



Spring 2018

<b>Meeting days:</b> MWF	<b>Kevin F. Modesto, MATS, MSW, Ph.D</b>
<b>Meeting times:</b> 8:30-9:25 AM	<b>Office:</b> (619) 849-2368 <b>Home:</b> (619) 282-5660 <b>Kevin Cell:</b> (619) 940-9597
<b>Meeting location:</b> Rohr Hall 112	<b>E-mail:</b> <a href="mailto:kmodesto@pointloma.edu">kmodesto@pointloma.edu</a>
<b>Additional info:</b>	<b>Office location and hours:</b> Rohr Hall #105 M,W 11:00 to 12:00; T-Th 10-10:30AM or by appointment
<b>Final Exam:</b> Wednesday, May 2, 2018, 7:30 to 10:00 AM	<b>Additional info:</b>

**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 Mission**

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.

**Social Work Program Mission**

At its core, the purpose of the social work program is to prepare competent social work professionals who are motivated to gracefully serve others as an expression of their faith. In the context of the intersection of the goals of the University and those of professional social work practice, this mission is further articulated:

*The mission of the baccalaureate social work program is to develop competent professionals who are committed to serving others through acquisition and integration of the essential knowledge, skills, and values that form the foundation of generalist practice in the social work profession; who are motivated to promote social justice; and who understand that a Wesleyan perspective, a desire for continuous personal development, and respectful engagement in the community that empowers others are integral components of the means for relating to God through service.[1]*

**COURSE DESCRIPTION – SOC 430**

**SOC 430** is the comparative and analytical study of religion as a social institution; the relation of religion to social stratification, economy, state; religion as an agent of social change and stability.

Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

1. Gaining sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
2. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
3. View themselves as learners and engage those with whom they work as informants.

In addition, the course will explore culturally relevant and practical ways to engage and address inequality and injustice in society.

## **COURSE LEARNING OUTCOMES**

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### **Course Objectives**

1. Expose students to major sociological theories, trends, and issues in the sociology of religion.
2. Provide an overview of methodological issues and strategies for studying religion in the social context.
3. Apply and integrate theory, methods, and practice in the sociology of religion.
4. Explore the interplay between social theory and theology.
5. Encourage critical thinking and reflection.
6. Produce an actionable research project.

### **Student Outcomes:**

1. Demonstrate a basic understanding of sociological theories of religion.
2. Critically analyze religious ideas in the sociological context.
3. Demonstrate sensitivity to diverse populations.
4. Clearly identify and communicate the relationships between religion, society, and culture.
5. Apply sociological thinking and tools to practical religious contexts and situations.
6. Understand the interplay between theology and social theory.
7. Increase interest in the relationship between religion and social and economic justice.

### **COURSE CREDIT HOUR INFORMATION** (In online or blended classes only—fill in blanks)

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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 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

### **COURSE SCHEDULE AND ASSIGNMENTS**

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**Course Assignment/Products:** *All assignments should be doubled spaced, typed in a 12-point font, and handed in on their due date. Correct spelling and use of grammar is calculated in each grade.*

*Daily Reading Questions/Class Contributions:* This class is a dialogue discussion course; therefore, attendance, reading, and discussion are essential. It will be conducted like a graduate seminar. Each student is responsible for generating at least two questions drawn from the assigned readings for the day of class. Class participation will be gauged by the submission of daily questions on the readings. Participation in the discussion is required! Physical presence is not the same as participation.

*Service attendance reflections:* Each student will attend 2 different services to assess the rituals, symbols, and beliefs of some of the various congregational styles in the community. Students are expected to use [Nancy Ammerman's guide for observing congregations](#). The review should be no more than 3 pages double spaced in a 12-point font. Due February 7, and March 21, 2018.

*Group research report:* The class will focus on understanding religion in through active participation in the research process. I would like to propose 3 projects: (1) Understanding Religion in the Urban Context, which will consist of identifying and conducting research on religious institutions beginning in the Mid-City region of San Diego. Particular attention would be given to formal and informal social services, notions of justice and compassion. (2) The Future of Religion, the focus of this project would be to conduct research among young people to identify their notions and understandings of religion. The aim is to begin to create and explore models of religious practices that might appeal to a people who are exiting the faith at a rapid pace. (3) Living on the Margins at Faith-based Institutions of Higher Learning, the primary aim of this project is to discover and uncover what it is like to be a first generation, low-income, or diverse student on faith-related college campuses. I have a fairly high level of personal interest in carrying out all three projects. Each person will be responsible for at least one component of the project with the culminating product being a professional research report. The report will likely vary in length, but should be conducted in partnership with the congregations in the community and provide some actionable items a congregation might want to implement in their efforts to engage the community. Various methods are appropriate for the report including an assessment of demographic data (likely census data), participant observation of the congregation and congregations in the community, surveys, and interviews.

*Final Exam:* The final will consist of a presentation of the findings from the group research projects. Wednesday, May 2, 2018, 7:30 to 10:00 AM

## **REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES**

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Cox, D. & Jones, R. P. (2017). [America's changing religious identity](#). Washington, D.C. Public Religion Research Institute.

Day, K. (2014). *Faith on the avenue: Religion on a city street*. New York: Oxford University Press.

Flory, R. (2017). [Reimagining religion](#). Los Angeles: USC Center for Religion and Civic Culture.

**Additional articles and chapters will be assigned by the professors and posted on the class web site.**

## **ASSESSMENT AND GRADING**

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This class will be graded using a specifications grading system. All assignments will be graded on a credit no credit basis. Follow the directions for each assignment for full credit. Grades will also be earned on a bundled basis.

**Bundles grading:**

F- Did not meet the expectations of C.

C –

75% daily reflections.

B –

All of the above with three of the following:

Two service reflections

A – All of the work for a B.

Make significant contributions to group research project

Students are encouraged to speak with the instructor at any point about their grades. Any student with a grade below a C is highly encouraged to speak with the instructor.

**FINAL EXAMINATION POLICY**

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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.

**PLNU COPYRIGHT POLICY**

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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.

7/28/2016

**PLNU ACADEMIC HONESTY**

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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**

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If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu). See [Disability Resource Center](#) for additional information.

**PLNU ATTENDANCE AND PARTICIPATION**

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Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in 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. See [Academic Policies](#) in the Undergraduate Academic Catalog.

### **Class Members Responsibilities:**

1. Attendance: Attendance is mandatory at all class sessions. Each Community Classroom class session is equivalent to a full week of classes on the main campus. Only one excused absence is allowed. Missing 2 classes will result in de-enrollment or possible failure in accordance with the university attendance policy.
2. Class participation: Each student is seen as a vital contributor to the educational environment. Your ideas and input are essential to the learning experience. Please participate actively and respectfully.
3. Respect: Respect for others is a basic element of professional social work and Christian character. All discourse will be conducted in a responsible and respectful manner.
4. Reading: Students are expected to read all assigned material to engage in class discussion.
5. Completion of all class assignments: All class assignments are to be completed and handed in, in a prompt professional manner. There are no exceptions for tardiness. Assignments will not be accepted one week beyond the original due date.

### **Inclusive Language**

Given the power of language, all public language used in this course, including written and spoken discourse, will be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.

### **Public Discourse**

Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that others will view your work in the class.

7/28/2016

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