

# Minnesota State University Moorhead

## SOC 325: Social Movements

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 09 - Ethical/Civic Resp

Analysis of movement origins, ideology, dynamics, organization, challenges and success in creating social change. Theories and case studies of past and current movements, global to local. MnTC Goal 9.

**B. COURSE EFFECTIVE DATES:** 10/22/2002 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Theories on social movements
  - (a) Resource Mobilization Theory
  - (b) Structural Strain Theory
  - (c) Political Opportunity Structure
  - (d) New Social Movement Theory
2. Key Social Movement Case Studies
  - (a) Civil Rights Movement
  - (b) Womens Rights Movement
  - (c) Environmental Movement
  - (d) Labor Movement
  - (e) Gay Rights Movement
  - (f) New American Right Movement
3. Special Issues in Social Movement Studies
  - (a) What repertoire of protest tactics and collective action strategies do social movements adopt to achieve their ends, and why? How do they contend with the problem of violence?
  - (b) Collective Action Frames and Master Frames
  - (c) The Free-Rider Problem
  - (d) The problem of recruiting adherents (both beneficiary constituents and conscience constituents)

#### **D. LEARNING OUTCOMES (General)**

1. Students will learn how social movements contend with issues of social inequality and oppression through the use of organized and sustained public activism.
2. Students will learn how sociologists study social movements.
3. Students will learn how social movements frame their perspectives on social problems to the public and to power-elites, and how they communicate these collective action frames using both old media and new technologies.
4. Students will learn how (and why) some social movement organizations turn to violence as a mechanism for liberation (i.e., The Black Panther Party, Earth Liberation Front, etc.) and the outcome of using violence as a tactic.
5. Students will learn how a vast array of theoretical perspectives (resource mobilization, structural strain, political opportunity structure, relative deprivation, new social movement theory, etc.) can shed light on why some movements emerge and are sustained for the long-term, while others meet with quick failure.
6. Students will learn how social movements come to select their repertoire of protest tactics (from letter writing campaigns and boycotts, to marches and hunger strikes).
7. Students will learn how sociologists assess and evaluate successes and failures of social movement organizations.
8. Students will learn how the Civil Rights and Women's Movements have both had an indelible influence on every social movement that came after (such as the New American Right, GLBT Liberation, the Environmental Movement, BLM, and the Global Justice Movement).

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

Goal 09 - Ethical/Civic Resp

1. Examine, articulate, and apply their own ethical views.
2. Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
3. Recognize the diversity of political motivations and interests of others.
4. Identify ways to exercise the rights and responsibilities of citizenship.

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted