

**CLASS AND INSTRUCTOR INFORMATION**

<p><b>Section / Meeting days and times:</b>   <b>Section 1 / Mondays, Wednesdays, and Fridays 1:30-2:25PM</b></p>	<p><b>Instructor title and name:</b>          Dr. Jimiliz Valiente-Neighbours  <b>Dr. V, Dr. Jimi, Dr. Valiente-Neighbours</b></p> <hr/> <p><b>Phone:</b> 619-849-3001</p>
<p><b>Meeting location: Rohr Hall 109</b></p>	<p><b>E-mail: <a href="mailto:jvalient@pointloma.edu">jvalient@pointloma.edu</a></b></p>
<p><b>FINAL Schedule:</b>  <b>December 12<sup>th</sup>, Wednesday</b>  <b>1:30-4:30pm</b></p> <p><i>*No alternate scheduling allowed*</i></p>	<p><b>Office location and hours:</b>  <b>Rohr Hall 106</b>  <b>Tuesdays 1:30-4:30pm and by appointment</b></p> <p><b>Teaching Assistant:</b> Cynthia Gutierrez</p>

**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 foundation, truth is pursued, and holiness is a way of life.

**PLNU STUDENT OUTCOME**

*To Learn, To Grow, To Serve*

**DEPARTMENT MISSION STATEMENT**

*Sociology, Social Work, and Family Sciences*

As followers of Christ, our mission is to nurture servant scholars who critically and empirically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.

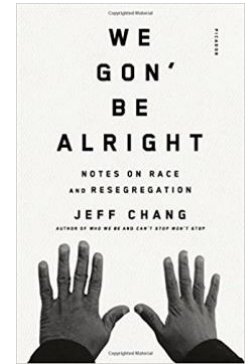
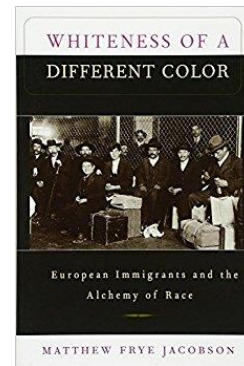
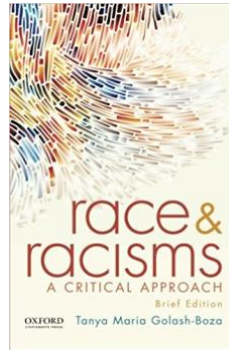
**WELCOME AND COURSE DESCRIPTION.**

Welcome! This course will provide a broad sociological understanding of the dynamics of race and ethnicity, and what sociologists mean when they define race as a “social construct.” We will focus on the social and historical conditions that give rise to contemporary racial and ethnic relations in the U.S. Specifically, this course will explore the ways in which race and racism are inextricably linked to the very economic, political, and social fabric that holds the United States of America together, and how they continue to influence our current political, economic, and social order. We will also look at how the ways racism intersect with forms of prejudice and discrimination based on class, gender, sexuality, and ability.

Sociologists study and analyze at both the micro and the macro level. This means that we will, for example, look at how individuals interpret symbols or define their identities, but also at how institutions, such as families, churches, schools, and governments, shape individuals’ perceptions of themselves and others like them or, purportedly, unlike them. We will consider how diverse identities, backgrounds, and experiences influence the opportunities people have and the decisions they make, within the realms of real estate and housing, healthcare, schools, workplaces, and the criminal justice system. This means that any background you bring to our class will enrich your individual as well as our collective experience and learning. Our diversity and interdisciplinarity will be strengths in this class!

**REQUIRED TEXTS.** Many important writers have written about race and racism, and it is my hope that we learn about the broad conversations about these topics. One of our books is *Race and Racisms: A Critical Approach, Brief Edition* (2016) by Tanya Golash-Boza, which covers a breadth of materials, and includes current news stories as well as personal experiences of various individuals. Another text is *Whiteness of a Different Color: European Immigrants and the Alchemy of Race* (1999) by Matthew Frye Jacobson. Here, we get a broad coverage of the history of “whiteness”—including how the Irish, for example, were at first *not* considered “Caucasian” or “white” but “black.” The third text is *We Gon’ Be Alright: Notes on Race and Resegregation* (2016) by Jeff Chang, who has also studied the birth of hip hop in the Bronx.

There will also be a few select articles and/or chapters, available as PDFs in Canvas, to help further illustrate and illuminate course concepts. It is *helpful* that students complete these readings before class meetings! Our class is structured in a way that while I will provide a brief lecture to review or give an overview of our readings, we will mostly have group work and discussions. In some cases, we will view films/documentaries and/or have guest lectures. In all cases, the key is to be prepared and be active in our learning process.



Teaching Sociology is a passion of mine, and I am humbled and grateful to share this semester with you. Upon completion of this course, my prayer is that students will be able to<sup>1</sup>:

- Identify and critique various social structures, particularly those resulting in inequality and injustice.
- Evaluate and apply social science data to inform decisions in everyday life.
- Describe and exemplify the relationship between our Christian faith and human actions.
- Apply service-minded sociological concepts to specific need areas in our communities.
- Demonstrate an understanding of the complex issues faced by diverse groups in global contexts and across cultures.

**GRADED IN-CLASS WORK.** I encourage you to engage with our class materials as they come up on our course schedule and throughout the semester, not simply during exam dates. To work towards this, there are scheduled in-class work class meetings when students will either have group discussions, activities, or writing sessions in response to prompts.

ASSIGNMENT VALUES	
Participation and Attendance	10%
Graded In-Class Work	20%
Midterm	20%
Final	25%
Group Project	25%

**EXAMS.** When you read, I encourage you to take note of what new concepts you are learning and what questions they bring to mind. Use these notes to prepare for your exams, so that you do not wait until the week/day before to study. There are two exams, the midterm and the final, altogether worth 45%. These exams will comprise of definitions, short answers, and at least one essay.

GRADING SCALE	
A = 93-100	C = 73-76
A = 90-92	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 63-66
B- = 80-82	D- = 60-62
C+ = 77-79	F = 0-59

<sup>1</sup> Respectively, EP 2.1.4 (1) and GELO 1d, EP 21.6 (2), EP 2.1.1 (1, 2), EP 2.1.7 (2), and EP 2.1.4 (1) and GELO 2c. This course helps to assess the General Education Learning Outcomes 1d and 2c.

**GROUP PROJECT.** There will be an exciting group project after the midterm! For this project, I will also ask you to specifically think about how your *faith* intersects with what you are learning in this class. I will update you as the details get squared away! For now, make sure to reserve October 27<sup>th</sup> for our required class field trip to Barrio Logan.

**LATE ASSIGNMENT POLICY.** All assignments are to be submitted when they are due. There will be no opportunities to make up missed in-class assignments or classwork, unless students have documented medical emergencies or are considered “excused” by the administration. Those with documentation for medical emergencies will need to discuss with me their revised deadlines. I also understand that sometimes students have to reprioritize due to things beyond their control. If this happens to you, inform me immediately.

**LATE ASSIGNMENT DEDUCTIONS.**

After deadline -10% of total grade earned	2 days late -20% of total grade earned
1 day late -15% of total grade earned	>2 days late Not Accepted

**ACADEMIC ACCOMMODATIONS.** I welcome diverse learning abilities and styles in our class! Please contact Nichole Hope-Moore at PLNU’s Disability Resource Center (DRC) if you are qualified to register or are curious about accommodations. Her number is (619) 849-2486 and e-mail address is [DRC@pointloma.edu](mailto:DRC@pointloma.edu). Visit the website for additional information. The early contact with Nichole is so that she would be able to notify me within the first two weeks of the semester about how I may help provide the necessary accommodations.

**PLNU ATTENDANCE AND PARTICIPATION POLICY.** Your regular and punctual attendance at all classes is essential for our community-building, shared spiritual journey, and optimum academic achievement! Please not, too, that participation and attendance is 10% of your total grade for the class.

- In this class, you are welcome to TWO WELLNESS DAYS. If you are taking a Wellness Day, you are still responsible for turning in the homework and assignment by the deadline and subject to the late assignment deductions.
- After these two wellness days, per PLNU policy, student absences for more than 10% of our class meetings may lead to a written report which may result in de-enrollment.
- You are also responsible for being in class the entire time. Do not schedule appointments, work, or advising meetings during our class.
- Missing 10 minutes of class or more counts as an absence.
- Being asked to put away your electronics twice during class counts as an absence.
- If absences or tardiness exceed 20%, 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.

**PLNU ACADEMIC POLICY.** 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. Per PLNU policy, faculty can assign a failing grade for that assignment/examination or for the course. Please do not risk it!

**FINAL EXAMINATION POLICY.** Successful completion of this class requires observing the deadline, which is set for **December 12<sup>th</sup>, Wednesday 1:30-4:30pm**. You may turn in your final any time *before* that deadline, but late final submissions will not be accepted. Canvas closes the submission portal at 7pm. No exceptions, so please plan your schedules accordingly!

**STATEMENT OF INCLUSIVITY.**

Point Loma Nazarene University is a Christian community committed to cultivating an inclusive and welcoming environment. In fulfillment of our Christian mission, we strive to value and honor all people because we believe that our diverse identities, experiences, and abilities enrich our learning community. If you experience or witness harassment or discrimination, please notify Title IX Coordinator Dr. Jeffrey Carr at [JeffreyCarr@pointloma.edu](mailto:JeffreyCarr@pointloma.edu).

## COVENANT AND COMMUNITY GUIDELINES.

Consider this syllabus not as a contract but as a ***covenant*** among all of us. We are all in this together! Let us create and nurture an environment that helps us all feel loved, welcomed, and challenged-supported, a balance of understanding where we are coming from as well as extending our growth zones—hard but necessary. Toward this end, let's keep in mind the following: **RESPECT**. Respect for others is a basic element of Christian character. All discourse will be conducted in a responsible, humble, and gracious manner. What does this look like? How do we embody it?

- **Use inclusive language.** Our words have power, so let us be considerate of what we say and write and how they may impact others. Speak up/out as needed with courage, grace, and humility.
- **Give your full attention to the faculty and to your peers.** Some theologians describe prayer as attention. As we seek to become our best selves to serve God's world, let us re/consider how we act and interact in class. Put away your phones, other electronic devices, and anything that takes attention away from the task at hand, while class is in session.

### Why do my fellow faculty and I feel so strongly about putting away electronics in class?

- Avoid zombie note-taking. Zombie note-taking does not equal learning. Instead of copying everything, synthesize what you are learning. Highlight what stands out to you.<sup>2</sup>
  - Avoid distracted note-taking. When you are on your laptop, iPad, or phones, it is hard not to check other things. Notifications interrupt your learning process and sense-making.<sup>3</sup>
  - Avoid distracting your peers.<sup>4</sup>
  - Avoid time wasted in class. Listening intently in class equates to less studying-cramming time before exams or paper deadlines.<sup>5</sup>
- **Come to class on time, participate actively, and do not pack your materials before dismissal.** Please plan ahead in terms of looking for parking spaces or printing materials before coming to class. We will take the entire class time, so schedule other activities around our class time.
  - **Be honest with your work.** Do original work and give appropriate credit to the ideas of others. This includes proper citation formats on papers/projects.
  - **Say “I’m sorry for my mistake. Please teach me.”** God created us to be interdependent beings—we cannot live alone and we grow to be “more perfect in God” when we learn from each other. Let us acknowledge when we hurt each other—even without the intent to—and be humble.

If you have any questions or concerns, or just want to chat/chill, please feel free to contact me by e-mail or simply visit me during my office hours (Tuesdays 1:30-4:30pm and by appointment). I look forward to building this learning community with you!

<sup>2</sup> <http://journals.sagepub.com/doi/abs/10.1177/0956797614524581>;

<https://www.chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/>

<sup>3</sup> [http://www.slate.com/articles/health\\_and\\_science/science/2013/05/multitasking\\_while\\_studying\\_divided\\_attention\\_and\\_technological\\_gadgets.html](http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html)

<sup>4</sup> <https://www.sciencedirect.com/science/article/pii/S0360131512002254>

<sup>5</sup> <https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-shows>