Social Inequality, Social Change, & Community Building

SOC 6600

To effectively work in the Human Service field, one must be aware of the various challenges that clientele will face in the community. Social injustice and oppression still exists within our communities, country, and the entire world around us. We will look at biases that are based on race, culture, religion, ethnicity, sexual orientation, age, disability, etc. and how these biases contribute to discrimination and oppression. After examining the existence of these biases, we will look to the adaptive strength and abilities of marginalized groups so that we can focus on the roles of human service workers in community building, advocacy, and continually working for justice for all.

Students will be able to identify multiple marginalized groups and specific biases and challenges for those groups.

The student will:
A-1   Describe and differentiate various groups in the general population that experience oppression.
A-2   Explain cultural norms and experiences that lead to stratification in levels of vulnerability.
A-3   Discuss the deficits and strengths of different vulnerable client populations.

Students will be able to identify theoretical framework that supports comprehension of oppression in different systems.

The student will:
B-1   Analyze various multiple theories of human development.
B-2   Define the term privilege in a sociological framework.
B-3   Differentiate what oppression looks like for specific groups.
B-4   Discuss how these theories can guide advocacy.

Students will be able to identify community resources that advocate for marginalized groups.

The student will:

C-1 Identify local community resources for various basic human needs.
C-2 Analyze the priority of various resources as they pertain to a specific client.
C-3 Describe how to connect specific clients with community resources.
C-4 Discuss barriers to care and connections with community resources and agencies.

Students will be able to understand processes to effect social change through advocacy.

The student will:

D-1 Explain the importance of community development.
D-2 Differentiate the reality of oppression vs the myth and how that impacts policy.
D-3 Create an advocacy plan for their local community.
D-4 Identify different policies on the local, state, and national levels.

Use appropriate written and oral communication skills.

The student will:

E-1 Write clearly, concisely, and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
E-2 Use appropriate APA format for scholarly writings.
E-3 Speak with confidence, clarity, and conciseness.
E-4