



Department of Sociology, Social Work, and Family Sciences
SOC 360-1: Race and Ethnicity (3 units), FALL 2017

CLASS AND INSTRUCTOR INFORMATION

Section / Meeting days and times: Section 1 / Mondays, Wednesdays, and Fridays 1:30-2:25PM	Instructor title and name: Jimiliz Valiente-Neighbours, Ph.D. Dr. Jimi or Prof. Jimi
	Phone: 619-849-3001
Meeting location: Rohr Hall 109	E-mail: jvalient@pointloma.edu
FINAL Schedule: December 11, 2017 Monday, 10:30-1PM	Office location and hours: Rohr Hall 106 Tuesdays 9:30AM-2:30PM Thursdays 9:30AM-2:30PM and by appointment

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.

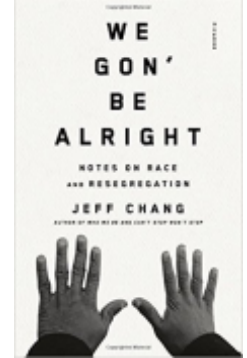
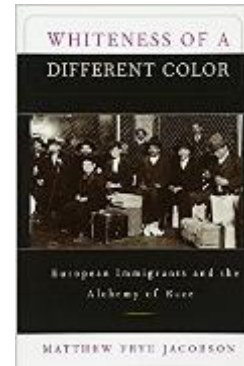
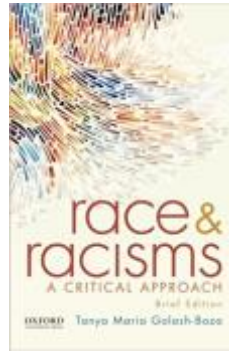
WELCOME AND COURSE DESCRIPTION

First of all, 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!

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 **REQUIRED TEXTS** is *Race and Racisms: A Critical Approach, Brief Edition* (2016) by Tanya Golash-Boza (marked as G-B on the course schedule), 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 on Canvas, to help further illustrate and illuminate course concepts. It is **crucial** 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 to¹:

- 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.

This class meets the PLNU **CREDIT HOUR POLICY** for a 3-unit class delivered over 15 weeks. I hope that your learning continues beyond this class, so on top of the **COURSE LEARNING OUTCOMES** listed above, please let me know of other spiritual, service-oriented, or career-oriented goals you may have that you hope to work toward, and we can have a conversation about how you hope this class can be helpful for you.

ASSIGNMENT DESCRIPTIONS

I take both your spiritual growth and academic learning very seriously, not just for your sake as individuals but also so that you can be the *best version of yourself in service for the world that God loves so much*. I hope you do the same. I have carefully considered the readings and assignments for this course toward your growth.

When you read, I encourage you to take note of what new concepts you are learning and what questions they bring to mind. While I will not ask you to turn these in every day, the course builds on top of the foundational key concepts and significant debates/conversations in the field. Use these notes to prepare for your midterm exam and cumulative final exam, so that you do not wait until the week/day before to study. Your midterm exam is worth 15% and your final exam is worth 25%. You will also have homework and group work in class that will be worth 40% of your total grade. You may, of course, review your reading notes and class notes before in-class assignments/quizzes. This means that attendance and preparedness count! Finally, your notes will also be helpful toward your papers and group discussions, which are worth 20% altogether.

¹ 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.

ASSIGNMENT VALUES	
Midterm Exam	15%
Final	25%
Homework/classwork/quizzes	40%
Papers	20%

GRADE 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

Be mindful of assignment and journal packet deadlines! All assignments are to be submitted when they are due. There will be no opportunities for make-up for missed in-class assignments or classwork, unless students have documented medical emergencies. Keep in mind the following **LATE ASSIGNMENTS** penalties:

After class	-5% of total grade earned	5-6 days late	-20% of total grade earned
1-2 days late	-10% of total grade earned	7 days late	-30% of total grade earned
3-4 days late	-15% of total grade earned	>7 days late	Not Accepted

Students 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, please include a note with your late submission and we can deal with this on a case-by-case basis.

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 **ACADEMIC ACCOMMODATIONS**. Her number is (619) 849-2486 and e-mail address is 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.

Your regular and punctual attendance at all classes is essential for our community-building, shared spiritual journey, and optimum academic achievement! Per **PLNU ATTENDANCE AND PARTICIPATION POLICY**, student absences for more than 10% of our class meetings may lead to a written report which may result in de-enrollment. If the 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. The **FINAL EXAMINATION POLICY** states that successful completion of this class requires attending the final meeting on its scheduled day: **December 11, 2017, 1:30-4PM**. Faculty members are not able to approve requests for early examinations or alternative days, or accept late finals. Plan your schedules accordingly!

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. If your laptop receives notifications of your text messages, turn these off.
- **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. 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 ACADEMIC POLICY**, faculty can assign a failing grade for that assignment/examination or for the course.
- **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, please feel free to contact me by e-mail or simply visit me during my office hours. I look forward to building this learning community with you!