



Sociology and Social Work
Race and Ethnicity
SOC 360.2
3 Units

Spring 2017

Meeting days: Monday	Kevin F. Modesto, MATS, MSW, Ph.D. and Becky Modesto, MA
Meeting times: 3:00-5:45 PM	Office: (619) 849-2368 Home: (619) 282-5660 Kevin Cell: (619) 940-9597; Becky (619) 940-9595
Meeting location: Mid-City Church of the Nazarene 4104 University Ave, San Diego, CA 92105	E-mail: kmodesto@pointloma.edu; beckymodesto@gmail.com
Additional info: Location varies	Office location and hours: Rohr Hall #105 M,F 11:00 to 12:00; T-Th 10-10:30AM or by appointment
Final Exam: Monday, May 1, 2017, 3:00 to 5:45 PM	Additional info:

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.

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 360

SOC 360 is an introduction to the sociological analysis of race and ethnicity. The course will assess the historical and social factors relating to various ethnic, racial, and status groups. Particular attention will be paid to (EP 2.1.4) - Engage diversity and difference in practice by:

1. Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
2. Gaining sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
3. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
4. 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

Course Objectives:

1. EP 2.1.4 Introduce students to the sociological study of race and ethnic relations.
2. EP 2.1.3 (2) .4 (1) Increase students' understanding of key theories and concepts in the sociological study of race and ethnicity.
3. Expose students to the historical factors shaping racial and ethnic relations in the U.S. and throughout the world.
4. EP 2.1.11 Discuss the role of the Christian faith in perpetuating and combating racial and ethnic issues.
5. EP 2.1.4 (1-4) Encourage critical thinking and the development of decision-making skills, particularly around issues of racial, social, and economic justice.
6. EP 2.1.5 (3) Identify, assess, and implement ways to promote understanding between and among various racial and ethnic groups.
7. EP 2.1.4 (3) Cultivate skills for productive cross-cultural relationships.

Student Outcomes:

1. Exhibit an understanding of the sociological study of race and ethnicity.
2. Reveal knowledge of the factors that can result in inequality and injustice in society.
3. Demonstrate increasing sensitivity to diverse and special populations.
4. Display the ability to integrate Christianity with race and ethnic relations.
5. Identify and implement actionable steps to improve racial and ethnic relations.

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

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

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.*

Journal (25 points): This will be completed during the first few days of class and is to be submitted on-line by **January 17, 2017 @ 11:59pm**. Describe your thoughts about race and your cultural background. How do your experiences and upbringing influence your thoughts about race? Try not to exceed five, double-space pages. Please attach a recent picture of yourself.

Dinner Reflections (2 @ 25 points): There will be two dinners on Wednesdays and two dinners on Thursdays from 6-7pm. The dates are: **Thursday, January 26th; Wednesday, February 15th; and Thursday, March 23rd; Wednesday, April 19th**. For this class, students are required to attend two dinners over the semester. These dinners are designed to create a cross-disciplinary dialogue between the courses offered in City Heights and expose students to the cultural diversity of the community. To receive full credit for the two required dinner reflections, students must be in attendance and write a 250 word response for each dinner. The objective of the response is to reveal the cultural insight gained from the speakers and interdisciplinary discourse. Each reflection is due within one week of the event.

City Heights Exegesis (1 @ 50 points): The class will be guided on a journey through City Heights and taught the tools on how to observe the cultural clues of the physical and social environment of a city. A 1 to 2-page reflection of the insight gained on this exegesis is due one week after the exegesis. This reflection is NOT a summary of the experience but should instead integrate thoughts and insights elicited through the journey with information discovered in the video *The Price of Renewal*. A student is expected to “see” with an open heart and mind; “hear” the sounds of the city and people which will hopefully provoke curiosity and a desire to know more; “place” themselves in the shoes of the people and places they encounter while using all senses to learn about and begin to understand the community of City Heights and the people who call this neighborhood home. **Due January 30, 2017.**

Weekly Contributions:

- (5 points) Attendance is mandatory as this the class meets only once a week. Listening and engaging in the conversation is one of the primary means of learning in this class. Come prepared with questions. Listen intently. Show respect to your classmates and to the guest speakers. They are experts who give of their time to educate us. Physical presence alone does not constitute attendance. Signs of disrespect and disinterest will constitute an absence. For example use of an electronic device, sleeping, or side conversations will be considered ground for absence. More than one absence will constitute grounds for dismissal.
- (0 – 5 points) Weekly reflections integrating material from the readings, podcasts, videos, and presentations are **due by midnight the Wednesday, after class**. The reflections will be grade 5 – superior thought and integration of material from class, 3 Strong thought, but little or no integration, 1 minimal effort, 0 not submitted. Weekly reflections should be no more than 1 page, but can be done in as little as 250 words.

Two Critical Book Reviews (2 @ 100 points): Students will be responsible for conducting critical reviews of two of the core texts (Le, Nazario) integrating key thoughts and ideas from Emerson and Yancey into each paper. This will include a brief (one paragraph) summary, a critical assessment of the content incorporating thoughts and ideas from Emerson and Yancey, and an application of the cultural insight gained for each student’s major or profession. The papers should not exceed 2 double spaced pages.

City Heights Cultural Events (2 @ 20 points): Students are encouraged to participate in and attend a wide range of cultural events available in the City Heights community over the course of the semester. Such events include but are not limited to: attending the weekly City Heights Farmers Market, volunteering with San Diego Canyonlands, Ocean Discovery Institute or other organizational events, eating across the ethnicities at one of the many fine restaurants in the community, attending cultural festivals, visiting an alternative religious service, or a Tuesday

night Community Classroom dinner. Students must choose two different types of events for the two required experiences, for example, a student may visit a local restaurant and the Farmer's Market but may not attend two restaurants. Students will be responsible for providing proof of their participation in each activity and event, in addition to creating a reflection about the activity: cultural insights gained, new awareness of issues dealing with race and ethnicity, thoughts elicited by the experiences, etc. It is encouraged to be creative with these reflections i.e.: photo essay, poem, video, art mural, etc. or a more conventional essay is also fine (not to exceed 2, double spaced pages). Grades will be based on the quality, creativity, and completeness of the work. These assignments will be handed in to the professor in class not later than **April 17, 2017**.

Extra Credit (20 points each, no minimum): Students may attend multiple cultural events for extra credit through **April 17, 2017**. These events should vary in style, i.e. not only restaurants but a mixture of the options described above. Extra Credit assignments will not be accepted after **April 17, 2017**. Plan strategically to attend an event each week to obtain maximum extra credit points. **No more than one assignment is accepted each week.**

Movie Reviews/Critiques (2 @ 25 points): Students will critically assess two movies: *Mi Familia & White Man's Burden*. The movies should be critically assessed for their portrayal of race in the U.S. (This assignment is not a summary of the movie.) In addition to the critical review, analysis of the feelings and questions each movie generates should merit attention. For full credit, students must integrate aspects of the movie to support each point made in the paper. The reviews should not exceed 2 doubled spaced pages. The first will be due **February 27 by 3:00pm and the second is due April 3, 2017 by 3:00 pm**.

Final Reflective Essay (100 points): The final exam will be a reflective essay addressing the following: Describe your initial thoughts on race. Have they changed and if so, in what ways? In what ways do you feel more open or closed about racial issues? What experiences changed your way of thinking or reinforced your original thoughts? Provide specific examples from your readings and site visits. This essay will tie in lessons and thoughts provoked by Noel Castellanos's book, *Where the Cross Meets the Street*, in relation to your own journey over the semester. Wrestle with how Christian virtues and practices should play a role in issues of Race and Ethnicity. The essay should be between no more than 5 double spaced pages and is due **Monday, May 1, 2017 by 3:00pm**. This assignment will not be accepted late.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Castellanos, N. (2015). *Where the cross meets the street: What happens to the neighborhood when God is at the center*. Downers Grove: InterVarsity Press.

Emerson M. O. & Yancey G. (2011). *Transcending racial barriers: Towards a mutual obligations approach*. New York: Oxford University Press.

Le, Thi Diem Thuy. (2003). *The Gangster We Are All Looking For*. Boston: Alfred A. Knopf.

Marselian, Z. (2010). *The Soul Speaks*. San Diego: La Maestra Publications.

Nazario, S. (2007). *Enrique's Journey: The story of a boy's dangerous odyssey to reunite with his mother*. New York: Random House.

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

ASSESSMENT AND GRADING

The final grade will be determined on the quality and completion of the assignments. Points must be earned from each assignment category. Cultural events may not completely replace another assignment. The value for each assignment follows:

<u>Journal</u>	<u>25</u>	Grade Scale: A=94-100% C= 73-76% A-= 90-93% C-= 70-72% B+= 87-89% D+= 67-69% B= 84-86% D= 63-66% B-= 80-83% D-=60-62% C+=77-79% F= 0-59%
<u>Dinners (2 @ 25)</u>	<u>50</u>	
<u>City Heights Exegesis</u>	<u>50</u>	
<u>Weekly Attendance (15 @ 10)</u>	<u>150</u>	
<u>Weekly Contributions (14 @ 10)</u>	<u>70</u>	
<u>Book Reviews (2 @ 100)</u>	<u>200</u>	
<u>City Heights Events (min. 2 @ 20, 14 max.)</u>	<u>40</u>	
<u>Movie Critiques (2 @ 25)</u>	<u>50</u>	
<u>Final Reflective essay</u>	<u>100</u>	
<u> Total</u>	<u>735</u>	

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

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

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

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

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. See [Disability Resource Center](#) for additional information.

PLNU ATTENDANCE AND PARTICIPATION

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
