



CID 2301-01W: The Human Experience

Self, Identity, and Memory

Fall 2023

COURSE SYLLABUS

Instructor: Dr. Ashanka Kumari (she/her/hers)

Office Location:

Office Hours:

Email (preferred communication mode):

Communication Response Time: 24 business hours

COURSE INFORMATION

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 topic 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.

This section of CID 2301 centers on the theme "Self, Identity, and Memory." Historian and educator Blair Imani writes:

Many of the understandings we have been taught and socialized to believe are based on the assumptions of long dead European colonizers who worked to maintain systems of supremacy and dominance instead of presenting fact, evidence, or truth. If we do not prioritize getting smarter, then we deny ourselves the full complexity of the human experience and instead subsist on inadequate and harmful assumptions. (1)

Using Imani's *Read This to Get Smarter* as an anchor, we will work together to "get smarter" about social issues such as race, class, gender, and disability. Through an array of texts and media, we will process and engage cycles of unlearning, learning, and relearning and work toward transformative projects using Adobe Creative Cloud.

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.

Required Texts & Tools for this section of CID 2301

- *Read This to Get Smarter: About Race, Class, Gender, Disability, & More* by Blair Imani
- *Between the World and Me* by Ta-Nehisi Coates
- *Gender Outlaw: On Men, Women, and the Rest of Us* (2016 edition) by Kate Bornstein
- Additional course readings available via our D2L course shell
- Adobe Creative Cloud (free for TAMUC students)
- At least two storage methods such as cloud storage, flash drive, folder, etc.

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)

Student Learning Outcomes will be assessed by the Transformative Project (see discussion below) presented during The Learning Showcase held on the Wednesday of Final Exam Week, 3–5 p.m.

COURSE REQUIREMENTS

Instructional Methods and Assessment

This course will center on discussions of assigned works, using small and large group discussions, with short writing and reflection assignments that scaffold to a final Transformative Project. The Transformative Project showcases your learning and development of humanities skills, including information literacy, critical thinking, and communication. You will read, discuss, listen, analyze, and develop an understanding of the assigned texts and their connections to your lived experience, goals, and beliefs; conduct research; and communicate your ideas. In engaging with the core learning objectives of critical thinking, communication, social responsibility, and personal responsibility, you will engage the complexities of the world and your place within that complexity as you gain new skills derived from deep textual reading and analysis, critical thinking and engagement, research and information literacy, and the ability to

communicate your ideas. These skills provide a key foundation for the college experience and will bolster your employability after graduation.

To prepare for and develop the Transformative Project, you will engage in short writing, research, and presentations that provide a scaffolded foundation for your final project, as set out in the Course Schedule. Through reflective assignments, you will develop a project focus that sets out the large issue drawn from your study of chosen Transformative Text(s) and the relevance you find to your life and goals. You 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. You will prepare a project that articulates the connections between the larger issue you research and discuss and your own life, goals, and experiences. This project will have multiple drafts to encourage the writing process. The final Transformative Project will be presented using the Adobe Creative Campus suite of programs, in a format that makes the most sense to students, to allow for creativity of expression in making the connections between your humanities inquiry and your personal experiences.

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

Weekly Deadlines and Participation

To support collaboration and community-building in our asynchronous online course, each week (with the exception of Week 1) will have the following base structure and deadlines:

Mondays	New content area on D2L is live. Make sure any work from the previous week has been submitted. Review this week's assignments and expectations. Begin reading/viewing/engaging this week's assigned texts and keep notes/thoughts in your process(ing) journal (ongoing).
Tuesdays	Continue reading, viewing, engaging, processing this week's texts.
Wednesdays	Continue reading, viewing, engaging, processing this week's texts. Discussion Board assigned peer responses due for posts from previous week (Ex: Week 3, you will read and respond to your assigned peers' posts from Week 2) – Optional: Continue any dialogues emerging in your post from the previous week (ongoing)
Thursdays	Continue reading, viewing, engaging, processing this week's texts.
Fridays	Continue reading, viewing, engaging, processing this week's texts. Complete required weekly writing (often this will be a discussion board post, but sometimes you will submit a draft or activity). Note: you may take the weekend if you need it to complete the week's required writing/activity; they will always be due by the following Monday (with the exception of the final

week of classes).

While I hope this structure assists with building routines as you acclimate to college life, I know life happens. On top of the typical challenges, I recognize that many of you might be dealing with technical issues, grief, uncertain childcare, serious viruses and their variants, classes in different formats, financial precarity—and so am I.

So this is what I promise you: I will strive to make each week interactive and useful for you. I expect you to log on regularly, and your participation will be self-assessed in reflection moments throughout the semester. I understand that participation and contribution can look and mean something different to each of us, but ultimately, to do well in this course, you should contribute to discussions, raise questions, respond to classmates, and share insights in ways that keep conversations moving forward in meaningful, generative, and generous ways.

Student Instructor (SI): Student success in this course will be supported through the Student Instructor (SI) assigned to the class. The SI provides an intermediary between you and me—a peer to whom you can turn for assistance and guidance, a role model and mentor for navigating college life, and a resource for you to encourage persistence and success. The SI will support me through course administration and additional availability for you outside of my office hours, but will not engage in teaching or assessment.

Assessments

Weekly Writing Assignments

Each week, you will have a required writing assignment that asks you to engage with that week's assigned content. This writing might be a discussion board post, short essay, student success module, or short-form visual or audio response using tools in Adobe Creative Cloud. See D2L for specific information regarding weekly writing.

Process(ing) Journal [ongoing]

Beginning in week 1, you will establish and maintain a space (e.g. word or Google doc, slides, blog posts, vlogs, audio recordings) wherein you process each week's assigned texts. These journal entries also serve as part of the writing process toward developing your Transformative Project. As you engage each week's required texts, take note of terms, ideas, and quotes that stand out and interest you and reflect. Please include MLA or APA (either is fine, but be consistent throughout) citations for any quotes as well as dates for each entry. You will have a few check-in moments throughout the semester wherein I will ask you to turn in your journal-in-process or develop a set of entries into a longer piece.

Transformative Project

The Transformative Project asks you to take a theme from this course and engage in research about that topic, identify relevant sources, present an argument, and link the outcomes to an issue relevant to your own career or personal trajectory. Specifically, you will build a visual or audio project engaging with *at least* five key ideas or topics from this semester. The Transformative Project aligns with Student Learning Outcomes and should include the following elements:

- Quote(s) keyword or topic was found in (likely there will be several, so please choose 1–2 representative of the keyword for you)

- Definition of keyword/topic based on quote(s) and your own reading
- Description of how the author is using the keyword
- Your thoughts → What significance do you see in this keyword/topic for you? For your discipline and future career? How does this usage compare to your understanding of the concept? To other texts you've perhaps read outside this class or discovered through additional research? If you can't think of any, consider doing a library search for the keyword.
- Citation of quote(s) and any additional references in MLA or APA (either is fine, but pick one and be consistent throughout)

Grading

I thoroughly believe that grades are technologies of surveillance and control. I never liked grades, and I have always felt they limit the learning process, create nasty habits designed to "get the A," and cause more anxiety than they are worth. However, I also realize that grades are important data points for you—your scholarships, majors, future jobs, and ability to graduate are all tied up in the grades you earn.

To balance my distrust of grades with the requirements and expectations of academic spaces, we will work on a **feedback and revision model**, and we will discuss these expectations together throughout the semester. Regardless, you will receive (a lot of) feedback from me and your peers throughout the semester with the expectation that you use that feedback to continually revise, rethink, and remix your work.

On individual assignments, your work will be marked as FULL CREDIT, HALF CREDIT, NO CREDIT, or EXCUSED in D2L, which break down as follows:

- **Full Credit:** the assignment was fully completed following the assignment prompt and guidelines and is turned in on time. Strong effort is evident and only minor revisions would be beneficial.
- **Half Credit:** the assignment has incomplete elements and/or the project was not turned in on time. Some effort is evident, but major revisions would be beneficial. *For assignments marked Half Credit, you are encouraged to revise and resubmit toward Full Credit.*
- **No Credit:** project wasn't completed and/or wasn't turned in promptly.
- **Excused:** project is incomplete due to uncontrollable circumstances that you have clearly communicated (within reason) to Dr. Kumari

However, this course is not "gradeless" because I, begrudgingly, have to enter a midterm and final course grade. At the end of the semester, I will review your work, my various responses to your work throughout the semester, your attempts to compose something of quality, and your general fortitude and determine a final grade using the standard TAMUC grading scale. You may always meet with me to discuss your progress in the course (though don't expect me to give you a "grade").

ACCESS, NAVIGATION, & RESOURCES

I recognize that our classroom is made up of an array of learners and am happy to make any reasonable accommodations to make sure every student has an equal experience in my class. For example, you may prefer to process information by speaking and listening; or you might feel more capable of participating via individual assignments rather than discussion threads online.

Please talk to me as soon as you can about your individual learning needs and how this course can best accommodate them. If you do not have a documented disability, remember that other support services including the Counseling Center are available to all students. I recognize that disabilities can be visible and invisible, and I am dedicated to ensuring that all students succeed in my courses.

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

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](#)

Learning Management System (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:

- [LMS Requirements](#)
- [LMS Browser Support](#)
- [Zoom Video Conferencing Tool](#)

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.

If you are having technical difficulty with any part of Brightspace (D2L), please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: [Brightspace Support](#).

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. You should have *at least* two storage methods such as a flash drive, cloud storage, folder, etc. to back up all your class

materials. You should also have a backup method to deal with these inevitable problems such as the local library, Starbucks, a TAMUC campus open computer lab, etc.

A Note on Learning

As we pursue learning together, I strive to keep the following guiding principles (inspired by the Chronicle of Higher Education):

- Put people first. As we learn human-centered philosophies and methodologies in this course, I hope we practice empathy and be cognizant of how our own realities (day-to-day lives) can be imposed upon others whose lives may differ drastically from ours.
- Stay informed. We will keep ourselves educated about any public health and safety situations and make informed decisions about our personal, social, and professional lives.
- Communicate early and often. Even when we are physically and socially apart, we can remain connected through various communication platforms. Always reach out if you need anything necessary to support your learning and your own well-being.
- Celebrate accomplishments. Any achievements, major or minor, during this time are a testament to your dedication and perseverance. We will enable a culture of celebration in this class. So, feel free to share with me your successes (and failures when you attempt something), and I will acknowledge them however you prefer.
- Take care of yourself. Get enough rest, food, movement, and anything you need to keep you in a positive mood and good health. If you don't feel well, do not force yourself through the coursework. Let me know so we can work out alternatives together.

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 the Counseling Center events and confidential services, please visit www.tamuc.edu/counsel.

COURSE AND UNIVERSITY POLICIES & PROCEDURES

Communication

Communication is a key part of success in this course. I am available via email (ashanka.kumari@tamuc.edu) from 9am-4pm weekdays or by appointment (email me to set up a time) to discuss assignments and other course-related concerns. I also have walk-in office hours on Tuesdays and Thursdays from 11am–noon and 2pm–3:30pm in Talbot Hall Room 225. Please note that I may not respond to emails between 8pm and 7am. Please include a proper opening, clear message and subject line, and closing salutation in emails. Here's an example:

To: Professor (English.Instructor@tamuc.edu)
From: Jane Student (jstudent13@leomail.tamuc.edu)
Subject: Jane Student. CID 2301-01W. Office Hours Question.

Good morning Professor [Last Name],

I would like to meet with you to discuss my thesis statement for the rhetorical analysis essay. I cannot make your office hours. Can I set up an appointment? I am available to meet Monday, Wednesday, and Friday after 3:00 p.m.

Thank you,

Jane Smith

Accountabilibuddy: Write down the contact information for one or two other classmates below. If you are absent, contact one of these classmates to ask about what you might have missed, provide one another support—we're all in this together! These classmates might be the first ones you turn to when you are confused, have a question about what's due/when it's due, or are running late to class.

Name	Email Address	Phone Number

Syllabus Change Policy

This syllabus is a guide. Circumstances and events, such as student progress or weather, may make it necessary for me to modify the syllabus during the semester. Any changes made to the syllabus will be announced immediately.

Grievances

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another medium, should then schedule an appointment with Dr. Sharon Kowalsky, by emailing her (Sharon.Kowalsky@tamuc.edu). Before an appointment is scheduled, the student must provide clearly documented and explained issues as to why the meeting is being requested. The student must also state when they discussed the issue in person or via phone (not email) with the instructor already. Where applicable, students should also consult [University Procedure 13.99.99.R0.05 \("Student Appeal of Instructor Evaluation"\)](#).

Respect & Student Conduct

Each class is made up of diverse individuals with a variety of backgrounds and beliefs, so we won't always agree with one another on every issue. You will probably feel uneasy, uncomfortable, or challenged at some point in this class. In fact, those moments can often lead to greater insight and understanding. However, rudeness and insults will not be tolerated. Our classroom should be a respectful space where we all feel comfortable and safe sharing our thoughts, and professionalism and boundaries are very important to me as a professor.

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](#).

Students should also consult the [Rules of Netiquette](#) for more information regarding how to interact with students in an online forum.

Inclusion Policy & Nondiscrimination Notice

Your value as a member of this course and university community at large is vital to me, regardless of social identity factors. While at times, the topic of class discussions, readings, and other activities may take you out of your comfort zone, or even go against your individual perception of the world, you are expected to keep an open mind and evaluate claims based on fact and knowledge, rather than preconceived notions alone. For questions, concerns, and problems related to discrimination based on race, ethnicity, class, nationality, gender identity, sexuality, religion, veteran status, or other social or personal identity factors, please come talk to me.

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.

Collection of Data for Measuring Institutional Effectiveness

In order to measure the level of compliance with the university's Institutional Effectiveness guidelines, throughout the semester, I will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation." This is solely an assessment of program effectiveness and in no way affects students' course grades or GPA.

Writing Center

The Writing Center offers writers free, one-on-one assistance. We currently offer 45min, face-to-face or online sessions that writers can book from our website:

www.tamuc.edu/writing-center

We welcome all writers, majors, and disciplines—undergraduate and graduate students alike (faculty and staff too!). Research shows that all workers benefit from sharing their work with a focused reader. The Writing Center staff is trained to support writers in any stage of the writing process (from the blank page to polishing sentences), and we work with writers to verbalize writing goals and to stay on track with larger writing projects. We work with any form of writing (academic and nonacademic). The writers with whom we work usually bring projects like important emails, weekly writing assignments, midterm and final essays, and theses and dissertations. Contact us with any questions here: writingcenter@tamuc.edu.

Academic Integrity & Honesty

Here is the official word on plagiarism and academic integrity from TAMUC:

"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](#)

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

Basically, plagiarism is any attempt to pass off someone else's words or ideas as your own, but also not giving credit where credit is due. As your instructor, I want to know YOUR thoughts, YOUR ideas, and what YOU have to say—and it doesn't have to be perfect the first time. If you are struggling with an assignment, please come talk to me, and I will help you in any way that I can. Plagiarism is not worth the risk.

AI use in course

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructor's guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

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.

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.

COURSE OUTLINE/CALENDAR

Below is a sketch of the semester; however, please consult D2L for the most up-to-date schedule and deadlines.

Week	Dates	Topic	Texts & Assignments Due
1	8/28–9/1	Introductions	<input type="checkbox"/> Adichie, “Danger of a Single Story” TED Talk <input type="checkbox"/> Imani, “Introduction” <input type="checkbox"/> Introduction Activity <input type="checkbox"/> Goals Reflection Essay assigned <input type="checkbox"/> Syllabus Walkthrough activity <input type="checkbox"/> Begin Process(ing) Journal, quotes project
2	9/5–9/8	Identity	[Labor Day is this week] <input type="checkbox"/> Imani, Chapter 1 “Get Smarter About Identity” <input type="checkbox"/> Ferrera, “Introduction: America Ferrera” from <i>American Like Me</i> <input type="checkbox"/> Saujani, “Reshma Saujani” from <i>American Like Me</i> <input type="checkbox"/> Ochoa, “Getting it right; why pronouncing names correctly matters” TED Talk <input type="checkbox"/> Work/College View Activity <input type="checkbox"/> Process(ing) Journal
3	9/11–9/15	Identity	<input type="checkbox"/> Iyer, “‘Not Our American Dream’: The Oak Creek Massacre and Hate Violence from <i>We Too Sing America</i> <input type="checkbox"/> Hannah-Jones, <i>The 1619 Project</i> podcast, episode 1 “The Fight for a True Democracy” <input type="checkbox"/> Reading Reflection Questions Activity <input type="checkbox"/> Process(ing) Journal <input type="checkbox"/> Goals Reflection Essay due
4	9/18–9/22	Relationships	<input type="checkbox"/> Imani, Chapter 2, “Get Smarter About Relationships” <input type="checkbox"/> Bergman, “Starting a Family” from <i>Blood, Marriage, Wine, and Glitter</i> <input type="checkbox"/> Reflection Questions Activity <input type="checkbox"/> Process(ing) Journal
5	9/25–9/29	Relationships	<input type="checkbox"/> Minhaj, Clips from <i>Homecoming King</i> comedy special <input type="checkbox"/> Wong, “Ancestors and Legacies” from <i>Year of the Tiger: An Activist’s Life</i> <input type="checkbox"/> Reflection Questions Activity <input type="checkbox"/> Process(ing) Journal
6	10/2–10/6	Class/Caste	<input type="checkbox"/> Imani, Chapter 3, “Get Smarter About Class” <input type="checkbox"/> Selections from Wilkerson, <i>Caste: The Origins of Our Discontents</i> “The Man in the Crowd,” “The Afterlife of

Week	Dates	Topic	Texts & Assignments Due
			<p>Pathogens," "The Vitals of History," and "An Old House and an Infrared Light"</p> <p><input type="checkbox"/> Hannah-Jones, <i>The 1619 Project</i> podcast, episode 2, "The Economy That Slavery Built"</p> <p><input type="checkbox"/> Reflection Questions Activity</p> <p><input type="checkbox"/> Process(ing) Journal</p>
7	10/9–10/13	Class/Caste	<p><input type="checkbox"/> Joon-ho, <i>Parasite</i> (2019) movie</p> <p><input type="checkbox"/> NPR CodeSwitch, "Housing Segregation and Redlining in America: A Short History" (video)</p> <p><input type="checkbox"/> Text Reflection Questions Activity</p> <p><input type="checkbox"/> Bucket List Activity</p> <p><input type="checkbox"/> Process(ing) Journal</p>
8	10/16–10/20	Disability	<p><input type="checkbox"/> Imani, Chapter 4, "Get Smarter About Disability"</p> <p><input type="checkbox"/> Joseph, "Is Everyone Really Welcome" from <i>Better Than We Found It: Conversations to Help Save the World</i></p> <p><input type="checkbox"/> Newnham & Lebrecht, <i>Crip Camp: A Disability Revolution</i> documentary</p> <p><input type="checkbox"/> Mind Map activity</p> <p><input type="checkbox"/> Reflection Questions Activity</p> <p><input type="checkbox"/> Process(ing) Journal</p>
9	10/23–10/27	Disability	<p><input type="checkbox"/> Piepzna-Samarasinha, "A Modest Proposal for a Fair Trade Emotional Labor Economy (Centered by Disabled, Femme of Color, Working-Class/Poor Genius)" from <i>Care Work: Dreaming Disability Justice</i></p> <p><input type="checkbox"/> Reflection Questions Activity</p> <p><input type="checkbox"/> Process(ing) Journal</p> <p><input type="checkbox"/> Transformative Project Proposals Due</p>
10	10/30–11/3	Race/Racism	<p><input type="checkbox"/> Imani, Chapter 5, "Get Smarter About Race and Racism"</p> <p><input type="checkbox"/> Hannah-Jones, <i>The 1619 Project</i> podcast, episode 4, "How the Bad Blood Started"</p> <p><input type="checkbox"/> Joseph, "No Human is Illegal" from <i>Better Than We Found It: Conversations to Help Save the World</i></p> <p><input type="checkbox"/> Reflection Questions Activity</p> <p><input type="checkbox"/> Process(ing) Journal</p>
11	11/6–11/10	Race/Racism	<p><input type="checkbox"/> Coates, <i>Between the World and Me</i></p> <p><input type="checkbox"/> Reflection Questions Activity</p> <p><input type="checkbox"/> Process(ing) Journal</p> <p><input type="checkbox"/> Transformative Project Drafts Due for Peer Feedback</p>

Week	Dates	Topic	Texts & Assignments Due
12	11/13–11/17	Sex, Gender, Sexual Orientation	<input type="checkbox"/> Imani, Chapter 6, "Get Smarter About Sex, Gender, and Sexual Orientation" <input type="checkbox"/> Bornstein, <i>Gender Outlaw: On Men, Women, and the Rest of Us</i> <input type="checkbox"/> Reflection Questions Activity <input type="checkbox"/> Process(ing) Journal <input type="checkbox"/> Transformative Project Drafts Due for Dr. K Feedback
13	11/20–11/22	Sex, Gender, Sexual Orientation	[Thanksgiving Break is this week] <input type="checkbox"/> The Man Enough Podcast, "ALOK: The Urgent Need for Compassion" episode (audio or video) <input type="checkbox"/> Reflection Questions Activity <input type="checkbox"/> Process(ing) Journal
14	11/27–12/1	Sex, Gender, Sexual Orientation	<input type="checkbox"/> Jenkins, <i>Moonlight</i> (2016) movie <input type="checkbox"/> Reflection Questions Activity <input type="checkbox"/> Process(ing) Journal
15	12/4–12/8	Last Week of Classes	<input type="checkbox"/> Imani, "Conclusion" <input type="checkbox"/> Final Projects Due
16	12/11–12/16	Finals Week	<input type="checkbox"/> Final Reflections Due