

Course Syllabus

Syllabus

Societies in the World

SYP-3456-RVC-86967

General Information

Professor Information

Instructor:	Katherine Lineberger, PhD (305) 348 - 2247
Phone:	This is the main number to the department. Students calling this number will be encouraged to message me in the course.
Office Hours:	By appointment on Zoom <i>Please message me using Canvas Inbox.</i>
E-mail:	I check my course related email in Canvas every business day throughout the semester and usually reply within 48 hours (business days) of receipt.

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 medical sociology) 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.**

Teaching Assistant: TBD

Teaching Assistant Email:

Course Description And Purpose

An introduction to the study of local societies in worldwide perspective. Addresses local-global issues such as gender, social class, economy, politics, migration, and environmental destruction. In this course, we examine problems/issues within and between societies as they grapple with earth's environment.

Course Objectives

“Humans are obviously environmental beings subject to organic processes. Equally problematically, environmental processes are also fundamentally social, in the sense that they link people and influence human relationships.” – Robbins, Hintz, & Moore (2018).

Upon completion of this course students will:

1. Identify, summarize, discuss a variety of societies in the world in the context of their environmental, sociopolitical, and economic issues.
2. Identify, define, and correctly apply terms related to a study of environment and society.
3. Identify, summarize, and correctly apply at least 2 theoretical perspectives or theoretical concepts used in studies of environment and society.
4. Identify and summarize several socio-environmental problems. Discuss the relationship between society and the environment.
5. Discuss the relationships between environmental degradation and social inequality.

Important Information

Course Communication

Communication in this course will take place *via the Canvas Inbox, Zoom, and Announcements*. Check out the [Canvas Guide](#)

[Links to an external site.](#) 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).

Policies

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

As a member of the FIU community you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Code of Conduct](#)

[Links to an external site.](#)

Technical Requirements and Skills

One of the greatest barriers to taking an online course is a *lack of basic computer literacy*. By computer literacy we mean being able to manage and organize computer files efficiently and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer.

Privacy Policy Statements for Partners and Vendors:

- [Canvas](#)
- [Microsoft](#)

- [Links to an external site.](#)
- [Adobe](#)
- [Links to an external site.](#)
- [Turnitin](#)
- [Links to an external site.](#)
- [Respondus Lockdown Browser](#)

- [Links to an external site.](#)

Please visit our [Technical Requirements](#) webpage for additional information.

Accessibility and Accommodation

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit the LMS Accessibility webpage for more information: [Canvas](#)

[Links to an external site.](#)

For additional assistance please contact FIU's [Disability Resource Center](#)

[Links to an external site.](#)

Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. 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.

Academic Misconduct includes: **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. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is participating in plagiarism.

Learn more about FIU's [academic integrity policies and procedures](#)

[Links to an external site.](#) as well as [student resources](#)

[Links to an external site.](#) that can help you prepare for a successful semester.

Panthers Care / Counseling and Psychological Services (CAPS)

If you need to bend my ear to express some personal troubles or feelings, I am happy to listen. Sometimes being heard is all we need to lessen or even lay down our burden. I can assure you that anything we talk about will be kept confidential by me, within the bounds of law. Sometimes we need more than this, so I want to tell you about services that are available for all students here at FIU:

If you or a classmate experience feelings or events in life that are difficult to deal with, like racism, sexism, political bullying, or other inhumane treatment, *Panthers Care* is a safe and helpful website to seek encouragement and help. When we experience these types of words and behavior, we need assistance and support as we work through them. Please contact Panthers Care, for yourself or any classmate you believe might need assistance.

Finally, [Counseling and Psychological Services \(CAPS\)](#)

[Links to an external site.](#) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings to all of us at one time or another. Professional counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

JOB AND CAREER OPPORTUNITIES

Career Resources: Visit Career and Talent Development for career planning, job search resources, resume review, interview preparation, and more at **career.fiu.edu**

Login to Handshake

[Links to an external site.](#)

Meet with a Career Coach

Students and alumni can access resources and make appointments through FIU Handshake.

Individual Career Prep

[Links to an external site.](#)

Handshake is the school's official job/internship portal. Thousands of employers are hiring students on Handshake. Once you fill in your career interests, you'll get personalized recommendations for jobs and events and direct outreach from employers interested in students like you—*80% of students with a complete Handshake profile get messaged by employers!*

- Activate your account at <https://fiu.joinhandshake.com/login>
- [Links to an external site.](#)
- Download the Handshake app from [Apple](#) [Links to an external site.](#) or [Google Play](#)
- [Links to an external site.](#) to receive notifications on the latest jobs, events, and employers
- Learn more: [“5 Reasons You Need Handshake More Than Other Career Sites”](#)
- [Links to an external site.](#)

Proctored Exam Policy

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

Textbook

Diamond, Jared (2011). Collapse: How Societies Choose to Fail or Succeed. Penguin Randomhouse.

ISBN 9780143117001

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

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

Course Prerequisites

There are no course prerequisites.

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 specified 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 within **7-10 days** of the assignment deadline.

Course Requirements

There are several activities within each lesson to assist you in building knowledge of Societies in the World. 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 by May 14, 2023 for everyone. Students who fail to pass the Syllabus Quiz with 100% accuracy by May 14th 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: 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

Session	Date	Time
1	May 9	6:00 pm
2	May 16	6:00 pm
3	May 23	6:00 pm
4	May 30	6:00 pm
5	June 6	5:30 pm
6	June 13	5:30 pm

ZOOM Session Attendance/Participation Rubric

Category			12-14%	14-16%	16-18%	18-20%
	0 %	80%	<i>1 or fewer objectives met, poor quality</i>	<i>2-3 objectives met, average quality</i>	<i>3-4 objectives met, good quality</i>	<i>all 4 objectives met at the highest level</i>
ATTENDANCE	<i>Does not attend</i>	<i>Attends</i>		1. <i>Questions and comments reveal engagement with the material under study.</i>		
PARTICIPATION				2. <i>Discusses outside material which relates to the topic under study.</i>		
				3. <i>Answers questions that are asked by instructor.</i>		
				4. <i>Is professional in interactions with others.</i>		
TOTAL						T= /100%

Grading = This assignment is worth 20% of your total grade. The lowest 6 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.

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](#).

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 Societies in the World, 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 Instructions](#) on how to install, access your assessments and view your grades.
4. 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.
5. Exams will **only** be reset with an emailed report from FIU Online technical support.
6. There are no make-up exams.

Grading: This assignment is worth 20 percent of your total grade.

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 one hour to complete their short essay (about 3-5 paragraphs/300-500 words/about 1 page). 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

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.	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
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 Societies in the World.

4. Essay is well-written, with accurate spelling, punctuation, and grammar.

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 and 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. Serious trouble in a group, such as lack of regular communication/cooperation with one another, may require attendance to a zoom meeting with Dr. Lineberger and may involve dissolution of the group and/or loss of points, if the group is found to be outside the bounds of their group contract.

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. 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% of your total grade.

Group Assignment: Question Development (QDA)

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

A number of materials are used in this course to study societies in the world, 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 societies in the world. 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/multiple answer/true-false 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 the additional handout: (QD 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 (2.5% each X 8) 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]

1. Text, Ch. 1
2. Lecture 1-Why Study Societies in the World?
3. Film: "A Burning Question: Propaganda and the Denial of Climate Change"

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. [7 questions]

1. Text, Ch. 2
2. Text, Ch. 3
3. Reading: Culture Summary of the Rapanui

4. Reading: “The Secrets of Easter Island”
5. Lecture 2-Overview of the concept of culture
6. Film: “Consumerism and the Limits to Imagination”
7. Film: “Growth the Green Way”

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. [9 questions]

1. Text, Ch. 4
2. Text, Ch. 5
3. Readings on Rapanui- “Reclaiming Land and Dignity on Easter Island”- **Note:** Please create 1 question from the following short readings:
 1. “Lenca Solidarity with the People of Rapanui”
 2. “Gunshot Wounds & Evictions: Taking Advantage of the Wikileaks White-out”
 3. “Chilean Police Violently Dislodging Rapanui Parliament”
 4. “Under-Reported Struggles, December 2010”
 5. “Under-Reported Struggles, January 2011”
 6. “Rapanui Protest against Esoteric Conference at Hanga Roa Hotel”
 7. “The Fight for Rapanui”
 8. “The Unknown Truth about the Moais”
 9. “Call for Immediate Release of Rapanui Leaders”
 10. “Rapanui Leaders seek Protection from Chile Armed Forces”
 11. “Ancestral Lands Returned to the Rapanui After 129 Years of Chilean Control”
4. Reading: “Chile to Restrict Tourists and Non-Locals on Easter Island”
5. Lecture 3- Agriculture
6. Video: “Easter Island: A Tourist Attraction & a Dying Ancient Culture”
7. Film: “Owners of the Water: Conflict and Collaboration Over Rivers”
8. Film: “Green fire: Aldo Leopold and a land ethic for our time”
9. Film: “Climate Refugees: The Global Human Impact of Climate Change”

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. [6 questions]

1. Text, Ch. 6
2. Text, Ch. 7
3. Lecture 4-Globalization & Risk
4. Film: “Naomi Klein: Addicted to Risk”
5. Film: “Politics, People, & Pollution”
6. Film: “Fighting for the right to a healthy environment: Ada Lockridge and Ron Plain”

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. [5 questions]

1. Text, Ch. 8
2. Lecture 6-The Social Construction of Nature & Environment
3. Film: "Oil and Water"
4. Film: "Standing on Sacred Ground: Profit and Loss"
5. Film: "Awake: A Dream from Standing Rock"

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. [7 questions]

1. Text, Ch. 9
2. Text, Ch. 10
3. Text, Ch. 11
4. Lecture 7-Social Inequality and Environmental Justice
5. Film: "A Sea Change"
6. Film: "The Age of Stupid"
7. Film: "Before the Flood"

Lesson 7

Please review the course materials for this lesson and create one question from each of the following sources: [7 questions]

1. Text, Ch. 12
2. Text, Ch. 13
3. Text, Ch. 14
4. Lecture 8-Malthus: Premises, strengths, and limitations
5. Film: "Yellow fever: the Navajo uranium Legacy"
6. Film: ["The Story of Cap & Trade"](#)
7. Film: ["Environmental Racism"](#)

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. [8 questions]

1. Text, Ch. 15

2. Text, Ch. 16
3. Text, Ch. 17
4. Reading: Executive Summary in “The United Nations World Water Development Report, 2015: Water for a Sustainable World” - http://www.zaragoza.es/contenidos/medioambiente/onu/1455-eng-ed2015_Water_for_a_sustainable_world.pdf
5. Reading: Chapter 2: Poverty & Social Inequality in “The United Nations World Water Development Report, 2015: Water for a Sustainable World” - http://www.zaragoza.es/contenidos/medioambiente/onu/1455-eng-ed2015_Water_for_a_sustainable_world.pdf
6. Lecture 8: The State and Environmental Policy
7. Film: “The Water Front”
8. Film: “Blue Gold: World Water Wars”
9. Film: “Death by Design”

Group Assignment: DISCUSSIONS

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

- In answering the questions, your group must *use and cite the course materials as much as possible. 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.* Be thorough and specific. Each discussion should be about 1-2 pages, double-spaced.
- Please utilize the Discussion Rubric to help you complete this assignment.

Discussion Rubric

Qualities being Assessed	Points Possible				
	100%-90%	90%-80%	80%-70%	70%-60%	60%-0%
	Superior	Very good	Good	Needs Work	Poor Quality
1. Post addresses all parts of the question thoroughly and accurately.	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.
2. Post identifies, defines, and provides relevant					

examples from students' own knowledge/experience of key concepts and theoretical perspectives.

3. Post is well organized, professional in tone, and reflects the student's knowledge of Societies in the World.

4. Post is well-written, with accurate spelling, punctuation, and grammar.

/100%

Grading: This assignment comprises 20% of your total grade.

COURSE Grading

Course Requirements	Percent
<i>Syllabus Quiz</i>	5%
<i>ZOOM Sessions (lowest 6 assignments dropped)</i>	20%
<i>Quiz Yourself/Study for Exams</i>	5%
<i>Exams</i>	20%
<i>Final Short Essay Exam</i>	5%
<i>Group Contract (2.5%)/Peer Reviews (2.5%)</i>	5%
<i>QDA Assignment</i>	20%
<i>Discussions</i>	20%

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

Extra Credit

No extra credit is offered in this course.

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!***