

POLICY AND SOCIAL CHANGE
SOC 4140 – Section 001
Spring 2023

Class Meetings: 9:30 – 10:45 a.m. Tu/Th in Brackett 114 (Traditional, In-Person Format)

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Office Hours: M 9:00 a.m. – 2:00 p.m.,
Tu 11:00 a.m. – 2:15 p.m.,
Th 11:00 a.m. – 2:00 p.m.,
F 9:00 a.m. – 2:00 p.m., and by appointment

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.

Global Challenges Emphasis: This course contributes to the fulfillment of the Global Challenges requirement in the Crossings general education curriculum. Throughout the semester you will be given a broad overview of a number of different challenges that are universal and compelling in nature, such as poverty, child abuse, domestic violence, mental illness, substance abuse, and inequalities in health care and education. We will think critically about these challenges and seek to understand how our definitions of problems, and the policies and programs that are put in place to address them, are all shaped by stakeholders with varying perspectives. We will examine these global challenges and the policies attached to them at both national and local levels, and you will have the opportunity to engage more deeply with two of these issues through course activities and assignments, including your web project, which will serve as your signature assessment to demonstrate fulfillment of the Global Challenges general education competency.

Critical Thinking Emphasis: This course is also part of the Clemson Thinks² 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. You will be expected to challenge your assumptions and utilize your sociological imagination to identify and analyze existing social policies and programs and to propose alternative solutions to multifaceted problems.

Teaching Methods: 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 you wrestle individually with complex global challenges, communicate your thoughts to others, and then reflect upon this process. The issues that we will discuss are enduring and could potentially have multiple solutions derived from varying perspectives. You are encouraged to draw upon your knowledge and experience from other classes and disciplines to inform your understanding of the social problems that we discuss. Class assignments will rely heavily upon case work, student-led activities, and group projects and presentations. You will also learn to work your way around the Elements of Thought wheel, a tool to assist in thinking critically about policies and considering them from multiple angles.

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

- 1) Demonstrate critical thinking through analysis of global challenges, such as poverty, child abuse, domestic violence, mental illness, substance abuse, and inequalities in health care and education.
- 2) Evaluate how varying perspectives influence these global challenges, especially through their contributions to the definition of social problems and 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) Synthesize information from a variety of sources in order to propose solutions to social problems outlined in sample cases.
- 5) Plan activities and develop and present material to educate other students about selected social problems, policies, and programs.

Required Materials: You will be 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. (2020). *Social welfare policy and social programs: A values perspectives* (4th ed., updated). 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. Also note that, according to university policy, students must seek permission from instructors to record any class activities, including lectures, discussions, and presentations. (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. We acknowledge that our society faces a myriad of complex social issues. We remain committed to fostering positive social change. In accordance with the Clemson Forward Strategic Plan, our department strives for inclusive excellence to epitomize the motto "Doing Well by Doing Good." We embrace inclusive excellence 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 invite you 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 you 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. If you receive services through SAS, please feel free to schedule an appointment with me after your academic access letter is finalized, and we will develop a plan to implement any necessary accommodations.

3) *Attendance*: This is an interactive class; therefore, regular attendance will be critical to your success. With that in mind, attendance will be taken during every class period and will influence the participation portion of your final grade. All students are allowed two absences without penalty, but five points will be deducted from your participation score for each additional absence unless you are able to provide a valid, written excuse for your 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 your responsibility to contact me within one week of a missed class period and to provide appropriate documentation to support the reason for your absence; otherwise, the absence will be considered unexcused and the point deduction will apply.

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 your final average will be lowered by a letter grade (if it is too late to withdraw from the course). Students who anticipate the need for an extended period of absence should contact the Office of Advocacy and Success (864-656-0935) for assistance.

If you are absent from a regular class session, you are encouraged to download a copy of the lecture outline from Canvas and to secure any additional notes from a classmate. Unfortunately, it is not possible to make up in-class activities due to their interactive nature; however, each activity is worth only two points, and at least one activity grade will be dropped. 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 entire class for everyone to display consistent patterns of attendance, those students who attend every class session throughout the semester—from the first to the last—will have five points added to their final 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*: All students will be expected to adhere to the following class guidelines:

- Arrive to class prepared and on time, participate in discussion and activities, and remain in class until dismissed. If you arrive to class excessively late or leave early, you will only earn partial attendance 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 deduction of fifteen participation points for each infraction.

5) *Preparation for Class*:

- All assigned readings should be completed by the due dates indicated on the course schedule.
- Partial outlines of lecture notes may be found in the Modules folder on Canvas, and you 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.

6) *Tardiness of the Instructor*: You may dismiss yourself from class if I fail to arrive within fifteen minutes after a class period was scheduled to begin.

7) *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 Title IX policy is located on the Access and Equity 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.

8) *University Safety Procedures*: Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of this community, you 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 to your phone (<https://www.clemson.edu/cusafety/cupd/rave-guardian/>); and learn what you can do to prepare yourself in the event of an active threat (<http://www.clemson.edu/cusafety/EmergencyManagement/>).

Methods of Evaluation

Your final grade for this course will be determined by your performance on three exams, a group presentation, and a web page project, as well as by your 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: You will complete three exams in order to demonstrate and apply knowledge of course content. 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 next two, 65 points each.

Group Presentation: Our class will be divided into 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 giving a 30-minute presentation on their assigned topic. Presentations should be interactive and creative and may take the form of discussion sessions, class activities, performances, etc. Presentations will be worth 100 points, and further instructions will be provided in class and on Canvas.

Web Page Project (Signature Assignment): Each student will create a web page that highlights a global challenge and the relevant national and local policies and programs that exist to address it. You 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 your Global Challenges signature assignment and will be worth a total of 100 points. It will allow you to demonstrate successful accomplishment of the learning outcomes of demonstrating critical thinking through analysis of global challenges and evaluating how varying perspectives influence global challenges.

Small Assignments and Participation: In order to apply course concepts and engage with class material, you will complete a number of smaller assignments throughout the course of the semester. These assignments will include those administered during case study periods and group presentations, as well as those assigned as in-class activities or for homework. Examples include case write-ups, reflection essays, group activities, and class discussions. Participation points will also be awarded during in-class activities and discussions. All of these small assignments and participation points together will be worth a total of 70 points.

Extra Credit: Five points of extra credit are available to students who maintain perfect attendance throughout the entire semester, as indicated in the “Course and University Policies” section 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, SO GRADES WILL NOT BE ROUNDED.

Any 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	65 points	B = 400 – 449.5 points
Exam 3	65 points	C = 350 – 399.5 points
Group Presentation	100 points	D = 300 – 349.5 points
Web Page Project	100 points	F = 299.5 or fewer points
<u>Small Assignments/Participation</u>	<u>70 points</u>	
Total Possible Points	500 points	

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; however, some may be added at a later date.)
- 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 Jan 12	Introduction to the Course	
Tu Jan 17	Critical Thinking and Global Challenges/ICA	Paul & Elder (C)
Th Jan 19	Public Issues and Global Challenges	Mills (C); Best (C)
Tu Jan 24	Values and Social Welfare Policy	Segal (1-24)
Th Jan 26	Policy Development and Analysis/ICA	Segal (82-118); Values HW Due
Tu Jan 31	Policy Analysis (cont.)/ICA	Child Nutrition Fact Sheet (C)
Th Feb 2	Policy Implementation and Social Programs/ICA	Segal (122-139); Harrington (C)
Tu Feb 7	Policy Case Documentary	
Th Feb 9	***EXAM 1***	
Tu Feb 14	Poverty as a Global Challenge	Segal (182-205); Rank (C)
Th Feb 16	Poverty Policies and Programs/ICA	Segal (248-267); Spent HW Due
Tu Feb 21	Poverty Case Studies/ICA	
Th Feb 23	Poverty Presentations/ICA	
Tu Feb 28	Child Welfare Overview and Policies	Segal (292-313)
Th Mar 2	Domestic Violence Overview and Policies	Davis (C)
Tu Mar 7	Child Welfare and Domestic Violence Case Studies/ICA	
Th Mar 9	Child Welfare Presentations/ICA	
Tu Mar 14	Domestic Violence Presentations/ICA	
Th Mar 16	***EXAM 2***	
Tu Mar 28	Mental Health Overview and Policies	Segal (332-333)
Th Mar 30	Substance Abuse Overview and Policies	Segal (346-347); Shesgreen (C)
Tu Apr 4	MH and SA Case Studies & Substance Abuse Presentation/ICA	
Th Apr 6	Mental Health Presentations/ICA	
Tu Apr 11	Health Care Overview and Policies	Segal (323-331, 334-344); FindLaw (C)
Th Apr 13	Education Overview and Policies	Segal (314-318); Oliver (C)
Tu Apr 18	Health and Education Presentations/ICA	Web Project Proposal Due
Th Apr 20	***EXAM 3***	
Tu Apr 25	Health and Education Case Studies/ICA	
Th Apr 27	Course Wrap-Up	
W May 3 (10:30 a.m.)	***WEB PROJECT DUE***	