

**Overview Of The Honors Requirements For Lauren Soule
When She Takes "Soc. 130: Social Problems" During the Fall, 2008 Term**

The principle I am following is that an honors student should not simply do "more of the same," but should complete enrichment assignments that go into greater depth and are more intellectually challenging and rewarding.

Lauren Soule will carry out research A) about the platforms of the candidates concerning the proposed solutions to social problems in the 2008 presidential campaign; B) about proposed solutions to a different set of problems in past elections; and C) about solutions to a third set of social problems implemented in England and Canada.

A. From the pre-Nov. 8 list of social problems (global inequality, racial inequality, gender inequality, poverty, drug abuse, crime and justice - indicated on the syllabus by "*Candidates' Campaign Platforms*"), the honors student will pick 3 and see what the presidential candidates (Republican, Democrat, independent Ralph Nader, other independents if any) propose as solutions. The honors student will visit their websites, and will also locate analyses of the candidates' positions by think tanks, policy "wonks" and pundits. She will write a three page paper about each of the three social problems, systematically addressing these questions: ✓

1) Exactly what is the problem, according to the candidate?
How is it defined, or framed, in our textbook and reader (simply put, is the individual to blame or does the problem go deeper and is it the outgrowth of institutional arrangements)?

2) What are the proposed solutions to this problem, according to the candidate's website?
How is this solution characterized or classified in our textbook and reader?

3) What is the likelihood that the proposed solution will really work, according to the evidence in the text and other sources (a critical thinking question).

B. Then she will choose one more problem (some aspect related to "work": job creation, unemployment, wages, outsourcing) and trace campaign promises about resolving it back through past elections (since 1980). This is the "historical analysis" part of her assignment (indicated on the syllabus by "*Past Elections' Campaign Platforms*"). The question for the short paper will be: what has changed and what has remained the same about the proposed solutions by the Democrat's and Republican's candidates to this problem over the past six presidential elections?

C. Then, after the election (roughly Nov. 8), the honors student will pick 2 additional problems (from the remaining list of topics: family problems, education, health care, urban and suburban problems, environmental issues, and national security). This is the "comparative section" of the honors assignment (indicated on the syllabus by "*Great Britain and Canada*"). The question for the short paper will be: how are these problems addressed in Great Britain and Canada?

The honors student will also take the same exams as the other students, and will be graded by the same standards. ✓

place on the fifth Friday of the term.

Exam 2 covers chapters 7,8,9,12,13, and 15 in the Eitzen and Zinn textbook, in addition to the corresponding selections in the Eitzen and Leedham Reader. This in-class exam will take place on the tenth Friday of the term.

Exam 3 covers chapters 10, 11, 14,16, 17, 18, and 19 in the Eitzen and Zinn textbook, in addition to the corresponding selections in the Eitzen and Leedham Reader. This last in-class exam will take place during final exams week.

Research Report:

Choose a topic and do library research to find out more about it. *See the instruction sheet for further information.*

CLASS PARTICIPATION:

Each student must choose a reading from the Eitzen and Leedham Reader. You will summarize the reading, and give a 2 minute presentation to the class. Class participation is *mandatory* if you want to get the mathematical grade that you earn. Note: To receive an "A" or "A-," a student must constructively participate on a regular basis in class discussions

ATTENDANCE:

Regular and on-time attendance is required. To be late twice equals 1 absence. You are allowed 4 absences. More than 4 absences means that you risk being withdrawn from the class.

GRADING FORMULA: Each exam = 25%; term paper = 25%

Hofstra University Professor Jessica Karmen Sociology Department Fall, 2008
Reading Assignments Week-By-Week: SOCIAL PROBLEMS

Note: Be sure to read the Introduction to each of the sections in the Eitzen and Leedham reader.

Honors Credit Options

Week One –

Eitzen/Zinn Textbook: Chapter 1: The Sociological Approach

Week Two –

Eitzen/Zinn Textbook: Chapter 2: Wealth and Power

Candidates' Campaign Platforms

Week Three –

Eitzen/Zinn Textbook: Chapter 3: Global Inequality

Candidates' Campaign Platforms

Week Four –

Eitzen/Zinn Textbook: Chapter 7: Poverty

Eitzen Reader: Article 4,5

Candidates' Campaign Platforms

Week Five –

Eitzen/Zinn Textbook: Chapter 8: Racial and Ethnic Inequality

Eitzen Reader: Articles 6,7,8

Candidates' Campaign Platforms

First In-Class Exam

Week Six –

Eitzen/Zinn Textbook: Chapter 9: Gender Inequality

Eitzen Reader: Articles 9, 10

Eitzen/Zinn Textbook: Chapter 10: Sexual Orientation

Eitzen Reader: Articles 11, 12

Candidates' Campaign Platforms

Week Seven –

Eitzen/Zinn Textbook: Chapter 5: U.S. Demographic Changes

Eitzen Reader: Articles 13, 14

Candidates' Campaign Platforms

Week Eight –

Eitzen/Zinn Textbook: Chapter 12: Crime and Justice

Eitzen Reader: Articles 31, 32, 33

Eitzen/Zinn Textbook: Chapter 13: Drug Abuse

Eitzen Reader: Articles 34, 35

Candidates' Campaign Platforms

Week Nine –

Eitzen/Zinn Textbook: Chapter 14: Work

Eitzen Reader: Articles 21, 22, 23

Past Elections - Campaign Platforms

Week Ten –

Eitzen/Zinn Textbook: Chapter 15: Families

Eitzen Reader: Articles 15, 16, 17

Eitzen/Zinn Textbook: Chapter 16: Education

Eitzen Reader: Articles 18, 19, 20

Great Britain and Canada

Second In-Class Exam

Week Eleven –

Eitzen/Zinn Textbook: Chapter 17: Health Care

Eitzen Reader: Articles 24, 25

Great Britain and Canada

Week Twelve –

Eitzen/Zinn Textbook: Chapter 6: Urban and Suburban Problems

Eitzen Reader: Articles 26, 27, 28

Great Britain and Canada

Week Thirteen –

Eitzen/Zinn Textbook: Chapter 4: Environmental Threats

Eitzen Reader: Articles 29, 30

Eitzen/Zinn Textbook: Chapter 18: National Security

Great Britain and Canada

Week Fourteen –

Eitzen/Zinn Textbook: Chapter 19: Solving Social Problems

Week Fifteen –

Oral presentations of research findings

Research Paper Due

Week Sixteen -

In-Class Final

From: Neil Donahue
To: Honors
Date: Tue, Apr 22, 2008 9:02 AM
Subject: Fwd: Re: honor's credit for Lauren Soule - Soc 130 01 Fall 2008

>>> Jessica Karmen 4/21/2008 9:38 PM >>>
Dear Dean Donahue,

Here is my proposal for Lauren Soule's INHO for Social Problems (Soc 130 01) in the Fall term. I have attached the form Ms. Soule and I filled out ("SouleHonors.BMP") and I will send you the original through the college mail system.

I have also attached the syllabus for the course indicating her honors assignments ("HonorsSocProb.doc").

As you can see, I am hoping to capitalize on the intellectual excitement surrounding the presidential campaign, and the candidate's debate on the Hofstra campus.

If the proposal needs any further refinement, please contact me immediately. Otherwise, thanks for your guidance and support with this project.

Prof. Jessica Karmen
516-463-5640 (Soc. Dept.)
631-271-5026 (home)

>>> Neil Donahue 04/01/08 11:44 AM >>>
Glad to help. We appreciate your time and effort in support of our shared students.
All the best,
Neil

Neil H. Donahue
Professor of German and Comparative Literature
Associate Dean of Honors College
037 Axinn Library, HUHC
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email: CLLNHD@hofstra.edu

>>> Jessica Karmen 4/1/2008 11:26 AM >>>
Hi Dean Donahue,

Thanks so much for your thoroughness and getting back to me so quickly. I will be putting much thought into this project, and am looking forward to doing so. I am sure that I can get the syllabus to you before two weeks. Thanks for the extra time. If I have any further questions, I will contact you for clarification. I am very much looking forward to the opportunity to work with an Honor's student.

Regards.

Jessica Karmen

>>> Neil Donahue 04/01/08 9:10 AM >>>

Hi Jessica,

Thanks for getting in touch. I'm attaching the cover sheet that we still use, though we're about to revise it, but it has all the info. Also, an Honors Option overview sheet for students describes the procedure. Basically, what's easiest is to insert in boldface some additional assignments (some articles, some short

commentaries, some mtgs. in office hrs., etc.) in order to make an honors version of the regular syllabus. We try to avoid research projects or additional long papers: rather, the enrichment should be continuous (though not necessarily frequent) through the semester and linked to the work of the regular syllabus, not separate. The INHO is not an independent study or separate research project. The deadline was April 1, but you can take the time you need over the next 2-3 weeks. Will that work? The Council usually has to meet more than once to review them all and it takes time: at least we know it's on its way. Does that help? Please give a call if you want to talk. Thanks,
Neil D.

Neil H. Donahue
Professor of German and Comparative Literature
Associate Dean of Honors College
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123 Hofstra University
Hempstead, NY 11549-1230

Tel. (516) 463-5442
Fax (516) 463-4782
email: CLLNHD@hofstra.edu

>>> Jessica Karmen 3/31/2008 9:12 PM >>>

Hello Dean Donahue,

Lauren Soule would like to take my Sociology 103 (Social Problems) course, Fall, 2008, for Honor's credit. The chair of my department, Marc Silver, has approved of the arrangement. I have some ideas for the enrichment component of her assignments. Should I send the syllabus to you or to someone else on the HC Council? Are there any guidelines, or is there a sample syllabus that you could send me since this is the first time that I will be supervising an honor's student. I also need to know the deadline for you to receive my syllabus.

Thanks you for your help in this matter.

Jessica Karmen
Adjunct Asst. Professor
Sociology

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SYLLABUS: SOCIAL PROBLEMS Sociology 103 01

COURSE DESCRIPTION

By taking a "sociological perspective," you will learn to identify what a social problem is, differentiate a "system-blaming" perspective from an "individual-blaming" perspective, and better understand the causes of and cures for the problem. The social problems we will study include terrorism, militarism and war; urban decay and suburban sprawl; gross inequalities based on social class, race, and gender; deviance and crime; family disruption; failing school systems; and inadequate health care services. Most importantly, we will focus on the ways that other countries deal with these social problems, to see if there is anything we might learn from them.

This is a course within Hofstra University's Distribution Curriculum. Therefore, in addition to its specific disciplinary focus on the topics associated with its title and description, it also emphasizes the development of intellectual and academic skills that are part of a general liberal arts education. This course will meet the following student learning goals/objectives in these ways:

- To sharpen written and oral communication skills by completing essays that put forward clear and coherent arguments and by delivering in-class presentations that challenge the audience of classmates to consider different points of view.
- To encourage critical and integrative thinking by applying scientific methods to ethically investigate and analyze social problems that burden people around the country and across the globe.
- To practice quantitative reasoning skills by making sense of numerical information presented in tables of statistics and graphs in the textbook and reader.
- To improve information literacy by carrying out a brief research assignment (short term paper) that draws upon both print and electronic sources, and is properly cited according to APA rules of style.
- To foster a sense of global citizenship by developing an appreciation of and respect for the social policies intended to solve social problems that have emerged in other countries.

REQUIRED BOOKS

- *Social Problems*. Eleventh Edition, by Eitzen and Zinn. (Boston: Allyn and Bacon, 2006) (textbook)
- *Solutions To Social Problems: Lessons From Other Societies*. Fourth Edition, by Eitzen and Leedham (Boston: Allyn and Bacon, 2007) (reader)

COURSE REQUIREMENTS

Exams:

There will be 3 exams. Each exam will be part multiple choice, part short essays.

Exam 1 covers chapters 1-6 in the Eitzen and Zinn textbook, in addition to the corresponding selections in the Eitzen and Leedham Reader. This in-class exam will take place on the fifth Friday of the term.

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Week Fifteen –

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Research Paper Due

Week Sixteen -

In-Class Final