	Online Undergraduate Studies
POINT·LOMA NAZARENE UNIVERSITY	SCL 1002: Understanding the Political World
	3 units
Fall 2023 Q2	

	Instructor title and name **Dr. Amy Nantkes**
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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 grace is foundational, truth is pursued, and holiness is a way of life.

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 culture.

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 course, 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?

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 who complete the public administration program will be able to:
- Demonstrate critical skills to lead and manage in public governance.
- Appraise pressing problems using critical thinking, ethical thinking, and analytics to consider solutions and apply best practices.
- Articulate and apply a public service perspective to their role in their institution.
- Evaluate the role of public administration officials as participants in the public-policy-making and implementation process.
- Demonstrate the ability to communicate and interact productively with a diverse population with varying needs.

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).

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

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 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 8weeks. 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. The time estimations are provided in the Canvas modules.

ASSESSMENT AND GRADING

Grades will be based on the following:

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	

SPIRITUAL CARE

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.
If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the Office of Student Life and Formation.

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 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. Incompletes will only be assigned in extremely unusual circumstances.

If you believe you have an extenuating circumstance such as illness or family emergency, please send Dr. Nantkes an email 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.

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

COURSE MODALITY DEFINITIONS

1. In-Person: Course meetings are face-to-face with no more than 25% online delivery.

2. Online: Coursework is completed 100% online and asynchronously.

3. Online Synchronous: Coursework is completed 100% online with required weekly online class meetings.

4. Hybrid: Courses that meet face-to-face with required online components.

PLNU ATTENDANCE AND PARTICIPATION POLICY

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

In some courses, a portion of the credit hour content will be delivered **asynchronously,** and attendance will be determined by submitting the assignments by the posted due dates. See Academic Policies in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

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.

USE OF TECHNOLOGY

In order to be successful in the online or hybrid 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, microphone, or webcams compatible with their computer

available to use. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

ASSIGNMENTS-AT-A-GLANCE

3-2-1 Reading Responses
As a student of political science, it is vital that you comprehend our readings and bring your critical thinking and discussion skills to our classroom space. Therefore, you will write brief 3-2-1 Reading Responses on our Danziger and Lupo text 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
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 two 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 Presentation
You will collaborate on a project with other students to consider a contemporary issue in politics and development. The subject of the project is listed on Canvas. Everyone in the group will receive the same grade.

Class Discussion Participation
During our course we will cover topics of interest weekly through discussions and team activities. 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.

Final Project: Political Participation Portfolio & Presentation
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 4, you will submit a Political Participation Portfolio Progress document to Canvas so that we can check in on your progress. During Week 8, you will share a paper and presentation reflecting about your experience. The full prompt and description are on Canvas.

GRADING

Assignment	Percentage
3-2-1 Reading Responses	20%
Analysis of a Political Belief System	15%
Weekly Discussion & Activity Participation	20%

Group Presentation	10%
Political Participation Portfolio	30%
Introduction and Mid-Course Survey	5%
TOTAL POSSIBLE	**100%**

COURSE SCHEDULE			
WEEK	**TOPIC OF SESSION**	**ASSIGNED READINGS**	**ASSIGNMENTS**
WEEK 1	Politics & Knowledge	Danziger and Lupo: Chapter 1 & Appendix	Complete Getting to Know You Survey
	Political Theory	Danziger and Lupo: Chapter 2 "Introduction" & Section 2.1	Class Introduction Video: "Why I Poli Sci"
			3-2-1 Reading Response
	Political Beliefs and Belief Systems	Danziger and Lupo: Chapter 2, Sections 2.2-2.4 and "Looking Ahead"	Discussion posts
WEEK 2	Political Action & Behavior	Danziger and Lupo: Chapter 3	3-2-1 Reading Response
			Discussion posts
	Influences on Political Beliefs and Actions	Danziger and Lupo: Chapter 4	
		TW: Podcast Episode: Throughline by NPR "The Woman Question" (59 min)	

WEEK 3	Political Structures	Danziger and Lupo: Chapter 5, "Introduction" & Section 5.1 Chapter 6 TW: *The Economist* article ("Female Genital Mutilation") TW: Video: Walk on My Own (Tostan International) (3 min)	3-2-1 Reading Response Discussion posts Analysis of a Political Belief System Interview and Paper
	States and Nations	Danziger and Lupo: Chapter 5, Sections 5.2, 5.3, and "Three Major Concepts" Video: Looking Back at Myanmar's Military Coup One Year Later (NBC News) (5 min) Video: The "Ethnic Cleansing" of Myanmar's Rohingya Muslims, Explained (Vox News) (5 min)	
WEEK 4	Political Institutional Arrangements	Danziger and Lupo: Chapter 7 Plattner article	3-2-1 Reading Response Discussion posts Political Participation Portfolio Progress Document Complete Mid-Course Survey
	Political Economy	Danziger and Lupo: Chapter 8	

WEEK 5	Change and Development	Danziger and Lupo: Chapter 10	3-2-1 Reading Response
		Video: Fatoumata Waggeh TEDx talk on Africa Post-Colonial Development (10 min)	Discussion posts
		Burt and Sanabria article "The Poverty Stoplight and its Multidimensional Approach"	
	Development in Afghanistan Group Project Preparation	**Afghanistan Readings (to prepare you for Group Project)**	
		Read: Timeline on the U.S. War in Afghanistan	
		Video: Afghanistan under Taliban rule (18 minutes)	
		Read: Taliban Plunge Afghans into Economic Ruin	
		Read: Thinking More Deeply about Human Development in Afghanistan	
WEEK 6	Politics Across Borders	Danziger and Lupo: Chapter 11	3-2-1 Reading Response
		Video: Economist Joseph Stiglitz on "Can We Make a Globalization that Works?" (3 min)	Discussion posts
		Video: The Dark Side of Chocolate (46 min)	Development in Afghanistan Group Project presentations
	Political Violence	Danziger and Lupo: Chapter 12	
WEEK 7	The More Developed Countries	Danziger and Lupo Chapter 13	3-2-1 Reading Response
		Broom article	Discussion posts
	The Less Developed	Danziger and Lupo: Chapter 14	

	Countries	Kristof article	
Week 8	The Partly Developed Countries	Danziger and Lupo: Chapter 15, "Introduction" and Sections 15.1-15.6

Find one article on a political, economic, or social development in a BRICS country (Brazil, Russia, India, China, South Africa, Mexico) for Discussion Board | Course Reflection (in lieu of a 3-2-1 Reading Response)

Discussion posts

Civic Engagement Project and Presentation Due |
| | Course Wrap-Up | Danziger and Lupo: Chapter 15 "So…" and "The Final Debate" | |