

Glendale College

Course Outline of Record Report

Course ID 002059
Cyclical Review - May 2025

HUMAN110 : Science, Literature, and Human Insight

General Information

| | |
|---|---|
| Author: | <ul style="list-style-type: none"> Joanna Parypinski |
| Course Code (CB01) : | HUMAN110 |
| Course Title (CB02) : | Science, Literature, and Human Insight |
| 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) : | CCC000217944 |
| 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 110 is an interdisciplinary course that explores the relationships among literature, science, and technology. Students read, think, discuss, and write critically about human values, beliefs, and insights as they relate to scientific achievements, considering both the benefits and limitations of technology throughout history. From ancient myths to the future of AI, students grapple with questions of ethics, consciousness, and what it means to be human. This course may be team taught. |
| Justification: | Mandatory Revision |
| 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"> Philosophy |
| Alternate Discipline: | <ul style="list-style-type: none"> Physics/Astronomy |

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)

GE Status A2, A3, 1A, 1B

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 |
|-----------------------------------|-------------|
| No value | No value |

Specifications

Methods of Instruction

Methods of Instruction Collaborative Learning

Methods of Instruction Demonstrations

Methods of Instruction Discussion

Methods of Instruction Field Activities (Trips)

Methods of Instruction Guest Speakers

Methods of Instruction Lecture

Methods of Instruction Multimedia

Methods of Instruction Presentations

Out of Class Assignments

- Essays of analysis, evaluation and argumentation (e.g. compare a human-written and an AI-generated work of literature and evaluate the depth, meaning, and power of each)
- Additional writing assignments (including journal entries, reading responses and field notes)
- Preparation for presentations and group projects
- Research activities (e.g. research examples of disability in literature and how they reflect the attitudes, norms, and scientific knowledge of the era)

Methods of Evaluation

Rationale

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

Peer Review

Presentation (group or individual)

Oral presentations or debates

Exam/Quiz/Test

Essay examinations

Writing Assignment

Writing assignments

Textbook Rationale

These texts are still valuable and relevant to the course topic.

Textbooks

| Author | Title | Publisher | Date | ISBN |
|------------------|--|----------------------------|------|----------------|
| Arlindo Oliveira | The Digital Mind: How Science Is Redefining Humanity | The MIT Press | 2017 | 978-0262036030 |
| Steven Meyer | The Cambridge Companion to Literature and Science | Cambridge University Press | 2018 | 978-1107079724 |
| Richard Foley | The Geography of Insight: The Sciences, the Humanities, How they Differ, Why They Matter | Oxford University Press | 2018 | 978-0190865122 |

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

| | |
|---------------------------|---|
| Description | Transparent Minds in Science Fiction: An Introduction to Alien, AI and Post-Human Consciousness |
| Author | Paul Matthews |
| Citation | https://www.openbookpublishers.com/books/10.11647/obp.0348 |
| Online Resource(s) | No value |

Learning Outcomes**Course Objectives**

Read critically.

Write critical, thesis-based essays from various rhetorical perspectives.

Compare and contrast relationships between science and literature.

Analyze and synthesize texts and ideas in order to reach logical conclusions.

Identify bias and prejudice in science and literature.

Evaluate objectively the ethics of specific scientific issues, and distinguish between science and pseudo science.

Identify and evaluate credible sources.

SLOs

Identify, analyze, evaluate, and synthesize a variety of sources connected to literature and the ethics of scientific issues.

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.

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

Compose thesis-based essays and/or other projects which analyze and synthesize information from multiple sources relating literature to human values and the study of scientific and technological ideas.

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.

Recognize an information need and develop a research question or topic; strategically explore information in context using library and other resources; investigate the authority of information sources and the credibility of claims; locate, evaluate, and use information to create new knowledge in an ethical and legal manner.

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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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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 |

Course Content

Lecture Content

Ancient Myths and Science (6 hours)

- Sumerian, Babylonian, Greek, Egyptian, Mesoamerican, and other myths to explain creation and the natural world
- Science in the Ancient World: early astronomy, natural philosophy, the development of deductive reasoning, and non-supernatural explanations for natural phenomena
- Eurocentric and marginalized perspectives in myth and early science

Precursors of Science: Writings on the Occult (8 hours)

- Occult philosophy: Agrippa, Solomon, Kabbalah, and other writings
- Magic in literature: sorcery, spells, divination, and potions
- Examples of the occult in literature: The Canterbury Tales, Faust, Hamlet, The Faerie Queen, Frankenstein, etc.
- The influence of folklore around the world and the role of colonization in appropriating or suppressing indigenous knowledge
- The coexistence of science and the occult: chemistry and alchemy, astronomy and astrology

Medicine in Arts and Literature (8 hours)

- Hippocratic Writings by Hippocrates
- Forms of medicine practiced around the world (Western medicine, Eastern practices, indigenous medicine, and the contributions of marginalized populations)
- Disease and pandemics in art and literature: The Decameron, The Masque of the Red Death, Love in the Time of Cholera, The Stand, Station Eleven, etc.
- Ethics in medicine: rights of individual vs. protection of society, experimentation, and other ethical dilemmas
- Illness, disability, and diverse experiences of healthcare represented in art and literature

The Mind and its Machinations (10 hours)

- What is consciousness? Definitions and theories (mind-body dualism, higher-order theories, global workspace theories, integrated information theory, predictive processing theory)
- The evolution of intelligent life: Darwin, natural selection, and literature
- Mental illness in art and literature (schizophrenia, depression, bipolar disorder, PTSD, OCD): The Yellow Wallpaper, One Flew Over the Cuckoo's Nest, The Bell Jar, Diving into the Wreck, American Psycho, Prozac Nation, etc.
- Representations of altered states: hallucinations, visions, psychic phenomena
- Speculative explorations of consciousness: hive minds, artificial intelligence, and other non-human consciousnesses
- Cognitive science, neuroscience, and the mental and imaginative experience of reading literature
- Inductive and deductive reasoning: logical fallacies in language and thought, symbol and meaning

Technology as Hero or Villain (10 hours)

- Weaponry and warfare: development of sophisticated weapons, espionage, intelligence modes, national security, nuclear warfare
- Data, privacy, and the information age
- The ethics of modern robotics: robots, androids, cyborgs, and mechanical men in art and literature (R.U.R.; The Sandman; I, Robot; Do Androids Dream of Electric Sheep?; Klara and the Sun; The Stepford Wives; The Windup Girl; Sea of Rust, etc.)
- The role of technology in capitalism: the use of technology to increase productivity, literary responses to machine manufacturing and technological advancements
- The relationship between generative AI, writing, and literature: can algorithms and Large Language Models engage in creativity?

Digital Communication & Internet Writing (8 hours)

- Blogging, social media, Twitter thread stories, Reddit, and other digital platforms
- Wikis, shared universe, and collaborative writing projects (SCP Foundation, The Backrooms)
- The Work of Art in the Age of Mechanical Reproduction (Benjamin)
- Collaboration between humans and AI to generate art and writing
- Creativity and humanity in the digital age: questions of authorship, ownership, and originality

Science Fiction as Prediction (4 hours)

- The Singularity, the posthuman era, quantum computing, interstellar travel, AI, and other speculative technological advancements represented in fiction

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>):

Yes

What term(s) will this course be offered?

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