

## ABSE146 : Ethnic Studies

### General Information

Author:	<ul style="list-style-type: none"><li>Kimberli Perner</li></ul>
Course Code (CB01) :	ABSE146
Course Title (CB02) :	Ethnic Studies
Department:	ABSE
Proposal Start:	Fall 2025
TOP Code (CB03) :	(4930.62) Secondary Education (Grades 9-12) and G.E.D.
CIP Code:	(53.0201) High School Equivalence Certificate Program.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000646563
Curriculum Committee Approval Date:	04/09/2025
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	05/22/2024
Course Description and Course Note:	ABSE 146 is a high school-level introductory course in ethnic studies. The course explores individual connections to local and global histories, examining the intersection of gender, race, ethnicity, culture, and nationality to cultivate respect and empathy for individuals and groups of people locally, nationally, and globally. Through historical documents, historical interpretations, and personal narratives, students will consider the contributions, struggles against injustice, and movements toward self-determination of traditionally marginalized populations, which have been central to the American historical narrative. Laboratory 100 hours. Note: This is a self-paced course in an open-entry, open-exit lab environment. Successful completion of the course results in 5 high school credits.
Justification:	Content Change
Academic Career:	<ul style="list-style-type: none"><li>Noncredit</li></ul>
Mode of Delivery:	<ul style="list-style-type: none"><li>Online</li></ul>
Author:	No value
Course Family:	No value

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>Interdisciplinary-Basic: Skills: Non-Credit</li></ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

## Course Development

### Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Not applicable.

### Grading Basis

- Grade Only

### Course Support Course Status (CB26)

Course is not a support course

## General Education and C-ID

### General Education Status (CB25)

Not Applicable

### Transferability

Not transferable

### Transferability Status

Not transferable

## Units and Hours

### Summary

**Minimum Credit Units (CB07)** 0

**Maximum Credit Units (CB06)** 0

**Total Course In-Class (Contact) Hours** 100

**Total Course Out-of-Class Hours** 0

**Total Student Learning Hours** 100

### Credit / Non-Credit Options

#### Course Type (CB04)

Non-Credit

#### Noncredit Course Category (CB22)

Elementary and Secondary Basic Skills.

#### Noncredit Special Characteristics

No Value

#### Course Classification Code (CB11)

Other Non-Credit Enhanced Funding.

Variable Credit Course

#### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience

Education Status (CB10)

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	100	0
Studio Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	0
Laboratory	100
Studio	0

**Total** 100

**Course Out-of-Class Hours**

Lecture	0
Laboratory	0
Studio	0
<b>Total</b>	<b>0</b>

**Time Commitment Notes for Students**

This is a self-paced course in open-entry, open exit lab environment.

**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

**Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation**

**Advisory**

ESL30 - ENGLISH AS A SECOND LANGUAGE LEVEL 3

**Objectives**

- Write paragraphs at the low-intermediate level with sufficient unity.
- Develop coherence and mechanical accuracy.
- Demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests and the divisional grammar mastery test for this level.
- Converse at a functional level adequate for everyday use on the campus and in the community.
- Respond to questions about recorded and live speeches, dialogues, role plays, and lectures.
- Decode 2,500-word reading passages, respond to inference and recall questions, and utilize a monolingual English dictionary to advantage.

**Entry Standards**

Entry Standards	Description
No value	No value

**Course Limitations**

Cross Listed or Equivalent Course	Description
No value	No value

## Requisite Validation

### Upload Statistical Validation and/or other documents (if necessary)

No Value

## Specifications

### Methods of Instruction

Methods of Instruction Independent Study

Methods of Instruction Tutorial

### Out of Class Assignments

N/A

### Methods of Evaluation

### Rationale

Project/Portfolio Unit project e.g. artifact, interview

Presentation (group or individual) Multi-media presentation

Writing Assignment Short answers

Writing Assignment Narrative and informal essays

Presentation (group or individual) Oral history presentations

### Textbook Rationale

This is a new course that will use up to date OER materials.

### Textbooks

Author	Title	Publisher	Date	ISBN
No Value	No Value	No Value	No Value	No Value

### Other Instructional Materials (i.e. OER, handouts)

Description "The Danger of a Single Story." Chimamanda Ngozi Adichie: The Danger of a Single Story | TED Talk

Author Adichie, Chimamanda Ngozi.

Citation [www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](http://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story).

Online Resource(s)

Description "Black Lives Matter Collective Storytelling Project."

**Author** University of Washington Tacoma, Pressbooks, 2020.  
**Citation** <https://uw.pressbooks.pub/blmstorytelling/back-matter/appendix/>.  
**Online Resource(s)**

---

**Description** Introduction to Ethnic Studies.  
**Author** Libretexts.  
**Citation** <https://socialsci.libretexts.org/@go/page/143266>.  
**Online Resource(s)**

---

**Description** A Young People's History of the United States.  
**Author** Steffoff, Rebecca, et al. Seven Stories Press / Triangle Square Press for Young Readers, 2022  
**Citation** No value  
**Online Resource(s)**

## Learning Outcomes

### Course Objectives

Identify the impact of gender, race, ethnicity, or gender on identity formation in a personal narrative.

Describe the impact of a social resistance or rights movement on a traditionally marginalized group.

### SLOs

**Explain how gender, race, ethnicity, gender, and/or culture intersects with identity formation in historical, family, and personal narratives.**  
Expected Outcome Performance: 70.0

**Describe historical contributions and significance of social movements of traditionally marginalized groups (African Americans, Asian Americans, Latinas/os, and Native Americans) within the United States.**  
Expected Outcome Performance: 70.0

**Identify contemporary issues of oppression or threats to identity and empowerment tools to address issues.**  
Expected Outcome Performance: 70.0

## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

---

**Is this proposal submitted in response to learning outcomes assessment data?**

No

---

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

---

### SLO Evidence

No Value

## Course Content

### Lecture Content

#### Student Identity and Narratives (10 hours)

- Response to and reflection on personal narratives and perspectives
- Effects of gender, race, ethnicity, gender, and/or culture on identity
- Document own history and identity

#### Individual's Needs in Society (10 hours)

- Maslow's Hierarchy of Needs
- Stress and resiliency
- Case study analysis

#### Elements of Identity (30 hours)

- Process of identity formation
- Origins and historical of the identities of African Americans, Asian Americans, Latinas/os, and Native Americans assigned them by dominant society
- Self-determined identities
- Impact of assimilation and acculturation on identity
- Analysis of historical documents and interpretation and literature from perspective of historically marginalized groups.
- Oral history collection

#### Oppression and Resistance (10 hours)

- Colonization
- Stereotypes, prejudice, and discrimination
- Historical oppression, resistance, and resilience
- Community engagement models

#### Introduction to Human Rights (10 hours)

- Universal Declaration of Human Rights
- Reflective narrative writing
- Cultural/Ethnographic study

#### Social Movements and Histories (10 hours)

- Historical contributions from traditionally marginalized groups
- Social Movements: abolition, rights movements of all marginalized peoples
- Global movements for human rights

#### Contemporary Issues and Transformative Change (20 hours)

- Contemporary racism
- Rights issues for marginalized groups
- Tools for positive community engagement
- Student organization structure
- Argument editorial on contemporary issue

**Total Hours: 100**

## Additional Information

### Repeatability

Repeatable

### Justification (if repeatable was chosen above)

Non-credit courses

### Is it possible this course will have a material fee?

No

I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liaisons>):

Yes

**What term(s) will this course be offered?**

Fall/Winter/Spring/Summer

**Will any additional resources be needed for this course? (Click all that apply)**

- No

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value