

Course Outline for: SOC 1103 Understanding Social Movements and Social Change through Service Learning

A. Course Description:

1. Number of credits: 3
2. Lecture hours per week: 3
3. Prerequisites: None
4. Corequisites: None
5. MnTC Goals: Goal #7A - Human Diversity, Race, Power, and Justice in the United States
Goal #9 – Ethnical and Civic Responsibility

The United States has a rich history of social movements and transformative change in society. Students explore historical and contemporary social movements that have challenged structural inequality and worked for equity of marginalized groups– including race, gender, sexuality, ability, and social class. Students utilize sociological theories of social change and concepts to analyze these movements by considering how social categories and identities overlap to privilege powerful groups and disadvantage marginalized groups. Students explore examples of national and local social movements, develop skills for affecting positive social change and social justice, and identify solutions to reduce social inequality and oppression. Students gain first-hand experience in positive social change through 60 hours of service learning with Normandale's community partners, working on projects that directly address issues of inequality. Through exploring social movements, sociological concepts and theory, and service learning, students are better prepared to critically analyze social issues and contribute to transforming society.

B. Date last reviewed/updated: May 2025

C. Outline of Major Content Areas:

1. Sociological theories of social change
2. Social movements, collective behavior, and social change
3. Stages in social movements
4. Social justice and social ethics
5. Social Structures and institutions, including statuses and roles
6. Structural inequality, inequality, and oppression
7. Intersectionality of cultural identities and minority statuses
8. The sociological imagination and social construction
9. The experiences of minority groups within institutions (e.g., work, religion, economy, government, education, health, family, and sexuality)
10. Power relationships between majority and minority groups (e.g., racism, sexism, sexuality, ability, age, and social class)
11. 60 hours of service learning

D. Course Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Draw connections between the dynamics of social ethics and social inequality (e.g., gender, race, social class, and sexuality) as addressed by the service-learning community partners. (Goal 2b, 2c, 2d, 7Ab, 9a, 9c, 9d)
2. Develop skills to address structural inequality (e.g., gender, race, social class, and sexuality) through positive social change at the institutional level. (Goal 2b, 2c, 2d, 7Ab)
3. Compare the historical and contemporary experiences of socially silenced groups with social movements aimed to change institutional inequality (e.g., gender, race, social class, and sexuality). (Goal 2b, 2c, 2d, 7Ab, 7Ad, 9c, 9d)
4. Critically analyze their own beliefs regarding social identities (individual level) and systems of power (institutional level; e.g. political, social, and economic inequality) in relation to social justice and disadvantaged groups (e.g., gender, race, social class, and sexuality). (Goal 2b, 2c, 2d, 7Ab, 7Ac, 9a, 9c)
5. Apply key sociological concepts and theories to perspectives on social change. (Goal 2b, 2c, 2d, 9b, 9c, 9d)

E. Methods for Assessing Student Learning:

Methods for assessment may include, but are not limited to, the following:

1. Exams and quizzes
2. Journals and personal reflection
3. Research papers
4. Oral presentations
5. Written assignments and essays
6. Group learning activities

F. Special Information:

None