

CLASS AND INSTRUCTOR INFORMATION

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| <p>Section / Meeting days and times: Tuesdays and Thursdays 3-4:15pm</p> | <p>Instructor title and name: Professor Robert Valiente-Neighbours</p> <p>Phone:</p> |
| <p>Meeting location: Rohr Hall 109</p> | <p>E-mail: rvalient@pointloma.edu</p> |
| <p>Final Schedule: <u>Tuesday Dec. 13th 4:30-7pm</u></p> | <p>Office location and hours: By Appointment</p> <p>Teaching Assistant: Taylor Floyd</p> |

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

FOUNDATIONAL EXPLORATIONS MISSION STATEMENT

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world’s diverse societies and cultures.

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

Welcome to SWF 1000! *Living Justly in a Contemporary Society* is aimed at helping students understand and engage human society and the social world, while providing vocational direction for those interested in cultivating a more just and caring society. The course will seek to introduce basic sociological theories used to

frame social life; present methodological tools used to view, assess, and understand how social processes influence individuals, families, and society; and provide examples of the practical vocational application of the theories and methods used to live more justly in our contemporary society.

Over the semester, this course will explore ways of “thinking sociologically” and acting justly. We will consider how things like gender, age, race, socioeconomic standing, etc. shape the opportunities people have and influence the decisions they make. Major ideas, concepts, and methods in the study of society including socialization, culture, social stratification, social control, and social change will be examined. I look forward to the personal and vocational backgrounds you will bring to class, which will enrich your individual as well as our collective experience and learning. Our diversity and interdisciplinarity will be strengths in this class!

REQUIRED TEXT. *Introduction to Sociology, 3rd Edition* through OpenStax. This is a FREE online text. You have a choice of downloading the free PDF from the link below, purchasing the iBook, or purchasing the hardback copy from online retailers.

<https://openstax.org/details/books/introduction-sociology-3e>

ISBN-13: 978-1-951693-36-7



There will also be select articles and/or chapters, linked through the course schedule below, to help further illustrate and illuminate course concepts. You do not need to print the articles to bring to class, but do bring your reading notes. 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. In some cases, we will view films and/or have guest lectures. In all cases, the key is to be prepared and be active in our learning process.

COURSE LEARNING OUTCOMES. I am excited to share this semester with you. Upon completion of this course, my prayer is that students will be able to^{1,2}:

- 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.
- Create/produce an academic plan aimed at exploring vocational options contributing to a just and more caring society.
- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice.
- Advance human rights and social, economic, and environmental justice.
- Engage in practice-informed research and research-informed practice.
- Engage in policy practice, as well as with individuals, families, groups, organizations, and communities.
- Assess, intervene with, and evaluate practice with individuals, families, groups, organizations, and communities.
- Serve as an expression of faith.

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

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. This course helps to assess the General Education Learning Outcomes 1d and 2c.

² Points 6 thru 12 are the CSWE Competencies.

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 **10%**. 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. Additional absences will reduce your grade and potentially put you at risk of de-enrollment. Please read the “PLNU Attendance and Participation Policy” below for more details.

2. Contributions to Discussion, Class Projects, and Participation. These altogether are worth **40%** of your total grade. Your attendance is 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.

2. Quizzes. There will be one quiz worth **10%** of your total grade. The quiz will be a combination of multiple choice, true-false, and 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.

3. Final Project. This essay/project is worth **40%** of your total grade. The final essays will be an opportunity for you to explore a specific justice issue of your choice. The prompts and rubric will be shared early on in the semester as there will be multiple stages and due dates for the project, with the final project due during Finals Week, **12/13 Tuesday** at 7pm.

| ASSIGNMENT VALUES | |
|---|-----------------|
| Discussion, Class Projects, Participation | 40% |
| Attendance | 10% |
| Quiz | 10% |
| Final Project | 40% |
| 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.
- **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).
- **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.
- **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 **December 13, 2022, Tuesday, 4:30-7pm.**

TECHNOLOGY USE DURING CLASS. Laptops and phones are **not allowed** for note-taking **during the lecture portion of class.** Please come to class with a notebook and a pen/pencil. You may use an iPad/tablet, but note that **ONLY HARD COPIES** of notes are allowed during quizzes/exams in Canvas with Honorlock (if the quiz is determined to be open note). You are **encouraged to use your laptops/tablets/phones** for research during many of the **group projects** that will be done in class. Please plan to bring your devices during these days..

Why do my fellow faculty and I feel so strongly about putting away electronics during lectures?

- o 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
- o 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
- o Avoid distracting your peers.⁴ When your peers see your online activity, it interrupts learning.
- o Avoid time wasted in class. Listening intently in class equates to less studying-cramming time before exams or paper deadlines.⁵

EXTRA CREDIT. Students can receive extra credit by connecting with the following PLNU opportunities:

- [Career Services](#)
- [Community Ministries](#)
- [MOSAIC Organizations](#)

Students can count one extra credit opportunity for each - attending two career advising appointments with Career Services, while definitely encouraged, will not yield additional extracredit.

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/>

³http://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.

SWF 1000 FA22 COURSE SCHEDULE

| WK/DATE | DAY: TOPIC/READING/ASSIGNMENT | |
|------------------|--|--|
| 1: Sep 1 Thu | Introductions & Overview | |
| 2: Sep 6 Tue | Cognitive Empathy | |
| 2: Sep 8 Thu | Sociological Imagination | • Chapter 1 |
| 3: Sep 13 Tue | Cultural Humility & Competency | • Chapter 3 |
| 3: Sep 15 Thu | Socialization Agents | • Chapter 5 |
| 4: Sep 20 Tue | Inequality: Class | • Chapters 9 & 10 |
| 4: Sep 22 Thu | Inequality: Race | • Chapter 11 |
| 5: Sep 27 Tue | Inequality: Gender, Sex, Sexuality | • Chapter 12 |
| 5: Sep 29 Thu | Justice Frameworks | • Chapter 21 |
| 6: Oct 4 Tue | Education | • Chapter 16 • A decade of research on the rich-poor divide in education |
| 6: Oct 6 Thu | Group Activities/Discussion | • |
| 7: Oct 11 Tue | Foster System/Adoption | • Disproportionality and Race Equity in Child Welfare |
| 7: Oct 13 Thu | Group Activities/Discussion | • |
| 8: Oct 18 Tue | Housing | • Understanding Homelessness (explore/read through homepage info) • Understanding Homelessness in California & What Can Be Done |
| 8: Oct 20 Thu | Group Activities/Discussion | |
| 9: Oct 25 Tue | Healthcare | • Chapter 19 • On Suffering and Structural Violence - Paul Farmer (PDF will be posted on Canvas) |
| 9: Oct 27 Thu | Group Activities/Discussion | |
| 10: Nov 1 Tue | Ableism | • Hierarchies of power |
| 10: Nov 3 Thu | Group Activities/Discussion | |
| 11: Nov 8 Tue | Food - Guest Lecturer | • Food Justice - from FoodPrint |
| 11: Nov 10 Thu | Group Activities/Discussion - Guest Facilitator | |
| 12: Nov 15 Tue | Prisons | • A Practical Guide to Understanding and Evaluating Prison Systems • How Atrocious Prisons Conditions Make Us All Less Safe |
| 12: Nov 17 Thu | Group Activities/Discussion | |
| 13: Nov 22 Tue | NO CLASS HOMEWORK: WATCH True Cost & Complete Viewing Assignment (to be posted) | |
| 13: Nov 24 Thu | THANKSGIVING RECESS – NO CLASS | |
| 14: Nov 29 Tue | Climate Crisis | • Chapter 20.1 & 20.3 • An Indigenous peoples' approach to climate justice |
| 14: Dec 1 Thu | Group Activities/Discussion | |
| 15: Dec 6 Tue | Guest Speakers | • What an Unjust World Also Needs: Connecting Vocation and Activism • Hearing the Call to Action |
| 15: Dec 8 Thu | Guest Speakers | |
| FINALS WK | FINAL PROJECT DUE BY TUESDAY DEC. 13th 4:30-7pm | |

*Course schedule subject to change as needed.