

SOC 460—Women in poor countries (Summer 2021)

<https://people.eou.edu/socwomen> (course website)

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COURSE DESCRIPTION: This course examines women's lives in less developed countries, and the forces that shape them. It is an introduction to a broad, interdisciplinary and international literature focusing on issues related to women's work, health, education, social, economic and political status, their property rights, within local, regional, national and global contexts. Economic development is often seen as both a contributor to gender-based inequities, and a vehicle for addressing them.

This course will focus on the history of gender and development, the status of women in various social and geographic settings, social theory that offers insight into the women/development nexus, the actual 'practice' of development via policy, projects, organizational initiative and social movements. Reading materials will mix concepts, theory, empirical research, and case studies.

Upon completion of the course, you should have a much better understanding of how women live in countries of the South, how they have been affected by 'development' initiatives, how specific individuals, groups, movements and organizations are working to effect social change, and how larger structures and processes may affect the course of development and women's fortunes.

Course objectives

1. To better understand the lives of women in countries of the South.
2. To understand the concept of development, and the importance of gender in that understanding.
3. To grasp concepts of statistical measurement of development.
4. To become more familiar with broad social, economic and historical processes that affect women's potential to participate in development.
5. To better understand approaches and processes to development with the best chances for success in helping women.

LEARNING OUTCOMES Upon completion of the course students will demonstrate capacity to:

1. identify ethnocentric assumptions underlying conventional development models;
2. examine different definitions of development and critically evaluate statistical measures used to characterize development;
3. identify gender bias in cultural, political and development institutions;
4. propose initiatives designed to address gender inequalities, incorporating principles of sound community development.

ASSESSMENT MEANS: There will be bi-weekly quizzes (20%), an analysis of development measures (10%), participation in online discussion (focused on reading and lecture material, 40%), and a term project (30%).

REQUIREMENTS

- You'll be asked to participate in online discussions based on assigned readings;
- You'll have two major assignments to complete: a final project, and an analysis of development measures;
- You'll need to gain access to the following texts (in addition to a few additional readings that will be available through Canvas):
 - Maggie Black. 2015. *No-Nonsense International Development: Illusions and Realities*. London: New Internationalist.
 - Nalini Visvanathan, Lynn Duggan, Nan Wiegersma and Laurie Nisonoff (editors). 2011. *The Women, Gender & Development Reader* (2nd edition). London: Zed Books.
 - In addition, there will be numerous readings in Canvas.

CLASS FORMAT

The course will emphasize discussion and critical thinking skills. The discussion board is the focal point of the class. I will post lecture material where I feel it fills gaps in reading assignments.

Assignments

| assignment | description | points | total |
|----------------------|--|--|------------|
| Development measures | Analyze measures of development from UNDP Human Development Report, gapminder.org | 50 | 50 |
| Quizzes | Bi-weekly, available Saturday noon through Tuesday midnight | 5 x 20 | 100 |
| Term Project | Identify a problem and propose way of addressing it—idea, draft, peer review, and final paper | Idea (10) Draft (20) Peer review (20) 100 (final) | 150 |
| Participation | Discussion boards— <i>weekly participation</i> | 10 x 15 | 150 |
| Writing | In discussion boards—proofread before you post! | 10 x 5 | 50 |
| Totals | | | 500 |

Important dates

| Day/dates | Assignment/event |
|----------------------|--|
| Sat-Tu, Jun 26-30 | Wk 1 quiz open |
| Sat-Tu, July 10-13 | Wks 2-3 quiz open |
| Monday, Jul 26 | Analysis of tables paper due |
| Sat-Tu, Jul 31-Aug 3 | Wks 4-5 quiz open |
| Tuesday, Aug 3 | Term project idea due |
| Sat-Tu, Aug 14-17 | Wks 6-7 quiz open |
| Tuesday, Aug 24 | rough draft of term paper due |
| Thursday, Aug 26 | term paper peer review due |
| Sat-To, Aug 21- 25 | Wks 8-9 quiz available |
| Tuesday, Aug 31 | Term project final due |
| Fri, Sept 3 | End-of-term eval closes (midnight) |
| Friday, Sept 3 | last day to turn in discussion make up |

Grading procedures

I will grade on a straight percentage:

| | | |
|-----------|---------|---|
| 90-100% | 450-500 | A |
| 80-89% | 400-449 | B |
| 70-79% | 350-399 | C |
| 60-69% | 300-349 | D |
| Below 60% | < 300 | F |

Minuses will be given for the bottom third (0-3) of each range; pluses for the top third (7-9). I will also use pluses and minuses positively if I feel that one's grade did not reflect the totality of a student's effort; I will not use them to reduce a grade. Unless I've made a mathematical error, *all grades are final*.

The latter part of the course is where things should start to come together for students. I treat the assignments later on as more important in evaluating your learning (i.e., as your learning curves increase, my expectations will as well). The final proposal is your opportunity to show that you've put the various elements of the course together and can apply them, or think critically about them, within the context of the real world.

Description of assignments (<https://people.eou.edu/socwomen/assignments-online-students/>)

Analysis of Development Tables

<https://people.eou.edu/socwomen/assignments-online-students/term-project>

... from the UNDP (United Nations Development Programme), 2019 [Human Development Report](#). You need to analyze the following tables (you can access them from [this page](#), too):

Making sense of information in tables

1. [Table 1](#), Human Development Index
 1. you can display up to 100 countries [entries], which reduces the full table to two pages);
 2. You can also click on the header at the top of [this ranking page](#) to sort the countries by column.
 3. you might find [Table 2](#) useful, but it's optional
 4. [full explanation](#)
2. [Table 5](#), Gender Inequality Index
 1. [full explanation](#)
3. [Dashboard 4](#), Environmental Sustainability
 1. [full explanation](#)
4. There are several other subsequent tables you might find useful as you explain results, but you don't need to analyze them, or include them in the report--optional.
5. Don't get hung up on the numbers! Some of them make sense (like births/1000 women, or % of parliament seats held by women), but in some cases it's probably more meaningful just to look at relative positions--which countries are high/low? Which have the greatest/least disparities?

Guidance

So, **you're to analyze three tables from the HDR**: the HDI (Human Development Index) table, the Gender Inequality Index (GII) table, and the Environmental Sustainability dashboard (. . . it's a table). For each table, I would like a 1-2-page analysis of what you learned/observed. Describe what the statistics tell you about development (Table 1), about the status of women (Table 5), or a country's environmental measures (Dashboard 4). I would expect for each you'd provide:

1. *a brief 1-2 sentence summary* of what the table is trying to measure;
2. *description and analysis of what you learned* from the table (e.g., about gender differences on development measures, the usefulness of the measure, the possible difficulties of collecting reliable data for this measure, possible alternative measures that might better represent gender differences, maybe a better idea of where extreme gender differences exist in the world, or merely a better understanding of global inequalities by country, by continent, government type, etc.). Remember, though—you can use 'developed' countries for comparison, but they **should not** be the focus of your paper. Also make sure you describe how any indices were calculated (you should understand the difference between an index and a simple indicator or measure--it is not complicated).
3. *a critique of the measures used*—do they actually measure what they claim to? Are there other better measures available? How difficult might it be to collect data? Are there missing data that render the measures less meaningful?

Make sure you check out the supporting materials on the pages linked above—they will help you understand these measures and how they are used. But be skeptical--you'll be reading some articles that suggest skepticism is warranted.

This assignment is in part about 'statistical literacy'—can you take statistics, in this case in table form, understand and make sense of them, and identify what is important about them? These tables include both direct *measures* and *indices* (an index is a compilation of measures). So in other words, the HDI is a combination of three separate measures: how long people live, *on average*; how much education people have, *on average*; and how much money people have, *on average*. Especially with the income, an average can be very deceptive. For instance, if we took the average income of the students in class, let's say 10 students, and everyone makes anywhere from \$10,000 to \$100,000 (no, that wouldn't be me!), we might get an average somewhere around \$30,000-\$40,000. But if one of us were a millionaire, and all of the sudden it was \$1.2 million divided by 10, the average would be \$120,000. Only one person is doing really well, but that person brings the average way up. Check out [Equatorial Guinea](#) if you want to understand how one corrupt dictator plundering the treasury can influence GNI per capita.

Now, if we instead measured *median* incomes--that means took everyone's income, and put it in order from least to most, and then chose the mid-point income--we would better represent how most people were doing. But that can also be deceptive if a lot of people in the country don't really have much income, because they're growing their own food instead (or fishing, or herding, etc.).

So for instance, one approach might be to take 3-4 countries and compare their numbers--say one from high/very high development, one from medium, a couple from low (that represent different geographic regions). You can look them up on [country profiles](#) and see how the numbers might have changed over time. Or you could base them on the GNI per capita minus HDI rank--where a positive number suggests: not much wealth, but distributed more evenly; and a negative number means: the wealth may be substantial, but it isn't distributed well at all, meaning high rates of inequality. So you could pick a few countries that score really in the negative range, in the positive range, or even around zero (still trying to represent low-medium-high, though).

For example, a perennially-near-the-bottom country, Central African Republic, where life expectancy was 51 years in 2017. That doesn't mean that people die of old age at 50. It does probably suggest high rates of infant and/or maternal mortality, lack of access to health care or public health improvements (clean water, for instance), or war/conflict, and of course poverty/famine. But we don't know for sure unless we ask. The WHO (the UN's World Health Organization) [might provide clues](#). So if you do a little outside research, cite your sources (properly!). And ... women live longer than men, on average. So if you find *any* countries where that isn't the case, there is something terribly wrong going on with policies affecting women.

I'd also like to see a brief ending paragraph reflecting on the use of statistics in development—you can be critical, analytical, etc., but I'm looking for *thoughtfulness*. Do the existing measures we use tell us what we need to know? If not, why do we use them?

I would recommend you find someone in class to proofread anything you turn in, including this assignment. Or the online writing lab. I would hope that from this assignment you gain:

1. a better feel for the *geography of gender differences and global inequalities*;
2. a grasp of the *concepts underlying gender and development* measurement (e.g., what are the important things that will tell us if people's / women's lives are improving or not?);
3. a better understanding of the difficulties and *complexities in trying to quantify* and measure gender bias and more generally development;

4. an appreciation of the *importance of measurement* in trying to assess whether development is taking place—what is measured, how is it measured, does the measure actually do what it claims to do?

Keep in mind as well, that sometimes these organizations have to choose measures that are already being collected. They may know they're not the best, but to try to collect median income instead of average income for instance would be pretty difficult, and require knowing everyone's income and arraying them in order. And there are literally billions of people -- the US president included -- who don't really want people to know how much money they make, or how much wealth they own.

As you go through these, consider possible alternative measures. For instance, 'health/well-being' might be measured as number of doctors per 100,000 residents (regardless of where they're located), or life expectancy, infant mortality, total daily caloric intake, etc—all yielding different kinds of data and different conclusions. Keep in mind, measurement costs money—data have to be collected, compiled, analyzed, etc. Where does the information come from? Interviews with illiterate villagers (that is, who won't be filling out surveys)? Official report? How hard to collect? Would possible better measures be harder to collect?

Look through these [indicators](#) for some guidance if it helps. Here's a [discussion](#) of the HDI.

The final report should be double-spaced, no longer than 6 pages in length, due [July 26](#).

The final version *worth 50 points*. Here's a [sample paper](#) (ignore the part 2)

Quizzes—every other week

At the end of each even-numbered week we'll have a timed quiz. It will be based on the readings I've assigned for the week, as well as any online lecture material I've made available. There will be 2 to 4 questions, either short answer, multiple choice, or fill in the blank.

I'll generally make the quizzes available Saturday afternoon, and you'll have until Tuesday at midnight to complete them. They will be timed (two hours), which is waaay more time that you'd need, but once you've begun you need to finish. *These are open-book*, but the answers won't be readily available—you'll have to think through the questions. They will be based on material from the readings, lecture material online, and the discussion boards, meaning that it's in your best interests to generate discussion and questions early in the week, so that you have something to study and reflect on before you decide to take the quiz.

Quizzes will be worth 20% of your overall grade (100 pts, 20 pts / quiz)

Participation—Discussion forums

This is really the most critical part of the course. This is the online discussion part of the class in Canvas. I will have very high standards for this portion of the course, and *to get full credit you need to post and engage in discussion every week*. This may be different from many DDE courses you've had, but it trips up more students than any other assignment, so read carefully. Some general rules:

- You need to do the discussion while everyone else is (i.e., no going back three weeks later, unless there are unusual circumstances you've cleared with me first);
- You need to post every week—One posting for each thread I create in the discussion board for the week, and at least one reply to someone else's post. This means you could easily have at least nine per week (usually I'll have three questions to frame the week's discussion).
- Your posts need to be thoughtful. There are 10 points possible for posting, and 5 points for the quality of the posts. This is somewhat subjective, yes, but I will be looking for evidence of thought— maybe the post is short, but condensed and full of meaning and significance. I'll be looking to see that it reflects

some preparation and intellectual effort on your part. Of course bringing in outside sources you've looked up is always a way to score points. So it's not just length, although it's very hard to show evidence you've been reading and thinking about a topic in a couple of sentences.

- Citing sources—at the end of a post where you're discussing a reading, cite the source. APA style not required. I know I know—it seems silly. It's just practice, and it will make this a more automatic process for you and improve your paper-writing efficiency.

There are several kinds of postings that can gain you credit:

- You can pose a question for the group, and then try to answer it or explain why you asked it.
- Provide other research or web resources you've found that shed light on a subject we're discussing.
- You can summarize a long discussion thread and try to distill it down to one or a few issues.
- You can reply to others' postings—either agreeing or disagreeing, the main thing is that you provide evidence and some logical argument to back up what you're saying.
- The key is, show me more than your opinion on something—Unsupported statements won't get you more than a '3' for the quality of your postings for the week.

Points will be based on the following criteria:

- *Your ability to reflect on the questions or the readings/lecture material.* To receive full credit, you need to show you've not only been through the readings, but understood them and used them as evidence to support your views.
- *Your grasp of the topic.* You don't necessarily need to show mastery of each reading or topic, but you do need to ask questions where you're unclear to clarify your understanding and show me you're putting effort into understanding the material. Again, if you try to do this without referring to the readings or lecture material, I won't even know if you've read it. So 'I don't get it' won't garner you many points.
- *Your ability to communicate your ideas.* I would like to see good, organized writing. Complete sentences, spell-checked, and all that. If you're citing something, do it correctly, give us a web page. 'I agree' is okay, as long as it's followed by a well-reasoned explanation of why you agree with a previous post (again, citing evidence).
- *Bringing in outside materials.* I encourage this, but I also want you to have evaluated these materials. If it's the first .com site you found on google, I'll let you know if I think it's a suspect source.

We will practice standard 'netiquette' (discussion forum behavior). No 'flaming' of individuals. This is where we discuss, debate and exchange *ideas*. I will insist on civility. I will deal with personal attacks privately, but firmly, so don't do it—we're here to encourage everyone to participate, refrain from engaging in ways that discourage others from participating.

Worth 30% of overall grade (150 points—15 points per week).

Writing in discussion forums

Blame it on previous classes if you like. You need to demonstrate college-level writing in both the website analysis paper and in discussion threads. There will be five points possible each week for writing in the discussion boards, meaning you need to proofread your posts, check for spelling errors, capitalize, all that basic grammar-related stuff, and make sure that they make sense, to get the full five points each week (there will be a separate grade item for this). A '5' means your posts are in order, make sense, thoughts are well-organized, and you've proofread your post before hitting the 'submit' button. A '4' means you've probably done *some* proofreading, but there are still some pretty glaring errors. '3' means it's not really clear you've proofread the posts for the week. '1' or '2' indicates your posts have so many errors in them that they're hard to follow, and in any case readers may not take them as seriously. I'm doing this because writing is just so critical to finding work, communicating with prospective employers, and we all need to show some self-awareness about our writing. This will show up as a separate grade for each week of the course,

5 points possible per week, 50 points total for the term.

Term project: A development proposal

You'll be asked to come up with a proposal. *This is different than writing a paper.* Essentially, you'll need to identify some problem, explain and describe the problem, explain and justify how you propose to address it, and discuss how you would measure its success. There are sections to the paper that you'll need to include:

1. *Identification of the problem* (describe the problem, its scope, show why and how it's an important problem and worthy of attention, and finish with a problem statement)
2. *What are you proposing?* How will you address the problem you just described? This section should also include goals and objectives (why are you proposing this project, and what do you really want to accomplish?). Goals are usually broad statements, for instance improving women's nutrition in rural villages; objectives would lay out the ways in which you would do this—awareness/media campaign, vegetable gardening projects, etc. You should justify the choices you've made.
3. *Methods/approach* (What methods will you use to achieve your objectives? For instance, if you proposed a vegetable gardening project, you would have to determine how you would go about accomplishing this task—would you train villagers, send workers out into rural areas, dig wells, provide seeds, etc.? There are many issues to work out). Some things to consider include:
 - a. *Key stakeholders* (who are the important people who need to be involved—whether with government agencies, NGOs, village chiefs, etc.)
 - b. *Planning and participation* (how will you involve the intended beneficiaries? Who will manage the project?)
 - c. *Scale* (nationwide, region-wide, village-wide, working only with women, working with whole villages, certain ethnic groups—there are geographical questions, ethnic/religious/cultural questions, as well as the scope of work)
 - d. *Time*—what is the time frame for the project?
 - e. *Evaluation*—how will you know if the project was a success? What might be important measures?

I would like you to briefly *describe at least one alternative method* that you decided not to use (or at least one other that could address the problem), and why the method you chose is preferable.

4. *Resource implications*—this is the nuts and bolts. Do you need vehicles (fuel, parts, garage, mechanic, driver, etc.)? Paper? Printers? How much staff? Medical supplies? Buildings? Are these available locally, or will they have to be imported, etc.
5. *Impacts/potential barriers*—well-designed projects think through how they might impact different groups of people, and what the barriers to their success might be. You're expected to engage in some informed speculation on these.
6. *Design principles*—some of the important principles of development we'll discuss in class include grassroots participation (bottom-up vs top-down), collective action, flexibility, sustainability, leverage, scale, using local resources (increasing self-reliance), transparency, appropriate technology and transformatory potential. You'll want to discuss which of these, if any, you've incorporated into your project, and how. Keeping in mind that incorporation of these design principles increases the likelihood of your project's sustainability and success.
7. *Documentation*—you need to cite the sources you use, in the references section at the end of the proposal and in the text, too (Grigsby 2009). Use APA format just to standardize this. I want to know from where you drew your information, and expect you will have done some research—I've given you many possible sources of both conceptual and practical information.

Total 150 points. **10 points** possible for turning in a topic and justification, **20** for a draft, **20** for a peer review, and **100 points** possible for submitting a final draft. It should be double-spaced, no less than 9 pages and no more than 15 in length (you can use appendices for supplemental information, just label them and put them at

the end of the file). We'll have multiple discussion threads for students to discuss ideas on this project, and toward the end of the term you will be responsible for reviewing one of your peer's work.

Due *Tuesday, Sept 1 (draft due Aug 24th; peer review due Aug 26th).*

Expected Outcomes for Upper Division Writing Intensive Courses:

Soc 460 meets and exceeds expectations for demonstrating proficiency in upper division writing. Students will:

- produce at least 5,000 words (including drafts, in-class writing, informal papers, and polished papers); 2,000 words of this total should be in polished papers which students have revised after receiving feedback and criticism.
- practice the forms of writing and reflect upon the nature of the writing used by graduates and professionals in the discipline the course represents.
- write at least one paper integrating information from more than one source, employing the appropriate documentation style for the discipline represented by the course.
- draft, revise, and edit their formal written work.
- seek assistance from a Writing Tutor in the Writing Lab when needed and when referred by the instructor.

Extra Credit: End-of-term Survey, good news

I will be asking you to complete a survey at the end of the term. It's basically a somewhat extended evaluation of the course and yours and my participation. Responses are confidential—I don't know whose is whose, and I don't really care. The survey is designed to help me better understand how the course is working out, and to get you to evaluate your own level of participation and satisfaction with the course and your performance. The goal is to help me provide students with the best learning opportunities, but everyone in class can receive up to 5 points for completing it (based on the percentage of students who complete it). I depend on constructive comments from students to continually improve my courses and address any perceived problems, so I expect students to take this seriously, and accordingly I attach a significant point value to it.

Also . . . I will have an extra discussion thread. The pandemic is with us, many of us may be experiencing some additional stress as a result. And the information in this course isn't always uplifting, even if it is edifying. So, you can gain one extra credit point per week for posting, with a brief description/annotation, one of the following:

- A news story or report that describes some hope or optimism re: the welfare of women in the Global South;
- A source that you have discovered that provides valuable and useful information for the class or the uninitiated (the geographically challenged or media-insulated from the plight of the Global South).

Up to 5 points extra credit for the survey; 1 pt/wk for the extra discussion (you'll see it in the modules).

Policies, expectations

Academic integrity

The university's official position: Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found guilty of academic misconduct (including, but not limited to, cheating, plagiarism, or theft of an examination or supplies) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the university, or being expelled from the university--or a combination of these (see section II of the 2002-03 Student Handbook, p. 32ff, and p. 41 ff). The Library links to general resources on plagiarism. Use these if you're not clear about expectations.

My interpretation: Plagiarism is taking credit for work, ideas, papers, that are not yours. Universities make lots of literature available for a nominal fee, the bargain being that if you use the ideas of others, you'll credit them. So it isn't just wholesale theft, but as the above says, deception, misrepresentation, etc. Know what plagiarism is, and how to avoid it. If you're caught plagiarizing, you'll receive an 'F' on the assignment and possibly the course. So if you're having problems in class, please come see me before you turn to the Web.

Due dates and late assignments

Assignments are expected on the day they're due. Late assignments will be assessed a penalty (one letter grade for each day, increasing with lateness). Please use the assignments folder to turn things in—I will disable the digital drop box. If you have extenuating circumstances for being late, I'm always willing to listen. But in fairness to others who've managed to get them in on time, it'll have to be compelling. Believe it or not, we all want you to do well in class and help you succeed.

Expectations

I will justify my discussion forums, online lecture and reading material, assignments, etc., by showing their relevance to the overall course objectives. I will provide a friendly environment for discussion of ideas, provoke you to think—in some cases probably outside of your comfort zones—impart personal experiences relevant to course material, and be generally accessible, approachable, and clear and precise about course expectations. With respect to coverage of content, I tend to emphasize depth over breadth—if I have to choose, I'll choose potential for learning over sticking to a schedule.

In turn I expect students will do their own work, use or develop critical thinking skills and be able to express them online, let me know when unclear or in disagreement on a concept, either exhibit college-level writing skills or seek help to improve them. I'll look for progress in developing abstract thinking skills and students' abilities to focus on the “big picture”—key concepts delivered in class, their relevance to course material, the real world, etc. Discussion forums will focus on ideas—we can debate people's ideas in a respectful way, but personal attacks on people will not be tolerated. You're expected to show respect to everyone in the class. Some would cite a loss of civility as a serious social problem affecting American society. We'll resist.

Students with disabilities

Any student requiring assistance or accommodation from me in performing course-related work should make his/her needs known to me in a timely manner. If you have a documented disability or suspect that you have a learning problem, you are entitled to reasonable and appropriate accommodations. But you must work with the Disabilities Services Office (disabsvc@eou.edu). The office is located in Loso Hall 234 (phone 962-3235 or 962-3081).

Drop Policy

A student may drop from a course for any reason with no record on the student's transcript *before the end of the 4th week of the term*. Thereafter, a student must withdraw from the course. A student may withdraw *from the 5th week of the term through the 7th week* with a grade of "W" indicated on the transcript.

No withdrawals will be issued after the 7th week of the term. Instructors will issue a letter grade (A-F, or I) for all students enrolled after the 7th week. A student making adequate academic progress during the term and needing to withdraw after the 7th week may request an incomplete from the instructor.

Schedule of topics

| | | | |
|--------|-------------------------|---------|-------------------------------------|
| Week 1 | Development, background | Week 6 | Action and change |
| Week 2 | Development | Week 7 | Women and health |
| Week 3 | Development and women | Week 8 | Trafficking, violence against women |
| Week 4 | Women and the land | Week 9 | Proposals |
| Week 5 | Women and work | Week 10 | What to do? |

Making up a week's discussion (you're entitled to two of these)

Papers should be *no longer than 3 pages, double-spaced* (11 or 12 pt font) in length. This is how I would like you to structure the reflection papers:

1. *What for you were the most important points* that you took from the readings, discussion and lecture material for the week? This is an exercise in abstract thinking—what is the ‘big picture?’ You should touch on each reading assignment, discuss any common threads between them, or differences. I want to see what you got out of the readings and the week’s topic, and gauge your depth of understanding. I’m not looking for book reports here—do some summary, but your paper should be no more than 1/3 summary (and no less than 2/3 analysis).
2. *Demonstrate you read the discussion forum.* I don’t need a play-by-play blow of people’s postings, I just want you to demonstrate you went through the postings, and got something out of the process. How did people respond to the material for the week? What was your take? Just keep in mind—take a stand, but ***don’t make points if you’re not going to support them with evidence or logic.***
3. *Standards.* This is making up for your having missed the discussion boards, so I expect the same amount of intellectual effort to go into the make-up. Good writing, use of complete sentences, paragraphs to change ideas, citing of authors’ works at the end. You can submit it to Canvas, just make sure you specify which week you’re making up.
4. *Strategy.* If you have to choose, make up the week where you have the most points to potentially gain. This sounds pretty straightforward, but you’d be surprised how many people will do one of these to get from a ‘15’ to an ‘18’ (out of 20). Use this to get from a ‘0’ to a ‘15’.