

# **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.

**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

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 Chicanx/Latinx American communities.
- D. Crit

Pacific Islander American, and Chicax/Latinx American communities; and engage in transformative opportunities for growth of community, collectivity, and connection to build an equitable society wit

- 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

- 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

I. Key concepts including: gender roles, double standards, resistance to injustice,





- 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 Bla

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: