



**EAST TEXAS A&M**  
UNIVERSITY

**CID 2301 The Human Experience**

SELF, IDENTITY and MEMORY

COURSE SYLLABUS

**INSTRUCTOR INFORMATION**

Instructor: Dr. Maia Lamarque  
Office Location: THL 313  
Office Hours: M and W 10:11am  
Office Phone: none  
University Email Address: maia.lamarque@tamuc.edu  
Preferred Form of Communication: email  
Communication Response Time: 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.

The section of CID 2301 centers on the theme “Self, Identity, and Memory.” Using Read this to get Smarter by

Blair Imani as an anchor in this class, we will work together and analyze social issues such as race, class, gender and others. Through an array of texts and media, we will process and engage in learning, unlearning, relearning and work toward transformative projects using Adobe Creative Clouds.

### **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:

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### **Required Texts & Tools for this section of CID 2301**

*Read This to Get Smarter* by Blair Imani

*Blindness*, by José Saramago

Additional course readings available via our D2L course shell

Adobe Creative Cloud (FREE for TAMUC students)

A valid, working leomail email address that you check EVERYDAY.

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 Celebration of Student Learning held on the Wednesday of Exam Week, 3-5pm.

# **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 essays writing, quizzes 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 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 scaffolder 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 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.

Student success in this course will be supported through the Student Instructor (SI) assigned to the class. The SI provides an intermediary between the student and the instructor—a peer to whom students can turn for assistance and guidance, a role model and mentor for navigating college life, and a resource for students to encourage persistence and success. The SI will support the instructor through course administration, such as taking attendance, being available to students outside of class meetings, and facilitating student-instructor interactions, but will not engage in teaching or assessment.

### **Weekly Deadlines and Participation**

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

Mondays	New content. Make sure any work from the previous week has been submitted. Begin reading/viewing/engaging this week's assigned texts and keep notes/thoughts in your process(ing) journal (ongoing) and due at the end of the semester.
Tuesdays	Continue reading, viewing, engaging, processing this week's texts. Quiz might be assigned this week.No make-ups
Wednesdays	Discussion Board, Presentations.
Thursdays	Continue reading, viewing, engaging, processing this week's texts. Quiz might be assigned this week.No make-ups
Fridays	Complete required weekly writing for the week.

**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.

**Process (ing) Journal (ongoing)**

Beginning in week 1, you will establish and maintain a space (e.g word or Google doc, slides, blog posts, 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 citations for any quotes as well as dates for each entry. You will have to submit your journal entries each week. At the end of the semester you will submit the entire journal.

**Short Presentations**

Every other week beginning on Week 2 or 3 you will prepare an individual or group presentation on the article assigned to read that week. This task will help you to understand, organize and interpret academic material and retain information to present without reading.

**Quizzes**

Most weeks, you will have a quiz on the readings for the week. This quiz will help with knowing your comprehension of texts, semantic memory and will keep you on track of your readings. Practicing what you have saved and retrieved in memory is one key aspect of the learning process.

**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. Specifically, you will build a visual and audio project engaging at least five key ideas or topics from this semester using Adobe Cloud. The Transformative Project aligns with Student Learning Outcomes and should include the following elements:

Quote(s) keyword or topic was found in the texts of the class (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 keyword is used in the text/s of your choice

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.

Include two journal articles that tackle this topic in googlescholar for example  
Citation of quote(s) and any additional references in MLA.

## 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.

Weekly assignments: 20%

Journaling: 15%

Quizzes: 20%

Transformative Project: 30%

Short presentations/research: 15%

If you turn in your assignment on time, you will get full credit. You can submit your assignment later but 10 points will be deducted each week over 50 points total. There is not late submission on quizzes.

TOTAL                      100%

## COURSE OUTLINE / CALENDAR

WEEK		TOPIC	TEXTS AND ASSIGNMENTS DUE
1		<b>INTRODUCTIONS</b> Identity	REVIEW THE COURSE SYLLABUS Adichie, "Danger of a Single Story" TED Talk CRITICAL THINKING MYTHS Research: "The Role of Purpose in Life in Healthy Identity Formation: a Grounded Model by Kendall Cotton, 2012. Introduction Activity Discussion, Song: I look like him? By Tyler The Creator Begin Process (ing) Journal
2		<b>IDENTITY</b> Identity	CHAPTER 1: Key words Identity Discussion I am Malala by Malala Yousafzai WORK/COLLEGE ACTIVITY Critical Thinking Relatos Salvajes, (2014) QUIZ PROCESS (ING) JOURNAL Short Presentations
3		<b>Class/Socioeconomic status</b>	Chapter 3 Discussion Movie: Relatos salvajes (2014) Cultural Theory: Marxism /Branding Critical Thinking Article: <a href="https://www.miscellanynews.org/2019/04/18/opinions/fetishized-thrifting-culture-contributes-to-gentrification/">miscellanynews.org/2019/04/18/opinions/fetishized-thrifting-culture-contributes-to-gentrification/</a> The Miscellany News, by Catherine Bither
4		<b>Class/Socioeconomic Status</b>	Chapter 3 Film: Joon-ho, Parasite (2019) movie Cultural Theory: Althusseur Article: "Key Features in Indian Society: What is to be Explained", Status and Sacredness QUIZ Presentation WORK/COLLEGE ACTIVITY PROCESS (ING) JOURNAL
5		Disability	Chapter 4 Key words: Writing Activity

			<p>Short film: "The Present"</p> <p>Ted Talk: "Disability does not mean inability"</p> <p>"Deep Sea Diving...in a Wheelchair"</p> <p>Cultural Theory: "Plato's Cave"</p> <p>Discussion</p> <p>Presentation</p> <p>QUIZ</p>
6		Civil Rights/equity	<p>Passing, Nella Larsen (1928) Part 1 and 2</p> <p>WORK/COLLEGE ACTIVITY</p> <p>PROCESS (ING) JOURNAL</p> <p>Folk tales from South America, Asia and Africa</p> <p>WORK/COLLEGE ACTIVITY</p> <p>PROCESS (ING) JOURNAL</p> <p>Article: Martin Luther King, "The Purpose of Education"</p> <p><a href="http://Kinginstitute.stanford.edu/king-papers/documents/purpose-education">Kinginstitute.stanford.edu/king-papers/documents/purpose-education</a></p> <p>QUIZ</p>
7		Language /Communication	<p>Ochoa, "Getting it Right"; why pronouncing names correctly" TED</p> <p>Bauer, "Some Languages Have no Grammar" from Language Myths.</p> <p>Prehistoric Art</p> <p>Nietzsche's "On Truth and Lies in a Nonmoral Sense"</p> <p>QUIZ</p> <p>WORK/COLLEGE ACTIVITY</p> <p>PROCESS (ING) JOURNAL</p>
8		Chapter 5 RACE/RACISM	<p>Excerpt: How to be Anti-Racist by Ibram X. Kendi</p> <p>WORK/COLLEGE ACTIVITY</p> <p>PROCESS (ING) JOURNAL</p> <p>Cultural Theory: Race</p> <p>Article presentations in groups/Video Essay</p> <p>WORK/COLLEGE ACTIVITY</p> <p>PROCESS (ING) JOURNAL</p>
9			SPRING BREAK
10		Chapter 5 RACE/RACISM  Social Justice	<p>Short film: "Identity"</p> <p>Hannah-Jones, The 1619 Project podcast, episode 4 "How the Bad Blood Started"</p> <p>Article presentation in groups/Video Essay</p>

			<p>QUIZ          WORK/COLLEGE ACTIVITY          PROCESS (ING) JOURNAL</p>
11		<p>Chapter 6          SEX/Gender</p>	<p>Excerpt: Brave New World, by Huxley (1943)</p> <p>Podcast: Talking about sex and gender doesn't need to be toxic.          Podcast: The SHE word? Women Sexuality and Gender</p> <p>Cultural Theory: Sex and Gender          Articles: "Academic Viagra: The Rise of American Masculinity Studies          by Bryce Traister (2000)</p>
12		<p>Chapter 6          SEX/Gender          IDENTITY</p>	<p>Songs: Woman          Articles: What is a Woman? A Decolonial African Feminist Analysis of          Womanhoods in Lesotho, Neo Mohlabane &amp; Malehoko Tshoaeidi, 2022.</p> <p>What Is a Woman Created For? The Image of Women in Russia          through the Lens of Russian Orthodox Church. By Elena Chernyak          (2016)</p> <p>Cultural Theory: Androgyny</p> <p>WORK/COLLEGE ACTIVITY          PROCESS (ING) JOURNAL</p>
13		<p>AGEISM</p>	<p>Short film: Changing Batteries          Saramago, <i>Blindness</i> (1999)          Articles: D2L          Discussion</p> <p style="text-align: right;">D</p> <p>WORK/COLLEGE ACTIVITY          PROCESS (ING) JOURNAL</p>
14		<p>IDENTITIES RECAP</p>	<p>Saramago, <i>Blindness</i> (1999)</p>
15		<p>IDENTITIES RECAP          Last Week of Classes</p>	<p>Saramago, <i>Blindness</i> (1999)          Reflections          WORK/COLLEGE ACTIVITY          PROCESS (ING) JOURNAL</p>
16		<p>Finals Week</p>	<p>Transformative Project Due          Journal Due</p>



Celebration of Student Success: Wednesday, 3-5pm

## 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

[To be determined by the faculty member teaching the course]

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific 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 in advance.

### **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>

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

#### **AI use in course**

Texas A&M University-Commerce acknowledges that there may be 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.

### **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.

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)