**Course Syllabus**

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**SYA4010: Sociological Theories**

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| Instructor Information Table |
|  |
| **Prof. Katherine Lineberger, Ph.D****(she/her)** | * **Email: Please message me using Canvas Inbox.**
	+ **I check my course related email in Canvas every business day throughout the semester and usually reply within 48 hours (business days) of receipt.**
* **Phone: (305) 348-2247**
	+ **This is the main number for the Department of Sociology. Students calling this number will be encouraged to message me in the course.**
* **Office Hours: By Appointment**
 |
| Course Time Zone | Eastern Time (ET). Course due dates are according to this time zone.**Please note:** Due to a high volume of voicemails/emails, my general policy for email is to respond only to emails which relate to the course content (e.g. questions/comments related to sociology of gender) and questions which cannot be answered by any other available course-related resource (e.g. FIU Tech Support, the Course Syllabus, In-class announcements, emails, etc.). **If I experience an overload of emails, it may take many days before I can respond, if at all.** |



**Course Description And Purpose**

This course examines the emergence of sociology as the study of social relations. Compares and contrasts the work of selected theorists, with respect to their methodologies, treatment of the emergence and consequences of modern society, political sociology, conception of social class, and analysis of the role of religion in society. The student is expected to gain in-depth knowledge of opposing theories, as well as an appreciation of the contingent nature of sociological theories.

**Course Objectives**

Upon completion of this course students will:

1. Identify and define a variety of theories and theoretical concepts.
2. Identify and summarize/recognize the main propositions of a variety of sociological theories and their limitations.
3. Explain ways in which sociological theory applies to their knowledge and life experience.



**Policies**

Before starting this course, please review the following pages:

* [Policies](https://fiu.instructure.com/courses/177529/pages/policies)
* [Netiquette](https://online.fiu.edu/html/canvas/policies/)
* [Links to an external site.](https://online.fiu.edu/html/canvas/policies/)
* [Technical Requirements and Skills](https://fiu.instructure.com/courses/177529/pages/sya4010-technical-requirements-and-skills)
* [Accessibility and Accommodation](https://fiu.instructure.com/courses/177529/pages/sya4010-accessibility-and-accommodation)
* [Panthers Care & Counseling and Psychological Services (CAPS)](https://fiu.instructure.com/courses/177529/pages/panthers-care-and-counseling-and-psychological-services-caps)
* [Academic Misconduct Statement](https://fiu.instructure.com/courses/177529/pages/academic-misconduct-statement)
* [Copyright Statement](https://fiu.instructure.com/courses/177529/pages/copyright-statement)
* [Inclusivity Statement](https://fiu.instructure.com/courses/177529/pages/inclusivity-statement)

**Course Prerequisites**

There are no course prerequisites.

**Proctored Exam Policy**

This course does not require an on-campus or proctored exam.

**Course Communication**

Communication in this course will take place *via the Canvas Inbox, Zoom meetings, and Announcements*. Check out the [Canvas Guide](https://community.canvaslms.com/docs/DOC-10574-4212710325)

[Links to an external site.](https://community.canvaslms.com/docs/DOC-10574-4212710325) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox.

This class requires participation in discussion to meet course-learning outcomes. We are a class comprised of individuals. As such, there will be multiple opinions expressed throughout the semester that you may not personally agree with or even understand – as may be expected. My role as an instructor is to facilitate freedom of expression that is relevant to the course, credible, open and respectful without the promotion or endorsement of a single viewpoint.

Conversations informed by diverse viewpoints contribute to critical thinking and higher-level learning. Even if you don’t agree, listening to different points of view may give you further insight into your own perspectives. No lesson is intended to espouse, promote, advance, inculcate, compel a particular feeling, perception, viewpoint, or belief in a concept. Concepts as presented are not endorsed by the instructor but are presented as part of the larger course of instruction. If you feel uncomfortable with how content in the course is presented or discussed, please contact me for further conversation or, if you feel comfortable doing so, you may say so in class in a manner that aligns with our class expectations (see Class Expectations section of the syllabus).

**Textbook**

**Contemporary Sociological Theory and Its Classical Roots: The Basics**

Ritzer, George and Jeffrey Stepnisky

SAGE, 6th Edition, 2018

ISBN: 1506339417

ISBN-13: 978-1506339412

Additional required readings and films can be linked through the course website in each lesson.

The text above is required for the course and we will use them immediately.

**Expectations of this Course**

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students. Please be confident of your abilities before you commit to this course. Always contact tech support if you run into technical problems or questions.

**Students are expected to:**

* **Review the how to get started information** located in the course content
* **Introduce yourself to the class** during the first week by posting an introduction (and a picture, please!) in the appropriate discussion forum
* **Take the practice quiz** to ensure that your computer is compatible with Canvas
* **Interact** online with instructor, teaching assistant(s), and peers
* **Review** and follow the course calendar
* Log in to the course **at least 3 times per week**
* Respond to **emails/messages/announcements** within **2 business days, unless otherwise requested.**
* **Maintain professional communications as outlined in the Student Handbook.**
* Submit assignments by the corresponding deadline

**The instructor will:**

* Log in to the course **daily on business days.**
* Respond to **emails/messages** within **2 days, when possible (please see above).**
* Grade assignments and provide feedback within **7-10 days** of the assignment deadline.



**Course Requirements**

There are several activities within each lesson to assist you in building knowledge of Sociological Theories. Eight lessons are organized on a bi-weekly basis. Most students can expect to spend 8-10 hours per week on the course.

**Individual Assignment: Syllabus Quiz**

**Required for everyone! Students who fail to pass the syllabus quiz with 100% accuracy by 8/28 will be administratively dropped from the course.**

You will take a quiz based on the course requirements and the use of course technology.  *The purpose is to ensure that you clearly understand the course requirements and how to use the course online tools.* You will gain access to the remaining course materials once you have passed the quiz with 100% accuracy.

**Grading**: This assignment is worth 5% of your total grade.

**Individual Assignment: Bi-Weekly Zoom Sessions**

For each Lesson, I will conduct a 1 one-hour online discussion/activity related to one of the current topics.  The objective of these meetings is to *provide opportunities for us to more fully unpack the concepts, issues, and research covered in the course, as well as to maintain a “Course Housekeeping” dialogue throughout the semester*.  The meetings *also provide you with the opportunity to demonstrate the knowledge you’ve gained and to ask questions related to the course material. Online discussions provide time during each lesson for you and me to have direct, live interaction*. Each discussion is recorded and the recordings are posted on the course website immediately after each meeting.

You have **2 options** in this assignment:

1. You may **attend and participate** in the meetings, or
2. You may watch the meeting recordings and **take a short quiz** related to the information shared and discussed. The quiz will be posted within 2 business days of the meeting.

Please review the Zoom Session Attendance/Participation Rubric below.

**Zoom Session Schedule**

| Table of Scheduled Zoom Sessions |
| --- |
| **Session** | **Date** | **Time** |
| **1** | 8/22 | 6:45 PM |
| **2** | 9/5 | 6:45 PM |
| **3** | 9/19 | 6:45 PM |
| **4** | 10/3 | 6:45 PM |
| **5** | 10/17 | 6:45 PM |
| **6** | 10/31 | 6:45 PM |
| **7** | 11/14 | 6:45 PM |
| **8** | 11/28 | 6:45 PM |

**Zoom Session Attendance/Participation Rubric**

|  |
| --- |
| Zoom Session Rubric |
| **Category** | **0%** | **80%** | **12-14%****1 or fewer objectives met, poor quality** | **14-16%****2-3 objectives met, average quality** | **16-18%****3-4 objectives met, good quality** | **18-20%****All 4 objectives met at the highest level** |
| **Attendance** | Does not attend | Attends | 1. Questions and comments reveal engagement with the material under study.
2. Discusses outside material which relates to the topic under study.
3. Answers questions that are asked by instructor.
4. Is professional in interactions with others.
 |
|  |  |  |
| **Participation** |  |
|  |  |  |
| **Total** |  |  |  |  |  |  |

**Grading:** This assignment is worth 20% of your total grade. The lowest 8 Zoom grades will be dropped.

**Individual Assignment: Quiz Yourself/Study for Exams**

Multiple choice questions for each lesson are pooled and offered for practice. “Quiz Yourself” can be found within each Lesson’s module.

The quizzes are graded automatically. You will be able to see your score immediately after completing the exam.

**Grading:** This assignment is worth 5% of your total grade.

**Individual Assignments: Exams**

In order to mitigate any issues with your computer and online assessments, it is very important that you take the *Practice Quiz* *from each computer you will be using to take your graded quizzes and exams*. It is your responsibility to make sure your computer meets the minimum [hardware requirements](https://fiu.instructure.com/courses/177529/pages/sya4010-technical-requirements-and-skills).

All assessments will auto-submit when (1) the timer runs out OR (2) the closing date/time is reached, **whichever happens first**. For example, if a quiz has a closing time of 5:00 pm but the student begins the exam at 4:55 pm, the student will only have 5 minutes to complete the quiz.

Within each lesson is an exam which covers the material in that lesson. *Exams provide the opportunity for you to gauge your growing knowledge about Sociological Theories, including vocabulary, summarizing major areas of research, and application of theoretical perspectives/concepts*. Exams are structured within the following parameters:

1. Thirty minutes is allotted for twenty-five randomly assigned questions (taken from the quiz pool). *Exams exceeding their deadline will be considered****late****and not accepted.*
2. You are required to download and utilize **Respondus Lockdown Browser** for taking exams online. The browser and instructions for using it are provided here:
3. Review the [Respondus Lockdown Browser Download and Information](https://fiuhelp.force.com/canvas/s/article/Respondus-LockDown-Browser-students)
4. [Links to an external site.](https://fiuhelp.force.com/canvas/s/article/Respondus-LockDown-Browser-students) on how to install, access your assessments and view your grades.
5. After installing the browser, please take the **Practice Quiz** to familiarize yourself with the testing environment and to ensure that you have downloaded the Respondus Lockdown Browser correctly.
6. Exams will **only** be reset with an emailed report from FIU Online technical support.
7. There are no make-up exams.

Exams are graded automatically. You will be able to see your score immediately after completing the exam.

***Grading:*** This assignment is worth 20 percent of your total grade. The lowest Exam grade will be dropped.

**Individual Assignment: Final Short Essay Exam**

In addition to the Lesson 8 exam, at the end of term, there will be a Final Short Essay Exam. Questions will be drawn from Discussion Questions. Each student will be given one random question from the list of questions and will have 2 hours to complete their short essay (about 1-2 pages). Students are expected to be both thorough and concise in their writing. Please see the *Final Short Essay Rubric* for more information about this important exam.

**Final Short Essay Exam Rubric**

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| --- |
| Final Short Essay Exam Rubric |
| **Qualities being Assessed** | **Points Possible** |
| **90 - 100%** | **80 - 90%** | **70 - 80%** | **60 - 70%** | **0 - 60%** |
| **Superior** | **Very Good** | **Good** | **Needs Work** | **Poor Quality** |
| 1. Essay addresses all parts of the question thoroughly and accurately.
2. Essay identifies, defines, and provides relevant examples of key concepts and theoretical perspectives.
3. Essay is well organized, professional in tone, and reflects the student’s knowledge of the Sociological Theories.
4. Essay is well-written, with accurate spelling, punctuation, and grammar.
 | Essay meets all of the criteria; is excellent in every way. | 3-4 of criteria met. | 2-3 of criteria met. | 1-2 of criteria met. | Few, if any criteria met or no submission |

**Grading:** This assignment is worth 5 percent of your total grade.

**Group Contract (group assignment) & Self/Peer Review Surveys (individual Assignments)**

The working world requires the skills and abilities related to group/teamwork. Group/Teamwork is never as perfect as we imagine we could do by ourselves. This will always be the case. Most employment requires a certain level of skill working in teams. Please treat group assignments as an opportunity to build group working skills.

Groups will fill in a contract, identifying each member’s strengths and commitment to tasks. Issues such as timing and scheduling will be outlined and signed by all group members. Also, to help group members to identify their strengths and weaknesses, and hopefully so they improve in future assignments, an anonymous survey will be filled out by each member of the group, two times during the semester. The survey asks each group member to identify the specific strengths and weaknesses in both their own work and for each other group member in accomplishing the assigned tasks.

**If troubles arise in the group, students must address these through the group contract and self/peer review assignments.**

**Important Note:** Groups are programmed to provide students with everything they need to collaborate and complete assignments within Canvas. If groups do not do their work in Canvas and choose to utilize another, outside program (e.g. WhatsApp) in which to work together, *I will be unable to assist if problems arise between group members.*  Investigation of group problems requires access to group records, which I do not have with outside programs. In addition, there are privacy considerations that bar me from investigating an outside-Canvas group. Please keep this in mind as you create your group contract and organize yourselves for group assignments.

**Grading:** These assignments are worth (Group contract) 2.5% and (Self/Peer Reviews) 2.5%= 5% of your total grade.

**Group Assignment: Question Development (QDA)**

Several groups are available in the course. Students may self-enroll into a group of maximum of 4 persons.

A number of materials are used in this course to study medical sociology, each filled with a variety of concepts, histories, outlines of theoretical systems, and more. Each of these materials contributes an important perspective to an overall understanding of Sociological Theories. Each of these materials also is required to complete assignments throughout the course. **One of the highest demonstrations of learning is the ability to craft a good question about it.**

Your group will create multiple choice questions from the resources in each lesson.

Questions can be of three types:

1. Definition of Key Terms
2. Summary of Key Ideas
3. Critical Thinking/Application Questions

Please see additional handouts (QD Assignment Handout & Rubric) on the course website to assist you in completing this assignment. **Grades on Group assignments are assigned to the whole group.**

**Grading:** This assignment is worth 20% of your total Grade.

**Lesson Development Assignment Schedule**

**Lesson 1**

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. [3 questions]

* Text, Ch. 1
* Lecture 1

**Lesson 2**

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. [4 questions]

* Text, Ch. 2 (sections on Emile Durkheim and Karl Marx)
* Lecture 2
* Lecture 3
* Film “Suicide, 1898: Emile Durkheim” by John Scarbrough

**Lesson 3**

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. [6 questions]

* Text, remainder of Ch. 2
* Text, Ch. 3 sections related to Simmel, Veblen, and Meade
* Lecture 4
* Lecture 5

**Lesson 4**

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. [3 questions]

* Text, Ch. 4
* Lecture 7
* Lecture 8

**Lesson 5**

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. [3 questions]

* Text, Ch. 5
* Lecture 14

**Lesson 6**

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. [5 questions]

* Text, Ch. 6
* Text, Ch. 7
* Lecture 9
* Lecture 10
* Lecture 11

**Lesson 7**

Please review the course materials for this lesson and create one question from each of the following sources: [8 questions]

* Text, Ch. 3 (WEB DuBois)
* Text, Ch. 8
* Text, Ch. 9
* Lecture 6
* Lecture 12
* Video: Katie Makkai, “Pretty”
* Video: “Killing Us Softly: Advertising’s Image of Women”
* Video: “Tough Guise: Violence, Media, & the Crisis in Masculinity”

**Lesson 8**

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question. [5 questions]

* Text, Ch. 10
* Text, Ch. 11
* Chs. 1 and 2 of Ritzer, George (2018). *The McDonaldization of Society: Into the Digital Age (9th ed.).* Sage: Thousand Oaks.
* Lecture 13
* Lecture 15

**Group Assignment: Short Essays**

There are three (3) Short Essay assignments throughout the semester, each of which relates to or covers material reviewed during that section of the course. These assignments can be found within the lesson in which they are due, but students have access to them from the beginning of the course. Essay questions are drawn upon for the Final Short Essay Exam assignment and provide opportunities to hone your writing and knowledge. The Short Essay assignment provides **an opportunity for you to build confidence, skills, and strategies in applying what you learn in Sociological Theories. They build research, professional writing, and teamwork skills, which are necessary for contemporary employment.**

* In answering the questions, your group must *utilize and cite the course materials. Your group must provide definitions and examples, and especially write about the ways in which the material is relevant to your own life/lives/experiences/knowledge*. Please write as if you were answering the question from a classmate, a friend, or family member. Be thorough and specific. Each discussion should be about 1-2 pages, double-spaced.
* Please utilize the Short Essay Rubric to help you complete this assignment.

**Short Essay Rubric**

| **Qualities being Assessed** | **Points Possible** |
| --- | --- |
| **100-90%****Superior** | **90%-80%****Very Good** | **80%-70%****Good** | **70%-60%****Needs Work** | **60%-0%****Poor Quality** |
| 1. Post addresses all parts of the question thoroughly and accurately.
2. Post identifies, defines, and provides relevant examples of key concepts and theoretical perspectives.
3. Post is well organized, professional in tone, and reflects the student’s knowledge of Sociology of Gender.
4. Post is well-written, with accurate spelling, punctuation, and grammar.
 | Post meets all of the criteria; is excellent in every way. | 3-4 of criteria met | 2-3 of criteria met. | 1-2 of criteria met. | Few, if any criteria met or no submission. |

***Grading:*** This assignment is worth 20% of your total Grade.

**PLEASE NOTE:** All written assignments in this course will be submitted to TURNITIN and reviewed for plagiarism and use of AI. FIU requires that all students found plagiarizing be reported and receive an F for the assignment.

**Course Grading**

| Grading Breakdown Table |
| --- |
| **Course Requirements** | **Number of Items** | **Percent per Item** | **Total Percentage** |
| Syllabus Quiz | 1 | 5% | 5% |
| Zoom Sessions | 8 | 2.5% | 20% |
| Quiz Yourself/Study for Exams | 8 | 0.625% | 5% |
| Exams | 8 | 2.5% | 20% |
| Final Short Essay Exam | 1 | 5% | 5% |
| Group Contract  | 1 | 2.5% | 2.5% |
| Peer Reviews | 2 | 1.25% | 2.5% |
| Short Essays | 3 | 7.5% | 20% |
| QDA Assignments | 8 | 2.5% | 20% |
| **Total** | **40** | **N/A** | **100%** |

| Letter Grade Table |
| --- |
| **Letter Grade** | **Percent** |
| **A** | 95-100 |
| **A-** | 90-94 |
| **B+** | 85-89 |
| **B** | 83-84 |
| **B-** | 80-82 |
| **C+** | 75-79 |
| **C** | 70-74 |
| **D** | 60-69 |
| **F** | < 60 |

**Missed or Late Assignments**

Excepting religious holidays and/or dire circumstances (which should be reported to the Disability Resource Center), under no circumstances will missed or late assignments (including exams) be accepted. On the bright side, ***you may work as far ahead as you can or wish!***