



COURSE OUTLINE : ETH S 110
D Credit – Degree Applicable
COURSE ID 004062
Cyclical Review: October 2021

COURSE DISCIPLINE : ETH S
COURSE NUMBER : 110
COURSE TITLE (FULL) : Contemporary Ethnic Women
COURSE TITLE (SHORT) : Contemp Ethnic Women
ACADEMIC SENATE DISCIPLINE: Ethnic Studies

CATALOG DESCRIPTION

ETH S 110 surveys the contemporary status of ethnic women in the United States. Students analyze the lived experiences of women in Native American, African American, Asian American, and Latina communities in the United States with a special emphasis on agency and group-affirmation. Topics include anti-racism, feminism, and equity.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Recommended Preparation: ENGL 100 or ESL 141, or equivalent.



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ESL	141	Grammar And Writing IV	compose a 400 to 450-word thesis-based essay which:	Yes
2	ESL	141	Grammar And Writing IV	a. summarizes and cites appropriately a reading passage provided as a prompt;	Yes
3	ESL	141	Grammar And Writing IV	b. includes a clear thesis statement;	Yes
4	ESL	141	Grammar And Writing IV	c. uses evidence to support the thesis;	Yes
5	ESL	141	Grammar And Writing IV	d. shows clear organization into an introduction, body and conclusion;	Yes
6	ESL	141	Grammar And Writing IV	e. uses appropriate rhetorical modes such as comparison/contrast, cause/effect and persuasion in order to support a thesis;	Yes
7	ESL	141	Grammar And Writing IV	demonstrate control of verb tenses in active and passive voice, gerunds and infinitives, conditionals real and unreal, adjective, noun, and adverb clauses, and transitional expressions;	Yes
8	ESL	141	Grammar And Writing IV	comprehend multi-paragraph reading passages in textbooks.	Yes
9	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
10	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
11	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
12	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
13	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes
14	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	Yes
15	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	Yes



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16	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	Yes
17	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
18	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	Yes

EXIT STANDARDS

- 1 Analyze and articulate concepts such as race and racism, sexism, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, as analyzed in all of the following: Native American Studies, African American Studies, Asian American Studies, and Latina American Studies;
- 2 apply theory and knowledge produced by Native American, African American, Asian American, and Latina women to describe the histories, cultures, contributions, lived-experiences and social struggles with a particular emphasis on agency and group-affirmation;
- 3 identify the contemporary expression produced by Native American, African American, Asian American, and Latina women focused on politics, art, economic justice, and environmental justice;
- 4 identify the intersection of racism and sexism 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 American, and/or Latina American communities;
- 5 support anti-racist, equity-minded practices advocating for Native American, African American, Asian American, and Latina women.

STUDENT LEARNING OUTCOMES

- 1 Construct an argument using supportive details by applying theory and knowledge produced by Native American, African American, Asian American, and/or Latina feminist scholars.
- 2 Define critically the role of patriarchy in the social construction of race, class, gender and sexuality.
- 3 Identify methods of active engagement with anti-racist and anti-colonial issues and the practice and movements within the Native American, African American, Asian American and/or Latina communities to build an equitable society.



COURSE CONTENT WITH INSTRUCTIONAL HOURS

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	Description	Lecture	Lab	Total Hours
1	Critical events, histories, cultures, intellectual traditions, contributions of Black, indigenous women of color in their respective Communities <ul style="list-style-type: none"> • Discrimination in the Women's History Canon • Black women • Asian American/Pacific Islander women • Latinas • Indigenous Women 	6	0	6
2	Women of Color Feminisms <ul style="list-style-type: none"> • Black Feminism • Chicana Feminism • Indigenous Feminism • Asian American/Pacific Islander Feminism • Intersectional Feminism 	6	0	6
3	Sociological/Psychological Overview of Black, indigenous women of color <ul style="list-style-type: none"> • Patriarchy • White Supremacy • Stereotypes • Media Representation • Historical Trauma 	8	0	8
4	Social, Economic and Political Struggles of Black, indigenous women of color <ul style="list-style-type: none"> • Occupation and education inequities & advance • Labor & poverty • Sexism in the judicial system • Women's Health • Equity in media representations • Violence against women 	9	0	9
5	Decolonizing Contemporary Social Constructs toward Black, indigenous women of color <ul style="list-style-type: none"> • Sex and Gender • Economic inequities • Intersectional oppression 	5	0	5



6	<p>Black, indigenous women of color in the Work Force</p> <ul style="list-style-type: none"> • Present role • Changes • Discrimination • Added exploitation • Impact of ethnic women • Contributions 	8	0	8
7	<p>Black, indigenous women of color attitudes towards Personal Issues</p> <ul style="list-style-type: none"> • Courtship, marriage • Pregnancy, childbirth, motherhood • Family planning • Sexuality • Inter-racial marriages 	6	0	6
8	<p>Contemporary Black indigenous women of color legal/political activism</p> <ul style="list-style-type: none"> • Black Lives Matter • Deferred Action for Childhood Arrivals (DACA) / Dreamers • Stop Asian American Pacific Islander Hate • Assaults on Native American women 	6	0	6
				54

OUT OF CLASS ASSIGNMENTS

- 1 formative discussion questions (e.g., analyze how media creates a distorted view of Native American, African American, Asian American, and Latina women in the United States);
- 2 research activity involving work with local community organizations, services, and/or clubs focusing on Native American, African American, Asian American, and Latina women.

METHODS OF EVALUATION

- 1 class participation with group projects demonstrating course exit standards;
- 2 three to five written examinations;
- 3 final exam.

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio



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- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	IBSN	Date
This Bridge Called My Back, Fortieth Anniversary Edition: Writings by Radical Women of Color	Required	State University of New York Press		Print	Anzaldua, Gloria	9781438488288	2021
Feminism Is For Everybody: Passionate Politics	Required	Routledge		Print or ebook	hooks, bell	978-1138821620	2015
Presumed Incompetent: Race, Class, Power, and Resistance of Women in Academia	Required	Utah State University Press	1		Yolanda Flores Niemann	978-1607329640	2020