



ETHS 114 - Women's Ethnic Heritage in the United States Course Outline

Approval Date: 12/09/2021

Effective Date: 08/12/2022

SECTION A

Unique ID Number CCC000632751

Discipline(s) Ethnic Studies

Division Arts and Humanities

Subject Area Ethnic Studies

Subject Code ETHS

Course Number 114

Course Title Women's Ethnic Heritage in the United States

TOP Code/SAM Code 2203.00 - Ethnic, Cultural Minority, and Gender Studies, Other / E - Non-Occupational

Rationale for adding this course to the curriculum New course to reflect the narratives of women of various ethnic backgrounds; serve entire student population; meet the AB 1460 CSU Ethnic Studies graduation requirement.

Units 3

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment 50

Grading Option Letter Grade or P/NP

Distance Education On-Campus
Mode of Instruction Hybrid
Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description This course is an interdisciplinary survey of the ethnic heritage(s) of women throughout the United States, including but not restricted to: Native American, African American, Asian Pacific Islander American, and Chicanx/Latinx American women, as well as Muslim women from various ethnic backgrounds. Drawing upon literature, film, and the arts, this course: analyzes core concepts of Ethnic Studies in relation to the ethnic heritage of women in the United States; explores the intersectional identities of women including of race, ethnicity, gender, sexuality, religion, class, and ability; emphasizes resistance and liberation of women from these communities; and examines their roles, contributions, and impact on the development of the United States.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s): *None*

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- A. Demonstrate understanding of the interplay of gender, race, ethnicity, class, disability, sexuality, age, religion, and other social categories among women of various ethnic backgrounds in the United States.
- B. Critically analyze and explain the diversity and difference in women's experiences due to race, ethnicity, and class and the socio-historical and contemporary power dynamics underpinning group relations, social institutions, and systems of representation.

2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, indigeneity, suffrage, abolition, injustice, oppression, and anti-racism as analyzed from the diversity of perspectives of women within Native American, African American, Asian Pacific Islander American, and Chicanx/Latinx American.
- B. Apply theory and knowledge produced by women from Native American, African American, Asian Pacific Islander American, Chicanx/Latinx American communities to describe the critical events, histories, cultures, intellectual traditions, contributions (i.e. artistic, philosophical, religious, literary, social, and scientific contributions), lived-

experiences, and social struggles of those women and their families with a particular emphasis on agency and group-affirmation.

- C. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, language, and/or age among women in Native American, African American, Asian Pacific Islander American, and Chicana/Latina American communities.
- D. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by women from Native American, African American, Asian Pacific Islander American, and Chicana/Latina American communities are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies in the United States.
- E. Identify and demonstrate methods of engagement with anti-racist issues, anti-colonial issues, and the practices and movements among women within Native American, African American, Asian Pacific Islander American, and Chicana/Latina American communities; and engage in transformative opportunities for growth of community, collectivity, and connection to build an equitable society within and beyond the classroom.
- F. Demonstrate an understanding of precolonial belief systems, values, practices, roles, languages, philosophies, and epistemologies of various ethnic groups and how they inform and influence the experience(s) and cultural production of women from various ethnic groups.
- G.

3. Course Content

Lecture Content:

The following outlined topics will be used to:

- Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, indigeneity, suffrage, abolition, injustice, oppression, and anti-racism as analyzed within Native American, African American, Asian Pacific Islander American, and Chicana/Latina American Studies.
- Apply theories and methodologies produced by Native American, African American, Asian Pacific Islander American, Chicana/Latina American, and Arab American women to describe the critical events, histories, cultures, intellectual traditions, contributions (i.e. artistic, philosophical, religious, literary, social, and scientific contributions), lived-experiences, and social struggles of those women and their families with a particular emphasis on agency and group-affirmation.
- Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian Pacific Islander American, and Chicana/Latina American communities.
- Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native American, African American, Asian Pacific Islander American, and Chicana/Latina American communities are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies in the United States.
- Identify and demonstrate methods of engagement with anti-racist issues, anti-colonial issues, and the practices and movements in Native American, African American, Asian

Pacific Islander American, and Chicana/Latina American communities; and engage in transformative opportunities for growth of community, collectivity, and connection to build an equitable society within and beyond the classroom.

- Demonstrate an understanding of precolonial belief systems, values, practices, roles, languages, philosophies, and epistemologies of various ethnic groups and how they inform and influence the experience(s) and cultural production of women from various ethnic groups.

Course topics:

- A. Introduction to the Women's Ethnic Heritage in the United States
 - a. Introduction to Critical Thinking and Transformative Learning Epistemology & gender.
 - b. Roles of women in knowledge production and dissemination.
 - c. Key concepts: race, racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, injustice, oppression; women's rights, matrilineal, self-determination, liberation, decolonization, indigeneity, suffrage, abolition, and anti-racism.
 - d. Key concepts: women's rights, injustice, oppression, gender, sexuality, third gender, two-spirit, ethnicity, culture, Orientalism, Islamophobia, able-ism, and age-ism.
 - e. Introduction to theories such as: intersectionality, feminist theory, race as a social construct.
 - f. Exploration and analysis: women's right to vote and suffrage, waves of feminism, womanism, and women's roles in the political arena.
 - g. Characteristics of individual heritage.
 - h. Examination of one's prejudices and biases.
 - i. Embracing difference: critique of "melting pot" model; introduction to mosaic and salad models as representations of diversity.
- B. Woman-Centered Ancient Societies in the United States
 - a. Interdisciplinary study of venus figurines, matristic artifacts, rock art, and other paleolithic and neolithic sites containing images about women and their lives.
 - b. Preservation of this heritage by women in the United States.
 - c. Key concepts including: matriarchy, toxic masculinity, hegemonic masculinity, patriarchy, sexism, heterosexism, homophobia, transphobia, classism, religious oppression.
 - d. Impact of loss or alienation from matrilineal line including language, identity, tribal affiliation, connection to place or land, migration, immigration status, and self-respect.
 - e. Jewish - mixed and contested identities; Women in Black; Black Jews, white Jews; Sephardim and Ashkenazim; Internalized anti-Semitism; Judaism: race, religion, or culture.
- C. African American Women
 - a. System of slavery, routes, maps, and the role of women.
 - b. Role of women: system of slavery, routes, maps, plantations, and chattel slavery to the United States south.
 - c. The Clotilda (last slave ship to arrive in the United States)
 - d. Challenges and violence specific to Black women during the system of slavery.
 - e. Stereotypes of Black women: Mammy, wet nurses, and the Jim Crow era of the South

- a. De jure and defacto racial segregation laws
 - f. Exploitation specific to women's and men's roles in Africa; change in gender roles following slavery.
 - g. Exploitation of the earth; ways women connected to the earth in the United States
 - h. Religious and cultural rituals in Africa that contained elements of art, dance, drumming, and music
 - a. Spread of practices throughout Diaspora
 - b. Resistance and resilience: spread of practices despite banning by settler colonial people
 - i. Role of African-American spirituality and religion in shaping identity in the United States
 - j. Role of Black women in religious affiliations and movements.
 - k. Key concepts including: race, white supremacy, eurocentrism, privilege, hegemony, racialization, indigeneity, racism, anti-black racism, internalized oppression, colorblind racism, intersectionality, anti-racism, matrilineal, power, agency, self-determination, decolonization, and liberation.
- D. Native American Women
- a. Gender(s) & sexuality, gender roles, and mothering.
 - b. The roles of women in matriarchal Native American societies where women:
 - a. Held food resources
 - b. Responsible for natural resources
 - c. Social structures among tribal nations in the United States including sites specific to women.
 - d. Languages and the roles of women in the preservation of languages and rites of passage specific to women and girls.
 - e. Settler colonization and sexual violence as a tool of westward expansion.
 - f. Exploitation specific to women's and men's roles in various tribal nations; change in gender roles following slavery.
 - g. Similarities and differences in experience among various genders.
 - h. Key concepts including: decolonization, tribal affiliation, women's roles in resurgence, revitalization, resilience, and Indigenous futurity.
- E. Asian Pacific Islander American Women
- a. Gender(s) & sexuality, gender roles, and mothering.
 - b. Roles of women in matriarchal Asian and Pacific Islander societies where women:
 - a. Held food resources
 - b. Responsible for natural resources
 - c. Social structures among Asian Pacific Islander American women
 - a. Occupations pursued by women
 - d. First and second generation issues specific to women (including but not restricted to):
 - a. Mothering
 - b. Pursuing an education
 - c. Resistance to pressure to pursue careers in medical, legal, or science fields
 - d. Survivors guilt
 - e. Coping mechanisms specific to women from these communities
 - e. Languages and the roles of women in preservation of languages and rites of passage specific to women and girls.

- f. Beauty and analysis of skin color, colorism, skin bleaching, and internalized racism as it relates to colonization, particularly among women.
 - g. Lived experiences, challenges, and human rights violations faced by field workers, domestic workers, and women and their families who may be part of such industries including but not restricted to: Chinese American women, Filipina American women, Japanese American women, Native Hawaiian women, Vietnamese American women, women from Burma, Laos, Cambodia, India, and other parts of Asia.
 - h. Native Hawaiian women and a lineage of resistance
 - a. Ban on hula dance by settler colonial people; spiritual and environmental practices, politics, and Queen Liliuokalani
 - i. Issues of colonization as described by Hawaiian, Chinese and Maori scholars and writers.
 - j. Chinese American women
 - a. Family ties and hierarchies
 - b. Religious rites of passage
 - c. Gender roles and expectations
 - a. Acceptable gendered behavior within the community
 - k. U.S. immigration laws banning entry of women
 - l. Key concepts including: service, assimilation, cultural cohesion, inclusion, exclusion, Chinese Exclusion Act, and Japanese Internment
- F. Chicana/Latina American Women
- a. Gender(s) & sexuality, gender roles, and mothering
 - b. Roles of women in matriarchal ancient Mesoamerican societies where women:
 - a. Held food resources
 - b. Responsible for natural resources
 - c. Movement of borders following Treaty of Guadalupe Hidalgo (1848) and impact
 - d. Social structures among Latina American women in the United States
 - a. Occupations pursued by women
 - e. First and second generation issues specific to women (including but not restricted to):
 - a. Mothering
 - b. Pursuing an education
 - c. Resistance to pressure to pursue careers in medical, legal, or science fields
 - d. Survivors guilt
 - e. Coping mechanisms specific to women from these communities
 - f. Languages and the roles of women in preservation of languages and rites of passage specific to women and girls.
 - g. Beauty and analysis of skin color, colorism, skin bleaching, and internalized racism as it relates to colonization and working in the fields, especially among women.
 - h. Lived experiences, challenges, and human rights violations faced by field workers, domestic workers, and Chicana/Latina American women and their families who may be part of these industries including but not restricted to: wine and tourism industry, farm labor, and other agricultural positions.
 - i. Beauty, skin, adornments, painted skin, hand made textiles, pottery, and other “domestic arts,”; significance of hair and teeth
 - j. Gender roles and expectations
 - a. Acceptable gendered behavior within the community
 - k. U.S. immigration laws banning women from entering the United States

- l. Key concepts including: gender roles, double standards, resistance to injustice, femicide, the “ni un mas movement,” and activism to end violence against women and girls.
- G. Muslim Women in the United States (including but not restricted to Arab/Middle Eastern/Persian American Women)
 - a. Gender(s) & sexuality, gender roles, and mothering
 - b. Social and gender structures among Muslim women and their families
 - a. Occupations pursued by women.
 - c. First and second generation issues specific to women (including but not restricted to):
 - a. Mothering
 - b. Pursuing an education
 - c. Resistance to pressure to pursue careers in medical, legal, or science fields
 - d. Survivors guilt
 - e. Coping mechanisms specific to women from these communities
 - d. Languages and the roles of women in the preservation of languages and rites of passage specific to women and girls.
 - e. Beauty and analysis of skin color, colorism, skin bleaching and internalized racism, veiling and unveiling
 - f. Role of religion in gender roles, shaming, uplifting, and providing solace to women.
 - g. Roles of women in Islam.
 - h. Beauty, skin, adornments, painted skin, hand made textiles, pottery, and other “domestic arts”
 - i. Gender roles and expectations.
 - a. Acceptable gendered behavior within the community
 - j. Key concepts including: Islamophobia, religious discrimination, reproductive rights, religious pilgrimages, girls and education, and religious taboos.
- H. Women and the Arts as a Form of Resistance
 - a. Critical analysis of the poetry of Native American, African American, Asian Pacific Islander American, and Chicana/Latinx American women and men.
 - b. Artistic contributions and experiences of different ethnic groups represented in the class.
 - c. Food preparation as art and resistance.
 - d. Empathetic listening to the narratives
 - e. Researcher as “outsider” and “insider”
 - f. Experiences of LGBTQI women in the United States.
 - g. Experiences of multiracial women in the U.S. (focus: Single and double “minority”)
 - h. Key concepts including: #MeToo Movement, social media and activism, social justice, and critical race theory
 - i.

4. Methods of Instruction:

Activity: Group Projects/Presentations, Collaborative group work, Small/large group activities, Creative activities: art, dance, movement, song, drumming, storytelling, medicine wheels, planting, harvesting

Discussion: Small and Large group discussion

Lecture: Lecture w/ slide presentation

Other: Film/Documentaries; Audio/Visual Media, Audio-visual presentations

Online Adaptation: Activity, Discussion, Group Work, Lecture

Explain how the online adaptation of the methods of instruction aligns with the course

outcomes: The coordination of lectures, group activities, and small/large group discussion will help students meet the SLO's for this course.

4. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests -- Midterm Examination: Midterm (format may include combination of true/false, matching, multiple choice, and essay questions)

Quizzes -- Daily reading response quiz and/or quiz on weekly material

Papers -- Reflection and research papers

Oral Presentation -- Individual or Group presentation

Projects -- Final Project

Group Projects --

Final Exam -- Final Project: Paper & Presentation

Letter Grade or P/NP

5. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Selected readings from the required texts covering women from diverse ethnic backgrounds, sexual orientations, and social classes.

For Example:

1) Read pages 1-50 in A Black Women's History of the United States which describes the experiences of African American women in the United States

2) Read the first two chapters of Guilds, Bees, and Circles which introduces the arts and crafting circles as a hub for gestating revolutionary ideas and sharing grievances among women.

B. Writing Assignments

1) Critical Analysis Papers (1-3 papers). For Example: Apply critical thinking and problem solving skills as you design ways to address the lived experiences of women in various ethnic groups in the United States. Write a four to five-page paper and give at least three specific examples from two ethnic backgrounds of your choice.

2) For example: Please apply critical thinking and problem solving skills as you design ways to address inequities in the media's portrayal of women. Write a four to five-page paper on media biases and give at least three specific examples from both local and national newspapers/magazines/television programs with ways you might respond to such stories.

3) Topical essay based on course material. Read the three poems provided by the instructor that capture the lives of women of different ethnic backgrounds, ages, and socioeconomic statuses in the United States. In four to five pages, explain how the authors use poetry to document the ways they identify themselves and resist discrimination specific to women and girls. Write a poem in response based on your own life and women you admire.

C. Other Assignments

- 1)Written responses to the assigned reading
- 2)Discussion posts
- 3)Film notes and papers in response to videos, documentaries, etc.
- 4)Midterm may be a quiz or a project. A quiz may include objective and essay questions.

For example of a project: Work with the midterm group to put together a presentation based on the assigned article written by a contemporary female author.

Midterm may also include objective and essay questions. For example: An essay question on the midterm may be: Please compare and contrast the experiences of African American women with the experiences of Mexican American women during the 1960s. Explain the ways in which the Black Power Movement and the Chicano Movement, respectively, may have been liberatory and/or silencing for these women.

Final Project: Select and research the ethnicity, role, and impact of a woman in a leadership position in the United States. Describe the following: Lived experience, challenges the woman faced, unique aspects of her ethnicity, race, gendered experience, language, and access to education. Share key contributions made by this woman and what you found inspiring about her (she/they/them). Turn in a six to eight page paper. Share a brief presentation in class on the paper.

6. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: D.R. Berry & K.N. Gross
Title: A Black Women's History of the United States (Vol. 5 of ReVisioning American History)
Publisher: Beacon Press
Date of Publication: 2020
Edition:

Book #2:

Author: L.K. Kerber, J.S. De Hart, C.H. Dayton & J.T.C. Wu
Title: Women's America: Refocusing the Past
Publisher: Oxford University Press
Date of Publication: 2019
Edition:

Book #3:

Author: D. Scales
Title: Guilds, Bees, and Circles: The Role of Crafting Groups in Women's Intangible Cultural Heritage in the United States
Publisher: University of Georgia; Proquest Dissertation Publishing
Date of Publication: 2020
Edition:

Book #4:

Author: Radwa, A
Title: Journey: Memoirs of an Egyptian Woman Student in America
Publisher: Interlink Publishing Group
Date of Publication: 2018
Edition: 1st Edition
Book #5:
Author: Hammad, S
Title: Born Palestinian, Born Black
Publisher: Upset Press
Date of Publication: 2010
Edition: 1st Edition

B. Other required materials/supplies.