



<b>Meeting days:</b> T, TH	<b>Instructor:</b> Jamie Gates
<b>Meeting times:</b> 11:00-12:15	<b>E-mail:</b> <a href="mailto:jamiegates@pointloma.edu">jamiegates@pointloma.edu</a>
<b>Meeting location:</b> RH109	Office hours by appointment
<b>Final Exam:</b> 5/02/17 10:30 a.m.	

**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 evaluate social and cultural patterns, and constructively engage as agents of hope.

**COURSE DESCRIPTION**

PLNU's catalog indicates this GE course is "a study of the theories and methods of social interactions in the development of personal and group behavior. Topics include attitudes, communication, pro-social, and anti-social behaviors." This course is an introduction to various perspectives in the study of social problems. During the term we will evaluate how sociologists study social problems as they relate to human behavior, communal relationships, and social institutions. In the process, we will explore the connections between our personal lives and the larger societies in which we live.

The course is structured around a series of case studies of significant contemporary social problems that demand the attention of serious social analysts. The course begins with a discussion of how social problems are defined, the theoretical approaches to social problems and the sociological imagination. We then quickly move into analyzing complex social problems such as race relations, socio-economic inequality, mass incarceration, migration and human trafficking. Students will have the opportunity to study these problems from multiple perspectives while gaining a deeper understanding of the strengths and limitations of what sociological data and data analysis can add to our understanding of these social problems. We will also spend significant time reviewing and analyzing potential solutions.

**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 15 weeks.

## COURSE LEARNING OUTCOMES

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Upon successful completion of this course, students will be able to:

1. Demonstrate a basic understanding of sociological concepts and terminology relating to social problems.
2. Critically analyze the factors that can result in inequality and injustice in society.
3. Display the ability to integrate Christianity and sociological reasoning.
4. Apply service-minded sociological concepts to specific need areas in our communities.

## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

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**Claiborne, Shane. (2016) The Irresistible Revolution, Updated and Expanded: Living as an Ordinary Radical. 10th Updated, Expanded edition. Grand Rapids, MI: Zondervan.**

**Hochschild, Arlie Russell. (2016). Strangers in Their Own Land: Anger and Mourning on the American Right. New York, NY: The New Press.**

**Lee, Justin. (2013) Torn: Rescuing the Gospel from the Gays-vs.-Christians Debate. New York, NY: Jericho Books.**

**Nazario, Sonia. (2007) Enrique's Journey: The Story of a Boy's Dangerous Odyssey to Reunite with His Mother. New York, NY: Random House.**

**Stevenson, Bryan. (2015) Just Mercy: A Story of Justice and Redemption. New York, NY: Spiegel & Grau.**

Additional required readings as well as recommended resources will be available FREE on Canvas.

## ASSESSMENT AND GRADING

Assignment Values		Grade Scale	
<b>Attendance and Participation</b>	<b>10%</b>	A=93-100	C=73-76
<b>Midterm Exam</b>	<b>10%</b>	A-=92-90	C-=70-72
<b>Final Exam</b>	<b>15%</b>	B+=87-89	D+=67-69
<b>Service Learning Project</b>	<b>30%</b>	B=83-86	D=63-66
<b>Reading Summaries</b>	<b>15%</b>	B-=80-82	D-=60-62
<b>Discussion Facilitation</b>	<b>20%</b>	C+=77-79	F =0-59

## ATTENDANCE AND DISCUSSION CONTRIBUTION

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**Attendance is expected and is a component of your course grade.** The college catalog indicates that excessive absence can lead to de-enrollment. Excessive absence is more than 3 absences REGARDLESS OF WHETHER IT IS AN EXCUSED ABSENCE OR NOT. Work missed (e.g., an assignment) because of an *excused* absence (PLNU athletic participation, class trip) may be made up. Documentation required. Work missed (e.g., submitting an assignment) because of an *unexcused* absence (doctor's appointment, course registration, job interviews, etc.) may NOT be made up. If you are absent from class, you are responsible for the material discussed in class and any assignments made in class. Ignorance is no excuse.

Your regular attendance and participation in the discussion sessions and in classroom activities is critical to your success and the success of the class as a whole.

Formal withdrawal is the responsibility of the student. If the date of de-enrollment is past the last date to withdraw from a class, you will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

## EXAMINATIONS

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There are two exams in this course. Successful completion of this class requires taking the final examination **on its scheduled day**.

## COURSE PROJECT: SEVICE LEARNING/RESEARCH CONFERENCE

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The Service Learning/Research Conference Project is designed for you to extend your sociological learning outside the classroom through hands-on experience with real issues that society is grappling with. The project allows you to use your classroom knowledge and civic engagement to build your academic experience, help build better communities, and engage as agents of hope.

1. HT-RADAR Human Trafficking Research Conference, Sat. Feb 4 (possible other conference(s) would be considered)
  - a. Conference attendance and Participant Observation Plan
  - b. Attend all sessions and participate in the whole event.
  - c. Use Participant Observation, take field notes on what you learn from the participants and the research.
  - d. Write a 5-6 page reflection and sociological analysis on lessons learned.
  - e. Supplement your own reflections with no fewer than five (5) professional academic research bibliographic sources incorporated and cited in your reflection.
2. Volunteer for a local Social Service Agency or Non-Profit addressing a concrete social problem
  - a. Volunteer and Participant Observation Plan
  - b. Volunteer 12 hrs minimum for the semester; keep a log of hours signed by a supervisor
  - c. Use Participant Observation and take field notes (keep a journal).
  - d. Develop a 5-6 page sociological profile of the organization, including a SWOT Analysis
  - e. Supplement your own reflections with no fewer than five (5) professional academic research bibliographic sources.

## READING SUMMARIES

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Students will write 2+ page bulleted summaries of the most important insights they've gained from the assigned daily readings. Reading summaries are due by the start of the class in which they will be discussed and are to be turned in on Canvas. Bullets should be single-spaced and include the page numbers from which notes are drawn.

See the Syllabus for the Course Calendar and due dates

## DISCUSSION FACILITATION

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Beginning early in the semester, the class will divide into small groups during a portion of the class as scheduled. Over the course of the semester, each member of the class will be expected to serve as the discussion leader for their group on 4 or more occasions. Students will prepare discussion questions and resources that go beyond the reading for 4 of the days they lead the discussion. Creativity will be rewarded. Bringing new sociological research to the discussion will be rewarded.

## INCOMPLETES AND LATE ASSIGNMENTS

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All assignments are to be submitted/turned in by the beginning of the class session when they are due. **NO late work is accepted in this course.** If you have a medical emergency, psychological crisis or death in the family, obviously I will work with you to find a way for you to make up your work. Documentation is required to do so *within two days* of missed work.

## 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. As explained in the university catalog, 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. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

## ACADEMIC ACCOMMODATIONS

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I will do everything in my power to make this class accessible to students with disabilities. However, to insure your minimum rights and to protect me against claims of unfairness, students who are entitled to modification of course procedures due to their disabilities should first contact the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once you have the relevant paperwork, please contact me privately to discuss the specific logistics.

On another note, if I am doing something that interferes with your learning, please e-mail me or come see

me. If you need assistance with course material, want to continue a discussion, or just talk, let me know. My door is always open.

### **FERPA POLICY**

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In compliance with federal law, you will be the only person given information about your progress in this class unless you have designated others to receive it in the “Information Release” section of the student portal. See [Policy Statements](#) in the undergrad academic catalog.

### **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.

**COURSE SCHEDULE AND ASSIGNMENTS**

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS / ASSIGNMENTS</b>
Thu Jan 12	<b>Course Overview</b>	Review syllabus and get acquainted
Tue Jan 17	<b>Sociological Thinking about Social Problems</b>	Understanding Social Problems, Mooney, Knox & Schacht, ch 1
Thu Jan 19	<b>Sociological Thinking about Social Problems</b>	The Sociological Imagination, C. Wright Mills, <a href="#">ch 1</a> ; Thinking about Social Problems: An Introduction to Social Constrictivist Perspectives, Loseke, ch 1
Tue Jan 24	<b>Race, class, crime and punishment: Mass Incarceration</b>	13 <sup>th</sup> , the Documentary
Thu Jan 26	<b>Race, class, crime and punishment: Death Penalty</b>	Just Mercy, Intro-ch 3
Tue Jan 31	<b>Race, class, crime and punishment: Death Penalty</b>	Just Mercy, chs 4-7
Thu Feb 2	<b>Race, class, crime and punishment: Death Penalty</b>	Just Mercy, chs 8-12
Tue Feb 7	<b>Race, class, crime and punishment: Death Penalty</b>	Just Mercy, chs 13-16
Thu Feb 9	<b>Social Stratification, Culture and Identity Politics</b>	Strangers in their own Land, selected readings
Tue Feb 14	<b>Social Stratification, Culture and Identity Politics</b>	Strangers in their own Land, selected readings
Thu Feb 16	<b>Social Stratification, Culture and Identity Politics</b>	Strangers in their own Land, selected readings
Tue Feb 21	<b>Social Stratification, Culture and Identity Politics</b>	Strangers in their own Land, selected readings
Thu Feb 23	<b>Social Stratification, Culture and Identity Politics</b>	Strangers in their own Land, selected readings
Tue Feb 28	<b>Human Trafficking</b>	Choi-Fitzpatrick, Austin. 2016. "From Rescue to Representation: A Human Rights Approach to the Contemporary Anti-Slavery Movement." Journal of Human Rights.
Thu Mar 2	<b>Human Trafficking</b>	Collaborating Against Human Trafficking, Foot (2015), chs. 2-3
Tue Mar 7	<i>SPRING BREAK</i>	
Thu Mar 9	<i>NO CLASS</i>	
Tue Mar 14	<b>Migration, Immigrants, Hosts and Guests</b>	Enrique's Journey, Prologue, chs 1-2
Thu Mar 16	<b>Migration, Immigrants, Hosts and Guests</b>	Enrique's Journey, chs 3-4

Tue Mar 21	<i>MIDTERM EXAM</i>	
Thu Mar 23	<b>Migration, Immigrants, Hosts and Guests</b>	Enrique's Journey, chs 5-6
Tue Mar 28	<b>Migration, Immigrants, Hosts and Guests</b>	Enrique's Journey, chs 7-8
Thu Mar 30	<b>Gender, Sexuality, Faith and Social Divisions</b>	Torn, 1-5
Tue Apr 4	<b>Gender, Sexuality, Faith and Social Divisions</b>	Torn, 6-9
Thu Apr 6	<b>Gender, Sexuality, Faith and Social Divisions</b>	Torn, 10-12
Tue Apr 11	<b>Gender, Sexuality, Faith and Social Divisions</b>	Torn, 13-15
Thu Apr 13	<i>EASTER RECESS NO CLASS</i>	
Tue Apr 18	<b>A theology that engages the world</b>	Irresistible Revolution, selected readings
Thu Apr 20	<b>A theology that engages the world</b>	Irresistible Revolution, selected readings
Tue Apr 25	<b>A theology that engages the world</b>	Irresistible Revolution, selected readings
Thu Apr 27	<b>A theology that engages the world</b>	Irresistible Revolution, selected readings
Tue May 2	<b>FINAL EXAM -10:30 a.m</b>	

