Winter Quarter 2005

Asian American Studies M116; class ticket number: 121-701-200
Asian American Social Movements: Strategies for Community Education

(also cross-listed: LBR & WS M116; class ticket number: 242-396-200)

Fridays, 2:00 ñ 4:50 p.m.
Room 2135 Rolfe

Course Description
Three decades ago, Asian American Studies emerged from student strikes and
community struggles to advance a new, holistic vision of teaching and learning. The
founding vision emphasized students' responsibilities to both learn from and contribute to
the communities that nurtured them. Thus, the founding vision required students to
redefine the mission of universities and to transform their own lives in the process. To
carry out this new vision of education, pioneers experimented with innovative practices ó
e.g., such as service-learning. The founding vision saw Asian American Studies
beginning in universities but then rapidly spreading into K-12 classrooms and community
settings. However, thirty-five years later, the vision guiding Asian American Studies has
narrowed. Today, rather than the holistic vision of Asian American Studies redefining
the mission of the university, the traditional university has redefined Asian American
Studies, transforming it around standard academic practices. Thus, today, classes in
Asian American Studies are, for the most part, not found outside universities, and most
teaching and learning occur only within the four walls of a college classroom.

This service-learning class focuses on the key role that Asian Pacific American
students can play today in recovering and then expanding the founding holistic and
community-based vision of Asian American Studies, especially as it relates to teaching
and learning. This class provides students with hands-on training to help them use
campus resources, including their academic skills, to both contribute to and learn from
the communities that nurtured them.

As a class project, students will organize an educational event in a community
setting to reach people not able to take Asian American Studies classes in universities.

Course Staffing
Instructor:
Glenn Omatsu, 52974 (messages only)
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Office hours: before and after class sessions

Course Readings
29:2 (2003) — available from UCLA Asian American Studies Center, 3230 Campbell
Hall
Grading
50%  Reflection papers
30%  Class project: organization of one community educational event and one campus-based event (for practice)
10%  Report on one political tour of a Southern California community where low-income Asian Pacific immigrants work or live — e.g., Garment District, Carson, Chinatown, Little Tokyo, Little Saigon, Koreatown, Little India, historic Filipino town, Panorama City, Monterey Park, Rosemead, Gardena, Little Phnom Phen
10%  Attendance

Description of Class Project
For their final class project, students will organize a community educational event designed to "bring Asian American Studies to the community." For practice leading up to this event, students will organize one small educational event on campus. Students will be assigned to committees for the class project and will be responsible for all aspects of event planning, including obtaining funding from campus sources.

Class Goals
1) To highlight the key role that Asian Pacific American students today can play in recovering and expanding the founding vision of Asian American Studies;
2) To emphasize the responsibilities of students to both contribute to and learn from the historic low-income communities that nurtured them;
3) To help students develop a holistic, community-based approach to learning and teaching Asian American Studies by incorporating insights from service-learning, critical pedagogy, brain-based learning, and anti-colonial education and to share this approach with others in the university and in off-campus communities;
4) To emphasize the interethnic roots of Asian American Studies and the responsibility of students to promote this awareness;
5) To expand students' conception of where Asian American Studies can be taught by envisioning its expansion into various community settings;
6) To help students connect issues they have learned from other university classes — e.g., immigrant rights, globalization, gender exploitation, worker struggles for justice, poverty, interethnic coalition-building, etc. — to the daily lives of community residents;
7) To promote creative and innovative thinking in students to enable them to develop new approaches to bring Asian American Studies and Ethnic Studies to people in our communities who are unable to take these classes in universities;
8) To provide activist training for students to enable them to re-direct university resources to respond to community needs; this training will address the class privileges of students in elite institutions such as UCLA and the ways that they can use campus resources to contribute to communities.

Student Responsibilities for this Class
1) Make sure this is a class you really want to take (look over the syllabus and assignments). This class takes students out of the "safe zone" of the traditional classroom. Notice, for example, that there are no tests. This does not mean that this class
will be easy. On the contrary, students who are used to traditional academic standards will experience high levels of anxiety by 7th week. Please carefully consider whether you want to take this class and accept the responsibilities listed below.

2) By enrolling in this class, each student is making a commitment to attend all class sessions, to do the assigned readings and reflection papers, and to work on the class project, including participating in meetings outside of class with other students to prepare the final project. Missing classes and not doing assignments will be severely penalized.

3) This class requires a considerable amount of work outside the classroom (research, committee work, etc.).

4) Grading for this class is based on each student's performance; I will not grade on a curve. Some students come to this class with extensive experience in campus activism and familiarity with off-campus communities; I will expect more from these students than those with less experience.

5) Finally, a key goal of this class is to encourage students to share what they are learning with others and to learn from immigrant workers in our communities. In the late 1960s, the movements that created Ethnic Studies began with a vision of education that linked classroom learning to issues in the community. This vision continues today. Students have a special responsibility to share their knowledge and resources with others in their communities, including other campuses. Knowledge is too important to stay within the classroom. In addition, students at elite institutions such as UCLA have a special responsibility to develop the necessary humility to effectively teach and learn from those in our communities.

6) Class Sessions

Each class session will consist of a workshop/lecture/discussion on new approaches to teaching and learning and their application to Asian American Studies and Ethnic Studies; student presentations based on homework assignments; and work related to the final class project. Students are also expected to meet outside of class for committee work for the class project.

Friday, Jan. 7 Overview of the founding holistic and community-based vision of Asian American Studies; overview of key role of students in recovering and expanding this vision

Friday, Jan. 14 Creating educational strategies for Asian American Studies that are holistic and community-based

Friday, Jan. 21 Workshop by community activist, high school teacher, and AAS graduate Tony Osumi

Friday, Jan. 28 Discussion of final class project

Friday, Feb. 4 Ways that new educational approaches can redefine how Asian American Studies and Ethnic Studies are taught and learned: insights from brain-based learning, critical pedagogy, anti-colonial education, constructivist education, and Freedom Schools
Friday, Feb. 11  Discussion of political tours of ethnic communities

Friday, Feb. 18  Workshop by performance artist Alison Delacruz (tentative)

Friday, Feb. 25  Case studies of student's educational projects in communities (past and present): L.A. summer community college; community newspapers such as Gidra and Rodan; youth drop-in centers; garment coop in S.F. Chinatown; Everybody's Bookstore in S.F. Chinatown; educational forums on issues of war, immigrant rights, workers' campaigns, and affirmative action; street fairs and festivals; solidarity actions supporting immigrant workers' campaigns; renovation of low-income housing; mural projects; tutorial projects for children and teens; youth films, videos, spoken word, and performance art

Friday, Mar. 4 What Asian Pacific American students at UCLA can learn from community residents, such as low-income immigrant workers

Friday, Mar. 11  Final class session