

**SOCIOLOGICAL INQUIRY**

(SOCIOL 110)

Physics Bldg., Room 130

MW 11:45-12:35

**Maria Febbo, Ph.D.**

Office: Sociology/Psychology, Room 273

Office hours: M 10:30-11:30, W 10:00-11:00, & by appointment

[maria.febbo@duke.edu](mailto:maria.febbo@duke.edu)

(919) 413-4243

(cell 8:00 A.M.-8:00 P.M.)

**Sakai Site: SOCIOL.110D.001.Sp20**

**Teaching Assistants & Discussion Sections:**

**Andrew Carr ([andrew.carr@duke.edu](mailto:andrew.carr@duke.edu))**

Office hours: TBA

Section 2: 12:00-12:50 Friday in Soc/Psy Room 248

Section 4: 10:20-11:10 Friday in West Duke 108A

**Miles Marsala ([miles.marsala@duke.edu](mailto:miles.marsala@duke.edu))**

Office hours: TBA

Section 1: 12:00-12:50 Friday in White 106

Section 3: 10:20-11:10 Friday in White 106

**OFFICIAL COURSE DESCRIPTION:**

Structure and dynamics of groups, organizations, and institutions; social behavior over the life cycle; social control and deviance; population and social ecology; formation and change of societies.

**COURSE OBJECTIVES:**

This course is designed to provide a general overview of the discipline of Sociology. Students will be introduced to the major theoretical tenants, methodological procedures, and other substantive areas of study. An emphasis will be placed on the real-world application of the information covered. As such, once students have learned the basic sociological tools needed to discuss society from a sociological perspective, the remainder of the class will focus on some tough questions that challenge both the structure of society in the United States, as well as globally, and many commonly held unquestioned beliefs. If you feel uncomfortable or defensive about such scrutiny, then perhaps this course is not for you.

**LEARNING OUTCOMES:**

Upon successful completion of this course, students should be able to:

- A. discuss the major theoretical frameworks used in sociology;
- B. discuss the basic methodological procedures (methods of the field) in sociology;
- C. describe the major components of social structure that comprise a society;
- D. distinguish structural processes from individual action;
- E. use acquired knowledge to critically examine a changing social world.

**These learning outcomes will be assessed through exams, short writing assignments, and in and out of class exercises.**

**REQUIRED TEXT & READINGS:**

Eglitis, Daina S. and William J. Chambliss. 2019. *Discover Sociology: Core Concepts*. 2<sup>nd</sup> edition. Thousand Oaks, CA.: Sage Publications, Inc.

In general, you will be responsible for all material covered in the **REQUIRED** text; however, some material will be covered extensively while other information is covered more briefly.

***Please note that throughout the semester, additional readings will be utilized. These readings will be posted on Sakai or disseminated in some other manner depending on copyright issues.***

**GRADES:**

Grades will be based on the total points derived from:

4 Exercises*	@	10 points each	=	40 points total
4 Writing Assignments*	@	10 points each	=	40 points total
2 Exams	@	100 points each	=	200 points total
Attendance & Participation	@	20 points	=	20 points total
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Total			=	300 total possible points

\* I will provide more information in separate documents.

The grading scale is as follows:

300-294 earns an A+	<294-279 earns an A	<279-270 earns an A-
<270-261 earns a B+	<261-249 earns a B	<249-240 earns a B-
<240-231 earns a C+	<231-219 earns a C	<219-210 earns a C-
<210-201 earns a D+	<201-189 earns a D	<189-180 earns a D-
	<180 earns a F	

To earn one of the above grades, students must earn points falling within the cutoffs for said grade. In other words, you must earn the points. Please note that the minimum cutoff to earn an A+ is 294/300 points (98%); to earn an A is 279/300 (93%). The remainder of the letter grades follows more typical cutoffs. I do not round (except as specified in the attendance section below). There is no extra credit work given. There will be no exceptions to these policies.

#### **LATE WORK:**

**Late work will not receive full credit without approval of the instructor and proper documentation (e.g. Academic Dean's email, NOVAP, STINF, other instructor-approved documentation).**

#### **ATTENDANCE & PARTICIPATION:**

**Attendance, at both the lecture and discussion sections, is required** and will be taken each day. Students with no more than 2 absences in lecture and 1 absence in the discussion section will be eligible for rounding to the next higher grade, if their final grade is within one-half (.5) of a point of that higher grade. Participation is expected; therefore, it is best if you have done the reading before coming to class. If you keep up with the course readings, you will always be right with or ahead of me in terms of material.

Absences due to a verified death in the family, documented student hospitalization, participation in official university functions, certified court appearances, and jury duty will be excused with documentation. Illness, in and of itself, will not be excused, with regard to the end of course adjustments mentioned above; however, illness will be a consideration when submitting required work. All reasons for absence **MUST** be discussed with me beforehand, or, when prior notice is not possible, as soon as possible upon returning to school.

Any student who is absent is responsible for checking with me (or their TA for their discussion section) to see what s/he missed with respect to lecture, handouts, supplements, etc. Students should get **any missed class notes from another student**. I will not hand out copies of my notes as this may unfairly advantage, or perhaps even disadvantage, the student missing class. Habitual tardiness may also affect your attendance. In all cases, please let me know when you need to leave early. Please let me know immediately if you are having problems that are contributing to absences, tardiness, and/or your need to leave early. I can only help you if you keep me posted about any problems you are experiencing. Stay in touch!

#### **MAKE-UP WORK:**

Proper documentation **MUST** be provided with every request for permission to make-up missed work. Missed work, for which make-up permission is granted, **MUST** be made up within one week of its due date, unless otherwise specified. In the event of serious injury, illness, or traumatic family circumstances, students must contact me upon their return to school to obtain permission to make-up work and to determine the conditions under which the missed work can be made up. **Please note that the make-up work may not be the same as the original assignment/test.**

## **CONDUCT:**

In addition to attending class, there is the requirement that all members of the group treat each other with respect. This is an academic community; thus, ***expression of ideas is welcomed, when those expressions are thoughtful, reasoned, and civil.*** I also expect thoughtful and reasoned consideration of ideas expressed by others, whether one agrees with the ideas, or not.

Please refrain from disruptive behavior while in class. Examples of such disruptive behavior include, but are not limited to: talking while others are talking, habitually coming to class late, texting and other phone related distractions, and doing other course work. In addition to being disruptive, these actions are just disrespectful!

***Please note that using various forms of technology for activities other than those relevant to this class is considered disruptive and disrespectful. Those discovered using or perceived to be using technology for activities other than those relating to the course will be asked to share their activities with the entire class. To give fair warning and to be clear, professors can usually tell when students are off task.***

***Disruptive/disrespectful behavior will impact your attendance and participation grade.***

***Remaining in this course constitutes acknowledgement of the receipt of conduct and technology policies and the consequences of misuse of technology and other misconduct.***

As a special note to the technology rules above, if you are dealing with a family emergency, please let me know at the beginning of class that you may need to take a call, place your phone in silent mode, and leave class, as discretely as possible, should you need to take the call.

## **DUKE COMMUNITY STANDARD:**

Students in this course must agree to uphold the Duke Community Standard.

*“To uphold the Duke Community Standard:*

- \* I will not lie, cheat, or steal in my academic endeavors;*
- \* I will conduct myself honorably in all my endeavors; and*
- \* I will act if the Standard is compromised.”*

### *“The Reaffirmation*

*Upon completion of each academic assignment, students may be expected to reaffirm the above commitment by signing this statement: “I have adhered to the Duke Community Standard in completing this assignment.” [Student Signature] “ (Academic Integrity Council, Duke University, 2011).*

## **DISABILITY ACCOMMODATIONS:**

*It is the responsibility of the student to provide updated documentation regarding his/her disability from the diagnosing professional before services and accommodations can be provided. As such, the university advises:*

*“Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Student Disability Access Office at (919) 668-1267 as soon as possible to better ensure that such accommodations can be implemented in a timely fashion.” (Disability Management System, Duke University, 2011).*

**Duke Testing Center:** *For those with testing accommodation, Duke has new resources!!! We must work in conjunction to utilize them. Please keep in mind that last minute arrangements will not be possible. If you think you would like to use the testing center, please read through the information at the two links below AND let me know as soon as possible so plans can be made!*

<https://arc.duke.edu/about-arc/testing-center>

<https://arc.duke.edu/students>

### **ACADEMIC RESOURCE CENTER (ARC)**

The Academic Resource Center (ARC) offers free services to all students during their undergraduate careers at Duke. Services include Learning Consultations, Peer Tutoring and Study Groups, ADHD/LD Coaching, Outreach Workshops, and more. Because learning is a process unique to every individual, we work with each student to discover and develop their own academic strategy for success at Duke. Contact the ARC to schedule an appointment. Undergraduates in any year, studying any discipline can benefit! 211 Academic Advising Center Building, East Campus – behind Marketplace -- arc.duke.edu • [theARC@duke.edu](mailto:theARC@duke.edu) • 919-684-5917

**EMERGENCY CLASSROOM PROCEDURES:** I have posted a copy of the emergency procedures for classrooms on campus in the Resources folder on our Sakai site. ***Please read!***

### **INCLEMENT WEATHER POLICY:**

If the University remains open, I will make every effort to hold class. If I am unable to hold class, a message will be placed on Sakai &/or e-mailed to students indicating the class will be cancelled. Resident students are expected to attend class if the University is open and class is held. Non-resident students are expected to make responsible decisions based on potentially dangerous driving conditions. Please be sure to check the Duke Alert website for severe weather updates.

### **CAVEAT:**

*It should be noted that, during the semester, changes in this syllabus and/or any course-specific tentative schedule might be necessary.*

## **REFERENCES**

Academic Integrity Council, Duke University, 2011. "History of the Academic Integrity Council." Retrieved, January 11, 2011, (<http://integrity.duke.edu/history/index.html>).

Disability Management System, Duke University, 2011. "Faculty Information: Syllabus Statement." Retrieved, January 11, 2011, (<http://www.access.duke.edu/students/faculty.php>).