COURSE OUTLINE

Ethnic Studies 110 Contemporary Ethnic Women

I. **Catalog Statement**

Ethnic Studies 110 surveys the contemporary status of ethnic women in North American society. This course makes relevant cross-cultural comparisons using contemporary issues and their relationship to the ethnic women of today.

Total Lecture Units: 3.0 **Total Course Units: 3.0**

Total Lecture Hours: 48.0

Total Faculty Contact Hours: 48.0

Recommended Preparation: Eligibility for English 120 or ESL 151.

II. **Course Entry Expectations**

Skill Level Ranges: Reading 5, Writing 5, Listening Speaking 5, Math 1.

Prior to enrolling in the course, the student should be able to:

- 1. analyze short essays (approximately 2-6 pages in length) to identify thesis, topic, developmental and concluding sentences, as well as transitional expressions used to increase coherence:
- 2. evaluate compositions for unity, sufficiency of development, evidence, coherence,
- 3. organize and write an essay which
 - a. addresses the topic and is directed by a thesis statement
 - b. has an introduction, body, and conclusion and demonstrates a basic understanding of essay organization
 - c. shows some awareness of critical thinking: e.g., linkage of evidence with assertion, some awareness of pro-con sides to an issue, ability to compare/contrast
 - two short readings in a focused way
 - d. develops ideas, moving from general to specific
 - e. is easy to read and follow

III. **Course Exit Standards**

Upon successful completion of the coursework, students will be able to:

- 1. compare and contrast the perceptions held toward ethnic women versus women in general in North American society;
- 2. evaluate North American society from an alternative perspective;
- 3. identify the important issues of concern for ethnic women in areas such as politics, economics and the workplace;
- 4. critically assess the discipline of women studies;
- 5. assess the alternatives provided by ethnic women in developing a place for themselves in North American society.

IV. Course Content

Total Faculty Contact Hours = 48 hours

- A. The Traditional Roles of Ethnic Women in Their Respective Societies 6 hours
 - 1. Black women
 - 2. Asian women
 - 3. Hispanic women
 - 4. Middle Eastern women
 - 5. American Indian women
 - 6. Others
- B. Sociological/Psychological Overview of Ethnic Women

8 hours

- 1. Ethnic women described through myths
- 2. Differences between ethnic and WASP stereotypes
 - a. Media
 - b. Literature
 - c. Arts
 - d. Sports
- C. Reinforcement and Modeling Differences within Each Ethnic Group

9 hours

- 1. Learning values
 - a. Religious
 - b. Economics
 - c. Family
 - d. Educational
 - e. Concept of life/death
- 2. Arising conflicts within the ethnic women's self- image
- D. Acculturation in Contemporary Society

5 hours

- 1. Overcoming language differences
- 2. Economic conditions
- 3. Discrimination on two levels: ethnic women/women
- 4. Overcoming cultural differences
- E. Ethnic Women in the Work Force

7 hours

1. Present role

- a. Changes
- b. Discrimination
- c. Added exploitation
- 2. Impact of ethnic women
- 3. Contributions

F. Ethnic Women's Attitudes Towards Personal Issues

6 hours

- 1. Courtship, marriage
- 2. Pregnancy, childbirth, motherhood
- 3. Family planning
- 4. Sexuality, relationships
- 5. Inter-racial marriages

G. Ethnic Women and Legal/Political Issues

4 hours

- 1. Basic rights
- 2. Women's rights
- 3. Ethnic women in local and national politics

H. Conclusion

3 hours

- 1. Ethnic women's organizations
- 2. New alternatives
- 3. Identity

V. Methods of Instruction

The following methods of instruction may be used in the course:

- 1. classroom lecture and discussion;
- 2. audio-visual presentations;
- 3. guest speakers;
- 4. student presentations.

VI. Out of Class Assignments

The following out of class assignments may be used in the course:

- 1. research for primary sources;
- 2. conducting and writing oral history;
- 3. research paper using primary sources (e.g. write a paper showing how the media creates a distorted view of ethnic minority women in the United States. How does this distorted view affect the women and outsiders?)
- 4. special project involving research and work with local community organizations, services, and/or clubs;

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

1. three to five written examinations and a final:

2. class participation demonstrating course exit standards.

VIII. $\underline{\text{Textbook}(s)}$

Blicksilver, Edith. *The Ethnic American Woman*. New York: Kendall/Hunt Publishing, 1993. Print.

13th Grade Textbook Reading level. ISBN: 978-0840319517

Dog, Mary Crow. *Lakota Woman*. New York: Grove Press, 2011 (reprint). Print. 13th Grade Textbook Reading Level. ISBN: 978-0802145420

Tan, Amy. *The Joy Luck Club*. New York: Penguin Books, 1989. Print.

13th Grade Textbook Reading level: ISBN: 978-0143038092

Hooks, Bell. Wounds of Passion: A Writing Life. London: The Women's Press, 1997. Print.

13th Grade Textbook Reading level: ISBN: 978-0704345836

Bloom, Harold. ed., *Asian American Writers*. New York: Chelsea House, 1997. Print. 13th Grade Textbook Reading level: ISBN: 978-0791076927

Anderson, Karen, Changing Woman: A History of Racial Ethnic Women in Modern America. New York: Oxford University Press, 1997. Print.

13th Grade Textbook Reading level: ISBN 978-0195117882

Rothenberg, *Race, Class and Gender in the U.S.*, 8th ed. New York: Worth Publishers, 2009. Print.

13th Grade Textbook Reading level: ISBN: 1-57-259950-2

Cole, Johnetta B., *Gender Talk: The Struggle for African American Women*. New York: One World Press, 2003. Print

12th Grade Textbook Reading Level; ISBN: 0-345454138

La Duke, Winona, *Sister Nation: Native American Women Write*. St. Paul: Historical Press, 2002. Print.

13th Grade Textbook Reading Level; ISBN: 0-873514289

Brave Bird, Ohitika Woman. New York: Harper Perennial, 1994. Print.

12th Grade Textbook Reading level: ISBN: 0060975830

Nam, Vickie ed., Yell-oh Girls!, New York: Harper Collins, 2001. Print.

12th Grade Textbook Reading Level: ISBN: 0-06-095944-4

Avakian, Adrine. *Lion Woman's Legacy: An Armenian-American Memoir*. New York: Feminist Press, 1992. Print.

12th Grade Textbook Reading Level: ISBN 1558610529

Moreno, Robyn. *Borderline Personalities: Latinas in America*. New York: Harper Collins, 2004. Print.

13th Grade Textbook Reading Level: ISBN: 0-06-058076-3

Torres, Fabiola. Reading Women's Lives. New York: Pearson, 2007. Print

13th Grade Textbook Reading Level: ISBN:0536417180

Eng, Phoebe. *Warrior Lessons*. New York: Atria, 2000. Print. 13th Grade Textbook Reading Level: ISBN: 0671009583

Sister Soulja. *No Disrepect*. London: Vintage, 1996. Print. 14th Grade Textbook Reading Level: ISBN: 978-0679767084

IX. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1. construct an argument using supportive details;
- 2. demonstrate the ability to critically analyze matrices of power like gender, race, class and sexuality in ways that lay the groundwork for constructive social change;
- 3. develop a sense of agency grounded in the development of skills in oral and written communication, critical thinking, media literacy, information competence and leadership;
- 4. construct an argument using supportive documentation.