Students will be able to discuss the value and validity of data and analysis used in specific political science research.
- Students will become comfortable with political science research methods and will propose the utilization of one or more methods for a final research design project.

This course will also help move you forward in your major. As such, the political science and international studies program learning outcomes (PLOs) that align with this course are:

- Evaluate, design, and apply social science research (PS.PLO 1 and IS.PLO 1).

- Assessed through: Research exercises 1-4; midterm exam; final paper
- Demonstrate social scientific information literacy (PS.PLO 3 and IS.PLO 3).
  - Assessed through: Research exercises 1 and 2; final research design paper
- Develop and express ideas in written communication in an effective and scholarly manner (PS.PLO 4 and IS.PLO 4).
  - Assessed through: Research exercise 4; midterm exam; final research design paper
- Demonstrate oral communication abilities, particularly to convey complex ideas, recognize diverse viewpoints, and offer empirical evidence of an argument (PS.PLO 5 and IS.PLO 5).
  - Assessed through: Final paper presentations

To be sure, these are ambitious goals. However, 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. I promise to do the same.

A word to the wise: This class is challenging, but you can do this. The best way to remain in good standing and to feel confident in your work is to be very diligent from the beginning, rather than assuming you can catch up later. Do the reading and assignments, come to every class unless there is absolutely no way to avoid missing (do not come if you are significantly ill), begin your final research design early, **and see me early and often if you have any questions or need any help at all**. This class will push you, but I will offer any help and support I can to make this a positive experience.

### Course Readings:

All readings are required and are available through the bookstore. A copy of both the Van Evera book and the Schmidt book – as well as an older edition of the Rich, et al book – are on two-hour reserve at the Ryan Library and the non-text readings are on the course Canvas site.

1. Rich, Richard C., Craig Leonard Brians, Jarol B. Manheim, and Lars Willnat (hereafter RBMW). 2018 (9<sup>th</sup> edition). *Empirical Political Analysis: Quantitative and Qualitative Research Methods*. New York: Routledge.
2. Schmidt, Diane E. 2018. *Writing in Political Science: A Practical Guide (5<sup>th</sup> edition)*. New York: Routledge.
3. Van Evera, Stephen. 1997. *Guide to Methods for Students of Political Science*. Ithaca: Cornell University Press.
4. Various digital readings – these will be on Canvas.

### Assessment Requirements:

Reading questions/responses: We will be doing some challenging reading for this class, and to help you through this process, I am asking you to regularly submit reading questions or responses to other students' questions. My intention is twofold: to get you truly thinking about the reading and to give you regular practice with the more difficult concepts. Their broader purpose is to ensure that you fully understand and engage with the reading, and thus to keep you moving toward your final research project. These reading questions/responses are *due every day that a reading is assigned*, beginning with our second class session and ending at Thanksgiving break (see schedule below). Everyone gets 4 days "off" from submitting a reading question or response to a question (your choice as to when you take a day off), though the expectation is that you still complete the assigned reading for that day. Each reading question or response is worth one point. Reading questions/responses should be posted on our Canvas site and are due by the start of class. In short, you may post a reading question or you may respond to another student's posted question – both will earn you one point.

Research Exercises: Occasionally, you will have a research assignment due. Some of these will stem from your RBMW text and others will be based on your reading of actual political science academic journal articles. All of the research exercise prompts are posted on Canvas and the due dates appear in the schedule below.

Midterm Exam: The midterm exam will consist of 20 multiple choice questions and 2 short answer questions. You will not have a choice as to which multiple choice questions you answer but you will have a choice with the short answer questions. A study guide will be provided a few weeks before the exam.

SPSS Analysis Assignment: Democracy & Development: you will be analyzing the relationship between democratic government and development in states. Employing actual data from a large set of countries, you will evaluate this relationship. A set of “lab” pages provides the structure for your responses. It suggests how to conceptualize “democracy” and “development,” enabling you to generate a hypothesis about their relationship, guiding your construction of quantitative indices for each concept, and then showing you how to use the computer program SPSS (Statistical Package for the Social Sciences) to do a simple statistical test of your hypothesized relationship. You will complete this assignment during class-time and the dates appear in the schedule below. *You must collaborate with one other student on this assignment. You will submit a single assignment, with both names, and will receive the same grade.* If you are going to miss any of these three days, you must let me know ASAP and your assignment will be due *before* the due date.

Research Design (Final Paper): For your final project, you will be writing a paper that proposes research – in other words, you’ll be designing the project but not actually completing the research (we’d need another semester to do that!). The final paper prompt (with examples from previous students) is available on Canvas. The last part of this course will be dedicated to student presentations in which each of you presents your research design (perhaps not fully polished at presentation time – that’s okay) to your peers for comments, suggestions, and advice.

Participation and Attendance Policy: In this class, you are expected to attend class and contribute to the class discussions and to each other’s research with your comments and suggestions. As your participation, general interest, and respect for your fellow classmates’ work increases, so does your participation grade. More specifically, grading on participation includes an assessment of the following: asking and answering questions in class, asking questions during the student presentations, being well-prepared for your presentation, limiting non-course related work in class (e.g. not working on other class assignments, browsing the internet, checking email, or scrolling through your phone), visiting office hours, emailing me questions, attending regularly, and arriving on time. In issuing a participation grade, I do consider how much you have engaged in some of these things.

Finally, I expect that you will use technology during class time only for academic purposes, as we only have 65 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 or a graduate school seminar?), and completing all assignments when due.

*\*All late assignments/exams (in-class and out of class) will have points deducted – exceptions to this policy are rare and made on a case-by-case basis. Additionally, please note that I may 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 the course's expectations – e.g., a cousin's wedding, a broken laptop, 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.

**Grade Points for Each Assignment:**

Reading Questions	25 Points (1 Point Each)
Participation (includes attendance patterns)	20 Points
Research Exercises #1-3	45 Points (15 Points Each)
Midterm Exam	50 Points
SPSS Analysis Assignment	25 Points
Research Exercise #4	20 Points
Final Research Design Paper	85 Points
<b>TOTAL POSSIBLE POINTS</b>	<b>270 Points</b>

**Grade Scale Based on Percentages:**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
A 93.3-100	B+ 86.6-89	C+ 76.6-79	D+ 66.6-69	F 59.9 and below
A- 90-93.2	B 83.3-86.5	C 73.3-76.5	D 63.3-66.5	
	B- 80-83.2	C- 70-73.2	D- 60-63.2	

**Schedule - 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.**

	<b>Topic</b>	<b>Assignments</b>
	<i>Foundations of Political Science Research</i>	
<b>Week 1</b>		
August 28	Introduction to the Course – Welcome!	No reading
August 30	Scientific Development	Kuhn, pgs. 52-65  <b>First reading question/response due (submit on Canvas by the start of class)</b>
September 1	How “Scientific” is Social Science? Overview of the Research Process	RBMW, chapter 1; Lynch article; Desch article; Schmidt, pgs. 1-12 (start of chapter 1 and read through the section on “Limitations on Evidence”)
<b>Week 2</b>		
September 4	No Class – Happy Labor Day!	No reading or assignments
September 6	Trends in Political Science Research	Schmidt, chapter 2
September 8	Theories and Hypotheses Part I	RBMW, chapter 2  <b>Research Exercise #1 due (submit on Canvas by the start of class)</b>
<b>Week 3</b>		

September 11	Theories and Hypotheses Part II	Van Evera, pages 7-27; Schmidt, chapter 3
September 13	Foundations of Research – Library Visit	Schmidt, chapter 4
September 15	The Pluses and Perils of Internet Research; Avoiding Plagiarism	Schmidt, pgs. 13-25 (in chapter 1, start at the section titled “Professionalism, Ethical Considerations, and Plagiarism” and read until the end of chapter 1) and pgs. 194-216 (start at the beginning of chapter 9 and stop when you get to the section on “APSA Style Reference Examples”)
<b>Week 4</b>		
September 18	Operationalization and Measurement	RBMW, pgs. 69-75 (Start of chapter 4 and stop at "Comparing Qualitative and Quantitative Methods") and chapter 5; Barnes and Erlanger article
September 20	Preparing to do Research	RBMW, chapter 6; University of Arizona article
September 22	Choosing a Research Question Part I	Schmidt, pgs. 265-269 (start at the beginning of chapter 11 and read through the “Example of an Annotated Bibliography”)  <b>Research Exercise #2 due (submit assignment on Canvas by the start of class and bring to class a hard copy of the entire article you analyzed).</b>
<b>Week 5</b>		
September 25	Choosing a Research Question Part II	No reading  <b>Bring to class a potential research question and annotated bibliography (2 sources only) for your final research design paper. You can bring in a hard copy of these two items or you can submit them on Canvas – either way, come ready to discuss them.</b>
September 27	Sampling	RBMW, chapter 7


<i>Quantitative Methods</i>		
September 29	Survey Research	RBMW, chapter 8; Rochefort, chapter 9 (Authors: Traugott, et al)
<b>Week 6</b>		
October 2	Scaling	RBMW, chapter 9
October 4	Content Analysis	RBMW, chapter 10
October 6	Comparative Research	RBMW, chapter 12  <b>Research Exercise #3 due (can be completed as a pair or individually; submit on Canvas by the start of class)</b>
<b>Week 7</b>		
October 9	Aggregate Data	RBMW, chapter 11; Schmidt, pgs. 101-105 (start at the beginning of chapter 5 and stop when you get to the section on “Creating Private Data”) and pgs. 246-251 (start in chapter 10 at the section titled “Analytical Multiple-Choice Exams” and read through the section titled “Example of an Answer to an Essay Test Question”)
October 11	<b>Midterm Exam</b>	No reading – study for today’s <b>Midterm Exam!</b>
October 13	Data Preparation, Processing, and Description	RBMW, chapters 13-14; Schmidt, pgs. 124-129 (start in chapter 5 in the section titled a “Primer on Quantitative Data Reduction Methods” and read through the section titled “A Primer on Common Types of Graphs”)
<b>Week 8</b>		
October 16	Statistics I: Univariate Statistics	RBMW, chapter 15; Schmidt, pgs. 130-136 (start in chapter 5 in the section titled “A Primer on Data Analysis” and read until the section on “Data Reduction Using Statistical Methods”); Gould Article
October 18	Statistics II: Bivariate Statistics	RBMW, chapter 16; Rochefort, chapter 7 (Authors: Russett, Hartlet, and Murray)
October 20	No Class – Fall Break!	No reading, BUT be sure to continue

		thinking about your final research question – is it finalized? Do you have your variables? Are you reading some <i>academic</i> (peer-reviewed, scholarly, high-quality) literature in this field? Now is the time to see me if you have questions or need help.
<b>Week 9</b>		
October 23	Statistics II: Bivariate Statistics (Part II)	Fowler article; Schmidt, pgs. 132-136 (start in chapter 5 in the section titled “Data Reduction Using Statistical Methods” and read until the end of the chapter)
October 25	SPSS Analysis Assignment	No reading
October 27	SPSS Analysis Assignment	No reading
<b>Week 10</b>		
October 30	SPSS Analysis Assignment	No reading  <b>SPSS Analysis due (turn in the hard-copy of the whole assignment at the end of today’s class session)</b>
<i>Qualitative Methods</i>		
November 1	Introduction to Qualitative Methods	RBMW, pages 75-81 (“Comparing Qualitative and Quantitative Methods” in Chapter 4); King, Keohane, and Verba, pgs. 3-12  <i>By this point, you should have your final research question solidified, your theory formulated, and an idea of how you will operationalize your variables in your final research project.</i>
November 3	Direct Observation	RBMW, chapter 18
<b>Week 11</b>		
November 6	Focus Groups	RBMW, chapter 19
November 8	Case Studies	Van Evera, pages 49-67; Schmidt, pgs.



		<p>354-367 (in chapter 12 start at the section titled “Process Tracing” and read until the end of the paper) (TW)</p> <p>(Heads up! The process tracing paper that Schmidt uses as an example here focuses on rape as a tool of war and to some extent, genocide and infanticide and is therefore marked with a TW above (Trigger Warning). Not feeling up for reading such a heavy paper? That’s okay – you can skip it and only read the Van Evera selection. Also, any reading questions posted on the Schmidt selection should focus on process tracing as a research method, not on the Bosnian war).</p>
November 10	Elite Interviews	RBMW, chapter 20; Rochefort, chapter 5 (Authors: Rivera, Kozyreva, and Sarovskii)
<b>Week 12</b>		
November 13	Literature Reviews	<p>Steinberg piece; Schmidt, pgs. 313-25 (in chapter 12 start at the section on “Writing a Literature Review” and stop at the section titled “Writing a Comparative Study”); One journal article from the list of choices on Canvas (your choice of which one you want to deconstruct for Research Exercise #4)</p> <p><i>By this point, you should have your final research question solidified, your theory formulated, your variables operationalized, and your research methods selected for your final research project. You should also be deep into the academic literature that surrounds this topic.</i></p>
	<i>Preparing your Research Design</i>	
November 15	Sample Research Reports	RBMW, chapter 21; Schmidt, chapter 6

November 17	Overview of Concepts	RBMW, chapter 22; Schmidt, pgs. 300-310 (in chapter 11 start at the section titled “Standard Research Presentations” and read until the end of the chapter)
<b>Week 13</b>		
November 20	Writing a Political Science Paper	<p>Van Evera, appendix; Schmidt, pgs. 394-423 (in chapter 13 start at the section titled “Policy Evaluation” and read through the section on “Example of a Policy Evaluation”) (Note: You are not being asked to write a policy evaluation in this class, but these pages in the Schmidt book offer a good example of high quality, sophisticated writing in political science).</p> <p><b>Research Exercise #4 Due (Submit on Canvas)</b></p> <p><b>Please bring in a written copy of your research question and proposed methodology.</b></p> <p><b>Last day of submitting a daily reading question.</b></p>
November 22 & November 24	No Class – Happy Thanksgiving!	No reading, but consider reading Schmidt’s chapters 14 and 15 to help you think through how to transfer what you have learned in this class to your future professional life (aka “the real world.”) These chapters offer wonderful guidance on professional writing.
<b>Week 14</b>		
November 27	Student research presentations	No reading - work on your research design
November 29	Student research presentations	No reading – work on your research design
December 1	Student research presentations	No reading – work on your research design
<b>Week 15</b>		
December 4	Student research presentations	No reading – work on your research design
December 6	Student research presentations	No reading – work on your research

		design
December 8	Student research presentations	No reading – work on your research design
<b>Finals Week</b>		
Tuesday, December 12 <sup>th</sup>	You made it! <i>Merry Christmas!</i> 	<b>Research Design (Final Paper) due by 11:59pm on Canvas.</b>  Final exam times are set by the Office of the Vice Provost of Academic Administration and are not changeable.

### Full Citations:

University of Arizona Global Campus Writing Center. [“Giving Peer Feedback and Receiving Peer Feedback.”](#)

Barnes, Julian E. and Steven Erlanger. 2023. [“As Ukraine Launches Counteroffensive, Definitions of ‘Success’ Vary.”](#) *New York Times*, June 10, 2023.

Desch, Michael C. 2019. [“How Political Science Became Irrelevant: The Field Turned its Back on the Beltway.”](#) *The Chronicle of Higher Education*, February 27, 2019.

Fowler, James H. 2008. [“The Colbert Bump in Campaign Donations: More Truthful than Truthy.”](#) *PS: Political Science and Politics* XLI, no. 3 (July): 533-539.

Gould, Stephen Jay. 2013. [“The Median Isn’t the Message.”](#) *AMA Journal of Ethics*, January 2013.

Lynch, Marc. March 23, 2016. [“After the Political Science Relevance Revolution.”](#) *Washington Post*, March 23, 2016.

Rochefort, David A. 2005. *Quantitative Methods in Practice: Readings in PS*. Washington, D.C.: CQ Press.

Steinberg, G. [“Rhetoric II: Sample Literature Reviews.”](#)

### Late Assignments:

All assignments are to be submitted when they are due, both in class and on Canvas. Late assignments will have points deducted. If you anticipate needing to turn something in late, please contact me as soon as possible to discuss options.

### Artificial Intelligence (AI) Policy:

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

### **Trigger Warning (TW):**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In this class, you may encounter topics that you find triggering, including violence and sexual assault. Each time this topic appears in a reading or unit, it is marked on the syllabus with a “TW.” If your own research focuses on a topic that you think may be triggering for others, please let me know so we can give the class advance warning before your research presentation.

### **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](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student’s eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan (“AP”) to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the EAC.

### **PLNU Attendance and Participation Policy:**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive the appropriate grade for their work and participation.

### **Sexual Misconduct and Discrimination:**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

### **Spiritual Care:**

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#)

### **Campus Resources:**

*Research librarians* are available to help you in the Ryan Library. You can reach them by phone at (619) 849-2337, by text at (619) 592-8884, or by email at [reflib@pointloma.edu](mailto:reflib@pointloma.edu). To search the library for books and articles, please click here to visit their [main website](#).

*The Wellness Center* is available for medical, counseling and nutrition services to students. Many college students experience strained relationships, stress, anxiety, depression, physical health challenges, and other barriers to learning. The Wellness Center offers help and resources to deal with these kind of issues. The Wellness Center is located on the first floor of Nicholson Commons and is open Monday-Friday, 8 am-12:30 pm and 1:30-4 pm. They can be reached at [sdwellnesscenter@pointloma.edu](mailto:sdwellnesscenter@pointloma.edu) or at (619) 849-2574. In an emergency after hours, call 911 and PLNU Public Safety at (619) 849-2525.

Any student who has *difficulty affording groceries or accessing sufficient food to eat every day*, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to [contact the Dean of Students](#), Dr. Jake Gilbertson or Resident Director Jong Yoon ([jyoon@pointloma.edu](mailto:jyoon@pointloma.edu)). Additionally, if you struggle with food insecurity or unstable housing, please let me know if you are comfortable in doing so. This will enable me to better understand the hardships you are navigating and to help connect you to available resources. Finally, please note that PLNU offers a Swipe Out Hunger program that allows students that are experiencing food insecurity to request free meal swipes (contact the Student Care and Engagement Assistant, Jen Klotz, at [jklotz@pointloma.edu](mailto:jklotz@pointloma.edu)).

*Title IX of the Education Amendments (1972)* protects your right to an educational experience that is free from sexual discrimination, sexual harassment, and sexual violence. As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. You should know that I have a mandatory reporting responsibility under PLNU policy and federal law, and am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with PLNU's Title IX Coordinator.

PLNU strives to provide a learning and living environment that promotes *safety, transparency, personal integrity, civility, mutual respect, and freedom from unlawful discrimination or sexual harassment*.

Detailed information on discrimination, harassment, and sexual assault policies and processes for getting help and for reporting are available on the [PLNU website](#). PLNU's Title IX Coordinator is Danielle Brown Friberg and she can be reached at [titleix@pointloma.edu](mailto:titleix@pointloma.edu) or (619) 849-2313. The Title IX office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee absolute confidentiality. Students can receive *confidential* support (with the exception of a few critical situations) from the Wellness Center (619-849-2574) or campus pastors in the Office of Spiritual Development (619-849-2655).

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

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