



## **CID 2301-07E: The Human Experience**

### **Self, Community, & Vicissitude In Greek and Roman Literature**

TR 3:30-4:45 pm: Spring 2025  
AGET 255

#### **INSTRUCTOR INFORMATION**

Instructor:	Dr. Joseph M. Romero
Office Location:	Ferguson 220A
Office Hours:	TR 8-9 AM, 3:00-3:30 PM, W 8-10 AM
Office Phone:	(903) 886-5767
University Email Address:	Joseph.Romero@tamuc.edu
Preferred Form of Communication:	Email
Communication Response Time:	Typically, within 24 hours when the University Is open for business

#### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

##### Textbook(s) Required

Knox, Bernard (ed.). *The Norton Book of Classical Literature*. New York: W.W. Norton & Company, 1993.

Other Readings. Available on D2L.

##### **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.

In this section of the course, we will focus on how the concepts of self, community, and change (my preferred term will be “vicissitude”) shape the human experience. We’ll explore how our understanding of ourselves—our identity, psychology, and abilities—and our relationships with our communities influence our ideas of health and well-being. At the same time, we’ll examine how the awareness of change and uncertainty challenges and deepens those ideas.

### **Student Learning Outcomes**

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

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.

## COURSE REQUIREMENTS

### Minimal Technical Skills Needed

Adobe Creative Cloud. Tutorial.

### Instructional Methods

### Student Responsibilities or Tips for Success in the Course

## 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.

Participation and Engagement	15%
Problematics (5 x 5% [drop the lowest])	25%
Reflective Papers (4 x 10%)	40%
<u>Transformative Project</u>	<u>20%</u>
TOTAL	100%

### Assessments

*(descriptions and rubrics for each will be posted on D2L)*

Participation (15%)

Coming to class with readings and assignments prepared and actively engaging in the work of the class.

Problematics (5 x 5% [dropping the lowest])

In five classes, you will be presented with a cultural product and need to diagnose it in terms of the themes of the course. For classes 2-5 (4 classes, that is), you will be asked to upload a cultural product that you identify as a compelling example of the themes of our course. We will focus on that product during that class. (The first cultural product we will examine as a group is Shakespeare's "To be or not to be" soliloquy.)

Reflective Papers (4 x 10%)

You will be asked to write four papers analyzing and reflecting on the core themes of our course evidenced in assigned and related texts.

Transformative Projects (20%)

Based on your work in this course and your extensive engagement with a single text, you will produce a cultural product with the Adobe Creative Cloud and present it to the ETAMU community at our Spring Showcase.

## 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**

## **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.

<https://inside.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>.

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 [Procedures 13.99.99.R0.01](#)

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

### **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:

*The syllabus/schedule are subject to change.*

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 Students Academic Integrity Policy and Form**

Graduate Student Academic Dishonesty Form

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

**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](mailto:studentdisabilityservices@tamuc.edu)

Website: [Student Disability Services](#)

<https://www.tamuc.edu/student-disability-services/>

**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)

### **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



<http://telusproduction.com/app/5108.html>

### **AI use policy [Draft 2, May 25, 2023]**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their

instructors' 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



## COURSE OUTLINE / CALENDAR

Note a few days derived from the University's academic calendar: last day to add 1/16; Spring census day 1/29; drop for non-payment 2/3; last drop day 3/28, last withdraw day 4/17, undergraduate commencement, 5/10. Note that in this course, rather than a final exam, you will present the results of your transformative project at a Showcase. (In any other course, your final exam will be held at a time designated by the university.)

### *Week 1*

January 14 Purpose of Course; Syllabus

January 16 Alphabet; Greek Contexts (read: Knox pp. 23-44)

### *Week 2*

January 21 Alphabet; Roman Contexts (read: Knox pp. 44-60)

January 23 DIDACTIC 1: Hesiod *Works and Days* (read: Knox pp. 187-201—skim all, but read “**The Five Ages**” pp. 191-194 carefully. What is life like for humans of each age? Why are they like that?); **Problematic 1: Shakespeare “To Be Or Not To Be,” *Hamlet* III.1.57-91**

### *Week 3*

January 28 EPIC: Homer *Iliad* (read: Knox pp. 63-84; but focus on **Achilles' reply to the Embassy, pp. 72-76**)

January 30 EPIC: Homer *Iliad* (read: Knox pp. 84-112, but focus on **the conversation between Priam and Achilles pp. 102-105**)

February 2, 11:59 pm **Reflection Paper 1 (Adobe Creative Cloud 1)**

### *Week 4*

February 4 EPIC: Homer *Odyssey* (read: Knox pp. 112-143, but focus on the **Proem p. 112 and Odysseus' conversation with Calypso pp. 113-117**)

February 6 EPIC: Homer *Odyssey* (read: Knox pp. 143-186, but focus on **the conversation between Odysseys and Achilles in the Underworld pp. 160-161 and the reconciliation of Odysseus and Penelope pp. 183-186**)

February 9, 11:59 pm **Problematic 2 Cultural Product due on D2L**

### *Week 5*

February 11 EPIC: Virgil *Aeneid* (read: Knox pp. 643-677, but focus on **the**

**Prologue pp. 644-645 and the breakup of Dido and Aeneas pp. 663-665)**

February 13

EPIC: Virgil *Aeneid* (read: Knox pp. 677-701, but focus on **the conversation of Aeneas and his father, Anchises, about the nature of human life pp. 692-699**); **Problematic 2 engaged**

*Week 6*

February 18

LYRIC: Pindar & Bacchylides (read: Knox pp. 251-266, but focus on the **Third Pythian Ode p. 258-263**)

February 20

LYRIC: Archilochus (read: Knox pp. 202-209, but focus on **poems 4, 10, 12**)

February 23, 11:59 pm

**Reflection Paper 2 (Adobe Creative Cloud 2)**

*Week 7*

February 25

LYRIC: Sappho, Alcaeus, Anacreon (read: Knox pp. 223-230, but focus on **poems 6, 7, 8**; pp. 218-223, but focus on **poems 1, 7**; pp. 242-246, but focus on **poem 3**)

February 27

DIDACTIC (PHILOSOPHY, in this case): Lucretius *De rerum natura* (read: Knox pp. 595-604, but focus on **the philosopher's articulation of the Epicurean's belief about the nature of death pp. 596-598**) + LYRIC: Catullus (read: Knox pp. 604-614, but focus on **poems 1, 5, 7, 8, 85**).

March 2, 11:59 pm

**Problematic 3 Cultural Product due on D2L**

*Week 8*

March 4

LYRIC: Horace (read: Knox pp. 614-635, but focus on poems 1.4 [book 1, poem 9, pp. 617-618], 1.11, 1.24, 1.37; 2.3, 2.14); **Problematic 3 engaged**

March 6

LYRIC: Horace (read: Knox pp. 614-635, but focus on **poem 4.7**)

*Week 9*

March 11, 13 *No classes (Spring Break)*

*Week 10*

March 18

DRAMA: Aeschylus *Oresteia* (read: Knox pp. 300-334, but focus

	<b>on judge Athena’s conversation with a chorus of prosecutors, the Furies, pp. 328-34)</b>
March 20	DRAMA: Euripides (read: Knox pp. 404-446, but focus on <b>how gods are characterized in “Trojan Woman” pp. 528-531)</b> )
March 23, 11:59 pm	<b>Reflection Paper 3 (Adobe Creative Cloud 3: Generative AI)</b>
<i>Week 11</i>	
March 25	DRAMA: Sophocles <i>Antigone</i> (read: Knox pp. 357-404 [you may elect to watch <a href="#">a video production of the whole</a> instead])
March 27	DRAMA: Sophocles <i>Antigone</i> (read: Knox pp. 357-404) [you may elect to watch <a href="#">a video production of the whole</a> instead])
March 30, 11:59 pm	<b>Problematic 4 Cultural Product due on D2L</b>
<i>Week 12</i>	
April 1	PHILOSOPHY: Plato (read: Knox pp. 477-512, but focus on “The Apology,” 493-501); review Lucretius <i>De rerum natura</i> (reread: Knox pp. 595-604). <i>How do Socrates and Lucretius view death? What’s similar? What’s different?</i>
April 3	PHILOSOPHY: Marcus Aurelius (read: Knox pp. 827-833, but focus on <b>2.1 [book 2, meditation 1] p. 829</b> ); <b>Problematic 4 engaged</b>
<i>Week 13</i>	
April 8	RELIGION: Augustine <i>Confessions</i> (read: Knox pp. 833-852, but focus on <b>sin pp. 840-841 and conversion pp. 850-852)</b> )
April 10	Self, Community, and Vicissitude
	<b>Reflection Paper 4 (Adobe Creative Cloud 4)</b>
<i>Week 14</i>	
April 15	Introduce Transformative Project
April 17	Adobe Creative Suite I
April 20, 11:59 pm	<b>Problematic 5 Cultural Product due on D2L</b>
<i>Week 15</i>	
April 22	Adobe Creative Suite II
April 24	Adobe Creative Suite II; <b>Problematic 5</b>

*Week 16*

April 29

Transformative Project Workday; Proposals Due (11:59 pm)

May 1

Transformative Project Workday

*Week 17*

May 7, 2025, 3-5 pm

Spring Showcase