



CID 2301.03E (#88386): The Human Experience

Freedom, Liberty, and Liberation in American History

Education South (EDS) 134, MWF 2:00-2:50 PM

Course Syllabus: Fall 2023

Updated August 17, 2023

INSTRUCTOR INFORMATION

Instructor: Dr. Andrew Baker

Office Location: Henderson 222

Office Hours: Monday 3-4 PM; Tuesday/Thursday 3:30-5 PM; Wednesday 3-5 PM and by appointment

University Email Address: Andrew.Baker@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: 24 hours (weekday) / 48 hours (weekend)

COURSE INFORMATION

Course Description

CID 2301: The Human Experience introduces students to humanities-based inquiry by guiding students through an exploration of important humanistic questions across all elements of the human experience. Through the deep focus on a connecting theme, students will engage in holistic discussions of topics addressing fundamental questions about human life and human interactions, develop the skills of humanistic inquiry (including critical thinking, research, literacy skills, and communication skills), and learn to apply their knowledge to their personal, professional, and academic goals.

This course is the foundational course for the Humanities Certificate program, a grant-funded, TAMU System-wide initiative designed to create an intentional connective pathway through the core curriculum to infuse the humanities and humanities-based inquiry (critical thinking, research, communication, ethics, morality, cultural awareness, empathy, etc.) into student degree pathways and encourage students to see the relationships between larger questions of the human experience and their own lives and goals. The course is based on Transformative Texts and a Transformative Project.

Our theme for this course is the way that the ideas of Freedom, Liberty, and Liberation have changed over the course of American History. We will open the course by examining how these words were defined as part of the promise of the United States at its founding. We will then follow how they have changed through key moments of US history, with the goal of making sense of what we mean by them in the 21st century and how these meanings shape our vision of the just society and the good life.

The syllabus/schedule are subject to change.

Course Details

The format for this class is in-person, web-enhanced. We will hold course meetings in our assigned classroom (EDS 134) at 2 PM Monday, Wednesday, and Friday except where indicated in the course schedule. Class will begin promptly at this time. Arriving late disrupts the class and distracts your fellow students. Please make every effort to arrive on time. During class we will participate in interactive lectures, class discussions, group discussions, and tests. These course meetings will not be recorded. Remote attendance will not be offered. If you miss a class, please contact another student to identify what you missed.

Additional course materials will be available through D2L under the *content* tab. The course schedule (below) is organized by day, with assignments being due an hour before class time on the day indicated unless otherwise noted. Test will be taken in class. Assignments should be turned in either on D2L or in-person as explained in the course schedule. See the assignment section below for more details. **Late work will be accepted with a one letter grade penalty.**

In the event of a campus closure, we will follow the instructions given by the university. If the university permits, cancelled class meetings will be converted to recorded lectures and/or discussion boards on D2L. If you have any concerns about class attendance or have family or work responsibilities that may interfere with your class attendance, please contact me as soon as possible. Enrolling in this course is an implicit commitment to make class attendance a priority.

My expectation is that this course will be challenging, fair, rewarding, and engaging. If, at any point, you feel it is not meeting these goals please let me know. I welcome your ideas for how I might improve the course. If at any time you are confronted with circumstances outside the classroom that limit your ability to complete the coursework or arrive on-time to class, please let me know. I am willing to work with students to ensure that they have the best opportunity to succeed in the class.

A Note on Smartphones

Smartphones are one of the most amazing pieces of educational technology ever created. Smartphones are one of the most frustrating and distracting pieces of educational technology ever created. We will, at times, use smartphones to look up information, to explore historical sources, and to examine alternate interpretations. At all other times cellular phones (and computers not being used for note taking) should be silenced and put away.

Smartphones also work against the development of a lively and engaging classroom community. For this reason, students are asked to put away their phones upon entering the classroom. Students who would like to spend the time between classes on their phones should do so in the hallway or lounges. Upon entering the classroom, students should be prepared to engage socially and intellectually with their fellow students and professor in an in-person format. Students violating this policy should expect a penalty on their participation grade for each offense.

Materials – Textbooks, Readings, Supplementary Readings

The readings for this course are partially drawn from a system-wide list of Transformative Texts. **Transformative Texts** are books, films, artwork, music, documents, memoirs, etc. from diverse regions, cultures, ethnicities, ideologies, religions, genders--around the world and through time--that reflect the core ideals, ethics, and moralities of the human experience.

Each week we will be reading a number of primary source documents from different periods of US history. These sources will be available for free online through the links in the syllabus or through D2L. There are no books to purchase for this course.

Student Learning Outcomes

- 1. Critical/Integrative Thinking:** Students will apply insights from the humanities (i.e., examinations of human history, culture, language, ethics, and aesthetics) to problems or questions that intersect with other areas of inquiry, including STEM and professional disciplines. (Core Outcome Alignment: Critical Thinking)
- 2. Communication:** Students will communicate ideas effectively through writing and, where appropriate, through oral communication, visual communication, or creative performance. (Core Outcome Alignment: Communication)
- 3. Ethical Reasoning:** Students will engage with multiple perspectives in exploring the human dimensions of real-world situations and problems. (Core Outcome Alignment: Personal Responsibility; Critical Thinking)
- 4. Cultural Awareness:** Students will demonstrate an appreciation for social and cultural diversity while engaging in critical analysis of various forms of literary, artistic, or cultural expression. (Core Outcome Alignment: Social Responsibility; Critical Thinking)

COURSE REQUIREMENTS

Instructional Methods and Assessment

This course will be centered on classroom discussion of assigned works, using small group and large group discussions, with short low-stakes writing and reflection assignments that scaffold to a final Transformative Project. The Transformative Project showcases student learning and development of humanities skills, including information literacy, critical thinking, and communication. Students will read, analyze, and develop an understanding of the assigned texts and their connections to their own lived experience, goals, and beliefs; conduct research; and communicate their ideas. In engaging with the core learning objectives of critical thinking, communication, social responsibility, and personal responsibility, students will gain a greater appreciation of the complexities of the world and their place within that complexity, and gain new skills derived from deep textual reading and analysis, critical thinking and engagement, research and information literacy, and the ability to communicate their ideas. These skills provide a key foundation for the college experience and will bolster students' employability after graduation.

To prepare for and develop the Transformative Project, students will engage in short writing, research, and oral presentations that provide a scaffolded foundation for their final project, as set out in the Course Schedule. Through reflective assignments, students will develop a project focus that sets out the large issue drawn from their study of the chosen Transformative Text and the relevance students find to their lives and goals. They will conduct research on different approaches to that large issue to understand in a holistic sense the different perspectives on the large issue, and make arguments about how such different perspectives might shape a society's understanding of the issue. Students will prepare a product that articulates the connections between the larger issue they researched and discussed and their own lives, goals, and experiences. The final Transformative Project will be presented using Adobe Creative Campus suite of programs, in a format that makes the most sense to students, to

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allow them creativity of expression in making the connections between their humanities inquiry and their personal experiences.

Throughout the course, discussions and assignments will be geared to reinforcing the basic premises of university education and to emphasizing students' development of skills central to their college career and beyond—exposing students to new ideas, different perspectives, and the diversity of the human experience; developing relationships between and among students, mentors, and faculty; reinforcing persistence and resiliency; encouraging reflection and sense of purpose; and honing reading, writing, and communication skills.

Assignments

Attendance: Showing up is one of the most important factors in success in any realm of life. Therefore attendance will be taken each day of class. Each student will receive 3 points for each day they are present in class. Students with excused absences will also receive the 3 points. Students who arrive more than 3 minutes late will not receive the points for the day. Students may receive more than the allotted 100 points for attendance. Any additional points will count as extra credit. This assignment supports the student success goals of the course.

Participation: In addition to showing up, success requires students who are prepared for class and engaged with our course activities. Students are expected to contribute to classroom discussions. Thoughtful participation is not necessarily the same as talking frequently. It means demonstrating a knowledge of the material, a willingness to think critically, and, most importantly, a willingness to learn from others. Humility and a willingness to listen are essential virtues in the classroom. Students are encouraged to engage not only with the professor and the material, but also with each other where appropriate. I will assess students periodically throughout the semester for their participation. Students who are using their smart phones or other technology in a way that distracts themselves or others should expect an immediate penalty to their participation grade. This assignment supports SLO's 1-4.

Quizzes: During the semester there will be a small number of quizzes administered through D2L. These are designed as homework assignments to ensure that you have familiarized yourself with the content. These have due dates listed in the syllabus. All are open-note and open-book. There will also be an Academic Honesty Quiz and a syllabus quiz to ensure your understanding of the course design.

Reading Checks: We will spend most course days analyzing, discussing, and interacting with primary source documents. These discussions will only be fruitful if students come prepared to class, having read and thought about the documents. For this reason, I will assign periodic reading checks. These may take a number of forms including pop-quizzes, submitted notes, and/or in-class short essays. These assignments will assess whether you, as an individual student, have come prepared to class and are doing the work. This assignment supports SLO's 1-4.

Group Submissions: Early in the course I will assign students to groups. These groups will serve a number of functions in the course. They will be your group for the transformative project. They will also serve as your discussion group for both in-person and online (D2L) discussions. During some classes we will have in-class assignments that groups will work on collaboratively. These will be submitted for group grading. Only students who attend will receive credit for these group submissions. This assignment supports SLO's 1-4.

Tests: There will be four tests during the semester. These tests will be hand-written essays and will be taken during class time. They will invite students to take the materials from the unit and use them to

analyze a new primary source from the same period that connects to the themes. These tests are open-note. You may bring printed annotated copies of course documents. Both must be analog. No computer, tablet, or smart phone may be used during the tests. This assignment supports SLO's 1-4.

New Deal Mini-podcast: During week 8 we will be doing a miniature version of the transformative project as a way to train students in the variety of intellectual and technical skills they will need to use for the final assignment. This assignment will be conducted in groups and will be assessed using the same criteria as the transformative project, only on a much smaller scale. This assignment supports SLO's 1-4.

Transformative Project: The Transformative Project will ask students to take a theme from the course, engage in research about that topic, identify relevant sources, present an argument, and link the outcomes to an issue relevant to their own career or personal trajectory. For this semester's transformative project, students will be working in groups to research, organize, script, record, edit, and produce a podcast on a course theme. Additional details, including a rubric and group role descriptions, will be available through D2L. This assignment supports SLO's 1-4.

GRADING AND ASSIGNMENTS

Final grades will use the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assignment Grading

Attendance	100
Participation	100
Quizzes (D2L)	80
Reading Checks	100
Group Submissions	145
Test (4x50)	200
New Deal Mini-podcast	75
<u>Transformative Project</u>	<u>200</u>
Total:	1000

COURSE OUTLINE / CALENDAR

Unit 1

- Week 1
Orientation
- August 28 What is the United States of America? Who is the United States of America?
Read: Preamble to the Constitution ([online](#))
- August 30 College and the Human Experience
Discussion: How to Succeed in College
Read: Syllabus
Due: Orientation Quiz
- September 1 Freedom, Liberty, and Liberation
Discussion: How to read a text (primary source)
Read: Declaration of Independence ([online](#))
Due: Academic Honesty Quiz (D2L)

Week 2 Reading for Context and Subtext

- September 4 No Class – Labor Day
- September 6 Freedom, Liberty, and Liberation
Discussion: How to read a text within context
Read: Declaration of Independence ([online](#))
- September 8 Freedom, Liberty, and Liberation for Whom?
Read: Declaration of Sentiments (1848) ([online](#))
Discussion: How to read for text, context, and subtext

Week 3 Practicing Critical Reading and Critical Thinking

- September 11 Freedom, Liberty, and Liberation for Whom?
Read: Speech at Richmond (1861) ([online](#))
Discussion: How to read for text, context, and subtext
- September 13 Freedom, Liberty, and Liberation for Whom?
Read: Alexander Stephens (1861) ([online](#))
Discussion: Campus Resources (tutoring, writing center, etc.)
- September 15 Test 1

Unit 2 Liberty in Times of Crisis? (1914-1919)

- Week 4
Freedom during Wartime
- September 18 America Going to War
Read: American Yawp, Chapter 21
Quiz: American Yawp, Chapter 21
- September 20 Making the World Safe for Democracy
Read: Wilson on War (1917) ([online](#))
- September 22 How to Think
Post: Your intellectual family tree

Week 5

- September 25 Making America Safe for Democracy
Read: Goldman on War (1917) ([online](#))
- September 27 Temperance and Prohibition
Read: Carrie Nation, San Francisco, 1901 ([online](#))
- September 29 Enacting and Repealing Prohibition
Read: Repeal documents (D2L)

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Week 6	The Pandemic of 1918
October 2	Public Health and Private Liberty Read: Influenza Pandemic Documents (D2L)
October 4	How to study / How to test
October 6	Test 2
Unit 3	Economic Liberty/ Economic Security
Week 7	America in the Great Depression
October 9	Economic Depression, Freedom, and Liberation Read: American Yawp, Chapter 23 (online) Quiz: American Yawp, Chapter 23
October 11	Hoover on Liberty Read: Hoover on Relief, 1931 (online) [selections]
October 13	FDR on Liberty Read: FDR Nomination Speech, 1936 (online)
Week 8	Letters to FDR Podcast
October 16	In-Class discussion of letters to FDR
October 18	Letters to FDR Podcast workday
October 20	Letters to FDR Podcast workday
Week 9	
October 23	American Democracy in a Totalitarian World Read: Hoover on the New Deal, 1936 (online) [selections] Due: Letters to FDR Podcast
October 25	American Democracy in a Totalitarian World Listen: Fireside Chat, April 14, 1938 (online)
October 27	Test 3 – New Deal
Unit 4	Liberty or Liberation?
Week 10	Liberation in the Long 1960s (1963-1973)
October 30	The 1960s Context Read: American Yawp, Chapter 27 Quiz: American Yawp, Chapter 27
November 1	Dr. King and the Civil Rights Movement Read: Monmouth College Speech (1966) [D2L]
November 3	Freedom, Liberty, and Liberation in the Civil Rights Movement Read: Documents assigned by group on D2L
Week 11	
November 6	Is Freedom Enough? Read: Lyndon Johnson, Howard University Speech (1965) [D2L]
November 8	Catch-up Day
November 10	Chicano Liberation El Plan de Santa Barbara, 1969 (online) [selections]
Week 12	

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- November 13 Liberation from Patriarchy
Read: Gloria Steinem, "Equal Rights for Women" (1970) ([online](#))
- November 15 Liberation from Settler Colonialism
Read: Alcatraz Island, 1969 ([online](#))
- November 17 Test 4

Week 13

- November 20 Student Liberation
Read: Port Huron Statement (1962) ([online](#))
- November 22 No Class – Thanksgiving Break
- November 24 No Class – Thanksgiving Break

Unit: Final Project

Week 14

- November 27 Final Project Launch
- November 29 Final Project Group Research Day
- December 1 Final Project Group Workday

Week 15

- December 4 Final Project Adobe Day
- December 6 Final Project Recording Day
- December 8 Final Project Mock Presentation

- Final Exam: Present final project at university event

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Statement on AI (ChatGPT)

At A&M University-Commerce we recognize that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that can generate text, or suggest replacements for text beyond individual words. AI is a powerful tool for generating text and for consolidating information. As a tool it requires that both students and faculty think through how to use it wisely and responsibly to accomplish our goals. AI is also a powerful tool for gathering the work of others and combining it, without citation, into a polished product. In this it is morally dubious.

For this course our goals are to practice historical thinking, to interpret historical evidence, and to grow in our understanding of the past. As a tool AI does little to help us in these tasks. On the contrary, using AI for course assignments would undermine your learning in these areas—the learning you are paying for. For this reason, students and faculty are not authorized to use any AI software in this course. Any use of such software constitutes an instance of academic dishonesty (plagiarism). As a student you are fully responsible for the content of any assignment you submit.

Statement on Student Grievances

Students who have questions or concerns about the Instructor's course policies or the conduct either of the Instructor or a classmate should first consult with the Instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky (Sharon.Kowalsky@tamuc.edu). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be clearly communicated to the students with as much notice as is practicable.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements <https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

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ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

UNIVERSITY SPECIFIC PROCEEDURES

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

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Texas A&M University-Commerce, Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835; Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.