

**CLASS AND INSTRUCTOR INFORMATION**

<b>Section / Meeting days and times:</b>  MWF 1:30-2:25pm	<b>Instructor title and name:</b> Dr. Jimiliz Valiente-Neighbours / “Dr. V” for short!  <b>Phone:</b> 619-849-3001
<b>Meeting location:</b> Zoom	<b>E-mail:</b> <a href="mailto:jvalient@pointloma.edu">jvalient@pointloma.edu</a>
<b>FINAL Schedule:</b> 11/30 Monday 1:30-4PM	<b>Office location and hours:</b> 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.

**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. If you experience or witness harassment/discrimination, please notify Chief Diversity Officer Dr. Jeffrey Carr at [diversity@pointloma.edu](mailto:diversity@pointloma.edu) or Title IX Coordinator Caye Smith at [CayeSmith@pointloma.edu](mailto:CayeSmith@pointloma.edu).

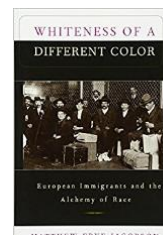
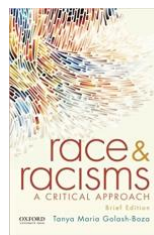
**WELCOME AND COURSE DESCRIPTION.**

Welcome! This course will provide a broad sociological understanding of the dynamics of race and ethnicity, and what sociologists mean when they define race as a “social construct.” 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 intersect with forms of prejudice and discrimination based on class, gender, sexuality, and ability.

Sociologists study and analyze at both the micro and the macro level. This means that we will, for example, look at how individuals interpret symbols or define their identities, but also at how institutions, such as families, churches, schools, and governments, shape individuals’ perceptions of themselves and others like them or, purportedly, unlike them. We will consider how diverse identities, backgrounds, and experiences influence the opportunities people have and the decisions they make, within the realms of real estate and housing, healthcare, schools, workplaces, and the criminal justice system. 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!

**REQUIRED TEXTS.** Many important writers have written about race and racism, and it is my hope that we learn about the broad conversations about these topics. One of our books is *Race and Racisms: A Critical Approach, Brief Edition* (2016) by Tanya Golash-Boza, which includes current news stories as well as personal experiences of various individuals. Another text is *Whiteness of a Different Color: European Immigrants and the Alchemy of Race* (1999) by Matthew Frye Jacobson. Here, we get a broad coverage of the history of “whiteness”—including how the Irish, for example, were at first *not* considered “Caucasian” or “white” but “black.” The third text is *We Gon’ Be Alright: Notes on Race and Resegregation* (2016) by Jeff Chang.

There will also be excerpts of texts, available as PDFs in Canvas, to help further illustrate and illuminate course concepts. It is *helpful* that students complete these readings before class meetings! Our class is structured in a way that while I will provide an overview of our readings, we will mostly have group work and discussions.



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 to:

- 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.

## COURSE REQUIREMENTS

- 1. Contributions to Discussion (20%) and Assignments (10%).** These altogether are worth **30%** of your total grade. Plan your schedules accordingly to the due dates in Canvas. Lack of attendance and participation will be deducted from this total percentage.
- 2. Midterm exam.** This is worth **30%** of your total grade. This will be a multiple-choice exam in Canvas based on the readings, videos, and lectures. It will also require you to demonstrate understanding of course materials through application questions. You will be permitted to use hard copies of your course notes. The exam will be done through Honorlock, and you will be required to show your notes.
- 3. Final exam.** These together are worth **40%** of your total grade. The final will be a combination of multiple choice, true-false, definitions, and essays. You will be permitted to use hard copies of your course notes. The exam will be done through Honorlock, and you will be required to show your notes.

ASSIGNMENT VALUES	
Midterm Exam	30%
Final Exam	40%
Contributions to Discussion	20%
Assignments	10%

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

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

**LATE ASSIGNMENT POLICY.** Be mindful of deadlines! All assignments are to be submitted when they are due. There will be no opportunities to make up missed in-class assignments or classwork, unless students have documented medical emergencies or are considered “excused” by the administration. Those with documentation for medical emergencies will need to discuss with me their revised deadlines.

**PLNU ACADEMIC POLICY.** 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 policy, faculty can assign a failing grade for that assignment/examination or for the course. Please do not risk it!

**FINAL EXAMINATION POLICY.** Successful completion of this class requires observing the deadline, which is set for 11/30 Monday 1:30-4PM. There is no alternate scheduling permitted. Plan accordingly.

**PLNU CREDIT HOUR POLICY.** 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. (Based on 37.5 hours of student engagement per credit hour.) 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.

**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 the Office of the Spiritual Development.

**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](#) [Links to an external site.](#) 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.

**ACADEMIC ACCOMMODATIONS.** While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC’s policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student’s specific learning needs. The DRC will thereafter email the student’s AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

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

### **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 in class.
- **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.

If you have any questions or concerns or just want to chat, 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.