

City and Regional Planning 3852 and 5852
American Studies 3975 and 6975
Latino Studies Program 3970 and 6970
Asian American Studies 3970 and 6970

Asian Americans and the Third World Movement

Spring 2011
Tuesday/Thursday 11:40AM-12:45PM
Rockefeller 187

Instructor: Professor Clement Lai

Office Hours: Tuesdays and Thursdays between 1:10-2:30PM and Wednesdays between 11-12PM or by appointment in 317 Sibley Hall

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Between the late 1960s and 1980s communities of color in the US mobilized at a grassroots level to oppose the war in Southeast Asia, to struggle for rights, to change educational institutions, and to seek solidarity with similar progressive movements occurring throughout the world in the second half of the 20th century. This course examines the political mobilization of the Asian American community, what has been called the Asian American Movement. It focuses specifically on the ideas, ideals, and personal experiences of the individuals who made up the Asian American Movement and examines them in the context of the wider national and global political mobilization that was occurring at that time. Such concurrent struggles include those of other US communities of color and also national liberation movements against colonialism in the Third World. Many of the activists who made up the Asian American Movement were the same age as you are now – 20 and 30 year olds who really believed in making their communities better places, who drew inspiration from events happening globally, and who believed that they could change the world.

In this course, like Asian American Movement activists, we will read from key theorists who influenced the Movement, including Marx, Lenin, Mao, Fanon, and Cabral, so that we understand how these activists became politicized and how they saw the world and conceived of historical change. We also read personal accounts of Movement activists to understand what they became involved in, e.g. the establishment of Asian American Studies, and how they created political ties with other movements like the Black Panther Party or the Young Lords. Finally, we will conduct our own qualitative research on what became of the Movement, i.e. how it institutionalized in the university, in social service organizations, and in other grassroots organizations. Thus, students will leave this course with an introduction to political economy and to anti-colonial thought. Students will also leave this course with an understanding of the social history of the Asian American Movement and how this movement was linked intellectually and politically to other

struggles occurring in the US and in the Third World. Finally, students will leave this course with exposure to qualitative research methods.

Required Texts

- 1) Karl Marx and Friedrich Engels, *The Marx-Engels Reader 2nd edition* (W.W. Norton)
- 2) Amilcar Cabral, *Unity and Struggle* (Monthly Review Press)
- 3) Frantz Fanon, *Wretched of the Earth* (Grove)
- 4) Glenn Omatsu and Steve Louie, *Asian Americans: The Movement and the Moment*, (UCLA Asian American Studies Center Press)
- 5) Mao Tse-Tung, *On Practice and Contradiction*, (Verso)
- 6) Yuri Kochiyama, *Passing It On*, (UCLA Asian American Studies Center Press)
- 7) Ben Fine and Alfredo Saad-Filho, *Marx's Capital 5th Edition*, (Pluto)
- 8) Iris Morales, Denise Oliver-Velez, and Darrel Enck-Wanzer, *The Young Lords: A Reader* (NYU Press)

Optional Textbooks and Supplies:

- 1) Robert Young, *Postcolonialism: A Historical Introduction* (Blackwell)

Course requirements

This course is a reading intensive, discussion-based seminar. It is *imperative* that you come to class having completed the day's reading assignment and that you understand enough of the argument to have a discussion or, at the very least, to ask critical questions to help explore the arguments being made in the reading. Exploration is a good thing, and in a way, we (including myself) are all approaching the material with sense of exploration.

You will be graded as follows:

Participation: Students are required to attend and participate in class. Participation is an important part of the course experience, providing the opportunity to critically evaluate course materials, debate, and share ideas. Participation will be graded based on a student's active and critical engagement. There will be multiple avenues to participate: in addition to raising points and questions during class session, participation includes posting to the Blackboard discussion board; responding to your peers' comments; listening to fellow students; attending seminar; and reading the material and coming prepared to class with questions and comments.

- To facilitate discussion each student will be **required** to submit a set of discussion questions and comments and post them to the course Blackboard site no later than 8:00PM the day before seminar for every class session.

Group presentation: Each seminar session two students will volunteer to give short presentations on the readings for each Tuesday and Thursday session. These groups will be tasked with identifying key issues and themes in the readings and with raising general discussion questions. The group should utilize questions and comments posted the night before to Blackboard in formulating their presentation and in guiding discussion for the remainder of each session. Depending on the size of the class you will likely be asked to present more than once.

The small groups have free reign to choose the format of their presentations. This includes using PowerPoint, a video, and/or some other group exercise.

Response papers: Each student will be required to submit a response paper every three weeks that is a critical reflection on the readings within that three-week period. These two-page response papers are due in class on February 10, March 3, March 29, April 19, and May 6. These papers should not be straight summaries but rather should engage with the readings arguments. **NO LATE PAPERS WILL BE ACCEPTED.**

Final group project with write-up: The class will be divided up into small groups for a final group project. Each group is tasked with identifying how the Movement is alive today. In other works the groups will target and interview individuals in Ethnic Studies departments (faculty, directors, students, and even staff), in social service organizations, and in grassroots groups in order to understand how the Movement institutionalized, how activists keep the Movement alive, how it has adapted, etc. The groups will transcribe, analyze, and write up their data to be presented at the end of the semester in a public forum. The groups will also turn in their write-ups at the end of the semester.

NO LATE PAPERS WILL BE ACCEPTED.

Grading

Points will be assigned as grades for each of the assignments. The final grade will be determined by weighing the assignments as follows:

- Participation and attendance 30 percent
- Group presentations 10 percent
- Response papers 20 percent
- Final group project and write-up 40 percent

Please note that incompletes (I grades) will not be given except in the case of dire emergencies.

Course Rules and “Etiquette”

I welcome you to this course and hope to make it an informative, productive, and engaging experience for all. There are a few classroom rules to abide by.

Please be prompt and attend class on time. It is very disruptive for students to walk into class late.

While I recognize that the use of cell phones and laptop computers with wireless access are an indispensable part of life on and off campus, I ask that you refrain from text messaging, using email, or surfing the Web while in class. Such activities do not facilitate an optimal learning environment for fellow students and can, in many instances, constitute rude behavior.

Each student in this course is expected to abide by the Cornell University Code of Academic Integrity, see < <http://cuinfo.cornell.edu/Academic/AIC.html>>. Any work submitted by a student in this course for academic credit will be the student's own work. For this course, collaboration is allowed for group presentations, but your written response papers and research paper must be your own work. If you paraphrase or quote from another source, then you must cite it properly. Any form of plagiarism on any of the assignments will result in a failing grade for the course.

In compliance with the Cornell University policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made.

For a definition of what constitutes plagiarism, please refer to the following website: <<http://plagiarism.arts.cornell.edu/tutorial/index.cfm>>.

Schedule of Topics and Readings

Week 1 The Asian American Movement (1/25 and 1/27)

For Tuesday:

Overview course and introductions

For Thursday:

- Download from the Blackboard course site:
 - Glenn Omatsu, "Four Prisons and the Movements of Liberation" and Kim Geron "Serve the People"
- Read pp. viii-x, pp. xv-xxv, pp. 277-283 in *Asian Americans: The Movement and the Moment*

Week 2 Marx (2/1 and 2/3)

For Tuesday:

- Read pp. 3-6 (concentrate on pp. 4-5 regarding base-superstructure relationship) and pp. 143-175 (concentrate on pp. 143-145, 149-163, 172-175) in *Marx-Engels Reader*

For Thursday:

- Read pp. 1-43 in Fine and Saad-Filho, *Marx's Capital: Fifth Edition*
- Skim pp. 302-361 from *Marx-Engels Reader* from *Marx's Capital, Volume I*
- Read pp. 32-47 in *Asian Americans: The Movement and the Moment*
- Optional skim pp. 376-384, 384-417, and 417-438 from *Marx-Engels Reader*

Week 3 Marx and Lenin (2/8 and 2/10)

For Tuesday:

- Read pp. 473-500 from *Marx-Engels Reader* from *Manifesto of the Communist Party*

- Download from Blackboard course site:
 - Lenin, “What is to Be Done?” (pp. 128-130 and 136-144)

For Thursday:

- Download from Blackboard course site:
 - Lenin, “Imperialism, the Highest Stage of Capitalism” (pp. 216-218 and pp. 236-249)
 - Selection from Robert Young *Postcolonialism* (read pp. 161-166 and 181-192 and skim 204-216)
 - Optional: Selection from Gramsci, “State and Civil Society” (pp. 206-218, 229-239, 242-243, 245-247, 275-276)
- Read pp. 138-147 in *Asian Americans: The Movement and the Moment*

Week 4 Mao and Ho Chi Minh (2/15 and 2/17)

For Tuesday:

- Read Mao “On Practice” (pp. 52-66) and begin “On Contradiction” (pp. 66-86)
- Download from Blackboard course site:
 - Readings from Ho Chi Minh on colonialism and on racism

For Thursday:

- Finish reading Mao “On Contradiction” (pp. 87-102)
- Read pp. 186-204 in *Asian Americans: The Movement and the Moment*
- Download from Blackboard course site:
 - Mao, “Report on the Peasant Movement in Hunan”

Week 5 Fanon (2/22 and 2/24)

For Tuesday:

- Download from Blackboard course site:
 - Selection from Robert Young *Postcolonialism* (read pp. 253-255 and pp. 274-292)
 - Optional: Skim pp. 217-226, 232-239, 242-252, and 265-273
- Read pp. 35-106 from Fanon *Wretched of the Earth*, “Concerning Violence,” (concentrate on pp. 35-53, pp. 104-106)

For Thursday:

- Read pp. 206-248 from Fanon *Wretched of the Earth*, “On National Culture”
- Read pp. 90-99 in *Asian Americans: The Movement and the Moment*

Week 6 Cabral (3/1 and 3/3)

For Tuesday:

- Read, pp. 28-44 from Amilcar Cabral *Unity and Struggle: Speeches and Writings of Amilcar Cabral*, “Unity and Struggle”
- Read, pp. 119-137 from Amilcar Cabral, “The Weapon of Theory”

For Thursday:

- Read pp. 138-154 from Cabral, “National Liberation and Culture”
- Download from Blackboard course site:
 - Listen to Malcom X Audio file

Week 7 Malcolm X and the Black Panther Party (3/8 and 3/10)

For Tuesday:

- Download from Blackboard course site:
 - Listen to Malcolm X Audio file

For Thursday:

- Download from Blackboard course site:
 - Readings on Black Panther Party, Ten Point Program
 - Survival Programs
- Watch Newsreel Films from Black Panther Party Library in class

Week 8 Black Panther Party and The Young Lords (3/15 and 3/17)

For Tuesday:

- Download from Blackboard course site:
 - Readings on Black Panther Party, Intercommunalism

For Thursday:

- Download from Blackboard course site:
 - Readings on Black Panther Party, Revolutionary internationalism and solidarity
- Read from *The Young Lords*

Week 9 Spring Break – NO CLASS (3/22 and 3/24)

Week 10 Black Panther Party and The Young Lords (3/29 and 3/31)

- Download from Blackboard course site:
 - Readings on Black Panther Party
- Read from *The Young Lords*

Week 11 Alliance Building: The Life of Yuri Kochiyama (4/5 and 4/7)

Week 12 Alliance Building (4/12 and 4/14)

For Thursday:

- Watch DVD, “Aoki”

Week 13 Qualitative research (4/19 and 4/21)

Week 14 Qualitative research (4/26 and 4/28)

Week 15 Final group projects (5/3 and 5/5)