

CLASS AND INSTRUCTOR INFORMATION

<p>Section / Meeting days and times:</p> <p>Section 1 / Tuesdays and Thursdays 11AM-12:15PM</p>	<p>Instructor title and name: Dr. Jimiliz Valiente-Neighbours / “Dr. V” for short!</p> <hr/> <p>Phone: 619-849-3001</p>
<p>Meeting location:</p> <p>Zoom for WK 1 Rohr Hall 112</p>	<p>E-mail: jvalient@pointloma.edu</p>
<p>FINAL Schedule:</p> <p>5/5 Thursday, 10:30AM-1PM in person</p>	<p>Office location and hours: Rohr Hall 106 Wednesdays and Fridays 2:30-5:30pm Tuesdays and Thursdays 12:30pm-2pm By appointment</p>

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.

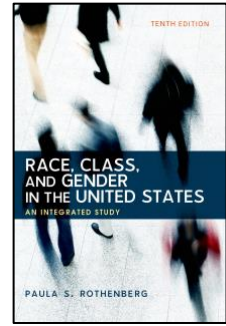
STATEMENT OF INCLUSIVITY AND COMMITMENT TO ANTI-RACISM

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 or discrimination, please notify Title IX Coordinator Danielle Brown Friberg. Her contact information is: daniellebrownfriberg@pointloma.edu.

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!

REQUIRED TEXT. 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 textbook is the 10th edition of *Race, Class, and Gender in the United States* by Paula S. Rothenberg (2016). 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. There is a new edition (2020) available, but I am keeping affordability in mind for all of you.



COURSE LEARNING OUTCOMES. Teaching Sociology is a passion of mine, and I am excited to share this semester with you. The last time I taught this class was when we had to switch to virtual learning due to the outbreak of COVID and the ensuing lockdown! 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.

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.

COURSE REQUIREMENTS. I take both your spiritual growth and academic learning very seriously, 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.

- 1. Reading Responses.** There are ten of these due and are worth 25% of your total grade. When you read, take note of new concepts and arguments you are learning and what questions they bring to mind. Reading responses will prepare students for our class meetings and discussions, and thus must be submitted in Canvas by 11:59pm the Monday before class. Your grades for this also include responding to one peer's reading responses every week these are due. For each assigned reading on Tuesdays (sometimes one, sometimes two), answer the following questions:
 - a. **WHOA:** What is at least one new thing/detail you have learned or that stood out to you, and why? Be specific about why: including your upbringing, educational background, identity. Include the quote and page number. (250 words minimum, without the quote)
 - b. **HMM:** Which statement/s made you pause, either because you want to mull over it some more, and why? Be specific about why: including your upbringing, educational background, identity. Include the quote and page number. (250 words minimum, without the quote)
 - c. **OPTIONAL:** What questions came up for you that you would like to bring to class to discuss with your peers? Please note: I may pull from your questions to lead our discussions.
- 2. Discussion Participation.** This is worth **20%** of your total grade. Every time we meet as a class, I expect students to be prepared to contribute to discussions, ask questions, read from the textbook, etc. If students are marked "absent" for more than 2 class meetings, this percentage will go down considerably.

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

3. **Attendance.** This is worth **5%**. 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. Being late, leaving early, or missing 10 minutes of class or more counts as an absence. Being asked to put away your electronics after class has started 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 will be penalized—your attendance percentage will be reduced to 2.5%. Your fourth absence will result in 0% for attendance. Please read the “PLNU Attendance and Participation Policy” below for more details.
4. **Midterm and Final Exam.** The midterm is worth **10%** while the final exam is worth **25%**. Your class participation, notes from reading and lectures, together with your reading responses will be helpful in preparing you for midterm—do not wait until the week/day before to study. The exams will be a combination of true-or-false questions, fill-in-the-blanks, identifications, and short answers/essays. This will be an open-notes exam, but closed-books. They are held in Canvas with Honorlock.
5. **Final Project: Case Study Presentation and Short Paper.** These together are worth **15%** of your total grade. This is an opportunity for you to focus on a social problem or social inequality about which you feel passionately. You will be required to: give sociohistorical context to the establishment and perpetuation of this social problem/inequality; demonstrate how it continues in our present era; consider and assess various social solutions and the ways people have collectively organized to solve it. You are required to reference at least 4 readings from our textbook that have not been previously assigned, at least 1 reading from our textbook that has been previously assigned, and 2 external references, for a total of at least 7 listed in your bibliography. More instructions will be given after Easter Break.

ASSIGNMENT VALUES		GRADING SCALE	
Reading Responses	25%	A = 93-100	C = 73-76
Discussion Participation	20%	A- = 90-92	C- = 70-72
Attendance	5%	B+ = 87-89	D+ = 67-69
Midterm Exam	10%	B = 83-86	D = 63-66
Final Exam	25%	B- = 80-82	D- = 60-62
Case Study	15%	C+ = 77-79	F = 59 and less
*There is no “rounding up” – emails requesting this will not be answered.			

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 online (distance education) outside of California.

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 medical emergencies or are considered “excused” by the administration. Those with 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, inform me immediately.

LATE ASSIGNMENT DEDUCTIONS.

W/in 24 hours -10% of total grade earned	4-5 days late -50% of total grade earned
2-3 days late -20% of total grade earned	> 5 days late Not Accepted, 0 points

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 HONESTY 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! 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.

ACADEMIC ACCOMMODATIONS. 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 via 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 ATTENDANCE AND PARTICIPATION POLICY. 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 drop date or, after that date, receive the appropriate grade for their work and participation.

- **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.
- **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.
- **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.

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.

FINAL POLICY. Successful completion of this class requires observing the deadline for our final (case study presentations, part 2) set for May 5, Thursday, 10:30AM-1PM. There is no alternate scheduling permitted.

TECHNOLOGY USE DURING CLASS. There are no laptops allowed for note-taking during class. Please come to class with a notebook and a pen/pencil. You may use an iPad, but note that **ONLY HARD COPIES** of notes are allowed during quizzes/exams in Canvas with Honorlock. My policy before virtual learning due to COVID has always been notebooks-only. When I allowed it in Fall 2021, the general outcome has been disengagement, distractedness, and lower exam scores. Other faculty feel similarly and below are reasons why.

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

- 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.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.³
- Avoid distracting your peers.⁴ When your peers see your online activity, it interrupts learning.
- Avoid time wasted in class. Listening intently in class equates to less studying-cramming time before exams or paper deadlines.⁵

EXTRA CREDIT. There will be NO extra credit opportunity during the semester, unless otherwise announced. Please do not rely on them or ask for them.

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.
- **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.
- **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.
- **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 email or simply visit me during my office hours. I look forward to building this learning community with you.

² <http://journals.sagepub.com/doi/abs/10.1177/0956797614524581>;

<https://www.chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/>

³ http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html

⁴ <https://www.sciencedirect.com/science/article/pii/S0360131512002254>

⁵ <https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-shows>

SOC 3005 SP22 COURSE SCHEDULE

WK/DATE	DAY: TOPIC/READING/ASSIGNMENT
1: Jan 13 Thu	1: Introductions, Community Guidelines, Syllabus Part 6: Coates, Excerpt from <i>Between the World and Me</i>
2: Jan 18 Tue	2: Social Construction: Race Part 1: Omi and Winant, "Racial Formations" Part 1: Brodtkin, "How Jews Became White Folks" Reading response 1 due in Canvas by 11:59pm on the Monday before class. **Respond to ONE peer by 10:59am, before our Tuesday class meeting.
2: Jan 20 Thu	3: Social Construction: Race, Continued Part 1: Buck, "Constructing Race, Creating White Privilege"
3: Jan 25 Tue	4: Social Construction: Class Part 1: Greenbaum, "Debunking the Pathology of Poverty" Reading response 2 due in Canvas by 11:59pm on the Monday before class. **Respond to ONE peer by 10:59am, before our Tuesday class meeting.
3: Jan 27 Thu	5: Social Construction: Class, continued Part 8: Mantsios, "Media Magic: Making Class Invisible"
4: Feb 1 Tue	6: Social Construction: Gender, Sex, and Sexuality Part 1: Lorber, "Night to His Day" Part 1: Katz, "The Invention of Heterosexuality" Reading response 3 due in Canvas by 11:59pm on the Monday before class. **Respond to ONE peer by 10:59am, before our Tuesday class meeting.
4: Feb 3 Thu	7: Social Construction: Gender, Sex, and Sexuality, continued Part 1: Kimmel, "Masculinity as Homophobia" Part 1: Stryker, "Transgender Feminism"
5: Feb 8 Tue	8: Social Construction: Ability Part 1: Baynton: "Disability and the Justification" Reading response 4 due in Canvas by 11:59pm on the Monday before class. **Respond to ONE peer by 10:59am, before our Tuesday class meeting.
5: Feb 10 Thu	9: Social Construction: Ability, continued Part 1: Miller, "Domination and Subordination"
6: Feb 15 Tue	STUDY DAY – NO CLASS
6: Feb 17 Thu	MIDTERM IN CANVAS
7: Feb 22 Tue	10: Understanding: Racism Part 2: Tatum, "Can We Talk?" Part 2: Ancheta, "Neither Black Nor White" Reading response 5 due in Canvas by 11:59pm on the Monday before class. **Respond to ONE peer by 10:59am, before our Tuesday class meeting.
7: Feb 24 Thu	11: Understanding: Racism, continued Part 2: Bonilla-Silva, "Color-Blind Racism" Part 9: Herwees, "The Motivating Forces Behind BLM"
8: Mar 1 Tue	12: Understanding: Sexism and Heterosexism Part 2: Pharr, "Homophobia as a Weapon of Sexism" Reading response 6 due in Canvas by 11:59pm on the Monday before class. **Respond to ONE peer by 10:59am, before our Tuesday class meeting.
8: Mar 3 Thu	13: Understanding: Sexism and Heterosexism, continued Part 2: Frye, "Oppression" Part 5: Pilkington, "I am Alena"
Mar 6-11	SPRING BREAK – NO CLASSES
9: Mar 15 Tue	14: Understanding: Privilege and Intersectionality Part 2: Crenshaw, "Intersectionality"

	<p>Part 2: McIntosh, “White Privilege: Unpacking the Invisible...” Reading response 7 due in Canvas by 11:59pm on the Monday before class. **Respond to ONE peer by 10:59am, before our Tuesday class meeting.</p>
9: Mar 17 Thu	<p>15: Understanding: Privilege and Intersectionality, continued Part 2: DiAngelo, “My Class Didn’t Trump My Race” Part 6: Laymon, “My Vassar College Faculty ID...”</p>
10: Mar 22 Tue	<p>16: Understanding: Immigrant Identity Part 3: Ngai, “Impossible Subjects” Part 3: Alsultany, “<i>Los Intersticios</i>: Recasting Moving Selves” Reading response 8 due in Canvas by 11:59pm on the Monday before class. **Respond to ONE peer by 10:59am, before our Tuesday class meeting.</p>
10: Mar 24 Thu	<p>17: Understanding Immigrant Identity, continued Part 3: Navarro, “For Many Latinos, Racial Identity Is...” Part 3: Greer, “Black Ethnics...and the American Dream”</p>
11: Mar 29 Tue	<p>18: Understanding Immigrant Identity, continued Part 3: Thrupkaew, “The Myth of the Model Minority” Part 3: Bayoumi, “How Does It Feel to Be a Problem?” Reading response 9 due in Canvas by 11:59pm on the Monday before class. **Respond to ONE peer by 10:59am, before our Tuesday class meeting.</p>
11: Mar 31 Thu	<p>19: Revisioning Part 9: Rothschild, “Demand the Impossible” Part 9: Lorde, “Age, Race, Class, and Sex” Part 9: Thompson, “A New Vision of Masculinity”</p>
12: Apr 5 Tue	<p>20: Revisioning, continued Part 9: Nakagawa, “On Solidarity...” Part 9: Ayvazian, “Interrupting the Cycle of Oppression” Reading response 10 due in Canvas by 11:59pm on the Monday before class. **Respond to ONE peer by 10:59am, before our Tuesday class meeting.</p>
12: Apr 7 Thu	STUDY DAY – NO CLASS
13: Apr 12 Tue	FINAL EXAM IN CANVAS
Apr 14	EASTER BREAK – NO CLASS
14: Apr 19 Tue	<p>*REQUIRED ATTENDANCE – EXPLANATION OF FINAL PROJECT* 21: “The Past is Present” – CASE STUDY Part 7: “Indian Tribes: A Continuing Quest for Survival” Part 6: Bird and Erdoes, “Civilize Them” Part 8: Zirin, “The Florida State Seminoles”</p>
14: Apr 21 Thu	<p>*REQUIRED ATTENDANCE – BRING YOUR CASE STUDY DRAFTS* 22: “The Past is Present” – CASE STUDY, continued Part 7: <i>Plessy v. Ferguson</i>, 1896 Part 4: <i>The Associated Press</i>, “More [Blacks] Live with Pollution” Part 4: Bienkowski, “Pollution, Poverty, and People of Color” Part 5: Reuss, “Cause of Death: Inequality”</p>
15: Apr 26 Tue	WORK ON YOUR FINAL PROJECT – NO CLASS
	FINAL: CASE STUDY SLIDES DUE IN CANVAS Apr 27 Wednesday by 11:59pm
15: Apr 28 Thu	*REQUIRED ATTENDANCE – FINAL: CASE STUDY PRESENTATIONS PART 1
FINALS WK	<p>*REQUIRED ATTENDANCE – FINAL: CASE STUDY PRESENTATIONS PART 2 *Short Paper due by 11:59pm May 5, 2022, Thursday, 10:30AM-1PM ***No alternate exam scheduling requests will be granted. Please plan accordingly.***</p>

*Course schedule subject to change as needed.