



Department of Sociology, Social Work, and Family Sciences

SOC 4090-1: Special Topics: California Civil Rights Pilgrimage

3 units

Spring 2026

Mondays 3 – 5 pm

w/ a required Spring Pilgrimage

Rohr (Sociology) Hall Room 112, next to Fermanian

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Office location and hours:	In person: Rohr (Sociology) Hall Room 106 • Tuesdays and Thursdays 1 – 2 :30 PM • Wednesdays 11 AM – 12:30 PM, 3 – 5 PM • Fridays 3 – 5 PM • 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 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 Statement

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.

Faculty Welcome and Course Description

Welcome! This course will explore some of the civil rights movements that have taken place throughout California and ongoing civil rights struggles today. For the first time this class is offered, we will focus on the following cities: San Diego, Riverside, Los Angeles, Manzanar, Delano, Oakland, and San Francisco. We will learn about and discuss important sites, including but not limited to: Chicano Park, the Manzanar National Historic Site, the Cesar Chavez National Monument, Alcatraz, and Angel Island. We will also consider the significance of events including but not limited to the Lemon Grove Incident, the East Los Angeles Walkouts (“Blowouts”), the farmworker (agricultural) strikes in the San Joaquin and Coachella Valleys, and the women’s liberation movement, etc. to our fight for civil rights.

We will broadly examine stratification—in this case, the withholding of civil rights—based on race, ethnicity, immigration status, class, socioeconomic status, gender, sexuality, and ability. 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! During our semester together, we will practice ways of “thinking sociologically.” What might this look like? One of our foundational theorists C. Wright Mills talks about this perspective as the *sociological imagination*: the ability to see our personal lives within a larger context, including how we as individuals are connected to the experiences of others and formations of institutions. *Building and practicing empathy is key.* We will build our empathy by listening to guest speakers (including elders) and reading stories of firsthand, lived experiences.

Program and Course Learning Outcomes (PLOs and CLOs)

PLOs identify what students will know and be able to demonstrate in their chosen discipline upon graduation. Below are for those in Sociology.

1. You will be able to analyze society, social structures, and patterns of human thoughts and behavior.
2. You will be able to navigate a world of rich cultural diversity.
3. You will be able to conduct social research.
4. You will be prepared to serve Christianly and competently in diverse vocational or social setting.

CLOs are statements of what students are expected to know, understand and be able to do by the time they complete the course. These outcomes are assessed by your performance in reading responses, quizzes/exams, assignments, and discussion/participation in class.

1. You will be able to explain what sociologists and other scholars mean when they define race, class, gender, sex, sexuality, ability, etc. as social constructs.
2. You will be able to understand the role of socialization agents, what they are, and how they impact individuals and groups at the micro and macro levels. Socialization agents include governments (and thus, laws) as well as workplaces, in addition to families, schools, and churches.
3. You will learn about the rich cultural diversity in society, including but not limited to race, ethnicity, class, gender, sex, sexuality, religion, ability, and disability.
4. You will understand the importance of practicing cognitive empathy, the sociological imagination, and cultural humility and competency in diverse vocational or social settings.

Required Text

There are select articles and/or chapters, available as PDFs in Canvas, to help further illustrate and illuminate course concepts. You do not need to print the articles to bring to class, but do take notes while reading and attending class meetings. 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 primarily have discussions or group work. In some cases, we will view films or film excerpts and/or have guest lectures. In all cases, the key is to be prepared and be active in our learning process.

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. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules. 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.

Assessment and Grading

ASSIGNMENT VALUES	
Attendance/Phone Use/Lateness -miss 2 *classes, no deduction -miss 3 *classes, 50% deduction -miss 4 *classes, 100% deduction <i>*only university-approved absences are considered excused and phone use during class counts as an absence</i>	10%
Reading Responses	30%
Contributions to Discussion and Facilitation	10%
Spring Pilgrimage Attendance	30%
Final Project	20%
TOTAL	100%

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

Course Requirements

1. **Attendance/Phone Use/Lateness. This is worth a lot, though only indicated as 10% in Canvas.** 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. What counts as an absence?
 - a. Being late, leaving early, or missing 10 minutes of class or more counts as an absence.
 - b. Being asked to put away your electronics again after I ask at the beginning of class counts as an absence.
 - c. We only meet once a week. 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 half. Your fourth absence (including electronic use during class or late arrival) will result in 0% for attendance.

2. **Reading Responses. These are worth 30% of your total grade.** When you read, take note of new concepts and arguments you are learning and what questions they bring to mind. Reading responses will prepare students for our class meetings and discussions, and thus **must be submitted in Canvas by 11:59pm the Sunday before class.** For each reading, answer the following questions:
 - a. WHOA: What is at least one new thing/detail you have learned or that stood out to you, and why? Be specific about why: including your upbringing, educational background, identity. Include the page number of where your WHOA is located in the reading to avoid point deductions. Meet the minimum word count of 150-200 words to avoid point deductions.
 - b. HMM: Which statement/s made you pause, either because you want to mull over it some more, and why? Be specific about why: including your upbringing, educational background, identity. Include the quote and page number. Include the page number of where your HMM is located in the reading to avoid point deductions. Meet the minimum word count of 150-200 words to avoid point deductions.
 - c. Your peers will be able to read your reading responses so we can refer to them when we meet to discuss them.
 - d. When submitting your reading responses, please follow the format that is shown at the end of the COURSE SCHEDULE (last page).

3. **Contributions to Discussion and Discussion Facilitation. This is worth 10%.** While there may be a brief lecture at the beginning of class to clarify key concepts, the primary format of the class is discussion. We will arrange our chairs in a circle to face each other. Please come to class with your book having read the assigned texts and ready to engage in discussion. Students must share substantively at each class meeting to earn full points. If students are marked “absent” for more than 2 class meetings (being absent, being on the phone, being late, etc.), this percentage will also go down considerably along with the Attendance Grade. Because the primary format of the class is discussion, students are expected to also facilitate discussion among themselves. The goal of this class is to be learner-centered. The hope is that the instructor will join the students as “peers” in engaging with the texts. What are the requirements for facilitation?
 - a. Students will volunteer (or be assigned) to ONE day of facilitation on the first day of class. Facilitation must last between 10-15 minutes.
 - b. This means that students will come to class with a brief presentation, activity, and questions to ask their peers.
 - c. The presentation is to delve more deeply into the topic or theme of the week.
 - d. These questions must require more than a “yes” or a “no” response. The questions must also follow the Community Guidelines (Covenant) near the end of this document. Additionally, these questions must truly exhibit curiosity to help build empathy and must be shaped by and refer to their peers’ reading responses and the assigned texts.

4. **Spring Pilgrimage Attendance. This is worth 30% of your grade.** This is a very exciting part of our course because we will get to meet folks and visit sites important to civil rights struggles. More details to come! There will be an addendum as logistics are finalized with our hosts.

5. **Final Project: Case Study Presentation, complete with supplemental materials: proposal, outline, abstract, slideshow, alongside the in-person presentation.** These together are worth **20%** of your total grade. This is an opportunity for you to focus on a social problem or social inequality about which you feel passionately that we have not already covered, or go deeper than the ones covered in class. You will be required to: give sociohistorical context to the establishment and perpetuation of this social problem/inequality; demonstrate how it continues in our present era; consider and assess various social solutions and the ways people have collectively organized to solve it. More instructions will be given after Easter Break.

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. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In this class, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include extreme poverty and wealth disparities, race and racism, ableism, sexism, domestic violence, sexual assault, and violence against the LGBTQIA2+ community. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Sociology and engaging with the social world, and I will support you throughout your learning in this course.

Trigger Warning

In this class, we will cover a variety of topics, some of which you may find triggering. These topics include racism, ableism, sexism, domestic violence, sexual assault, and violence against the LGBTQIA2+ community. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Sociology and engaging with the social world, and I will support you throughout your learning in this course.

Incompletes and Late Assignments

All assignments are to be submitted/turned when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances. There will be no opportunities to make up missed in-class assignments or classwork, unless you have a medical emergency or the university administration excuses you. If so, you will need to discuss with me your revised deadlines. I also understand that sometimes there is a need to reprioritize due to things beyond your control. If this happens to you, inform me immediately.

There are Reading Responses due on most Sunday evenings. The complete prompts are in Canvas. Unless specified otherwise, submissions are due in Canvas by Sunday 11:59pm and late submissions are accepted until Fridays 11:59pm with 50% deduction.

No late assignments for credit will be accepted after the last week of classes, so this means that students cannot turn in work during or after finals week, no exceptions. Please also note that late starts during exams in Canvas are penalized.

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 your professor or the Office of Spiritual Life and Formation.

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, PLNU 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 PLNU 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

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. For those who are penalized in this course due to academic dishonesty, I will first email you and then email your Academic Dean.

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, gain permission from the instructor.

PLNU Academic Accommodations Policy

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 (EAC), located in the Bond Academic Center (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. Faculty will not be able to provide accommodations without advance notice from the EAC.

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.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at @counselingservices@pointloma.edu or find a list of campus pastors at @pointloma.edu/title-ix.

PLNU Attendance and Participation Policy

In this class, your attendance and participation will count at 5% towards your grade. You may miss two classes without impact on your grade. If you miss 3 classes, the percentage will be reduced by 50%. If you miss 4 classes, the percentage will be reduced by 100%. I will take attendance every class meeting for accountability.

- **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).
- **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.

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. 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 withdrawal date or, after that date, receive an "F" grade. See Academic Policies in the Undergraduate Academic Catalog.

Use of Technology

There are **NO laptops allowed for note-taking during class meetings**. 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 one semester, the general outcomes have been disengagement, distractedness, and lower exam scores. Other faculty feel similarly and below are reasons why. On the following page, I included links to scholarly research that support this policy.

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

1. 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. <http://journals.sagepub.com/doi/abs/10.1177/0956797614524581>
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. http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html
3. Avoid distracting your peers. When your peers see your online activity, it interrupts learning. <https://www.sciencedirect.com/science/article/pii/S0360131512002254>
4. Avoid time wasted in class. Listening intently in class equates to less studying-cramming time before exams or paper deadlines. <https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-shows>

Assignments At-A-Glance

Instructions for all assignments are posted in Canvas. They will also need to be submitted in Canvas. See Course Schedule below for important details.

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.

SOC 4090-1 Special Topics: CA Civil Rights Pilgrimage
SP26 Course Schedule
Dr. Valiente-Neighbours

WK	TASKS TO DO BEFORE CLASS	DATE AND LOCATION	TOPIC AND GUEST SPEAKERS	CLASS PLAN
1	No Canvas submission this week	1/12 Monday Rohr 112	“Whose Land? What does Land Back mean?”	<ul style="list-style-type: none"> • Intros, Land Acknowledgement, Community Guidelines • To have a more substantive understanding of California, we will discuss how the state has come to be. We will discuss the Christian Church’s doctrine of discovery, the California Indian Wars, the 1968 Indian Bill of Rights, and current land back movements in CA.
2	<ul style="list-style-type: none"> • Read: https://nahc.ca.gov/native-americans/california-indian-history/ starting from the section “Collapse of the Mission System” and on. • Submit your WHOA and HMM in Canvas by 1/18 Sunday 11:59pm. 	1/19 Monday Rohr 112 Rev. Dr. MLK, Jr. Holiday <i>No class meeting</i>		<ul style="list-style-type: none"> • While there is no class meeting, students are encouraged to attend and participate in the event hosted by OMISS on 1/21 Wednesday.
3	<ul style="list-style-type: none"> • Read: “Then Came the War” (1995) by Yuri Kochiyama. • Submit your WHOA and HMM in Canvas by 1/25 Sunday 11:59pm. 	1/26 Monday Rohr 112	“Inescapable Network of Mutuality”	<ul style="list-style-type: none"> • We will discuss the civil rights work by Yuri Kochiyama (born in San Pedro, CA), parallels we may be seeing today, and read excerpts of “Dear Yuri: A Thank You and Tribute...”
4	<ul style="list-style-type: none"> • Read “Shared Histories: The Feminist and Gay Liberation Movements for Freedom in Public” (2020) by Elizabeth Sepper and Deborah Dinner. • Submit your WHOA and HMM in Canvas by 2/1 Sunday 11:59pm. 	2/2 Monday Rohr 112	San Francisco: “Immigration, Detention, and Liberation”	<ul style="list-style-type: none"> • There’s Ellis Island in the east coast, and we have Angel Island in the San Francisco Bay, which was the main immigration facility for those arriving on the west coast from 1910 to 1940. We will discuss how Angel Island was also a detention and deportation facility for Chinese and Japanese immigrants, and consider broadly our immigration policies, then and today. • In addition, we will discuss the feminist and gay liberation movements that have taken place in San Francisco. Some founders of these movements were veteran activists for civil rights.

5	<ul style="list-style-type: none"> • Read “The Oppressed Teaching the Oppressed: The Black Panthers’ Oakland Community School as a ‘Pedagogy of Hope’” (2023) by Alyssa Lego, a college sophomore at the time of her writing. • Submit your WHOA and HMM in Canvas by 2/8 Sunday 11:59pm. 	2/9 Monday Rohr 112	<p>Oakland: “The Lasting Impacts of Segregation and Redlining”</p> <p>Guest Speaker: Prof. M.H. Fields, Esq.</p>	<ul style="list-style-type: none"> • We will talk about the “politics of place” in Oakland, CA, including the immediate impacts of segregation and redlining to Black people’s access to social services, as well as the long-lasting impacts including segregation and housing insecurity. We will also go over the history of the Black Panther Party and their community efforts to meet needs.
6	<ul style="list-style-type: none"> • Read “The Battle of Coachella Valley” (1973) by David Harris. • Submit your WHOA and HMM in Canvas by 2/15 Sunday 11:59pm. 	2/16 Monday Rohr 112	Central California: “Labor Rights and Unions”	<ul style="list-style-type: none"> • We will study the civil rights movements among CA farmworkers and learn more about the Delano Grape Strike and Boycott in the 1960s and the Battle of Coachella Valley in the 1970s. • We will also watch “The Delano Manongs” (27 mins) in class: https://www.pbs.org/video/kvie-viewfinder-delano-manongs/.
WK 7	<ul style="list-style-type: none"> • Read “‘But They Didn’t Do Nothin’ Wrong!’ Teaching About Japanese-American Incarceration” (2017) by Noreen Naseem Rodriguez. • Submit your WHOA and HMM in Canvas by 2/22 Sunday 11:59pm. 	2/23 Rohr 112	Central California: “War and Civil Rights: From <i>Korematsu v. US</i> to <i>Trump v. Hawaii</i> ”	<ul style="list-style-type: none"> • While we may focus primarily on the internment of Japanese Americans during World War II, we will consider how nationalism and racism intersect, impacting civil rights. • Watch “Passing Down the Legacy” (24 mins) by Marissa Kitazawa. https://vimeo.com/33311300
8	<ul style="list-style-type: none"> • Read “Erased from Utopia: The Hidden History of LA’s Black and Brown Resistance” (2020) by Mike Davis and Jon Wiener. • Submit your WHOA and HMM in Canvas by 3/1 Sunday 11:59pm. 	3/2 Rohr 112	Los Angeles: “From Zoot Suits to Rodney King”	<ul style="list-style-type: none"> • We will discuss the various civil rights movement efforts in LA, throughout the 1930s, 1960s, and 1990s, including backlash to the Fair Housing Act from white residents, as well as clashes with the LA Police Department. • We will also consider the importance of building interracial solidarity.
Spring Pilgrimage	<p>The Pilgrimage Portion of our class is REQUIRED. Students must be on the trip during the entire duration. There is no partial credit option.</p> <ul style="list-style-type: none"> • We will need to purchase the flight tickets as soon as possible in January (ideally first week of classes). • All lodging has already been reserved. ☺ • Students will be excused by the Provost from their 3/9 Friday classes. We leave 3/9 Friday (morning). • Our pilgrimage starts on 3/9 Friday and ends on 3/16 Friday. 			

9	<ul style="list-style-type: none"> • Submit 1 photo with description and reflection (read prompt) in Canvas by 3/15 Sunday 11:59pm. 	<p>3/16 Rohr 112 <i>No class meeting but you must submit comments in Canvas to your peers' photos by 3/16 Monday 11:59pm.</i></p>	Rest & Reflection	<p>INSTEAD OF meeting as a class on 3/16 Monday, every student needs to submit a brief response (100-150 words) to each of their peers' submissions. Make sure your responses are thoughtful and connect to our course materials (and not just a comment on the aesthetics of the photos). (+5 points each)</p> <p>You can try:</p> <ul style="list-style-type: none"> • connecting the photo to what you learned this last week or throughout the semester • remarking on the uniqueness of their perspective on the subject and course materials • asking your peer/s a question to dig deeper into the photo's subject matter
10	<ul style="list-style-type: none"> • Read “Environmental Inequality and the Urbanization of West Coast Watersheds” (2006) by Sarah S. Elkind (SDSU). • Submit your WHOA and HMM in Canvas by 3/22 Sunday 11:59pm. 	<p>3/23 Rohr 112</p>	Housing and Healthcare: “Environmental Racism and Justice in San Diego”	<ul style="list-style-type: none"> • We learn about Barrio Logan and the Environmental Health Coalition, to learn about the work they do, as well as potentially speak with a muralist about their art and the significance of the Chicano Park.
11	<ul style="list-style-type: none"> • Read “Jim and José Crow: Conversations on the Black/Brown Dialogue” (2016) by Robert R. Alvarez. • Submit your WHOA and HMM in Canvas by 3/29 Sunday 11:59pm. 	<p>3/30 Rohr 112</p>	<p>Education</p> <p>Guest Speaker: Dr. Tré Watkins</p>	<ul style="list-style-type: none"> • When we think desegregation in schools, <i>Brown v. Board</i> (1954) usually comes to mind. We will learn about one of its precedents, an earlier desegregation case right in our “backyard,” <i>Roberto Alvarez v. the Board of Trustees of the Lemon Grove School District</i> (1931). • We will discuss the link between education and civil rights and watch an excerpt from “The Lemon Grove Incident.” https://www.pbs.org/video/the-lemon-grove-incident-gcrfxv/
12	No Canvas submission this week	<p>4/6 Easter Recess <i>No class meeting</i></p>		

13	<ul style="list-style-type: none"> • Read “Martin Luther King III: My Father is ‘Spinning in His Grave’ Over Voting Rights Attacks” (2023) by Matthew Carey. • Submit your WHOA and HMMS in Canvas by 4/12 Sunday 11:59pm. 	4/13 Rohr 112	<p><u>Part One:</u> “The Sociological Imagination and the State of Civil Rights Today”</p> <p><u>Part Two:</u> Student Final Projects Workshop</p>	<p><u>Part One:</u></p> <ul style="list-style-type: none"> • We will discuss the state of civil rights today, specifically (but not only) regarding voting rights, particularly after the decision in <i>Shelby County v. Holder</i> (2016). <p><u>Part Two:</u></p> <ul style="list-style-type: none"> • Students will present their final project proposal to their peers. We will ask questions and provide helpful feedback. Students will be given time in class to begin their project. Please bring your laptop and other items you may need to work on your project. • Students may consider forming dyads or triads (max) if their projects are complementary.
14	No Canvas submission this week	4/20 <i>No class meeting</i>	Final Project Workday	<ul style="list-style-type: none"> • Students will work on their project and will submit to Dr. V by 4/26 Sunday 11:59pm.
15	Student Final Project due in Canvas by 4/26 Sunday 11:59pm.	4/27 Fermanian Conf. Room	Student Final Presentations (PLNU community welcome)	<ul style="list-style-type: none"> • Students will present their projects. We will welcome the PLNU community to attend. Please invite friends, staff, and faculty who you would like to be in attendance! • We will have food! 😊
FINALS	We will <u>not</u> meet during finals week. Happy finals week!			