

	Department of Sociology, Social Work, and Family Sciences SOC3060 Race and Ethnicity 3 Units
FA 2026	

Meeting days: Mo-We-Fr	Instructor: Dr. Jamie Gates
Meeting times: 1:30-2:25pm	Phone: (619) 849-2659
Meeting location: Liberty Station 205-B	Email: jgates@pointloma.edu
Final Comprehensive Presentations are on Finals Week	Drop-in location and hours: In person Rohr Sociology 107 or via Zoom: Tu & Th 11am-12pm OR by appointment! I'd love to meet in person. But there are times where it works better for one or both of us to meet via zoom. Feel free to request a zoom meeting time if that works best given the situation. I may need to do so sometimes as well.

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

PLNU's Department of Sociology, Social Work, and Family Sciences exists to nurture servant scholars who critically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.

Statement of Inclusivity and Commitment to Anti-Racism

Point Loma Nazarene University is a Christian community committed to cultivating an inclusive and welcoming environment. In fulfillment of our Christian mission, we strive to value and honor all people because we believe that our diverse identities, experiences, and abilities enrich our learning community. We are committed to explicitly challenging and dismantling racism in all of its forms. If you witness or experience an incident that could be considered unfair, bias, or discriminatory please report this to your most trusted staff or faculty member and/or to the Office of Diversity and Belonging, biasincident@pointloma.edu. You may also use this [Bias Incident Reporting Form](#).

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](#).

Kumeyaay Land Acknowledgement

For millennia, the Kumeyaay people have been a part of this land. This land has nourished, healed, protected and embraced them for many generations in a relationship of balance and harmony. As a class we acknowledge this legacy. We promote this balance and harmony. We find inspiration from this land; the land of the Kumeyaay. (This statement borrowed from [SDSU's Kumeyaay Land Acknowledgement](#))

COURSE DESCRIPTION

Race and ethnicity are macro-categorical labels for marking human variation that are socially constructed, historically situated and politically contested. Socially constructed...categories to which we give a different meaning to in each cultural context across various geographies. Historically situated...the categories we create and give meaning to change over time, and come to take on different meanings across time.

Politically contested...people, both those to whom the label is ascribed and those who ascribe the label, debate, often heatedly, the true meaning of these labels and the strength and purpose to which they are applied. Knowing the racial sociology of any society, including the history, economics and politics of race, is essential for understanding the contemporary social ideas, identities, relations and institutions of that society.

The sociological lens shifts its gaze from the micro to the macro and back again; we examine how individuals interpret symbols and define their identities (micro), but we also examine how social institutions and broad cultural forces shape individuals' perceptions of themselves (macro). This class will explore race and ethnicity with a particular focus on how racial and ethnic dynamics in the United States play out in areas like immigration; land, property and housing; cultural representations; healthcare; making a living; the legal system; and in faith systems.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, you will be able to:

- Exhibit knowledge of major themes, theories, and debates in social research.
- Identify key historical causes for current racial and ethnic constructions and relations.
- Demonstrate a basic comprehension of race and ethnicity as socially constructed, historically situated and politically contested means of marking human variation.

- Demonstrate a basic comprehension of multiple ways that race and ethnicity structure ideas, symbols, identities, habits and institutions in society.
- Demonstrate entry level competence in social science analysis.
- Produce written and oral communication consistent with research standards in professional Sociology.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Brown, Austin Channing, author. (2018). *I'm still here : black dignity in a world made for whiteness*. New York :Convergent Books.

Hong, Cathy Park (2020). *Minor feelings: an Asian American reckoning*. First edition. One World.

Ounjian, J. (2023, Dec 28). *Sociology of race and ethnicity*. LibreTexts. Retrieved March 28, 2024, from https://socialsci.libretexts.org/Courses/Contra_Costa_College/The_Sociology_of_Race_and_Ethnicity CC BY-NC-SA 4.0 license.

Additional study resources will be made available on an ongoing basis.

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 3.0 unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

COURSE ASSIGNMENTS

Attendance and Participation (10%):

You will be responsible for participating in a weekly in-person meetings and occasional online discussions. A significant part of these participation points will be your regular full participation in class; be sure to show up regularly, on time and participate fully in the discussions and exercises in class. Part of your participation grade will be for the

quantity and quality of your engagement in discussions on Canvas. Specific exercises and instructions will be given as the class unfolds.

Assignments and Discussions (20%)

There are numerous interactive in-class and online exercises of various lengths in each module that help to build knowledge and skill for the subject at hand. You will often be in discussion with one another, debating a certain topic, reacting to multimedia prompts and the like. Your colleagues are depending on your full participation for a high quality learning environment, and you are dependent on theirs. These exercises are core to your learning. The quality of your individual learning and the quality of learning from one another as a class depends on your full participation in these Module Assignments.

Learning Cohort Specialty Lens (30%)

In this course we use **Learning Cohorts** as an important pedagogical practice. For the purposes of this class students are divided randomly into a small group of approximately 4-5 students that will sit and work together in class. Learning Cohorts will be called on to interact in class with one another in regular formal and informal ways.

Learning Cohorts in this class are designed to be a space to

- - - increase belonging and comfort in the classroom/course,
 - facilitate brainstorming and other forms of idea generation/refinement,
 - practice collaborative learning,
 - build mutual support,
 - democratize power and voice in the classroom,
 - practice cognitive empathy.

Each Learning Cohort will develop its own identity, norms, and rituals as a means of building a common bond. Learning Cohorts will be given opportunities for design control over what happens in the classroom. Each Learning Cohort will work with creativity on its own **identity** and symbolic representation for the semester. Students will be empowered to design and regulate a set of **norms** known as a Culture of Conduct Agreement for their Learning Cohort to help enhance learning for themselves and for their fellow group members. Students will also be asked to playfully generate **rituals** specific to their group in ways that increase their learning and collaboration for the semester.

Learning Cohorts will collaborate on three major assignments for the course (details available in the Assignment itself):

1. Specialty **Stories and Statistics** summarized for use in class with each new topic we cover,
2. Fieldwork observations and interpretations, involving **Fieldwork Observations** (individual) and **Fieldwork Reflections** (group)
3. A **Final Presentation** of lessons learned from this specialty and your field observations/reflections across the semester.

The Learning Cohorts in this class are each assigned a race/ethnicity related **Specialty Lens** that will be the focus of a unique contribution to our conversations across the course. While everyone will read and learn from research across the range of racial and ethnic groups during the semester, each Learning Cohort will be asked to bring an abstract (short summaries) of extra research to the topic of the week that will add perspective from their Specialty Lens to the topic being discussed that week.

The following specialties for each Learning Cohort have been drawn from the racial and ethnic categories used by the United States Census for program administrative reporting and civil rights compliance. They have also been constructed given the large bodies of sociological research available for each category. Further details on the cohorts and cohort assignments are available in the Assignment itself.

Learning Cohort	Specialty Lens
1	American Indian/Alaska Native Studies
2	Asian/Pacific Islanders Studies

3	Black/African American Studies
4	Hispanic/Latinx Studies
5	Middle Eastern and North African (MENA) Studies
6	White Studies
7	Multiracial Studies

Cohort Fieldwork Observations and Reflections (20%)

These observations and reflections are designed to develop your sociological lens through **unobtrusive observation**. Unobtrusive research means you are a passive observer—a "fly on the wall." You will not interact with subjects, interview anyone, or manipulate the environment. Your goal is to document how public spaces are racialized and how race and ethnicity impact daily human interactions, spatial layouts, and cultural norms both within the Point Loma Nazarene University environment and across broader San Diego County.

This two-part sociological fieldwork assignment. Your cohort will work collaboratively to choose a public campus context, collect independent empirical observations, and then synthesize your findings using the core theoretical frameworks of your course material.

By participating in this research, you will:

1. Develop Ethnographic Research Skills: Learn to take rapid field notes ("jottings") and systematically document spatial-demographic data.
2. Employ the Sociological Imagination: Experience stepping outside your individual social location to connect micro-level "personal troubles" with macro-level "public issues" structured within the university environment [31, 35].
3. Conduct Collaborative Theory Application: Practice applying Key Sociological Terms, Sociological Theories, and Power Dynamics to real-world interactions and geographies.

Creative Nonfiction Critical Analysis (20%)

Each student will be responsible for **two** creative nonfiction book analyses examining the issues brought up by particular racial biographies. Students will be given a Critical Analysis Guide (a set of critical questions) to use for structuring their written reactions to

the readings. Students will then be asked to participate in a full class discussion of each book, including special break-out time to discern with their Learning Cohorts. Students are responsible for managing their own reading schedule keeping the assigned Critical Analysis and Discussion deadlines in mind.

The two creative nonfiction books we are reading together are:

- Brown, Austin Channing, author. (2018). I'm still here : black dignity in a world made for whiteness. New York :Convergent Books.
- Hong, C. P. (2020). Minor feelings: an Asian American reckoning. First edition. One World.

Extra Credit

Students can earn up to 3% toward their final grade with extra credit. Extra credit is designed to give students additional opportunities to reflect on the concepts raised in the course.

- Students can attend approved events that relate to the content of the course and reflect on the significance of this event in relation to what we are learning in the course.
- The professor must approve these events for it to count as extra credit. Students will be required to write an 800-1,200 word reflection that effectively incorporates key concepts from this course in their reflection.
- Extra Credit reflections are due by the last day of classes for the semester, but you are encouraged to turn them in within a week of the experience so the memories and reflections are fresh.
- Students may take advantage of up to four of these opportunities during the semester at 50 points each for a maximum of 3% to be added to your final grade.

NOTE: Extra credit for this course is uploaded to Canvas but will be calculated independent of the Canvas Grading system and added at the end before turning in grades to Workday.

ASSESSMENT AND GRADING

Grades will be based on the following:

Assignment Weight

Attendance and Participation			100
Assignments and Discussions			200
Learning Cohort Specialty Lens			300
	Specialty Lens - Weekly Stories and Statistics	100	
	Specialty Lens - Final Presentation	200	
Learning Cohort Fieldwork			200
	Fieldwork Observations	100	
	Fieldwork Reflections	100	
Creative Nonfiction Critical Analysis			200
	Notes on Kathy Park Hong's Minor Feelings	50	
	Minor Feelings Discussion Participation	50	
	Notes on Austin Channing Brown's I'm Still Here	50	

	I'm Still Here Discussion Participation	50	
			1000

Standard Grade Scale Based on Percentages

A	B	C	D	F
A 930-1000	B+ 870-899	C+ 770-799	D+ 670-699	F Less than 599
A- 900-929	B 830-869	C 730-769	D 630-669	
	B- 800-829	C- 700-729	D- 600-629	

LATE POLICY FOR THIS CLASS

All assignments are expected to be turned in by the scheduled due dates for full credit. Assignments turned in after the due date will lose 10% per day after the assigned due date and time. Late days are counted in 24-hour periods. for example, when an assignment is due at 11:59pm on Tuesdays, submitting between 12am and 11:59pm on the Wednesday that follows is considered one day late, and so on.

You are given 3 self-granted extensions which you can use to give yourself extra time without penalty. You may use all three days on one assignment, or a day each on up to three separate assignments. Choose these extensions wisely, as instructor-granted extensions are only considered after all grace days are used and only given in highly exceptional situations. You will need to contact the professor in person if requesting this extra level of extension. Students often go to great lengths to meet deadlines and conserve self-granted extension days: pull all-nighters, ignore other classes, miss events they wanted to attend, work when feeling poorly, submit unpolished assignments, or even cancel key time with friends and family. It would not be respectful of their efforts to hand out extra days to students who were less committed to meeting deadlines or not as cautious in conserving grace days. If asking for an instructor-granted extension, you will be expected to legitimize how all of your grace days were used, and make a compelling case for additional accommodation beyond the grace days everyone else receives. We use this information to find an appropriate balance between providing relief to you and maintaining fairness to others.

Remember, late work handed in when you have run out of self-granted extensions is discounted 10 % per day late.

(ideas in this late policy borrowed from Stanford,
<https://stanford.edu/class/ee365/late.html>)

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 [Traditional Undergraduate Records: Final Exam 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.

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](#) for definitions of kinds of academic dishonesty and for further policy information.

By continuing with this course, the student agrees to the Academic Honesty Verification Statement below. By agreeing to this 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: "By continuing in this course, 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, 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, EXCEPT WHERE GIVEN SPECIFIC PERMISSION TO DO SO. If you have any doubts about using AI, please gain permission from the instructor.

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.

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. We have onsite chaplains at our different campuses who may be available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with our chaplains, you can find them at the [Chaplain's Page](#) via myPLNU.

In addition, the Mission Valley and Balboa campuses have a prayer chapel 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](#) to view which states allow distance education outside 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 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.

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.

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.

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 at 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 at pointloma.edu/title-ix

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all synchronous class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System](#)

[Requirements](#) for more information. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

If you've made it this far in reading through the details of the syllabus, you deserve an award for being a diligent student!