

**POL 393 Social Policy**, 3 credit hours  
SHSU - Fall,2009  
12:30-1:50 p.m., CHSS, room 242A

Instructor: Dr. Corliss Lentz  
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Office Hours: 8:30-9:30 a.m; 12-12:30 p.m. Tuesday and Thursday

**The instructor reserves the right to alter the syllabus, including dates for examinations, presentations, and the due date of materials, as needed. These changes will be announced in class and may appear in Blackboard announcements. It is the student's responsibility to become aware of the changes.**

**REQUIRED TEXTBOOKS:**

**These textbooks are needed for you to do well in the course. Please obtain them as quickly as possible and stay up on your readings.**

Hoffman, Saul D. and Rebecca A. Maynard. 2008. *Kids Having Kids: Economic Costs & Social Consequences of Teen Pregnancy*, 2<sup>nd</sup> edition. Washington, D.C.: The Urban Institute, ISBN: 978-0-87766-745-2.

Tice, Carolyn J. and Kathleen Perkins. 2002. *The faces of social policy: a strengths perspective*. Wadsworth Group, Brooks/Cole. ISBN: 0-534-34502-6.

Watkins, Marie and Linda Braun. 2005. *Service-learning: from classroom to community to career*. Indianapolis, IN: Just Life. ISBN: 1-55864-150-5.

**COURSE DESCRIPTION:**

Social Policy: " A General study of the roles, actions, and problems of modern governments in dealing with social issues such as education, health, housing, transportation, and welfare services." Prerequisite: POL 261.

**Course Expectations:**

The course will require one midterm examinations and a comprehensive final examination. Blue books are recommended for examinations.

|   |                   |
|---|-------------------|
| Midterm examination                                 | 100 points        |
| Final examination                                   | 100 points        |
| Paper #1: Understanding Yourself                    | 100 points        |
| Paper #2: Reflections on Service Learning Project   | 100 points        |
| Exam on Hoffman & Maynard                           | 100 points        |
| Service learning Presentation w. internet component | <u>100 points</u> |
| Total   | 600 points        |

A=540-600 points, B=480-539 points, C=420-479 points, D=360-419 points, F=359 or less

**Late Penalties:**

There is a late penalty for all papers. Papers are due at the beginning of the class period. Papers that are late, i.e. not turned in at the start of class, are considered late and subject to the late penalty as follows:

- Within 24 hours late – 10% late penalty
- Within 24-48 hours late – 20% late penalty
- Within 48-72 hours late – 30 % late penalty

Late papers will not be accepted more than 72 hours from due date without written permission from the instructor.

**There are no opportunities for extra credit;** thus, you should pay attention to doing your best on the regular credit assignments.

Make-ups for examinations, presentations or excused absences will be allowed only if **documentation is provided** for SHSU sponsored activities, illnesses, hospitalizations, funerals, or other emergencies. Make-up exams for SHSU sponsored activities should occur before the exam date. Make-exams for illnesses or family emergencies should take place within two weeks of the student returning to classes **Documentation must be submitted prior to the final examination date.** Make-up examinations for SHSU sponsored activities must be completed prior to the class scheduled examination.

### **Examinations:**

There will be one in class essay examination (midterm), one on-line essay exam (on Hoffman & Maynard), and the final exam. All exams will be essay. Examinations will be graded on the quality of your argument and references to lecture and textbook material. Failure to refer to the textbook or lecture materials will result in unsatisfactory grades. The final exam will be comprehensive.

**Make up examinations are conducted prior to the date of the examination.** Please contact the instructor ahead of time so a make up can be scheduled. In event of emergencies, make up examinations will be given, but the examination will be different than the one given at the scheduled time.

**Student grades will be posted on BlackBoard. Students should save all graded items until the final grade is posted.** If there is a problem with your final grade **it cannot be resolved** if you do not have original copies of the paper and examinations. The grade in my record will stand unless you can provide documentation that I have made an error; so, **save everything!**

### **COURSE GOALS AND OBJECTIVES:**

This is a basic course in the social welfare and public assistance programs offered to the American poor. We will discuss the foundations of social welfare, including the history of social welfare programs and the definitions used. An overview of the major programs will be provided. Students will be encouraged to formulate their own agenda concerning this aspect of public policy. Objectives will include

- learning to apply course material (to improve thinking, problem solving and decisions) through **Service Learning,**
- acquiring skills in working with others as a member of a team through **Service Learning,**
- gaining a broader understanding and appreciation of intellectual activity through **readings and in class activities,**
- developing a clearer understanding of, and commitment to, personal values through **eadings and in class activities.**

### **ATTENDANCE:**

Attendance will be taken at each class meeting. If you miss class it is your responsibility to become aware of changes in the course syllabus, including any changes in dates for examinations and presentations, and for acquiring class notes. **Students who have 6 or more unexcused absences will fail the course.**

**ACADEMIC DISHONESTY:**

Cheating on the exams or the paper will result in administrative sanctions including being reported to the Dean of Students, failing the course, or academic expulsion.

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

This instructor takes academic dishonesty very seriously and will penalize students who engage in it. SHSU defines “cheating” as

“1) copying from another student’s test paper, laboratory report, other report, or computer files, data listings, and/or programs.

2) Using, during a test, materials not authorized by the person giving the test.

3) collaborating, without authorization, with another student during an examination or in preparing academic work.

4) knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test....

7) Purchasing, or otherwise acquiring and submitting as one’s own work any research paper or other writing assignment prepared by an individual or firm.

5.312 ”Plagiarism” means the appropriation of another’s work or idea and the unacknowledged incorporation of that work or idea into one’s own work offered for credit.”

[Http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty](http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty)

Students engaged in any of the above dishonest activities will receive a grade of 0 on the examination or paper in question and be sent to the Dean of Students. Other academic sanctions including expulsion from the university are possible.

**COURSE COMPONENTS:**

These are there activities that you will do during the course. First, explore your feelings about service learning, second, participate in a service learning project and report on those activities, and third, take examinations.

**Service Learning Project: Your project has several components that are described below.**

- A). **Service:** Unless specified by the organization., you must work a total of 20 or more hours from September . 1, 2009 to November 1, 2009. Some programs, like Big Brothers/Big Sisters run for a set time frame for the semester. You will need for follow their guidelines. You must submit a contract signed by an administrator of the agency.
- B). **Record:** You need to keep a weekly log or journal of your activities, usually 2-3 notebook pages each week. You will use this as a primary resource for your research and include it with your paper when you turn it in.

- C). **Document:** You will need to have a time sheet signed by the volunteer coordinator of the organization on a weekly basis and include it with your log.
- D). **Present:** You will make a 8-10 minute class presentation that provides an overview of your organization and volunteer work. Use at least one internet source for background information about your organization.

A list of possible service organizations will be provided.

- 1) **SERVICE LEARNING REFLECTIONS:** Each student will write two three page papers expressing your feelings about service learning. The service learning papers will be graded on your feelings, honesty, and opinions. They do not require reading beyond the Watkins & Braun book.

**Paper #1: Understanding Yourself**

You will write a 3 page paper that reflects on chs. 1-3 of Watkins & Braun, emphasizing Ch. #3. Write about your feelings toward the service learning assignments. Reflect on the following questions,

- What types of strengths will you bring to the agency?
- What types of weaknesses will you bring to the agency?
- What type of fears do you have?
- What do you think you can learn from the experience?

**Paper #2: Reflections on Service Learning and Project**

You will write a 3 page paper that explains your growth through the service learning experience. Please turn in your journal with the paper. Reflect on the following questions:

- What did you learn about yourself?
- Why changes do you observe in your preconceived ideas about the agency or its clientele?
- What was your overall impression of your service experience?

**General paper requirements**

- 1). Papers will have a title sheet.
- 2). Papers will be stapled.
- 3). All papers will use an appropriate style for citations. You must use a citation for every **idea** or **fact** that is not your own, not only for quotations. Either use The Chicago Manual or Style or A Manual for Writers by Kate L. Turabian. Check The Writing Center website for samples for citations.
- 4). Papers are due ON TIME. No extensions will be given. There will be a penalty of one letter grade per calendar day for late papers beginning of class on the due date.
- 5). Papers must be typewritten on 8 1/2 by 11 inch paper. They must be double-spaced with one inch margins. Do not play games with the margins or spacing. In order that all papers will be of similar length, use the Times New Roman font, 12 point (the same as this syllabus).

## 2). SERVICE COMPONENTS:

These are several activities that you will do during the course—service and reporting. There will be three papers, two short service learning papers, and a presentation of your service learning project.

## 3) CLASS PRESENTATIONS with Internet Component:

Each student will be expected to make a brief (6-8), oral presentation based on their research papers.

PowerPoint presentations are expected. The presentations should summarize the major points of their research and findings. **Use note cards and make eye contact** with the audience. It helps to practice your presentation in advance to time it and see how it flows. Students will be graded on preparedness, organization, use of notes, and use of time. The instructor will prepare an evaluation of each presentation outlining the strong and weak points of the presentation. Be concise. You don't have to cover every point that you made in the paper! Please, do not read your paper. Prepare note cards.

### Grading of Presentations

INDIVIDUAL GRADE (up to 10 points in each category) Total points=100

#### Well Presented

- The speaker can be heard by everyone.
- The slides are interesting and can be easily read. They show facts and or photos..
- The speaker maintains excellent posture.
- The speaker is professionally attired
- The speaker “talks” to the audience and avoids talking to his/her note cards, the computer screen, or the projection screen.
- The speaker includes a research slide that identifies the title and internet address for all sources used..
- The speaker pronounced technical terms correctly.

#### Good Content

- The speaker knows and understands the subject matter and answers questions..
- The font was large and easy to read
- The presentation contained interesting graphics or pictures. This does include mean clip art.

#### \*\* Extra Credit or Credit reductions

- The speaker memorized the presentation and did not use notes (+ 5 points).
- The speaker chewed gum (- 5 points).

### GENERAL POLICIES:

The following policies regard classroom demeanor.

#### Classroom Rules of Conduct:

The Code of Student Conduct and Discipline is found at the following link:

<https://www.shsu.edu/students/guide/dean/codeofconduct.html>

Section 5.2.22 defines classroom disturbances.

Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. **Cellular telephones, pagers, M3P players and IPods must be turned off** before class begins.. **Students should put phones away and refrain from texting during the class period. If your cell phone rings or you are texting while you are in class, your phone may be confiscated.** Students are prohibited from eating in class, using tobacco products, making offensive remarks, reading newspapers, sleeping, talking at inappropriate times, wearing inappropriate clothing, or engaging in any other form of distraction. Inappropriate behavior in the classroom may result in a directive to leave class and your name removed from the day's attendance role. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy. If you leave class prematurely your name will be removed from the day's attendance role.

**Cell phones, pagers, M3P players or IPODs must be turned off and placed out of sight during class lectures, presentations, and examinations.**

### **Religious Holidays:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious hold day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

“Religious holy day” means a holy day observed by a religious whose place of worship are exempt from property taxation under section 11.20, Tax Code.

### **Americans with Disabilities:**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center.

Requests for disability accommodations must be initiated by the student. A student seeking accommodations should go to the Counseling Center and Services for Students with Disabilities (SSD) in a timely manner. This instructor requires documentation from the Counseling Center in order to provide accommodations. Once documented, discuss with the instructor the best ways that she can accommodate your needs.

**Classroom Visitors:**

Unannounced visitors to class must present a current, official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should in no way constitute interference with registered members of the class or the educational process. Visitors are allowed on an occasional basis as long as there is a seat in the room for the visitor. Visitors must abide by the same rules of classroom decorum as students.

**Instructor Evaluations:**

You may be asked to evaluate this instructor at a later date during the semester. The date will be announced when the evaluations become available.

**Study Tips:**

There are several ways to do well in this class.

- 1) Take good notes in class and review them at the end of the day to fill in information that you didn't take down. The best time to fill in your notes is when the material is fresh in your mind.
- 2) Make note cards for the vocabulary in the lecture, the texts, and those provided on the study guides. There are some terms that you need to know and "flash cards" are a good way to memorize the material.
- 3) A study guide will be provided for all 2 exams. Be sure to keep the study guides and all your study materials so you can use them for the final examination.
- 4) Find a study partner or two. Reviewing the material with a study partner is an excellent way to study for an exam or review your notes.
- 5) **Don't wait until the night before the examination to study!** Some of the terminology in the course is technical and new to you. Spend a few minutes every day reviewing the vocabulary.
- 6) Use the **Sam Houston Writing Center** for help writing your paper. This will require working on the paper ahead of time and not waiting until the last minute to write it. The Writing Center is paid for through student fees; thus, it is "your" Writing Center so you should utilize it.

**COURSE OUTLINE AND READING ASSIGNMENTS:**

You are responsible for reading the assignments prior to the lecture. This will help you better understand the lectures.

| <b>WEEK</b>  | <b>TOPIC</b>   | <b>ASSIGNMENTS</b>                                 |
|--------------|--|--|
| Aug. 25 & 27 | 1. Review of Syllabus<br>Introduction to Service Learning              | Tice & Perkins, ch. 1<br>Watkins & Braun, chs. 1-2 |
| Sept. 1 & 3  | 2. Why study social welfare programs? Early history of social Welfare. | Tice & Perkins, ch. 2-3<br>Watkins & Braun, Ch.3   |
| Sept. 8 & 10 | 3. History of social programs:   | Tice & Perkins, ch.4- 5                            |

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|-------------------|-----|--|---|
|                   |     | Our Religious and English Heritage   | Watkins & Braun, ch.4   |
| Sept. 15 & 17     | 4.  | The Role of Military Pensions in Social Welfare Programs                             | Hoffman, chs. 1-3   |
| <b>Sept. 17:</b>  |     | <b>Learning about Yourself Paper due at 11:00 a.m.</b>                               |   |
| Sept. 22 & 24     | 5.  | 20 <sup>th</sup> century reforms: The Progressive Movement and the New Deal          | Tice & Perkins, ch. 6<br>Watkins & Braun, ch. 5<br>Hoffman, ch. 4     |
| Sept. 29 & Oct. 1 | 6.  | 20 <sup>th</sup> century reforms: The Great Society                                  | Tice & Perkins, ch. 7<br>Hoffman, 5 & 6                               |
| Oct. 6 & 8        | 7.  | The Great Depression and Income Maintenance Programs                                 | Tice & Perkins, chs. 8<br>Watkins & Braun, ch. 6-7<br>Hoffman, Ch. 7  |
| Oct. 13 & 15      | 8.  | Reforming Welfare  | Tice & Perkins, chs. 9-10<br>Watkins & Braun, ch. 8<br>Hoffman, ch. 8 |
| Oct. 20 & 22      | 9.  | Income Maintenance Programs  | Tice and Perkins Ch. 11-12<br>Watkins & Braun, ch. 9                  |
| <b>Oct. 22:</b>   |     | <b>Midterm Examination, Tice and Perkins, chs. 1- 10</b>                             |   |
| Oct. 27 & 29      | 10. | Where we are Today: National Health Insurance  | Watkins & Braun, ch. 10   |
| Nov. 3 & 5        | 11  | Reflections on Service Learning The International Perspective                        | Hoffman, Chs 10 & 11  |
| <b>Nov. 5</b>     |     | <b>Reflections on Service Learning Paper (Paper #2) due at 11:00 a.m.</b>            |   |
| Nov. 10 & 12      | 12  | The International Perspective Professionalism  |   |
| Nov. 17 & 19      | 13  | Presentations  |   |
| Nov. 24           | 14  | Presentations  |   |
| Nov. 26           |     | THANKSGIVING   |   |
| Dec. 1 & 3        | 15  | Consequences of the Bad Man Choice   | Hoffman, Ch. 2  |
| Dec. 8 & 10       | 16  | Review for Final Exam  |   |
| TBA:              |     | Final Examination: on-line<br>Tice & Perkins, Chs.1-10 and Hoffman assigned chapters |   |