



Department of Sociology and Social Work
SOC 360.1 Introduction to Race and Ethnicity
3 units

Spring 2017

Section / Meeting days and times: Section 1 / M, W, F 1:30-2:20PM	Instructor title and name: Jimiliz Valiente-Neighbours, Ph.D. (Dr./Prof. Jimi)
Meeting location: RH 108	Phone: 619-849-3001 E-mail: jvalient@pointloma.edu
Final Exam: May 5, 2017 / Friday, 1:30-4PM	Office location and hours: Rohr Hall #106 M 9:30-11:30AM and 2:30-5:30PM W 9:30-11:30AM F 2:30-5:30PM and by appointment as needed

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 foundational, truth is pursued, and holiness is a way of life.

Student Outcome: To Learn ~ To Grow ~ To Serve

It is the desire of the Social Work program to support students in their life journey to learn, grow, and to serve. To this end, the Department of Sociology and Social Work has established Departmental and Program Mission Statements as follows:

Department Mission

As followers of Christ, our mission is to nurture servant scholars who critically evaluate social and cultural patterns, and constructively engage as agents of hope.

COURSE DESCRIPTION

This course introduces students to the sociology of race and ethnic relations, providing a broad sociological understanding of the dynamics of race and ethnicity. We will focus on the social and historical conditions that give rise to contemporary racial and ethnic relations in the U.S. Specifically, this course will explore the ways in which race and racism are inextricably linked to the very economic, political, and social fabric that holds the United States of America together, and how they continue to influence our current political, economic, and social order. We will also look at how the ways racism intersects with forms of prejudice and discrimination based on class, gender, sexuality, and ability.

COURSE LEARNING OUTCOMES

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

- **EP 2.1.4 (1) + GELO* 1d** Identify and critique various social structures, particularly those resulting in inequality and injustice.
- **EP 2.1.6 (2)** Evaluate and apply social science data to inform decisions of everyday life.
- **EP 2.1.1 (1, 2)** Describe and exemplify the relationship between our Christian faith and human actions.
- **EP 2.1.7 (2)** Apply service-minded sociological concepts to specific need areas in our communities.
- **EP 2.1.4 (1) + GELO* 2c** Demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

*This course helps to assess the General Education Learning Outcomes 1d and 2c.

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. Specific details about how the class meets the credit hour requirement can be provided upon request.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Jacobson, Matthew Frye. 1999. *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*. Cambridge, MA: Harvard University Press. ISBN-10: 0674951913 and ISBN-13: 978-0674951914
2. Chang, Jeff. 2016. *We Gon' Be Alright: Notes on Race and Resegregation*. New York, NY: Picador. ISBN-10: 0312429487 and ISBN-13: 978-0312429485
3. Perry, Imani. 2011. *More Beautiful and More Terrible: The Embrace and Transcendence of Racial Inequality in the United States*. New York, NY: New York University Press. ISBN-10: 0814767370 and ISBN-13: 978-0814767375

Additional articles and chapters will be assigned by the professor and posted on Canvas.

ASSESSMENT AND GRADING

Assignment Values:		Grade Scale:	
Reflection Papers and Discussion	40%	A=93-100	C=73-76
In-class Assignments/Quizzes	20%	A-=90-92	C-=70-72
Film Analysis Paper	10%	B+=87-89	D+=67-69
Group Presentations	10%	B=83-86	D=63-66
Exams	<u>20%</u>	B-=80-82	D-=60-62
	100% TOTAL	C+=77-79	F=0-59

ASSIGNMENT DESCRIPTIONS

I. Reflection Papers and Discussion (40%)

Participation is key for building a collaborative learning community. A significant goal in this class is for students to foster respectful dialogue regarding topics of interest among sociologists, which can often be sources of conflict or contention in society. I encourage for students to take accountability and responsibility for the impact of their statements. I hope that our class times and discussions nurture curiosity and openness to learning from and about each other. 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 immediately or only reacting. From the designated Discussion Facilitation dates on the semester course schedule, students will select 1 day to present their Reflection Papers in front of class and facilitate small group discussions. ALL instructions on how to write reflection papers and facilitate discussions are on Canvas.

II. In-class Assignments and Quizzes (20%)

Your presence in class, preparation for our class meetings, and engagement during class are valuable. It is important that students come to class having completed the assigned reading. Lectures will be supplemental to the texts, and I intend to use class time to help make the readings "come alive" for students. The students who have read beforehand--and who put away their phones and assignments from other classes--will have more advantage during in-class assignments and listening comprehension quizzes. These short in-class assignments and quizzes (at least 1 point and no more than 5 points) will not necessarily be announced beforehand, but you will be able to use your reading and lecture notes to complete them.

III. Film Analysis Paper (5%)

Students will complete one film analysis paper for the course. The paper will be on both Disney's *Zootopia* and *Moana*. There will be no class meeting on Friday, April 7th in order to allow more time for viewing the films. The film analysis paper is due on Monday, April 10, 2017 at the beginning of class. ALL instructions on how to complete this paper is on Canvas.

IV. Group Presentations (15%)

Students will form small groups for presentations to be held during weeks 14 and 15 of the semester. At least two chapters of the required texts must be used as sources, as well as two external sources. Your group will also be required to present a slideshow; give a handout synthesizing and summarizing the basic information of your presentation to your peers; and create a short quiz (2-3 questions) to assess the comprehension of your peers. One long or two short video clips can be used as part of your presentation, but your group *must* stick to the maximum 12-minute timeslot for presentations. Your presence is highly encouraged on presentation days, as there will definitely be quizzes on these dates. ALL instructions are on Canvas.

V. Exams (20%)

There will be 2 exams over the course of the semester. More information will be given as we approach the exam dates. Study guides will be provided on Canvas at least 1 week before the exam.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted when they are due. Late assignments are subject to deduction of points, and will not be accepted one week beyond the original due date. There will be no opportunities to make-up for missed in-class assignments/quizzes, unless students have documented medical emergencies. Students with documentation for medical emergencies will need to discuss with me their revised deadlines.

PLNU ACADEMIC ACCOMMODATIONS

If you have a diagnosed disability, please contact Nichole Hope-Moore at PLNU's Disability Resource Center (DRC) as soon as possible to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information. The early contact with Nichole is so that she would be able to notify me within the first two weeks of class about how I may help provide the necessary accommodations.

PLNU ACADEMIC HONESTY

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. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ATTENDANCE AND PARTICIPATION

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings (4 days), the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent (8 days), 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. See [Academic Policies](#) in the Undergraduate Academic Catalog.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day: [May 5, 2016 / Friday, 1:30-4PM](#)**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

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.

FINAL NOTES ON CLASS DECORUM

Class Members Responsibilities:

1. **Respect:** Respect for others is a basic element of professional social work and Christian character. All discourse will be conducted in a responsible and respectful manner.
2. **Class participation:** Each student is seen as a vital contributor to the educational environment. Your ideas and input are essential to the learning experience. Please participate actively and respectfully.
3. **Attendance:** I plan on taking attendance at every class meeting. Please plan ahead in terms of looking for parking spaces or printing materials before coming to class.
4. **Reading:** Students are expected to read all assigned material before class to engage in class discussion.
5. **Completion of all class assignments:** All class assignments are to be completed and handed in, in a prompt, professional manner. Assignments will not be accepted one week beyond the original due date.

Office Hours and E-mail Correspondences

I hope you can come visit me during my office hours so that we can get to know each other better, and if you'd like further clarification of our class materials. I also hope that we can mutually be professional and prompt in our e-mail correspondences. For example, please refrain from the simple "hey, what did I miss in class" that is often a sign that the student is very relaxed about their approach to both the instructor and the course. I will be courteous with you, and I hope that you will be courteous with me. This is also an opportunity to practice professionalism and soft skills, which are necessary in the workplace. In addition, I intend to be prompt with my responses to student e-mails. Please keep in mind, however, that a response within minutes after you send your e-mail is not always possible. Similarly, I also hope that you respond promptly when I check in with you.

Inclusive Language

Given the power of language, all public language used in this course, including written and spoken discourse, will be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.

Public Discourse

Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects. Thus, you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that others will view your work in the class.

I look forward to sharing the semester with you all!
Sincerely, Dr./Prof. Jimi

COURSE SCHEDULE

DATE	WEEK / SESSION	TOPIC	READINGS / ASSIGNMENTS
Tue Jan 10	W 1 / S 1	Course Overview	Review Syllabus
Wed Jan 11	W 1 / S 2	What is race?	<i>Race: The Power of an Illusion Episode 1</i> Turn in your outline and notes on the episode.
Fri Jan 13	W 1 / S 3	What is race?	<i>Race: The Power of an Illusion Episode 2</i> Turn in your outline and notes on the episode.
<i>MLK, JR. HOLIDAY</i> Monday 1/6			
Wed Jan 18	W 2 / S 4	What is race?	<i>Race: The Power of an Illusion Episode 3</i> Turn in your outline and notes on the episode.
Fri Jan 20	W 2 / S 5	<i>Practicum: Writing Reflection Papers and Facilitating Discussions</i>	Be ready to discuss the documentary: <i>Race: The Power of an Illusion</i> .
Mon Jan 23	W 3 / S 6	The Political History of Whiteness	READ Jacobson: Intro and Chapter 1
Wed Jan 25	W 3 / S 7	The Political History of Whiteness	READ Jacobson: Chapter 2
Fri Jan 27	W 3 / S 8	History, Race, and Perception	READ Jacobson: Chapter 3
Mon Jan 30	W 4 / S 9	The Manufacture of Caucasians	READ Jacobson: Chapters 4 and 5
Wed Feb 1	W 4 / S 10	The Manufacture of Caucasians	READ Jacobson: Chapters 6 and 7
Fri Feb 3	W 4 / S 11	Discussion Facilitation #1	DUE: Homework #1
Mon Feb 6	W 5 / S 12	The Manufacture of Caucasians	READ Jacobson: Chapter 8
Wed Feb 8	W 5 / S 13		READ Chang: "Introduction: The Crisis Cycle" and "Is Diversity for White People?"
Fri Feb 10	W 5 / S 14	Discussion Facilitation #2	DUE: Homework #2
Mon Feb 13	W 6 / S 15		READ Chang: "What a Time to Be Alive: On Student Protest"
Wed Feb 15	W 6 / S 16		READ Chang: "The Odds: On Cultural Equity"
Fri Feb 17	W 6 / S 17	Discussion Facilitation #3	DUE: Homework #3
Mon Feb 20	W 7 / S 16		READ Chang: "Vanilla Cities and Their Chocolate Suburbs: On Resegregation"
Wed Feb 22	W 7 / S 17		READ Chang: "Hands Up: On Ferguson"
Fri Feb 24	W 7 / S 18	Discussion Facilitation #4	DUE: Homework #4
Mon Feb 27	W 8 / S 19		READ Chang: "The In-Betweens: On Asian Americans" and "Conclusion: Making Lemonade"
Wed Mar 1	W 8 / S 20	EXAM REVIEW: Class meeting as office hours	
Fri Mar 3	W 8 / S 21	MIDTERM EXAM	
<i>SPRING BREAK</i> Monday 3/6 thru Friday 3/10			
Mon Mar 13	W 9 / S 22	Racism	Perry: "Introduction" and "It Wasn't Me!"
Wed Mar 15	W 9 / S 23	The Practice of Inequality	Perry: "It's All of Us"
Fri Mar 17	W 9 / S 24	Discussion Facilitation #5	No Reflection Paper due

Mon Mar 20	W 10 / S 22	Racial Narratives	Perry: "Telling Tales Out of School"
Wed Mar 22	W 10 / S 23	Inequality	Perry: "The House That Jack Built"
Fri Mar 24	W 10 / S 24	Discussion Facilitation #6	DUE: Homework #5
Mon Mar 27	W 11 / S 25	Privacy, Surveillance, and Race	Perry: "I Always Feel Like Somebody's Watchin' Me" (Pages 85-94 and 112-126 only)
Wed Mar 29	W 11 / S 26	Post-Race in the U.S.?	Perry: "Exceptionally Yours"
Fri Mar 31	W 11 / S 27	Discussion Facilitation #7	No Reflection Paper due
Mon Apr 3	W 12 / S 28	The Social Economy of Race	Perry: "Black Taxes and White Wages" and "Conclusion"
Wed Apr 5	W 12 / S 29	Discussion Facilitation #8	DUE: Homework #6
Fri Apr 7	W 12 / S 30	Film analysis paper: Analyze Disney's <i>Zootopia</i> and <i>Moana</i> with class materials. No class meeting on Fri 4/7. Papers due on 4/10 Mon at 1:30PM.	
Mon Apr 10	W 13 / S 4	Prepare for Group Presentations	Please bring a laptop to class. 3 groups/day of 3-4 students max, 10-12 minutes per group, quiz at the end
Wed Apr 12	W 13 / S 5	Prepare for Group Presentations	DUE AT THE END OF CLASS: Presentation outlines, rough drafts of slideshows and handouts, and comprehension quizzes
<i>EASTER RECESS: NO CLASSES</i> Friday 4/14 and Monday 4/17			
Wed Apr 19	W 14 / S 8	Group Presentations:	Environmental Racism and Gentrification
Fri Apr 21	W 14 / S 9	Group Presentations:	Healthcare, Food Access, and Well-being
Mon Apr 24	W 15 / S 10	Group Presentations:	Access to Education, School to Prison Pipeline
Wed Apr 26	W 15 / S 11	Group Presentations:	Immigration, Assimilation, and Citizenship
Fri Apr 28	W 15 / S 12	<i>Final Class Meeting: Concluding Lecture</i>	
<i>CUMULATIVE FINAL EXAM</i> Friday, May 5, 1:30-4PM			