

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number:

New Course: POLS 120: Politics, Citizenship, and Community

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Dept./School	College	Dean	TBC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2,3}	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

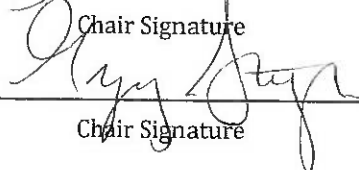
Updated 8/1/2023

Department/School(s)

 3-22-24
Chair Signature Date

Chair/Program Director Signature Date

College Academic Council(s)

 3-22-24
Chair Signature Date
 3/22/2024
Chair Signature Date

Dean(s)

Signature Date

Signature Date

Teacher Education Council

Signature Date

**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	POLS 120
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Candice Ortals-Wiser and Ben Peterson
B	Course Instructor	Candice Ortals-Wiser and Ben Peterson
C	Course Title	Politics, Citizenship, and Community
D	Course Abbreviation for Banner if title is more than 30 characters	PCC
E		CAHSS - Arts, Humanities, and Social Sciences
F		PSCJ - Political Science & Criminal Justice
G		3
G1		3
G2		0
H	Is the course for a fixed or variable number of credit hours?	Fixed If variable, explain rationale:
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	3
K		<u>Lecture (LEC)</u> See Schedule Type definitions in the Reference section.
L		3
M		<u>Standard</u>
N	Maximum Enrollment	35
O	Catalog Description (50 words or less)	A theoretically-informed, experientially-driven exploration of politics, citizenship,

		and community and the role of Christians in civic life.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	Must be major in Government (formerly Political Science) unless approved by Chair
Q	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	None
R	If the course is cross-listed, specify the subject code and course number of the other course	None
S	Does this course require any additional student course fees?	<u>No</u> If yes, attach a completed course fee form .
T1	Will the course be offered in fall terms?	<u>Yes, every year</u>
T2	Will the course be offered in spring terms?	<u>No</u>
T3	Will the course be offered in summer terms?	<u>No</u>
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2024
V	Is this course required for a program(s)?	<u>Yes</u> If yes, attach a completed curriculum proposal to change the program(s).
W	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	<u>No</u> If yes, provide rationale:
X	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as</i>	<u>Yes</u> If yes, provide course ID, term, and enrollment: POLS 140.01, Fall 2023, 6

	<i>Special Topics courses prior to approval.</i>	
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i>	

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.

This course will be required for all government majors as part of the revised disciplinary core. See the separate Approval Chart requesting revisions to the POLS degree.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

Currently, there is no introductory course required for our majors, comparable to the required introductory course on criminal justice for CJ majors (and several other majors across campus). This course will meet that gap.

Secondly, the course emphasizes experiential learning to a degree most other courses do not.

Thirdly, the course focuses on considering political engagement and civic involvement from a Christian perspective.

Finally, it provides opportunities for majors to consider tracks within the degree and corresponding professions of interest.

3. Course Design

- A. Audience and Course Goal
1. Describe the intended audience, including prerequisite skills.

This course is aimed primarily at our incoming majors. There are no prerequisites.

2. State the overarching course goal(s) in performance terms.

This course challenges students to consider the nature of politics, government service, and civic engagement in light of Christian principles and biblical teaching. The course also aims to instill an appreciation for involvement in our communities and service to others.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Understand of the concept of politics, citizenship, and community	Completion of memoranda Final exam
2	Differentiate between the various subfields of government/political science	Completion of memoranda Final exam
3	Explore career, internship, and research opportunities related to the study of government, politics, citizenship, and community	Completion of memoranda Project and presentation
4	Learn to identify and evaluate arguments in newspaper articles and scholarly journal articles	Project and presentation
5	Practice civic engagement and think critically about how theories and empirical research about civic participation relate to student experiences with community, Christian teaching, and students' faith commitments.	Completion of memoranda Final exam

C. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

See syllabus (p. 7-11)

4. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.

Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section 1Y. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location(s).
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section 2B.

Updated 8/1/2023

POLS 120: Politics, Citizenship, and Community

About the Course

The U.S. political and social context is rife with political polarization and divisions over race, politics, and religion. Moreover, many people do not trust their fellow citizens. This course considers how experiences in local communities and communities of faith might encourage people from diverse opinions and backgrounds to communicate with one another and to problem-solve within communities. Highly experiential in nature and designed to introduce students to civic activity in our own city of Abilene, this course reconsiders the nature and various definitions of politics, citizenship, and community as a way to brainstorm how students can act to care and influence the communities of which they are part. The course will address the role of Christians in civic life and politics while introducing students to political science as a field of study.

Credit hours: 3 lecture hours.

Prerequisites: None.

Description: A theoretically-informed, experientially-driven exploration of politics, citizenship, and community and the role of Christians in civic life. Introduces students to the discipline of political science.

Mission Statements

ACU Mission: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

College Mission: The mission of the College of Arts and Science is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend liberal arts education with professional and career education.

Department Mission: The mission of the Department of Political Science and Criminal Justice is to provide a program of study to help students understand domestic and international politics and law enforcement theory and practice, and to prepare students for informed and active participation in public service.

Christian Perspective: This course integrates Christian faith and learning by challenging students to evaluate the system of government in the United States in light of biblical teaching.

Students will also be invited to reflect on the role and uses of religion in American politics and to consider how they might constructively engage in the political process.

Course Format

Class meetings will involve lectures and discussion of material from textbooks and other sources. There will be occasional quizzes over assigned reading material, exams, short memo assignments, and a project. Students are expected to participate in class discussions.

Instructional Materials

Rom, Mark Carl, Masaki Hidaka, and Rachel Bzostek Walker. 2022. *Introduction to Political Science*. OpenStax. Available at: <https://openstax.org/details/books/introduction-political-science>

Bellamy, Richard. 2008. *Citizenship: A Very Short Introduction*. Very Short Introductions. Oxford: Oxford University Press. Available online through ACU's Brown Library.

Minogue, Kenneth R. 2000. *Politics: A Very Short Introduction*. Very Short Introductions. Oxford: Oxford University Press. Available online through ACU's Brown Library.

Giboney, Justin, Michael Wear, and Chris Butler. 2020. *Compassion (&) Conviction : The AND Campaign's Guide to Faithful Civic Engagement*. Downers Grove, Illinois: InterVarsity.

LaVaque-Manty, Danielle, and Mika LaVaque-Manty. 2015. *Writing in Political Science : A Brief Guide*. Brief Guides to Writing in the Disciplines. New York: Oxford University Press.

**Other readings will be available online and through library databases*

Learning Outcomes

The goals of this course are to familiarize you with the discipline of political science and to allow you to experience community engagement in Abilene, Texas. By the end of this course, you should be able to:

- Understand of the concept of politics, citizenship, and community
- Differentiate between the various subfields of political science
- Explore career, internship, and research opportunities related to the study of politics, citizenship, and community

- Learn to identify and evaluate arguments in newspaper articles and scholarly journal articles
- Practice civic engagement and think critically about how theories and empirical research about civic participation relate to student experiences with community, Christian teaching, and students' faith commitments.

Your ability to master these competencies will be assessed through exams, participation in class discussions, and completion of memos and the community engagement project.

Assignment Categories and Grading

Your grade is based on completion of assignments in the below categories. Assignments must be turned in on the date due and in time to receive credit. I will post additional instructions on Canvas related to each assignment prior to the due date.

Participation (20%) Participation will include regular homework assignments and service hours.

Memos (15%) Memos are short writing assignments of approximately 2-3 pages which directly answer the given prompt. Students will complete three of four memos (each 5% of the grade).

Project and Presentation (50%) Students will complete short writing assignments, a final project, and a presentation as assigned. See project guide on Canvas.

Final Exam (15%) There will be one exam at the end of the semester, covering material from lectures and assigned readings. Exams include short answers (of one paragraph) and medium-length essays (of approximately 3 paragraphs).

Grade scale: A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (below 60%). Final grades will be rounded to the nearest whole number. For example, if a student earns an 89.5 or higher, he or she will receive an "A."

Course Policies

Attendance: ACU expects students to attend all classes. Students with more than six (6) unexcused absences will be dropped from the course with a failing grade. Excused absences include death in the immediate family, documented illness or required quarantine, and ACU-sponsored trips or activities. Quarantined students may, but are not required to join class virtually. Students who participate in official university activities must provide the required

university form in advance to qualify for an excused absence. Note, even for an excused absence, assignments due that class period are not delayed unless I give you approval for a delay in advance. Feel free to contact me if you have special circumstances you need to discuss.

Tardiness: Arriving tardy two times will equal one absence. Arriving tardy means arriving after class begins. I endeavor to start at the scheduled time.

Late work: Assignments must be turned in by the assigned due date and time to receive credit. No late work will receive credit unless I give prior approval, or in a university-excused emergency situation. Additional instructions related to these assignments will be provided prior to the due date. Exams must be taken on the day assigned unless I give prior approval, or in a university-excused emergency situation.

Technology use: This class will operate with a generally technology-free policy. During lectures and class discussions, phones and laptops should be turned off or silenced and out of sight. If a student violates this policy, I will give a verbal warning. Each subsequent violation will also result in a verbal warning and be treated as an unexcused absence (see Attendance policy above).

Recording and Intellectual Property: Course materials prepared by the professor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the professor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person. Electronic devices other than laptops (e.g., cell phones, PDAs, calculators, recording devices) are not to be used during lectures or exams without prior permission of the instructor. Any violation of this policy may result in the student being dropped from the course with a failing grade.

Classroom etiquette: Drinks and snacks in class are fine, but please be respectful. I expect students to address each other and me respectfully and cordially. Disagreement and debate is welcome and encouraged where appropriate. You are free to express questions, reactions, thoughts, and conclusions about other viewpoints, provided you do so in a manner that is idea-driven and civil. If a student exhibits uncivil behavior during a discussion (e.g. name-calling or personal attacks), I will ask the student to refrain. If the student continues to exhibit uncivil behavior, I will ask the student to leave the class session, counting the student absent. I will take further disciplinary action if the student persists in exhibiting uncivil behavior. See the [ACU student handbook](#) for additional information about student conduct.

Covid-19 Guidance: You are not required to wear masks in this course, though students are welcome to do so if they wish. We will follow university guidance as the semester proceeds, so please be flexible.

University Policies

ADA Compliance Policy: Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please email alpha@acu.edu or call their office directly at 325-674-2667.

Academic Integrity: Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Use of AI as one's own work is also a violation of integrity. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following:

- 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own,
- 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and
- 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or a failing grade in the course.

Additionally, the department chair, dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

Anti-Harassment Policy: As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. 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 the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence, or stalking that you report to me. If you would prefer to share

information in a confidential setting, I encourage you to speak with someone in the ACU Counseling Center. All of your options are available for review by clicking on the link to ACU's policy.

Weekly Readings

Week 1 (August 29 and 31): Introduction; What is Political Science

Tuesday Readings:

"Introduction to Political Science," <https://learn.saylor.org/mod/page/view.php?id=10917>

RHW, 1.3: "Political Science: The Systematic Study of Politics"

Thursday Readings:

RHW, 1.4 "Normative Political Science" and 1.5 "Empirical Political Science"

Mansbridge, Jane. 2014. "Presidential Address: What Is Political Science For?" *Perspectives on Politics* 12(1): 8–17. <http://www.jstor.org/stable/43281099>.

Bishirjian, Dick. 2018. "Aristotle's Definition of Political Science." *VoegelinView*, October 24, <https://voegelinview.com/aristotles-definition-of-political-science/>.

Week 2 (September 5 and 7): What is Politics and Citizenship?

Tuesday Readings:

Minogue, Chapter 1

Stoner, Jr., James R. 2015. "Why We Respect the Dignity of Politics," in James R. Stoner, Jr. and Harold James, eds., *The Thriving Society: On the Social Conditions of Human Flourishing*. Princeton: The Witherspoon Institute, 81-96.

de Tocqueville, Alexis. 2016. "Necessity of Examining the Condition of the States Before That of the Union at Large," in *Democracy in America: A New Abridgment for Students*, Vol. I, John D. Wilsey, ed. Bellingham, WA: Lexham Press, 74-88.

Thursday Readings:

Bellamy, Chapter 1

Skinner, Quentin. 1993. "Two Concepts of Citizenship." *Tijdschrift voor Filosofie*, 55ste Jaarg., no. 3 (September): 403-419. <https://www.jstor.org/stable/pdf/40886879.pdf>.

Week 3 (September 12 and 14): What is Community?

Tuesday Readings:

Chavis, David M. and Kien Lee. 2015. "What Is Community Anyway?" *Stanford Social Innovation Review*, May 12. https://ssir.org/articles/entry/what_is_community_anyway.

Watch: "What are Civil Society Organizations?," Namibia Institute, <https://www.youtube.com/watch?v=GrbMjrrFwlw>

de Tocqueville, Alexis. 2016. "Of the Use Which the Americans Make of Public Associations in Civil Life," in *Democracy in America: A New Abridgment for Students*, Vol. II, Second Book, Chapter V, John D. Wilsey, ed. Bellingham, WA: Lexham Press, 321-314.

*No Thursday Readings

Week 4 (September 19 and 21): Motivation, Trust, Empathy, Social Capital, and Participation

Tuesday Readings:

Rainie, Lee, Scott Keeter, and Andrew Perrin. 2019. "Trust and Distrust in America." *Pew Research Center*, July 22. <https://www.pewresearch.org/politics/2019/07/22/trust-and-distrust-in-america/>

Sawhill, Isabell. 2020. "Social Capital: Why We Need It and How We Can Create More of It." *Brookings Institute*, July 16. https://www.brookings.edu/wp-content/uploads/2020/07/Sawhill_Social-Capital_Final_07.16.2020.pdf.

Thursday Readings:

"The Upswing': From personal gain to common good and back again." 2020. *The Christian Science Monitor*. <https://www.csmonitor.com/Books/Book-Reviews/2020/1110/The-Upswing-From-personal-gain-to-common-good-and-back-again>

Peterson, Ben. 2016. "Putnam's Quest for Community." *Law and Liberty*, February 22. <https://lawliberty.org/book-review/putnams-quest-for-community/>.

Week 5 (September 26 and 28): Church as Social Capital, Christianity, and Politics

Tuesday Readings:

Norris, Pippa and Ronald Inglehart. 2004. "Religious Organizations and Social Capital." *The International Journal of Not-for-Profit Law* 6(4).

<https://www.icnl.org/resources/research/ijnl/religious-organizations-and-social-capital>.

Emerson, Michael O. 2015. "The Vital Role of Religious Institutions," in James R. Stoner, Jr. and Harold James, eds., *The Thriving Society: On the Social Conditions of Human Flourishing*. Princeton: The Witherspoon Institute, 97-106.

McCartney, Zachary and Ben Peterson. 2021. "The Church as Polis," *Breaking Ground*, April 23. <https://breakingground.us/the-church-as-polis/>.

Week 6 (October 3 and 5): Subfields of Political Science

*No new readings, but start on readings for next week

Week 7: (October 10 and 12): Political Science Writing

Tuesday Readings:

LaVaque-Manty and LaVaque-Manty: Chapters TBA

Orwell, "Politics and the English Language"

*No Thursday readings

Week 8 (October 17 and 19): The Political Science Research Process and Academic Articles

Tuesday Readings:

Minogue, Chapter 11: Studying Politics Scientifically

Hoover, Amelia. 2013. "How to Read Political Science: A Guide in Four Steps." Available at: https://calgara.github.io/Pol157_Spring2019/howtoread.pdf

Thursday Readings: *Read one article – to be assigned in class.*

Bornman, Elirea, Jaqueline Harvey, Herman Janse van Vuuren, Boitumelo Kekana, Mokgadi F. Matuludi, Bongi Mdakane and Lesego Ramphele. 2021. "Political Engagement and Opinions of Youth in Post-apartheid South Africa: A Qualitative Study." *Politikon* 48(3): 372-390.

Finkel, Steven E., Anja Neundorff, and Ericka Rascón Ramírez. 2023. "Can Online Civic Education Induce Democratic Citizenship? Experimental Evidence from a New Democracy." *American Journal of Political Science* 0(0): 1–18.
<https://onlinelibrary.wiley.com/doi/epdf/10.1111/ajps.12765>

Week 9 (October 24 and 26): Communication, Polarization, and Civil Discourse

Tuesday Readings:

Whitaker, Bill. 2022. "Social media's role in America's polarized political climate." CBS News, November 6. <https://www.cbsnews.com/news/social-media-political-polarization-60-minutes-2022-11-06/>

McCoy, Jennifer and Benjamin Press. 2022. "What Happens When Democracies Become Perniciously Polarized?" Carnegie Endowment, January 18.
<https://carnegieendowment.org/2022/01/18/what-happens-when-democracies-become-perniciously-polarized-pub-86190>

Ballantyne, Nathan and Jared Celniker, and Peter Ditto. 2022. "'Persuasion Fatigue' Is a Unique Form of Social Frustration." *Scientific American*, November 14.
<https://www.scientificamerican.com/article/persuasion-fatigue-is-a-unique-form-of-social-frustration/>

Ripley, Amanda. 2023. "One Woman Is Holding Politicians Accountable for Nasty Speech. It's Changing Politics." Politico, January 20.
<https://www.politico.com/news/magazine/2023/01/20/tami-pyfer-dignify-politics-00078409>

Week 10 (October 31 and November 2): Civic Engagement and Building Community

Tuesday Readings:

"Setting Ground Rules - Civil Discourse and Difficult Decisions", Administrative Office of the U.S. Courts
<https://www.uscourts.gov/educational-resources/educational-activities/setting-ground-rules-civil-discourse-and-difficult>

Kuehne, Melissa 2022. "Breaking the cycle: Steps for reducing negative discourse and incivility in public meetings." *Western City*, January 1,
<https://www.westerncity.com/article/breaking-cycle-steps-reducing-negative-discourse-and-incivility-public-meetings>.

McCauley, Esau. 2021. "The Racial Justice Debate Needs Civil Discourse, Not Straw Men Conversations." Christianity Today, August 10.
<https://www.christianitytoday.com/ct/2021/august-web-only/critical-race-theory-racial-justice-debate-civil-discourse.html>

Strachan, J. Cherie, Lori Poloni-Staudinger, Shannon Jenkins, and Candice D Ortals. 2020. *Why Don't Women Rule the World? : Understanding Women's Civic and Political Choices*. Los Angeles: SAGE, CQ Press. Read a short selection about the practice of amplification.

Watch: "Stanford researchers think deliberative democracy can depolarize society," Stanford, <https://www.youtube.com/watch?v=q1x0K7l9Ts4>

Week 11 (November 7 and 9): Project Week

*No new readings

Week 12 (November 14 and 16): Careers in Political Science; Start Book Review

*No readings on Tuesday

Thursday Readings:

Giboney, Justin, Michael Wear, and Chris Butler. 2020. *Compassion (&) Conviction: The AND Campaign's Guide to Faithful Civic Engagement*. Downers Grove, Illinois: InterVarsity, Read Chapters 1-3.

Week 13 (November 21): Book Review: Compassion (&) Conviction

Tuesday Readings:

Giboney, Justin, Michael Wear, and Chris Butler. 2020. *Compassion (&) Conviction: The AND Campaign's Guide to Faithful Civic Engagement*. Downers Grove, Illinois: InterVarsity, Read Chapters 4-8 and "A Closing Exhortation"

*No class on Thursday - Thanksgiving

Week 14 (November 28 and 30): Looking forward into the Political Science Program

*No new readings

Week 15 (December 5 and 7): Presentations; Summary, Discuss, and Reflect

*No new readings

–Final Exam: 10-11:45 a.m., Friday, December 15–



February 9, 2024

Ben Peterson, Ph.D.
Assistant Professor of Political Science
Department of Political Science and Criminal Justice
Abilene Christian University
Phone: (325) 674-2208

Re: Review of Politics, Citizenship, and Community (POLS TBD)

Dear Dr. Peterson,

Thank you for submitting Politics, Citizenship, and Community (POLS TBD) to us for review. I have reviewed it based on the ACU Syllabus Guidelines. I found the syllabus to meet all aspects of the checklist.

Please note that this letter is intended as a reference, which will be read by the department chair and members of the council, who may also have questions or comments of their own. If you have any questions, please feel free to let me know.

Please also let me know if we can be of any help in the design and facilitation of this course.
Sincerely,

A handwritten signature in black ink, appearing to read 'Scott E. Hamm', written in a cursive style.

Dr. Scott E. Hamm,
Assistant Director, Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: February 5, 2024
TO: Dr. Ben Peterson
FROM: Mark McCallon, Library Assistant Director
RE: Course Application for Politics, Citizenship, and Community

After reviewing the course syllabus and the course application, the library is able to provide adequate support for the course. If additional resources are needed for the course, please contact Laura Baker, Librarian Liaison. Thank you for letting us review the course proposal and syllabus.