



**Sociology 597.01W: Women Founders of Sociology  
COURSE SYLLABUS: Summer II, 2012**

**Instructor:** Yvonne Villanueva-Russell; Associate Professor

**Office Location:** Ferguson Social Sciences 232

**Office Hours:** virtual office hours by email & Skype

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<b>COURSE INFORMATION</b>
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**Materials – Textbooks, Readings, Supplementary Readings:**

**Textbook(s) Required:**

- 1] Lengermann, Patricia Madoo & Jill Niebrugge-Brantley. 1998. The Women Founders: Sociology & Social Theory, 1830-1930. Boston: McGraw Hill. ISBN: 0-07-037169-5

**[You will need this book from day one. You will not be able complete assignments without it.]**

**Course Description:**

This course provides an overview of key women sociologists, whose contributions have been “written out” of the canon of sociology. The biographies, social milieu and primary writings of these authors will be explored, compared, discussed and critiqued.

**Course Format:**

Our textbook is organized with a chapter devoted to a new theorist. Our eCollege website will be set up the same way. The chapters cover the biography of the theorist, the social and historical context in which she wrote, major influences on her writing and her overall contribution to the discipline of Sociology. Then, the chapter provides short excerpts from her original writings, which I will refer to as the “primary writings” of the theorist.

Because we are not relying on a traditional textbook, it will be important for you to take notes as you are reading. I suggest that students take these points into consideration when they approach reading for any graduate level course:

- What is the main idea, point or argument of the reading?
- List three important facts or sources of evidence to support the main idea
- What concepts or ideas from class lecture are also discussed in this reading?
- List any new terms or concepts introduced in the article with a brief definition
- Are there any problems or points I disagree with in the main point of the reading? That is, are there alternate explanations or theories that could also explain these phenomena?

Taking notes will also help you remember what is distinctive about the theorist in case you need to compare her writings to those of another theorist covered later in the semester.

We will use a variety of ways to learn and discuss the material this semester. I have tried to organize activities on a set schedule so that we can fall into a predictable routine as to when projects are assigned and due.

Here is how weeks 1-4 will run:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<-----Discussion board----->			<-----Discussion board----->			
			Paper due (if doing this one)			Paper due (if doing this one)

Week 5 will run a bit differently, with no discussion board, and only a final exam that will need to be submitted to the dropbox on eCollege by 11:59PM on Wednesday, August 8th.

**Student Learning Outcomes:**

1. Students will articulate their comprehension of a woman founder of sociology through use of a PowerPoint presentation.
2. Students will demonstrate the ability to discuss and engage in scholarly conversation in regards to primary writings of early sociological theorists through discussion board participation
3. Students will synthesize, apply and critique the primary writings of early sociological theorists through written papers.

## COURSE REQUIREMENTS

### Instructional / Methods / Activities Assessments

Our course will have FOUR types of assignments:

- 1] DISCUSSION BOARDS (7 @ 25 points each)
- 2] PAPERS (3 @ 75 points each)
- 3] POWERPOINT PRESENTATION (1 @ 30 points)
- 4] FINAL EXAM (1 @ 50 points)

Detailed instructions for each of these assignments follows:

### [7] DISCUSSION BOARDS [due by 11:59PM Wednesdays & Saturdays]

This assignment has been designed to meet Student Learning Objective #2:  
[Students will demonstrate the ability to discuss and engage in scholarly conversation in regards to primary writings of early sociological theorists through discussion board participation](#)

Because we will not interact face-to-face in the traditional classroom format, we will try to simulate this experience by using eCollege discussion boards. Each week you will be assigned a number of readings. After completing this, students will need to post comments to a question posted by the professor. It is expected that students will thoughtfully reflect on the discussion that ensues, and reply back to comments posted by other students. Here are some ground rules for our discussion boards:

- 1) **There are no minimums or maximums on how much or how little you post on the discussion boards. The goal is to achieve quantity & quality. I am striving for us to have a *genuine conversation* on the boards this summer.** You may post a new question, start a new thread, or simply respond to other students. For this to happen, we need a couple of guidelines: post or reply, and then ***follow-up***. You will not achieve full points by just logging on in the last hour of the last day and posting a couple of random comments on others' posts. Ideally, you'll post something, check back in a few hours and check-in again over the course of several days to interact, reply, respond and comment on what others have said on a single thread. **You don't always have to post a new topic or start a new thread.** You should aim to contribute meaningfully and engage in actual reciprocal interaction, extending a thread to its maximum.
- 2) This discussion will take place within a set timeframe. After the deadline, your professor will post some summary comments of the discussion, highlighting the themes and questions that have emerged. Discussion boards cannot be made up. If you miss out, there is no way to makeup these points.

- 3) Students should feel free to honestly post and defend their opinions, but should be tolerant of other students who express views that are contrary to their own. Discussion boards are places where *dialogue* occurs. They are not a debate that is to be “won” or places where “conversion” takes place. Feel free to explore differences in view points, but do not allow these conflicts to escalate into personal attacks. Please do *not* play devil’s advocate or pretend to take a stance that is not genuine or authentically held.
- 4) Full, complete sentences are required. Do not use jargon, abbreviations, or acronyms. So, no “LOL,” “SMH,” “IMHO” or “BTW,” please.
- 5) **IMPORTANT:** Demonstrate your “sociological imagination” by integrating relevant theories and concepts to help explain, support and defend the arguments you plan to make. **You will usually need to draw upon the articles for support. Be sure to CITE appropriately.**
- 6) Spell-check your posts. You may want to draft your response on Microsoft word, spell-check it, then cut and paste it into the discussion board on eCollege. You will not be able to go back and edit your post once it has been submitted to eCollege.
- 7) Discussion board grades will be decided on the following rubric:

Grading rubric- discussion boards

Criteria	Possible Points	Your Points
Did student post more than once, and on more than on one day at one sitting?	3	
Did student make a genuine attempt to engage in ongoing conversation within a single thread?	4	
Did student contribute and add something original & valuable to the discussion	6	
Did student integrate facts and information grounded in the readings	6	
Did student put comments in sociological context rather than personal opinion	3	
Proper grammar and citations used throughout	3	
<b>SCORE</b>	<b>25 points</b>	<b>points</b>

**Important Notes:**

\*\*\*Each discussion board is with worth 25 points.

\*\*\*There will be 7 discussion board assignments over the course of the semester. You are required to participate in ALL of them.

\*\*\*Discussion board assignments CANNOT be made up.

Any written work in this class is subject to turnitin review (including posts on discussion boards). Turnitin.com is a website that checks for plagiarism and generates an originality report that notes which parts of a paper appear unattributed to other student papers, internet sources or articles and books. Please make sure that you cite wherever appropriate. If you need help or advice on how to do this, please contact your professor. See document sharing for guidelines on how to cite. **Students who plagiarize will receive a zero on the assignment in question.**

### [3] PAPERS [due by 11:59PM on Thursdays and Sundays]

This assignment has been designed to meet Student Learning Objective #3:

3. Students will synthesize, apply and critique the primary writings of early sociological theorists through written papers.

A total of 6 papers will be assigned over the course of the semester. Students will select **ANY THREE** of these to complete and submit for a grade. Papers are designed to give students an opportunity to summarize the primary writings of a theorist. Often times, students will also apply, critique or compare the theorist's ideas to real-life events, or to other writers in the discipline of sociology.

For each paper, students will have a number of writing prompts to choose from, and students will also have the option to create their own topic on which to write about. Be sure to clearly denote which option your paper is responding to.

There are no set page minimums or maximums. Students should write until the topics have been thoroughly covered—usually between 3-5 pages. Students should define any concept before using it, and convince me that they comprehend the primary writings of the theorist. Students are expected to utilize quotes from the readings to help support their ideas, but are not required to conduct outside research for the papers.

If students complete more than three papers, I will record the top three scores. An extra paper cannot be used as extra credit.

Any written work in this class is subject to turnitin review. Turnitin.com is a website that checks for plagiarism and generates an originality report that notes which parts of a paper appear unattributed to other student papers, internet sources or articles and books. Please make sure that you cite wherever appropriate. If you need help or advice on how to do this, please contact your professor. See document sharing for guidelines on how to cite. **Students who plagiarize will receive a zero on the assignment in question.**

### Important notes:

\*\*\* Papers are **due on either Sunday or Thursday evenings**, and are worth 75 points each. Papers should be submitted as a word or rtf attachment to the **dropbox provided on ecollege**. Do NOT email your paper to me.

\*\*\* Six papers will be assigned; you need to complete ANY THREE.

\*\*\* Late papers will receive a 10% deduction in points.

\*\*\* See document sharing for a handout on "how to apply a theory" for helpful suggestions when writing your paper.

\*\*\* See document sharing for a handout on "how to cite" if unfamiliar with in-text citing.

Because there are numerous writing prompts to base your paper on, no set grading rubric will be used to evaluate papers. Your professor will make extensive comments and return these to you via the dropbox on eCollege. Your grade will be based on the following considerations, although no set points are assigned to each:

- Did the student convince the professor that they comprehend the theorist?
- Did the student utilize quotes from the readings to substantiate an argument?
- Did the student emphasize their own voice rather than allowing the text predominate?
- Did the student respond to all parts of the question?
- Did the student employ solid logic and reasoning?
- Did the student rely on sociological thinking rather than personal opinion?
- Was there attention to good grammar, editing and proper citations?

### [1] POWERPOINT PRESENTATION [due by 11:59PM on Aug. 5<sup>th</sup>]

This assignment has been designed to meet Student Learning Objective #1:

1. Students will articulate their comprehension of a woman founder of sociology through use of a PowerPoint presentation.

During the last part of week 4, students will be asked to read Chapter 7: the Chicago Women's School of Sociology. After reading this chapter, students will create a PowerPoint lecture in which they:

- a) Describe the Chicago School of Sociology
- b) Select ONE of the women featured in this chapter and present a brief biography
- c) Read the primary writing(s) of this theorist and summarize the themes and findings of her research with emphasis on her contribution to sociology and the Chicago school, in particular
- d) Doing outside research is not necessary, but if you do, be sure to CITE the sources you consult.

\*\*\* It may be possible to create a PowerPoint on an alternate theorist. Please consult with your professor well in advance of the due date to discuss your options. For example, you might want to create a PowerPoint after reading *The Yellow Wallpaper* by Charlotte Perkins Gilman. An alternate PowerPoint will ONLY be accepted with prior approval from your professor.

This completed PowerPoint presentation will be submitted to the dropbox on eCollege for a grade, but should also be uploaded to the "document sharing" portion of eCollege for other students to review.

**Important notes:**

\*\*\*The Powerpoint presentation will be **due by 11:59PM on August 5th** and will be worth 30 points.

\*\*\*Late papers will receive a 10% point deduction.

\*\*\*Do NOT email your final exam to me- use the dropbox only.

Your powerpoint presentation will be assigned a grade according to the following rubric:

Criteria	Possible Points	Your points
Was theorist's unique contribution covered clearly & explicitly?	10	
Contribution of Chicago School covered?	6	
Theorist biography presented briefly?	6	
Did student incorporate quotes from primary readings & cite where appropriate?	3	
Did student present with their own voice rather than paraphrasing the article?	3	
Was the presentation attractive to the eye, proof-read and grammatically-correct?	2	
<b>YOUR SCORE</b>	<b>30 points</b>	<b>points</b>

**[1] FINAL EXAM [due by 11:59PM on August 8<sup>th</sup>]**

This assignment has been designed to meet Student Learning Objective #3:

3. Students will synthesize, apply and critique the primary writings of early sociological theorists through written papers.

The final exam is an opportunity for students to reflect on the writings and contributions of the range of women writers we have read and discussed this semester. More importantly, the goal is for students to situate these writers within a larger context of their overall contribution and lasting significance to the "canon" in sociology.

The final exam consists of 2 questions. Students should explicitly denote which question number they have chosen to write about. There are no page minimums or maximums—students should instead write until each topic is thoroughly covered. Defining concepts and using quotes from the articles to support one's stance is encouraged.

Any written work in this class is subject to turnitin review. Turnitin.com is a website that checks for plagiarism and generates an originality report that notes which parts of a paper appear unattributed to other student papers, internet sources or articles and books. Please make sure that you cite wherever appropriate. If you need help or advice on how to do this, please contact your professor. See document sharing for

guidelines on how to cite. **Students who plagiarize will receive a zero on the assignment in question.**

**Important notes:**

- \*\*\*The final exam will be **due by 11:59PM on August 8th** and will be worth 50 points.
- \*\*\*Late papers will receive a 10% point deduction.
- \*\*\*Do NOT email your final exam to me- use the dropbox only.

**Grading**

There are a total of 480 points in this course. A breakdown of assignments and their point values is as follows:

<b>Discussion board participation (7 @ 25 points each):</b>	<b>175 points</b>
<b>Papers (3 @ 75 points each):</b>	<b>225 points</b>
<b>PowerPoint Lecture</b>	<b>30 points</b>
<b>Final Exam</b>	<b>50 points</b>
<b>Total</b>	<b>480 points</b>

Your grade for the course will be calculated using the following scale:

<b>A = 90%-100%</b>	<b>432 points – 480 points</b>
<b>B= 80%-89%</b>	<b>384 points – 431 points</b>
<b>C= 70%-79%</b>	<b>336 points – 387 points</b>
<b>D = 60%-69%</b>	<b>288 points – 335 points</b>
<b>F = 59% and below</b>	<b>287 points or less</b>

**Grades of Incomplete:**

**I do not assign grades of incomplete in this course.** Your grade will assigned based on the points you have earned from all completed work at that time. It is your responsibility to finish assignments prior to their due dates or to make alternate arrangements for their completion. Do not assume I can or will extend due dates or course requirements for your individual needs or preferences.

**I do not drop students from my courses.** If you feel Sociology 597 is not the course for you, please take the necessary steps to remove yourself from this class. Simply not participating or logging on, in hopes that I will remedy the situation for you will not occur. You are responsible for the consequences stemming from either coming to class, or not coming to class. [Student may submit a “drop request” through MyLeo.]

**Important dates:**

**Last Day to Drop: July 26**

**Last Day to Withdraw from the semester: August 2**

## TECHNOLOGY REQUIREMENTS

This is an online course and some obvious technological resources will be required. You will need access to a computer with:

- Internet access (high-speed preferred)
- Word processing software (Microsoft Word 2007 or later preferred)
- Adobe Acrobat, or ability to open pdf files
- PowerPoint software

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via **myLeo** - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will often directly send yahoo, hotmail, etc. to junk mail, and I will not regularly check for your email in spam.

## ACCESS AND NAVIGATION

**eCollege Technical Concerns:** Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week by sending an email directly to [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org). You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course. You may also want to click on the "compatibility test" button on the main page of eCollege to see whether your computer has all of the necessary programs to work with eCollege.

**Course Concerns:** If you have questions pertaining to the content of this course (e.g., questions about a paper or discussion board, about course due dates, etc.), please contact your instructor via email: [Yvonne.VRussell@tamuc.edu](mailto:Yvonne.VRussell@tamuc.edu)

**Other Questions/Concerns:** Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

## COMMUNICATION AND SUPPORT

**Interaction with Instructor Statement:**

**Participation & Communication:** I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your learning community. You may expect the same of me.

1. **Email is the best way to reach me as I check it daily.** I am teaching from Auckland, New Zealand this summer which is a 17-hour time difference from CST. Should you email me between 8AM and 3PM (CST) I will most likely be asleep. Rest assured, I will check email frequently during my waking hours, and will reply to you as quickly as possible. If you do not hear from me within 24 hours, please resend your message as there is a good chance it was lost in cyberspace.

2. If you want to talk face to face via the "phone," download a program called **Skype** - a free internet calling service that you can use to chat live or instant message me. To download the program, go to **www.skype.com**, download the program, and then search for **vrussell1** as the contact to add me to your list. Generally, I will be available for a Skype chat **anytime after 3PM (CST)**. I would suggest sending me an email with the specific time you'd like to talk. We can also instant message using this program if you do not have access to a video camera and microphone. All calls and instant messages via Skype are free!
3. You can expect any assignments to be graded and returned to you within one week of its submission.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### **Course Specific Procedures:**

#### **Attendance & Participation:**

This is an online class. Although attendance will not be taken, it is crucial that you regularly visit the eCollege website and work independently to keep up with reading assignments. **Regularly check your MyLeo email account** for notifications about our class, too. I have designed the course with assignments due on set days each week to help you get into a rhythm.

#### **Late Work:**

Discussion board assignments cannot be made up. Lack of participation in this forum will result in a loss of points for this assignment. Written work is due by the day and time assigned. Late work will result in a loss of points, usually 10%. See specific assignment for details.

#### **Statement on Student Behavior:**

As stated in the Student Handbook: "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct, for more information). Please refer to the section on "netiquette" for information about expected behaviors in online discussion boards.

#### **Academic Honesty:**

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must work to provide an environment in which each student has the opportunity to be evaluated fairly on the basis of his/her own performance. University regulations regarding academic dishonesty will be strictly enforced. **At a minimum, any student found to be in violation of academic honesty policies will receive a zero on the exam or assignment involved.** ALL instance of academic dishonesty will be reported to both the Department Head as well as the Dean of the College of Humanities, Social Science & Art. These offices may also wish to evaluate the case and decide punishment independent of this professor's actions. In short, cheating, plagiarizing and engaging in unethical student behavior carries a high price for such short-term rewards—don't do it!

\*\*\*If in doubt, check with your professor on citing procedures, format and style. See notes above about the use of turnitin.com in this class. See also the handout "how to cite" in document sharing for guidelines.

### University Specific Procedures:

#### ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gee Library 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)  
[Student Disability Resources & Services](#)

#### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

<b>COURSE OUTLINE / CALENDAR</b>
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Reading & writing assignments are scheduled tentatively at this time. They may be changed, but advanced notice will be given in class. You are expected to read the assigned material prior to its discussion in class.

<b>WEEK ONE</b>
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<b>July 9 - July 11 (M-W)</b>	<b>Chapter One</b> [Read <b>entire chapter</b> ]
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Post introduction to discussion board (ungraded)

Review PowerPoint lecture

Discussion board posts due by 11:59PM on Wednesday

<b>July 12 - July 14 (Th-Sa)</b>	<b>Harriet Martineau</b> [Read <b>pp. 23-41 &amp; 46-63</b> ]
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Discussion board posts due by 11:59PM on Saturday

If doing Martineau paper, it is due by 11:59PM on Sunday, July 15<sup>th</sup>

### WEEK TWO

**July 16-July 18 (M-W)**      **Jane Addams** [Read pp. 65-85 & 90-104]  
Discussion board posts due by 11:59PM on Wednesday  
If doing Addams paper, it is due by 11:59PM on Thursday, July 19<sup>th</sup>

**July 19 – July 21 (Th-Sa)**      **Charlotte Perkins Gilman** [Read pp. 105-126 & 131-148]  
Discussion board posts due by 11:59PM on Saturday  
If doing Gilman paper, it is due by 11:59PM on Sunday, July 22<sup>nd</sup>

### WEEK THREE

**July 23 – July 25 (M-W)**      **Anna Cooper & Ida Wells-Barnett** [Read pp. 149-173 & 177-192]  
Discussion board posts due by 11:59PM on Wednesday  
If doing Addams paper, it is due by 11:59PM on Thursday, July 26<sup>th</sup>

**July 26-July 28 (Th-Sa)**      **Marianne Weber** [Read pp. 193-213 & 215- 228]  
Discussion board posts due by 11:59PM on Saturday  
If doing Weber paper, it is due by 11:59PM on Sunday, July 29<sup>th</sup>

### WEEK FOUR

**July 30-August 1 (M-W)**      **Beatrice Potter Webb** [Read pp. 277-294 & 296- 305]  
Discussion board posts due by 11:59PM on Wednesday  
If doing Webb Paper, it is due by 11:59PM on Thursday, August 2<sup>nd</sup>

**August 2 – August 5 (Th-Su)**      **Women of the Chicago School** [Read *entire chapter*]  
No discussion board!  
Submit PowerPoint presentation to dropbox on eCollege by 11:59PM on Sunday, August 5<sup>th</sup>.  
Also, post PowerPoint presentation to document sharing for other students to see.

### WEEK FIVE

**August 6 – August 8 (M-W)**      **Final Exam** [Recommended reading: *Epilogue & review PowerPoint from Week 1*]  
No discussion board!  
Submit final exam to the dropbox on eCollege no later than 11:59 on August 8<sup>th</sup>.