

**POLICY AND SOCIAL CHANGE**  
**SOC 4140 – Section 001**  
**Fall 2021**

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Class Meetings: 9:30 – 10:45 a.m. Tu/Th in Brackett 212 (Traditional, In-Person Format)

Instructor: Jennifer Holland, LMSW  
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Office Hours: M 9:00 a.m. – 1:50 p.m.,  
Tu 11:00 a.m. – 3:30 p.m.,  
Th 11:00 a.m. – 1:50 p.m.,  
F 9:00 a.m. – 1:50 p.m., and by appointment

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**Official Course Description:** This course uses the sociological perspective to examine policy development, implementation, and evaluation in the public and private sectors. More specifically, it focuses on values and ethics and effects of social change efforts on the outcomes of policy formation, social planning, and implementation. Prerequisites: SOC 2010 or 2020 and junior standing.

**Critical Thinking Emphasis:** This course is part of the Clemson Thinks<sup>2</sup> program, which seeks to develop the critical thinking skills of Clemson students through transformative learning experiences; therefore, the class will be discussion-based, communication-intensive, and engagement-rich. Students will be expected to challenge their assumptions and utilize their imaginations to identify and analyze existing social policies and programs and to propose alternative solutions to multifaceted problems.

Although traditionally common pedagogical methods such as lecture, reading, and class discussion will be employed, much of the learning in this course will take place as students wrestle individually with complex social problems, communicate their thoughts to others, and then reflect upon the processes by which they formed their views. Class assignments will rely heavily upon case work, student-led activities, and group projects and presentations. Students will also learn to work their way around the Elements of Thought wheel and will have the opportunity to design critical thinking activities and assignments for their classmates.

**Student Learning Outcomes:** After completing this course, students should be able to:

- 1) Identify and analyze multidimensional social problems and evaluate the impact of personal, social, and cultural values on their definition.
- 2) Break down the steps in the policy development process and discuss the means by which various stakeholders influence the design of social policies and programs.
- 3) Assess the outcomes and effectiveness of a variety of social welfare policies as they are currently implemented in the United States.
- 4) Identify and evaluate past and present U.S. social policies that relate to issues of poverty, health, education, child welfare and domestic violence, and mental health and substance abuse.
- 5) Synthesize information from a variety of sources in order to propose solutions to social problems outlined in sample cases.
- 6) Plan activities and develop and present material to educate other students about selected social policies and programs.

**Required Text and Technology:** Students in this course are required to read a number of online articles that can be found in the Modules folder on Canvas, as well as additional readings from the following text:

Segal, E. A. (2015). *Social welfare policy and social programs: A values perspectives* (4<sup>th</sup> ed.). Boston: Cengage Learning.

Please note that the course readings, notes, and presentations may contain copyrighted materials that are provided in compliance with the provisions of the Teach Act and that are intended to be used only by students within this course and for instructional purposes. Please do not disseminate these materials further. (See the Use of Copyrighted Materials and Fair Use Guidelines policy on Clemson's website for more information.)

**Welcome Statement:** The Department of Sociology, Anthropology and Criminal Justice at Clemson University is a multidisciplinary department committed to gaining a better understanding of human behavior in social context and to developing ways to improve and enrich quality of life. In accordance with the Clemson Forward Strategic Plan, our department strives for inclusive excellence to epitomize the motto "Doing Well by Doing Good." We champion social justice through activities such as research, teaching, advising, mentoring, community outreach, activism, and advocacy. Employing both macro and micro level perspectives, we seek to address structural factors that exacerbate inequities, while also paying careful attention to interactions that take place on a daily basis. We acknowledge that our society faces a myriad of complex social issues, but we remain committed to fostering positive social change. We invite all to join us as we take on these endeavors. We sincerely hope that this department is one where everyone feels welcomed, valued, and empowered. The Department of Sociology, Anthropology, and Criminal Justice welcomes all to our intellectual and physical spaces.

### **Course and University Policies**

1) *Academic Integrity:* As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree; therefore, in accordance with the university's official statement on academic integrity, which is outlined in the "Academic Regulations" section of the undergraduate catalog, academic dishonesty will not be tolerated. Acts of academic dishonesty include lying, cheating, stealing, and plagiarism. If there is evidence that a student has committed any of these acts, a charge of misconduct will be submitted by the instructor to the Office of Undergraduate Studies for resolution. If a student is found to be in violation of Clemson's academic integrity policy, a grade of F for the assignment, and possibly the course, will result. (Please note that, for the purpose of this class, reuse of one's own work is not considered a violation of the academic integrity policy.)

2) *Accessibility:* Students with documented disabilities or injuries who need accommodations to address barriers in the academic setting should consult with the Office of Student Accessibility Services as early in the semester as possible. After an academic access letter is supplied to the instructor, students may schedule an appointment to develop a plan to implement any necessary accommodations.

3) *Attendance:* Regular attendance is critical to students' success in this course; therefore, attendance will be taken during every class period and will influence the participation portion of each student's final grade. For our class, all students are allowed two absences without penalty. For each additional absence, five points will be deducted from a student's participation score unless a valid, written excuse is provided for the absence. Acceptable excuses may include doctors' notes, walkout slips from Redfern, hospital discharge papers, prescription receipts, obituaries, court summons, interview confirmations, field trip or athletic event verification letters, etc. It is the student's responsibility to contact the instructor within one week of a missed class period and to provide appropriate documentation to support the cause of an absence; otherwise, the absence will be considered unexcused and the point deduction will apply.

According to university guidelines, students who test positive or are asked to quarantine or isolate because of exposure to COVID-19 should inform their professors that they will be unable to attend class. The university is requesting that students use the Notification of Absence link in Canvas, which can be found

under the “Help” button on the left navigation pane, to initiate this process. Please also communicate directly with me by email to develop a continued plan of study for our course. You will not be penalized for missing class, as these absences will be excused with the appropriate documentation.

**Please note that if you miss more than six class periods, I will attempt to work with you to develop a plan to help you catch up and get back on track. If you continue to miss additional classes or do not follow through with the plan, however, you will be dropped from the roll (if the last day to withdraw has not yet passed) or assigned a grade of F for the course.** Students who anticipate the need for an extended period of absence may contact the Office of Advocacy and Success (864-656-0935).

If you are absent from a regular class session, you are encouraged to download a copy of the lecture outline from Canvas and secure any additional notes from a classmate. If you miss an in-class assignment as a result of an excused absence, please reach out to me to discuss possible alternate assignments. No make-ups will be allowed in the case of unexcused absences. If you must miss an exam, please contact me within 24 hours and provide a valid excuse for the absence in order to be allowed to make up the test. Unless the absence is prearranged or excused, ten points will be deducted from an exam grade for each day that passes before the exam is made up. Make-up tests may also vary in format from those originally administered. Students who do not take the initiative to arrange make-up exams according to the guidelines above will receive a grade of zero for missed tests.

Because it is in the best interest of the class, the student, and the instructor for everyone to be present during each class period, those students who attend every session throughout the semester—from the first to the last—will have five points added to their final class participation grades. Please note that these points represent *extra* credit for those students who are present during *every* class period; failure to receive these points in no way constitutes a grade penalty against those who must miss class.

4) *Conduct*: Students are expected to adhere to the following class guidelines:

- Arrive to class prepared and on time, participate in class activities, and remain in class until dismissed by the instructor. Students who arrive to class excessively late or who leave early may earn partial attendance and participation points for the class session.
- Please silence and put away all electronic devices, including cell phones and laptops, before class begins. (An exception to the restriction on laptop use will be granted for students who receive certain accommodations through Student Accessibility Services.)
- Questions and comments related to the course material are always welcome; however, individual conversations and acts of incivility and disrespect will not be tolerated. Any student who is disruptive may be asked to leave the classroom, which will result in a lowering of his or her class participation score by fifteen points for each infraction.

5) *Face Coverings*: While on campus, face coverings are required in all buildings and classrooms for at least the first three weeks of the semester. Face coverings are also required in outdoor spaces where physical distance cannot be guaranteed. If the requirement to wear face coverings indoors is lifted later in the semester, students are still welcome and encouraged to wear masks in our class. Please be sure to familiarize yourself with all relevant information on COVID mitigation strategies and policies on the Healthy Clemson website.

6) *Preparation for Class*:

- All assigned readings should be completed by the due dates indicated on the course schedule.
- Partial outlines of the instructor’s lecture notes may be found in the Modules folder on Canvas, and students are encouraged to print these notes and bring them to class.
- When written assignments are due, they must be turned in on the dates and at the times indicated on the course schedule. Ten percent of an assignment’s total value will be deducted for each day that an

assignment is late unless an extension has been requested and approved. An extension of one class period will automatically be granted to all students if the university cancels class (e.g., due to inclement weather or power outage) on the day that a test or assignment was due.

If, at any time, the university administration determines that classes cannot physically meet on campus, class will be conducted online in accordance with the university's continuity plan for academic operations. After receiving notification of such an event through official university channels, please check Canvas for assigned learning activities. Specific instructions for accessing lectures and assignments will be emailed to the class and listed in the Announcements section for the course.

7) *Tardiness of the Instructor*: Students may dismiss themselves from class if the instructor fails to arrive within fifteen minutes after a class period was scheduled to begin.

8) *Title IX*: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran status, genetic information, or protected activity in employment, educational programs and activities, admissions, and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. The University is committed to combatting sexual harassment and sexual violence. The Title IX policy is located on the Campus Life website. Ms. Alesia Smith is the Clemson University Title IX Coordinator and the Executive Director of Equity Compliance. Her office is located in 223 Brackett Hall, and her phone number is (864) 656-0620. Since email is not a fully secure method of communication, it should not be used to discuss Title IX issues.

9) *University Safety Procedures*: Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of this community, students are encouraged to take the following actions to be better prepared in case of an emergency: sign up for emergency alerts (<https://www.getrave.com/login/clemson>); download the Rave Guardian app (<https://www.clemson.edu/cusafety/cupd/rave-guardian/>); and learn how to be prepared in the event of an active threat (<http://www.clemson.edu/cusafety/EmergencyManagement/>).

### **Methods of Evaluation**

Each student's final grade for this course will be determined by his or her performance on two exams, a student-led class presentation, and a web page project, as well as by class participation and performance on a number of in-class and homework assignments. Instructions for all assignments, as well as grading rubrics (when applicable), will be provided in advance in class and/or on Canvas.

*Exams*: Students will complete two exams in order to demonstrate and apply knowledge of social policies and programs within the United States. Each test will consist of a variety of multiple choice, matching, true-false, short answer, and essay questions that will be drawn from the readings, lectures, class discussions, group activities, and videos. The first exam will be worth 100 points, and the second, 120 points.

*Student-Led Class*: Students will be divided into six groups that correspond to some of the major social welfare issues covered in the second unit of the course (e.g., poverty, child welfare, domestic violence, mental health, substance abuse, health, education). Each group will be responsible for leading a class period on their assigned topic. Groups must develop student learning outcomes for their class period, select appropriate class readings, plan an activity for the day (e.g., a guest speaker or group exercise), and create a related assignment for the class to complete. This project is worth 100 points.

*Web Page Project*: Individually or in groups of two to four, students will create a web page that highlights a social problem and the relevant policies and programs that exist to address it. Students will use the Elements

of Thought wheel to identify the question at issue, important assumptions, concepts, information, and conclusions related to the issue, different points of view on it, and potential implications and consequences of the problem and related policies. This project will serve as each student's CT<sup>2</sup> artifact and will be worth a total of 100 points. The assignment will allow students to demonstrate successful accomplishment of learning outcomes such as identifying and analyzing multidimensional social problems, evaluating the influence of social context on problem definition, exploring the roles played by various stakeholders in policy development, and determining potential implications of social welfare policies as they are currently implemented.

*Small Assignments and Participation:* In order to apply course concepts and engage with class material, students will complete a number of smaller assignments throughout the course of the semester. These assignments will include those administered during student-led class periods, as well as those assigned by the instructor as in-class activities or homework assignments. Examples include case write-ups, reflection essays, and group activities. Points may also be awarded for participation in class discussion during some class periods. All of the assignments and participation points together will be worth a total of 80 points.

*Extra Credit:* Five points of extra credit are available to students who maintain perfect attendance throughout the entire semester, as indicated above. Additional opportunities for extra credit may be offered to the class at the instructor's discretion; however, no individual requests for extra credit will be granted, so students should take advantage of opportunities as they are offered to the class.

### **Grade Computation:**

\*\*\*NOTE THAT POINT CUT-OFFS ARE FIRM AND WILL NOT BE NEGOTIATED.\*\*\*

All grade disputes must be submitted in writing within one week of the return of an assignment.

Exam 1	100 points	A = 450 or more points
Exam 2	120 points	B = 400 – 449.5 points
Student-Led Class	100 points	C = 350 – 399.5 points
Web Page Project	100 points	D = 300 – 349.5 points
<u>Small Assignments/Participation</u>	<u>80 points</u>	F = 299.5 or fewer points
<b>Total Possible Points</b>	<b>500 points</b>	

## SOC 4140 COURSE SCHEDULE

Below you will find a general outline of course topics for this semester. Any changes to this schedule will be announced in class, on Canvas, and/or by email. Please note that:

- ICA stands for in-class activity, and HW is short for homework. (Most in-class activities and homework assignments are indicated on this schedule, but some may be added later in the semester.)
- In the last column below, readings from the textbook indicate the author's name (Segal) and page numbers of the reading, while those followed by (C) are posted in the Modules folder on Canvas.

Date	Topic of Class & In-Class Activities	Readings & Assignments Due
Th Aug 19	Introduction to the Course	
Tu Aug 24	Introduction to Critical Thinking Concepts/ICA	Paul & Elder (C)
Th Aug 26	Public Issues and Social Problems	Mills (C); Best (C)
Tu Aug 31	Values and Social Welfare Policy	Segal (1-26)
Th Sept 2	Policy Development and Analysis/ICA	Segal (82-121); <b>Values HW Due</b>
Tu Sept 7	Policy Analysis (cont.)/ICA	Child Nutrition Fact Sheet (C)
Th Sept 9	Policy Implementation and Social Programs/ICA	Segal (122-142); Harrington (C)
Tu Sept 14	Policy Case Documentary	
Th Sept 16	<b>***EXAM 1***</b>	
Tu Sept 21	Poverty Policy and Programs	Segal (182-210); Rank (C)
Th Sept 23	Poverty Policy and Programs (cont.)/ICA	Segal (248-270); <b>Spent HW Due</b>
Tu Sept 28	Poverty Case Studies/ICA	
Th Sept 30	<b>Poverty Student-Led Class/ICA</b>	SLC Reading TBA
Tu Oct 5	Child Welfare Policy and Programs	Segal (292-313)
Th Oct 7	Domestic Violence Policy and Programs	Davis (C)
Th Oct 14	Child Welfare and Domestic Violence Case Studies/ICA	
Tu Oct 19	<b>Child Welfare Student-Led Class/ICA</b>	SLC Reading TBA
Th Oct 21	<b>Domestic Violence Student-Led Class/ICA</b>	SLC Reading TBA
Tu Oct 26	Mental Health Policy and Programs	Segal (323-356)
Th Oct 28	Substance Abuse Policy and Programs	Shesgreen (C)
Tu Nov 2	Mental Health and Sub Abuse Case Studies/ICA	<b>Web Project Proposal Due</b>
Th Nov 4	<b>Mental Health Student-Led Class/ICA</b>	SLC Reading TBA
Tu Nov 9	<b>Substance Abuse Student-Led Class/ICA</b>	SLC Reading TBA
Th Nov 11	Health Policy and Programs	FindLaw (C)
Tu Nov 16	Education Policy and Programs	Segal (313-322); Oliver (C)
Th Nov 18	<b>Health and Education Student-Led Class/ICA</b>	SLC Reading TBA
Tu Nov 23	<b>***WEB PROJECT DUE***</b>	
Tu Nov 30	Health and Education Case Studies/ICA	
Th Dec 2	Course Wrap-Up	
W Dec 8 (8:00-10:30 a.m.)	<b>***EXAM 2***</b>	