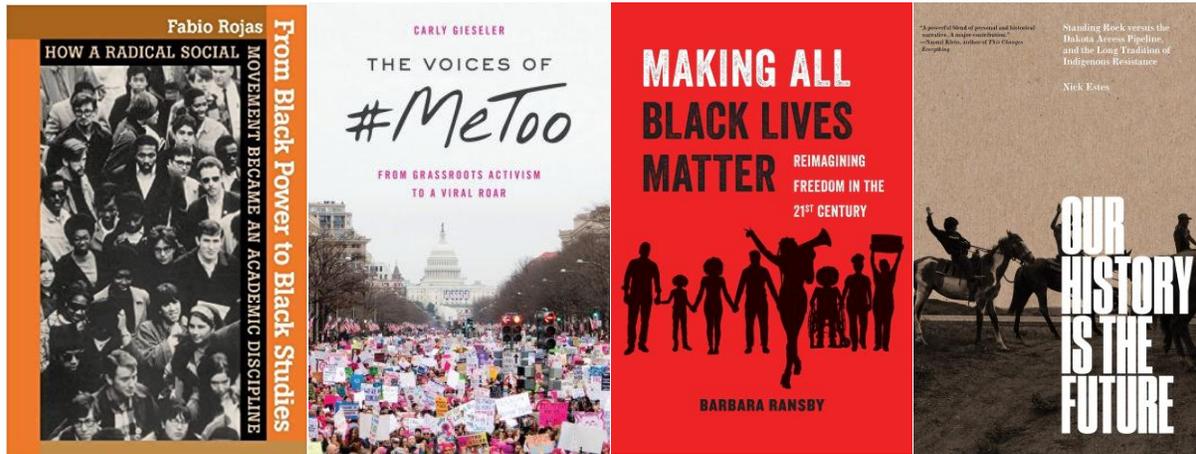


ETHN 117: Organic Social Movements  
MWF 11:00-11:50AM  
Spring 2021

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Professor: Dr. Martin L. Boston (You can call me Doc Martin)

Location: Zoom (<https://zoom.ucsd.edu>) & Canvas

Office Hours and Location: by appointment via Zoom (<https://zoom.ucsd.edu/>)

Email: [mboston@ucsd.edu](mailto:mboston@ucsd.edu)

**Course Description:** This course examines a number of more contemporary social movements in U.S. history to understand how individuals and groups of people have risen to action for different purposes - civil and human rights, Black liberation, immigrant rights, access to equitable higher education, representation, self-affirmation, religious freedom, indigenous rights, and women's rights. Our chosen topics are far from the only significant movements in contemporary U.S. history, but they provide a foundation for understanding what motivates different groups of people to action, what is at stake for these groups, and how these movements demonstrate the longevity and persistence of injustice.

**Learning Outcomes:**

By the end of this class you will be able to:

- Identify central arguments in the texts we read and examine them from multiple angles
- Take and defend a particular position while considering the viability of other positions
- Talk about the issues presented in this class in an academic manner and engage in thoughtful, sensitive debate with peers
- Apply the concepts and readings we discuss to everyday examples

**Class Structure:**

Mondays

- There will be live class sessions every Monday via Zoom this Winter quarter except Week 10 (5/31) due to Memorial Day. This class will take place instead on Wednesday, 6/2 during normally scheduled class time. Besides Week 10, on Mondays, when there are live class sessions, Professor Boston will review the previous week's main themes and foreshadow the

week to come. Professor Boston will also field any questions or concerns at this time. There will be no live class session on Wednesdays or Fridays except for the exception.

- There will also be uploaded to Canvas on Mondays reading presentations for readings due that day. Students who sign up for reading presentations that are due on Mondays will need to send their reading presentation paper assignment to Professor Boston by the Sunday prior by 11:59pm. **\*More information on reading presentations can be found in the reading presentations explanation later in this document.\***
  - Students who are not presenting on a given Monday are required to read each presentation document that day and comment on one of each presenter's discussion questions on Canvas by 11:59pm that day. **\*More information on discussion posts can be found in the discussion posts explanation later in this document.\***

### Wednesdays & Fridays

- No live class sessions (Except Week 10 – Wednesday, 6/2).
- There will be uploaded to Canvas on Wednesdays and Fridays reading presentations for readings due that day. Students who sign up for reading presentations that are due on Wednesdays will need to send their reading presentation paper assignment to Professor Boston by the Tuesday prior by 11:59pm. Students who have Friday presentations will need to send their reading presentation paper assignment to Professor Boston by the Thursday prior by 11:59pm. **\*More information on reading presentations can be found in the reading presentations explanation later in this document.\***
  - Students who are not presenting on a given Wednesday or Friday are required to read each presentation that day and comment on one of each presenter's discussion questions on Canvas by 11:59pm that day. **\*More information on discussion posts can be found in the discussion posts explanation later in this document.\***

### **Required Texts: (Can be Purchased at UCSD Bookstore)**

1. Barbara Ransby. *Making All Black Lives Matter: Reimagining Freedom in the 21<sup>st</sup> Century* (2018) **E\***
2. Carly Gieseler. *The Voices of #MeToo: From Grassroots Activism to a Viral Roar* (2019)
3. Nick Estes. *Our History Is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance* (2019) **E\***

**E\*** = There is an E-Version available through the UCSD library website

**\*\*C** = I have uploaded a PDF under "Files" on Canvas

NOTE: It is always better to buy the book than to count on technology to read it. Sometimes the library institutes limits to how many people can read a specific text at a time. Keep this in mind.

To get access to online readings off campus you must have access to the UCSD off-campus VPN. For instructions to set this up go to: <https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/> . If you still have trouble, go to the library and have the staff there help you troubleshoot the issue.

### **Other Course Readings:**

All additional texts are available on Electronic Course Reserves (<https://library.ucsd.edu/borrow-and-request/course-reserves/index.html>). I may also add texts in the future under the "Files" tab on Canvas ([canvas.ucsd.edu](https://canvas.ucsd.edu)). You will be notified when and if additional texts will be added to these locations.

### **Course Requirements:**

Final grades are based on the successful completion of class requirements as weighted below. Students must complete all assignments to pass the course. No late or make-up assignments will be acceptable without documentation of an emergency. Pass/Fail: passing grade is 70% and above.

### **Grade & Grade Distribution:**

- (2) Reading Presentations - 20%
- Discussion Boards - 20%
- Midterm Exam - 25%
- Weeklong Discussion Wrap-Up Journal Entries (2) - 10%
- Final Paper - 25%

Grading focuses primarily on how thoughtfully and insightfully you engage course content, including your ability to understand and articulate arguments made in lecture and in readings. I also expect clear, grammatically correct writing.

**Attendance:** You are allowed one absence from Monday live sessions, no questions asked. These are intended for emergencies, not for those days where you “don’t feel like going to class.” There is no need to email an excuse for these emergencies but feel free to send one if you wish. However, beyond this one excused absence, attendance is mandatory. I start tallying attendance Week 3. Missing section after that will negatively affect your final grade starting on your second absence. **4 absences will result in failing the course.** Only university sanctioned absences (with timely notification) or documented emergencies will be acceptable excuses for missing Monday live sessions.

**NOTE:** Zoom sends a report that tells Professor Boston who was on the live session, what times they signed in and signed off, and how long their main screen was the Zoom session (if you spend the time with Zoom active but surfing the internet in another window, Zoom can detect this). You must be present the whole time to be considered as present for class.

### **Reading Presentations and Discussion Boards:**

Students will be responsible for presenting (2) assigned readings during the quarter. The presentation will be graded on the thoroughness, accuracy and quality of your presentations. The discussion boards will be graded cumulatively per week with how you engage and respond to the rest of your classmates’ presentation questions. Each student will sign up for (2) dates to prepare a presentation at the beginning of the quarter. Students will be responsible for summarizing the texts, providing analysis of key terms, concepts, and quotes and facilitating discussion on their assigned reading(s). **Each student will be required to email a copy of their presentation document to their instructor the night prior to the reading due date.** This document should have the following:

- A brief bio of the author. Could be a few bullet points.
- A brief summary of the text(s). (Should be  $\frac{3}{4}$  to a page single spaced)
- (4) Key Terms & Concepts with definitions for each
- (2) Key Nouns – People, Places or Things important to the reading with definitions for each
- (3) Central Quotes with Page Numbers (i.e. quotes that show the thesis, main argument(s) and/or intentions of the article, and/or articulate key definition(s) and/or theoretical ideas/developments) with a few sentences explaining their significance
- And, (3) Challenging discussion questions (These are questions you will pose to the class in order to facilitate discussion of the texts and really help students understand and apply key ideas in your reading)

Students will email their presentation to Professor Boston by 11:59pm the day prior to when the reading is due. Professor Boston will upload your presentation document to Canvas so the rest of the class can read the presentation at their convenience and take notes as they read the text in order to answer discussion questions. Each student will be responsible for going on the discussion board for each reading and participate in the discussion of at least one of the discussion questions per presentation. If no student is signed up for the reading, students still must submit discussion board entries. However, instead of being prompted by presentation questions, students will just write their general impressions after reading or respond to a classmate's general impressions. Regardless, these must be quality responses and must be at least a paragraph long, at least 5-6 sentences long. Your posts must talk about the readings specifically. So, either use a quote or paraphrase the reading. Your instructor will tally your responses for each session and grade them cumulatively per week.

### **Midterm Exam:**

The exam will be a mixture of multiple choice, fill in the blank, short answer response and word/picture association questions, which will total 25 points. It will be an open book exam that you will take remotely. I will post the exam to Canvas when the exam is supposed to start, and then you will be given 1-hour to complete it and turn it in to Canvas. More information to come closer to the date of the exam.

### **Weeklong Discussion Wrap-Up Journal Entries (2):**

Each student is responsible for producing two 2-3 page weeklong discussion wrap-up journal entries. Students will summarize their discussions in discussion boards for 2 different weeks of their choosing and write a paper/ journal entry for each. These journal entries should talk about the presentations they engaged, the questions they answered, the responses they wrote and how they engaged with other students in the conversations during that entire week in order to highlight how your understanding of key themes, concepts and definitions in the course developed over that week. To be clear: Do not copy and paste your answers from your week's discussions but instead summarize how all of your answers that week showed how your analysis of a specific theme of your choosing developed over that week. All papers must be typed, double-spaced, with 1-inch margins. They are due by 11:59PM PST on the Sunday following your week of discussion posts. You will upload your papers to a link provided by the professor on Canvas. Please do not email me your response unless I specifically tell you to do so.

### **Final Paper:**

Students will be required to write a paper based on a prompt provided that will consider the themes of the course broadly and use course readings as evidence for their argumentation. This paper will be 3-4 pages in length. More information will be given prior to its due date.

### **Email Policy:**

Email updates about the course will be sent frequently. **Reading emails sent from Professor are required.** "I did not see the email," "it went to my junk mail," etc. are not viable excuses. Please be sure you have your email linked to your smartphone and that "mboston@ucsd.edu" is not an address that is sent to your junk mail. Professor Boston will also send announcements through Canvas, which you will receive via email as well.

Also, please observe standard email etiquette and formatting. Send all email from your UCSD account and please put the course title in the subject line. I will do my best to respond to your questions within 24 hours. Email is a good way for you to ask short and/or logistical questions or set up office

appointments. If you have questions that require an in-depth answer, please schedule an office hours appointment.

### **Disability Access**

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) located in University Center 202. Please make arrangements to contact the instructor. Contact the OSD for further information: [disabilities.ucsd.edu](http://disabilities.ucsd.edu)

### **Title IX Compliance**

The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC San Diego Title IX office. Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination.

Students have options for reporting incidents of sexual violence and sexual harassment. Information about reporting options may be obtained at OPHD at [ophd.ucsd.edu](http://ophd.ucsd.edu). Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at [care.ucsd.edu](http://care.ucsd.edu) or Counseling and Psychological Services at [caps.ucsd.edu](http://caps.ucsd.edu).

### **Additional Resources:**

- Office for Students with Disabilities (OSD): <http://disabilities.ucsd.edu/about/>
- Counseling and Psychological Services (CAPS): <http://caps.ucsd.edu/>
- Writing Center (127 Mandeville): <http://writingcenter.ucsd.edu/>
- Writing + Critical Expression Hub at the Teaching + Learning Commons: <http://commons.ucsd.edu/students/writing/index.html>

<p style="text-align: center;"><b>Interested in Majoring/Minoring in Ethnic Studies? Please Contact:</b></p> <p style="text-align: center;">Mónica Rodríguez de Cabaza Department of Ethnic Studies 858 534-3277 <a href="mailto:EthnicStudies@ucsd.edu">EthnicStudies@ucsd.edu</a></p>
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## **Course Schedule:**

### **Week 1 ::: 3/29 – 4/2**

#### Monday (3/29)

- Syllabus Review

#### Wednesday (3/31)

- The Sociology of Social Movements - Chapter 2

#### Friday (4/2)

- Gramsci, Antonio, “Intellectuals” in The Prison Notebooks
- Strine, Mary S. “Critical theory and “organic” intellectuals: Reframing the work of cultural critique”

### **Week 2 ::: 4/5 – 4/9**

#### Monday (4/5)

- Fabio Rojas, “The Movement that Became an Institution” (Course Reserves)
- Fabio Rojas, “Revolution at San Francisco State College” (Course Reserves)

### Wednesday (4/7)

- Karen Umemoto, “On Strike! San Francisco State College Strike, 1968-69: The Role of Asian American Students”

### Friday (4/9)

- Jorge Mariscal, “Trouble in Paradise” (<https://www.counterpunch.org/2010/03/12/trouble-in-paradise/>)
- Robin D.G. Kelley, “Black Study, Black Struggle”
- Barbara Ransby, Response to Robin Kelley

## **Week 3 ::: 4/12 – 4/16**

### Monday (4/12)

- Sasha Costanza-Chock, “The Immigrant Rights Movement on the Net: Between “Web 2.0” and Comunicación Popular”

### Wednesday (4/14)

- Christina Aushana, “Transborder Art Activism and the U.S.-Mexico Border: Analyzing “Artsapes” as Forms of Resistance and Cultural Production in the Frame of Globalization”

### Friday (4/16)

- Narzanin Massoumi, “The Muslim woman activist’: Solidarity across difference in the movement against the ‘War on Terror”

## **Week 4 ::: 4/19 – 4/23**

### Monday 4/19)

- Barbara Ransby. “Chapter 1” in *Making All Black Lives Matter: Reimagining Freedom in the 21<sup>st</sup> Century* (2018)

### Wednesday (4/21)

- Barbara Ransby. “Chapter 2” in *Making All Black Lives Matter: Reimagining Freedom in the 21<sup>st</sup> Century* (2018)

### Friday (4/23)

- Barbara Ransby. “Chapter 3: Black Rage and Blacks in Power” in *Making All Black Lives Matter: Reimagining Freedom in the 21<sup>st</sup> Century* (2018)

## **Week 5 ::: 4/26 – 4/30**

### Monday (4/26)

- Barbara Ransby. “Chapter 4 and Chapter 5” in *Making All Black Lives Matter: Reimagining Freedom in the 21<sup>st</sup> Century* (2018)

### Wednesday (4/28)

- No Reading Assignment – Midterm Prep

### Friday (4/30) \*\*\*Midterm Exam\*\*\*

- No Reading Assignment – Midterm Exam

## **Week 6 ::: 5/3 – 5/7**

### Monday (5/3)

- Barbara Ransby. “Chapter 6” in *Making All Black Lives Matter: Reimagining Freedom in the 21<sup>st</sup> Century* (2018)

### Wednesday (5/5)

- Barbara Ransby. “Chapter 7” in *Making All Black Lives Matter: Reimagining Freedom in the 21<sup>st</sup> Century* (2018)

Friday (5/7)

- Barbara Ransby. “Chapter 8” in *Making All Black Lives Matter: Reimagining Freedom in the 21<sup>st</sup> Century* (2018)

**Week 7 ::: 5/10 – 5/14**

Monday (5/10)

- Carly Gieseler. “Chapter 1” in *The Voices of #MeToo: From Grassroots Activism to a Viral Roar* (2019)

Wednesday (5/12)

- Carly Gieseler. “Chapter 2” in *The Voices of #MeToo: From Grassroots Activism to a Viral Roar* (2019)

Friday (5/14)

- Carly Gieseler. “Chapter 3” in *The Voices of #MeToo: From Grassroots Activism to a Viral Roar* (2019)

**Week 8 ::: 5/17 – 5/21**

Monday (5/17)

- Carly Gieseler. “Chapter 4” in *The Voices of #MeToo: From Grassroots Activism to a Viral Roar* (2019)

Wednesday (5/19)

- Carly Gieseler. “Chapter 5 and Chapter 6” in *The Voices of #MeToo: From Grassroots Activism to a Viral Roar* (2019)

Friday (5/21)

- Carly Gieseler. “Chapter 7” in *The Voices of #MeToo: From Grassroots Activism to a Viral Roar* (2019)

**Week 9 ::: 5/24 – 5/28**

Monday (5/24)

- Nick Estes. “Prologue” in *Our History Is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance* (2019)

Wednesday (5/26)

- Nick Estes. “Chapter 1 and Chapter 2” in *Our History Is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance* (2019)
- Friday (5/28)
- Nick Estes. “Chapter 3” in *Our History Is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance* (2019)

**Week 10 ::: 5/31 – 6/4**

Monday (5/31)

- No Class – No Readings – Memorial Day

Wednesday (6/2) **\*\*Zoom Meeting Moved to Here During Normal Class Time\*\***

- Nick Estes. “Chapter 4 and Chapter 5” in *Our History Is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance* (2019)

Friday (6/4)

- Nick Estes. “Chapter 6 and Chapter 7” in *Our History Is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance* (2019)

***\*\*\*Final Paper Due Monday 6/7 by 11:59pm\*\*\****