



Sociology, Social Work, and Family Sciences

## **SOC3060.2 Race and Ethnicity**

Number of Units 3

*Fall 2024*

**Meeting days/times (M-W 1:00 pm – 2:15 pm)**

**Meeting location (Rohr Hall (RH) 109)**

**Final Exam: (Monday, 12/16, 3:30 pm – 5:45 pm)**

<b>INFORMATION</b>	<b>SPECIFICS FOR THE COURSE</b>
<b>Instructor title and name:</b>	Kevin Modesto, PhD, MSW, MATS
<b>Phone:</b>	(619) 849-2368
<b>Email:</b>	kmodesto@pointloma.edu
<b>Office location and hours:</b>	Rohr Hall 105 – MWF 10:30 to 12:30, T-R 12:30 -2:30 or 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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### **Department Mission**

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.

## Course Description

**SOC 3060 Race and Ethnicity** is an introduction to the sociological analysis of race and ethnicity. The course will assess the historical and social factors relating to various ethnic, racial, and status groups. Particular attention will be paid to (EP 2.1.4) - Engage diversity and difference in practice by:

1. Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
2. Gaining sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
3. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
4. View themselves as learners and engage those with whom they work as informants.

In addition, the course will explore culturally relevant and practical ways to engage and address inequality and injustice in society.

## Program and Course Learning Outcomes

1. 1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
2. 2.6 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
3. 2.7 Present themselves as learners and engage clients and constituencies as experts of their own experiences
4. 3.10 Engage in practices that advance social, economic, and environmental justice
5. 6.17 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
6. 8.24 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
7. 8.25 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
8. 8.27 Facilitate effective transitions and endings that advocate mutually agreed-on goals.

## Student Learning Outcomes

1. Exhibit an understanding of the sociological study of race and ethnicity.
2. Reveal knowledge of the factors that can result in inequality and injustice in society.

3. Demonstrate increasing sensitivity to diverse and special populations.
4. Display the ability to integrate Christianity with race and ethnic relations.
5. Identify and implement actionable steps to improve racial and ethnic relations.

### **Required Texts and Recommended Study Resources**

Students are responsible for having the required course textbooks prior to the first day of class.

**Edmondson, C. B. & Brennan, C. (2022). *Faithful anti-racism: Moving past talk to systemic change*. Downers Grove: Intervarsity Press.**

Kendi, I. X. (2019). *How be an antiracist*. New York: One World.

Le, Thi Diem Thuy. (2003). *The Gangster We Are All Looking For*. Boston: Alfred A. Knopf.

**McBride, B. (2023). *Troubling the water: The urgent work of radical belonging*. Minneapolis: Broadleaf Books.**

Nazario, S. (2007). *Enrique's Journey: The story of a boy's dangerous odyssey to reunite with his mother*. New York: Random House.

Yancey G. (2022). *Beyond racial Division: A unifying alternative to colorblindness and antiracism*. Downers Grove: InterVarsity Press.

### **Assessment and Grading**

#### ASSIGNMENTS

*Weekly Contributions: Presence, Preparation, Participation (3 points per week)*

- Presence -- Attendance is mandatory. The nature of this course requires attendance. Physical presence alone does not constitute attendance. All people are expected to give the guest speakers complete attention, engage, and ask questions. No cell phone or computer use is acceptable in class. Arrive on time. Students are allowed two absences over the course of the semester.
- Preparation --Students are expected to be contributors to the learning process, and are therefore required to:
  - Demonstrate preparation for class by crafting a thoughtful question drawn from the reading(s).
- Participation

- Asking a question or contributing to the conversation during the class time live or in the chat.

*Ah-ha's!! Follow-up Questions and Reflections:* after our time together use this forum to ask questions about the content that was covered. To get credit for your participation each week:

1. Provide one insight, Ah-ha, gained from the class/experience.
2. Offer one insight, Ah-ha, gained from the readings/materials.
3. Ask one question. This could be in class or online here after class.

*Introductory Presentation:* Provide a 3-minute introduction about their racial and ethnic background.

1. Who am I? Introduce yourself. Your passions, interests, and goals. Tell about your family, your hobbies, etc.
2. What is my racial and ethnic heritage and identity? Discuss your racial and ethnic background. Where are your families from? Does your race and ethnicity influence you in any ways? Do you celebrate holidays in a specific manner? Do you eat special foods? Wear particular clothing or dance special dances? Be sure to write about what makes you, your family, your culture, unique.
3. Cultural Experiences? Explore your experiences with people from other racial and ethnic backgrounds. If you do not have many or any experience with people from different cultures, explain why you think this is or was the case.
4. Thoughts about race and ethnicity in the U.S.? Discuss your thoughts about race in the United States at this point in history. What factors influence your thoughts.
5. Questions for the semester. List any questions you might have about race and ethnicity.
6. Final thoughts. Summarize your final thoughts about race and ethnicity.
7. Include a recent photo of you. The photo is necessary for credit.

*Cultural Events:* Two cultural events are required by every student. Cultural events can be anything going on in the community.

It is highly encouraged to participate in and attend a wide range of cultural events available in one of San Diego's diverse communities over the course of the semester. Such events include but are not limited to volunteering with the Mid-City Church of the Nazarene Food Distribution, San Diego Canyonlands, Ocean Discovery Institute or other organizational events, eating across the ethnicities at

one of the many fine restaurants in the community, attending cultural festivals, visiting an alternative religious service. Students must choose two different types of events for their experiences, for example, a student may visit a local restaurant and a Festival but may not attend two restaurants.

Credit requires:

Proof of participation in each activity or event.

A reflection that addresses the following questions:

- What did you do?
- Proof that you did it.
- What did you enjoy?
- How were you challenged?
- What did you learn?

*Dinner Reflections:* There will be two dinners TBD.

Write two (2) complete and coherent sentences. One sentence for each of the following:

- Sentence 1: Identify one key take away from the guest speaker(s) or activity.
- Sentence 2: Tell me about one lesson learned from a student in a different class.

*Community Exegesis:* The students will use the tools described in Michael Mata's *Entering the community* on how to observe the cultural clues of the physical and social environment of a city. This assignment requires a student to walk a specific community to observe the sociological aspects at play.

1. Take at least three (3) photos during the exegesis.
2. Write a brief paragraph describing your thoughts, feelings, and analysis for each photo.

We want to “see” with an open heart and mind; “hear” the sounds of the city and people which will hopefully provoke curiosity and a desire to know more; “place” themselves in the shoes of the people and places they encounter while using all senses to learn about and begin to understand the community of City Heights and the people who call this neighborhood home. The purpose of the exegesis is to help students analyze the built and social environments of a community.

*Critical Book Review:* Select one of the books below and write a five paragraph book reviews assessing the course readings and integrating them with the core texts McBride (2023) *Troubling the Waters* and

Edmondson & Brennan's (2022) *Faithful Anti-racism* are required. Use the headers in bold below to guide your writing and structure.

1. **Introduction** -- This will be a brief overview of the paper identifying your primary thesis.
2. **Summary** -- A brief original summary of the required book. This should be in your own words, not from spark notes or a similar source. It should also not be what your friend wrote.
3. **Integration** -- This paragraph should take one or two ideas from *Enrique's Journey* or *The Gangster We are all Looking For* and link it to a key sociological concept or principle found in *Transcending Racial Barriers*.
4. **Application** -- A key goal of the course is to help students apply course content to their chosen profession. How might the lessons, theories, and concepts from the reading inform your practice?
5. **Conclusion** -- Summarize your key thoughts by linking back to your introductory thesis and supporting paragraphs.

***Enrique's Journey; The Gangster We are Looking For; When the Spirit Catches Me; or a book approved by the instructor.***

*Final Exam:* The final exam could take several forms from a traditional exam to possibly a reflective essay addressing the following:

- Compare and contrast the course readings and texts.
- Describe your biggest ah hah moment from the readings or the class sessions. What was a key take away?
- How will you apply the lesson(s) from the takeaway to your personal and professional life?
- What should the church be doing to address issues of Race and Ethnicity?

*Wednesday, December 18, 2024, by 5:00pm.*

The essay should be between no more than 5 double spaced pages.

Grades will be based on the following:

**Sample Standard Grade Scale Based on Percentages**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
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A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

### **Final Examination Policy**

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

### **Content Warning**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

### **Trigger Warning**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

## **Incompletes and Late Assignments**

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

## **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 you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

## **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.

## **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 Recording Notification**

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

## **PLNU Academic Honesty Policy**

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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **Artificial Intelligence (AI) Policy**

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

### **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

### **Language and Belonging**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities

such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

### **Sexual Misconduct and Discrimination**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

### **PLNU Attendance and Participation Policy**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. 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 withdrawal date or, after that date, receive an “F” grade.

### **PLNU Course Modality Definitions**

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
  - a. Synchronous Courses: At least one class meeting takes place at a designated time.
  - b. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.

3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

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](#) in the Undergraduate Academic Catalog.

### **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.

### **Use of Technology**

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

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

### **Loma Writing Center**

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)

**Assignments At-A-Glance**