

SYP 3000: The Individual Society

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Office Hours: By Appointment

Subject to change. I reserve full right to amend, alter, and otherwise change this syllabus at any time.

To further ensure the classroom is a safe space to explore ideas and communicate opinions, I do not allow the use of recording (with or without audio) devices in my classroom and/or on Zoom at any time or as permitted by the law. Voice, video, picture recording and or copying/distributing of the lectures are prohibited. The only exception to this is if the student requires academic accommodation as stated by the Disability Resource Center. In this case, the student is allowed and encouraged to record the lecture, however, the recorded information is for personal use and "will not be shared, duplicated or disseminated to others" as stated by the disability center.

Spring SYP 3000- Individuals in Society

Instructor: Dr. Ana Rusch

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Office hours: By Appointment

General Information

"There is no gender identity behind the expressions of gender... identity is performatively constituted by the very 'expressions' that are said to be its results" --- Judith Butler

"There's really no such thing as the 'voiceless'. There are only the deliberately silenced, or the preferably unheard" --- Arundhati Roy

"Maybe the target nowadays is not to discover what we are but to refuse what we are." - -- Michel Foucault

What is the individual? What is the individual's relationship to social organization and social relations? How is the individual constituted or made through social relations? What possibilities and choices are available for the individual within social systems that are unequal and hierarchical? These are the questions that this course explores. People who study these subjects are generally known as *social scientists*; in the course we will explore what it means to be social and why the study of it is conducted through the practices and terminology of *science*.

Much of the way that we conceive of the relationship between the individual and society comes from Western notions of the self: as autonomous, isolated, able to make decisions for oneself and responsible for one's own actions. We will be examining how the self-constructs itself out of cultural and social materials, and how society is constructed through the interactions of multiple individual selves.

This course will be presented objectively and is not presented to espouse, promote, advance, inculcate, or compel any individual to adopt as a belief any of the subjects of the discussion that may be construed as concepts constituting discrimination based on race, color, sex, or national origin as provided by Florida law. Please note that I do not endorse such concepts but may present them for academic discussion and consideration. The law does not prohibit discussion of such concepts in an objective manner and without endorsement. 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).

Course Objectives

By the end of this course, you will be expected to be able to:

1. Identify Western notions of the autonomous self and alternative notions of the self embedded in social relations;
2. Discuss how one's position (gendered, racial, age, class) within unequal societies allows for different kinds of expression of selfhood;
3. Compare/contrast the effect that identity (gender, race, age, class) has on personal life.

Important Information

Policies

Before starting this course, please review the following pages:

- [Policies](#)
- [Netiquette](#) [Links to an external site.](#)
- [Technical Requirements and Skills](#)
- [Accessibility and Accommodation](#)
- [Panthers Care & Counseling and Psychological Services \(CAPS\)](#)
- [Academic Misconduct Statement](#)
- [Copyright Statement](#)
- [Inclusivity Statement](#)

Textbook and Course Materials

The Individual in Society

Guillermo J. Grenier and Fabiana Brunetta

Kendall Hunt Publishing Company, 2nd Edition 2015

ISBN: 978-1-4652-8099-2

You may purchase your textbook online at the FIU Bookstore

Required

Additional Required Online Readings are available for free under "Modules".

Course Detail

Grading Scale

Grade Distribution Breakdown

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

1) Roundtable Discussions (5%):

Using the Socratic method of teaching and learning, each student will pick a chapter from any of the required readings to create a PowerPoint project where you explore that chapter's materials through your own unique perspective, outside content, and creativity in terms of design and content. Only one chapter is required for this assignment. You will also pose questions to the class that critically engage with the theories reviewed. You are welcomed to compare and contrast the chapter readings, use current events to review the chapter, challenge the ideas being presented with outside academic resources supporting your your points, and/or use different outside resources as you reviewed the chapter and its major theories, scholars, and debates being presented. Your voice, your thoughts, and your ideas are central to the learning experience. Each Roundtable Presentation should have a minimum of 10 slides, with **only** the last slide dedicated to 5 engaging questions you **create and answer** in a minimum of two sentences. The other 9 slides must review the major theories and scholarships of the

chapter. Since this is a fully online course, there will be no presentation, simply a PowerPoint Project.

Roundtable Discussions Rubric

Category of Grading	1 Point	2 Points	3 Points	4 Points	5 Points
Content	Minimal references to Textbook, skipped most of the major theories/scholars of assigned chapter, no critical analysis beyond Textbook material	Some references to Textbook, covered some of the major theories/scholars of assigned chapter, little critical analysis	Referenced both the Textbook and some outside resources, demonstrated average critical thinking, went over most of the major theories/scholars of assigned chapter	Not only did the group references all the major theories/scholars of assigned chapter but also utilized outside sources to supplement understanding and synthesis of knowledge	Reviewed all major theories/scholars of assigned chapter, critically analyzed and synthesized course knowledge through outside resources, a sociological perspective, and demonstrated globalized thinking and learning
Presentation	Lacked flow, organization, no creativity, basic structure	Some flow, simply organization, little creativity	Organized with flow to structure, somewhat creative	Highly organized, kept audience engaged, clearly had creative elements	Highly organized, highly creative, and went above and beyond to present thoughtfully

Rubric: Each Roundtable Presentation should have a minimum of 10 slides, with only the last slide dedicated to 5 engaging questions you create and answer in a minimum of two sentences. The other 9 slides must review the major theories and scholarships of the chapter

2) Quizzes (75%):

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. Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact FIU Online Support Services. **Tech issues such as a slow, frozen, or unreliable computer/WiFi will not be taken into consideration for an extension or resubmission of the Quizzes.**

This course's 13 Quizzes will be based on book readings and the online readings. Each quiz will consist of 10 multiple-choice questions; will cover the assigned readings from the book and on-line reading. Each correct answer will count 1 point. That means that each quiz is worth a maximum of 10 points.

IMPORTANT: There will be no make-up quizzes or retakes.

3) Paper (10%):

This is the moment where you will show your ability to critically engage with the course's topics. You will pick a current event or global issue then critically analyze it using a minimum of 8 theories from any of the readings in the course. Each paper should be 1500-2000 words in length. I do not want a summary of the issue or Global Event nor do I want your opinion on the topic as it is not an opinion paper. Instead, you are expected to analyze your chosen topic through a Sociological lens using the class material. All copies of your final paper will be submitted by 11:55 pm on the due date to Turnitin. Review the Final Paper Guidelines and Rubric Below.

Paper Guidelines:

Length: Each paper should be 1500-2000 words in length NOT including cover page, footnotes/endnotes, Titles, or Bibliography.

Formatting: Times New Roman Size, 12 sized, Double Spaced. There must be an introduction where you will present your argument and a conclusion. Please write on the left side corner on top of the page the following: Name, 8 theories used, your Current Event or Global Issue, word count.

Citations: You are free to use whichever format you like (MLA, APA, Harvard, etc.) However, every direct quote must be cited in-text with Author's Last Name, Year Published, & Page Number.

No Use of Quotes: Direct Quotes are not allowed.

Original Content: Using a paper or material from a previously submitted paper from another course is not allowed. All content must be original.

Grammar: Grammar is part of your grade, so I expect proper grammar and sentence structure.

Submission: Your final paper will be submitted to the instructor electronically, by 11:55 PM on the due date to the Turnitin component on Canvas. No extensions will be given. Review the [How to submit a Turnitin Assignment](#).

Assignment Paper Rubric

Rubric:	
Criteria	
8 Theories from any of the readings in such a way that shows that you understand the theories	
Convincingly and critically analyze the 8 class topics through your chosen topic successfully	
Proper use of citation, grammar, clear organization, and proper length (1500-2000 words)	
Total	

4) Weekly Reading Journal (10%):

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

Students are required to submit journal entries in response to the week's assigned chapter reading. Treat your journal entries like annotations on the readings where you will reflect on the readings. Your reflection can include, for example, talking about how you felt about the readings, things that surprised you, summarizing the readings, examine theories and scholars that you find interesting, etc. The purpose of these journal entries is for you to process all that you are learning and reading and help you examine the readings through your own understanding. These journal entries will also help you get ready for the quizzes and the semester paper. Each journal entry is based on each textbook chapter, thus, there will be 13 journal entries in total for the 13 chapters/modules in the required textbook which you will read and not on the weekly lectures or additional readings.

Each post must be at least 150 words and you must write your word count on each of your post. If you do not write your word count, 10 points will be deducted automatically per post. You will submit all 13 **journal entries as one single file at the end of the semester as a complete Journal.**

Each student's initial post will be graded according to these rubrics:

- Relevance to assigned material: the posted ideas indicate that the student has read the assigned material
- Clarity, coherence: the ideas are stated clearly and coherently

- Critical thinking: there is evidence that the student has adequately analyzed, synthesized, and evaluated the assigned material
- Spelling, grammar: the posting must meet university-level standards of spelling and grammar
- Length: the initial posting for each weekly module must be no less than 150 words. You must also write your word count for each post. You will submit all 13 journal entries as one single file at the end of the semester as a complete Journal.

Course Overview Breakdown

- Roundtable Discussion: 5%
- Quizzes: 75%
- Paper: 10%
- Weekly Reading Journal: 10%

Course Policies

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, especially during Mini Semesters (as this is a Spring A course) require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

- **Deadlines:** You are given the due dates beforehand; this means you are responsible for making appropriate accommodations. The Exams due dates and assignments will not be extended for any reason as all assignments as they are due on the last day of the course. Late submissions are not allowed, the only exception is if you have a DRC Accommodation or a medical emergency. **There will be no resubmission accepted, ever, regardless of excuses.** Since this is a fully online course and many of you work full-time and have many other responsibilities in addition to everything that is going on because of COVID-19 where flexibility is the key to success; all assignments are due on the last day of the course. However, since every student is a different type of learner and some of you might be more comfortable with due dates, the Modules have listed exactly which assignment should be completed at what time in order to help pace you. Also, since **there will be no resubmission accepted, ever, regardless of excuses**, you are more than welcome to send me drafts of your assignments for review. However, I will stop accepting assignment drafts two weeks before the end of the semester.
- **Readings/Assignments:** Success in this course requires familiarity with the readings. The professor will not cover all material in the text, because the student is responsible for reading the text and posing questions.

- **Be respectful.** The topic of this class is inherently personal. Thus, there will be diversity of opinions within the discussion boards and emails, this does not mean that you have to agree with everything being said or read. In fact, I highly encourage you to challenge, question, and explore the course through multiple perspectives. You must, however, be respectful and courteous of each other's opinions and in your emails to the professor. This should be a safe space to learn and grow as academics.
- **Submit original work.** Plagiarism is a serious offense. If you use the work of other authors without giving them credit you will receive a '0' and be reported to Academic Affairs.
- **Review** and follow the course calendar.
- **Expect emails from the professor** regarding assignments and/or schedule changes. (The professor reserves the right to modify the syllabus.).
- **Assignments & Exams:** There will be **no make-ups or extension of deadline** given in this course.
- **Recordings: I do not allow the use of any (audio nor visual) recording devices in my classroom at any time unless as permitted by the law.** Voice, video, and picture recording of the lectures are prohibited. The only exception to this is if the student requires academic accommodation as stated by the Disability Resource Center. In this case, the student is allowed and encouraged to record the lecture, however, the recorded information is for personal use and "will not be shared, duplicated or disseminated to others" as stated by the disability center.

Accommodations: Students with disabilities requiring academic accommodations must contact the Disability Resource Center. The DRC will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Please come see me as soon as possible regarding this matter. Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course. Please visit Canvas's Commitment Accessibility webpage for more information. For additional assistance please contact FIU's Disability Resource Center.

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Course Calendar Weekly Breakdown

Week Breakdown	Resources and Learning Activities	Assignments and Assessments due
Module 1: Week 1 & 2	See Weekly Module	Suggested Assignments: Quizzes for Week 1 and Week 2
Module 2: Week 2 & 3	See Weekly Module	Suggested Assignments: Quizzes for Week 2 and Week 3
Module 3: Week 4 & 5	See Weekly Module	Suggested Assignments: Quizzes for Week 4 and Week 5
Module 4: Week 6 & 7	See Weekly Module	Suggested Assignments: Quizzes for Week 6 and Week 7 as well as the Roundtable Discussion
Module 5: Week 8 & 9	See Weekly Module	Suggested Assignments: Quizzes for Week 8 and Week 29
Module 6: Week 10, 11, & 12	See Weekly Module	Suggested Assignments: Quizzes for Week 10, Week 11, and Week 12 as well as the Semester Paper Week 2
Module 7: Week 13, 14, & 15	See Weekly Module	<p>Suggested Assignments: Quizzes for Week 13, Week 14, and Week 15 as well as the Weekly Reading Journal.</p> <p>All Quizzes and Assignments are due on the last day of the course.</p>