

CLASS AND INSTRUCTOR INFORMATION

Section / Meeting days and times: Section 1 / Tuesdays and Thursdays 9:30-10:45AM	Instructor title and name: Jimiliz Valiente-Neighbours, Ph.D. Dr. Jimi or Prof. Jimi
	Phone: 619-849-3001
Meeting location: Rohr Hall 112	E-mail: jvalient@pointloma.edu
FINAL Schedule: May 1, 2018, Tuesday, 10:30AM-1PM	Office location and hours: Rohr Hall 106 Mondays and Fridays 2:30-4:30PM Tuesdays and Thursdays 1:30PM-4:30PM and by appointment

PLNU MISSION

To Teach, To Shape, To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundation, truth is pursued, and holiness is a way of life.

PLNU STUDENT OUTCOME

To Learn, To Grow, To Serve

DEPARTMENT MISSION STATEMENT

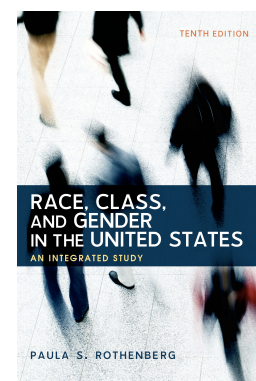
Sociology, Social Work, and Family Sciences

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.

WELCOME AND COURSE DESCRIPTION

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!

Many important writers have written about social inequality, and it is my hope that we learn about the broad conversations about these topics. To encompass a broad array of texts, such as legal briefs and autobiographical writings in addition to academic writings by social theorists, our only **REQUIRED TEXT** is the 10th edition of *Race, Class, and Gender in the United States* by Paula S. Rothenberg. If you are not attached to having a hard copy of the text, I recommend purchasing the electronic version or simply renting the textbook until after the semester. (Here's why: I am sure they will come out with another edition within the next couple of years.)



Teaching Sociology is a passion of mine, and I am humbled and grateful to share this semester with you. Upon completion of this course, my prayer is that students will be able to¹:

- Identify and critique various social structures, particularly those resulting in inequality and injustice.
- Evaluate and apply social science data to inform decisions in everyday life.
- Describe and exemplify the relationship between our Christian faith and human actions.
- Apply service-minded sociological concepts to specific need areas in our communities.
- Demonstrate an understanding of the complex issues faced by diverse groups in global contexts and across cultures.

This class meets the PLNU **CREDIT HOUR POLICY** for a 3-unit class delivered over 15 weeks. 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.

ASSIGNMENT DESCRIPTIONS

I take both your spiritual growth and academic learning very seriously, not just for your sake as individuals but also so that you can be the *best version of yourself in service for the world that God loves so much*. I hope you do the same. I have carefully considered the readings and assignments for this course toward your growth.

Participation is key for building a collaborative learning community. A significant goal in this class is for students to foster respectful dialogue regarding topics in the field, which can be sources of conflict or contention in society. I encourage students to take accountability and responsibility for the impact of their statements. We come from diverse backgrounds that have shaped our various perspectives, and I pray that we can grow our understanding and compassion for each other. Let's learn to pause and reflect, instead of simply reacting.

When you read, take note of new concepts and arguments you are learning and what questions they bring to mind. Response Papers will prepare students for the discussion format of our class meetings. **For each reading**, the paper format is: 1 page (no more!), Times New Roman, size 12, and double-spaced. They must be turned into Canvas ***before*** the beginning of class. Answer the following questions for each reading:

- (1) What is the main argument? / What are its key points? / What are the key concepts? (+1)
 - (2) Which statement/s made you pause, either in discovery or disagreement? Use page numbers. (+1)
 - (3) What questions came up for you that you would like to bring to class to discuss with your peers?
- Please note: I will primarily pull from your questions to lead our discussions. To earn points for these questions: your questions must be specifically relevant to the reading and other course materials (+1) and is *beyond* a "yes" or "no" question (+1).

Until we have established the norm in the class of engaged weekly participation, or as often as needed, students will evaluate their weekly participation. You will score yourselves (out of 20 points) based on: having done the readings ahead of time, actively engaging in discussions, and focusing on the task without the use of laptops and cell phones. Your homework and participation in class will be worth 50% of your total grade. This means that attendance and preparedness *REALLY* count!

Your Response Papers and Class Participation will be helpful in preparing you for your first exam and cumulative final exam, so that you do not wait until the week/day before to study. Your first exam is worth 10% and your final exam is worth 30%. Finally, you and your group members will be facilitating your own class meeting on a particular topic from the choices I will provide during the semester. This class meeting facilitation, including the assignments due before, are worth 10% altogether.

¹ Respectively, EP 2.1.4 (1) and GELO 1d, EP 21.6 (2), EP 2.1.1 (1, 2), EP 2.1.7 (2), and EP 2.1.4 (1) and GELO 2c.

ASSIGNMENT VALUES	
Homework and Participation	50%
Cumulative Final	30%
In-Class Exam 2/8/18	10%
Discussion Facilitation	10%

GRADE 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 = 0-59

Be mindful of assignment deadlines! All assignments are to be submitted when they are due. There will be no opportunities for make-up for missed in-class assignments or classwork, unless students have documented medical emergencies. Keep in mind the following **LATE ASSIGNMENTS** penalties:

After deadline -5% of total grade earned	5-6 days late -20% of total grade earned
1-2 days late -10% of total grade earned	7 days late -30% of total grade earned
3-4 days late -15% of total grade earned	>7 days late Not Accepted

Students with documentation for medical emergencies will need to discuss with me their revised deadlines. I also understand that sometimes students have to reprioritize due to things beyond their control. If this happens to you, please include a note with your late submission and we can deal with this on a case-by-case basis.

I welcome diverse learning abilities and styles in our class. Please contact Nichole Hope-Moore at PLNU's Disability Resource Center (DRC) if you are qualified to register or are curious about **ACADEMIC ACCOMMODATIONS**. Her number is (619) 849-2486 and e-mail address is DRC@pointloma.edu. Visit the website for additional information. The early contact with Nichole is so that she would be able to notify me within the first two weeks of the semester about how I may help provide the necessary accommodations.

Your regular and punctual attendance at all classes is essential for our community-building, shared spiritual journey, and optimum academic achievement! Per **PLNU ATTENDANCE AND PARTICIPATION POLICY**, student absences for more than 10% of our class meetings may lead to a written report which may result in de-enrollment. If the absences or tardiness exceed 20%, 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. The **FINAL EXAMINATION POLICY** states that successful completion of this class requires attending the final meeting on its scheduled day: **May 1, Tuesday, 10:30AM-1PM**. Faculty members are not able to approve requests for early examinations or alternative days, or accept late finals. Plan your schedules accordingly!

COVENANT AND COMMUNITY GUIDELINES

Consider this syllabus not as a contract but as a **covenant** among all of us. We are all in this together! Let us create and nurture 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**. Respect for others is a basic element of Christian character. All discourse will be conducted in a responsible, humble, and gracious manner. 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 re/consider how we act and interact in class. Put away your phones, other electronic devices, and anything that takes attention away from the task at hand, while class is in session. If your laptop receives notifications of your text messages, turn these off.
- **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. 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. Per **PLNU ACADEMIC POLICY**, faculty can assign a failing grade for that assignment/examination or for the course.
- **Say "I'm sorry for my mistake. Please teach me."** God created us to be interdependent beings—we cannot live alone and we grow to be "more perfect in God" when we learn from each other. Let us acknowledge when we hurt each other—even without the intent to—and be humble.

If you have any questions or concerns, please feel free to contact me by e-mail or simply visit me during my office hours. I look forward to building this learning community with you!