

SOCI 180: Social Movements and Social Protest

Fall 2025, 4 units

<https://canvas.ucsd.edu/courses/69156>

University of California, San Diego

PCNYN 121, TTh 12pm-1:50pm

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Office Hours: TTh 9:30am-10:50am, SSB 417 (enter through SSB 415)

Course Description

An examination of the nature of protests and violence, particularly as they occur in the context of larger social movements. The course will further examine those generic facets of social movements having to do with their genesis, characteristic forms of development, relationship to established political configurations, and gradual fading away. **Prerequisites:** upper-division standing. Will not receive credit for both SOCI 180 and SOCC 180.

Academic Integrity

All papers will be submitted electronically via TurnItIn (TII), which will detect plagiarism, including self-plagiarism (meaning you already submitted that paper for another course) and failure to cite your sources, including page numbers. No other means of submission will be accepted/read. Your TII score should be under 20%. Scores between 30%-50% is an automatic D grade, anything above 50% is an automatic F. Write in your own words! Papers without citations or references will not receive higher than a C grade. Acts of academic dishonesty, from plagiarism, utilizing AI software like ChatGPT to cheating on exams, will receive an F grade and be reported to the Academic Honesty committee. Dishonesty in all forms undermine any institution's ability to certify students' knowledge and abilities. If you're unsure about your writing, you can utilize the writing resources on campus, or simply visit the instructor during office hours and share what you've written up to that point. For more, visit the academic integrity office: <https://academicintegrity.ucsd.edu/>

Photo and Audio/Video Recording Policy

Taking pictures or audio/video recording/transcribing in class without the consent of *everyone* in the class violates the [UCSD Code of Conduct](#) 10.25 Privacy Policy: “Making a video recording, audio recording, taking photographs, or streaming audio/video of any person in a location where the person has a reasonable expectation of privacy, without that person’s knowledge and express consent...of all recorded parties.” That includes AI transcription—also prohibited!

Grading (all assignments submitted via Canvas)

Survey due first Friday, 5pm	10%
4/5 quizzes via Respondus Lockdown Browser	20%
Writing two 800-1000 word essays (submit to Turn It In via Canvas)	40%
Participation	10%
<u>Final Exam Online (no fault)</u>	20%

Totals	100%
Mid-Quarter Evaluation via Canvas	(EC) 2%
SET Evaluation	(EC) 3%

Participation

Attendance is required. Please come to class on time. If you're late or can't attend for any reason, please be courteous and let me know in advance. It's difficult to teach when interrupted. However, there are good interruptions to have, such as asking questions in response to the teaching content/reading. Please attend and participate in order to receive full credit.

Late Work Policy

The Survey is the only non-extra credit assignment that *cannot* be submitted late. Quizzes will be held towards the end of class. You have six days to make up a missed quiz. The only excuses for missed quizzes are medical, family emergency, and proof of faulty internet connection that prevents your taking the quiz (please screen shot problem and send to instructor). Papers over one week late without valid excuse will not receive full credit.

Prompt Questions/Two Essays

For the writing assignment, you can respond to as few/many prompt questions as you like per paper, so long as you have written 800-1000 words by the end of Week 5 and a *combined* 1750-2000 words by the end of the quarter. Write in Times New Roman font size 12, double-spaced with 1" margins. If you prefer to write a personal essay pertaining to social movements, please seek permission from me no later than Friday of Week 2. The first paper is due the Saturday of Week 5, at 11:59pm. Second papers are due Friday of Week 10, at 11:59pm.

Writing Rules/Guidelines, aka “Checklist”

- Each Paper is 800-1000 words (not including headings, titles, and works cited).
 - For the first paper, choose *among* prompt questions 1-5.
 - For the second paper, choose *among* questions 6-10.
- *You can choose up to two questions to answer for each paper*, so long as you reach the word count of 800-1000 words (words in titles and works cited not included).
 - For a solo prompt, cite at least two course-assigned sources
 - For two prompts, cite at least three course-assigned sources
 - The strength of the source will affect your grade
 - More intense reads will weigh more heavily than the lightest reads
- Write prompt question that you're responding to *as your title*
 - Papers that don't follow this rule automatically lose 10% of points
 - Your thesis is your response to the question
- Cite facts and figures whenever you enter them in the text
 - Citation Format: (author last name year: page number(s))
- Write in your own words
 - Quotes should be no more than one sentence
- List all sources you cited in your Works Cited
 - Have at least two in-class reading sources if you only respond to one prompt, otherwise have at least three in-class reading sources for the entire paper. If you want,

- you can also add scholarly sources that are not on the syllabus on top of the quota for in-class reading sources.
- **Reference readings, not lectures.** Prove that you read!
- **Works Cited formats:**
 - Article format: Author last name, first name. Year. “Article Title.” *Journal Title* Volume.Number: page range of entire article
 - Example: Calderón-Zaks, Michael. 2022. “Technological Change before Globalization: Race and Declining Employment for Mexicans on Railroads, 1945-1970.” *Journal of World-Systems Research* 28.1(Winter/Spring): 77-97.
 - Book format: Author last name, first name. Year. *Title*. Publisher home location: publisher.
 - Example: Ngai, Mae. 2003. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton, NJ: Princeton University Press.
 - Anthology Chapter *must be complete*. Format: Author last name, first name. Year. “Chapter title.” Ed(s). Name(s). *Anthology title*. Publisher.
 - Example: Calderon-Zaks, Michael. 2021. “The First Wave of Mexican Migration to the US: Rail Construction and Maintenance’s Contribution to World System Development, 1890-1929.” Eds. Denis O’Hearn and Paul Ciccantell. *Migration, Racism and Labor Exploitation in the World-System*. Routledge.
- Your TurnItIn score should be under 20%. Scores between 30%-50% is an automatic D grade, anything above 50% is an automatic F
- If AI is detected via GPTZero, you will receive an F
- If all of the above criteria are met and you make sound arguments, you can get the full points

Readings

The readings (and films, too) can be found online while your Virtual Private Network (VPN) is on. If you do not have UCSD’s VPN app, you can download it here:

<https://blink.ucsd.edu/technology/network/connections/off-campus/VPN/index.html>

You may also have to login to the UCSD [Library for some sources](#).

Books (online via UCSD Library VPN Connection)

- Hank Johnston. 2014. *What is a Social Movement?* Walden, MA: Polity. (https://search-library.ucsd.edu/permalink/01UCS_SDI/vml3ff/alma991010383129706535)
- Charles Tilly, Ernesto Castañeda, and Leslie Wood, Eds. 2020. *Social Movements, 1768-2018*. New York: Routledge.
- Jeff Goodwin and James Jasper, Eds. 2015. *The Social Movements Reader: Cases and Concepts*. Malden, MA: Wiley.

Schedule

Week O: Thursday, September 25: Introductions

Week 1: Tuesday, September 30 and Thursday, October 2: Introductions to Social Movements

- Johnston, pp. 1-25, 94-117

- **Prompt: Why is studying social movements so important today and what social movement do you hypothesize to be most influential long-term?**

Week 2: Tuesday, October 7 and Thursday, October 9: Studying Social Movements

- Johnston, pp. 26-48, 118-139
- **Prompt: In the last few years, which additional skill(s) or understandings have you acquired that enables you to contribute to or study social movements?**
- Quiz 1

Week 3: Tuesday, October 14 and Thursday, October 16: What Social Movements Do/How They Function?

- Eds. Jeff Goodwin and James Jasper. 2015. *The Social Movements Reader: Cases and Concepts*. Wiley.
 - John McCarthy and Mayer Zald. "Social Movement Organizations," pp. 159-174
 - Christoph Haug. "Meeting Arenas," pp. 196-212
 - Aldon Morris. "Tactical Innovation in the Civil Rights Movement," pp. 219-223
 - Deborah Gould. "The Emotion Work of Movements," pp. 254-265

Week 4: Tuesday, October 21 and Thursday, October 23: Who Participates (or Doesn't) in Social Movements?

- Doug McAdam. 1986. "Recruitment to High-Risk Activism: The Case of Freedom Summer." *American Journal of Sociology* 92.1: 64-90
- Eds. Jeff Goodwin and James Jasper. 2015. *The Social Movements Reader: Cases and Concepts*. Wiley.
 - Mancur Olson. "The Free Rider Problem," pp. 59-64
 - Charles Kurzman. "Who are the Radical Islamists?" pp. 76-82
 - Eric Hirsch. "Generating Commitment Among the Students," pp. 105-113
- Quiz 2
- **Prompt: How does this Week's reading make you relate to the reasons people join social movements or not?**

Week 5: Tuesday, October 28 and Thursday, October 30: Against White Supremacy

- Aldon Morris. 2021. "From Civil Rights to Black Lives Matter." *Scientific American*, February 3. <https://www.scientificamerican.com/article/from-civil-rights-to-black-lives-matter1>
- Aleshia Faust et al. 2020. "Black Lives Matter and the Movement for Black Lives." Charles Tilly, Ernesto Castañeda, and Leslie Wood, Eds. *Social Movements, 1768-2018*, pp. 240-253
- José Ángel Gutierrez. 2010. "The Chicano Movement: Paths to Power." *Social Studies* 102.1: 25-32
- Adalberto Aguirre Jr. and Shoon Lio. 2008. "Spaces of Mobilization: The Asian American/Pacific Islander Struggle for Social Justice." *Social Justice* 35.2: 1-17
- **Prompt: What are the lessons of struggles against white supremacy that today's movements can use the most, or vice versa?**
- Midterm Eval due Friday, 11:59pm
- Papers due Saturday

Week 6: Tuesday, November 4 and Thursday, November 6: Against (Hetero)Patriarchy

- Angela Y. Davis. 2021. “Struggle, Solidarity, and Social Change.” *The Routledge Handbook of the Politics of the #MeToo Movement*. New York: Routledge, pp. 27-33
- Jo Freeman. 1973. “The Origins of the Women's Liberation Movement.” *American Journal of Sociology* 78.4: 792-811
- Eds. Jeff Goodwin and James Jasper. 2015. *The Social Movements Reader: Cases and Concepts*. Wiley.
 - Nancy Whittier. “Sustaining Commitment Among Radical Feminists,” pp. 114-125
- Emily Hobson and Dan Berger, Eds. 2020. Remaking Radicalism. University of Georgia Press.
 - Combahee River Collective. “A Black Feminist Statement (1977),” pp. 27-30
- ***Prompt: What are the lessons of struggles against patriarchy that today's movements can use the most?***
- Quiz 3

Week 7: Tuesday, November 11 (No Class—Veterans Day) and Thursday, November 13: Technological Changes and Social Movements

- Charles Tilly. 2020. “Twentieth-Century Expansion and Transformation.” Charles Tilly, Ernesto Castañeda, and Leslie Wood, Eds. *Social Movements, 1768-2018*, Chapter 4
- Tilly. 2020. “Social Movements Enter the Twenty-First Century.” Charles Tilly, Ernesto Castañeda, and Leslie Wood, Eds. *Social Movements, 1768-2018*, Chapter 5
- ***Prompt: How have social movements evolved with the technological changes?***

Week 8: Tuesday, November 18 and Thursday, November 20 (Remote Class): Consequences and Legacies of Social Movements

- Jules Boykoff. 2007. “Limiting Dissent: The Mechanisms of State Repression in the USA.” *Social Movement Studies* 6.3: 281-310.
- Edwin Armenta et al. 2010. “The Political Consequences of Social Movements.” *Annual Review of Sociology* 36: 287-307
- Eds. Jeff Goodwin and James Jasper. 2015. *The Social Movements Reader: Cases and Concepts*. Wiley.
 - William Gamson. “Defining Movement ‘Success,’” pp. 383-385
 - David Meyer. “How Social Movements Matter,” pp. 386-390
 - Sharon Erickson Nepstad. “Why Nonviolence Sometimes Fails: China in 1989,” pp. 405-415
- Quiz 4

Week 9: Tuesday, November 25 (Remote Class) and Thursday, November 27 (no class—Thanksgiving): Labor and Stratification

- Ernesto Castañeda. 2020. “Challenging the 1 Percent.” Charles Tilly, Ernesto Castañeda, and Leslie Wood, Eds. *Social Movements, 1768-2018*, Chapter 10.
- Reuben Jonathan Miller. 2012. “Poor Peoples' Movements and the Power to Disrupt: An Interview with Frances Fox Piven.” *Journal of Poverty* 16: 363-373
- Tamara Lee. 2019. “How the Labor Movement has Failed--And How to Fix it.” *Boston Review*, June 6. <https://bostonreview.net/forum/why-labor-movement-has-failed%E2%80%94and-how-fix-it/tamara-lee-injury-one-not-felt-same-all>

- **Prompt: How did the framing of labor/welfare rights campaigns not receive more public support?**

Week 10: Tuesday, December 2 and Thursday, December 4: Immigrant Rights and Global Justice

- Ernesto Castañeda et al. “[The Movement for Immigrant Rights](#).” Charles Tilly, Ernesto Castañeda, and Leslie Wood, Eds. *Social Movements, 1768-2018*, pp. 177-193
- Eds. Jeff Goodwin and James Jasper. 2015. [The Social Movements Reader: Cases and Concepts](#). Wiley.
 - James Ron, Howard Ramos, and Kathleen Rodgers. “What Shapes the West’s Human Rights Focus?” pp. 317-324
 - Clifford Bob. “The Quest for International Allies,” pp. 325-334
 - Stephen Lerner. “Global Corporations, Global Unions,” pp. 335-341
- **Prompt: What’s the connection (or disconnect) between land rights, immigrant rights, and global justice movements?**
- Quiz 5
- Papers due Friday, 11:59pm

Final (no fault), Friday, December 12, 11:30am-2:29pm

Student Resources

Learning Resources

- The Writing Hub: <https://writinghub.ucsd.edu/>
- LATS at OASIS: <https://oasis.ucsd.edu/academic-services/lats-folder/index.html>
- **Supplemental Instruction (i.e., study groups):** <https://aah.ucsd.edu/supplementalinstruction-study-group/index.html>
- **Chat with a Librarian for Research and Library Help:** <https://library.ucsd.edu/askus/index.html>

Technical Support

- For help with accounts, network, and technical issues:
<https://blink.ucsd.edu/technology/helpdesk/service-desk/index.html>
- For help with electronic library resources: <https://library.ucsd.edu/computing-andtechnology/connect-from-off-campus/>
- For help installing Zoom for virtual office hours:
<https://blink.ucsd.edu/technology/filesharing/zoom/index.html>
- EdTech Support: service@ucsd.edu or 858-246-4357
- Canvas Tools Student Guide: <https://community.canvaslms.com/t5/Student-Guide/tkbp/student>
- Discussions Overview (Students): <https://community.canvaslms.com/t5/Video-Guide/Discussions-Overview-Students/ta-p/383515>
- Connecting Off-Campus Using a VPN (to view films on Course Reserves):
<https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/>
- Basic Needs and Wellness
- CAPS Student Health and Well-Being:
<https://wellness.ucsd.edu/CAPS/Pages/default.aspx>
- COVID-19 Resources: <https://basicneeds.ucsd.edu/covid/index.html>
- Food Security: <https://basicneeds.ucsd.edu/food-security/index.html>

- o Housing Resources: <https://basicneeds.ucsd.edu/housing-resources/index.html>
- o Financial Wellness: <https://basicneeds.ucsd.edu/financial-wellness/index.html>
- o Counseling and Psychological Services (CAPS):
<https://wellness.ucsd.edu/caps/Pages/default.aspx#students>
- o The Zone at UC San Diego: <https://wellness.ucsd.edu/zone/Pages/default.aspx>
- o National Suicide Hotline Number: 1-800-273-8255
- o Crisis Text Line: text HOME to 741741 (<https://www.crisistextline.org>)

Community Centers

Learn about the different ways UC San Diego explores, supports and celebrates the many cultures that make up our diverse community at Student Life Diversity:

<https://students.ucsd.edu/student-life/diversity/index.html>

Accessibility and Accommodations for Disability

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the UC San Diego Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. Contact the OSD for further information: <https://disabilities.ucsd.edu/> osd@ucsd.edu | 858.534.4382

Inclusion

I am committed to creating a learning environment that supports diversity of thought, experience, and identity, and I encourage students to participate in discussion and contribute to the course from their valuable and respected perspectives.

Office of Equity, Diversity, and Inclusion:

858.822.3542 | diversity@ucsd.edu | <https://students.ucsd.edu/student-life/diversity/index.html>

Sexual Assault Resource Center (SARC): <https://students.ucsd.edu/sponsor/sarc/>

Cross Cultural Center: <https://ccc.ucsd.edu/>

LGBT Resource Center: <https://lgbt.ucsd.edu/>

University of California Diversity Statement:

<https://regents.universityofcalifornia.edu/governance/policies/4400.html>

The diversity of the people of California has been the source of innovative ideas and creative accomplishments throughout the state's history into the present. Diversity – a defining feature of California's past, present, and future – refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region, and more.

Because the core mission of the University of California is to serve the interests of the State of California, it must seek to achieve diversity among its student bodies and among its employees. The State of California has a compelling interest in making sure that people from all backgrounds perceive that access to the University is possible for talented students, staff, and faculty from all groups. The knowledge that the University of California is open to qualified students from all groups, and thus serves all parts of the community equitably, helps sustain the

social fabric of the State.

Diversity should also be integral to the University's achievement of excellence. Diversity can enhance the ability of the University to accomplish its academic mission. Diversity aims to broaden and deepen both the educational experience and the scholarly environment, as students and faculty learn to interact effectively with each other, preparing them to participate in an increasingly complex and pluralistic society. Ideas, and practices based on those ideas, can be made richer by the process of being born and nurtured in a diverse community. The pluralistic university can model a process of proposing and testing ideas through respectful, civil communication. Educational excellence that truly incorporates diversity thus can promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership.

Therefore, the University of California renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The University particularly acknowledges the acute need to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented.

Religious Accommodation

See: [EPC Policies on Religious Accommodation, Final Exams, Midterm Exams Links to an external site.](#)

It is the policy of the university to make reasonable efforts to accommodate students having bona fide religious conflicts with scheduled examinations by providing alternative times or methods to take such examinations. If a student anticipates that a scheduled examination will occur at a time at which his or her religious beliefs prohibit participation in the examination, the student must submit to the instructor a statement describing the nature of the religious conflict and specifying the days and times of conflict.

For final examinations, the statement must be submitted no later than the end of the second week of instruction of the quarter.

For all other examinations, the statement must be submitted to the instructor as soon as possible after a particular examination date is scheduled.

If a conflict with the student's religious beliefs does exist, the instructor will attempt to provide an alternative, equitable examination that does not create undue hardship for the instructor or for the other students in the class.

Discrimination and Harassment

See: Nondiscrimination Policy Statement:

https://ophd.ucsd.edu/policiesprocedures/nps_student.html

The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic

characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities.

CARE at the Sexual Assault Resource Center

858.534.5793 | sarc@ucsd.edu | <https://care.ucsd.edu>

Counseling and Psychological Services (CAPS)

858.534.3755 | <https://caps.ucsd.edu>