

Glendale College

Course Outline of Record Report

Course ID 004070
Cyclical Review - April 2025

ETH S132 : The African American Experience in the United States

General Information

Author:	<ul style="list-style-type: none"> Michelle Stonis Hampton, Brittany
Attachments:	Distance Education (DE) Individual Course Addendum Form - ETHS_132 COR 6:9:21 Code 6:13:21.pdf
Course Code (CB01) :	ETH S132
Course Title (CB02) :	The African American Experience in the United States
Department:	ETH S
Proposal Start:	Spring 2026
TOP Code (CB03) :	(2203.00) Ethnic Studies
CIP Code:	(05.0200) Ethnic Studies.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000123309
Curriculum Committee Approval Date:	04/23/2025
Board of Trustees Approval Date:	06/17/2025
Last Cyclical Review Date:	10/01/2021
Course Description and Course Note:	ETH S 132 provides an interdisciplinary survey of African American culture and heritage from the 1600s to the present. Students analyze the economic, political, social, artistic, and intellectual elements of the African American community. Students explore concepts such as specialization, the intersection of class and gender, white supremacy, and liberation while paying particular attention to the significant impact that African Americans have had on American culture as a whole.
Justification:	Content Change
Academic Career:	<ul style="list-style-type: none"> Credit
Mode of Delivery:	<ul style="list-style-type: none"> In-Person Remote Hybrid Online
Author:	No value
Course Family:	No value

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"> Ethnic Studies
Alternate Discipline:	<ul style="list-style-type: none"> History

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 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 4: Social and Behavioral Sciences

Area

Social and Behavioral Sciences

Status

Approved

Approval Date

09/02/2025

Comparable Course

No Comparable Course defined.

Area 6: Ethnic Studies

Ethnic Studies

Approved

09/02/2025

GCC General Education Requirements

Area 4: Social and Behavioral Sciences

Area

Social and Behavioral Sciences

Status

Approved

Approval Date

09/02/2025

Comparable Course

No Comparable Course defined.

Area 6: Ethnic Studies

Ethnic Studies

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**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.

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.

Entry Standards

Entry Standards	Description
No value	No value

Course Limitations

Cross Listed or Equivalent Course	Description
No value	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

- Readings on theory and knowledge produced by African American people
- Write a critical analysis of an online website or museum relevant to African American culture or history
- Research paper investigating the lived experiences of African Americans using an African American studies theoretical framework

Methods of Evaluation

Description of Activity/Interaction

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

Answering journal prompts to demonstrate mastery of course exit standards

Presentation (group or individual)

Instructor evaluation of in-class presentations

Exam/Quiz/Test

Three to five examinations

Exam/Quiz/Test

Final examination demonstrating course exit standards

Textbook Rationale

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
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Michelle Alexander	The New Jim Crow: Mass Incarceration in the age of color blindness – 10th Anniversary edition	New Press	2020	9781620971932
Mikki Kendall	Hood Feminism: Notes From The Women That A Movement Forgot	Penguin	2021	9780525560562
Other Instructional Materials (i.e. OER, handouts)				
No Value				

Learning Outcomes

Course Objectives

Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, discrimination, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism using an African American studies theoretical framework;

Apply theory and knowledge produced by African Americans to describe the critical events, cultures, intellectual traditions, contributions, lived-experiences and social struggles of the African American community with a particular emphasis on agency and group affirmation.

Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in the African American community.

Explain and assess how struggle, resistance, racial, and social justice, Solidarity, and liberation as experienced and enacted by African-Americans are relevant to current and structural issues such as communal, national, and international and trans national politics, for example, in immigration reparations, settler-colonialism, multiculturalism, language policies.

Identify methods of active engagement with anti-racist issues and the practice and movements within the African-American community to build an equitable society.

SLOs

Analyze contemporary issues using African-American studies theories and methodology. Expected Outcome Performance: 70.0

Identify core concepts of African-American studies such as race, rationalization, discrimination and white supremacy. Expected Outcome Performance: 70.0

Interpret how resistance, social justice, and civil rights as experienced by the African-American community are connected to current societal issues. 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.
	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>ST DV</i> Liberal Arts: Social and Behavioral Sciences Emphasis A.A. Degree	Analyze how people act and have acted in response to their societies.
	Apply social science research methodology and effectively communicate research results and conclusions.
	Describe the principles, perspectives, and methods of inquiry used by the social and behavioral sciences.

<i>SOC S</i> Social Justice: Gender Studies	Analyze how these formations intersect with other socially salient aspects of identity including but not limited to race, class, and nation
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<i>SOC</i> Sociology AA-T Degree	Critically analyze and evaluate social phenomena involving social institutions and processes within various local contexts.
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<i>SOC</i> Sociology - AA-T	Critically analyze and evaluate social phenomena, which involve social institutions and processes, within various contexts from the local to the global.
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<i>POL S</i> Political Science	Develop a broad and critical understanding of the complex interconnections between the human and environmental forces in their world.
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<i>SOC S</i> Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
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<i>SOC S</i> Social Science A.A. Degree	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
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<i>HIST</i> History - AA-T	Engage in wide reading, deep thinking, and clear communication about the vast record of human experience.
	Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come.

<i>HIST</i> History AA-T Degree	Engage with the past in order to promote critical thinking, develop information competency, improve communication, and foster global awareness.
	Learn how to analyze sources using historical thinking skills to discover facts, weigh interpretations, and draw conclusions to understand how historical knowledge is created.

<i>SOC</i> Social Work and Human Services AA-T	Explain the qualities and characteristics of effective human service professionals that view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective.
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<i>ILOs</i> General Education	apply methodologies used by social and behavioral scientists
	recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions

Describe events critical in African-American history, culture and intellectual tradition with an emphasis on liberation, self determination and agency.

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.
	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>ST DV</i> Liberal Arts: Social and Behavioral Sciences Emphasis A.A. Degree	Analyze how people act and have acted in response to their societies.
	Apply social science research methodology and effectively communicate research results and conclusions.
	Describe the principles, perspectives, and methods of inquiry used by the social and behavioral sciences.
<i>SOC S</i> Social Justice: Gender Studies	Analyze how these formations intersect with other socially salient aspects of identity including but not limited to race, class, and nation
<i>SOC</i> Sociology AA-T Degree	Critically analyze and evaluate social phenomena involving social institutions and processes within various local contexts.
<i>POL S</i> Political Science	Develop a broad and critical understanding of the complex interconnections between the human and environmental forces in their world.
<i>SOC S</i> Social Science A.A. Degree	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
<i>SOC S</i> Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
<i>HIST</i> History - AA-T	Engage in wide reading, deep thinking, and clear communication about the vast record of human experience.
<i>HIST</i> History AA-T Degree	Engage with the past in order to promote critical thinking, develop information competency, improve communication, and foster global awareness.
<i>SOC</i> Social Work and Human Services AA-T	Explain the qualities and characteristics of effective human service professionals that view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective.
<i>ILOs</i> General Education	apply methodologies used by social and behavioral scientists
	recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions

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 the concept of African American Studies (6 hours)**

- Racial formations
- The Social Construction of Race
- Africana Critical Theory

The Making of an African American Identity (10 hours)

- African cultures
- Slave trade
- Diaspora
- Enslaved communities: Central and South America, Caribbean, and United States
- Free Black communities
- Abolition, Civil War, and Jim Crow

African American and Black Political Movements (9 hours)

- Pan Africanism and Black Nationalists
- Civil Rights Movement 1900-1950
- Civil Rights Movement 1950-1980
- Black Women's Movements
- Black Power
- Black Lives Matter

African American Cultural Production (10 hours)

- Music: enslaved working songs to jazz and rap
- Literature: James Baldwin, Ralph Ellison, Toni Morrison, Zora Neale Hurston
- Religion: Muslim, Yoruba, Baptist, Methodist
- Film and TV: Hattie McDaniel, Sydney Poitier, Spike Lee, Oprah Winfrey
- Sports: Jackie Robinson, Arthur Ashe, Magic Johnson, Simone Biles, Serena Williams, Collin Kaepernick
- Politicians: Robert Smalls, Shirley Chisholm, Barack Obama

Migrations, Communities, and Family Structure (9 hours)

- Family and kinship
- Language and communication
- Gender, sexuality

Code Switching: African American and Black Struggles (10 hours)

- Ghettos and culture of poverty: redlining, food deserts
- Education access
- Labor and labor movements
- Criminal justice and police brutality
- Stereotypes: race, class, sexuality, gender
- Healthcare disparities

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/liasons>):

No Value

What term(s) will this course be offered?

Fall/Spring

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

Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

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