

Course Syllabus

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Online Undergraduate Studies

SCL3005 Social Stratification

3 Units

Summer 2026 Quad 1

May 11 - July 5

Fully Online

Meeting Days: N/A

Meeting Times: N/A

Meeting Location: Online

Final Exam: (Day/Time): N/A

Instructor: Dr. Jimiliz Valiente-Neighbours ("Dr. V")

Email: jvalient@pointloma.edu

Phone: (619) 849-3001 (Office)

Office Location and Hours: By appointment, reach out via email

"The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story." – **Chimamanda Ngozi Adichie**

"Life is not what you alone make it. Life is the input of everyone who touched your life and every experience that entered it. We are all part of one another." – **Yuri Kochiyama**

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.

Course Description and Faculty Welcome

Welcome! This course will provide a survey of major theories and evidence of stratification in our society. We will focus primarily on contemporary writings that help explain social inequality, but it is my intent to demonstrate how unequal conditions today are inextricably linked to the very economic, political, and social fabric that holds the United States of America together. We will broadly examine stratification 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 delve deeply into what it means when sociologists say that things are “social constructs.” We will also 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 reading and reflecting on stories of firsthand, lived experiences.

Sociologists study and analyze at both the micro and the macro level. This means that we will, for example, look at how individuals interpret symbols or define their identities, but also at how institutions, such as families, churches, schools, and governments, shape individuals’ perceptions of themselves and others, as well as their daily, lived experiences. We will consider how gender, age, race, class, disability, etc. influence the opportunities people have and the decisions they make.

Course Learning Outcomes

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, assignments, and discussion.

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 **analyze** 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 be able to **identify** the rich cultural diversity in society, including but not limited to race, ethnicity, class, gender, sex, sexuality, religion, ability, and disability.
 4. You will be able to **define** and **utilize** cognitive empathy, the sociological imagination, and cultural humility and competency in diverse vocational or social settings.
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Program Learning Outcomes

PLOs identify what students will know and be able to demonstrate in their chosen discipline upon graduation. Below are for those in Sociology. Students who complete the public administration program will be able to:

1. Demonstrate critical skills to lead and manage in public governance.
2. Appraise pressing problems using critical thinking, ethical thinking, and analytics to consider solutions and apply best practices.
3. Articulate and apply a public service perspective to their role in their institution.
4. Evaluate the role of public administration officials as participants in the public-policy-making and implementation process.
5. Demonstrate the ability to communicate and interact productively with a diverse population with varying needs.

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.

Institutional Learning Outcomes

1. **Learning, Informed by our Faith in Christ**

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. **Growing, in a Christ-centered Faith Community**

Students will develop a deeper and more informed understanding of others as they negotiate

complex professional, environmental, and social contexts.

3. **Serving, in a Context of Christian Faith**

Students will serve locally and/or globally in vocational and social settings.

Required Texts and Recommended Study Resources

Our textbook is a new edition: *Race, Class, and Gender in the United States*, 12th edition (2024). This edition includes many events, stories, and updates since 2016!

You have a choice of downloading/purchasing the eBook or purchasing the hard

copy from the PLNU Bookstore/online retailers. Here is the link to access the text:

<https://store.macmillanlearning.com/us/product/Race-Class-and-Gender-in-the-United-States/p/1319343554> (copy and paste on your browser).

Note: Students are responsible for having the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

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. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

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 8 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 118 total hours meeting the course learning outcomes. The time estimations are provided below and in the Canvas modules.

Estimated Time to Complete Course

<i>Activity Category</i>	<i>Time-to-Complete (Hours)</i>
Assigned Readings and Viewing Materials	28
Discussions	26
Small Group Deep Dive Presentations	24
Weekly Reading Responses	24
Final Project - Case Study or Autoethnography	15

Surveys/Evaluations	1
Total:	118

Assessment and Grading

Weighted Grades

This course uses weighted grades. Each assignment category is worth a certain percentage of the total grade (100%) for the course, as specified in the table below:

Course Assignments

Assignment Category	Percentage of Total Grade
Course Reflections and Surveys	5%
Reading Responses	20%
Weekly Class Discussion: Contributions and Responses to Peers	25%
Small Group Work Deep Dive: Contributions and Responses to Peers	25%
Case Study OR Autoethnography	25%

It is important to read the comments posted in the gradebook as these comments are intended to help students improve their work. Final grades will be posted by the due date as posted in the Academic Calendar.

Getting to Know You Survey, Mid-Course Survey, Course Reflection: Throughout the course, you will complete surveys and a reflection to help your instructor know more about you and your learning process and experience in the class.

Reading Responses: Students are asked to respond to the same prompts for each week's assigned set of readings. These are due every **Monday**. The questions are as follows:

1. What new knowledge did you learn from the author/s? Include the page number. Did it debunk a belief you held previously? Did it corroborate what you already felt but for which you had no words? Explain your response. Include how your upbringing, educational background, and/or identity shape your response. (150-200 words, not including quotes or excerpts from the text)
2. What statement/statistic from the author/s gave you some hesitation or a pause for further reflection? Include the page number. Is it something you find hard to believe? Is it something with which you

disagree? Explain your response. Include how your upbringing, educational background, and/or identity shape your response. (150-200 words, not including quotes or excerpts from the text)

Class Discussion Contributions and Peer Responses: Each week, students are required to read and watch course content relevant to that week's topic and create a 5- or 7-minute video response to the week's prompts. These are due every **Tuesday**. Then, students will need to watch at least two of their peers' videos and respond in writing up to 450-500 words. For some of the weeks, students are asked to what extent they agree or disagree with their peers, and for other weeks, students are asked to share new things they learned from their peers. These are due every **Thursday**.

Small Group Work Deep Dive and Peer Responses: Also each week, students are required to take a "deep dive" into a law, policy, or Supreme Court case, etc. with a small group. Together, they will need to submit a 5- or 7-minute video presentation of their collective argument or response to the week's prompts for this section. These are due every **Friday**. Then, students will need to watch at least two of their peers' "deep dive" videos and respond with a 1- or 2-minute video of their own with at least 1 and up to 3 slides (maximum). For some of the weeks, students are asked to what extent they agree or disagree with their peers, and for other weeks, students are asked to share new things they learned from their peers. These are due every **Sunday**.

Final Project: Case Study or Autoethnography: For the Final Project, students may choose between a Case Study or an Autoethnography (descriptions below). Whichever option students select, they are required to write a 5-page paper (minimum and maximum) with a separate reference page with at least 4 readings from our textbook (2 of which are readings from our textbook have not been previously assigned). Students are also welcome to use external references but will not replace the 4 required.

This assignment has two parts: a draft outline of the student's project with references (submit on week 5 by 6/9 Sunday 11:59pm) and a final video presentation with the final outline and references (submit on week 8 by 6/30 Sunday 11:59pm).

- **Case Study:** This is an opportunity for students to do a "deep dive" on a social problem or social inequality about which they feel passionately that we have not already covered. Students will be required to: give sociohistorical context to the establishment and perpetuation of this social problem/inequality; demonstrate how the issue continues in our present era; evaluate the various ways people have collectively organized to solve it. Students are encouraged to find inspiration from their class discussions and/or partner work deep dives.
- **Autoethnography:** Autoethnography is a qualitative research method that requires the researcher to be reflexive of the world in which they live and the life they lead. For this course, the student can reflect on their journey concerning any of the topics we have covered in this course on social stratification. Students are encouraged to find inspiration from their weekly reading response reflections. Students must *examine* their experiences using the concepts in this course throughout the semester. In addition, students are asked to *extend* their analysis: reflect on their personal stories within the contexts of the state, the economy, and/or the justice system. They must include past and

persistent structural inequalities based on various social categories: race, ethnicity, class, gender, sexual orientation, religion or spirituality, and ability.

I provide exploratory questions below to guide student reflections and analysis. I hope these serve as jumping points to start students' reflections and analysis of their journeys.

1. What new concepts or historical events/acts/laws have you learned from this class that now influence and help guide how you perceive your past and present experiences, as well as your goals and hopes for your future?
2. How has your socialization shaped your identity formation? How has your background—whether your race, ethnicity, class, gender, sexuality orientation, religion/spirituality, and ability—affected your experiences? How are your experiences different from and/or similar to the experiences of authors you have read about in class?
3. What ideologies have you taken for granted? Examples of ideologies you might want to consider: meritocracy, upward mobility, equal opportunity, individualism, competition, etc. Which course readings have helped challenge these ideologies? Where do you stand now regarding these widely held beliefs/values in the U.S.?

Abbreviated Course Schedule

WEEK AND TOPIC	IMPORTANT REMINDERS
1: Race and Ethnicity	
2: Gender, Sex, Sexuality	5/15 Wednesday Optional Meet and Greet with Dr. V over Zoom at 5:15 pm
3: Class, Wealth, Poverty	
4: Ability, Disability, and Ableism	
5: Immigration and Citizenship	6/19 Sunday by 11:59 pm – Final Project: submit your selection (case study or autoethnography) and draft outline with references
6: Indigeneity	
7: Democracy and Civil Rights	

8: Intersectionality,
Organizing, and Solidarity

6/30 Sunday by 11:59pm – Final Project: submit your case study or autoethnography (5 pages)

Grading Scale

The following grading scale will be used for all exams and final course grades:

- 93.3-100% = A
- 90-93.2% = A-
- 86.6-89% = B+
- 83.3-86.5% = B
- 80-83.2% = B-
- 76.6-79% = C+
- 73.3-76.5% = C
- 70-73.2% = C-
- 66.6-69% = D+
- 63.3-66.5% = D
- 60-63.2% = D-
- 59.9 and below = F

Please note that grades are not rounded up.

Content Warning

I acknowledge that each of you come to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In *Stratification*, 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 *Stratification*, 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 course schedule. 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 by the due dates posted and will be considered late if submitted after the time and the day that they are due. If an assignment is submitted late, points possible for the assignment decreases 10% each day for four days after the due date. Any assignment or deliverable submitted more than four days late will not be accepted. Presentations and Exams cannot be “made up” and must be completed on the due date.

All deliverables for the course, including assignments, projects, presentations, papers, etc., must be turned in by 11:59pm on the last day of the course. No extensions or incompletes will be given to students to complete course requirements. Incompletes will only be assigned in extremely unusual circumstances.

If you believe you have an extenuating circumstance such as illness or family emergency, please send me an email as soon as possible so that we may speak about your options.

PLNU Spiritual Care

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate and Adult Undergraduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu (<mailto:scortezm@pointloma.edu>).

In addition, on the MV campus, there is a prayer chapel on the third floor, which is open for use as a space set apart for quiet reflection and prayer.

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](https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures) (<https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures>) 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

In order 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.

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 [Adult Undergraduate Academic and General Policies](https://pointloma-public.courseleaf.com/aug-catalog/academic-general-policies/#text)  (<https://pointloma-public.courseleaf.com/aug-catalog/academic-general-policies/#text>) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) 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, 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. The EAC makes accommodations available to professors at the student's request.

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 ensure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. 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 special 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 a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias (<http://www.pointloma.edu/bias>).

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. 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 help and support are available through the [Title IX Office](https://www.pointloma.edu/title-ix) (<https://www.pointloma.edu/title-ix>). Please be aware that under Title IX of the Education Amendments of 1972, it is 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 via our [Sexual Harassment and Discrimination Policy](https://www.pointloma.edu/title-ix). (<https://www.pointloma.edu/title-ix>)

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our [Nondiscrimination and Anti-harassment Policy](https://www.pointloma.edu/bias) (<https://www.pointloma.edu/bias>).

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

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.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](https://pointloma-public.courseleaf.com/aug-catalog/academic-general-policies/)  [\(https://pointloma-public.courseleaf.com/aug-catalog/academic-general-policies/\)](https://pointloma-public.courseleaf.com/aug-catalog/academic-general-policies/) for additional details.

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
 1. Synchronous Courses: At least one class meeting takes place at a designated time.
 2. Asynchronous Courses: All class meetings are asynchronous.
 2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
 3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).
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Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349) (<https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349>) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](https://my.pointloma.edu/pages/writing-center-gps) (<https://my.pointloma.edu/pages/writing-center-gps>) offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
- [Research Help Guide](https://my.pointloma.edu/pages/research-help) (<https://my.pointloma.edu/pages/research-help>) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](https://maps.app.goo.gl/CRXui8PJUnSkvokC9) (<https://maps.app.goo.gl/CRXui8PJUnSkvokC9>) off the student lounge
- [Academic Writing Resources Course](https://canvas.pointloma.edu/courses/64301) (<https://canvas.pointloma.edu/courses/64301>): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](https://youtu.be/JB8MmVPznFI) (<https://youtu.be/JB8MmVPznFI>) and take time now to explore!

- **Grammarly**  (<https://www.grammarly.com/edu/point-loma-nazarene-university-graduate-professional-studies>): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly’s Generative AI is NOT available with our student accounts.
- **Tutoring** (<https://my.pointloma.edu/pages/tutoring-gps>): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

Assignments-at-a-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.

Course Summary:

Date	Details	Due
Mon May 11, 2026	 Academic Honesty Verification Statement (https://canvas.pointloma.edu/courses/85758/assignments/1308778)	due by 11:59pm
		
	 Course Overview	to do: 11:59pm
	 Review Now - Due in WK 8	to do: 11:59pm
	 Welcome to Social Stratification Video	to do: 11:59pm
Tue May 12, 2026	 WK1 Overview	to do: 11:59pm
	 WK1 Class Discussion (https://canvas.pointloma.edu/courses/85758/assignments/1308791)	due by 11:59pm
		
Fri May 15, 2026	 WK1 Introduce & Connect (https://canvas.pointloma.edu/courses/85758/assignments/1308796)	due by 11:59pm
		
	 WK1 Reading Response (https://canvas.pointloma.edu/courses/85758/assignments/1308797)	due by 11:59pm

Date	Details	Due
		
	 WK1 Small Group Work Deep Dive (https://canvas.pointloma.edu/courses/85758/assignments/1308795)	due by 11:59pm
		
Sun May 17, 2026	 WK1 Deep Dive Discussion (https://canvas.pointloma.edu/courses/85758/assignments/1308799)	due by 11:59pm
		
Mon May 18, 2026	 WK2 Overview	to do: 8:59pm
	 WK2 Reading Response (https://canvas.pointloma.edu/courses/85758/assignments/1308799)	due by 11:59pm
		
Tue May 19, 2026	 WK2 Class Discussion (https://canvas.pointloma.edu/courses/85758/assignments/1308792)	due by 11:59pm
		
Fri May 22, 2026	 WK2 Small Group Work Deep Dive (https://canvas.pointloma.edu/courses/85758/assignments/1308800)	due by 11:59pm
		
Sun May 24, 2026	 WK2 Deep Dive Discussion (https://canvas.pointloma.edu/courses/85758/assignments/1308792)	due by 11:59pm
		
	 WK3 Class Discussion (https://canvas.pointloma.edu/courses/85758/assignments/1308795)	due by 11:59pm
		
Tue May 26, 2026	 WK3 Reading Response (https://canvas.pointloma.edu/courses/85758/assignments/1308801)	due by 11:59pm
		
	 WK3 Overview	to do: 11:59pm

Date	Details	Due
Fri May 29, 2026	 WK3 Small Group Work Deep Dive https://canvas.pointloma.edu/courses/85758/assignments/1308802	due by 11:59pm
		
Sun May 31, 2026	 WK3 Deep Dive Discussion https://canvas.pointloma.edu/courses/85758/assignments/1308789	due by 11:59pm
		
Mon Jun 1, 2026	 WK4 Reading Response https://canvas.pointloma.edu/courses/85758/assignments/1308803	due by 11:59pm
		
	 WK4 Overview	to do: 11:59pm
Tue Jun 2, 2026	 WK4 Class Discussion https://canvas.pointloma.edu/courses/85758/assignments/1308788	due by 11:59pm
		
Fri Jun 5, 2026	 WK4 Small Group Work Deep Dive https://canvas.pointloma.edu/courses/85758/assignments/1308804	due by 11:59pm
		
Sun Jun 7, 2026	 WK4 Deep Dive Discussion https://canvas.pointloma.edu/courses/85758/assignments/1308788	due by 11:59pm
		
	 WK5 Overview	to do: 8:59pm
Mon Jun 8, 2026	 WK5 Reading Response https://canvas.pointloma.edu/courses/85758/assignments/1308805	due by 11:59pm
		
Tue Jun 9, 2026	 WK5 Class Discussion https://canvas.pointloma.edu/courses/85758/assignments/1308787	due by 11:59pm
		
Fri Jun 12, 2026	 WK5 Small Group Work Deep Dive	due by 11:59pm

Date	Details	Due
	https://canvas.pointloma.edu/courses/85758/assignments/1308806 	
Sun Jun 14, 2026	 WK5 Deep Dive Discussion https://canvas.pointloma.edu/courses/85758/assignments/1308786 	due by 11:59pm
Mon Jun 15, 2026	 WK6 Overview	to do: 8:59pm
	 WK6 Reading Response https://canvas.pointloma.edu/courses/85758/assignments/1308808 	due by 11:59pm
Tue Jun 16, 2026	 WK6 Class Discussion https://canvas.pointloma.edu/courses/85758/assignments/1308785 	due by 11:59pm
Fri Jun 19, 2026	 WK6 Small Group Work Deep Dive https://canvas.pointloma.edu/courses/85758/assignments/1308809 	due by 11:59pm
Sat Jun 20, 2026	 WK6 Autoethnography or Case Study Check-In https://canvas.pointloma.edu/courses/85758/assignments/1308807 	due by 11:59pm
Sun Jun 21, 2026	 WK6 Deep Dive Discussion https://canvas.pointloma.edu/courses/85758/assignments/1308782 	due by 11:59pm
Mon Jun 22, 2026	 WK7 Reading Response https://canvas.pointloma.edu/courses/85758/assignments/1308810 	due by 11:59pm
	 WK7 Overview	to do: 11:59pm
Tue Jun 23, 2026	 WK7 Class Discussion https://canvas.pointloma.edu/courses/85758/assignments/1308783 	due by 11:59pm

Date	Details	Due
Fri Jun 26, 2026	 WK7 Small Group Work Deep Dive https://canvas.pointloma.edu/courses/85758/assignments/1308811	due by 11:59pm
		
Sun Jun 28, 2026	 WK7 Deep Dive Discussion https://canvas.pointloma.edu/courses/85758/assignments/1308784	due by 11:59pm
		
Mon Jun 29, 2026	 WK 7/8 Brainstorming/Drafting the Final Paper https://canvas.pointloma.edu/courses/85758/assignments/1333892	due by 11:59pm
		
	 WK8 Reading Response https://canvas.pointloma.edu/courses/85758/assignments/1308813	due by 11:59pm
		
	 WK8 Overview	to do: 11:59pm
Tue Jun 30, 2026	 WK8 Class Discussion https://canvas.pointloma.edu/courses/85758/assignments/1308781	due by 11:59pm
		
Sat Jul 4, 2026	 WK8 Small Group Work Deep Dive https://canvas.pointloma.edu/courses/85758/assignments/1308814	due by 11:59pm
		
Sun Jul 5, 2026	 End-of-Course Evaluation Survey https://canvas.pointloma.edu/courses/85758/assignments/1308779	due by 11:59pm
		
	 WK8 Deep Dive Discussion https://canvas.pointloma.edu/courses/85758/assignments/1308780	due by 11:59pm
		
	 WK8 Final Project: AUTOETHNOGRAPHY ONLY	due by 11:59pm

Date	Details	Due
	https://canvas.pointloma.edu/courses/85758/assignments/1308812 	