

# Glendale College

## Course Outline of Record Report

Course ID 002064  
Cyclical Review - May 2025

### HUMAN125 : Crosscurrents: American Social Values

#### General Information

Author:	<ul style="list-style-type: none"> <li>Joanna Parypinski</li> </ul>
Course Code (CB01) :	HUMAN125
Course Title (CB02) :	Crosscurrents: American Social Values
Department:	HUMAN
Proposal Start:	Spring 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:	No
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000261385
Curriculum Committee Approval Date:	05/28/2025
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:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"> <li>Credit</li> </ul>
Mode of Delivery:	<ul style="list-style-type: none"> <li>In-Person</li> <li>Remote</li> <li>Online</li> </ul>
Author:	No value
Course Family:	No value

#### Academic Senate Discipline

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

### 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**

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	0
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Studio	0
<b>Total</b>	54
<b>Course Out-of-Class Hours</b>	
Lecture	108
Laboratory	0
Studio	0
<b>Total</b>	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
HUMAN 125H Crosscurrents: American Social Values	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

### Rationale

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.

### Textbooks

Author	Title	Publisher	Date	ISBN
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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
<b>Other Instructional Materials (i.e. OER, handouts)</b>				
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.
	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.

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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> 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

<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.

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<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

## 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
- Theories of self development and socialization across the life course
- Agents of socialization
- Public opinion

#### **Democratic Ideals and Actions (7 hours)**

- The work of the Founders
- Representative government
- The freedoms the Constitution provides
- Democratic ideals versus expressions of democracy
- 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.
- 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>):

No

### 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