



Department of Sociology, Social Work, and Family Sciences
SOC 3060-1: Race and Ethnicity (3 units), SPRING 2022

CLASS AND INSTRUCTOR INFORMATION

Section / Meeting days and times: MWF 1:30-2:25pm	Instructor title and name: Dr. Jimiliz Valiente-Neighbours / “Dr. V” for short! Phone: 619-849-3001
Meeting location: Zoom for WK 1 Taylor Hall 314	E-mail: jvalient@pointloma.edu
FINAL EXAM Schedule: <u>Wednesday, May 4, 2022</u> <u>1:30-4pm</u> **No alternate scheduling allowed. Please plan accordingly. Thank you!**	Office location and hours: Rohr Hall 106 Wednesdays and Fridays 2:30-5:30pm Tuesdays and Thursdays 12:30pm-2pm Teaching Assistant: Taylor Floyd

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.

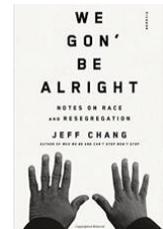
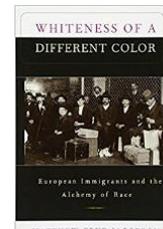
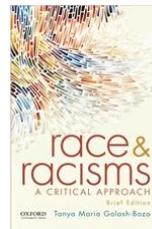
WELCOME AND COURSE DESCRIPTION

Welcome! This course will provide a 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 *very 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^{1,2}:

- 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.
- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice.
- Advance human rights and social, economic, and environmental justice.
- Engage in practice-informed research and research-informed practice.
- Engage in policy practice, as well as with individuals, families, groups, organizations, and communities.
- Assess, intervene with, and evaluate practice with individuals, families, groups, organizations, and communities.
- Serve as an expression of faith.

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.

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.

² Points 6 thru 12 are the CSWE Competencies.

COURSE REQUIREMENTS

- 1. 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.
- 2. Discussion.** This is worth **5%**. We will have at least two days of scheduled discussion days where students will be assigned to their small groups. Students are expected to answer prompts and share their responses with their peers. Lateness, absence, phone use, or lack of participation will not earn points for these days.
- 3. Short Quizzes and Assignments.** This is worth **40%** of your total grade. Timely completion of these quizzes and assignments will help you be better prepared for lecture, discussion, and the exams. Some of these will have the grace period of 5 days with deduction, while others will not. Please be mindful of the assigned deadlines.
- 4. Midterm exam and Cumulative final exam.** The midterm is worth **20%** and the final is worth **30%** of your total grade. These exams will be a combination of true-false, definitions, and short answer/essay questions. You are permitted to use hard/printed copies of your notes. The exam will be done through Honorlock, and you are required to show your notes.

ASSIGNMENT VALUES		GRADING SCALE	
Attendance	5%	A = 93-100	C = 73-76
Discussion	5%	A- = 90-92	C- = 70-72
Quizzes and Assignments	40%	B+ = 87-89	D+ = 67-69
Midterm Exam	20%	B = 83-86	D = 63-66
Cumulative Final Exam	30%	B- = 80-82	D- = 60-62
		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 EXAMINATION POLICY. Successful completion of this class requires observing the deadline, which is set for May 4, 2022, Wednesday at 1:30-4PM. 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 3060 SP22 COURSE SCHEDULE

WK/DATE	DAY: TOPIC/READING/ASSIGNMENT
1: Jan 11 "Mon"	1: Introductions, Community Guidelines, Syllabus
1: Jan 12 Wed	2: Cognitive Empathy, Course Overview
1: Jan 14 Fri	3: Race as a Social Construction, Continued Homework due Jan 15 Saturday: Land Acknowledgement
Jan 17 Mon	MLK, JR. DAY – NO CLASS Homework due Jan 17 Monday: Week 2 Videos
2: Jan 19 Wed	4: Land: Colonization, Genocide, and Displacement
2: Jan 21 Fri	5: Land: Colonization, Genocide, and Displacement Homework due Jan 22 Saturday: African Civilizations
3: Jan 24 Mon	6: Labor: Human Trafficking and Enslavement
3: Jan 26 Wed	7: Labor: Human Trafficking and Enslavement
3: Jan 28 Fri	8: Immigration and Settler Colonialism: Nativism and Nationalism
4: Jan 31 Mon	9: Immigration and Settlement: European Settler Colonizers
4: Feb 2 Wed	10: Immigration and Settlement: Exclusion Acts and Whiteness
4: Feb 4 Fri	11: Immigration and Settlement: Nativism and Nationalism, continued Homework due Feb 5 Saturday: Critical Family History
5: Feb 7 Mon	12: Immigration and Settlement: Settler Colonialism, Critical Transnational Perspective DISCUSSION DAY 1 – ATTENDANCE REQUIRED
5: Feb 9 Wed	13: Types of Racism
5: Feb 11 Fri	14: Types of Racism, continued Quiz due Feb 12 Saturday: Types of Racism (Canvas w/ Honorlock)
6: Feb 14 Mon	15: Representations in American Culture: Blackfacing, etc.
6: Feb 16 Wed	16: Representations in American Culture: Cultural Equity *Study Guide Distributed in Canvas
6: Feb 18 Fri	17: Representations in American Culture: Controlling Images
7: Feb 21 Mon	STUDY DAY – NO CLASS
7: Feb 23 Wed	MIDTERM IN CANVAS W/ HONORLOCK
7: Feb 25 Fri	WATCH AT HOME/NO CLASS: Episode 1: "The Difference Between Us" Homework due Feb 26 Saturday: The Difference Between Us
8: Feb 28 Mon	18: Racism in Science and Healthcare
8: Mar 2 Wed	19: Racism in Science and Healthcare, continued
8: Mar 4 Fri	20: Health Inequalities, Disparities, and Explanations
Mar 6-11	SPRING BREAK – NO CLASSES Watch Episode 3: "The House We Live In" Quiz due Mar 12 Saturday (Canvas) or finish before spring break ☺
9: Mar 14 Mon	21: Racism in Homeownership and Building Wealth
9: Mar 16 Wed	22: Resegregation and Gentrification
9: Mar 18 Fri	23: Environmental Racism Watch "Slavery by Another Name" Quiz due Mar 19 Saturday or, at the latest, Mar 21 Monday (Canvas w/ Honorlock)
10: Mar 21 Mon	CLASS MEETING: WILEY LECTURE "The Revolution of the Body" by Dr. Willie Jennings in Crill Performance Hall *Sign-in w/ Dr. V before 1:30pm, sign-out w/ Dr. V at 2:20pm
10: Mar 23 Wed	24: Criminal Justice System and History of Policing
10: Mar 25 Fri	25: CJ System and Social Problems Linked to Crime
11: Mar 28 Mon	26: CJ System and the Economy, Death Penalty
11: Mar 30 Wed	27: Educational Inequality: Historical
11: Apr 1 Fri	28: Educational Inequality: Sociological Explanations

12: Apr 4 Mon	29: Racial Capitalism
12: Apr 6 Wed	30: Ethnic Studies DISCUSSION DAY 2 – ATTENDANCE REQUIRED
12: Apr 8 Fri	NO CLASS MEETING *Dr. V away at a conference Homework due Apr 9 Saturday: Multiracial Identity
13: Apr 11 Mon	30: Colorism
13: Apr 13 Wed	31: Colorism, continued
Apr 15-18	EASTER BREAK – NO CLASSES
14: Apr 20 Wed	32: The “In-Betweens” and the Myth of Model Minority
14: Apr 22 Fri	33: Coalition Politics Homework due Apr 23 Saturday: Anti-Racism
15: Apr 25 Mon	34: Anti-Racism and Anti-Racialism
15: Apr 27 Wed	35: Anti-Racism and Anti-Racialism, continued DISCUSSION DAY 3 – ATTENDANCE REQUIRED *Study Guide distributed in person
15: Apr 29 Fri	36: Conclusion
FINALS WK	FINAL EXAM IN CANVAS W/ HONORLOCK (not in-person) May 4, 2022, Wednesday, 1:30-4PM ***No alternate exam scheduling requests will be granted. Please plan accordingly.***

*Course schedule subject to change as needed.