



Department of Sociology, Social Work, and Family Sciences

SWF 1000: Living Justly in a Contemporary Society

3 units
Fall 2026

Section 1: Tuesdays & Thursdays 3 – 4:15 PM, SSW Rohr Hall Room 108

In-Person Final on December 15th Tuesday 4:30-7 PM

Instructor title and name:	Dr. Jimiliz Valiente-Neighbours (“Dr. V”)
Phone:	619-849-3001
Email:	jvalient@pointloma.edu (preferred mode of contact) 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 or via Zoom • Monday 3-6:30 PM • Wednesdays 3-6 PM • Fridays 3-6:30 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)

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

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

CLOs are statements of what students are expected to know, understand and be able to do by the time they complete the course. These outcomes are assessed by your performance in quizzes/exams, short essays, 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. GELO 2c. 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/assessment-plan/>
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/introduction-sociology-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, and we can have a conversation about how you hope this class can be helpful for you.

Extra Credit

Please do not ask for or rely on extra credit in this course. For equity reasons, please do not ask to earn extra points on an individual basis.

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

ASSIGNMENT VALUES	
Attendance and Participation -miss 2 *classes, no deduction -miss 3 *classes, 50% deduction -miss 4 *classes, 100% deduction <i>*only university-approved absences are considered excused and phone use during class counts as an absence</i>	10%
In-Class Work (individual & group)	40%
Community Ministries #1 and #2	20%
In-Class Essays on Guest Speaker Presentations (including attendance on guest speaker days)	30%
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
<i>*There is no rounding up.</i>	

Course Requirements

- Attendance (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?
 - Being late, leaving early, or missing 10 minutes of class or more counts as an absence.
 - Being asked to put away your electronics again after I ask at the beginning of class counts as an absence.
 - You are welcome to TWO WELLNESS DAYS, which I recommend reserving for when you are feeling ill or need a mental health break. These two days will not be penalized. Your third absence (including electronic use during class or late arrival) will be penalized—your attendance percentage will be reduced to 2.5%. Your fourth absence (including electronic use during class or late arrival) will result in 0% for attendance.
- In-Class Quizzes & Assignments (50%)** There will be in-class quizzes and assignments based on lecture materials and reading assignments. These will test your notetaking and listening skills, comprehension skills, and capacity to apply what you've learned in class to real-life examples. Some quizzes and assignments will allow you to use your handwritten notes, while some will be closed-notes. Some will be group work!
- Community Ministries Essays/Service Learning (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?
 - 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. See the course schedule for when these due dates are.
 - Volunteer opportunities through the Community Ministries are **the only ones that will count** for this requirement. I will verify student participation with the Community Ministries Director, Dana Hojsack. Plan accordingly so that you can guarantee being able to participate.
 - 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.
 - Please **read the last page** thoroughly for more information.
 - You will be asked to reflect on the following key terms, for example: cognitive empathy, cultural humility, ethnocentrism, xenocentrism, cultural relativism, sociological imagination, socialization, and similar "big ideas" from class. These will be opportunities for you to demonstrate and apply what you have learned in the class to your personal and professional goals, as well as to demonstrate your personal and relational growth.
- Reflection Essays on Guest Presenters (30%)** 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 *Introduction to Sociology*, 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 *Introduction to Sociology*, 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.

General Course Concerns

If you have a concern related to the content or structure of this course, please bring your concerns to me (the instructor) in a timely manner, so that we have the opportunity to discuss your thoughts and work toward a solution.

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.

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 PLNU 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 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.

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.

PLNU Academic Behavior Policy

Both faculty and students have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the [Academic Behavior Policy](#) in the [University Catalog](#).

Artificial Intelligence (AI) Policy

The use Artificial Intelligence (AI) tools (e.g, ChatGPT, Gemini Pro, GrammarlyGo, Perplexity, iA Writer, Marmot, Botowski) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. ****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.**** Any

reliance on AI tools in this course is subject to an academic honesty violation. The only AI use permitted in this class is when you use a search engine to assist your literature review synthesis (and any references used must be cited appropriately) or use of images for your final project presentation slides (recommended: Unsplash). 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 619-849-2533). 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 approved 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. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. 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](http://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 via the Nondiscrimination and Anti-harassment Policy 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 or iPads allowed for note-taking during class meetings.** Please come to class with a notebook and a pen/pencil. My policy before virtual learning due to COVID has always been notebooks-only. The general outcomes for laptop use have been disengagement, distractedness, and lower exam scores. Other faculty feel similarly and below are reasons why. On the following page, I included links to scholarly research that support this policy.

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

1. Avoid zombie note-taking. Zombie note-taking does not equal learning. Instead of copying everything, synthesize what you are learning. Highlight what stands out to you.
<http://journals.sagepub.com/doi/abs/10.1177/0956797614524581>
2. Avoid distracted note-taking. When you are on your laptop or phones, it is hard not to check other things. Notifications interrupt your learning process and sense-making.
http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html
3. Avoid distracting your peers. When your peers see your online activity, it interrupts learning.
<https://www.sciencedirect.com/science/article/pii/S0360131512002254>
4. Avoid time wasted in class. Listening intently in class equates to less studying-cramming time before exams or paper deadlines. <https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-shows>

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.

Are there other commitments to add to this “live” list? If you have any questions or concerns or just want to chat, please feel free to contact me by e-mail or make an appointment with me to talk during office hours. I look forward to building this learning community with you.

Loma Writing Center

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.

Walk-ins are welcome, but we recommend making an appointment in advance. 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

LomaBooks Instructions for Students

For both digital and print materials, please add these student instructions to your syllabus and Canvas Course. Prior to the start of class, the PLNU Bookstore will also be sharing student instructions in a standalone email on how to access their content.

This course is part of our course material delivery program, LomaBooks. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your LomaBooks materials.

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 did not earn points and were reported for Academic Dishonesty.
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 must be present in your photo from the afternoon/evening of your participation.
 - c. Out of respect and courtesy, do not 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? Identify some of the PLNU peers who was on the ministries with you. 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 a video submission integrated into this assignment. This section must be between 7-8 minutes. (+20 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.
6. **SECTION FIVE:** You will also need to submit your application of key concepts from lecture materials and readings. This section must be within the range of 300-400 words. (+10 pts)
 - a. Write ALL OF THE KEY CONCEPTS in **bold** face and italicized or underline 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 1 key concept/theme from weeks 4 thru 9.
 - d. CM #2: Correctly use and integrate 1 key concept/theme from weeks 10 thru 15.

SWF 1000 Fall 2026 / Valiente-Neighbours / Course Schedule

Sunday	Tuesday	Thursday	Friday	Saturday
8/30	9/1 D1 Introductions & Class Activity	9/3 D2 Group Formation, Group Charter, Group Work & Presentations (Opening Question)	9/4	9/5
9/6	9/8 D3 Cultural Humility & Competency I	9/10 D4 Cultural Humility & Competency II In-Class Quiz #1	9/11	9/12
9/13	9/15 D5 Cognitive Empathy & the Sociological Imagination I	9/17 D5 Cognitive Empathy & the Sociological Imagination II In-Class Quiz #2	9/18	9/19
9/20	9/22 D6 In-Class Video Assignment	9/24 D7 Inequality by SES	9/25	9/26
9/27	9/29 D8 Inequality by Race & Ethnicity In-Class Quiz #3	10/1 D9 Inequality by Gender, Sex, Sexuality	10/2	10/3
10/4	10/6 D10 Inequality due to Disability In-Class Quiz #4	10/8 D11 In-Class Group Project: Accessibility Assessment	10/9	10/10 Community Ministries #1 early submission = extra credit +1
10/11	10/13 D12 Group Presentations	10/15 D13 Child & Adolescent Dev. I	10/16	10/17 Community Ministries #1 due date
10/18	10/20 D14 Child & Adolescent Dev. I	10/22 D15 Food Insecurity	10/23 No Class Mtg: Fall Break	10/24 CM #1 Late submissions accepted with 10- 15-20% deduction
10/25	10/27 D16 Speaker #1 “Feeding People Justly”	10/29 D17 In-Class Group Project: Vulnerability Assessment of Food Chains	10/30	10/31

11/1	11/3 D18 Education I	11/5 D19 Education II In-Class Quiz #6	11/6	11/7
11/8	11/10 D20 Criminal Justice System I	11/12 D21 Criminal Justice System II In-Class Quiz #7	11/13	11/14
11/15	11/17 D22 Speaker #2 “Teaching about Justice in K-12”	11/19 D23 In-Class Group Project: Option A Curriculum Design (Mock Lesson) Option B Restorative Justice (Mock Session)	11/20	11/21 Community Ministries #2 early submission = extra credit +1
11/22	11/24 D24 Zoom Lecture on Housing Insecurity I	11/26 No Class Mtg: Thanksgiving Recess	11/27 No Class Mtg: Thanksgiving Recess	11/28
11/29	12/1 D25 Global Inequality & Climate In-Class Quiz #8	12/3 D26 Aging & Ageism	12/4	12/5 Community Ministries #2 due date
12/6	12/8 D27 Death & Dying In-Class Quiz #9	12/10 D28 Healthcare Insecurity	12/11	12/12 CM #2 Late submissions accepted with 10- 15-20% deduction
12/13	12/15 TUESDAY Guest Presenter: “Healthcare & Justice” followed immediately by an In-Class Group Project and Presentations 4:30 – 7 PM			