

CLASS AND INSTRUCTOR INFORMATION

Section / Meeting days and times: Tuesdays and Thursdays 1:30pm-2:45pm	Instructor title and name: Dr. Jimiliz Valiente-Neighbours / “Dr. V” for short! Phone: 619-849-3001
Meeting location: Rohr Sociology/Social Work Hall Room 112	E-mail: jvalient@pointloma.edu
IN-PERSON FINAL EXAM: December 15, Thursday, 1:30-4pm **No alternate scheduling/deadline allowed. Please plan accordingly.**	Office location and hours: Rohr Hall 106 Mondays, Wednesdays, and Fridays 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.

STATEMENT OF INCLUSIVITY AND COMMITMENT TO ANTI-RACISM

Point Loma Nazarene University is a Christian community committed to cultivating an inclusive and welcoming environment. In fulfillment of our Christian mission, we strive to value and honor all people because we believe that our diverse identities, experiences, and abilities enrich our learning community. If you experience or witness harassment or discrimination, please notify Title IX Coordinator Danielle Brown Friberg. Her contact information is: daniellebrownfriberg@pointloma.edu.

WELCOME AND COURSE DESCRIPTION

First of all, welcome to Sociological Theory! During our semester together, we will study the relationship between theory and everyday life, including social phenomena. PLNU’s catalog describes this course as: “Investigation and analysis of 19th century and more recent sociological thought, and philosophical and social issues surrounding it. The relation of sociological theory and Christian thought is considered.”

This course explores *BIG IDEAS* about the world around us. The word “theory” is really just an idea or a set of ideas or statements about things that have happened or are happening now. “Sociological Theory” then is about how sociologists have explained *why* things happened or *what* may happen in the future. For example, some of the *BIG IDEA* questions that have been posed are: What did industrialization do to our sense of identity? What

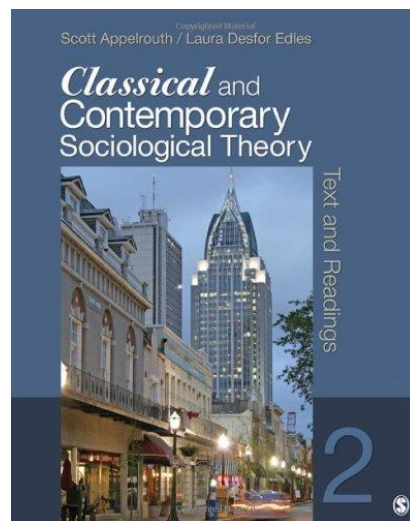
did industrialization do to our families? What did living in the city do to our relationships with strangers? What did moving into cities do to our relationship with the planet? These *BIG IDEA* questions and the “answers” that have been given to them may be *confirmed* or *challenged* by things that are happening today. For example, how has media and technology in the 21st century changed our society?

In this class, we will look at a handful of theorists who have tried to answer the *BIG IDEA* questions since the “beginning” of Sociology as a discipline. The phrase “beginning of Sociology” might have surprised you (or not), but the reason why I explicitly bring it up is to show you that there are *historical*, *social*, and *structural* contexts as to why ideas emerge. We will *contextualize* the theories that we will study, as well as the theorists who posed them. Think of it this way: what *you* say as *your* theory (or set of ideas) depends on the things that have happened in your life, where and how you were born and raised, who you interacted with, and what “time” it is/was in the world, among other things.

Sociological theory is valuable for the purpose of helping us understand the social world through multiple theoretical lenses regardless of which view(s) you might ultimately prefer. Such analytical thinking is critical for your professional and personal lives as it empowers us to move beyond the assumption that a single, ultimate explanation can be reached and to embrace the deep complexities of social life. 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!

While this course is a **requirement** for Sociology majors, treat it as a course where you can generally learn more about the world, including yourself!

REQUIRED TEXT. Your *required* weekly assigned readings will be from the textbook: Appelrouth, Scotta A. and Laura Desfor Edles. 2012. *Classical and Contemporary Sociological Theory, 2nd edition*. SAGE: Los Angeles. I understand that students are always trying to find ways to save money, so I chose an option that is *very affordable*. There are newer versions of this book, but the 2nd edition will work for us just fine. If you have the 3rd edition, we will make that work!



Bring this textbook to class every time we meet, and bring any reading notes you have taken. You will also be asked to bring your selections of 2 passages that stood out to you with an explanation as to why. Perhaps it surprised you, it illuminated an issue for you (helped clarify something for you or helped you think about an issue in a different way), or it did not sit well with you or confused you. It is important 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 discussions or group work.

COURSE LEARNING OUTCOMES Teaching Sociology is a passion of mine, and I am excited 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.

¹ Respectively, EP 2.1.4 (1), EP 21.6 (2), EP 2.1.1 (1, 2), EP 2.1.7 (2), and EP 2.1.4 (1).

PLNU CREDIT HOUR POLICY 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. (Based on 37.5 hours of student engagement per credit hour.) 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.

COURSE REQUIREMENTS

1. Attendance. This is worth **5%**. Your regular and punctual attendance at all classes is essential for our community-building, shared spiritual journey, and optimum academic achievement! Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Being late, leaving early, or missing 10 minutes of class or more counts as an absence. Being asked to put away your electronics after class has started counts as an absence. You are welcome to TWO WELLNESS DAYS, which I recommend reserving for when you are feeling ill or need a mental health break. These two days will not be penalized. Your third absence (including electronic use during class or late arrival) will be penalized—your attendance percentage will be reduced to 2.5%. Your fourth absence (including electronic use during class or late arrival) will result in 0% for attendance. Please read the “PLNU Attendance and Participation Policy” below for more details.

2. In-Class Work/Assignments, Class Preparedness and Participation, Contributions to Discussion. These altogether are worth **35%** of your total grade. Your attendance, preparedness, and participation are required in the class because of the nature of our class meetings, which will consist of both lectures and group discussions/activities. Lack of attendance and participation will be deducted from this total percentage. While there are no weekly papers due, you must come to class with the following:

- a. your book (hard copy) – We will read passages out loud in class. ☺
- b. your selections of 2 passages that stood out to you and why (surprised you, illuminated an issue for you, did not sit well with you) – You will be asked to share these in class. Depending on the number of students enrolled, you may be asked to bring your selections on Tuesdays or Thursdays only.

3. Quizzes. There will be three quizzes worth 10% each. These altogether are worth **30%** of your total grade. Each quiz will be a combination of multiple choice, true-false, and/or short answer questions in Canvas based on the readings, videos, and lectures. It will also require you to demonstrate understanding of course materials through application questions. You will be permitted to use hard copies of your course notes, but not your textbook. The exam will be done through Honorlock, and you will be required to show your notes.

5. In-Person Final Exam. This is worth **30%** of your total grade. The exam will be a combination of multiple choice, true-false, and/or short answer questions based on the readings, videos, and lectures. It will also require you to demonstrate understanding of course materials through application questions. You will **NOT** be permitted to use your course notes or textbooks. If you read and are prepared for the shorter quizzes, you will do well on this! A portion of it will be a collaborative effort in your randomly assigned groups.

ASSIGNMENT VALUES	
In-Class Work/Assignments, Class Preparedness and Participation, Contribution to Discussions, etc.	35%
Attendance	5%
Quiz 1	10%
Quiz 2	10%
Quiz 3	10%
Final	30%

GRADING 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 = 59 and less
*There is no “rounding up” – emails requesting this will not be answered.	

LATE ASSIGNMENT POLICY Be mindful of deadlines! All assignments are to be submitted when they are due. There will be no opportunities to make up missed in-class assignments or classwork, unless students have medical emergencies or are considered “excused” by the administration. Those with 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, inform me immediately.

LATE ASSIGNMENT DEDUCTIONS

W/in 24 hours	– accepted with no deduction	3-7 days late	-50% of total grade earned
24-48 hrs after due date	-10% of total grade earned	> 7 days late	Not Accepted, 0 points

PLNU ATTENDANCE AND PARTICIPATION POLICY If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of 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.

- **10 minutes.** Being late, leaving early, or missing 10 minutes of class or more counts as an absence. You are responsible for being in class the entire time. Do not schedule appointments, work, or advising meetings during our class. If faculty/advisers ask to meet with you during our class, please let them know about my policy and to plan accordingly. An email from the adviser/faculty will not excuse this absence.
- **Electronics/Phones.** Being asked to put away your electronics after class has started counts as an absence. Having your phones out after I start lecture counts as an absence, whether or not I ask you to put it away again. I will simply note your use and subtract attendance points.
- **Two Wellness Days.** I recommend saving these two days for when you are not feeling well or need more rest. You are also still responsible for turning in the homework and assignment by the deadline. Quiz/Exam dates are not open to Wellness Days. Also, PLNU policy: Absences with doctors’ notes are not considered excused absences. Professors are not to ask students for HIPPA information (medical documentation). Please refrain from missing more than one IN-CLASS WORK DAY (see Course Schedule).
- **Excused Absences.** Excused absences are only those approved by the Provost for specific students participating in certain university-sanctioned activities. I get emails directly from the university with students’ names on them. If I do not receive an email from the Provost’s office for your event, it counts as an absence.
- **In-Person Learning.** With the exception of university-mandated virtual learning or if a student has been approved by the university due to health concerns (I will get an email), students who ask to be on Zoom for a class session will still be considered absent.

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 on [State Authorization](#) to view which states allow online (distance education) outside of California.

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 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 policy, faculty can assign a failing grade for that assignment/examination or for the course. Please do not risk it! 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.

ACADEMIC ACCOMMODATIONS PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center via EAC@pointloma.edu or 619-849-2486. Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester. PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course. Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

SPIRITUAL CARE Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the Office of the Spiritual Development.

FINAL EXAMINATION POLICY Successful completion of this class requires observing the deadline, which is set for Dec 15, Thursday 1:30-4pm. This is an IN-PERSON exam. There is no alternate scheduling permitted.

TECHNOLOGY USE DURING CLASS There are no laptops allowed for note-taking during class (except for when doing assigned in-class work, see Course Schedule). Please come to class with a notebook and a pen/pencil. You may use an iPad, but note that **ONLY HARD COPIES** of notes are allowed during quizzes/exams in Canvas with Honorlock. My policy before virtual learning due to COVID has always been notebooks-only. When I allowed it in Fall 2021, the general outcome has been disengagement, distractedness, and lower exam scores. Other faculty feel similarly and below are reasons why.

Why do my fellow faculty and I feel so strongly about putting away electronics in class?

- Avoid zombie note-taking. Zombie note-taking does not equal learning. Instead of copying everything, synthesize what you are learning. Highlight what stands out to you.²
- Avoid distracted note-taking. When you are on your laptop or phones, it is hard not to check other things. Notifications interrupt your learning process and sense-making.³
- Avoid distracting your peers.⁴ When your peers see your online activity, it interrupts learning.
- Avoid time wasted in class. Listening intently in class equates to less studying-cramming time before exams or paper deadlines.⁵

EXTRA CREDIT There will be NO extra credit opportunity during the semester, unless otherwise announced. Please do not rely on them or ask for them. Also, please do not ask to earn extra points on an individual basis.

² <http://journals.sagepub.com/doi/abs/10.1177/0956797614524581>;

<https://www.chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/>

³ http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html

⁴ <https://www.sciencedirect.com/science/article/pii/S0360131512002254>

⁵ <https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-shows>

COVENANT AND COMMUNITY GUIDELINES

Consider this syllabus not as a contract but as a covenant among all of us. Let us build 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. 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 consider how we act and interact. Put away your phones, other electronic devices, and anything that takes attention away from the task at hand, while class is in session.
- **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.
- **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 or just want to chat, please feel free to contact me by e-mail or make an appointment with me to talk during office hours. I look forward to building this learning community with you.

SOC 4015 FA22 COURSE SCHEDULE

WK/DATE	DAY: TOPIC/READING/ASSIGNMENT (page numbers based on 2 nd edition)	
1: Sep 1 Thu	1: Introductions, Intro to Sociological Theory, and Overview	• Go over syllabus and course schedule.
2: Sep 6 Tue	2: Karl Marx	• pp. 20-31
2: Sep 8 Thu	3: Karl Marx	• pp. 41-63
3: Sep 13 Tue	4: Émile Durkheim	• pp. 77-84
3: Sep 15 Thu	5: Émile Durkheim	• pp. 100-124
4: Sep 20 Tue	6: Max Weber	• pp. 125-137
4: Sep 22 Thu	7: Max Weber	• pp. 137-150 • pp. 159-168
4: Sep 24 Sat	Short Quiz in Canvas due by 11:59pm	
5: Sep 27 Tue	IN-CLASS WORK: Meme Submissions and Presentations, Reflection and Discussion In addition to your textbook and notes, bring your laptop today.	
5: Sep 29 Thu	8: Charlotte Perkins Gilman	• pp. 186-195
6: Oct 4 Tue	9: Charlotte Perkins Gilman	• pp. 195-217
6: Oct 6 Thu	10: Georg Simmel	• pp. 220-232 • pp. 245-254
7: Oct 11 Tue	11: W.E.B. DuBois	• pp. 256-288
7: Oct 13 Thu	12: W.E.B. DuBois	• pp. 256-288
7: Oct 15 Sat	Short Quiz in Canvas due by 11:59pm	
8: Oct 18 Tue	IN-CLASS WORK: Meme Submissions and Presentations, Reflection and Discussion In addition to your textbook and notes, bring your laptop today.	
8: Oct 20 Thu	13: George Herbert Mead	• pp. 289-321
9: Oct 25 Tue	14: Critical Theory: Max Horkheimer, Theodor Adorno, Herbert Marcuse	• pp. 375-393
9: Oct 27 Thu	15: Critical Theory: Max Horkheimer, Theodor Adorno, Herbert Marcuse	• pp. 375-393
10: Nov 1 Tue	16: Structural Functionalism: Talcott Parsons	• pp. 324-338 • pp. 352-355
10: Nov 3 Thu	17: Symbolic Interactionism: Erving Goffman	• pp. 467-492
10: Nov 5 Sat	Short Quiz in Canvas due by 11:59pm	
11: Nov 8 Tue	IN-CLASS WORK: Meme Submissions and Presentations, Reflection and Discussion In addition to your textbook and notes, bring your laptop today.	
11: Nov 10 Thu	18: Symbolic Interactionism: Arlie Russell Hochschild	• pp. 502-517
11: Nov Sat/Sun	California Sociological Association Annual Conference via Zoom (potential extra credit)	
12: Nov 15 Tue	19: Feminist Theories: Patricia Hill Collins, R.W. Connell	• pp. 573-586
12: Nov 17 Thu	20: Feminist Theories: Patricia Hill Collins, R.W. Connell	• pp. 587-598
13: Nov 22 Tue	NO CLASS → HOMEWORK: WATCH <i>True Cost</i>	
13: Nov 24 Thu	THANKSGIVING RECESS – NO CLASS	
14: Nov 29 Tue	21: Poststructuralism and Postmodern Theories: Michel Foucault	• pp. 616-636
14: Dec 1 Thu	22: Contemporary Theoretical Synthesis: Pierre Bourdieu	• pp. 652-676
15: Dec 6 Tue	23: Global Society: Immanuel Wallerstein	• pp. 756-774
15: Dec 8 Thu	IN-CLASS WORK: Meme Submissions and Presentations, Reflection and Discussion In addition to your textbook and notes, bring your laptop today.	
FINALS WK	FINAL EXAM <u>IN PERSON</u>: December 15, Thursday, 1:30-4pm **There is no alternate exam scheduling. Please plan accordingly.	

*Course schedule subject to change as needed.