From Bruce Lee to Black Lives Matter: Sociological Perspectives on Structures of Racism, Colonialism, and Afro-Asian Solidarity

UNL, FALL 2021 (Wednesdays, 2:30 to 5:00 pm)

A Few Flashpoints of Black Civil Rights & Empowerment Efforts 1950s to 1960s

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>Dec 1955</td>
<td>R. L. M. Parks defies Montgomery (Alabama) bus rules and refuses to give up her seat to a White passenger.</td>
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<td>Jan 1957</td>
<td>Black pastors and Civil Rights leaders (including M. L. King) meet in Atlanta (Georgia) to organize non-violent protests against racial discrimination.</td>
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<td>Sep 1957</td>
<td>Little Rock Nine prevented from integrating Central High School in Little Rock (Arkansas).</td>
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<tr>
<td>May 1959</td>
<td>B. J. F. Lee returns to racially segregated San Francisco (California).</td>
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<td>Fall 1959</td>
<td>J. R. Glover, previously denied instruction due to racism, becomes first student of B. J. F. Lee.</td>
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<td>Summer 1964</td>
<td>B. J. F. Lee moves from Seattle (Washington) to Oakland (California) and opens first integrated school.</td>
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<tr>
<td>Feb 1965</td>
<td>E.-H. M. El-Shabazz (Malcolm X) assassinated.</td>
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<tr>
<td>Mar 1966</td>
<td>B. J. F. Lee relocates to Los Angeles (California) seven months after civil protests in Watts.</td>
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<tr>
<td>Jun 1966</td>
<td>After sniper’s shooting of J. H. Meredith, M. L. King, S. S. C. Carmichael (K. Ture), and others continue Meredith's March Against Fear. During the march, Carmichael publicly speaks of “Black Power” for the first time.</td>
</tr>
<tr>
<td>Apr 1967</td>
<td>M. L. King speaks at Riverside Church in New York City (New York) against war in Vietnam.</td>
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</tbody>
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COURSE: Soci 906: Seminar in Race (From Bruce Lee to Black Lives Matter)
TIME: Wed, 2:30 – 5:00 p.m.
LOCATION: Zoom (See Zoom Link info at bottom of this syllabus)
Students have the option of Zooming in on their personal PCs/Mac from Oldfather 732
PROFESSOR: L. J. Dance, 723 Oldfather Hall (Prof. Dance will not be using her office)
OFFICE HOURS: Wednesdays 6:00 to 7 pm and by appointment.

1 This timeline information is compiled from three sources (History.com 2017; Polly 2018; Prashad 2001).
COVID-19 INFORMATION RE FACE COVERING
The instructor for this course, Prof. Lory Dance, is recovering from Open Heart Surgery and has doctors’ orders to not teach in-person during the Fall of 2021. Therefore Prof. Dance will teach via Zoom. The Zoom link information can be found on the Soci-906 Canvas page.

However, for students doing group or team work for Soci-906, given current CDC guidance and the current transmission level of COVID-19 in our community, I respectfully request that you wear face-coverings during in-person, face-to-face meetings.

COURSE DESCRIPTION
Bruce Lee (nee Bruce Jun Fan Lee) is revered as a martial arts sensation. Many may know from a variety of documentaries that Bruce Lee encountered racism. Less known is that Bruce Lee was an anti-racist. And even less explored is the degree to which Bruce Lee inspired Black empowerment during the 1960s, 70s and beyond. The historical timeline above inserts Bruce Lee into a list of notable events related to Black civil rights and empowerment. This course starts with Lee’s role in regard to Black empowerment and covers sociological perspectives on race and racism. In his book *Everybody was Kung Fu Fighting: Afro-Asian Connections and the Myth of Cultural Purity* (2001), Vijay Prashad documents how Black celebrities had empowering interpersonal experiences with Bruce Lee. Similarly, the famous rapper, RZA of the Wu-Tang Clan would experience Lee’s inspiration/empowerment after Lee’s death (Tinsley 2020). Prashad also provides broad and complex histories of Asian-African solidarity coalitions and movements.

Few know, however, that Lee’s first student and first assistant instructor was a Black man named Jesse Raymond Glover, who Lee taught in 1959 despite the anti-Chinese racism that Lee experienced himself and the anti-Black racism that Glover experienced as he sought a Kung Fu (aka Gung Fu) instructor in Seattle, Washington. Or that Lee started Gung Fu schools that were open to anyone regardless of racial/ethnic or national identity during a time when Chinese-American instructors would only teach other Chinese/Chinese-American students (Nyugen 2020; Polly 2018). Few have examined the significance of Afro-Asian solidarity as a sociological tale regarding lives that matter.

Moving from the 1950s to the 21st century, this course will use Bruce Lee and Afro-Asian Solidarity as a springboard for crucial discussions regarding sociological scholarship on race, ethnicity, and empire.

Throughout the semester, students will explore answers to the following questions: What can Bruce Lee and other Asian and Black Americans who prioritize anti-racism at the grassroots level teach us about the art of anti-racism? How do other humanities and social science disciplines compare to Sociology in regard to perspectives about race, ethnicity, racialization, and other related topics? Where/How do sociological perspectives on race and ethnicity fall short? For example, does Sociology fall short when it comes to exploring the impacts of empire and colonialism at the macro-level as well as offering grassroots anti-racism pronouncements/recommendations at the micro-level? What, if anything, can the Sociology of Race and Ethnicity, gain from a specific focus upon moments and movements of Afro-Asian solidarity?

COURSE GOALS:

- To examine anti-racism efforts at the micro, interpersonal level.
- To juxtapose sociological perspectives on race and ethnicity with perspectives from other disciplines.
- To expose sociological blind spots in regard to the study of race and ethnicity. For example some scholars argue that sociology lacks post-colonial or decolonizing considerations.
- To uncover or discover potential topics related to Afro-Asian solidarity that can be productive areas for sociological analysis and/or articles.

OBJECTIVES:

- Use a variety of course materials (academic, creative, visual) and approaches (lectures, presentations, seminar discussions) to excavate topics related to racism, colonialism, and Afro-Asian solidarity in the U.S. as well as
actual anti-racist dreamers and their dreams.

• Watch and dissect a couple of films or TV shows as a way to analyze and write about anti-racist dreams and dreamers from a Sociological and Post-/Anti-Colonial lens. Far Beyond the Stars (Star Trek: Deep Space Nine, Season 6, Episode 13) and maybe even an episode or two of Warrior, (TV Series) could be a good place to start.

• Write Op-Eds or Popular Science Critiques/Reviews as well as a Literature Review. These written works will bridge some aspect(s) of micro, interpersonal approaches to or depictions of anti-racism and meso/macro sociological theories and/or substantive studies of race and ethnicity.

**REQUIRED COURSE MATERIALS:**

**There are 6 required books for this course.**


A variety of articles, chapters, and documentaries will be posted to Canvas.

**GENERAL COURSE REQUIREMENTS:**

- All students are encouraged to attend Zoom classes, participate in class discussions, read assigned texts, complete one Op Ed or Popular Science article, complete one final paper/panel proposal, and complete one final paper/panel presentation. Students are expected to read assigned materials prior to class meetings. The final grade will be based upon the assignments below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Op Ed/Popular Science Article</td>
<td>15 pts</td>
<td>15%</td>
</tr>
<tr>
<td>Final Paper/Panel Proposal</td>
<td>10 pts</td>
<td>10%</td>
</tr>
<tr>
<td>Final Paper/Panel Presentation</td>
<td>30 pts</td>
<td>30%</td>
</tr>
<tr>
<td>Class Participation(^2)</td>
<td>30 pts</td>
<td>30%</td>
</tr>
<tr>
<td>COVID-19 Buffer Points</td>
<td>15 pts</td>
<td>15%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100 pts</td>
<td>100%</td>
</tr>
</tbody>
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Grading Scheme\(^3\):

- A = 90-100% of total points
- B = 80-89% of total points
- C = 70-79% of total points
- D = 60-69% of total points
- F = 59% or less of total points

\(^2\) Class participation will include work done asynchronously outside of course Zoom meeting times

\(^3\) Cut points for A/B/C/D+, A/B/C/D, and A/B/C/D- will be based upon the actual high versus low grading outcomes achieved by students. Therefore, cut points cannot be calculated before finals are graded.
SERVICES FOR STUDENTS WITH DISABILITIES
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 117 Louise Pound Hall; 402-472-3787.

WRITING CENTER
The Writing Center can provide you with meaningful support as you write for this class as well as every course in which you enroll. Trained undergraduate and graduate peer consultants are available to talk with you about all forms of communication. You are welcome to bring in everything from lab reports, presentations, and research papers to cover letters, application essays, and graduate theses and dissertations. Writing Center Consultants can work with you at any stage of the writing process, from brainstorming and organizing your ideas through polishing a final draft.

In 2020-21, there are two ways you can connect with a Consultant: Online (a real-time, video conversation) and eTutoring (email feedback). To learn more about these options and view video tutorials, please visit our Online Writing Services Page. You can sign up any time by visiting unl.mywconline.com (Links to an external site.). For more information about the Writing Center, please visit unl.edu/writing (Links to an external site.).

COUNSELING AND PSYCHOLOGICAL SERVICES
UNL offers a variety of options to students to aid them in dealing with stress and adversity. Counseling and Psychological Services (CAPS) is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450. Big Red Resilience & Well-Being (BRRWB) provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached by calling 402-472-8770.

A NOTE REGARDING DISCUSSION OF SENSITIVE/CONTROVERSIAL TOPICS:
Some of the topics we will discuss over the duration of the semester are likely to be sensitive and/or controversial. A variety of opinions, beliefs, and statements may surface during class discussions; some of these statements may be experienced as “racist,” “anti-Semitic,” “homophobic,” “sexist,” or “fascist,” etc. Keep in mind that the students enrolled in SOCI 906 are likely to be members of different ethnic, racial, sexual orientation, gendered, national, regional, and other cultural and/or minoritized groups. Hence, your classmates’ opinions may reflect a diversity of cultural experiences.

You will be encouraged to express your opinions and beliefs, and to do so with respect for the opinions of other students who may hold different beliefs. In the event that controversial claims are made, you will be discouraged from labeling any classmate as “a racist,” or “an anti-Semite,” or “a fascist,” or “a bigot,” etc. In other words, you may respond to any claim made by a classmate (or the professor), but will be discouraged from making such accusations as “You are a racist!” or “You are a hater!” or “You are so stupid that you went to Lens Crafters to buy an iPhone!” Instead you will be encouraged to respond to opinions with which you disagree by saying, “I disagree with the statement you just made and I experience it [i.e., the statement] as

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4Due to the sensitive and controversial nature of some of the topics that will be discussed over the duration of the semester, all classes are closed to the Press.
racist (or homophobic, or anti-Semitic, etc.) because...,” and then sharing your opinion with your classmates (or the professor).

The professor of this course assumes that all students are interested in learning and sharing their views about U.S. “race” and ethnic relations and therefore come to this course with the best of intentions. Hence, students are encouraged to express their views and beliefs even when those views may be considered unpopular. In SOCI 906, the professor will facilitate a “safe place” for the discussion of sensitive issues. However, the professor will not tolerate statements (or views or opinions) that are voiced with malicious or hateful intent. If you have any concerns that you will have difficulty with voicing your opinions/beliefs in sensitive language, feel free to consult with the professor during office hours and she will be happy to assist you.

RELIGIOUS OBSERVANCES:
The professor believes that students should not be penalized because of observances of their religious beliefs. Students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the responsibility of the student to inform the professor of any intended absences for religious observances in advance. Notice should be provided to the professor as soon as possible but no later than the end of the fourth week of classes.

STUDENT CODE OF CONDUCT:
The professor expects that all students will honor principles of Academic Integrity/Honesty as set forth by the UNL Student Code of Conduct. It is very important for you to be aware of the consequences of forms of academic dishonesty like cheating, fabrication, facilitation, and plagiarism. For more information on the expectations regarding student conduct at UNL, please visit http://stuafs.unl.edu/ja/code/three.shtml

SCHEDULE OF CLASS MEETINGS, READINGS, AND ASSIGNMENTS:
(This is the first version of the syllabus)

HERE & NOW; FORTH & BACK
August 25 to September 15

WEEK 1 (AUG 25) Introductions and First Assignment (Black Empowerment: Bruce Lee and Stokely)

PREPERATION FOR FIRST ASSIGNMENT: The Art/Actions of Anti-Racism (Fictional and Personal Observations). This assignment will be due between mid-September to early October 2021, depending upon when your presentation is scheduled.

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WEEK 2 (SEPT 1) The 1950s, 60s, and 70s and Bruce Lee (Black Empowerment: Bruce Lee and Stokely; Afro-Asian Overview)

Readings and/or viewings:


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WEEK 3 (SEPT 8) Future, Present and Past: Recent Events & Brief Historical Backdrop (1850s to 1940s).

Readings and/or viewings:


**SCHEDULE PRESENTATIONS**

**SECOND ASSIGNMENT:** The Art/Actions of Anti-Racists (Photovoice Observations). This assignment is optional. It could be a photovoice addendum to your first assignment.

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**WEEK 4 (SEPT 15)** Black Empowerment: Bruce Lee and Stokely (cont’d)

**Readings and/or viewings:**


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WEEK 5 (SEPT 22) Psychological Perspectives and Black Empowerment: Bruce Lee & Stokely (cont’d), Peniel Overview Chapter


Readings Recommended by Guest Speaker:
TBA

THIRD ASSIGNMENT: Op Ed Derived from First Assignment and Presentation

WEEK 6 (SEPT 29) Historical Perspectives and Anti-Colonialism (Du Bois, Bandung Conference, Black Power Movement; start reading Omi & Winant Book)

Readings and/or viewings:


Readings Recommended by Guest Speaker:
TBA

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WEEK 7 (OCT 6) Political Science Perspectives and Anti-Colonialism (Du Bois, Bandung Conference, Black Power Movement; continue reading Omi and Winant Book)


https://muse.jhu.edu/article/729103

Readings Recommended by Guest Speaker:
TBA

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WEEK 8 (OCT 13) Crit-Educational Perspectives and [Julian Co and Company re Sociology as tool of Empire; start reading Feagin Book]


Readings Recommended by Guest Speaker:
TBA

PREPARATION FOR FINAL ASSIGNMENT(S):
- Lit Review Derived from Previous Assignments and Presentation
- Panel Presentation: The Art/Actions of Anti-Racism VS The Academics of Anti-Racism

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SOCIOLOGY, RACE&ETHNICITY, AND EMPIRE (October 20 to December 8)
Sociology Explanations as well as Gaps in Explanations

**WEEK 9 (OCT 20)** Finish Feagin; Spotlight on Feagin, Omi, Winant Debate; revisit Afro-Asian Solidarity using Nopper lecture (what, if anything, do sociological perspectives add to Nopper’s analyses?)

**WEEK 10 (OCT 27)** K-Pop and BLM; Start Reading Bonilla-Silva

**WEEK 11 (NOV 3)** Finish Reading Bonilla-Silva; Read Golash-Boza and other review articles about Sociology of Race; Discussion on Final Panel Presentations and Review Article

**WEEK 12 (NOV 10)** Retrospective Look at Black Power Movement and Bruce Lee (Peniel’s Midnight Hour Book, Short Articles Re Bruce Lee & Sociological Explanations; view Bruce Lee documentaries *Be Water* and *How Bruce Lee Changed the World*)

**WEEK 13 (NOV 17)** Continue retrospective Look at Black Power Movement and Bruce Lee (Peniel’s Midnight Hour Book, Short Articles Re Bruce Lee & Sociological Explanations; view or re-view Bruce Lee documentaries *Be Water* and *How Bruce Lee Changed the World*)

If time allows, now that we’ve read Sociological Explanations, we might compare readings on Anti-Racism

**FINAL ASSIGNMENT(S):**
- Lit Review Derived from Previous Assignment and Presentation
- Panel Presentation: The Art/Actions of Anti-Racism VS The Academics of Anti-Racism

Possible paper/article topics. The list below is subject to enriching and inspiring improvements.

- Sociological/Social Science Lessons Learned from Afro-Asian Solidarities
- Like Water: What’s Bruce Lee/Alicia Garza/Colin Kaepernick/Etc. Can Teach Us About Anti-Racism
- A Sociological Dialogue/Debate with Anti-Racism Practices
- The Micro and Meso Dynamics of Anti-Racism Within Macro-Structural Contexts

**WEEK 14 (NOV 24)**
Information TBA

**WEEK 14 (DEC 1)**
Information TBA

**WEEK 14 (DEC 8)**
Information TBA

**OVERALL LIST OF COURSE SOURCES**


https://www.tandfonline.com/doi/abs/10.1080/0141987042000268530


https://doi.org/10.1177/2332649217739585

https://doi.org/10.1177/2332649214560440


Chapter 13 No Fucks To Give: Dismantling the Respectability Politics of White Supremacist Sociology, p. 131 to 141


https://lists.h-net.org/cgi-bin/logbrowse.pl?trx=vx&list=h-afro-am&month=0605&week=a&msg=MgX0Qmo8Cdjs30GhRXn2g&user=&pw=

https://www.jstor.org/stable/20430754


https://muse.jhu.edu/article/729103


https://muse.jhu.edu/article/40652/summary?casa_token=khWL5ZPXvAsAAAA:XFhXGIyveO4hLvzWl9EfIMxVaDvnKTkmlyPI6558odr_aizNdQI-0r76wNZHgL7pBGYbUlGsJpG


**UNL SOURCES**
UNL Professor reflects on long history of anti-Asian racism

**VIDEOS**
Anti-Asian Violence and Black-Asian Solidarity Today with Tamara K. Nopper, Asian American Writers Workshop, Mar 29, 2021
[https://www.youtube.com/watch?v=l7MNPXHT0wM](https://www.youtube.com/watch?v=l7MNPXHT0wM)

Hidden Hate: Anti-Asian Racism, *Global News*, April 24, 2021
[https://www.youtube.com/watch?v=2904Wf-ShSI](https://www.youtube.com/watch?v=2904Wf-ShSI)

The historical roots of the rise in Anti-Asian hate in Canada, *Cityline*, Mar 29, 2021
[https://www.youtube.com/watch?v=Fmeu2khpDJw](https://www.youtube.com/watch?v=Fmeu2khpDJw)

**BOOK CHAPTERS**


Chapter 1 #SayHerName: Why Black Women Matter in Sociology, pp. 3 to 12

Chapter 13 No Fucks To Give: Dismantling the Respectability Politics of White Supremacist Sociology, p. 131 to 141


ZOOM LINK INFORMATION
Lory Dance (she/her) is inviting you to a scheduled Zoom meeting.

Topic: SOCIOLOGY 906, Fall 2021
Time: Aug 25, 2021 02:30 PM Central Time (US and Canada)
 Every week on Wed, until Jan 19, 2022, 22 occurrence(s)
 Aug 25, 2021 02:30 PM
 Sep 1, 2021 02:30 PM
 Sep 8, 2021 02:30 PM
 Sep 15, 2021 02:30 PM
 Sep 22, 2021 02:30 PM
 Sep 29, 2021 02:30 PM
 Oct 6, 2021 02:30 PM
 Oct 13, 2021 02:30 PM
 Oct 20, 2021 02:30 PM
 Oct 27, 2021 02:30 PM
 Nov 3, 2021 02:30 PM
Nov 10, 2021 02:30 PM
Nov 17, 2021 02:30 PM
Nov 24, 2021 02:30 PM
Dec 1, 2021 02:30 PM
Dec 8, 2021 02:30 PM
Dec 15, 2021 02:30 PM
Dec 22, 2021 02:30 PM
Dec 29, 2021 02:30 PM
Jan 5, 2022 02:30 PM
Jan 12, 2022 02:30 PM
Jan 19, 2022 02:30 PM

Please download and import the following iCalendar (.ics) files to your calendar system.
Weekly: https://unl.zoom.us/meeting/tjYtce-urTwiG9WO7ot6Xrp1e9gOHnaalhl9/ics?icsToken=98tyKuCqrpj0sHNeSuRiGRowQAo_oM-7ztmZEjfpq0jqF3ZrcBOnNbtFHZpxEdne

Join Zoom Meeting
https://unl.zoom.us/j/92066637911

Meeting ID: 920 6663 7911
One tap mobile
+13462487799,,92066637911# US (Houston)
+16699006833,,92066637911# US (San Jose)

Dial by your location
+1 346 248 7799 US (Houston)
+1 669 900 6833 US (San Jose)
+1 253 215 8782 US (Tacoma)
+1 312 626 6799 US (Chicago)
+1 646 876 9923 US (New York)
+1 301 715 8592 US (Washington DC)

Meeting ID: 920 6663 7911
Find your local number: https://unl.zoom.us/u/adywjEW3uL

Join by SIP
92066637911@zoomcrc.com

Join by H.323
162.255.37.11 (US West)
162.255.36.11 (US East)
221.122.88.195 (China)
115.114.131.7 (India Mumbai)
115.114.115.7 (India Hyderabad)
213.19.144.110 (Amsterdam Netherlands)
213.244.140.110 (Germany)
103.122.166.55 (Australia Sydney)
103.122.167.55 (Australia Melbourne)
209.9.211.110 (Hong Kong SAR)
149.137.40.110 (Singapore)
64.211.144.160 (Brazil)
69.174.57.160 (Canada Toronto)
65.39.152.160 (Canada Vancouver)
207.226.132.110 (Japan Tokyo)
149.137.24.110 (Japan Osaka)
Meeting ID: 920 6663 7911