

Fall 2019

Meeting days: Monday	Kevin F. Modesto, MATS, MSW, Ph.D. and Becky Modesto, MA
Meeting times: 3:00-5:45 PM	Phone: 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
Final Exam: Monday, December 10, 2018, 3:00 to 5:45 PM, 3129 Highland Ave., San Diego, CA 92105	Office location and hours: Rohr Hall #105 M,W 11:00 to 12:00; T-Th 10-10:30AM or by appointment
Additional info: Location varies	Additional info:

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 is an expression of faith. Being of Wesleyan heritage, we strive 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 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 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: Write a **5-page** reflective essay exploring the role of race and ethnicity in your life. The essay must be grammatically correct. More than 5 grammatical errors will result in no credit. Use the bold phrase as your headers.

1. **Who am I?** Introduce yourself. Your passions, interests, and goals. Tell about your family, your hobbies, etc.
2. **What is my racial and ethnic heritage and identity?** Discuss your racial and ethnic background. Where are your families from? Does your race and ethnicity influence you in any particular ways? Do you celebrate holidays in a specific manner? Do you eat special foods? Where particular clothing or dance special dances. Be sure to write about what makes you, your family, your culture, unique.
3. **Cultural Experiences?** Explore your experiences with people from other racial and ethnic backgrounds. If you do not have many or any experience with people from different cultures, explain why you think this is or was the case.
4. **Thoughts about race and ethnicity in the U.S.?** Discuss your thoughts about race in the United States at this point in history. What factors influence your thoughts.
5. **Questions for the semester.** List any questions you might have about race and ethnicity.
6. **Final thoughts.** Summarize your Final thoughts about race and ethnicity.
7. **Photo.** Include a recent photo of you. The photo is necessary for credit.

This will be completed during the first few days of class and is to be submitted on-line by **September 3rd, 2018 @ 11:59pm.**

Dinner Reflections: There will be two dinners on Wednesdays and two dinners on Thursdays from 5:30-6:30 pm. The dates are: **Thursday, September 20th; Tuesday, October 16th; Monday, November 12th, and Tuesday, December 4th.**

Write three (3) complete and coherent sentences. One sentence for each of the following:

- Sentence 1: Assess the food. Consider the following: Have you ever eaten this type of food before? Did you like it? What did you enjoy? Was it a stretch to eat? Was there anything you did not enjoy?
- Sentence 2: Identify one key take away from the guest speaker(s) or activity.
- Sentence 3: Tell me about one lesson learned from a student in a different class.
- Students will need to report on 2 of 4 dinners.

City Heights Exegesis: 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. 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*.

1. Take at least three (3) photos during the exegesis.
2. Write a brief paragraph describing your thoughts, feelings, and analysis for each photo.

We want 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 September 17th, 2018.** The purpose of the exegesis is to help students analyze the built and social environments of a community.

Weekly Contributions:

- **Attendance is mandatory.** The nature of this course requires attendance. Physical presence alone does not constitute attendance. All people are expected to give the guest speakers complete attention, engage, and ask questions. No cell phone or computer use is acceptable in class. Arrive on time. Students are allowed one absence over the course of the semester. **Credit/No Credit**
- **Weekly Contributions.** Students are expected to be contributors to the learning process, and are therefore required to:
 - Demonstrate preparation for class by crafting two thoughtful questions drawn from the reading(s). Submitted via canvas **no later than noon the day of the class. Credit/No Credit**
 - Asking a question or contributing to the conversation during the class time. **Credit/No Credit or**
 - Or by writing a brief 250-word reflection **due by noon the Wednesday following the class period.** Key questions and takeaways from the class should be addressed. **Credit/No Credit**

Critical Book Reviews: Two five paragraph book reviews assessing the course readings and integrating them with the core text Emerson and Yancey’s *Transcending Racial Barriers* are required. Use the headers in bold below to guide your writing and structure.

1. **Introduction** -- This will be a brief overview of the paper identifying your primary thesis.
2. **Summary** -- A brief original summary of the required book. This should be in your own words, not from spark notes or a similar source. It should also not be what your friend wrote.
3. **Integration** -- This paragraph should take one or two ideas from *Enrique’s Journey* or *The Gangster We are all Looking For* and link it to a key sociological concept or principle found in *Transcending Racial Barriers*.
4. **Application** -- A key goal of the course is to help students apply course content to their chosen profession. How might the lessons, theories, and concepts from the reading inform your practice?
5. **Conclusion** -- Summarize your key thoughts by linking back to your introductory thesis and supporting paragraphs.

The Gangster We are Looking For due October 8, 2018; Enrique’s Journey due November 12, 2018.

City Heights Cultural Events:

Two cultural events are required by every student. Cultural events can be anything going on in the community.

It is highly 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. Students must choose two different types of events for their experiences, for example, a student may visit a local restaurant and the Farmer's Market but may not attend two restaurants.

Credit requires:

Proof of participation in each activity or event.

A reflection that addresses the following questions:

- What did you do?
- Proof that you did it.
- What did you enjoy?
- How were you challenged?
- What did you learn?

Creativity is highly encouraged. Consider a photo essay, poem, video, art mural, etc. or a more conventional essay is also fine (not to exceed 2, double spaced pages). **November 26, 2018.**

Movie Reviews/Critiques: Students will critically assess two movies: *Mi Familia* & *White Man's Burden*. The reviews will consist of 4 paragraphs.

- Paragraph 1: Critically assessed for their portrayal of race in the U.S. (This assignment is not a summary of the movie.)
- Paragraph 2: Analyze the feelings that emerge while viewing the film. Provide at least two concrete and specific examples.
- Paragraph 3: What questions emerge while watching the film.
- Paragraph 4: Discuss the implications of the films for the current state of our nation and world.

Due: March 5 by 3:00pm and the second is due April 16, 2018 by 3:00 pm.

Final Reflective Essay: The final exam will be a reflective essay addressing the following:

- Describe your initial thoughts on race.
- Have your thoughts on race and ethnicity changed and if so, 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.
- In what ways did the common book, *Toxic Charity*, influence your thoughts?
- How did your service influence your thoughts?
- How do Christian virtues and practices 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, December 10th, 2018 by 3:00pm**. This assignment will not be accepted late.

Ten hours of Service Learning: Students desiring an A will complete 10 hours of service learning in a cross-cultural environment, ideally in City Heights. Credit will consist of a verification of the hours served and integration of the experience into the final reflective essay. It is highly encouraged to find a service sight that is congruent with your passions and professional desires.

DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
September 9	Getting to know each other and the community	Cultural Humility
September 16	Understanding City Heights	Read: <i>Entering the Community</i> by Michael Mata Read: <i>Mailboxes, Doorbells and Graffiti</i> by Michael Mata Read: <i>City Heights Partnership for Children Baseline Report</i> Other articles that may be interesting: <i>Ballroom Stuck in Limbo</i> and <i>The Development of Egyptian Revival Architecture in San Diego County</i> Read/view the following available via eclass: http://www.sandiegoreader.com/news/2010/mar/17/cover/ http://www.voiceofsandiego.org/survival/article_89abbe0c-d4e9-11e0-a992-001cc4c002e0.html
September 23	Otherness/The Stranger Exegesis of the City	Exegesis reflection Due. Read: Simmel article Read: <i>Exclusion and Embrace</i> by Volf Read: <i>I'm Still Here</i>
September 30	Does race exist?	Read: <i>Scientific American</i> article, <i>Traces of the distant Past, Why your race isn't genetic</i> Explore: <i>American Anthropological Association's Understanding Race Project</i> Watch: <i>Dream World Race is a Social Construction</i>
October 7	Culture	Visit the International Rescue Committee 5348 University Ave, San Diego, CA 92105 View the IRC website beforehand: http://www.rescue.org/us-program/us-san-diego-ca Read: <i>Columbus: The Art Of Discovering Something that is Not New</i> Also read: <i>When the Uprooted Put Down Roots</i> , and <i>For Many Latinos, Racial Identity Is More than Culture</i>
October 14	The Asian Experience	Book Review #1 Due: <i>The Gangster We Are All Looking For</i> Special speaker: Julie Le, City Heights Resident Read: Yen Le Espiritu: <i>"Negotiating Memories of War"</i> pp. 316-342
October 21	Prejudice/ Discrimination	Read: Louis Wirth's Essay, <i>Race and Public Policy</i> Take: Harvard Implicit Attitudes Scale Watch: <i>Cracking the Code -- The Grocery Store</i> Other articles or stories of interest: <i>The end of the segregated century</i> ; <i>Racial segregation is not history</i> ; <i>A lost decade</i> ; <i>The causes and consequences of distinctively black names</i>

October 28	Stratification	Read: <i>The State of the Dream (2014)</i> ; <i>The Case For Reparations (2014)</i> , and <i>Racism, Reparations, and Migration (2014)</i> Listen to: A 'Forgotten History' Of How the U.S. Government Segregated America Special Speaker: Steve Eldred, The California Endowment Visit their website: http://www.calendow.org/
November 5	Crime	Visit City Heights Police Sub Station Read: <i>San Diego has fallen behind on combating police racial profiling</i> ; <i>When police can -and can't - pull you over</i> ; and <i>In defense of investigatory traffic stops</i> Explore San Diego Crime Data. Compare the various neighborhoods in City Heights with other communities.
November 11	Education	Special speakers from a school in City Heights Read: <i>The Importance of Segregation, Discrimination, Peer Dynamics, and Identity in Explaining Trends in the Racial Achievement Gap</i> , by Fryer Compare performance and behavioral data from City Heights and other areas.
November 18	Immigration	Book Review #2 Due: <i>Enrique's Journey</i> Visit: The American Friends Service Committee Meet at: Friends Center, 3850 Westgate Place, 92105 View their website beforehand: http://afsc.org/office/san-diego-ca Read: <i>The Universal Declaration of Human Rights</i> Watch: <i>Lost in Detention</i> Watch independently this week <i>Mi Familia</i>
November 25	Health	Visit La Maestra, Zara Marselian, Founder and CEO View their website beforehand: http://www.lamaestra.org/ Read: <i>Racism's Hidden Toll</i> , Ryan Blitstein http://www.miller-mccune.com/health/racisms-hidden-toll-3643/ <i>Mi Familia review due</i>
December 2	The African Experience	Special Presentation: City Heights HOPE: United Women of East African Support Team Read: <i>Native Somalian champions for California's health</i> <i>Dinner Reflection</i>
December 9	Religion	Read: Intro from: <i>I Call You Friend</i>
December 16	Final Exam	Final Essay due. Debrief and discuss the semester over dinner at the Modesto's house.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Brown, A. C. (2108) *I'm still here: Black dignity in a world made for whiteness*. New York: Convergent Books.

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.

Lupton, R. D. (2015). *Charity detox: What charity would look like if we cared about results*. New York: Harper Collins.

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.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map using the below link to view which states allow online (distance education) outside of California.

<https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures>

ASSESSMENT AND GRADING

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 –

Introductory journal.

Attend all but one class.

12 of 15 weekly reading questions.

12 of 15 weekly in class questions or reflections

One book review.

One cultural event.

Final reflection.

B –

All of the above with three of the following:

Additional book review;

Additional movie review;

Exegesis reflection;

Two cultural experiences.

Final reflection.

A – All of the work for a B.
10 hours of a service learning related activity to be negotiated by the instructor.

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.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

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.

NOTE: The following policies are to be used without changes:

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.

PLNU ACADEMIC HONESTY POLICY

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 POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) 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 POLICY

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.