



## **CID 2301.09E: The Human Experience**

**Theme: Laws, Morality, and Justice**

**Subtheme: Resilience and Survival**

COURSE SYLLABUS

**Fall 2024**

### **INSTRUCTOR INFORMATION**

Instructor: Dr. Sharon Kowalsky

Office Location: Ferguson 111 (inside the Main Office for the History Department, First Floor of Ferguson Social Sciences Building)

Office Hours: Tuesday and Thursday, 9:30-11:00 (this is when I am generally in my office and you can drop by to see me), or make an appointment with me during office hours or at other times through the Navigate app

Office Phone: 903-886-5928

University Email Address: [Sharon.Kowalsky@tamuc.edu](mailto:Sharon.Kowalsky@tamuc.edu) (if you want to discuss something, please send me an email, or come by my office hours)

Preferred Form of Communication: email

Communication Response Time: within 24 hours (except on weekends)

Course Meeting Information: Tuesdays and Thursdays, 12:30pm-1:45pm

### **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,

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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.

The general theme for this section is Law, Morality, and Justice. The subtheme we will be exploring is Resilience and Survival. We will explore these concepts through an investigation of the context for and experiences of individuals in various concentration camps around the world during the twentieth century. Through this exploration, we will better understand the ways people cope with difficult circumstances, and gain empathy for the experiences of others. We will think about their resilience and their survival, and think about what lessons they offer us for understanding our own society, experiences, and trajectories.

### **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 Readings for this section of CID2301:

Please PURCHASE through the Bookstore or from any other source:

- Takei, *They Called Us Enemy* (Top Shelf Productions, 2019) ISBN 978-1603094504, \$19.99

Please PURCHASE through Perusall:

- Wiesel, *Night*
- Solzhenitsyn, *One Day in the Life of Ivan Denisovich*

Any additional readings will be provided for you on D2L and in Perusall, and are listed in the Course Schedule below.

### **Student Learning Outcomes**

The focus of this class is to build student skills in critical analysis and communication by developing students' ability to think critically, empathetically, and holistically about big issues and to develop, hone, and communicate their ideas about those big issues. The common student learning outcomes for this class are:

- 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)

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Student Learning Outcomes will be assessed by the Transformative Project (see discussion below) presented during the Celebration of Student Learning held on the Wednesday of Exam Week, 3-5pm.

This course also fulfills the Phase I requirements of the University QEP.

## **COURSE REQUIREMENTS**

### **Instructional Methods and Assessment**

This course is 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, discuss, listen, 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 those complexities, 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 Texts 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 allow them creativity of expression in making the connections between their humanities inquiry and their personal experiences.

Throughout the course, discussions and assignments are 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 variability 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.

Students in this course will engage in both individual and group activities. During the Introduction section of the course, the professor will assign students to small groups. These will be the groups for Perusall annotations, for in-class discussions, and general support. Students should turn to their group members for help or clarification about any and all aspects of the course, but could also rely on their group members for support outside of this class. Group assignments will depend on the work of all members of the group. It is incumbent on each student engage in their annotation work, to show up to

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class, and to contribute to all aspects of their group's work. If there is a group assignment in class, only those students present to complete the group assignment will receive credit for it.

In the event of a campus closure, we will follow the instructions given by the university. If the university permits, cancelled class meetings may 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 to discuss this as soon as is practicable. Enrolling in this course is an implicit commitment to make class attendance a priority. 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. Proactive communication is the key to resolving such situations.

### **A Note on Electronic Devices (adapted from Dr. Baker)**

We will, at times, use smartphones and computers as **tools in class** to look up information, access readings, explore historical sources, engage in assessments, and examine alternate interpretations. At all other times cellular phones (and computers not being used for note taking) should be silenced and put away, lest they become **devices** used to distract and alienate us. In addition, smartphone use before and after class tends to squelch the lively and engaging classroom community I hope to build. 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. Please join me in shaping our classroom spaces for intellectual community.

## **Assignments and Expectations**

Details of assignments and expectations are set out here and can also be found on D2L, sometimes with greater detail.

### Engagement

The Engagement grade has several components: attendance; participation; group participation; and student success. Engagement encompasses how a student interacts with the course, and one of the most important elements is **attendance**. Showing up is one of the most important factors for success in any realm of life. This is an in-person class and your presence in class is essential for your success in the class. During our in-class discussions, we will build skills and resourcefulness that will help students better navigate not only college but also their career pathways. To gain the most benefit from our class meetings, students are expected to attend each class, arriving on time and staying through the entire period. Attendance will be taken on a daily basis. I understand that life happens and you may become sick or need to care for a family member, or that some other life experience may prevent you, on occasion, from attending class. In such events, please communicate with me as quickly as you can, in advance if possible, so we can note your absence. If you are participating in a university-sponsored event that requires you to miss class, I need to know about that as well. If you miss class, regardless of the reason, you will need to contact a peer to identify the material you missed. In-class individual and group work cannot be made up.

Another element of your Engagement grade is **class participation**. In addition to showing up, success requires students to prepare for and engage in our course activities. Students are expected to come to class each day prepared. This means students have read or completed the assignment for that day in

advance, have brought their course materials with them, and are ready to engage in class activities in a thoughtful manner. Thoughtful participation does not mean talking frequently, but rather demonstrating a knowledge of the material, a willingness to think critically about both the material and colleagues' comments, and a willingness to listen to and learn from others. Students are encouraged to engage not only with the professor, but with each other as appropriate. The professor will create, and students will help maintain, an intellectual classroom environment that is open to a diversity of opinions where we can listen to and consider others' arguments with an open mind, that provides a safe space to discuss all ideas, and where we can respect viewpoints other than our own, and learn to support our own viewpoints with evidence and examples.

The third element of the Engagement grade is **group participation**. The group participation grade will be based on collaboration with other members of the student's group in class, and engagement in group discussions through posting annotations in Perusall.

The final element of the Engagement grade are the various other quizzes and activities that make up the **student success** elements of the course. These include various activities that are intended to develop skills for success in this class, in college and beyond. As part of the Student Success element of the class, each student will complete a career survey (to fulfill the requirements of the QEP), meet with your instructor in office hours at least once, and complete a number of other tasks. More details are on D2L.

Engagement builds skills toward the learning outcomes in critical thinking, communication, social responsibility, and ethical responsibility, addressing SLO1-4.

### Reflections

A key element of this course is developing students' ability to think and reflect. To practice this skill, students will complete four written Reflections in class over the course of the semester. These are opportunities for students to consider how the course material relates to their own experiences, goals, and trajectories. Reflections are **not** assessed for their content – students are encouraged to write their reactions and thoughts and there are no right or wrong answers – but only for engagement with and completion of the assignment. Reflections focus on developing student ideas and thoughts in preparation for classroom engagement, and to that end support the learning outcome for critical thinking (SLO1).

### Projects

Over the course of the semester, students will complete four short Projects, with the final project a culminating Transformative Project that reflects student critical thinking and reflection about the themes and issues discussed in the course and how they remain relevant for the student's personal growth, career path, or social engagement. The projects align with and assess all Student Learning Outcomes for the course (SLO1-4).

Students will complete three projects, one in each of the three major units of the course, and one final Transformative Project. There are three types of projects and students will complete one of each type of project, although they may choose which one to do for each unit. The options are:

- Make an infographic
- Make a podcast or video
- Make an annotated map

The 4<sup>th</sup> project, the Transformative Project, will build on the work completed for the other projects and allow students to connect the ideas from class to their own experiences and trajectories. Details about the projects are on D2L.

## Due Dates and Deadlines

Because this course is designed to help students develop skills of analysis by scaffolding assignments, it is essential for students to submit work on time. Due dates are listed in the Course Schedule and on D2L. These are established to ensure that work is spread throughout the semester and that students are able to receive feedback on their work with a view toward continual improvement. Improvement can only occur when there is adequate time for feedback. Students are expected to meet the day and time deadlines for submitting assignments, and should submit all assignments to the appropriate dropbox on D2L, except where otherwise noted. All assignments (except quizzes and other in-class activities) must be completed or students will earn a D or F in the class. Late assignments will be accepted until 11:59pm on the last day of classes, and will be penalized 5 points per class day late, or one letter grade per week. Students experiencing emergencies should speak with the professor immediately to make alternative arrangements for submitting assignments.

## Technologies We Will Use

This semester, we will experiment with a variety of learning technologies. In addition to D2L, where you can find all course information, assignment due dates, and course schedule, you will engage with:

**Adobe Creative Campus:** As a student at A&M-Commerce, you have **FREE** access to all of the programs in the Adobe Creative Campus suite, including Photoshop, Illustrator, Premier, Audition, Express, etc. You are encouraged to play around with these tools and to use them for assignments. All projects must engage with Adobe in some fashion, although students may determine how based on their comfort level and interest. Using creative technologies in the classroom fundamentally expands student capacities of expression and allows students to engage and interact with course content in new ways, offering opportunities for inclusivity and engagement, and providing a meaningful starting point for advancing equitable preparation for future success. The university has several Adobe tutors and Adobe Ambassadors to assist you should you wish to improve your skills and facility with the Adobe programs. Access Adobe by going to [www.adobe.com](http://www.adobe.com) and log in with your MyLeo ID.

**Perusall:** Two of the three books for this class should be purchased through Perusall. Perusall is a tool for online reading and collaboration. It allows you to access our class texts in digital format, and to make notes, annotations, and comments as you read. These comments and annotations will serve as the basis for discussions with your colleagues. The website is: <https://app.perusall.com/home> and the course code for this class is: [KOWALSKY-G396K](https://app.perusall.com/join/kowalsky-g396k). You can also click this link: <https://app.perusall.com/join/kowalsky-g396k>. For each reading assignment, you must post two annotations and respond to at least one annotation by a classmate in your group. Annotations must be substantive and relevant to the material.

**Padlet:** Padlet is a site that allows you to post just about anything on a wall where everyone in the class (and in the class only—it is not public) can see and comment on the posts. We will use this to share our projects as we work collaboratively to develop our ideas and our perspectives. Our class Padlet can be accessed here: <https://padlet.com/sharonkowalsky/cid-2301-the-human-experience-fall-2024-ijnvqpn88kgavp4cz>.

**Kahoot or other Collaborative Quiz Software:** We may have quizzes or other games through Kahoot. In such instances, you will get a code to join the game and will be able to use your smartphone in class to access it.

## GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Weights of the assessments in the calculation of the final letter grade:

Engagement	30%
Reflections	20%
Projects	50%
TOTAL	100%

## COURSE OUTLINE / CALENDAR

For each class meeting, several things are listed. Not all meetings have every options. They break down as follows:

- Learn. This is the broad issue, topic, or focus for that class meeting
- Read. These are the texts you need to read BEFORE this class meeting so you are prepared when you come to class
- Do. These are assignments with specific deadlines (either in class or outside of class) that must be submitted according to that deadline

### Unit 1: Introductions

8/27: Learn. Who We Are

Do. Introduction Graphic, due 8/28 (Padlet)

8/29: Learn. Why We are Here

Read. Read or Listen: "Everything is Water"

Do. Syllabus Quiz, due 8/30 (D2L)

9/3: Learn. How We Succeed

Read. E Smith (D2L)

Do. Energy Management/Study Strategies

Do. Perusall Introduction, due 9/4 (Perusall)

9/5: Learn. The Big Picture

Do. Reflection 1 (in class)

Do. Scavenger Hunt, due 9/6 (D2L)

### Unit 2: The Holocaust

9/10: Learn. Fascism, An Introduction

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- Read. Wiesel, Introduction/Preface (Perusall)
- 9/12: Learn. The Rise of the Nazis  
 Read. Wiesel, Reading 1 (Perusall); Documents (D2L)  
 Do. Career Readiness and Focus2
- 9/17: Learn. Creating Others in Society  
 Read. Wiesel, Reading 2 (Perusall); Documents (D2L)
- 9/19: Learn. WWII and Germany  
 Read. Wiesel, Reading 3 (Perusall); Documents (D2L)  
 Do. College/Work View and Goalsetting
- 9/24: Learn. The Final Solution  
 Read. Wiesel, Reading 4 (Perusall); Documents (D2L)
- 9/26: Learn. Virtual Tour of the Dallas Holocaust and Human Rights Museum (in class)  
 Read. Wiesel, Reading 5 (Perusall)  
 Do. Reflection 2 (in class)
- 10/1: Exam 1 (in class)
- 10/3: NO CLASS  
 Do. Submit Project 1, due 10/4

### **Unit 3: Japanese Internment**

- 10/8: Learn. The US in WWII  
 Read. *They Called Us Enemy*, 5-57; documents (D2L)
- 10/10: Learn. Japanese Internment  
 Read. *They Called Us Enemy*, 58-108; Documents (D2L)  
 Do. Mentor Map
- 10/15: Learn. Loyalty and Restitution  
 Read. *They Called Us Enemy*, 109-204, Documents (D2L)  
 Do. Reflection 3 (in class)
- 10/17: NO CLASS
- 10/22: Exam 2 (in class)
- 10/24: NO CLASS  
 Do. Submit Project 2, due 10/25

### **Unit 4: The GULAG**

- 10/29: Learn. Background: The Soviet Union  
 Read. Solzhenitsyn, Introduction (Perusall)
- 10/31: Learn. Origins of the Camps  
 Read. Solzhenitsyn, Section 1 (Perusall)  
 Do. Research Skills
- 11/5: Learn. Stalinism  
 Read. Solzhenitsyn, Section 2 (Perusall)  
 Do. **VOTE**
- 11/7: Learn. Political Prisoners and Criminals  
 Read. Solzhenitsyn, Section 3 (Perusall)  
 Do. Student Success TBD
- 11/12: Learn. World War II and the Camp System  
 Read. Solzhenitsyn, Section 4 (Perusall)
- 11/14: Learn. Aftermath and the Thaw  
 Read. Solzhenitsyn, Section 5 (Perusall)  
 Do. Reflection 4 due (in class)



11/19: Exam 3 (in class)

11/21: NO CLASS

11/26: NO CLASS

Do. Submit Project 3, due 11/27

11/28: THANKSGIVING

**Unit 5: Conclusions**

12/3: Other stories of survival and resilience TBD

12/5: Other stories of survival and resilience TBD

12/11: Learning Showcase and Final Project Presentations, 3:00-5:00

## 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

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## 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](mailto: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.

## 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>

### Interaction with Instructor Statement

Students are encouraged to interact with the instructor and call their attention to any problems or issues they might have over the course of the semester. Better communication equates to better student outcomes and success. The instructor can be reached according to the information at the top of this syllabus or through D2L. Students should use their university email address for all communication related to this course, and should practice good correspondence etiquette (as they should for all professional correspondence): when

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contacting your professor, refer to them by their appropriate title, identify yourself and the relevant course name/number, and clearly state your reason for contacting them. Be sure to put the course name and brief reason in the subject line of the email or offer that information at the start of the conversation. For this class, please address your instructor as Dr. Kowalsky. This course is CID 2301: The Human Experience. You can expect a response within 24 hours, during the work week (excluding the weekends). Please do not expect any responses after 9:00pm.

## **UNIVERSITY PROCEDURES/POLICIES**

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced with as much advance notice as reasonably possible.

### **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>

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## Statement on AI Use

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 critical thinking, to interpret evidence, and to grow in our understanding of the Human Experience. 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. Furthermore, I am interested in the development of your thought processes and ideas, not in beautifully constructed prose. For these reasons, the use of AI software in this course is not permitted. 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.

## 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

Email: [studentdisabilityservices@tamuc.edu](mailto: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.

## 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.

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

Web url:

<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.

### **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](http://www.tamuc.edu/counsel)