Course Syllabus

**Basic Ideas of Sociology**

SYG 3002

Dr. Phyllis Baker, Instructor

Florida International University

Days:  Tuesdays & Thursdays

Room:

Office Hours:  TBA

**Course Objectives:**

The course Basic Ideas of Sociology will explore the major themes, topics and discussions that inform the discipline of Sociology. This course seeks to provide the Learner with the background and Sociological Perspective necessary to examine the salient questions and issues surrounding the study of Sociology.

LEARNING OUTCOMES:

To complete this course successfully, students must be able to:

(A) Explain basic anthropological concepts including theory.

(B) Describe and detail the subfields of sociology and the unique way in which each perspective enhances the study of people and culture.

(C) Demonstrate an understanding of the evolution of the discipline of Sociology, its current state, and the challenges of its future.

Course Competencies

Upon completion of this course, the student will be able to:

The student will demonstrate knowledge of the origin of the scientific method, its connection with the social sciences, and the impact of culture in developing the unique characteristics of human behavior and societies by:

1. Analyzing the emergence of the scientific method and the influence of philosophy and religion in the development of science,
2. Differentiating between natural and social science and the humanities.
3. Identifying the various disciplines labeled as social sciences and their common characteristics and unique objectives
4. Define terms culture and society and finding the connections between them.
5. Describing the elements and complexity of culture.
6. Differentiating between culture and subculture.
7. Applying the concepts of universalism, ethnocentrism, and cultural relativity in different contexts.

The student will demonstrate knowledge of the basic economic concepts, the historical impact on economic theories, and the characteristics of different economic systems, especially the system of the United States.

1. Defining scarcity, economic system, production, distribution, and consumption.
2. Contrasting the major aspects of the traditional market, and command economic systems
3. Describing major economic ideas and theories and their origins and supporters.
4. Analyzing the historical events that marked their evolution.
5. Recalling the most important economic indicator and their functions.

The student will demonstrate knowledge of fundamental political concepts, the most important types of political systems, especially the Government of the United States and its functioning, and the roles of the political orientation and ideologies by:

1. Defining government, nation, state, and politics.
2. Classifying and contrasting, diverse types of governments.
3. Identifying and contrasting the most important political ideologies, their origins, and supporters,
4. Recalling the origin and evolution of the U.S. political system.

The student will demonstrate knowledge of the global dimensions of societies and their relations and interactions by:

1. Discussing the role of geography in global relations.
2. Identifying fundamental concepts in international relations such as balance of power, balance of terror, diplomacy, and foreign policy.
3. Identifying the forces that contribute to peaceful versus violent relations between nations.

General Education Outcomes

1. Communicate effectively using listening, speaking, reading, and writing skills.
2. Solve problems using critical and creative thinking and scientific reasoning
3. Formulate strategies to locate, evaluate, and apply information.
4. Demonstrate knowledge of diverse cultures, including global and historical perspectives.
5. Create strategies that can be used to fulfill personal, civic, and social responsibilities.
6. Demonstrate knowledge of ethical thinking and its application to issues in society.
7. Describe how natural systems function and recognize the impact of humans on the environment

Course Text and Course Materials

Course Texts: Society the Basics by John J. Macionis, Pearson ISBN# 9780134711409; 15 and The Sociology of Religion, Art & Culture by Dr. Phyllis Baker, Cognella Press.

Articles and other reading materials will be provided by the instructor, or online.

**Global Learning Outcomes**

This is a Discipline-specific Global Learning course that counts towards your FIU Global Learning graduation requirement.

Global Awareness: Students will be able to explain how globally diverse values, beliefs, and behaviors are influenced by social forces.

Global Perspective: Students will be able to examine social processes from diverse perspectives (e.g., conflict, functionalist, and symbolic interactionist approaches).

Global Engagement: Students will be able to propose solutions to a global problem taking into account multiple perspectives.

**Important Information**

Before starting this course, please review the following pages:

* [Policies](https://fiu.instructure.com/courses/13359/pages/policies)
* [Technical Requirements and Skills](https://fiu.instructure.com/courses/13359/pages/technical-requirements-and-skills)
* [Accessibility and Accommodation](https://fiu.instructure.com/courses/13359/pages/accessibility-and-accommodation)
* [Academic Misconduct Statement](https://fiu.instructure.com/courses/13359/pages/academic-misconduct-statement)

This course utilizes the following third-party tool:

* **Turnitin**

**Academic Misconduct**

**What Constitutes Cheating and Plagiarism?**

**Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

**Plagiarism** – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Plagiarism, or attempting to pass off another's work as your own, falls into three distinct categories:

1. A written work that is entirely stolen from another source.
2. Using quotations from another source without properly citing them.
3. Paraphrasing from another source without proper citations.
4. Resubmitting your own work for a second time in a different class for another grade.  
   This is called “self-plagiarism” and is not acceptable.

All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism. Offenders will receive a grade of F (0 points) for the plagiarized assignment, and possibly for the course.

**How to Avoid Plagiarism**

To avoid plagiarism, you must scrupulously give credit whenever you use another person’s idea, opinion, theory, written or spoken words, as well as any facts, statistics, graphs, drawings - any pieces of information- that are not **common knowledge**. The following rules should be observed to make sure that the distinction between one’s own words, ideas, or work, and those of others is justly maintained.

* Put in **quotations**everything that comes directly from the text of another’s work, especially when taking notes.
* Alternatively, you can **paraphrase**another person’s work, but be sure you are not just rearranging or replacing a few words. A good strategy is to (1) read over what you want to paraphrase carefully, (2) cover up the text with your hand, (3) write out the idea in your own words without peeking, and (4) check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.
* Whether you quote, paraphrase, or otherwise borrow another’s work, always **cite, or indicate the source**of the information, and **provide references** following one of the many accepted styles or formats.
* **Common knowledge**such as George Washington’s date of birth or meaning of OLS regression need not be quoted, cited, or referenced. However, borrowing another’s original or creative presentation of common knowledge should follow the above-mentioned rules. When in doubt, follow the rules.

Learn more about the [academic integrity policies and procedures (Links to an external site.) (Links to an external site.)](http://online.fiu.edu/student/resources/policies.php) as well as [student resources (Links to an external site.) (Links to an external site.)](http://online.fiu.edu/student/resources/academic-integrity-resources.php) that can help you prepare for a successful semester.

**Expectations of this Course**

The students are expected to be self-motivation, self-discipline, and utilize the technology for the submission of the required assignments

**Students are expected to:**

* **review the Getting Started module**located in the course content;
* **attend class regularly**
* **interact with classmates and instructor**
* **review**and follow the course calendar; and
* submit assignments on time

**Course Communication**

Communication in this course will take place within canvas, during class and during office hours.

**Quizzes**

There are a total of four quizzes in multiple-choice and true/false format.  Assignments opened during the week are due on **Sunday at 11:59 pm**. You will have 60 minutes to complete each quiz.

**Exams**

There will be a Mid-Term and Final Exam

**Assignment**

There will be several assignments via Canvas throughout the course of the class.

**Class Project**

For this project, you will first choose a topic from a list provided in the assignment instructions (see "Class Project Topic" in the *Assignments* course section). Then, you will conduct the necessary research and write a 10–12-page paper. See detailed assignment instructions in the *Assignments* course section.

Feel free to visit the [Purdue Online Writing Lab (Links to an external site.) (Links to an external site.)](https://owl.english.purdue.edu/owl/resource/679/01/) for resources.

**Grading**

| **Course Requirements** | **Weight** |
| --- | --- |
|  |  |
| Quizzes (4) | 20% |
| Assignments | 25% |
| Class Project  Midterm Exam  Final Exam | 25%  15%  15% |
| **Total** | **100%** |

| **Letter** | **Range%** | **Letter** | **Range%** | **Letter** | **Range%** |
| --- | --- | --- | --- | --- | --- |
| A | 95 or above | B | 83 - 86 | C | 70 - 76 |
| A- | 90 - 94 | B- | 80 - 82 | D | 60 - 69 |
| B+ | 87 - 89 | C+ | 77 - 79 | F | 59 or less |

Format for Class Papers/Oral Presentations

For the Course:  Basic Ideas of Sociology

* Why do you think this topic is important?
* Historical Background/ Development
* Discuss the Major Belief Systems (if relevant)
* Discuss and apply the sociological theories

      Discuss how and why this approach/model is transformational

* Compare and contrast this approach with one another approach
* How is your topic relevant to this course?
* Conclusion

Basic Ideas of Sociology Class Project: Select a Model/ Approach to Create a More Perfect Society

1. Education
2. Family
3. The Demark Model
4. Mental Health
5. The Love Model
6. The God Model
7. Government
8. Economic
9. Systems Model
10. 10.Religion Model
11. Environmental Model