

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number HIST 12C
 Course Title Inequality: A Global History of Anti-Colonial Thought and Struggle
 Indicate if Seminar and/or Writing II course _____

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis * _____
- Philosophic and Linguistic Analysis * _____
- Visual and Performance Arts Analysis and Practice * _____

Foundations of Society and Culture

- Historical Analysis * _____
- Social Analysis * _____

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

A historical understanding of anti-colonial thought and struggle relates to a wide range of cultural, literary, philosophic, artistic, and social discourses and practices. The course encourages students to consider and analyze all these aspects of anti-colonial movement from a global perspective.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Katsuya Hirano

Do you intend to use graduate student instructors (TAs) in this course? Yes * _____ No _____

If yes, please indicate the number of TAs 6 _____

4. Indicate when do you anticipate teaching this course over the next three years:

2017-18	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2018-19	Fall	_____	Winter	_____	Spring	*
	Enrollment	_____	Enrollment	_____	Enrollment	360
2019-20	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes _____ No *

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____

Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

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|--|---|
| <input type="checkbox"/> General Knowledge | The course covers the 19 th and 20 th global history of anti-colonial thought and struggle. |
|--|---|

- | | |
|---|--|
| <input type="checkbox"/> Integrative Learning | Students will compare and contrast different anti-colonial thinkers/activists to deepen their understanding of commonalities and differences in experiences of colonization and de-colonization. |
|---|--|

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|---|---|
| <input type="checkbox"/> Ethical Implications | Inquiry into the thought and action of the colonized peoples demands a deep ethical and critical reflection on the past and the present as well as their connections. |
|---|---|

- | | |
|---|---|
| <input type="checkbox"/> Cultural Diversity | The course covers thinkers/activists from Algeria, China, Cuba, France, Japan, the US, and Vietnam. |
|---|---|

- | | |
|--|---|
| <input type="checkbox"/> Critical Thinking | The course encourages students to understand various anti-colonial thought and action in a particular historical conjuncture/context. This exercise will help them to reflect on the contemporary conditions of inequality, discrimination, and violence. |
|--|---|

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|---|---|
| <input type="checkbox"/> Rhetorical Effectiveness | The students will be required to write two 3-4 pg. essays in addition to a group project. |
|---|---|

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|--|---|
| <input type="checkbox"/> Problem-solving | The group project will encourage the students to take up urgent issues in the present and propose a solution to them. |
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|---|--|
| <input type="checkbox"/> Library & Information Literacy | They will use library and other forms of information for their group projects. |
|---|--|

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- | | | |
|---|-------------------|---------|
| 1. Lecture: | <u>2.5</u> | (hours) |
| 2. Discussion Section: | <u>50 minutes</u> | (hours) |
| 3. Labs: | <u>0</u> | (hours) |
| 4. Experiential (service learning, internships, other): | <u>0</u> | (hours) |
| 5. Field Trips: | <u>0</u> | (hours) |

(A) TOTAL Student Contact Per Week **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- | | | |
|-------------------------------------|----------|---------|
| 1. General Review & Preparation: | <u>6</u> | (hours) |
| 2. Reading | <u>4</u> | (hours) |
| 3. Group Projects: | <u> </u> | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>1</u> | (hours) |
| 5. Information Literacy Exercises: | <u> </u> | (hours) |
| 6. Written Assignments: | <u>2</u> | (hours) |
| 7. Research Activity: | <u>2</u> | (hours) |

(B) TOTAL Out-of-class time per week N/A **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week

18.3

(HOURS)

HIST 12C (Inequality)

Inequality: A Global History of Anti-Colonial Thought and Struggle

Classroom: Bunche 2209A.

Instructor: Kats Hirano (Email: hirano@history.ucla.edu)

Office hours: Thursday, 1-3 pm or by appointment at Bunche 5238

Section Instructor (TA): Rory Huang (Email: hqqrory@gmail.com)

Office Hours: Monday, 12-2pm or by appointment at Bunch 2155

Class Content:

The ongoing growth and normalization of poverty, violence, and racial hatred in the neo-liberal present seem to echo and find a direct linkage to an earlier moment when the colonial rule of the previous century brought about the global structure of inequality or unevenness. In order to properly historicize our current conjuncture, we will revisit and re-examine some of the most important voices of anti-colonial and anti-imperialist struggle from a comparative perspective. The reading includes Aime Cesaire, Franz Fanon, Ho Chi Minh, Tōten Miyazaki, Sun Yat-Sen, Shūsui Kōtoku, Che Guevara, and Mahatma Gandhi.

We will put two thinkers/activists in dialogue to tease out and reflect on their commonalities and differences. The lecture provides a historical background for each thinker/text and students will actively engage in interpreting and discussing the texts in class and discussion sections. Students will work on a group project for the finals as a way to reflect on the current conjuncture in relation to the history of colonialism.

Format:

The course will consist of lectures, discussion sections, and a group project. Students are expected to complete the reading assignments **prior to sections and lectures** not only to obtain background knowledge for lectures, but also to be able to participate actively in section discussion and do **weekly assignment**. This will help students to develop critical skills necessary for writing **2 short essays** and creating **the final project**. **Note that the section instructor takes weekly assignment as the proof of**

your attendance (which means that even though you are physically in your section, if you fail to submit your weekly assignment, you will be deemed as absent). **Weekly assignment will NOT be graded and has to be submitted every Tuesday IN CLASS.**

Notes on Electronic Devices:

All devices – especially phones! – must be turned off except for computer for note-taking during the lecture and discussion section.

Grade Breakdown:

- **Essays (55%):** There will be 2 essays instead of exams. Students need to demonstrate **clarity and coherence** in their arguments in addition to their ability to engage in ideas found in lecture, section discussion and the reading materials. The first paper is 3 pg. in length and due on April 16th (20%), and the second is 5 pg. in length and due on May 23rd (35%).
- **Weekly assignment/Attendance (25%):** each student **must choose a keyword** from an assigned reading for the week and **prepare one or two paragraphs that explain the meaning of the word and why it is important for the author's overall argument. Note that those who miss the more than 2 weekly assignments will receive F for participation and attendance.**
- **Group project (20%):** **each group consists of 5 students and you will form the group within your discussion section.** You will form a group in week 4 and start brainstorming the project (theme). Each group has to turn in a final project proposal (theme and outline of the project.) on May 9th. You will present the project in Week 10. More information on the final project will be given later in class. **If your project is excellent, you will receive an extra 2 points (bonus).**

Grading Scale:

A+	100and Above (Bonus)
A	94-99
A-	90-93
B+	86-89
B	80-85
B-	75-79
C+	69-74
C	65-68
C-	58-64
F	Below 58

Plagiarism:

“Plagiarism includes but is not limited to the following: “a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgment that it is someone else’s. b) Copying of any source in whole or in part with only minor changes in writing or syntax even with acknowledgment. c) Submitting as one’s own work a report, exam paper, computer file, lab report or other assignments which has been prepared by someone else. This includes research papers purchased from any other person or agency. d) The paragraphing of another’s work or ideas without proper acknowledgment.” **Plagiarism will result in a failure of the assessment or possibly of the course.** If you are unsure of how to cite a source, ask!

Course Schedule:

Week 1 Introduction to the Course

April 2

Lecture: What is Decolonization?

Reading: “Introduction: Definitions and Explanations” from John Springhall, *Decolonization since 1945* (London: Palgrave, 2001) (PDF); Richard Pithouse, “Why Fanon continues to resonate more than half a century after Algeria’s independence?” (PDF)

April 4

Lecture: Women Under Colonial Rule

Reading: F. Fanon, “Algeria Unveiled” (PDF) P. Duara, *Decolonization: Perspectives from Then and Now*, Chap. 4; Jiweon Shin, Social Construction of Idealized Images of Women in Colonial Korea” P. Duara, *Decolonization: Perspectives from Then and Now*, Chap. 16 (PDF)

Week 2 & Week 3: Racism and De-colonization of “Self”: Fanon & Gandhi

Week 2

April 9

Lecture: French Empire & Algerian Liberation

Reading: “White Settler Africa: Reluctance to Concede Majority Rule”, pp. 146-156, John Springhall, *Decolonization since 1945* (PDF)

April 11

Lecture: Franz Fanon & Psychological Colonization

Reading: Fanon, *Black Skin and White Masks*, chapters 1-4, and 8.

Week 3

April 16

Lecture: British Empire & India's Struggle for Independence

Reading: John Springhall, *Decolonization since 1945*, pp. 65-80 (PDF).

*** First Paper (3 pg.) is due in class: You must turn in a hard copy to Rory Huang in class. You also turn in the paper via Turn-It-In.**

April 19

Lecture: Mahatma Gandhi & Strife for Self-Governance

Reading: History & Gandhi: *Hind Swaraj or Indian Home Rule* (Course Reader in bookstore)

Week 4 and Week 5: Pan-Asianism: Sun Yat-Sen & Tōten Miyazaki

Week 4

April 23

Lecture: China's Semi-Colonial Status and Rise of Nationalist Movement

Reading: Conrad Schirokauer, Miranda Brown, David Lurie, and Suzanne Gay, "Chapter 19. China: Endings and Beginnings, 1894-1927," pp. 486-497 from *A Brief History of Chinese and Japanese Civilizations* (Thomson Wadsworth, 3rd edition, 2006)

April 25

Lecture: Sun Yat-sen and Nationalist Revolution

Discussion: Sun Yat-Sen, *Speech on Pan-Asianism* (PDF); San Min Chu (The Three Principles of the People) P. Duara, *Decolonization: Perspectives from Then and Now*, Chap. 1. (PDF)

Week 5

April 30

Lecture: Japan's Responses to Western Imperialism

Reading: Eto Shinkichi and Marius Jansen, "Introduction" from Tōten Miyazaki, *My Thirty-Three Years' Dream*; Conrad Schirokauer, Miranda Brown, David Lurie, and Suzanne Gay, pp. 445-485 from *A Brief History of Chinese and Japanese Civilizations*.

May 2

Lecture: Tōten Miyazaki: Between Nationalism and Regionalism

Discussion: T. Miyazaki, *My Thirty Three Years' Dream* (excerpts), pp. 121-229, 247-264.

Week 6 and Week 7: Anatomy of Colonialism and Imperialism: Aime Cesaire & Shūsui Kōtoku

Week 6

May 7

Lecture: French Colonialism & Assimilation

Reading: Aime Cesaire, *Obituary* (Independent, 2008) (PDF); Kristen Childers, "Citizenship and Assimilation in Postwar Martinique: The Abolition of Slavery and the Politics of Commemoration" (Proceedings of the Western Society for French History) (PDF)

May 9

Lecture: Cesaire & Negritude Movement

Reading: Cesaire, *Discourse on Colonialism* (whole book) (PDF)

[*You will turn in a mid-term report \(theme and a brief outline\) on your group project in your sections.](#)

Week 7

May 14

Lecture: Japanese Imperialism

Reading: TBA

May 16

Lecture: Shūsui Kōtoku and *Critique of Japanese Imperialism*

Reading: Kōtoku, *The Monster of the 20th Century* (Selected chapters) "Preface," "Preliminary Observations," "Introduction," "On Imperialism," and "Epilogue" (PDF).

Recommended Reading: Patrick Wolfe, "Imperialism and History: A Century of Theory

from Marx to Postcolonialism” in P. Duara, *Decolonization: Perspectives from Then and Now*, Chap. 8.

Week 8 & 9: Armed Revolution: Ho Chi Minh & Che Guevara

Week 8

May 21

Lecture: French Colonialism in Vietnam

Reading: TBA

May 23

Lecture: Ho Chi Minh and Vietnamese Revolution

Reading: Ho Chi Minh, *Selected Writings and Speeches from 1920-69* (Selected) “Equality!” “Racial Hatred,” “Murderous Civilization!” “Oppression Hits All Races,” Vietnamese Declaration of Independence” “Wage Resistance War!” “Imperialist Aggressors can never enslave the heroic Vietnamese people,” “The Path which led me to Leninism” (PDF).

*** Your second paper (5-7 pg.) is due. You must turn in a hard copy to Rory Huang in class. You will also turn in the paper via Turn-It-In.**

Week 9

May 28

Lecture: Colonialism in Cuba and Nationalist Socialist Revolution

Reading: TBA.

May 30

Lecture: Che Guevara and Cuban Revolution

Reading: Che Guevara, *Che Guevara Reader: Writings on Politics & Revolution* (Selected): “Social Ideals of Rebel Army,” “Political Sovereignty and Economic Independence,” “Cuba: Historical Exception or Vanguard in Anticolonial Struggle?” “The Cuban Revolution’s influence in Latin America” “At Afro-Asian Conference in Algeria,” and “Create Two Three Many Vietnamese.” (PDF)

Week 10

Group Projects: each group consisting of 5 people will present the digital work that addresses the legacies of colonialism in the present.

June 4 and June 6: In-class presentation



New Course Proposal

History 12C

Inequality: Global History of Anti-Colonial Thought and Struggle

Course Number History 12C

Title Inequality: Global History of Anti-Colonial Thought and Struggle

Short Title ANTI-COLONIAL THGHT

Units Fixed: 5

Grading Basis Letter grade or Passed/Not Passed

Instructional Format Lecture - 3 hours per week
Discussion - 1 hours per week

TIE Code LECS - Lecture (Plus Supplementary Activity) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites None

Course Description Lecture, three hours; discussion, one hour. Ongoing growth and normalization of poverty, violence, and racial hatred in neo-liberal present have direct linkage to earlier moment when colonial rule of previous century brought about global structure of inequality. Examination of some of most important voices of anti-colonial and anti-imperialist struggle from comparative perspective in order to historicize current conjuncture. Readings include Aimé Césaire, Frantz Fanon, Ho Chi Minh, Toten Miyazaki, Sun Yat-Sen, Shusui Kotoku, Malcolm X, Che Guevara, and Mahatma Gandhi. Use of dialogue to reveal and reflect on commonalities and differences of thinker/activist pairs. Historical background for each thinker and active engagement in interpretation and discussion of texts. Group project as way to reflect on current conjecture. P/NP or letter grading.

Justification The History 12 series on inequality taught by Robin Kelly and Kelly Hernandez has been enormously successful. Hernandez teaches a course on a history of mass imprisonment (HIST 12 A) and Robin Kelly on the history of neo-liberalism (HIST 12 B). Both courses regularly have over 300 students. But their scope is limited to the US. My proposed course will add a comparative and global perspective to this series by covering a broader geographical area and chronological range. As the course description states, in order to properly historicize the ongoing growth and normalization of poverty, violence, and racial hatred in the neo-liberal present, the course examines a linkage to an earlier moment when the colonial rule of the pervious century brought about the global structure of inequality or unevenness. Thus, the course not only supplements HIST 12 A and B by globalizing the series but also introduces a new historical perspective by considering commonalities and differences between the colonial past and the neoliberal present.

Syllabus File [HIST 12C Proposed Syllabus.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information

Grading Structure Weekly Assignment and Section Discussion: 25 points
1st Paper: 25 points
2nd Paper: 25 points
Group Project: 25 points

Effective Date Fall 2018

Instructor Name **Katsuya Hirano** Title **Associate Professor**

Quarters Taught Fall Winter Spring Summer

Department **History**

Contact Name **INDIRA GARCIA** E-mail **indira@history.ucla.edu**

Routing Help

ROUTING STATUS

Role: Registrar's Office

Status: Processing Completed

Role: Registrar's Publications Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590

Status: Added to SRS on 2/16/2018 4:19:00 PM

Changes: Description

Comments: Course description edited into official version.

Role: Registrar's Scheduling Office - Lin, Jessica (JLIN@REGISTRAR.UCLA.EDU) - 58253

Status: Added to SRS on 2/9/2018 5:22:10 PM

Changes: Title, Short Title

Comments: changed from: Inequality: A Global History of Anti-Colonial Thought and Struggle

Role: FEC School Coordinator - Ries, Mary Elizabeth (MRIES@COLLEGE.UCLA.EDU) - 61225

Status: Returned for Additional Info on 2/7/2018 9:45:38 AM

Changes: No Changes Made

Comments: no changes

Role: FEC Chair or Designee - Tornell, Aaron (TORNELL@ECON.UCLA.EDU) - 41686

Status: Approved on 2/7/2018 9:23:22 AM

Changes: No Changes Made

Comments: No Comments

Role: FEC School Coordinator - Ries, Mary Elizabeth (MRIES@COLLEGE.UCLA.EDU) - 61225

Status: Returned for Additional Info on 1/30/2018 11:33:12 AM

Changes: No Changes Made

Comments: no changes

Role: Dean College/School or Designee - Mcalpin, Amanda D (AMCALPIN@COLLEGE.UCLA.EDU) - 3107947245

Status: Approved on 1/30/2018 9:31:18 AM

Changes: No Changes Made

Comments: Approved by Amanda McAlpin on 30 Jan on behalf of Dean Darnell Hunt.

Role: FEC School Coordinator - Ries, Mary Elizabeth (MRIES@COLLEGE.UCLA.EDU) - 61225

Status: Returned for Additional Info on 1/24/2018 8:32:20 AM

Changes: No Changes Made

Comments: no changes

Role: Department Chair or Designee - Garcia, Indira Yubelka (INDIRA@HISTORY.UCLA.EDU) -

Status: Approved on 1/23/2018 5:08:33 PM

Changes: No Changes Made

Comments: Approved on behalf of Department Chair, Steve Aron.

Role: Initiator/Submitter - Garcia, Indira Yubelka (INDIRA@HISTORY.UCLA.EDU) -

Status: Submitted on 1/23/2018 5:06:07 PM

Comments: Initiated a New Course Proposal

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