I. LOCATOR INFORMATION

Course Number and Name: **SOCI 561 D1 Online: Feminist Sociology**

Semester: Fall 2010

Course Location and Meeting Time: **Online**  Semester Starts: **January 5-May 3, 2013**

Instructor: Dr. Jilly M. Ngwainmbi

Office Location: TS 204 B

Office Telephone: 672-1004

E-mail: jngwainmbi@uncfsu.edu

Office Hours: MWF 12:00PM-2:00PM Also by Appointment

The primary means of instruction and communication for this course will be email, “Announcements”, “Discussion Board”, and “Virtual Classroom” on in Blackboard.

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**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at [http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf)

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II. COURSE DESCRIPTION

**SOCI 561 Feminist Sociology: Feminist Sociology:** This course examines the variety of feminist theories in sociology. It compares and contrasts feminist theories with traditional theories. It distinguishes between theories and theoretical perspectives in the attempt to determine the status of feminist scholarship in sociology. It is designed to
expand and enhance students' understanding of theory and the social forces, which impact upon theory construction and research.

**Prerequisite:** SOCI 560

### III. DISABLED STUDENT SERVICE

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

### IV. TEXTBOOK: No Textbook. Only READING DOCUMENTS

**Reading Documents Available in Blackboard**
- Introduction: Lecture Notes
- Early Women Sociologists and Classical Sociological Theory 1830-1930
- Overview of Feminist Theory
- Feminism and Feminist Scholarship in Academe: Women’s Struggle for Recognition Continues in Sociology

### V. STUDENT LEARNING OUTCOMES

**A) Course Objectives:**

The primary objectives of the course are to:

1) To introduce students to the nature of and diversity within the Feminist Perspective, so that their choice of a particular Feminist theory as their research theoretical framework could be guided by a sound knowledge base;

2) To enable students to be able to distinguish between established theoretical perspectives in sociology in general and the Feminist Perspective in particular;

3) To expose students to various contributions of women to the birth and development of sociology and feminist sociology;

4) To introduce students to Feminist research methods in sociology; and

5) To enable students to apply Feminist theory to the explanation of social problems or social issues.

**B) Behavioral Outcomes**

Upon completion of this course, students should be able to:
1) identify the different varieties of Feminist Theory;

2) distinguish between established theoretical perspectives in sociology in general and the Feminist Perspective in particular;

3) identify various contributions of women to the birth and development of sociology and feminist sociology;

4) identify Feminist research methods in sociology;

5) apply Feminist theory to the explanation of social problems or social issues.

C) GENERAL LEARNING GOALS OF THE COURSE

The primary goal of the course is to provide students with a better understanding of the different variety of theories within the Feminist Perspective;

The second goal is to expose students to the contributions of women to the birth and development of Sociology in general and Feminist Sociology in particular;

The final goal is to provide students with an opportunity to apply the Feminist Perspective in explaining the persistence or existence of some social problem or social issue of their choice.

D) SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK

The program prepares knowledgeable, reflective, and caring education professionals to support student learning and family participation in a diverse, technological and global society.

E) NCATE, NCDPI SPECIALTY AREA STANDARDS

Include the NCDPI Specialty Area Standards, the NCATE Standards, and the assessment(s). Only include the standard or standards you will address in this course.

<table>
<thead>
<tr>
<th>NCDPI Social Studies Standards</th>
<th>NCATE Standard(s)</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Social studies teachers have a broad knowledge of content.</td>
<td>Content Knowledge</td>
<td>Exams; Quizzes; Journal Article Analysis; Classroom Discussions; Virtual Classroom presentations; Group Projects on Discussion Board.</td>
</tr>
</tbody>
</table>
2. Social studies teachers know the content appropriate to their teaching specialty.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Exams; Quizzes; Journal Article Analysis; Classroom Discussions; Virtual Classroom presentations; Group Projects on Discussion Board.</th>
</tr>
</thead>
</table>

3. Social studies teachers connect social studies with the broad curriculum.

<table>
<thead>
<tr>
<th>Content Knowledge Professional Knowledge</th>
<th>Exams; Quizzes; Journal Article Analysis; Classroom Discussions; Virtual Classroom presentations; Group Projects on Discussion Board.</th>
</tr>
</thead>
</table>

F) NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS (NCSS)

Include the NCSS standards and the assessment(s). Only include the standard or standards you will address in this course.

<table>
<thead>
<tr>
<th>National Council for the Social Studies Standards</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Culture and Cultural Diversity.</td>
<td>Exams; Quizzes; Classroom discussions; In-class exercises; Virtual Classroom presentations; Group Projects on Discussion Board.</td>
</tr>
<tr>
<td>1.5 Individuals, Groups, and Social Institutions.</td>
<td>Exams; Quizzes; Journal article analysis; Classroom discussions; Reflective assignment; Virtual Classroom presentations; Group Projects on Discussion Board.</td>
</tr>
<tr>
<td>1.9 Global Connections.</td>
<td>Exams; Quizzes; Classroom discussions; In-class exercises; Virtual</td>
</tr>
</tbody>
</table>
G) **NCDPI CORE STANDARDS**

Include the NCDPI Core Standards, and the assessment(s). Only include the standard or standards you will address in this course.

<table>
<thead>
<tr>
<th>NCDPI Core Standards</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers know the content they teach.</td>
<td>Exams; Quizzes; classroom Discussions; In-class exercises.</td>
</tr>
<tr>
<td>6. Teachers respect and care about students</td>
<td>Classroom discussions; In-class exercises</td>
</tr>
</tbody>
</table>

H) **NCDPI DIVERSITY STANDARDS**

Include the NCDPI Diversity Standards, and the assessment(s). Only include the standard or standards you will address in this course.

<table>
<thead>
<tr>
<th>NCDPI Diversity Standards</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful, and culturally relevant for diverse learners.</td>
<td>Exams; Quizzes; Journal article analysis; Classroom discussions; In-class exercises; Reflective assignment; Case studies; Virtual Classroom presentations; Group Projects on Discussion Board.</td>
</tr>
</tbody>
</table>

I) **TECHNOLOGY AND TECHNOLOGICAL APPLICATIONS**

Include the NCDPI Technology Standards, and the assessment(s). Only include the standard or standards you will address in this course. Some technologies for the course may include: productivity tools (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, Blackboard, grade book, video camera, Smart board. Please list any technologies that you will use in the course.
NCDPI Technology Standards | Technological Applications Used in this Course
---|---
1. Teachers demonstrate a sound understanding of technology operations and concepts. | Internet; Blackboard; Email; PowerPoint; Grade book; Smart board; Virtual Classroom presentations; Group Projects on Discussion Board.

J) DISPOSITIONS

Directions: Check all that apply. Dispositions will be addresses through the readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions checked below.

<table>
<thead>
<tr>
<th>Professional Competence</th>
<th>Professional Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Appreciates and engages in self-reflection</td>
<td>Dresses appropriately for the setting</td>
</tr>
<tr>
<td>X Shows a commitment to ongoing learning</td>
<td>X Is punctual</td>
</tr>
<tr>
<td>X Desires to learn and apply new technologies</td>
<td>X Attends class regularly and participates in class</td>
</tr>
<tr>
<td>X Is receptive to new ideas and feedback</td>
<td>X Completes assignments and tasks in a timely manner</td>
</tr>
<tr>
<td>X Writes and speaks clearly and effectively</td>
<td>X Willing to go beyond required assignments</td>
</tr>
<tr>
<td></td>
<td>Uses culturally sensitive language when communicating with families</td>
</tr>
<tr>
<td></td>
<td>Shows imitative and motivation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Dispositions and Qualities</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrity</td>
<td></td>
</tr>
<tr>
<td>X Believe all children can learn</td>
<td>X Displays high and ethical professional standards</td>
</tr>
<tr>
<td>X Understands the culture of students and their families</td>
<td>X Is honest and dependable</td>
</tr>
<tr>
<td>X Values and respects diversity and individual differences</td>
<td>X Is courteous and respectful</td>
</tr>
<tr>
<td>X Demonstrates flexibility and adaptability</td>
<td>X Has a positive professional attitude</td>
</tr>
<tr>
<td>Treats all students fairly and equitably</td>
<td>X Accepts and uses constructive criticism</td>
</tr>
<tr>
<td>X Is sensitive to the feelings of others</td>
<td>X Maintains emotional control and</td>
</tr>
</tbody>
</table>
VI. COURSE ARRANGEMENTS

Lectures, small group discussions, and student reports will be used as teaching techniques.

Lectures for the course will focus on major theorists, their contributions to the birth of feminist sociology, and the key social issues or problems they intended to address.

Student group discussions and reports will focus on the application of varieties of Feminist Theory to a social problem or issue of the students’ choice.

A) COURSE REQUIREMENTS

Minimal requirements for this course are as follows:

-- Regular attendance, determined by recording students’ regular and timely responses to Discussion Board assignments

-- informed participation in assigned and group activities on Discussion Board

-- satisfactory and timely completion of writing assignments

-- satisfactory performance on all examinations

-- reading copies of group presentations and providing students’ pertinent, relevant comments, questions, and suggestions

B) CLASS POLICIES

1) Attendance policy for this course will be based on student participation in “Discussion Board” exercises and projects. **Students are strongly encouraged to participate regularly in all “Discussion Board” exercises, assignments, discussions and projects.**

2) In addition to the reading assignments from Lecture Notes and the Reading Documents, the course will include a number of brief assignments that will require reading and writing.

3) There will be four tests, one mid-term examination and one final examination. Tests and Examinations will be a combination of multiple choice and true/false questions. Dates and times for tests and examinations will be announced through E-mail and
“Announcements” in Blackboard. No make-up tests or examinations will be given except in cases of dire emergency. In such cases, arrangements should be made with the instructor before the regular test or examination date.

4) All tests and examinations will be timed and each student must take them at the exact times as scheduled. The tests and examinations MUST be submitted at least five (5) minutes before the time allowed expires. If a student fails to follow this fair warning and spends more time taking the test or examination and consequently, the computer does not grade and record her or his test or examination, the student will get a zero for that particular test or examination.

5) NO student shall attempt to print or save any test or examination. Any such attempt is promptly recorded by the computer and communicated to the instructor. If any student fails to follow this fair warning and attempts printing or saving any test or examination, the penalty is a zero for that particular test or examination.

C) Teaching Strategies:

The teaching strategies used in this course will include a combination of lecture, use of “Discussion Board” for specified exercises and assignments, especially group projects, and the use of “Virtual Classroom” for lectures. Audio and Visual materials will be used as needed, based on accessibility to students.

D) GROUP PROJECTS

The main objective of these projects is to provide students with an opportunity to analyze a particular social problem or social issue of their choice from a specified variety of Feminist Theory.

The main focus of the group projects will be on the application of the different varieties of Feminist theory in sociology to the analysis of social problems or social issues.

The group must be prepared to respond to clarification questions from the instructor and the other members of the class. Every member of the group is expected to participate fully in all group activities and discussions. Each member of the group must be assigned a specified task as her or his responsibility. The grade for this component of the final grade is group based. It is not determined on an individual basis. However, group members are held responsible both as individuals and as a group. If a student fails to participate or collaborate with other group members in all the group activities leading up to the group presentation, the student will receive a zero for this component of the final grade. See “Assignments” on Blackboard for a detail description, instructions and allocation of points for each item of the group project.

Note: It must be emphasized that it is the responsibility of each student, NOT that of the group coordinator, to seek out and contact members of her or his group to ensure
full participation and collaboration. This assignment must be guided by the detail
description, instructions and allocation of points for each item as provided here.

VII. COURSE EVALUATION AND GRADING POLICY AND SCALE

Grading Scale

A.............................................................................................................92 - 100
B..................................................................................................................83 - 91
C.............................................................................................................73 - 82
F.............................................................................................................LESS THAN 73.
I.........................................................................................................Incomplete

Grades for the course will be based on the following:

Tests.................................................................................................................20% of the final grade

*Attendance and Informed Participation.................................10% of the final grade

**Group Projects..................................................................................20% of the final grade

Mid-term Examinations.................................................................25% of the final grade

Final Examination....................................................................................25% of the final grade

Total........................................................................................................100%

*Attendance and Informed Participation- Successful completion is determined by: 1) each student’s timely interaction with group members relative to group project assignments in “Discussion Board.” This means actually counting each student’s responses to requests for contributing ideas and material for the group project; and 2) each student’s timely reading of copies of the presentations of other groups and submitting her or his own pertinent, relevant comments, questions, and suggestions to the leader of her or his group via email on or before the due date.

**Group Projects- Successful completion is determined by: 1) each student’s timely interaction with group members with respect to the group project; and 2) making valuable contributions to her or his group’s project that are clearly identifiable under her or his name in the final copy of the group project, submitted to the instructor for grading.

Important Note: These two components of the final grade (Group Projects and Attendance and Participation) are very important and will determine your successful completion and passing of this course. You are, therefore, encouraged to take them very seriously and do what is asked of you as a group and as individuals.
FORMULA FOR COMPUTING FINAL GRADE

The following formula will be used to compute the final grade for this class:

(Extra Credit + Test#1 + Test#2 + Test#3 + Test#4 divided by 4), which account for 20%
of final grade + Attendance and Participation, which account for 10% of final grade +
Group Research Proposals, which account for 20% of final grade + Mid-term, which
accounts 25% of final grade + Final Exam, which accounts for 25% of final grade,
Total=100% or more depending on whether student earned points for extra credit or not.

Note: All tests and exams count and are factored into this formula.

All tests are graded out of 20 points. For example, 1) to compute your grade on tests with
40 questions, simply divide your score on the test by 2 -> If you scored 40 out 40, then it
becomes 40/2 = 20 points; and 2) to compute your grade on tests with 100 questions,
simply divide your score on the test by 5 -> If you scored 100 out of 100, then it becomes
100/5 = 20 points. The Mid-term Exam and the Final exam are graded out of out of 25
points. For example, 1) to compute your grade on the Mid-term exam or Final exam with
50 questions, simply divide your score on the exam by 2 -> If you scored 50 out 50, then
it becomes 50/2 = 25 points; and 2) to compute your grade on the Mid-term exam or
Final exam with 100 questions, simply divide your score on the Mid-term exam or Final
exam by 4 -> If you scored 100 out of 100, then it becomes 100/4 = 25 points.

VIII. SELECTED REFERENCES

Arnold, Anita C. 1993:81-83. "Designing Classrooms with Students in Mind," English
Journal, Vol. 82, No. 2.


Practices and High School Completion," American Sociological Review, Vol. 56,
No. 3.

Bennett DeMarrais, Kathleen, and Margaret D. Lecompte.1995. The Way Schools Work:

Bernstein, Basil. 1990. The Structuring of Pedagogic Discourse: Class, Codes and

Cambridge: Polity Press


**Selected Readings From Major Sociological Journals**

| American Journal of Sociology | American Sociological Review |
| Annual Review of Sociology     | Journal of Crime and Delinquency |
| Journal of Marriage and Family | Social Forces |
| Social Problems                | Sociological Inquiry |
| Sociological Quarterly         | The American Sociologist |

**IX. COURSE OUTLINE AND ASSIGNMENT SCHEDULE**

This calendar is subject to change or adjustment as needed throughout the semester.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course orientation</td>
<td>Lecture Notes</td>
</tr>
<tr>
<td></td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Definition of Theory</td>
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<td></td>
<td>Definition of Perspective</td>
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<tr>
<td></td>
<td>Theory and Research Methods</td>
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<tr>
<td></td>
<td>Models of Theory Construction</td>
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<tr>
<td></td>
<td>Deductive Model</td>
<td>Lecture Notes</td>
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<td></td>
<td>General Laws or Analytic/</td>
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<tr>
<td></td>
<td>Synthetic Statements</td>
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<td></td>
<td>Empirical Regularity</td>
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<tr>
<td></td>
<td>Empirical Assertions</td>
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<tr>
<td></td>
<td>Derived Hypothesis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assumptions of the Deductive Model</td>
<td></td>
</tr>
</tbody>
</table>
2 Social Process Model

Basic Domain Assumptions about:
- Social reality
- Social order
- Human nature

Assessment Procedures
Types of Logic of Reasoning:
- Formal Logic
- Analogical Logic
- Dialectical

Sources of Domain Assumptions

- Social context
- Gender/Age
- National context
- Religion
- Personal experiences
- Ethnicity/Race
- Social class
- Historical context

3 Models of Theory Construction and Implications for Research

Theoretical Perspectives in Sociology

- Structural-Functionalist
- Conflict
- Symbolic Interactionist
- Phenomenological/Ethnomethodological
- Rational Choice
- Feminist

Basic Domain Assumptions of Feminist Perspective

Intellectual Roots of Feminist Theory

Test #1

4 Feminism and Feminist Scholarship in Academe:
Women’s Struggle for Recognition Continues in Sociology
Introduction
Operational Definitions of:
Feminism
Feminist Scholarship
Recognition in Academe

Group #1 Presentation

5 Feminism and Feminist Scholarship in Academe:
Women’s Struggle for Recognition
Continues in Sociology

Social and Intellectual Forces and the Birth of Sociology and Feminism:
The scientific revolutions of the sixteenth and seventeenth centuries
The Enlightenment
The conservative reaction to the Enlightenment
Political revolutions
The Industrial Revolution and the rise of capitalism
Feminism
Urbanization
Socialism
Religious change
The growth of science

6 Feminism and Feminist Scholarship in Academe:
Women’s Struggle for Recognition
Continues in Sociology

Classical Social Thinkers’ Responses to Social and Intellectual Forces and the Birth of Sociology and Feminism:

Auguste Comte’s Response
Emile Durkeim’s Response
Karl Marx and Friedrich Engels’ Response
Georg Simmel’s Response
Herbert Spencers’ Response
Thorstein Bunde Veblen’s Response
Max Weber’s Response

Test #2

7 Feminism and Feminist Scholarship in Academe:
Women’s Struggle for Recognition
Continues in Sociology

Classical Social Thinkers’ Responses to Social and Intellectual Forces and the Birth of Sociology and Feminism:

Jane Addams’ Response
Anna Julia Cooper’s Response
Charlotte Perkins Gilman’s Response
Harriet Martineau’s Response
Beatrice Potter Webb’s response
Marianne Weber’s Response

Test #3

8 Feminism and Feminist Scholarship in Academe: Women’s Struggle for Recognition
Continues in Sociology

Theory and Perspective in Sociology
Varieties of Feminist Theory in Sociology
Feminist Methodologies

Oral Histories
Feminist Content Analysis
Feminist Case Studies
Feminist interview research
Feminist Ethnography
Original Female Research Methods
Group Diaries and Drama

Group #2 Presentation

Feminist Theory or Feminist Perspective?

Discussion and Conclusions

Test #4

9 Early Women Sociologists and Classical Sociological Theory 1830-1930

Marianne Weber
Harriet Martineau
Charlotte Perkins Gilman
<table>
<thead>
<tr>
<th></th>
<th>Early Women Sociologists and Classical Sociological Theory 1830-1930</th>
<th>Reading Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Addams</td>
<td>Anna Julia Cooper</td>
<td>Beatrice Potter Webb</td>
</tr>
<tr>
<td>Mid-Term Examination</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Overview of Feminist Theory</th>
<th>Reading Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theories of Gender Difference</td>
<td>Cultural feminism</td>
<td>Biological</td>
</tr>
<tr>
<td></td>
<td>Institutional and socialization</td>
<td>Social-psychological</td>
</tr>
<tr>
<td>Group #3 Presentation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Overview of Feminist Theory</th>
<th>Reading Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theories of Gender Inequality</td>
<td>Liberal feminism</td>
<td>Marxian</td>
</tr>
<tr>
<td></td>
<td>Marx and Engel's explanations</td>
<td>Contemporary Marxian explanations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Overview of Feminist Theory</th>
<th>Reading Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theories of Gender Oppression</td>
<td>Psychoanalytic feminism</td>
<td>Radical feminism</td>
</tr>
<tr>
<td></td>
<td>Socialist feminism</td>
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<table>
<thead>
<tr>
<th></th>
<th>Overview of Feminist Theory</th>
<th>Reading Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third-wave Theories</td>
<td>Diversity</td>
<td>Critique</td>
</tr>
<tr>
<td></td>
<td>Vectors</td>
<td></td>
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<tr>
<td>Group #4 Presentation</td>
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</tbody>
</table>

|   | Review for Final Examination | Final Examination |
X. ASSIGNMENTS: GROUP PROJECTS

The main objective of these projects is to provide students with an opportunity to explain the persistence of a particular social problem or social issue of their choice from the main variety of Feminist Theory, assigned their group. Note that each main variety of Feminist Theory has its variants. You must use the main variety for your explanation, not any of its variants. This assignment revolves around section 2 of the outline-identifying the social problem or issue and the “Why” question. Therefore, all group members must jointly work on this section to identify the social problem or issue and the “Why” question first and foremost. Your analysis must emphasize the following:

<table>
<thead>
<tr>
<th>Outline Item</th>
<th>Points Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Introduction: Briefly summarize the variety of Feminist Theory’s main ideas and focus. This simply means the Basic Domain Assumptions of the Theory.</td>
<td>2 points</td>
</tr>
<tr>
<td>2) Assuming you are a theorist from this variety of Feminist Theory, how would you explain the social problem or issue your have chosen? You must clearly identify the social problem or issue and specify the “Why” question to be addressed and explain it fully and in detail using the Basic Domain Assumptions.</td>
<td>8 points</td>
</tr>
<tr>
<td>3) Your assessment or appraisal of the variety of Feminist Theory's contribution to our understanding of the social problem or issue. This involves identifying strengths and weaknesses of the variety of Feminist Theory’s specific response to the “Why” question in section 2 above.</td>
<td>3 points</td>
</tr>
<tr>
<td>4) State if you agree or disagree with the variety of Feminist Theory’s specific response to the “Why” question in section 2 Above and why.</td>
<td>2 points</td>
</tr>
<tr>
<td>5) Conclusion: State something new you learned in analyzing this particular social problem or issue from this variety of Feminist Theory.</td>
<td>2 points</td>
</tr>
<tr>
<td>6) Language and Systematic and Orderly Presentation of ideas.</td>
<td>1 point</td>
</tr>
<tr>
<td>7) Proper Acknowledgement of Sources of your Ideas.</td>
<td>1 point</td>
</tr>
<tr>
<td>8) Sufficient and Adequate, Relevant References or Bibliography.</td>
<td>1 point</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20 points</strong></td>
</tr>
</tbody>
</table>

** Take Note: This Point Allocation above MUST become the second page (the page after the Title page) of your final presentation.**
**This assignment requires at least ten relevant references.**
Proper referencing and citation are required. Use the (American Sociological Association (ASA) Style (format). **

Three Examples of Proper Acknowledgment (Citation) of Sources

1) According to Drugger (1988) in black culture, employment is an integral, normative, and traditional component of the roles of wife and mother.

2) Women’s excitement with these opportunities which had been denied them for many years (Fuhrmann et al. 1991).

3) In 1972, "female seniors were much more likely than their male peers to enroll in a vocational education program" (Green 1993: 2).

References


The groups are assigned as follows:

<table>
<thead>
<tr>
<th>Groups</th>
<th>Date Due to Class Members</th>
<th>Due Date to Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Gender Difference Theory</td>
<td>Friday, April 5, 2013</td>
<td>Saturday, April 13, 2013</td>
</tr>
<tr>
<td>2) Gender Inequality Theory</td>
<td>Friday, April 5, 2013</td>
<td>Saturday, April 13, 2013</td>
</tr>
<tr>
<td>3) Gender Oppression Theory</td>
<td>Friday, April 5, 2013</td>
<td>Saturday, April 13, 2013</td>
</tr>
<tr>
<td>4) Third Wave Theory</td>
<td>Friday, April 5, 2013</td>
<td>Saturday, April 13, 2013</td>
</tr>
</tbody>
</table>

DUE DATES FOR SUBMISSION OF PERTINENT, RELEVANT COMMENTS, QUESTIONS AND SUGGESTIONS

| Submission to Coordinator | Wednesday, April 10, 2013 |
| Submission to Instructor by Coordinator | Saturday, April 13, 2013 |
INSTRUCTIONS AND GUIDE FOR GROUP PROJECTS

This assignment revolves around section 2 of the outline-identifying the social problem or issue and the “Why” question. Therefore, all group members must jointly work on this section to identify the social problem or issue and the “Why” question first and foremost. Then after this very important step in the process, each group member must be assigned a particular aspect of the project to prepare and present to the group. The group then comes to a consensus with respect to the material to be included in the final copy of the group’s presentation. The emphasis is on student interaction.

Students are encouraged to engage in meaningful interaction in the process of putting together their group presentation, especially section 2 of the outline-identifying the social problem or issue and the “Why” question. It should be noted that a good presentation is one which raises a lot of questions and generates meaningful discussion.

Each group must send a copy of its final presentation, which must clearly indicate each group member’s contribution, to members of the class through an e-mail with an attachment of the Microsoft Word file of its final group project one week prior to the due date of the group's presentation. Each member of the class must read it very carefully and generate pertinent, relevant comments, questions, and suggestions to be emailed to the coordinator of their group timely on or before the specified due date, so that he or she will put them at the end of the final group project that is emailed the instructor for grading. I strongly urge you all to take time and carefully read through each group’s project, since this will help you tremendously in formulating your own pertinent, relevant comments, questions, and suggestions as well as provide you with clues to many questions that will be on the final examination for this course.

Very Important Note: Procedure for the submission of your pertinent, relevant comments, questions, and suggestions will be done by GROUPS.

For example:

For Group #1->There will be one email from Group #1 containing:
A) Group Project and Course Name, e.g. Group Project for SOCI 561 D1 in the Subject Box of the email;

B) Copy of Group #1 Presentation; and

C) Names and pertinent, relevant comments, questions, and suggestions of each member of Group #1. This means, each member of Group #1 will be responsible for personally putting her or his pertinent, relevant comments, questions, and suggestions at the end of her or his group’s final copy of the group’s project.

The coordinator/leader of Group #1 will then send me an email on the due date indicated below with an attachment of a Microsoft Word File containing the final
copy of Group #1 project with the pertinent, relevant comments, questions, and suggestions of all the members of Group #1, including those of the coordinator/leader at the end of it.

Let us assume that Group #1 has four members and there are 4 groups for this assignment, the email that I will receive from the coordinator/leader will look like the following:

A) Group Project and Course Name: Group Project for SOCI 561 D1 in the Subject Box of the email;

B) An Attachment of a Microsoft Word File containing a final copy of Group #1 Project with Group #1 Members’ pertinent, relevant comments, questions, and suggestions at the end of it as follows:

C) Group #1 Members’ pertinent, relevant comments, questions, and suggestions:

1) Anna M. Jones (coordinator/leader):
   Her pertinent, relevant comments, questions, and suggestions for the presentation of all the groups except her own group i.e. for Groups 2, 3, and 4.

2) Edward F. James:
   His pertinent, relevant comments, questions, and suggestions for the presentation of all the groups except his own group i.e. for Groups 2, 3, and 4.

3) Mary N. Johnson:
   Her pertinent, relevant comments, questions, and suggestions for the presentation of all the groups except her own group i.e. for Groups 2, 3, and 4.

4) Leslie T. Thompson:
   Her pertinent, relevant comments, questions, and suggestions for the presentation of all the groups except her own group i.e. for Groups 2, 3, and 4.

Based on this example, it means I will get only four emails (since there are four groups), each from the coordinator/leader of each group. Individual emails of pertinent, relevant comments, questions, and suggestions are absolutely unacceptable. Don't send one because it will simply be disregarded.

This same procedure, described above, will apply to all the groups. Important Note: It is on the basis of your pertinent, relevant comments, questions and suggestions that your Attendance and Participation Component (10%) of the final grade will be determined. This assignment will be graded on the basis of the group effort as well as individual contributions. Students who fail to provide individual contributions and to participate fully in the group effort will get a zero for this component of the final grade. There are NO exceptions.

Note: It must be emphasized that it is the responsibility of each student, NOT that of
the coordinator/leader, to seek out and contact members of her or his group to ensure full participation and collaboration. This assignment must be guided by the detail description, instructions, and allocation of points for each item as provided above.

RESPONSIBILITY FOR COMPLETING GROUP PROJECT

Note that it is the responsibility of each group member to contact other members of the group immediately so that the group can meet either physically or electronically via email or Group Discussion Board to assign tasks and responsibilities. Every member of a group MUST participate fully and in an informed manner in order to receive credit for this important component of the final grade.

It must be emphasized that the role of the coordinator of each group is mainly to coordinate, convene meetings and facilitate group discussions and activities. It is, however, NOT her/his responsibility to find or run after group members to ensure: 1) the fulfillment of their responsibilities; 2) the completion of their tasks; and 3) their participation in group meetings and discussions.

Every member of the class should be reminded that the coordinator is required to provide the instructor with information regarding participation or non-participation of members of the group. It goes without saying that non-participation of any member results in a ZERO for this important component of the final grade.

Note that the Group Project is 20% (20 points) of the final grade and participation in the preparation and completion of each Group’s Project, and providing pertinent, relevant comments, questions and suggestions is 10% (10 points) of the final grade. For more information, see Syllabus for Components and Formula for Computing Final Grade.

THE EDUCATIONAL BENEFITS OF THE GROUP RESEARCH PROPOSALS

1) They clarify and reinforce the basic steps of the research proposal;

2) Students who have grasped the basic logic involved in the process and steps of the research proposal serve as teachers and assist others in the group to grasp them too;

3) They provide students with opportunities to learn the skills of public speaking and research presentations;

4) They help in clarifying and reinforcing the relationship between theoretical frameworks and research;

5) They teach the value and importance of team work at the workplace; and

6) They help students synthesize and integrate theory and research.
STUDENT ONLINE MID-TERM COURSE EVALUATION AND FEEDBACK

I very strongly believe that effectiveness and success in the process of learning requires a very frank and honest dialogue between students and instructor. Please take a few minutes and provide thoughtful and honest responses to the questions below. Remember that your feedback is going to be very useful in assisting us make changes and adjustments in this course to facilitate the learning process, thereby helping us, as well as other students in future, all learn. Thanks for your assistance.

1) What do you consider to be the main weaknesses of the course up to this point?

2) What do you consider to be the main strengths of the course up to this point?

3) What do you dislike most about the course up to this point?

4) What do you like most about the course up to this point?

5) What can the instructor do differently to help you learn more during the next half of the Semester?

6) The study guides for tests and exams are:

   Clear. Yes _____ No____. If no, explain.

   Helpful. Yes _____ No____. If no, explain.
7) The instructions and guide for group projects are:

Clear. Yes _____ No____. If no, explain.

Helpful. Yes_____ No _____. If no, explain.

8) Circle the means of communication that is most helpful to you and explain why.

E-mail  Telephone

Explain why:

9) The time allowed for each test or exam is enough  Yes_____ No____ If no, explain

10) General Comments: