



HUMA 151 - Global Women's Ethnic Heritage Course Outline

Approval Date: 03/10/2022

Effective Date: 08/12/2022

SECTION A

Unique ID Number CCC000136056

Discipline(s) Ethnic Studies
Humanities

Division Arts and Humanities

Subject Area Humanities

Subject Code HUMA

Course Number 151

Course Title Global Women's Ethnic Heritage

TOP Code/SAM Code 2201.10 - Women's Studies / E - Non-Occupational

Rationale for adding this course to the curriculum Change title to differentiate course from new course ETHS 114.

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

Grading Option Letter Grade or P/NP

Distance Education Mode of Instruction On-Campus
Hybrid
Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description This course is an exploration of concepts related to the understanding of ethnic heritage. Literature, film and the arts will be surveyed to demonstrate the power of one's heritage in constructing meaning for oneself in the world. Students will have the opportunity to observe how they view their own cultures, and to think critically about how their ethnic identity affects their sense of self and consequently, their choices. They will also exchange stories and observations about others' cultures, and in so doing examine their own ideas and assumptions about others' ethnicities.

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. Critically assess the interplay between gender, class, religion, ethnicity, and sexuality when examining the experiences of women of various ethnic backgrounds.

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

A. Define characteristics of their own ethnic heritage, employing deductive syllogisms and inductive logic, and describe how these traits have contributed to their/their family's development and place in American society.

B. Compare, contrast, and contextualize the social status of women relative to men of similar ethnic backgrounds, and to women and men of other ethnic backgrounds.

C. Analyze and interpret the myths of a least seven ethnic groups, including their own group/s, and identify the origin and function of those myths.

D. Discuss the cultural experience of other ethnic groups as expressed in literature, poetry, art, dance, music, and other forms of creative expression and identify at least one logical fallacy for every cultural group mentioned showing why each one is a fallacy and replacing it with empirically verifiable and logical evidence to the contrary.

E. Describe the history of resistance to injustice and oppression in these groups, including their own.

F. Identify their own racial/religious/class/other cultural prejudices and biases, and define at least three practical ways to change such attitudes and behavior.

G. Identify the characteristics of a multi-cultural, multi-ethnic world perspective in which greater appreciation of difference, justice and compassion are at the center.

H.

3. Course Content

- A. Introduction to critical thinking and transformative learning; epistemology and how we know what we know. Course overview and brief definition of terms. Importance of observing an individual's relationship with their ethnicity, and of monitoring responses to women and men from other races, religions, cultures.
- B. Deeper discussion: What does "ethnic heritage" mean? What do we mean by race, ethnicity, culture? How and why do we marginalize and "other" groups outside of our own? Where do race and religion intersect? Is the concept of "race" a social construct? Awareness and sensitivity in cross-cultural communication.
- C. Tracing lineages beginning with the individual student's origin stories and myths. The function of myth; relationship between myth and cultural rituals including rites of passage. What are the characteristics of an individual's heritage? Exploring the frequent loss of or alienation from the matrilineal line in our culture and its effects on identity.
- D. Identifying students' own prejudices and biases. Exploring and defining practical ways to change such attitudes and behavior. How can we bridge difference? Are there disadvantages to the 'melting pot' concept? Is it still viable?
- E. African roots; slave routes. Religious and cultural rituals in Africa and how they spread through and influenced the development and richness of the Diaspora. Comparison of women's and men's roles in Africa and the U.S. and historical influences. The role of African-American spirituality and religion in shaping identity in the United States. Religious affiliations and movements in Africa and the U.S. today.
- F. Is the concept of "race" a social construct? The concept of internalized oppression. How women and men experience this; similarities and differences. How self-hatred manifests and perpetuates racism. The role of various disciplines, including anthropology, psychology, history, religious and cultural studies.
- G. Combating stereotypes and racism. How our opinions and attitudes are shaped in blatant and subtle ways. Influences of home, school, religious institutions. How we take in information. A look at the media and advertising. How are different ethnic groups portrayed? A look at how the news is "selected"; who determines what is or isn't newsworthy.
- H. Filipina – Roles here; workers in the global economy. Women's rights as human rights issues. Comparison of men's and women's roles in the family.
- I. Begin discussion of history of resistance to injustice and oppression among various ethnic groups.
- J. Mexicana/Latina women - Conflicting roles at home, school and work; double standards for women and men. Actions of the International Caravan for Justice on behalf of the women of Juarez as examples of resistance.
- K. How are themes of resistance expressed in the poetry of African, Filipina and Latina/Mexicana women and men?
- L. Hawaiian - Spirituality and politics of the 51st State. Issues of colonization as described by Hawaiian, Chinese and Maori scholars and writers. Review of the artistic contributions of different ethnic groups.
- M. Chinese – Family ties and hierarchies; religious rites of passage. Issues of assimilation and cultural cohesion. Discussion of gender roles and expectations. What is acceptable behavior within the community and how is this reflected and perpetuated by society?

- N. Jewish - mixed and contested identities; Women in Black. Black Jews, white Jews. Sephardim and Ashkenazim. Internalized anti-Semitism. Is Judaism a race, a religion or a culture?
- O. Muslim women - feminism here and abroad; the politics of veiling and unveiling; discrimination and pro-active responses in the U.S. Relationships between and among groups of different heritages.
- P. Experiences of other ethnic groups represented in the classroom.
- Q. Start discussion of an egalitarian, compassionate, just, sustainable society. Individual responsibility. How do we create a world in which we want to live?
- R. Artistic contributions of different ethnic groups.
- S. Hearing the narratives of others' lives. The outsider within; doing research as "outsider" and "insider". How is an ethical interview conducted? How can we keep from weighting our questions to produce a specific outcome? What terms are emotionally-laden? Examining our own assumptions.
- T. Overview/Comparison of the myths and traditions of seven ethnic groups, including first those represented by the students.
- U. Creating alternatives to racist language. Identifying and valuing multiple perspectives. How can we demonstrate an appreciation of difference in our daily lives? Making positive change, creating racial harmony in our own communities and homes.
- V. Experiences of lesbians, and bisexual, transgendered, questioning, intersex women
- W. Experiences of multiracial women, with focused discussion pertaining to single minority and double minority biracial identity.
- X.

4. Methods of Instruction:

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

Typical classroom assessment techniques

- Quizzes --
- Class Participation --
- Home Work --
- Final Exam --
- Mid Term --

Additional assessment information:

Assessment will be based on the following criteria:

A. Active Participation in Class Discussion

For example:

Each student will be assessed based on how much a student initiates discussion, asks questions and actively listens to others.

B. Final Project

For example:

The final project will consist of creating a product that promotes positive images of women.

An example of such a product would be creating a workshop designed to affirm the identity of African American women. The workshop would consist of a lecture/presentation, a group

exercise, group discussion, and closing comments from the facilitator. Students will be graded partially on the originality and creativity they show in designing this workshop, as well as on the substance of the overall presentation.

C. Midterm

Midterm may 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.

D. Homework Assignments (which may include Journal Entries)

For example:

A homework assignment might be a question sheet covering the major themes explored by the text, *Colonize This!: Young Women of Color on Today's Feminism*.

Letter Grade or P/NP

6. 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 326-342 in "Colonize This!" covering the experience of Black Feminism in the day-to-day life of an African-American woman.

2. Read pages 10-40 in *Twenty-Five Chickens and a Pig For a Bride* which explores the experience of a Filipino American woman's relationship with her mother.

B. Writing Assignments

1. Critical Analysis Papers (1-3 papers)

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.

2. Topical essay based on course material.

For Example:

Read "Poetry is not a Luxury" in "Sister Outsider" and note how Lorde redefines darkness. In one to three pages, explain how she reframes this word, and discuss how this compares with your previous association, especially with the word "darkness."

C. Other Assignments

1. A personal interview and presentation of 'findings' will be assigned for the final project.

2. Students will be asked to keep a journal throughout the term observing their own responses to women and men from other races, religions, cultures--and to people of their own ethnicity.

7. Required Materials

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

Book #1:

Author: El Saadawi, N
Title: Woman at Point Zero
Publisher: Zed Books
Date of Publication: 2015
Edition: 3rd

Book #2:

Author: Morgan, C
Title: Cartograph
Publisher: Thistle-down Press
Date of Publication: 2017
Edition: 1st

Book #3:

Author: De Mello, M
Title: Body Studies: An Introduction
Publisher: Routledge
Date of Publication: 2014
Edition: 1st

Book #4:

Author: Lorde, A
Title: Sister Outsider
Publisher: Crossing Press Feminist Series
Date of Publication: 2007
Edition: revised

Book #5:

Author: Canty, J.M
Title: Ecological and Social Healing: Multicultural Women's Voices
Publisher: Routledge

Date of
Publication: 2016
Edition: reprint
Book #6:
Author: Baszile, D., K. Edwards, N. Guillory, V. Agosto
Title: Race, Gender, and Curriculum Theorizing: Working in Womanish
Ways
Publisher: Lexington Books
Date of
Publication: 2016
Edition: 1st

B. Other required materials/supplies.