

## HUMAN125H : Honors Crosscurrents: American Social Values

### General Information

Author:	<ul style="list-style-type: none"> <li>Sarah Schwendimann</li> <li>Ramos, Heather</li> </ul>
Course Code (CB01) :	HUMAN125H
Course Title (CB02) :	Honors Crosscurrents: American Social Values
Department:	HUMAN
Proposal Start:	Fall 2027
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) :	CCC000655836
Curriculum Committee Approval Date:	09/24/2025
Board of Trustees Approval Date:	11/11/2025
Last Cyclical Review Date:	09/24/2025
Course Description and Course Note:	<p>HUMAN 125H 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. The Honors course may be enhanced in one or more of the following ways: 1. enriched reading opportunities, including conceptual and scholarly sources, 2. enriched critical thinking opportunities such as oral presentation of research, experiential learning, metacognitive reflection, and service learning.</p>
Justification:	New Course
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>
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- Alternate Discipline:
  - History
- Alternate Discipline:
  - Social Science

### File Upload

**File Upload**  
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**

Pending

**Cal-GETC**

Area 3B: Humanities

**Area**

Humanities

**Status**

Pending

**Approval Date**

No value

**Comparable Course**

No Comparable Course defined.

**GCC General Education Requirements**

Area 3: Arts and Humanities

**Area**

Arts and Humanities

**Status**

Pending

**Approval Date**

No value

**Comparable Course**

No Comparable Course defined.

Area 4: Social and Behavioral Sciences

Social and Behavioral Sciences

Pending

No value

### Units and Hours

**Summary**

**Minimum Credit Units (CB07)** 3

<b>Maximum Credit Units (CB06)</b>	3
<b>Total Course In-Class (Contact) Hours</b>	54
<b>Total Course Out-of-Class Hours</b>	108
<b>Total Student Learning Hours</b>	162

**Credit / Non-Credit Options**

<b>Course Type (CB04)</b> Credit - Degree Applicable	<b>Noncredit Course Category (CB22)</b> Credit Course.	<b>Noncredit Special Characteristics</b> No Value
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<b>Course Classification Code (CB11)</b> Credit Course. <input type="checkbox"/> Variable Credit Course	<b>Funding Agency Category (CB23)</b> Not Applicable.	<input type="checkbox"/> Cooperative Work Experience Education Status (CB10)
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**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>	54
<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 125 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
- Honors enhancement: conduct a primary-source research project using American archival research (such as oral histories, newspaper archives, or personal letters available through a museum or library). Write a 4-5 page analysis connecting your findings to a major course theme
- Honors enhancement: select an American writer or artist from a marginalized background not studied in the class to research. Prepare a 10-minute presentation about the research with visual examples that critically examines the writer's background, style, and historical influences

Methods of Evaluation	Description of Activity/Interaction
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
<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

Compare contemporary American values with historical American values and interpret the evolution of those values. Expected Outcome Performance: 70.0

Write thesis-based essays that analyze, evaluate, and synthesize the various currents which have resulted in American values. Expected Outcome Performance: 70.0

### Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**  
No

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**Is this proposal submitted in response to learning outcomes assessment data?**  
No

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**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