



**Sociology 497.01W/597.01W: Women Founders of Sociology
COURSE SYLLABUS: Summer I, 2014**

Instructor: Yvonne Villanueva-Russell; Associate Professor

Office Location: Ferguson Social Sciences 232

Office Hours: virtual office hours by email & Skype

Office Phone: 903-886-5320

Office Fax: 903-886-5330

University Email Address: Yvonne.VRussell@Tamuc.edu

Skype username: vrussell1

COURSE INFORMATION

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 or ISBN: 1-57766-509-0

[You will need this book from day one. You will not be able complete assignments without it. You may purchase either edition of the book]

Course Description:

This course provides an overview of key women sociologists, who 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 (graduate) or Quiz (undergrad) due (if doing this one)			Paper (graduate) or Quiz (undergrad) 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, July 2nd

Student Learning Outcomes:

1. Students will articulate their comprehension of a woman founder of sociology.
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)
- 2a] Graduate students: PAPERS (4 @ 75 points each)
- 2b] Undergraduate students: QUIZZES (5 @ 25 points each)
- 3] POWERPOINT PRESENTATION (1 @ 30 points)
- 4] Graduate students: FINAL EXAM (1 @ 50 points)

Detailed instructions for each of these assignments follows:

[7] DISCUSSION BOARDS [due by 11:59PM Wednesdays & Saturdays]
EVERYONE COMPLETES THESE

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) Here are the essentials for our discussion boards this semester:

Cardinal Rules- OBEY!!!	Try NOT to:	Try to:
Wikipedia cannot be used as a credible source of information	Do not rely on personal experiences as your “proof”	Take a firm stance & defend it
The Bible cannot be used as an academic source of information	Do not rely on overly-psychological or psychoanalytical explanations	Pose a question to take the discussion deeper
Do NOT call people “crazy”	Do not give us more to read-summarize and provide a link to a website for those who are curious, instead	Engage in reciprocal interaction with other students within a single thread
Do NOT attribute deviance to the whims of individuals in which patterns cannot be deciphered	Do not post overly-long or overly-complex responses	Give us something new to think about
Do NOT simply say “I agree” with someone’s post (send them a private email, instead)	Do not wait until the last day to post. Do no post only on one day at one sitting.	Cite whenever appropriate

8) 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 demonstrate comprehension of the assigned readings and/or address the prompt provided?	6	
Did student integrate sociological concepts and theories where appropriate?	6	
Did student write from an academic perspective rather than personal opinion?	3	
Was the student collegial and professional in interactions with fellow students?	3	
Proper grammar and citations used throughout	3	
SCORE	34 points	points

Important Notes:

*****Each discussion board is with worth 34 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.**

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

Graduate students only

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 FOUR** 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 four papers, I will record the top four scores. An extra paper cannot be used as extra credit. Papers cannot be re-graded or re-done. Papers will not be accepted beyond one week of the original due date.

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 FOUR**.

*** Late papers will receive a 10% deduction in points. Papers will not be accepted beyond one week of the original due date

***Extra papers cannot be done for extra credit. Papers cannot be re-done or re-graded.

***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?
-

[5] Quizzes @ 25 points each *UNDERGRADUATES ONLY*

Quizzes are designed to meet student learning outcome #1:

Students will articulate their **comprehension** of a woman founder of sociology.

There will be a total of seven quizzes, of which you will **need to complete FIVE of them**. Each quiz is worth a total of **25 points**. Students will be required to complete the quiz within a set period of time accessible through eCollege. You will receive an instant score on the multiple choice and true false questions, but will not be able to see the correct answers. Any short answer questions will be graded separately; with you score on these items added to your original grade manually by your professor. After all students have completed the quiz you will be able to go back into the quiz to see the questions you missed along with the correct answers.

Quizzes are open book & open notes, but will be timed. You will not be able to take and do well on the quiz without having read and studied the material first. Make sure that you are fully prepared and have done all the readings prior to logging on to attempt the quiz. Should you run out of time, **no additional minutes will be granted to you**, and you will have to accept the grade based on your work completed. If you find yourself continually referring to your notes or book during a quiz, this is an indication that you did not study nor comprehend the material well enough. You will need to be more diligent in your preparation before the next quiz.

FIVE of your quiz grades will be used to calculate your final grade. If you complete more than five quizzes, the highest scores will be recorded. You may not use an additional quiz as extra credit in the course. Quizzes cannot be re-taken.

Any written work in this class is subject to turnitin review (including short answer questions on quizzes). 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.

If you lose Internet connectivity during the exam, log back in immediately and continue on with the exam. **Save your answers often** (every 5-10 minutes). If you experience any issues while taking the exam, you must contact the eCollege Helpdesk immediately so that your issue is documented with a helpdesk ticket number. Considerations regarding exam issues will be made by the instructor on an individual basis based on the documentation.

Policy for Reporting Problems with eCollege

Should students encounter eCollege-based problems while taking an online quiz, the following procedure **MUST** be followed.

- Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
- Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
- Once a helpdesk ticket number is in your possession, students should Email me to advise me of the problem and to provide me with the helpdesk ticket number
- At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Personal computer/access problems are not a legitimate excuse for filing a ticket with the helpdesk. I strongly encourage you to check for compatibility of your browser BEFORE the course begins and to take the eCollege tutorial offered for students who may require some extra assistance in navigating the eCollege platform. ONLY eCollege-based problems are legitimate.

Makeup Quizzes

Makeup quizzes will NOT be given, and the instructor will not extend the due date of this assignment.

IMPORTANT NOTES:

- **Undergraduates will complete 5 out of the 7 quizzes in the class
- **Quizzes cannot be re-done or re-graded, nor can they be used for extra credit
- **Students that complete more than 5 quizzes will have their lower scores dropped
- **Quizzes cannot be made up.
- ** Quizzes are open book

[1] POWERPOINT PRESENTATION [due by 11:59PM on June 29th]
EVERYONE COMPLETES THIS

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

1. *Students will articulate their comprehension of a woman founder of sociology.*

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 aims and overall themes of the Chicago Women's School of Sociology, in general**
- b) Select ONE of the women featured in this chapter and present a brief biography**
- c) Read the primary writing(s) of this one theorist and summarize the themes and findings of her research with emphasis on her contribution to sociology and the Chicago school, in particular. Be sure to highlight and define any concepts. Emphasize what makes this theorist unique and significant. Include any relevant quotes from the primary writings that really demonstrate what this theorist is all about.**

*** 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** and will be worth 30 points.
- ***Late papers will receive a 10% point deduction. Assignments will not be accepted beyond one week of the original due date.
- ***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	
YOUR SCORE	30 points	points

[1] FINAL EXAM [due by 11:59PM on July 2nd]
GRADUATE STUDENTS ONLY

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.

No late assignments will be accepted. All written work should be submitted to the dropbox on eCollege as a .doc or .rtf file.

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 July 2nd** and will be worth 50 points.

***Late papers will not be accepted

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

*** only .doc and .rtf files will be accepted.

Grading

A breakdown of assignments and their point values is as follows:

UNDERGRADUATE STUDENTS:

Discussion board participation (7 @ 34 points each):	238 points
Quizzes (5 @ 25 points each):	125 points
PowerPoint Lecture	30 points
Total	393 points

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

Undergraduates:

A = 90%-100%	353 points – 393 points
B= 80%-89%	314 points – 352 points
C= 70%-79%	275 points – 313 points
D = 60%-69%	235 points – 274 points
F = 59% and below	234 points or less

GRADUATE STUDENTS:

Discussion board participation (7 @ 34 points each):	238 points
Papers (4 @ 75 points each):	300 points
PowerPoint Lecture	30 points
Final Exam	50 points
Total	618 points

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

Graduates:

A = 90%-100%	556 points – 618 points
B= 80%-89%	494 points – 555 points
C= 70%-79%	432 points – 493 points
D = 60%-69%	370 points – 431 points
F = 59% and below	430 points or less

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 497597 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: June 5

Last Day to Withdraw from the semester: June 10

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**. 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

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.**
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. 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. No assignments will be accepted beyond one week of the original due date. No late assignments will be accepted during finals week.

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***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*).

COURSE OUTLINE / CALENDAR

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.

WEEK ONE

June 2 - June 4 (M-W) Chapter One [Read **entire chapter]**

Post introduction to discussion board (ungraded)

Review PowerPoint lecture

Introduce yourself on the ungraded discussion board

Everyone: Discussion board posts due by 11:59PM on Wednesday, June 4

Undergraduates: if completing Quiz, it is due by 11:59PM Thursday, June 5

June 5 – June 7 (Th-Sa) Harriet Martineau [Read **pp. 23-41 & 46-63]**

Discussion board posts due by 11:59PM on Saturday, June 7

Undergraduates: if completing Quiz, it is due by 11:59PM on Sunday, June 8

Graduates: If doing Martineau paper, it is due by 11:59PM on Sunday, June 8

WEEK TWO

June 9-June 11 (M-W) Jane Addams [Read **pp. 65-85 & 90-104 & review PowerPoint lecture]**

Discussion board posts due by 11:59PM on Wednesday, June 11

Undergraduates: if completing Quiz, it is due by 11:59PM Thursday, June 12

Graduates: If doing Addams paper, it is due by 11:59PM on Thursday, June 12

June 12 – June 14 (Th-Sa) Charlotte Perkins Gilman [Read **pp. 105-126 & 131-148 & review PowerPoint lecture]**

Discussion board posts due by 11:59PM on Saturday, June 14

Undergraduates: if completing Quiz, it is due by 11:59PM Sunday, June 15

Graduates: If doing Gilman paper, it is due by 11:59PM on Sunday, June 15

WEEK THREE

June 16 – June 18 (M-W) Anna Cooper & Ida Wells-Barnett [Read **pp. 149-173 & 177-192 & review PowerPoint lecture]**

Discussion board posts due by 11:59PM on Wednesday, June 18

Undergraduates: if completing Quiz, it is due by 11:59PM Thursday, June 19

Graduates: If doing Addams paper, it is due by 11:59PM on Thursday, June 19

June 19-June 21 (Th-Sa) Marianne Weber [Read **pp. 193-213 & 215- 228 & review PowerPoint lecture]**

Discussion board posts due by 11:59PM on Saturday, June 21

Undergraduates: if completing Quiz, it is due by 11:59PM Sunday, June 22

Graduates: If doing Weber paper, it is due by 11:59PM on Sunday, June 22

WEEK FOUR

June 23 – June 25 (M-W) Beatrice Potter Webb [Read pp. 277-294 & 296- 305 & review PowerPoint lecture]

Discussion board posts due by 11:59PM on Wednesday, June 25

Undergraduates: if completing Quiz, it is due by 11:59PM Thursday, June 26

Graduates: If doing Webb Paper, it is due by 11:59PM on Thursday, June 26

June 26 – June 28 (Th-Su) Women of the Chicago School [Read entire chapter]

No discussion board!

EVERYONE: Submit PowerPoint presentation to dropbox on eCollege by 11:59PM on Sunday, June 29th.

Also, post PowerPoint presentation in **DocSharing** for other students to see.

WEEK FIVE

June 30 – July 2 (M-W) Final Exam [Recommended reading: Epilogue & review PowerPoint from Week 1]

No discussion board!

Graduates: Submit final exam to the dropbox on eCollege no later than 11:59 on July 2nd.

Use may find tracking assignments on this calendar helpful:

~ June 2014 ~						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Everyone: Introduce yourself on the ungraded discussion board	3	4 Everyone: Discussion board due	5 Undergrad: Chapter 1 Quiz Due	6	7 Everyone: Discussion Board Due
8 Undergrad: Martineau Quiz Due Graduate: Martineau Paper Due	9	10	11 Everyone: Discussion board due	12 Undergrad: Addams Quiz Due Graduate: Addams Paper Due	13	14 Everyone: Discussion Board Due
15 Undergrad: Gilman Quiz Due Graduate: Gilman Paper Due	16	17	18 Everyone: Discussion board due	19 Undergrad: Cooper/Barnett Quiz Due Graduate: Cooper/Barnett Paper Due	20	21 Everyone: Discussion Board Due
22 Undergrad: Weber Quiz Due Graduate: Weber Paper Due	23	24	25 Everyone: Discussion board due	26 Undergrad: Quiz Webb Due Graduate: Webb Paper Due	27	28
29 Everyone: PowerPoint Assignment Due Undergrad: you have now finished the course!	30	Notes: Graduate students: Final Exam due by 11:59PM on Wednesday, July 2nd				

Assignments required by **everyone** are in purple
 Assignments required by **undergraduates** are in green
 Assignments required by **graduate students** are in maroon