



CID 2301.04E

The Human Experience

Laws, Morality and Justice; Empire and Citizenship

SPRING 2025

Time: MWF 11.00–11.50

Room: EDS 103

INSTRUCTOR INFORMATION

Instructor: Dr Kuracina

Office Location: Ferguson 127

Office Hours: MWF 2pm – 4 pm

University Email Address: William.Kuracina@tamuc.edu

Preferred Form of Communication: ***email***

Communication Response Time: usually 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 multiple elements of the human experience. Through a deep focus upon connecting themes—laws and citizenship—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 and 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

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degree pathways and encourage students to see the relationships between larger questions about the human experience and their own lives and goals. The course is based upon Transformative Texts and a Transformative Project.

This course primarily connects a pair of Human Experience Themes: Laws, Morality, and Justice; and Empires and Citizenships. We especially will explore some questions about laws, justice and citizenship.

Jean-Jacques Rousseau's *Social Contract* (1762) highlights a basic agreement between government and the people, the general will, a basic balancing act between laws—and the enforcement of laws—and the freedoms derived from being a citizen. From this theory, we see the development of discussions about natural rights (life, liberty, pursuit of happiness) and legal rights—rights that derive from laws and that restrict natural rights, but which can be modified or repealed by other laws. Rousseau emphasized, that each citizen submits to the general will, exchanging their own selfish freedom (the state of nature) for the equal rights and freedoms of citizenship.

According to the Preamble to the US Constitution, the Founding Fathers insisted that the general will must promote the general welfare. The blessings of liberty must apply equally. As Rousseau noted, the general will must apply generally — equally to everyone. He also argued that laws should be applied to preserve equality, rather than to restrict it. Let's explore these notions.

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: 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 CID 2301 are below, arranged in the order that they are assigned:

- US Declaration of Independence — ***link in course schedule below***
- Preamble to the US Constitution — ***link in course schedule below***
- Jean-Jacques Rousseau, "The Social Contract." — ***selections for this class can be found in D2L***
- Sermon on the Mount — ***document can be found in D2L***
- Mohandas K Gandhi, *An Autobiography: The Story of My Experiments with Truth*, (Boston: Beacon Press, 1993 edition). — ***selections used for this class can be found in D2L***

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- Nelson Mandela, *Long Walk to Freedom*, (New York: Back Bay Books, 2013 edition). — ***selections used for this class can be found in D2L***
- Franz Fanon, *Black Skin, White Masks*, (New York: Grove Press, 2008 edition). — ***selections for this class can be found in D2L***

Optional Texts and/or Materials: The instructor will upload additional materials into the LMS, from time to time throughout the semester, according to the course calendar and/or accompanied by appropriate announcements from the instructor.

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 below) as presented during the Celebration of Student Learning held on the Wednesday of Exam Week, 8 May, 3–5 pm.

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 into 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 that complexity, and gain new skills derived from deep textual reading and analysis, critical thinking

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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 the 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 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.

Assignments are broken down as follows:

Attendance: Attending class means success in the class, just as it generally means success in any aspect of your life — you have to be where the action is to receive the best benefits. Attendance grading reflects this philosophy, with the opportunity to collect bonus points that add to your final grade — each day of class is worth 3 points; each week of class is worth 9 points; attending every day is worth 129 points, which means that perfect attendance for the entire semester can earn 29 “extra credit” points. Again, you have to attend class to be where the action is.

Participation: If attendance is necessary, participation is even more vital. Success means attending class, being prepared for the class session, contributing and adding to the conversation (thoughtful participation). Participation shows that you understand the material, you are willing to think critically about the material, that you are willing to help the entire group learn about the material. Proper participation means offering your viewpoints, but it equally means exhibiting a willingness to listen, and whenever necessary, the ability to agree to disagree.

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Participation each day will be scored on a scale of 1 to 3 points:

- 1 point means you are in class but not contributing;
- 2 points means you are following the discussion, writing some notes, sometimes contributing talking points or observations;
- 3 points means you are contributing in ways that advance the conversation in meaningful directions.

Up to 29 extra participation points can be banked and rolled into “extra credit” toward the semester’s final grade.

Quizzes: With weekly quizzes, you will demonstrate your understanding of the content found within reading assignments. These brief quizzes will be administered through D2L. All quizzes are open-note/open-book. Due dates for submitting quizzes are listed within the course schedule below. One quiz is an Academic Dishonesty Quiz that indicates that you understand academic expectations and the consequences for academic dishonesty; a second quiz is a syllabus quiz by which you will demonstrate your understanding of this course’s design and expectations (the content of this syllabus). All other quizzes are related to specific reading assignments.

Journal Entries: After completing each reading assignment, and at the end of the week after our discussions about the reading topic, you will spend a few minutes recording your thoughts about the material that you’ve just completed for the week. You will submit each response into D2L for the instructor’s review, and the assignment will be graded for its thoughtfulness, context, quality of overall impressions, level of analysis, etc. Journal entries can be written, audio recordings, handwritten notes, whatever kind of recording you want to submit.

Purpose: Journal entries help you record your thinking each week for the comprehensive Transformative Project (described below and elsewhere within D2L).

Reading Breakout Group Discussions: At the beginning of the semester, the instructor will divide the class into breakout groups (usually three or four students per group). Because learning does not occur in a vacuum, and because we all can benefit from multiple insights, you are expected to discuss each reading assignment within these breakout groups. The breakout group discussion forum is in D2L. Specific expectations for a discussion post are:

- contribute your thoughts about the reading in a way that responds to the discussion prompt
- respond to at least one other group member’s observations

Purpose: Breakout group discussions ensure that you’ve completed the reading assignment and that you understand the material, and that you are engaged with the major course themes that appear within reading assignments. They also prepare you for class participation, with discussion posts being a basis for producing a conversation that can organically move itself.

Exams: Exams are designed to ensure that 1) you get the basic information correct, and 2) you are starting to think critically about the facts at hand. The goal of each an exam is to help you frame informed opinions about some subject or theme related to this course. Per the course

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schedule below, you will complete three exams, delivered through D2L. Each exam will offer a question prompt that asks you to prepare a short answer about the information we've covered through the reading assignments and discussions. Exams will be administered after breakout group discussions and after class discussions, so that, if they choose, students can integrate the overall conversation about the materials into their answers.

Purpose: Exams assess your ability to think critically about information, to form opinions about evidence, and to communicate your opinions in a precise manner.

Transformative Project: The Transformative Project will ask you 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 your own career or personal trajectory. The Transformative Project aligns with and assesses all Student Learning Outcomes for the course.

It's the journey rather than the destination that matters. — Your reading reflections are jigsaw puzzle pieces that, when put together, reveal a detailed picture about your thoughts about this course's themes. Within the Transformative Project, you are expected to compile the collection of journal entries, discussion posts, and classroom discussions into an overall report about their experiences throughout the semester, or about how their perspectives may have changed across the semester. This report connects with one or more of the course themes.

Additional details forthcoming: To complete their Transformative Projects, you will utilize apps from the Adobe Creative Suite. Rather than impose one-size-fits-all, each project can be your own unique presentation about your own experiences. For the planners in the class, as we get into the semester, we will carve out some time to discuss options or possibilities. Also, please take early advantage of office hours to begin talking through some likely options.

Student Responsibilities or Tips for Success in the Course

PACE YOURSELF! Please remember that all assignments have specific due dates within the syllabus. This sort of outlining is designed to empower you to manage this class and all of your other coursework throughout the semester. Be aware of deadlines, be careful not to miss assignments, be sure to attend class—courses always have a way of snowballing when permitted, so please diligently avoid procrastination and all of the other ways you might end up sabotaging your own success.

Attendance policy

You are expected to attend every class, so that you are in the classroom and prepared to participate during the discussions. Each unexcused absence beyond two (2) instances will result in a 10% reduction of the attendance grade; four unexcused absences also will trigger a report to your academic adviser. Excessive absences (more than 8 unexcused absences) may result in a failing grade for the course, at the instructor's discretion.

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Non-documented excuses for absences generally are not accepted by the instructor, but can be accepted at the instructor's discretion. If you must travel for university business (for example, with an athletic team), then please inform the instructor ahead of time.

Participation

You are expected to complete the reading assignments for this class on-time. You also should be prepared to discuss reading assignments as part of the class discussion, or within lectures, or as scheduled group work. Occasional in-class writing assignments may be used by the instructor in place of discussions, as necessary if the conversations stalls.

You are encouraged to bring questions to class, and you also are encouraged to ask questions about the material, or to provoke the instructor to further explain some point found within a reading assignment or made during the class.

You must create and sustain an open intellectual learning environment that fosters comfortable discussion. You are expected to listen to the comments and questions from classmates with an open mind and while clearly respecting viewpoints that might be different from your own. This sort of open environment is necessary for us to properly function at the university (and as historians) – we should avoid judging the people of the past, we cannot dismiss historical actors' behaviors because we perceive them to have been "wrong;" we must be open to understanding why people of the past behaved as they did, so that we can learn from their experiences to inform our own. By avoiding judgment, we are better prepared to understand why people behave as they did (or do).

Reading

You must complete reading assignments **before** we begin the section when they are discussed (example: assignments for Week 3 must be read before we begin covering Week 3). The documents listed below within the course calendar especially must be read before class discussion, otherwise you will not be prepared for discussion. Additionally, you are expected to post your thoughts about the reading to the members of your breakout group, with postings due at the beginning of the week.

All reading assignments include content covered during class discussions and lectures and other class work; all reading assignments equally include materials that are not part of those conversations or lectures. Students are responsible for completing all reading assignments, and they are responsible for all of the material within reading assignments that may not be covered during a class session (this content may appear in quizzes or can be used in exams).

Throughout the semester, we will constantly refer back to earlier reading assignments within our discussions. Several of the reading assignments are set up to connect this way, to better prepare pathways for the kinds of critical analysis that should occupy your attention.

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GRADING

Final grades for this course will be based on the following percentages total points:

A = 90%-100%

A = 1053 – 1170 points

B = 80%-89%

B = 936 – 1052 points

C = 70%-79%

C = 819 – 935 points

D = 60%-69%

D = 702 – 818 points

F = 59% or Below

F = less than 701 points

Assignment grading (points) is:

Attendance	100 points
Class Participation	100 points
Quizzes	150 points
Journal Entries	150 points
Breakout Group Discussions	70 points
Focus2 Assignment	100 points
Exams (3 exams, each exam = 100 points)	300 points
Transformative Project	200 points
	1170 points

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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

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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 of you 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 the instructor — William.Kuracina@tamuc.edu

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

You are encouraged to contact the instructor anytime, whenever the need occurs. Clear communication with the instructor means that your learning processes can be better supported. Apart from the classroom (or, immediately before/after class sessions), the best way to contact the instructor is by email (William.Kuracina@tamuc.edu), or to visit during posted office hours. The instructor also can schedule a meeting at your convenience – please inquire. Do not hesitate to contact the instructor about any concerns or difficulties you may be experiencing – I want to help you solve any problems you might have, but I can only assist you if you make me aware of what is going on with you.

The instructor commits to responding to emails and questions within 24 hours (weekends are an exception, please expect 48 hours). The instructor does not reply to emails after 10pm. Please remember to use proper email etiquette when communicating, and please also remember to include specific details (your full name, the class, etc.), because this information will help me help you.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Classroom behavior

Generally, please avoid being a distraction to other students or to the instructor. Please take care of personal needs before class begins. Please remember to mute mobile devices. Please feel free to use your mobile devices for notetaking, but please stay off mobile devices for personal use during class. Although you think that you can subtly multitask this way, you cannot—it is a distraction; if it bothers me, it probably bothers the people around you, too.

The university's faculty members expect that all work submitted for grades is work that the students themselves have completed on their own. University policy insists that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be permitted. Please also see below, "Academic Integrity." Before you make a mistake regarding academic integrity, please ask the instructor about anything that might potentially violate this policy.

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 announced in advance, with schedule updates posted within D2L.

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 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>

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Academic Integrity

Students at East Texas A&M University 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>

AI Use in Courses

East Texas A&M University 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.

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

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

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:

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Office of Student Disability Resources and Services

East Texas A&M University

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

East Texas A&M University 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 East Texas A&M University 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 ETAMU 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 ETAMU campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

ETAMU Supports Students' Mental Health

The Counseling Center at ETAMU, 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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COURSE OUTLINE / CALENDAR

Week 1

13 January (Monday)	Class meets	Welcome to the course
14 January (Tuesday)		Post Week 1 breakout group by 11:59 pm
15 January (Wednesday)	Class meets	Discussion – your path to today
16 January (Thursday)		Complete Academic Integrity Quiz by 11:59 pm Complete Syllabus Quiz by 11:59 pm
17 January (Friday)	Class meets	Discussion – your path to today Submit journal entry by 11:59 pm

Week 2

Week 2 reading assignment: [Declaration of Independence](#), [Preamble to the US Constitution](#)

- **Complete by Sunday, 19 January**

19 January (Sunday)		Submit Step 1 of Focus2 Assignment by 11:59 pm
20 January (Monday)	Class meets	Discussion – academic success
21 January (Tuesday)		Post Week 2 breakout group by 11:59 pm
22 January (Wed.)	Class meets	Discussion – What does freedom mean?
23 January (Thursday)		Complete Declaration and Preamble quiz by 11.59 pm
24 January (Friday)	Class meets	Discussion – What rights do citizens have? Submit journal entry by 11:59 pm

Week 3

Week 3 reading assignment: Social Contract 1 (in D2L “Readings” folder)

- **Complete by Sunday, 26 January**

27 January (Monday)	Class meets	Discussion – What does equality mean?
28 January (Tuesday)		Post Week 3 breakout group by 11:59 pm
29 January (Wed.)	Class meets	Discussion – What is a social contract?
30 January (Thursday)		Complete Social Contract quiz 1 by 11:59 pm
31 January (Friday)	Class meets	Discussion – What is the general will? Submit journal entry by 11:59 pm

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Week 4

Week 4 reading assignment: Social Contract 2 (in D2L “Readings” folder)

- **Complete by Sunday, 2 February**

2 February (Sunday)		Submit Step 4 of Focus2 Assignment by 11:59 pm
3 February (Monday)	Class meets	Discussion – What do we sacrifice as citizens?
4 February (Tuesday)		Post Week 4 breakout group by 11:59 pm
5 February (Wed.)	Class meets	Discussion – What are the obligations of a citizen.
6 February (Thursday)		Complete Social Contract quiz 2 by 11.59 pm
7 February (Friday)	Class meets	Discussion – How does a social contract achieve equality? Submit journal entry by 11:59 pm

Week 5

Week 5 reading assignment: Sermon on the Mount (in D2L “Readings” folder)

- **Complete by Sunday, 9 February**

9 February (Sunday)		Social Contract Exam due by 11:59 pm
10 February (Monday)	Class meets	Discussion – What is justice?
11 February (Tuesday)		Post Week 5 breakout group by 11:59 pm
12 February (Wed.)	Class meets	Discussion – What is the general welfare?
13 February (Thursday)		Complete Sermon on the Mount quiz by 11.59 pm
14 February (Friday)	Class meets	Discussion – A spirit of service. Submit journal entry by 11:59 pm

Week 6

Week 6 reading assignment: Gandhi 1 (in D2L “Readings” folder)

- **Complete by Sunday, 16 February**

17 February (Monday)	Class meets	Discussion – Gandhi in London
18 February (Tuesday)		Post Week 6 breakout group by 11:59 pm
19 February (Wed.)	Class meets	Discussion – Gandhi’s sacrifices for success.
20 February (Thursday)		Complete Gandhi quiz 1 by 11.59 pm
21 February (Friday)	Class meets	Discussion – Submit journal entry by 11:59 pm

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Week 7

Week 7 reading assignment: Gandhi 2 (in D2L “Readings” folder)

- **Complete by Sunday, 24 February**

24 February (Monday)	Class meets	Discussion – Gandhi and the train and the stagecoach.
25 February (Tuesday)		Post Week 7 breakout group by 11:59 pm
26 February (Wed.)	Class meets	Discussion – Gandhi experiences discrimination.
27 February (Thursday)		Complete Gandhi quiz 2 by 11.59 pm
28 February (Friday)	Class meets	Discussion – How does Gandhi react? Submit journal entry by 11:59 pm

Week 8

Week 8 reading assignment: Gandhi 3 (in D2L “Readings” folder)

- **Complete by Sunday, 3 March**

3 March (Monday)	Class meets	Discussion – Autocrats from Asia
4 March (Tuesday)		Post Week 8 breakout group by 11:59 pm
5 March (Wednesday)	Class meets	Discussion – Pocketing insults
6 March (Thursday)		Complete Gandhi quiz 3 by 11.59 pm
7 March (Friday)	Class meets	Discussion – Ghettoes Submit journal entry by 11:59 pm

9–16 March

SPRING BREAK

NO CLASS

Week 9

Week 9 reading assignment: Gandhi 4 (in D2L “Readings” folder)

- **Complete by Sunday, 16 March**

17 March (Monday)	Class meets	Discussion – Plague control
18 March (Tuesday)		Post Week 9 breakout group by 11:59 pm
19 March (Wednesday)	Class meets	Discussion – Plague control
20 March (Thursday)		Complete Gandhi quiz 4 by 11.59 pm
21 March (Friday)	Class meets	Discussion – Zulu rebellion Submit journal entry by 11:59 pm

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Week 10

Week 10 reading assignment: Mandela 1 (D2L "Readings" folder)

- **Complete by Sunday, 22 March**

23 March (Sunday)		Gandhi Exam due by 11:59 pm
24 March (Monday)	Class meets	Discussion –
25 March (Tuesday)		Post Week 10 breakout group by 11:59 pm
26 March (Wednesday)	Class meets	Discussion – Birth of a freedom fighter
27 March (Thursday)		Complete Mandela quiz 1 by 11:59 pm
28 March (Friday)	Class meets	Discussion – The importance of the vote Submit journal entry by 11:59 pm

Week 11

Week 11 reading assignment: Mandela 2 (in D2L "Readings" folder)

- **Complete by Sunday, 30 March**

31 March (Monday)	Class meets	Discussion – Strikes and protests
1 April (Tuesday)		Post Week 11 breakout group by 11:59 pm
2 April (Wednesday)	Class meets	Discussion – Mandela's professional career and his calling
3 April (Thursday)		Complete Mandela quiz 2 by 11:59 pm
4 April (Friday)	Class meets	Discussion – Congress of the People and Freedom Charter Submit journal entry by 11:59 pm

Week 12

Week 12 reading assignment: Mandela 3 (in D2L "Readings" folder)

- **Complete by Sunday, 6 April**

7 April (Monday)	Class meets	Discussion – Mandela returns to Transkei
8 April (Tuesday)		Post Week 12 breakout group by 11:59 pm
9 April (Wednesday)	Class meets	Discussion –What is justice when the system is unjust?
10 April (Thursday)		Complete Mandela quiz 3 by 11:59 pm
11 April (Friday)	Class meets	Discussion – Prison "robs you of your freedom" Submit journal entry by 11:59 pm

The syllabus/schedule are subject to change.

Week 13

Week 13 reading assignment: Mandela 4 (in D2L "Readings" folder)

- **Complete by Sunday, 13 April**

14 April (Monday)	Class meets	Discussion – Political crimes in South Africa
15 April (Tuesday)		Post Week 13 breakout group by 11:59 pm
16 April (Wednesday)	Class meets	Discussion – Robbin Island
17 April (Thursday)		Complete Mandela quiz 4 by 11.59 pm
18 April (Friday)	Class meets	Discussion – The life of an outlaw Submit journal entry by 11:59 pm

Week 14

Week 14 reading assignment: Mandela 5 (in D2L "Readings" folder)

- **Complete by Sunday, 20 April**

21 April (Monday)	Class meets	Discussion – Prisons and freedoms
22 April (Tuesday)		Post Week 14 breakout group by 11:59 pm
23 April (Wednesday)	Class meets	Discussion – Rivonia Trial
24 April (Thursday)		
25 April (Friday)	Project workday	Finalize Transformative Project

Week 15

Week 15 reading assignment: Mandela 5

- **Complete by Sunday, 27 April**

28 April (Monday)	Class meets	Discussion – Rivonia Trial Submit Transformative Project by 11.59 pm
29 April (Tuesday)		
30 April (Wednesday)	Class meets	Discussion – What difference can one person make?
1 May (Thursday)		Complete Mandela quiz 5 by 11.59 pm
2 May (Friday)	Class meets	Discussion – Conclusions Submit journal entry by 11:59 pm

Week 16

4 May (Sunday)		Mandela Exam due by 11:59 pm
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The syllabus/schedule are subject to change.

Celebration of Student Success: TBD, Finals Week

The syllabus/schedule are subject to change.