

Harriet Martineau: The Leading Woman That The Men Forgot

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Words: 2349

**Point Allocation**

- 1) Background factors that shaped the theorist's theoretical formulations .....2 points;
- 2) Theorist's conceptualization of Society.....4 points;
- 3) Theorist's conceptualization of the individual.....4 points;
- 4) Theorist's Methodology.....4 points;
- 5) Theorist's Vision of the future.....1 point;
- 6) Theorist's Contributions to Contemporary Sociology.....1 point;
- 7) Conclusion: State something new you learned in researching, reading, and preparing  
for this group project .....1 point;
- 8) Language and Systematic and Orderly Presentation of ideas.....1 point;
- 9) Proper Acknowledgment of Sources of your Ideas.....1 point;
- 10) Sufficient and Adequate, Relevant References or Bibliography.....1 point;
- Total.....20 points

### ABSTRACT

Harriet Martineau was the first female sociologist (Hill, 2002). Her contributions to the science of sociology were great. She refused to be stopped by being female and was instrumental in the development of modern sociology. She implemented an observational method adhering to positivist ideals in producing substantial volumes of work on the topic of society.

## Harriet Martineau: The Leading Woman That The Men Forgot

Harriet Martineau was born on June 18, 1802 in Norwich, England. Early in life it was discovered that she had no sense of smell, and from age twelve her hearing grew weak. By age twenty, Martineau was completely deaf (Hill, 2002). She was raised as a Calvinist. It is this Calvinist influence that she felt helped her survive her years of illness, as well as instill in her a sense of duty and self-respect. She found herself often taking comfort in religion. It was also during these early years that Martineau began to write a written record of various principles and aphorisms that she enjoyed. She kept a simple book that she made in which to write down those maxims that she found to be important. In her autobiography, Martineau confesses to being a child who was difficult of temperament and persistently gloomy. After numerous thoughts of suicide she developed a certain persistence, which she maintained throughout her life. At the age of sixteen, while spending time with relatives due to her illness, she was influenced by Unitarian values. While spending time with her paternal aunt, she found herself to be around people whom she considered to be “amiable and talented”. It was in that household of industrious individuals that she began to develop her awareness of society. About a year later she returned to her family home in Norwich. By 1821 she was beginning her career as a writer, publishing her works anonymously in a Unitarian periodical. Martineau’s father died when she was twenty-four years old, leaving her and her mother with very little financial support. It was then that she began to think of herself as a serious writer,

since her deafness prevented her from pursuing her dream of becoming a teacher (Martineau, 1877).

Harriet Martineau's contributions to society began with the translation of "*Cours de Philosophie Positive*" by Auguste Comte from French to English, publishing it as "*The Positive Philosophy of Auguste Comte*". Martineau did not think of herself as a creator of original work, she considered herself to be an instrument of popularization. Even though she did not consider herself to be a creator of original work, she did admit to having lived a remarkable and notable life (Martineau, 1877). Harriet Martineau's work in sociology pre-dates much of the work of Marx, Durkheim and Weber, but yet she studied many of the same topics, including suicide, social class, race and religious affiliation (Hill, 2002:18). In addition to covering the topics covered by male sociologists, she also began work on feminist theories and put forth a new view of womanhood that did not match with previous societal expectations for the female gender role (Hobart, 1994).

Before Martineau became so influential in sociology, she herself was influenced principally by the work of Auguste Comte and her religious upbringing as a Unitarian. While already holding a Comtian view, before being introduced to the work of Comte, she found that his words better stated her own views (Yates, 1985). Her Unitarian views helped her establish a Necessarian view of society, while Comte laid out the various methods of inquiry and intellectual postures available to her (Martineau, 1877). Comte provided to her through his writing the theological, metaphysical and positive postures.

Martineau found comfort only in the positive methods, which at the time were particularly popular in the natural sciences. Comte and Martineau were the founders of the idea of the scientific method being applied to the social sciences. While a majority of Martineau's ideas were based on Comte's work, she did not take sociology to be a religion in itself, as Comte did (Yates, 1985). Through her deafness, she championed the rights of not only people with a handicap, but anyone who has been denied, such as slavery, and women's rights. Deafness profoundly shaped all her experiences, ideas, and methods (Hill, 2002). She learned, however, to adapt. She was first in denial of her disability. She didn't want to appear "dull and inattentive"(Hill, 2002), which was the norm for hearing impaired students during her time. She felt shame and denial with trying to become integrated into society because of her deafness. She felt that deaf people felt that "people are taking advantage of us in what they say"(Hill,2002). Those times were also filled with her adapting because of her disability, which allowed her parents to allow her to read at the dinner table, because she couldn't enter into conversations at the table. She finally was able to become comfortable with it, and asked for special seating in the chapel (Hill, 2002), so that she could hear better. Because of her disability, it allowed her to champion causes for the underprivileged. Perhaps the most notable influence on the work of Harriet Martineau was an influence she had felt since birth, being female.

Martineau used all of these background factors in her interpretations of society. Ultimately her concept of society was that social interaction and human association existed for the happiness of the individual. The objective of society is to serve the social needs of the individuals involved in it. To accomplish the goal of empowering the

individuals and making their lives better, Martineau believed that society had to be changed in the only way that society can change, through social reforms. Her belief in social reform is a derived component of her belief in Necessarianism, as well as reflective of her Unitarian background. While Herbert Spencer and other of her contemporaries and successors believed that society should be allowed to mend itself and that no intervention would be helpful, she was strictly against these laissez-faire approaches (Ritzer and Goodman, 2004:274).

Martineau conceptualized the individual as an autonomous, moral and practical agent. She believed that it required a great amount of effort on the part of the individual to be in compliance with the natural laws of society (Webb, 1960:110). Martineau's Unitarian background encouraged her to see the quest for knowledge and the betterment of society as being for the purpose of the growth of the individual member of society (Hill, 2002:186). For her concept of society, she believed that the autonomy was essential to individual happiness and as a result, essential to the progress of society. She believed that through the subjugation of women and the enslavement of other humans, societies in existence at her time were denying themselves assets that would be much more valuable if they were allowed autonomy (Ritzer and Goodman, 2004:275). Through autonomy individuals could explore the boundaries of their intellectual capacity and contribute greatly to social progress. In Martineau's definition of the individual, autonomy was synonymous with selfhood. Without being granted "selfhood" through autonomy, women were only an extension of the "self" of the men in society (Hill, 2002:100).

Objective observational research is the primary methodology employed by Harriet Martineau to uncover the nature of society. Her observations were recorded in many of her works. One of the more popular of her observational works was “Society in America”, in which she observed numerous phenomenon, such as the abolitionist movement (Martineau, 1837:144). Martineau considered it important to observe a society without having any pre-conceived standards for how the society should act, and to make assessments only on its own standards. During her visits to numerous countries, she evaluated and critiqued various aspects of society, but being careful to reference a society only to itself and not based on British standards of behavior to which she had become accustomed (Martineau, 1877:362). Martineau’s methods went beyond casual observances and their notation. She wrote a book, “How To Observe: Morals and Manners”, which outlines for any potential future sociologist, how to methodically observe the culture and customs of any particular society. The book describes in detail the observation of religious activities, moral notions, domestic status (economy, family relations and health), ideology of liberty, social progress and levels of discourse. The methods she described support her adherence to positivist principles and her belief of sociology being a science, even though she never utilized quantitative measures (Martineau, 1838). The positivist influences in her research methods are obvious, as she looked for direct causes to social problems and applied the scientific method to her view of society. Martineau observed to look for real cause-and-effect situations instead of relying on theological or metaphysical concepts to account for the actions of society. This even applied to the concept of parenting, as she directly stated that unaffectionate

parenting leads to “evil children” (Martineau, 1849:116). She borrowed from the ideas of John Locke in making her assessment of making a child believe they are “evil” leading to them acting “evil”. This resembles an early form of a labeling theory. She went beyond Locke’s theory in using her experience with her own mother to establish that through parental love a child could develop a positive self-image (Hill, 2002).

Harriet Martineau’s vision of the future was based on her Necessarianist philosophies. She believed in the inevitability of cause and effect in an ever changing natural, physical and social context (Hill, 2002:186). It was through this philosophy that Martineau believed that the future of society is based on the present of society and what “we” do with it. She believed that making social change in the present would have a direct impact on the future (Martineau, 1877:130). Martineau theorized that there were components of human capability and levels of intelligence that had not yet been explored that could have an impact of the future of society. She believed in free will as part of a complex social system and had no appreciation for deterministic and pre-destination theories (Hill, 2002:186).

Harriet Martineau, along with Auguste Comte, were pioneers in the idea of treating social sciences just as other sciences were treated, implementing a positivist approach, much like what is used in modern sociology research. Martineau is considered by many to be the founder of empirical sociology (Hoecker-Drysdale, 1992). Modern social-work methods are also founded on the Necessarian views held by Martineau. There is a belief that society can be changed for the better through reforming institutions

and advancing the understanding of how various parts of society work together (Ritzer and Goodman, 2004:275). As the first female sociologist and certainly the first feminist sociologist, she made a large impact on the development of the field of sociology from the beginning. Martineau could have had a more substantial impact on sociology had the male academic establishment not prevented her from entering academics due to being female (Hill, 2002:11).

During the process of researching for this manuscript it was discovered that Harriet Martineau was not only a contributor to the establishment of sociology and one of its most vocal early supporters, but was also an active participant in the fields of theology and economics, at the time called “political economy” (Frost, 1991). Martineau was an extraordinary woman. Despite the social adversity to women in the field, and the added hindrance of her physical disabilities, she accomplished much in her life. Many of her ideas were ahead of their time and continue to echo into modern social sciences. There can be no doubt about her beliefs and views on society, as she left over fifty volumes of primary-source material which covers every aspect of society that she ever encountered. Harriet Martineau died on June 27, 1876 at the age of 74 (Hill, 2002).

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## CONTRIBUTIONS BY GROUP MEMBERS

Audrey Ivey: Discussion of importance of feminist influence in sociology, Major contributions to impact on modern sociology and methodology

Patrice Jenkins: Group coordinator, Influences on the work of Harriet Martineau section (author), Research for methodology

Jesse Julian: Substantial research efforts in all major components of the project. Editorial support

Kathy Kelly: Martineau's Disability [in Influences] (author), Discussion of contributions to feminism, Editorial support

Curtis M. Kularski: Brief Biography section (author), Future vision of Harriet Martineau section (author), Contributions to modern sociology (author), Methodology (author)

## Responses to Other Groups

### Audrey Ivey:

#### Group 1 – Comments

- Title page, reference/bibliography page, point assessment page
- Don't forget to go back and fill in missing citations
- Inconsistent citation format/style – AMA format
- “She was raised by her father’s sister, Flora Schnitger, until the age of sixteen and his two brothers, who had psychological issues.” **May consider rewording to make the sentence flow more smoothly – example: She was raised by her father’s sister, Flora Schnitger and his two brothers (who had psychological issues) until she was sixteen years of age”**
- Try to make ideas flow more continuously, and do not repeat the same information unless trying to reiterate a point
  - Marianne Weber was born 1870 in Orlinghausen Germany and died in 1954. Her mother died when she was two. She was raised by her father’s sister, Flora Schnitger (**who was a teacher**), until the age of sixteen and his two brothers, who had psychological issues. Her slightly insane father was a country doctor whom did not live in the home with them but came to visit once in while. ~~Marianne’s aunt was a teacher that taught her in the school and home until she was sixteen.~~ Marianne lived in horror and terror because of the screaming and chaos brought on by insanity that constantly surrounded her (Britton, 1979; Weber 1979/1975:173).
- Inconsistent verb tense throughout paper – may possibly want to consider using past tense throughout
  - As a child, Weber **developed** several different forms of coping strategies that helped her cope with the mental illness that surrounded her. It **was** important

to her, that her peers and other people that she **would come** in contact with, viewed her as being normal. One of the strategies **used** when her father would visit **is** drawing, and others **would be** focusing on positive and happy thoughts, like Christmas, close friends and gardens (Britton, 1979:10).

- Some sentences are confusing because they don't flow well or don't have proper comma usage (either unnecessary commas that break up parts of the sentence that don't need to be broken up, or thoughts that need to be separated & set aside from the rest of the sentence that have no commas)

### Group 3 Comments

- Lacks title page and reference/bibliography page
- Inconsistent citation style – I believe instructions called for AMA format
- “Due the fact, that Addams was a strong headed woman” **may want to consider rewording – Due to the fact that Addams**
- Inconsistent verb tense in some areas of the paper (such as “horrifies Addams” and the next sentence uses “was stunned”.....in Conceptualization of the Individual the verb tenses are consistent, but puts it in present time which you may need to consider putting in past tense)
- Some sentences seem “choppy” and should flow more freely
  - Example: “One day as she visited a poor, run down section of London, she saw poor people desperately bidding for rotten food and eating it raw; which horrifies Addams , not only the experience , but her response to it. (Johnson, 2006). Addams was stunned to see the state that people were living in. Addams destiny was in the making at this particular time”
- “responsible were: the first eight –hour law for working women,”
- ” Although Addams has been less cited in American sociology than have other Chicago sociologists of her time” (reword: possibly “**Although Addams has been less cited in American sociology than other Chicago sociologists of her time have,**”
- Check for grammatical / punctuation errors...**example:** She feels that people, regardless of their status, have the...
- Sections 5/6 missing???

## Group 4

- “On a personal level, Cooper experienced the harsh reality of sexism and racism (Patricia Madoo Lengermann). Growing up in a slave state, Cooper along with all the other slaves was freed in 1863. (I believe that “along with all the other slaves” should be set off by commas – you may want to have a strong grammatical person check over this) The Emancipation Proclamation allowed Cooper to achieve her full potential”
- “Once Cooper received her degrees, she taught” (check comma usage)
- Remember that if you quote info taken from a specific source then you have to cite that source
- Inconsistent citation/bibliography formats – I believe the format called for in the project directions was AMA
- Lacking title page

## Group 5 Comments

## Background factors

- May want to consider changing the wording about a “full ride” to something more professional such as full scholarship, paid by grant, or whatever the case was – college students understand the term, but others that may come into contact with your paper may not or may understand the term and consider it to be inappropriate.

## Vision of the Future

- *“He felt that the power and resources controlled by the white majority would never allow blacks equality and should therefore be socialized and distributed more equally (Ritzer 2004).”*
  - This sounds a lot like a conflict theory to me, and maybe you could elaborate on how his vision of the future was related to the

conflict theories along with other sociological theories, or maybe use the theories as a segue into the next section...

Something New

- *“What I have learned by doing research on W.E.B Dubois is that he was an intellectual leader”*

**Patrice Jenkins (coordinator):**

Group 1 MARIANNE SCHNITGER WEBER- No title page, reference page, or contribution page. As I was reading there were some areas that said no citation, which needs to be fixed. There are no page numbers. If you Google asa format or Purdue owl it will show you how an asa paper is written. There were some good details of the life of Marianne Webber. I also didn't see the allocation point page that he wanted second.

Group 3 Jane Adams- Before I even started to read, I didn't see a title page. I didn't even see a reference page. I didn't understand what numbers 5 and 6, there was nothing there. There wasn't the allocation page either. If this group doesn't get all the 20 points it's because of the small stuff he asked for, like the title page, allocation of point page, and the reference page.

Group 4 Anna Julia Cooper- While I was reading their could have been more citations in the paper. Like for theorist of the future, I only see one in text citation for that whole paragraph. In the section, Cooper's Contributions to Contemporary Society, why was Fayetteville State University Catalogue used to explain cooper's ideas? That could have been explained in a different way. I don't even see the group members name, a title page, or none of that. This group could have done a little better.

Group 5 W.E.B. Dubois- In this paper I felt like it could have been a little longer and more resources. The minimum was 10 sources. You all met all the other requirements in the outline order. In this paper it was easier to point out what was what because you all had headings above the paragraph, so that was easier for me. Overall good paper.

**Jesse Julian:**

Group 1:

This paper has several deficiencies:

No title page.

No page numbers.

No title for reference page.

Not enough references.

Incorrect word forms.

Mixed tenses.

Misspellings.

Punctuation, capitalization, and grammatical errors.

Missing words and superfluous words.

Mistakes in plural vs. singular words.

Mistakes using possessives.

Inaccurate date.

The sociologist is referred to as both Weber and as Marianne. Marianne is too informal or familiar.

One quote has seventy words. This requires a separate paragraph or block quotation.

Some citations are noted as "need citation" rather than actually having proper citations.

One statement is repeated almost verbatim. Variation is better.

I suggest replacing "the best way to go" with "preferred."

Salon needs further explanation, description, and definition.

An adequate amount of general information is included but with poor presentation and missing some details.

It seems that Marianne Schnitger Weber was quite a woman.

Group 3:

In some places the writing is in present tense rather than past tense.

There are several grammatical errors.

There are several spelling errors.

There are several punctuation errors.

I suggest explaining the ideas of neo-Comteans that influenced Addams.

"of Industrial Revolution" should be "of the Industrial Revolution."

"America sociology" should be "American sociology."

"recreation, art" should be "recreation, and art."

There is no reference page but there are in-text citations.

The paper is not complete. There are missing sections. Apparently the assigned authors did not produce. Notwithstanding the minor mistakes I thought the paper was well written, readable and informative.

Group 4:

There is no title page.

The required second page is missing.

There is a factual error in the third paragraph. The Emancipation Proclamation (no s) did not free all of the slaves in all of the slave states. It did not free the slaves in the slave states that were not in rebellion.

Typing error. No r needed on achieve in second paragraph.

I suggest replacing "name" with "reputation."

Third paragraph: Should be "received" instead of "receives".

Extra word "would" should be deleted.

Cooper not capitalized in two places.

In paragraph four footprint should be hyphenated.

In the second paragraph under Methodology "out" is not needed.

Sometimes present tense is used.

The last sentence in the second paragraph of Conceptualization: Should be "society's" instead of "societies."

Under Theorist of the Future "who" is a better form than "whom." Use "toward" instead of "towards."

In the concluding paragraph I think the author intended to write "ahead" instead of "in head."

Not all of the references listed under References were used as citations in the body of the text. This violates ASA style rules.

The paper was slightly short.

What were the personal, educational, and political events that "constructed" Anna Julia Cooper?

#### Group 5:

Ambiguous sentence structure. The third sentence in Background Factors should be rewritten because it is unclear exactly what happened between the three people in the family.

"full ride" is an informal, slang term. I suggest "full scholarship."

I would like to know more about his parents and heritage.

What type of support did he get from his community and educators?

"southerners" experienced racism. Which southerners? Whites, Blacks, slaves?

In the section headings and in the text under Contributions, according to *The Fowler's Modern English Usage*, 's should be placed at the end Dubois to show possession.

In the Methodology section I suggest inserting "type of" between "his" and "and" for clarity.

Since north is a particular place and not a direction it should be capitalized.

Civil War should be capitalized because that is the name of a war.

Dubois was not born "several" years after the Civil War. It was two years and ten months.

Place commas before and after "or any for that matter" for pauses.

Rearrange wording from "detrimental to both of the races future" (apostrophe required for races') to "detrimental to the future of both races."

Apparent typing error. "writing a Scholar" probably should be "writing as a scholar"

The Contributions section and the first line of the next section are written in smaller type than the rest of the paper.

"year's separatism" should be plural, "years' separatism."

In the Methodology section, "first of it kind" should read "first of its kind."

In the Vision section the comma after "earlier years" should be omitted.

"Often times we hear..." has extra word that is not necessary. "Often we hear..." is better.

Dubois is correct, not Du Bois.

There are less than the required ten relevant references.

The paper was informative but could have been more so. I enjoyed reading it. The first person writing should be changed to third person.

#### Group 6:

Our project instructions state that each group coordinator will send a copy of their group project to each of the other groups "one week prior to the due date of their group project to the instructor." That would be April 9th. We did not receive a copy this paper until April 13th, only three days before the due date.

The paper contains extraneous material that is off topic.

It does not have the required number of references.

A few minor grammatical errors.

A couple of phraseology difficulties. Improper use of "to be."

"Tessla" is correctly spelled "Tesla."

In the first sentence "death" should be "deaf."

Cox was a school "principal" rather than a "principle."

Change "smarts" to "intelligence."

Change "satisfactory" to "satisfaction."

The last sentence in Background Factors is constructed awkwardly.

The meaning of "scribed" is unclear.

I suggest adding "or wages" after "salary" for accuracy.

Typing problem in second sentence of Contributions to Contemporary Sociology section. "th" needs to be removed from "emerging" and "en" needs to be deleted for coherence.

There is a "7) Conclusion" at the end but there is a blank space afterward.

The paper is well written but the type looks to be smaller than twelve-point font.

**Kathy Kelley:**

Group 1:

No title page or allocation page

First sentence, a word is left out; numerous sentence structure errors throughout the paper; misspelled words also; several citations are left out; a 'salon' should have been explained to the reader.

Otherwise, this paper gives a great deal of information about Marianne Weber.

Group 3:

No title page

Misspelled words and error in verb tense

Did not initially tell of any back problems, but later wrote, 'flared up again'

Not many citations

No vision of the future; no theorist contribution to contemporary society

No title page

Group 4:

There was no title page;  
some citations were not dated;  
no listing of participants;  
Informative of the subject

Group 5:

I would have liked to see more about his school experiences, especially in college. What were his majors? Why did he leave Fisk to go to Harvard? Who were his parents?

Slang terms should not be used (full scholarship, instead of, 'full ride').  
One sentence incomplete in words and meaning. I would have liked to see some of his books listed. How did he become a leader in criminology, and the first American sociologist of religion?

Other than that, this was an interesting report, and informative.

Group 6:

This report on Oliver Cox was full of information about him, and many details of his life, plus, personal views of the group and the challenges they faced, which put a personal touch on their project. This was a lengthy report, but every word was interesting, because I have a very vague knowledge of Mr. Cox. There were some structural errors, and some misspelled words, but all the rules were followed in doing this report.

**Curtis M. Kularski:**

Group 1:

Title page? Running head? Page numbers? Points page? Contributions page?

I see the word "insane" used a lot. This is not a good word for either sociology or

psychology papers. It is primarily a term used by the legal field, or by individuals who do not know any better. In the social sciences we tend to try to refer to the specific illness, or we refer to symptoms evident of disturbed/abnormal behavior, but the labels of "insane" and "insanity" are not typically condoned in our fields.

The theorist's first name is used a lot. I don't suppose its technically incorrect, but it isn't very common, and may be seen as disrespectful to the theorist. This, along with other "flowery" language (the clichés and so forth), makes me get a very informal feel from this paper. As an academic paper, I don't like it, it just feels inappropriate.

In the section on the future, you mention numerous things that Weber saw as being wrong with capitalism as well as types of work that were oppressive to women. What types of work did Weber feel that women could do with dignity?

What "insanity" surrounded Weber during her youth? I would have liked to have seen a little more detail on this.

Due to the influence of Max Weber on the present state of sociology, I am very happy to see references to how he and Marianne interacted. However, I would have liked to have seen more detailed examples of theories that they directly competed on. You also mentioned her being supportive of him, but was he supportive of her theories?

What is a "social statue"?

Some sentences feel like run-ons and others seem to be fragments.

Overall the paper is comprehensive and provides numerous details of the life of Marianne Webber. The paper also hits a few points regarding her theories of society.

### Group 3:

"Her family felted that she had enough education and they were more concern about her being marry." would read better as "her family felt that she had enough education and they were more concerned about her being married".

A lot of the sentences in the "background" section are overly punctuated, spare

commas and semicolons are breaking sentences.

"According to the text" is not a proper citation.

"They formed a real professional and personal network" What's real?

Who created the phrase "social innovators"?

The paper refers to "the University" several times. What university?

"Although Addams has been less influential..." is repeated at the end of the Background section.

There are grammar flaws throughout the paper, and some sentences read with an indecisive tense. Some of the grammar flaws make the paper difficult to understand and to follow.

You make the point very clearly that Addams was a humanitarian concerned for women and children. It gives an impression of Addams' character. When discussing children working in "illegal places" it would have been nice to see some examples of those places, as well as some examples of Addams' efforts to help them.

Stating that Addams assigned a special task to women to clean up their communities is almost an anti-masculine feminist statement, which I'm sure was not Addams' intent. Perhaps a little clarification would have been helpful with that point.

You state that Addams believed that all people irrespective of status have compassion to help others, are there any direct quotes or actions to substantiate this?

The conceptualization of the individual section is very succinct, but the sentence structure concerns me. The section does not flow very well and jumps from point to point, without much elaboration or graceful transition. While technically correct, it is difficult to read. It is however, informative.

In methodology: "order to try and learn people" I am not sure what you are trying

to say here. "Try to educate people" or "attempt to learn human nature (behavior)"?

I find it interesting the amount she was able to accomplish through Hull House, both in terms of social revitalization as well as in her research.

I think the missing sections weaken the paper, but I think that the paper as it is constitutes a good start.

#### Group 4:

My first impression of the paper is that the citation style is inconsistent, and there are large areas of the paper that do not have citations.

The contributions to sociology/society section seems a little thin. It is based on a sound concept, there are few better ways to show how someone impacted modern sociology than to look at what is being taught at a university. I think the section could have been better executed using a variety of courses from different institutions, not just FSU. Also, course numbers rarely have significance outside of the institution and do not seem like something that belongs in an academic paper. My other concern is that it is the only substance to the section. I do not feel that giving a course description and then explaining how it fits with the theorist's view really does justice to the influence of the theorist on modern sociology. Also, the section just sort of stops at the end, there are no closing remarks or other text to help bring the topic to a close. I also feel that the one-line defense of each course description was a little sloppy, "Cooper experienced a lot of gender equality and she made sure that other women will not experience the same" for example. This makes Cooper sound like an anti-feminist.

In conceptualization of the individual, I see a few problems with tense, most notably, "believed" and "believes". While with philosophers it is often acceptable to continue using the present tense (because their work survives them), a consistent tense is expected. I also had a hard time understanding the sentence: "Cooper also noticed that there was a class and race in educated women's circle as well as, a status division among African-American women."

What university did she become president of?

The founding of the YMCA and Camp Fire Girls are interesting points in her

biography. How did these institutions carry out her mission? Was there impact immediate or did it take time for them to be successful?

Group 5:

Some portions are in first person.

There is a lot of thoughtful effort on the background information area, but some of the other areas feel thin in comparison.

I believe that the group could have worked to extrapolate a concept of society and conception of the individual from the theorist's work.

A lot of grandiose statements are made about his accomplishments, but very few pieces of evidence are offered to help illustrate this point.

Group 6:

This project was received 5 days after the deadline.

The first sentence reads as a little confusing.

"death ears"?

Typically "degree" is not capitalized, however, disciplines, when listed as part of a degree typically are capitalized.

Did anything interesting happen during his time at Lincoln University?

When did he retire? What made him a "tough" professor (grading, lack of intimidation)?

After retiring from the faculty at Lincoln University, where was he a professor?

Some examples of his kindness and generosity would help to illustrate your point.

"His works remains to be a part of the most insightful and greatest works forgotten to the many socioeconomic aspects of society." I am not certain exactly what is being said here. Who exactly forgot about his work?

There are 0 citations in the background section.

I think the concept of a depression era sociologist is very interesting. Knowing this encourages me seek out some of the written work of Oliver Cox.

The conceptualization of society section is very well written, well cited and seems to be very well thought out. The presentation of Cox's view of pluralism is very interesting. In the United States pluralism is basically non-existent, but in Canada it is a fairly strong concept. Pluralism is like cultural nirvana, many will attempt to find it, but it is a very delicate balance to maintain as different cultural aspects clash.

The conceptualization of the individual section is reasonably sound, but yet doesn't raise any questions or pose any thoughts.

While the ordered list worked for concept of society, the bulleted list doesn't seem to fit with the methodology section. The points are not expounded upon and are very much left hanging, giving the effect of a diagram, but without the footnotes or other helpful guides to understand why it's there. The analysis of fascism is a little stronger, and the numbered list there does add to the paper. I am seeing a lack of citations in this section.

The remainder of the paper is clear, clean and informative. When asking the question relating to sexual orientation, I think it would have been interesting to pull in some other theories that may have expanded on the theories of Cox to see if perhaps there was some substance to the idea.

I like that multiple people added to the conclusion with the new idea they learned. I wish I would have thought of that with my group.