

Glendale College

Course Outline of Record Report

Course ID 010691
Revision - November 2025

HUMAN145 : Human Responses to Climate Crisis

General Information

Author:	<ul style="list-style-type: none"> Heather Ramos
Attachments:	DE Addendum_HUM_145 COR_2:28:2024 CoDE_3:26:2023.pdf
Course Code (CB01) :	HUMAN145
Course Title (CB02) :	Human Responses to Climate Crisis
Department:	HUMAN
Proposal Start:	Fall 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:	Yes
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000646307
Curriculum Committee Approval Date:	11/12/2025
Board of Trustees Approval Date:	04/16/2024
Last Cyclical Review Date:	02/28/2024
Course Description and Course Note:	<p>HUMAN 145 is an interdisciplinary course that addresses the climate crisis through the lens of the humanities, grounded in climate science including geology and oceanography. Students critically analyze and interpret literary works, philosophical texts, visual art, music, dance, and architecture that represent climate processes, including phenomena science data, and reflect humanity's relationship with the environment. Through close reading, aesthetic analysis, and evaluation of works of cultural and historical significance, students research and examine how artistic and philosophical traditions from diverse cultures illuminate the climate crisis. The course emphasizes that emotional and cultural resonances are often more impactful than data alone, that hope is a necessary climate change resource in a rapidly changing climate, and that various communities, cultures, and nations have already enacted many solutions. This course may be team-taught.</p>
Justification:	<p>Content Change Transferability/C-ID Change</p>
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:
 - Humanities
- Alternate Discipline:
 - Geography
- Alternate Discipline:
 - Earth Science

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

GCC General Education Requirements

Area	Status	Approval Date	Comparable Course
Area 3: Arts and Humanities	Approved	09/02/2025	No Comparable Course defined.
Area 4: 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.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

Course Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Duration (Weeks)	18
Hours per unit divisor	54
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, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- 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
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No value	No value
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Requisite Validation

Upload Statistical Validation and/or other documents (if necessary)
No Value

Specifications

Methods of Instruction	
Methods of Instruction	Collaborative Learning
Methods of Instruction	Demonstrations
Methods of Instruction	Discussion
Methods of Instruction	Lecture
Methods of Instruction	Presentations
Methods of Instruction	Guest Speakers
Methods of Instruction	Field Activities (Trips)

- Out of Class Assignments**
- Journal and informal writing (e.g., reflect on representations of the human relationships with climate through mythologic traditions across cultures such as Prometheus as an archetype of our mastery of fire/energy; research recent scientific publications or reports on climate change and discuss key findings, their implications, and how they could be communicated through a humanities medium such as visual art, music, dance, or literature)
 - Preparation for group and online discussion (e.g., research the geological and oceanographic aspects of climate change and prepare to discuss how these scientific dimensions have been represented in a specific piece of classical literature or artwork)
 - Individual or group projects (e.g., create a climate-themed piece of art, music, dance, or short story that incorporates scientific data or concepts. Reflect on your creative process and how you translated the scientific information into your chosen medium)

- Field or campus activity (e.g., attend a local exhibition or performance featuring climate-themed art, dance, theater, music, or literature, attend a climate-focused event in your community, or watch a climate-themed movie or documentary; write an essay analyzing its presentation of the climate crisis, its communication model--"deficit" or "hope"--and its potential influence on its audience to drive change)
- Research assignments (e.g., utilize sociobehavioral research methodology to investigate a global response to the climate crisis, emphasizing the emotional, cultural, and societal aspects of the narrative)
- Case study analysis (e.g., apply sociological or psychological theories to analyze a community's response to climate change; alternatively, select a specific region or community and examine its unique climate challenges and responses, focusing on how cultural norms and beliefs shape its approach to the crisis)

Methods of Evaluation

Description of Activity/Interaction

Writing Assignment

Reading responses and other informal writing

Project/Portfolio

Group projects, including debates, presentations, and multi-modal or multi-media projects

Exam/Quiz/Test

Quizzes

Exam/Quiz/Test

Essay examinations

Textbook Rationale

There are no new editions of the texts by Sarena Ulibarri et al. and John Perlin, which are important texts for studying climate change. The fictional texts by Paolo Bacigalupi and Nnedi Okorafor are also important for an interdisciplinary approach to climate crisis.

Textbooks

Author	Title	Publisher	Date	ISBN
Elin Kelsey	Hope Matters: Why Changing the Way We Think Is Critical to Solving the Environmental Crisis	Greystone Books	2020	978-1771647779
Dahr Jamail and Stan Rushworth	We Are the Middle of Forever : Indigenous Voices from Turtle Island on the Changing Earth	The New Press	2022	978-1620976692
Sarena Ulibarri, et al.	Glass and Gardens: Solarpunk Summers: an Anthology	World Weaver Press	2018	978-0998702278
Lynne Quamby	Watermelon Snow: Science, Art, and a Lone Polar Bear	McGill-Queen's University Press	2020	978-0228005094
Mark Maslin	Climate change: a very short introduction	Oxford University Press	2023	978-0198867869
Vivien Gornitz	Vanishing Ice: Glaciers, Ice Sheets, and Rising Seas	Columbia University Press	2019	978-0231548893

Paolo Bacigalupi	The Water Knife	Alfred A. Knopf	2015	978-0385352871
Paul Bierman	Geology and the Environment: Living with a Dynamic Planet	Cengage	2024	978-0357851654
Nnedi Okorafor	Zahrah the Windseeker	Houghton Mifflin	2005	978-0618340903
John Perlin	Let it Shine: The 6,000-Year Story of Solar Energy	New World Library	2013	978-1608681327

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

Description	Environmental Science 101
Author	Jason Hlebakos
Citation	Hlebakos, Jason. "Environmental Science 101." Geosciences LibreTexts, 18 Aug. 2022, geo.libretexts.org/Courses/Mt._San_Jacinto_College/Environmental_Science_101 .
Online Resource(s)	

Learning Outcomes

Course Objectives

Analyze the scientific dimensions of climate change, describing the roles of geology and oceanography and their intersection with the social sciences and humanities.

Critically evaluate the influence of human thought, culture, artistic expression, and communication models (deficit vs. hope) in shaping climate change narratives and public understanding.

Evaluate the aesthetic qualities and cultural significance of climate-themed works from diverse historical periods, cultures, and artistic media.

Apply quantitative and qualitative research methods and theoretical frameworks from social and behavioral sciences (e.g., psychology, sociology, anthropology) to analyze human attitudes, behaviors, and responses to climate change.

Apply climate science and interdisciplinary research findings to create humanities projects (visual art, architecture, music, dance, or literary work) that communicate climate narratives.

Evaluate scholarly research on climate change representations in humanities disciplines through critical literature review.

Apply critical frameworks from literary criticism, art history, and philosophy to analyze and interpret how humanities disciplines communicate climate narratives, examining the philosophical, historical, literary, aesthetic, and cultural significance of works that address environmental themes.

SLOs

Analyze and evaluate works of literature, visual art, music, philosophy, and other humanities disciplines that address environmental and climate themes, examining their aesthetic qualities, cultural context, and philosophical significance. Expected Outcome Performance: 70.0

Apply social and behavioral science perspectives, research methods, and theoretical frameworks to critically analyze human attitudes, behaviors, and cultural responses to climate change. Expected Outcome Performance: 70.0

Create informed artistic, literary, or creative responses to the climate crisis that synthesize scientific data with humanistic and social science perspectives, demonstrating understanding of interdisciplinary modes of inquiry. Expected Outcome Performance: 70.0

<i>ST DV</i> Liberal Arts: Arts and Humanities Emphasis A.A. Degree	Analyze works of philosophical, historical, literary, aesthetic, and cultural importance.
	Describe the art, literature, ideas, movements, and individuals that have helped to define values, civilizations, and the human condition.

Critically evaluate and effectively communicate the complexity of the climate crisis, analyzing cultural, social, and personal dimensions alongside scientific facts to foster climate awareness and encourage societal change. Expected Outcome Performance: 70.0

<i>ST DV</i> Liberal Arts: Arts and Humanities Emphasis A.A. Degree	Analyze works of philosophical, historical, literary, aesthetic, and cultural importance.
	Describe the art, literature, ideas, movements, and individuals that have helped to define values, civilizations, and the human condition.

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

Climate Science Intersection with Humanities (8 hours)

- The role of geology and oceanography in climate science
- The human influence on climate change
- The climate crisis in historical and cultural context
- The "deficit" vs. "hope" model of communication and its implications in the climate crisis
- The role of hope in climate change narratives
- Introduction to climate "stories" in the arts
- Architecture as expression of cultural relationship to the environment
- Philosophical perspectives on nature and humanity's relationship to the environment (e.g., environmental philosophy, deep ecology, land ethic)
- Historical analysis of environmental thought and nature writing traditions

Climate Fiction (8 hours)

- Analysis and appreciation of significant climate-themed literature, including philosophical, historical, religious, and sociocultural influences
- Use of literature to translate scientific data
- The role of literature in shaping public perception of the climate crisis
- Climate Dystopias vs. Utopias
- Use of literature to communicate climate-related cultural beliefs and norms

Visual Art, Music, and Dance as Climate Communication Tools (8 hours)

- Analysis and appreciation of significant works of art responding to climate change
- Role of music and dance in climate change narratives
- Exploration and interpretation of climate-themed visual art
- Creative process of transforming scientific data into visual, musical, and dance expressions
- The aesthetic significance/value of metaphor and symbolism in deepening understanding of climate issues

Sociocultural Perspectives and Climate Justice in the Anthropocene (8 hours)

- Climate Justice from sociological, psychological, political, and ethnological perspectives
- Ecopsychology
- Ecofeminism as a theoretical framework
- Environmental racism
- Values, climate beliefs, climate denial
- Sociocultural approaches to climate science and climate-related arts
- Analysis of survey data and empirical studies on public climate attitudes

Research Methods in the Humanities (6 hours)

- Introduction to social and behavioral science research methods
 - Quantitative approaches: surveys, statistical analysis of climate attitudes
 - Qualitative approaches: interviews, ethnography, case studies
 - Analysis of empirical research on climate change perceptions and behaviors
- Examine symbolic representations of climate in art and literature
- Case study analysis: community responses to climate events
- Evaluating research quality and methodology in climate studies
- Application of theoretical frameworks to research design

Responses and Solutions to the Climate Crisis (6 hours)

- Overview of global, community, and individual climate crisis responses
- Discussion on enacted and proposed solutions
- The role of emotional engagement in climate change communication
- Explore future possibilities for climate action
- Intersections between climate response, humanities, and science

Translating Climate Science into Data-Driven, Emotionally Engaging Narratives (10 hours)

- Transforming qualitative and quantitative research into narrative and art
- Techniques for effectively communicating complex climate science
- The power of narrative in inspiring climate action
- Collaboration and cross-disciplinary approaches
- Apply design thinking to the problem of the gap between scientific understanding and public perception
- Use the framework of human-centered design and design-thinking along with qualitative and quantitative research methodologies to research, develop, and execute a final project combining climate science with a chosen humanities discipline
- Public presentations of final projects

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