CID 2301: The Human Experience

Work, Play and Leisure

Tue, Thurs 2:00p-3:15p
143 Ferguson Social Sciences Bldg

COURSE SYLLABUS

INSTRUCTOR INFORMATION

Instructor: Dr. Brad Klypchak
Office Location: 221 Talbot Hall
Office Hours: MW 2:15 - 4:30 TR 3:45 – 5:00 or by appointment (Zoom meetings welcomed)
University Email Address: brad.klypchak@tamuc.edu
Preferred Form of Communication: email
Communication Response Time: typically within 24 hours

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.

For this particular section of the course, our thematic focus will center on the roles of work, play, and leisure in connection to the human experience. Who we are and what we are directly engage the things we do in the everyday. Inherently, work and leisure intertwine and the ways we negotiate task, time, and priorities reflect cultural, social, and historical foundations.

The syllabus/schedule are subject to change.

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. All readings will be distributed via D2L.

Required Readings for this section of CID 2301:
- Max Weber (1904): *The Protestant Work Ethic and the Spirit of Capitalism*
- Thorstein Veblen (1899): *The Theory of the Leisure Class*
- Roger Cailois (1958): *Man, Play, and Games*
- Johan Huizinga (1949): *Homo Ludens: A Study of the Play-Element in Culture*
- Erving Goffman (1956): *Presentation of Self in Everyday Life*

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 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.

Actions included in achieving the student learning outcomes include:

Participation and Engagement: Whether in the classroom or online, students are expected to dialogue in a way that provokes, clarifies, challenges, and enlightens the course community. In these communications, the concepts of a liberal studies approach to higher education will be practiced and varying interpretations, particularly in relation to the course readings, will be shared.

Additional considerations of a student's relative level of engagement and academic integrity will also be made across all aspects of the course including but not limited to completion and quality of tasks and assignments, communications, following instructions and guidelines, and accessing materials. Engagement reflects SLO's 1-4.

Content Reflections: At three points in the semester, students will reflect on the course as a whole as informed through course content. These reflections reflect SLO's 1-4.

One-on-one meetings: At two points in the semester, students will meet individually to talk through course content, the planning of transformative projects, and the human experience of being a student in CID 2301. This reflects SLO #2.

Triad Support Events: occurring during class sessions, small activities will be assigned and to be completed with the help of your particular triad. The support events reflect SLO's 1-4.

Workview and Mission Statement: In essence, one is declaring one's philosophy of work, leisure, and life balance. From that philosophy, one will craft a personalized mission statement. This assignment reflects SLO's 1 and 2.

World Work and Play Project: The world extends far beyond East Texas. This task will have the student select some artifact/element of non-Western popular culture tied to work and/or play not formally covered within the course and familiarize themselves with both the object's history as well as to its

geocultural significance. This will then be conveyed through the creation of a shareable form, be it document, recorded presentation, or other alternative means of communication. This task reflects 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. The Transformative Project aligns with and assesses all Student Learning Outcomes for the course. Final projects will be presented at the Learning Showcase,3:00-5:00 PM, Wednesday, December 11, Rayburn Student Center

GRADING

Evaluation:

Reflective Short Papers:	20%
Meetings:	5%
Triad Support Events	10%
Workview and Mission Statement:	15%
World Work/Play Project:	15%
Transformative Project:	20%
Participation and Engagement:	15%

Grading System:

A (exceptional) = 100 - 90%   B (good) = 89 - 80%   C (average) = 79 - 70%

D (minimally sufficient) = 69 - 60%   F (failure) = <60%

COURSE OUTLINE / CALENDAR

Week 1 (Aug 26-Sept 1): The Human Experience and being a student

- Blum - Ungraded reading

Week 2 (Sept 2 - Sept 8): The Human Experience and being a performative person as well as a student

- Selections from Goffman - *Presentation of Self in Everyday Life*

Weeks 3 & 4 (Sept 9 - 15; 16-22): The Human Experience and impression management

- Selections from Goffman

- **First reflective paper** due end of week 4, Sept 22

Weeks 5 & 6 (Sept 23 - 29; Sept 30 – Oct 6): The Human Experience where work meets leisure

- Selections from Veblen - *The Theory of the Leisure Class*

- **First draft of workview and mission statement** due end of week 6, Oct 6

Week 7 (Oct 7 - 13): The Human Experience where work and time collide

- Selections from Weber - *The Protestant Ethic and the Spirit of Capitalism*

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Week 8 (Oct 14 - 20): The Human Experience and reclaiming balance

- **Second reflective paper** due end of week 8, Oct 20

Weeks 9 & 10 (Oct 21 - 27; Oct 28 - Nov 3): The Human Experience as playful

- Selections from Huizinga - *Homo Ludens*

Weeks 11 & 12 (Nov 4 - 10; 11 - 17): The Human Experience as gameful

- Selections from Cailois - *Man, Play, and Games*

- **Third reflective paper** due end of week 12, Nov 17

Week 13 (Nov 18 - 24): The Human Experience and once again reclaiming balance

Week 14 (Nov 25 - Dec 1): The Human Experience and World Work/Play Projects (Thanksgiving!)

- **World Work/Play presentations** Nov 26 (Dec 3 if needed)

Week 15 (Dec 2 - 6): The Human Experience and Transformative Projects

- **Final draft of workview and mission statement** due end of week 15, Dec 6

Finals Week: The Human Experience and Reflections (meets Tuesday, December 12 1:15-3:15)

- **Present final project at Learning Showcase** 3:00-5:00 PM, Wednesday, December 11, Rayburn Student Center

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Academic Dishonesty
All coursework is to be an original work by the student and created specifically for fulfilling the requirements for this course. Plagiarism, cheating, or otherwise representing another's work or ideas as one's own without proper attribution will not be tolerated. It is the student's responsibility to:
1. research and write their own papers
2. give proper credit through documentation when using words or ideas of others
3. rely on their own knowledge when taking tests
4. refuse to give another student the opportunity to be dishonest

Any act of academic dishonesty may result in the automatic failure of the course and may be subject to further disciplinary action by the university.

"Attendance" policy, instructor's rights and expectations:
All courses demand active participation and regular attendance. It is imperative that the student do all assigned work in a timely fashion. In particular, the benefits from discussion specifically depend on each student's respective preparation and distinctive contribution. Failure to do so hurts not only the individual student, but the collective community as a whole.

All assignments are devised for the explicit purpose of offering educational benefit, be that academic growth, hands-on experience, development and display of critical thought, or expression of our academic selves. Coursework is to be completed as assigned and is to be turned in via the D2L

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Brightspace dropbox no later than the formal due date. Any work turned in after due dates may incur a penalty respective of its relative degree of tardiness (to a point of no credit whatsoever); considerable flexibility in applying this will be enacted. Failing to complete assignments not only inhibits the immediate learning process but, again, ultimately hurts the overall learning community as discussion of the process and its results can prove insightful as well.

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 in advance. [adapt language here to suit your own policies]

University Specific Procedures

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

Graduate Student Academic Dishonesty Form

http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

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

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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
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.

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

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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

Zoom Video Conferencing Tool
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**.**

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