

Glendale College

Course Outline of Record Report

Course ID 004065

Revision- May 2025

ETH S121 : Ethnic and Racial Minorities

General Information

Author:	<ul style="list-style-type: none"> Michelle Stonis Hampton, Brittany
Attachments:	Distance Education (DE) Individual Course Addendum Form - ETHS_121 COR 6:9:21 Code 6:13:21.pdf
Course Code (CB01) :	ETH S121
Course Title (CB02) :	Ethnic and Racial Minorities
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) :	CCC000297074
Curriculum Committee Approval Date:	05/14/2025
Board of Trustees Approval Date:	07/08/2025
Last Cyclical Review Date:	10/01/2021
Course Description and Course Note:	ETH S 121 surveys the major ethnic and racial minorities in the United States to provide students with a better understanding of the socio-economic, cultural, and political practices and institutions that support or challenge racism, racial, and ethnic inequalities. The course also studies historical and contemporary patterns of interaction between intersectional identities of the four core ethnic populations of Asian Americans, Chicana/Latina, African Americans, and Native/Indigenous Americans within the United States.
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"> Social Science

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

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

C-ID

SJS

Area

Social Justice Studies

Status

Approved

Approval Date

02/18/2014

Comparable Course

SJS 110 - Introduction to Social Justice
SOCI 150 - Introduction to Race and Ethnicity

SOCI

Sociology

Approved

08/25/2014

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. <input type="checkbox"/> Variable Credit Course	Funding Agency Category (CB23) Not Applicable.	<input type="checkbox"/> 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

- Analyze stylistic choices in their own writing and the writing of others.
- 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
ETH S121H	No Value

Specifications	
Methods of Instruction	
Methods of Instruction	Lecture
Methods of Instruction	Discussion
Methods of Instruction	Multimedia
Methods of Instruction	Presentations

Out of Class Assignments
<ul style="list-style-type: none"> • Reading responses on knowledge and theories focused on struggle and resistance to apply Ethnic Studies concepts, terms, and/or definitions • Essay writing (e.g., a four-page paper investigating how the contributions of Black and Indigenous people of color advanced social justice) • Presentation on lived experience (e.g., attend a lecture or performance) synchronously or asynchronously, focused on Asian Americans, Chicanx/Latinx, African Americans, and/or Native/Indigenous Americans within the United States.

Methods of Evaluation	Rationale
In-Class Activity (answering journal prompt, group activity)	Weekly discussion questions demonstrating a recognition of the weekly themes (e.g., discussion board on campus-approved LMS)
In-Class Writing Assignment	Three to five in-class essay questions demonstrating mastery of the course exit standards
Exam/Quiz/Test	Three to five examinations
Exam/Quiz/Test	Final examination evaluating the student's ability to think critically

Textbook Rationale
No Value

Textbooks				
Author	Title	Publisher	Date	ISBN

Coates, Rodney D.	The Matrix of Race: Social Construction, Intersectionality, and Inequality	Sage	2021	978-1544354972
David Woo	Knowledge for Justice: An Ethnic Studies Reader	University of WA Press	2021	9780935626704
Takaki, Ronald	A Different Mirror: A History of Multicultural America	Back Bay Books	2023	9978-0316499071
Roland Martin and Leah Latkins	White Fear: How the Browning of America Is Making White Folks Lose Their Minds	BenBella Books	2022	978-1637740286
Other Instructional Materials (i.e. OER, handouts)				
No Value				

Learning Outcomes

Course Objectives

Analyze concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, and anti-racism as analyzed in the following: Native American Studies, African American Studies, Asian American Studies, and Chicana/Latina Studies.

Apply theory and knowledge produced by Native American, African American, Asian American, and/or Chicana/Latina communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences, and social struggles of those groups with a particular emphasis on agency and group-affirmation.

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 Native American, African American, Asian American, and/or Chicana/Latina communities.

Critically evaluate how struggle, resistance, racial justice, social justice, solidarity, and liberation as experienced and enacted by Native Americans, African Americans, Asian Americans, and/or Chicana/Latina are relevant to current and structural issues experienced by these groups.

SLOs

Identify methods of active engagement with anti-racist and anti-colonial issues within the practice and movements in Native American, African American, Asian American, and/or Chicana/Latina communities to create a just and equitable society. Expected Outcome Performance: 70.0

<i>ANTHR</i> Anthropology - AA-T	Analyze and describe how culture acts as our primary adaptive response
<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. 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>SOC</i> Sociology AA-T Degree	Critically analyze and evaluate social phenomena, which involve social institutions and processes, within various contexts from the local to the global
<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.
<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 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. 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>SOC</i> Social Work and Human Services AA-T Degree	Explain the qualities and characteristics of effective human service professionals who 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

Define core concepts of ethnic studies, such as race, rationalization, discrimination, intersectionality, and white supremacy.

Expected Outcome Performance: 70.0

<i>ANTHR</i> Anthropology - AA-T	Analyze and describe how culture acts as our primary adaptive response
<i>SOC S</i> Social Justice: Gender Studies	Articulate connections between global, regional, and local issues pertinent to the study of gender and sexuality.
<i>SOC</i> Sociology AA-T Degree	Critically analyze and evaluate social phenomena, which involve social institutions and processes, within various contexts from the local to the global
<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.
<i>SOC S</i> Social Sciences	Demonstrate critical thinking skills and a basic understanding of the complex interrelationships between human kind and the biophysical environment Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
<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>HIST</i> History - AA-T	Engage in wide reading, deep thinking, and clear communication about the vast record of human experience.
<i>KIN</i> Sports Coaching - A.S. Degree Major	Evaluate, compare and examine skill development, different types of tactics and strategies, coaching philosophies, leadership styles, and practice organization to enhance the growth of student-athletes.

<i>KIN</i> Sports Coaching--Certificate	Evaluate, compare and examine skill development, different types of tactics and strategies, coaching philosophies, leadership styles, and practice organization to enhance the growth of student-athletes.
<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>SOC</i> Social Work and Human Services AA-T Degree	Explain the qualities and characteristics of effective human service professionals who view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective.
<i>ILOs</i> Core ILOs	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	<p>apply methodologies used by social and behavioral scientists</p> <p>list examples of cultural and social organizations</p> <p>recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions</p>
Analyze contemporary issues using ethnic studies theories and methodologies.	
Expected Outcome Performance: 70.0	
<i>ANTHR</i> Anthropology - AA-T	Analyze and describe how culture acts as our primary adaptive response
<i>ILOs</i> Core ILOs	<p>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.</p> <p>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.</p>
<i>SOC S</i> Social Justice: Gender Studies	<p>Analyze how these formations intersect with other socially salient aspects of identity including but not limited to race, class, and nation</p> <p>Knowledge and skills to critically examine individual experiences, social institutions, and historical perspectives through the lens of gender and sexuality</p>
<i>SOC</i> Sociology AA-T Degree	Critically analyze and evaluate social phenomena, which involve social institutions and processes, within various contexts from the local to the global
<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.
<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 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	<p>Engage in wide reading, deep thinking, and clear communication about the vast record of human experience.</p> <p>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.</p>
<i>SOC</i> Social Work and Human Services AA-T Degree	Explain the qualities and characteristics of effective human service professionals who view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective.
<i>KIN</i> Sports Coaching - A.S. Degree Major	Recognize ethical and social responsibilities in the area of coaching and how to work through ethical dilemmas in sport.
<i>KIN</i> Sports Coaching--Certificate	Recognize ethical and social responsibilities in the area of coaching and how to work through ethical dilemmas in sport.

<i>ILOs</i>	apply methodologies used by social and behavioral scientists
General Education	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

Concepts in Ethnic Studies (8 hours)

- Talking About Race
- Why Race Matters
- Race vs. Ethnicity
- Resisting Identities
- Understanding Race as a Social Construction
- Demographic Shifts in the United States
- Racial Identities, Politics, Ideologies, and Institutional Racism
- Intersectionality of Race, Ethnicity, Class, Gender, and Sexuality

The Social Construction of Whiteness (6 hours)

- White Privilege
- Ideologies, Identities, and Institutions
- White Fragility

Prejudice, discrimination, and institutional racism (4 hours)

- Prejudice and discrimination
- Merton's typology
- LaPiere's study
- Stereotypes and scapegoating
- Colorblind racism
- Racial and ethnic profiling
- Racialized and ethnic violence and genocide

Theoretical Perspective on Minority-majority Relations (4 hours)

- Conflict theory
- Functionalist perspective
- Labeling
- Exploitation theory
- Stereotyping

The Emergence of US Racial Hierarchy (6 hours)

- The Emergence of Race
- Perspectives on Racial/Ethnic Inequality and Colonialism
- European Contact with Native Americans
- Legislation imposed on Indigenous Nations
- Slavery in the US
- The Unique Exploitation of Mexican Americans by White Supremacy
- Legislation isolating Asian Americans Pacific Islanders

Race Relations in the 19th & 20th Centuries (6 hours)

- Perspectives on Interracial Relations
- From Reconstruction to Jim Crow
- Nativism and the Era of Exclusion

Race Relations in Flux: Post-WWII Activism (5 hours)

- Perspectives on Social Movements
- African Americans and The Civil Rights Movement
- Native American Activism
- Chicana/o/x Activism
- Asian American Pacific Islander Activism

Education (3 hours)

- Perspectives on Race and Education
- Roots of Race and Public Education in the US
- Contemporary Issues of Racial Inequality in Education
- Equity Gaps

Economic Inequality and the Role of the State (6 hours)

- Perspectives on Economic Inequalities
- Race and Social Policy
- Residential Segregation
- Environmental Racism

Crime and Criminal Justice (6 hours)

- Perspectives on Crime: The New Jim Crow
- Racial Inequality in the Criminal Justice System
- The Era of Mass Incarceration
- Linking race and Crime in the Public Consciousness
- Black Lives Matter

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

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