Department of Sociology, Social Work, and Family Sciences

SWF 1000: Living Justly in a Contemporary Society

3 units

Spring 2026

Tu/Th 3 pm – 4:15 pm

Rohr (Sociology) Hall Room 109, next to Fermanian

Final Paper Due in Canvas on 5/7 Thursday 7pm

Instructor title and name:	Dr. Jimiliz Valiente-Neighbours ("Dr. V")
Phone:	619-849-3001
Email:	jvalient@pointloma.edu I will answer e-mails between Monday-Friday (8 am-5 pm). Please allow up to 24 hours for a response, and plan accordingly.
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
Teaching Assistant:	Savannah Smith, ssmith0024@pointloma.edu

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.

Foundational Explorations Mission

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 culture.

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.

Catalog Course Description

This is a Foundational Explorations course 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.

Faculty 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!

Program and Course Learning Outcomes (PLOs and CLOs)

Program Learning Outcomes 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.

Community Learning Outcomes 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 quizzes/exams, short essay responses, Community Ministries reflections, and participation in class.

1. You will be able to define the following key terms: cognitive empathy, sociological imagination, cultural competency, socialization, Structural Functionalism, Conflict Theory, and Symbolic Interactionism—and how they impact and contribute to social change and social movements.
2. You will understand the reasons and methods of sociological research, as well as research ethics.
3. 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.
4. 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.
5. You will understand the importance of practicing cognitive empathy, the sociological imagination, and cultural humility and competency in diverse vocational or social settings.

Foundational Explorations Learning Outcomes

1. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts. https://assessment.pointloma.edu/academic-assessment/general-education/assessmentplan/
2. Signature assignments to work towards this learning outcome include but are not limited to:
    a. Community Ministries Assignments #1 and #2 – Students will be required to participate in two volunteer opportunities facilitated and run by Community Ministries. Students will submit a report and a reflection paper on their experiences with either Homeless Ministries, Children and Youth Ministries, and Visiting Ministries.
    b. Graded In-Class Work – Students will be asked to complete tasks in groups to delve into social problems such as food insecurity, housing insecurity, healthcare insecurity, ableism, educational inequality, etc.
    c. Short Essays – Students will be required to submit responses to prompts in short-essay formats regarding cognitive empathy, the sociological imagination, cultural humility and competency, and on diversity (discrimination and belonging).

Required Text

The text for this course is a FREE online text, *Introduction to Sociology, 2nd Edition* (2015) through Openstax. You have a choice of downloading the free PDF from the link below, purchasing the iBook, or purchasing the hardback copy from the PLNU Bookstore or online retailers. Here is the link to access the text: https://openstax.org/details/books/introductionsociology-2e (copy and paste on your browser). You may ***not*** access your book during exams.

There will also be 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, take reading notes and bring them to class. 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.

Assessment and Grading **subject to change at faculty discretion*

ASSIGNMENT VALUES	
Attendance/Participation -miss 2 *classes, no impact -miss 3 *classes, 50% impact -miss 4 *classes, 100% impact **only university-approved absences are considered excused and phone use during class counts as an absence*	10%
Assignments, Group Work, etc. (in-class, outside-of-class, and Canvas)	20%
Exam 1	12.5%
Exam 2	17.5%
Final Essays (must attend panel/presenter days, points deducted for absences on these days)	20%
Community Ministries #1 and #2	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
**There is no rounding up. Please do not ask.* ***No late assignments for credit will be accepted during or after finals week, no exceptions.*	

Extra Credit: Please do not ask or rely on extra credit in this course. For equity reasons, individual requests for extra points will not be met.

Opportunity to Improve Exam Scores

I understand that learning is non-linear and cyclical, and I hope that you continue to draw from what we discussed in this class even after the semester has ended. You will have the opportunity to retake exams within 48 hours, upon my discretion. Your final score will be the average of your two attempts.

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. 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. 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 5%. Your fourth absence (including electronic use during class or late arrival) will result in 0% for attendance.

2. **Assignments. This is worth 20%.** There are various assignments that need submissions in person and in Canvas. Please be sure to follow instructions to work towards earning full points. We will have some graded in-class and outside-of-class work that will be done in groups with your peers!
3. **Community Ministries Essays (Service Learning). This is worth a total of 20%.** The application of what you are learning in class throughout Community Ministries will contribute to your cognitive empathy and spiritual growth. The detailed instructions for this requirement are below and also in Canvas. What are notable things to know about Community Ministries?
    a. Students will need to complete TWO volunteer opportunities. One must take place in September or October. The other must take place in November or December.
    b. Volunteer opportunities through the Community Ministries are the only ones that will count for this requirement. I will need to verify student participation with the Community Ministries Director, Dana Hojsack.
    c. Academic dishonesty will result in ZERO POINTS for the submission. Academic dishonesty includes submitting two reflection essays (CM#1 and CM#2) for only one visit.
    d. Please read the last page thoroughly for more information.
4. **Exams. There will be two exams total, which altogether are worth 30% of your total grade.** The first three exams will be a combination of multiple choice, true-false, and short answer questions in Canvas based on the readings, videos, and lectures. It will require you to demonstrate listening comprehension skills and your understanding of course materials through application questions. You will be permitted to use **ONLY** hard copies of your course notes, but not your textbook. During exam days, there will be no in-person class meetings. The exam will be done in Canvas with Honorlock (camera), and you will be required to show your notes. How does one prepare and do well for these exams?
    a. Be fully present during class: answer and ask questions, take helpful notes, and put your phones away. Some questions will come directly from lecture slides.
    b. Review your notes alongside reading the textbook. Some questions will be influenced by the reading comprehension questions made available by the textbook.
5. **Final Essays, which are worth 20% of your total grade.** In this class on "living justly," we will have alumni or PLNU community networks come to our class present on the ways they live justly in their personal and professional lives. We will have either individual presenters or panels on the last two week of classes. Because your final essays are based on their presentations, your attendance is required, and you will not be able to use "wellness days" on these days. Please plan accordingly.

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 *Living Justly in a Contemporary Society*, 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 *Living Justly in a Contemporary Society*, 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.

If opportunities to turn in late work are made possible, there will be late penalties. If the submission is turned in within 24 hours of the original deadline, the penalty is 10%. For any assignment turned within a week of the original deadline, the penalty is 25%. After a week from the original deadline, the penalty is 50%.

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.

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. For all student appeals, faculty and students should follow the procedures outlined 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.

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 Recording Notification

To enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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. ******This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity.***** If you have any doubts about using AI, please 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 in accordance with the Americans with Disabilities Act (ADA). 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 work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

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.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

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.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more on reporting and resources at www.pointloma.edu/bias.

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-examscores-new- study-shows

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research. Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see Loma Writing Center webpage or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

● Appointment Calendar: https://plnu.mywconline.com/

● Website: https://www.pointloma.edu/centers-institutes/loma-writing-center

● Email: writingcenter@pointloma.edu

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 email or make an appointment with me to talk during office hours. I look forward to building this community with you.

Assignments At-A-Glance

Instructions for all assignments are posted in Canvas. They will also need to be submitted in Canvas. See Course Schedule spreadsheet for important dates and reading assignments.

Community Ministries Assignments

Our Foundational Explorations Learning Outcome in this course is to "demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts." One of our Course Learning Outcomes is to "[practice] cognitive empathy, the sociological imagination, and cultural humility and competency in diverse vocational or social settings." Participation in Community Ministries (CM) is an important element to help achieve these learning outcomes and, more importantly, transformative personal and relational growth. There are three types of ministries in which you can be involved: Homeless Ministries, Children and Youth Ministries, and Visiting Ministries. Check the link below for more information on these: https://www.pointloma.edu/offices/student-life-formation/community-ministries. IN CANVAS: To be able to earn credit, students must do/submit the following:

1. Sign-in with the student ministry leaders. I will verify student participation with the Director.
    a. In previous semesters, there have been students who committed academic dishonesty (such as submitting two reflection papers but only having done one ministry visit) and thus earned zero.
2. **SECTION ONE:** You will need to take and upload a PHOTO with your team. (**+2.5 pts**)
    a. The photo can be either inside the van, in front of the ministry site, or after the ministry visit, depending on the student ministry leaders' preference.
    b. One ministry leader <u>must</u> be present in your photo from the afternoon/evening of your participation.
    c. Out of respect and courtesy, do <u>not</u> take a photo of or with people where you are volunteering (children, unhoused people, seniors).
3. **SECTION TWO:** Beneath your photo, include the following information: (**+2.5 pts**)
    a. Which ministry visit did you attend?
    b. Which date did you participate in the ministry visit shown in the photo?
4. **SECTION THREE:** Below the photo and quick information about the ministry and date of visit, you will also need to submit your observations, as if a news report or a journal entry. This section must be within the range of 150-200 words. This is where you would write people's names you met, some facts about the site, memorable moments during the visit. Who did you meet? What did you hear? What happened around you? What did you see? What did you do? Be specific. (**+10 pts**)
5. **SECTION FOUR:** You will then need to submit your reflections and application of key concepts and themes of the course, as if a journal. This section must be within the range of 300-400 words. (**+15 pts**)
    a. Write ALL OF THE KEY CONCEPTS in ***bold*** face and italicized or <u>underline</u> them so that your TA and I can clearly see them. There are about 40+ of you (plus 40+ in another course), so please help us read these well. Failure to do so will result in less points.
    b. Incorrect definitions and insufficient application of key concepts will result in less points. Aim for substantive reflections!
    c. CM #1: Correctly use and integrate 2 key concepts/themes from weeks 3 thru 9.

   d. CM #2: Correctly use and integrate 2 key concepts/themes from weeks 10 thru 15.
6. **SECTION FIVE:** And for *both* submissions: (**+15 pts**)
   a. Consider how you were practicing or had difficulty practicing cognitive empathy, the sociological imagination, and cultural humility.
   b. Did you observe ethnocentrism, xenocentrism, or cultural relativism in yourself and/or among others?
   c. How did your socialization or upbringing influence your reactions, observations, and interactions?
   d. Describe specific moments during the visit.

SWF 1000 LIVING JUSTLY IN A CONTEMPORARY SOCIETY – SPRING 2026 SCHEDULE: CLASS MEETS ON TU/TH 3-4:15 PM

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WK 1	1/12	1/13 Welcome, Intro, Syllabus	1/14	1/15 Cognitive Empathy, Sociological Imagination CH 1.1 and 1.4	1/16	
WK 2	1/19 **MLK, Jr. Day**	1/20 Cultural Humility, Competency CH 3.1-3.2	1/21	1/22 Cultural Humility, Competency CH 3.1-3.2	1/23	
WK 3	1/26	1/27 Socialization, Agents CH 5.2-5.4	1/28	1/29 ***THWLI* Assignment in Canvas by 11:59p**	1/30	
WK 4	2/2	2/3 Inequality by SES CH 9	2/4	2/5 Inequality by Race & Ethnicity CH 11	2/6	
WK 5	2/9	2/10 Inequality by Gender, Sex, and Sexuality CH 12	2/11	2/12 Inequality due to Disability CH 19 (*held via Zoom*)	2/13	
WK 6	2/16	2/17 ***Group Assignment on Ableism and Disability due in Canvas by 11:59pm***	2/18	2/19 **EXAM 1 in Canvas must be taken during class time only (not in person)**	2/20	
WK 7	2/23	2/24 Child and Adolescent Development Pt. 1 CH 14	2/25	2/26 Child and Adolescent Development Pt. 2 CH 14	2/27	2/28 SATURDAY **Submit Community Ministries #1 today and get +1 extra credit**
WK 8	3/2	3/3 Education Pt. 1 CH 16	3/4	3/5 Education Pt. 2 CH 16	3/6	3/8 SATURDAY **Community Ministries #1 due in Canvas by 11:59pm (late submissions will be penalized)**
SPRING BREAK						

WK 9	3/16	3/17 Criminal Justice System Pt. 1 CH 7	3/18	3/19 Criminal Justice System Pt. 2 CH 7	3/20	
WK 10	3/23	3/24 Aging & Ageism CH 13.2	3/25	3/26 Death & Dying CH 13.2, cont'd	3/27	
WK 11	3/30	3/31 Healthcare Insecurity	4/1	4/2 **Easter Recess**	4/3 **Easter Recess**	
WK 12	4/6 **Easter Recess**	4/7 Food Insecurity	4/8	4/9 Housing Insecurity	4/10	
WK 13	4/13	4/14 Globa Inequality & Climate	4/15	4/16 **EXAM 2 in Canvas must be taken during class time only (not in person)**	4/17	
WK 14	4/20	4/21 **Required Attendance** Presenter/Panel 1	4/22	4/23 **Required Attendance** Presenter/Panel 2	4/24	4/25 SATURDAY **Submit Community Ministries #1 today and get +1 extra credit**
WK 15	4/27	4/28 **Required Attendance** Presenter/Panel 3	4/29	4/30 **Required Attendance** Presenter/Panel 4	5/1	5/2 SATURDAY **Community Ministries #1 due in Canvas by 11:59pm (NO LATE SUBMISSIONS ACCEPTED)**
FINALS WEEK	5/4	5/6	5/6	5/7 ALL ESSAYS DUE BY **7PM** **no late essays accepted*	5/8	