

Glendale College

Course Outline of Record Report

Course ID 002064
Revision - September 2025

HUMAN125 : Crosscurrents: American Social Values

General Information

Author:	<ul style="list-style-type: none"> Heather Ramos
Course Code (CB01) :	HUMAN125
Course Title (CB02) :	Crosscurrents: American Social Values
Department:	HUMAN
Proposal Start:	Fall 2026
TOP Code (CB03) :	(1599.00) Other Humanities
CIP Code:	(24.0199) Liberal Arts and Sciences, General Studies and Humanities, Other.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000261385
Curriculum Committee Approval Date:	09/24/2025
Board of Trustees Approval Date:	07/08/2025
Last Cyclical Review Date:	05/28/2025
Course Description and Course Note:	HUMAN 125 is an interdisciplinary course that explores the cultural influences of ethnic, racial and gender diversity in the shaping of American society, past and present. Students explore the development and current reality of commonly held American ideals, attitudes and institutions and their role in the unique balance between freedom and responsibility. Using materials from literature, history, and other disciplines, students read, think, discuss, and write critically about American society and speculate critically on its future. This course may be team taught.
Justification:	Content Change
Academic Career:	<ul style="list-style-type: none"> Credit
Mode of Delivery:	<ul style="list-style-type: none"> In-Person Remote Online
Author:	No value
Course Family:	No value

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"> Humanities
Alternate Discipline:	<ul style="list-style-type: none"> History
Alternate Discipline:	<ul style="list-style-type: none"> Social Science

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 with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cal-GETC

Area 3B: Humanities

Area

Humanities

Status

Approved

Approval Date

09/02/2025

Comparable Course

No Comparable Course defined.

GCC General Education Requirements

Area 3: Arts and Humanities

Area

Arts and Humanities

Status

Approved

Approval Date

09/02/2025

Comparable Course

No Comparable Course defined.

Area 4: Social and Behavioral Sciences

Social and Behavioral Sciences

Approved

09/02/2025

Units and Hours

Summary

Minimum Credit Units (CB07)

3

Maximum Credit Units (CB06)

3

Total Course In-Class (Contact) Hours

54

Total Course Out-of-Class Hours

108

Total Student Learning Hours

162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

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	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

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

ENGLC1000 - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.

- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ENGLC1000E - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ENGLC1000H - Academic Reading and Writing - Honors

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.

Entry Standards

Entry Standards	Description
No value	No value

Course Limitations

Cross Listed or Equivalent Course	Description
HUMAN125H Honors Crosscurrents: American Social Values	Equivalent Course

Requisite Validation

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

No Value

Specifications

Methods of Instruction

Methods of Instruction Lecture

Methods of Instruction Discussion

Methods of Instruction Multimedia

Methods of Instruction Collaborative Learning

Methods of Instruction Guest Speakers

Methods of Instruction Presentations

Out of Class Assignments

- Journal and informal writing
- Preparation for group and online discussion
- Individual or group projects (e.g. apply the theory of McDonaldization to an aspect of your education and present)
- Creative assignments (e.g. create a visual collage of perceived vs. expressed social values)
- Essay writing

Methods of Evaluation

Description of Activity/Interaction

In-Class Activity (answering journal prompt, group activity)

Reading responses and other informal writing

Presentation (group or individual)

Group projects, including debates, presentations, and multi-modal or multi-media projects

Exam/Quiz/Test

Quizzes

Exam/Quiz/Test

Essay examinations

Textbook Rationale

The Spruill text is still a valuable source for this subject. The two readers by Dorsey and Register are valuable sources that include historical documents, and there are no new editions of these readers. The Feldman and Popkin text takes a valuable interdisciplinary approach, and there is no new edition yet.

Textbooks

Author	Title	Publisher	Date	ISBN
Erik Olin Wright	American Society: How It Really Works	W.W. Norton	2024	978-1-324-03329-5
Marjorie J. Spruill	Divided We Stand: The Battle Over Women's Rights and Family Values That Polarized American Politics	Bloomsbury USA	2017	978-1632863140
Bruce Dorsey and Woody Register	Crosscurrents in American Culture: A Reader in United States History - To 1877	CENGAGE Learning	2008	9780618077380
Bruce Dorsey and Woody Register	Crosscurrents in American Culture: A Reader in United States History - Since 1865	CENGAGE Learning	2008	9780618077397
Suzanne Mettler and Robert C. Lieberman	Four Threats: The Recurring Crises of American Democracy	Macmillan + ORM	2024	9781250244437
Stephanie Feldman and Nathaniel Popkin	Who Will Speak for America?	Temple University Press	2018	9781439916247
Robert S Levine and Sandra M Gustafson	The Norton Anthology of American Literature	W. W. Norton & Company	2022	9780393884425

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

No Value

Learning Outcomes**Course Objectives**

Identify important human values that characterize American society.

Compare and contrast the ideas presented in literature, history, and various other disciplines.

Identify differences between perceived and expressed American social values.

Define culture, socialization, groups, nationality, and values, and apply these definitions to an analysis of American social values.

SLOs

Explain the history and context of values that characterize American society.

Expected Outcome Performance: 70.0

<i>HUMAN</i> Interdisciplinary Humanities Option 3: American Responses to Other Cultures AA	Apply literary, rhetorical , interdisciplinary concepts, and discipline specific concepts (such as geography and history) in order to critically read, write, think, and research about the ways that American has responded to global cultures
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<i>HUMAN</i> Interdisciplinary Humanities Option 2: Creativity AA	Apply literary, rhetorical, interdisciplinary studies concepts, and discipline specific concepts (such as dance or French) in order to critically read, write, think, and research about the idea of creativity
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<i>HUMAN</i> Interdisciplinary Humanities	Apply literary, rhetorical, interdisciplinary studies concepts, and discipline specific concepts (such as dance or French) in order to critically read, write, think, and research about the idea of creativity.
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<i>ILOs</i> Core ILOs	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

<i>ILOs</i> General Education	analyze and synthesize diverse works of writing, art, music, and other cultural forms
	critique artistic and cultural creations
	describe relationships between and discords among disciplinary methodologies

Compare contemporary American values with historical American values and interpret the evolution of those values.

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
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Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.

Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

<i>HUMAN</i> Interdisciplinary Humanities Option 3: American Responses to Other Cultures AA	Apply literary, rhetorical , interdisciplinary concepts, and discipline specific concepts (such as geography and history) in order to critically read, write, think, and research about the ways that American has responded to global cultures
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<i>HUMAN</i> Interdisciplinary Humanities Option 2: Creativity AA	Apply literary, rhetorical, interdisciplinary studies concepts, and discipline specific concepts (such as dance or French) in order to critically read, write, think, and research about the idea of creativity
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HUMAN
Interdisciplinary Humanities

Apply literary, rhetorical, interdisciplinary studies concepts, and discipline specific concepts (such as dance or French) in order to critically read, write, think, and research about the idea of creativity.

ILOs
General Education

analyze and synthesize diverse works of writing, art, music, and other cultural forms
critique artistic and cultural creations
describe relationships between and discords among disciplinary methodologies

Write thesis-based essays that analyze, evaluate, and synthesize the various currents which have resulted in American values.

Expected Outcome Performance: 70.0

ILOs
Core ILOs

Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

HUMAN
Interdisciplinary Humanities Option 3:
American Responses to Other Cultures AA

Apply literary, rhetorical, interdisciplinary concepts, and discipline specific concepts (such as geography and history) in order to critically read, write, think, and research about the ways that American has responded to global cultures

HUMAN
Interdisciplinary Humanities Option 2:
Creativity AA

Apply literary, rhetorical, interdisciplinary studies concepts, and discipline specific concepts (such as dance or French) in order to critically read, write, think, and research about the idea of creativity

HUMAN
Interdisciplinary Humanities

Apply literary, rhetorical, interdisciplinary studies concepts, and discipline specific concepts (such as dance or French) in order to critically read, write, think, and research about the idea of creativity.

ILOs
General Education

analyze and synthesize diverse works of writing, art, music, and other cultural forms
critique artistic and cultural creations
describe relationships between and discords among disciplinary methodologies

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

Introduction to Culture, Socialization, Groups, and Nationality (10 hours)

- Elements and theories of culture
- Types of groups
- Contributions of various cultures to U.S. society
- Impact of colonization on shaping indigenous groups' identities in contrast to "American" identity
- Theories of self development and socialization across the life course
- Maintaining slavery for economic growth and American self-justification
- Agents of socialization
- Public opinion

Democratic Ideals and Actions (7 hours)

- The work of the Founders
- Representative government
- Genocide of indigenous people
- The freedoms the Constitution provides
- Democratic ideals versus expressions of democracy
- Racialized capitalism beginning with slavery
- Building an inclusive democracy
- Elections and voter turnout
- Democratic ideals in literature and the arts

Civil Rights and Civil Liberties (7 hours)

- What are civil rights and how do we identify them?
- Interpreting the Bill of Rights
- Specific extension of democratic ideals such as African-American struggles and liberation, suffrage for women, Native American rights, LGBTQ+ rights, disability rights, etc.
- Literature of civil rights and liberties
- Other creative or artistic expressions of civil rights and liberties in the U.S.

Value Systems in U.S. Social Groupings (10 hours)

- Race and ethnicity
- Gender and sexuality
- Aging and the elderly
- Religious groups
- Social mobility
- Urbanization
- Consumerism
- Literature and art of social groupings

Media and Technology (4 hours)

- Evolution, impact, and regulation of the U.S. Media
- Evolution, impact, and regulation of technology in the U.S.
- Current issues in U.S. media and technology

Education and Family (5 hours)

- Diverse structures and experiences of U.S. family life
- Theoretical perspectives and lived experience of education in various populations
- Literature of family
- Literature of education

Health and Medicine (5 hours)

- The social construction of health
- Health and medicine in the U.S.
- History of medical experimentation on people of color, poor people, and/or disabled people in the U.S.
- Diverse experiences of and contributions to health and medicine in the U.S.
- Health and medicine as represented in the arts and literature

Engagement in Democracy and Social Change (6 hours)

- Theory and history of social movements in U.S.
 - Labor Movements
 - Disability Rights Movement

- Racial Justice Movement
- Reproductive Justice Movement
- Environmental Justice Movement
- Theory and history of social change in the U.S.
- Democracy and social change as represented in the arts and literature

Total Hours: 54

Additional Information

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

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