



## **CID 2301: The Human Experience**

### **Iconic images and society**

#### COURSE SYLLABUS

#### **INSTRUCTOR INFORMATION**

Instructor: Julie Grandjean, Ph.D.

Office Location: JOUR 126

Office Hours: Tuesday/Thursday 11 a.m. – 12:30 p.m., and by appointment.

University Email Address: [Julie.Grandjean@tamuc.edu](mailto:Julie.Grandjean@tamuc.edu)

SI: Luz Carazut

SI Email Address: [lcarazut@leomail.tamuc.edu](mailto:lcarazut@leomail.tamuc.edu)

Class time: Tuesday/Thursday 9:30 a.m. – 11 a.m.

Class location: Ed. South 131

#### **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.

This semester, we will focus specifically on iconic images, defined as *“Photographic images appearing in print, electronic or digital media, that are widely recognized and remembered, are understood to be*

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*representations of historically significant events, activate strong emotional identification or response, and are reproduced across a range of media, genres, or topics.* A few images meet these criteria. Others meet some but not all of them. (Hariman & Lucaites, 2007, p. 27). Because of the variety of iconic images, in this course we will touch upon different themes, such as Wars and Conflict. Justice, Revolutions, Citizenships, Race, Self, Identity, and Memory.

### **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:

- The readings, as well as the iconic images, are available in the weekly folders on D2L.

### **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 low-stakes writing and reflection assignments that scaffold to a final Transformative Project. The Transformative Project showcases student learning and development of humanities skills, including information literacy, critical thinking, and communication. Students will read, discuss, listen, analyze, and develop an understanding of the assigned texts and their connections to their own lived experience, goals, and beliefs; conduct research; and communicate their ideas. In engaging with the core learning objectives of critical thinking, communication, social responsibility, and personal responsibility, students will gain a greater appreciation of the complexities of the world and their place within that complexity, and gain new skills derived from deep textual reading and analysis,

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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 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, Luz Carazut. 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.

**Assignments** are broken down as follows:

Photovoice = 25 points

Introduction email = 15 points

Syllabus quiz = 10 points

Readings = 225 points (15 x 15 points)

Discussions = 150 points (15 x 10 points)

QEP = 150 points

Roadmap = 25 points

Attendance = 100 points

Transformative project = 300 points

Total = 1,000 points

**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.

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For this transformative project, students will be asked to pick one iconic image and create a meme based on that image. Memes are inherently a critical exercise as they allow us to see beyond the postmodern view that elites are manipulating us through images by creating counternarratives to these images. Before the creation of the meme, students will be asked to engage with the icon critically.

**Note:** Students must use Adobe for their transformative project.

## 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.

Photovoice = 25 points

Introduction email = 15 points

Syllabus quiz = 10 points

Readings = 225 points (15 x 15 points)

Discussions = 150 points (15 x 10 points)

QEP = 150 points

Roadmap = 25 points

Attendance = 100 points

Transformative project = 300 points

Total = 1,000 points/ 100%

**Note:** Grades are not automatically rounded up. If you finish the course near the top of a grade range, I will consider your performance over the semester and decide if there is a compelling reason (i.e. exemplary participation in the classroom, always respecting deadlines, etc.) to round your grade up. If you find an error in your grade, contact me right away to let me know. Please know that it is inappropriate to contact me or your other instructors to ask to have your grade rounded up or to insist upon receiving a particular final grade.

## 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:

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<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 ETAMU campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

As a student of this class, you should check ETAMU email account at least three times a week. You should also keep up with your grades on MyLeo DL2 Bright Space, submit assignments through MyLeo D2L.

### 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

**EMAILS:** Whenever possible, please meet with me during office hours (T/R in office JOUR 126) to discuss your questions and class work. I will answer questions via e-mail, usually within 48 hours. I will only respond to e-mails Monday through Friday before 5:00 pm. E-mails received Friday evening through Sunday and student holidays will be answered on the next working business day. Please note that sometimes emails get lost in the email abyss. So, if you do not hear back within the first 48 weekday hours please email me again.

I expected that your emails will include the following:

1. Subject: Label your Name, Class, and Section number. Example: Smith, CID.
2. Appropriate salutation. Example: Hello Dr. Grandjean.
3. Formal style with minimum grammar, punctuation, or spelling errors.

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## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

I acknowledge that you are busy with other courses, work, and personal responsibilities. Still, I want you to succeed in this course, and being prepared is one key to success. I expect you to be proactive in your learning for this class. If you are having difficulties, **contact me as soon as possible**; I am always willing to help students succeed, but for that I need to be notified in a timely manner.

Finally, you are expected to **learn in public**. As Indigenous scholar Adrienne Keene (Cherokee) observes, “[consenting] to learn in public has meant a lot of growth, and a lot of mistakes. But I found my voice, and in the process learned how to apologize the right way, how to admit I was wrong, and how to move forward without feeling like a total failure. Which are life skills that go” beyond a class. As we learn about theories of mass communication this semester, you and I may make mistakes. With these mistakes, we can also learn to grow; and these are skills that will benefit you in the future.

**ATTENDANCE:** Attendance is mandatory. By coming to class, you will get a better understanding of the theories we are exploring, by having hands-on experience and discussions about them. However, I understand that we are all busy with work and that sometimes life happens. For this reason, you have a total of 3 unexcused absences for this semester. Excused absences can be added to these 3 unexcused absences.

**Note:** Three late arrivals (less than 15 minutes after the beginning of class) to class without an appropriate excuse count as an unexcused absence. A 15+ minute-delay to class counts as an unexcused absence.

### 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 discussed in class and announced in advance both in class and via email.

## 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>

### 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:

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[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**

East Texas A&M University 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.

**Note:** In this class, the use of AI is strictly prohibited. Academic sanctions will be taken if you use AI to complete assignments.

### **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**

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**

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

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

### **East Texas A&M Supports Students' Mental Health**

The Counseling Center at East Texas A&M, 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)



## COURSE OUTLINE / CALENDAR

Date	Topics and Assignments <b>Note:</b> <ul style="list-style-type: none"> <li>• All readings are due on Sundays at 11:59 pm CST unless marked otherwise.</li> <li>• All assignments are due on Fridays at 11:59 pm CST unless marked otherwise.</li> </ul>
<p style="text-align: center;">Week 1 January 13 - 17</p>	<p>Topic: Syllabus and breaking the ice Materials:</p> <ul style="list-style-type: none"> <li>• Grandjean, J. <i>Introduction</i> (In class)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Photovoice (due 01/14)</li> <li>• Syllabus quiz (due 01/17)</li> <li>• Discussion #1 (due 01/17)</li> </ul>
<p style="text-align: center;">Week 2 January 20 - 24</p>	<p>Topic: Plato's cave Materials:</p> <ul style="list-style-type: none"> <li>• Plato's cave (due 01/19)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Discussion #2 (due 01/24)</li> </ul>
<p style="text-align: center;">Week 3 January 27 - 31</p>	<p>Topic: The age of mechanical reproduction Materials:</p> <ul style="list-style-type: none"> <li>• Benjamin W. <i>The work of art in the age of mechanical reproduction</i> (due 01/26)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Discussion #3 (due 01/31)</li> </ul>
<p style="text-align: center;">Week 4 February 3 - 7</p>	<p>Topic: Iconic images and QEP Materials:</p> <ul style="list-style-type: none"> <li>• Kemp, <i>Introduction</i> (due 02/02)</li> <li>• Hernandez, J. C. (NYT) <i>30 years after Tiananmen, "Tank Man" remains an icon and a mystery</i> (due 02/02)</li> <li>• Focus2Self assessment (due in class)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• QEP essay (due 02/07)</li> <li>• Discussion #4 (due 02/07)</li> </ul>
<p style="text-align: center;">Week 5 February 10 - 14</p>	<p>Topic: Iconic images Materials:</p> <ul style="list-style-type: none"> <li>• Hariman, R., &amp; Lucaites, J. L., <i>Introduction</i> (due 02/09)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Discussion #5 (due 02/14)</li> </ul>
<p style="text-align: center;">Week 6 February 17 - 21</p>	<p>Topic: The cross Materials:</p> <ul style="list-style-type: none"> <li>• Kemp, The cross chapter</li> </ul> <p>Assignments:</p>

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	<ul style="list-style-type: none"> <li>• Discussion #6 (due 02/21)</li> </ul>
<p>Week 7 February 24 - 28</p>	<p>Topic: Iwo Jima</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Grandjean, J. <i>Iwo Jima and the City upon a Hill</i> (due 02/23)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Discussion #7 (due 02/28)</li> </ul>
<p>Week 8 March 3 - 7</p>	<p>Topic: VJ Kiss</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Hariman, R., &amp; Lucaites, J. L., <i>No Caption Needed</i>, VJ Kiss Chapter (due 03/02)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Discussion #8 (due 03/07)</li> </ul>
<p>Week 9 March 10 - 14</p>	<p>Spring Break</p>
<p>Week 10 March 17 - 21</p>	<p>Topic: Napalm Girl</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Grandjean, J. <i>Napalmed Christ</i> (due 03/16)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Discussion #7 (due 03/21)</li> </ul>
<p>Week 11 March 24 - 28</p>	<p>Topic: Napalm Girl</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Boudana, S., Frosh, P., &amp; Cohen, A. A., <i>Reviving icons to death: When historic photographs become digital memes</i> (due 03/23)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Discussion #10 (due 03/28)</li> </ul>
<p>Week 12 March 31 - April 4</p>	<p>Topic: Tank Man</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Hillenbrand, M. <i>Remaking Tank Man, in China</i></li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Discussion #11</li> </ul>
<p>Week 13 April 7 - 11</p>	<p>Topic: The Kurdish Pieta</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Grandjean, J, &amp; Gring, M. A., <i>The Kurdish Pieta</i></li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Discussion #12</li> </ul>
<p>Week 14 April 14 - 18</p>	<p>Topic: Iconic images beyond the western context</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Cohen, A. A., Boudana, S., &amp; Frosh, P. <i>You must remember this: Iconic news photographs and collective memory</i></li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Discussion #13</li> <li>• Roadmap (due in class, 04/17)</li> </ul>
<p>Week 15 April 21 - 25</p>	<p>Topic: Preparing for your transformative project (in-class) – critique of an icon</p>

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	<p>Materials:</p> <ul style="list-style-type: none"> <li>• Notes</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Group discussion #14</li> </ul>
<p>Week 16 April 28 - May 2</p>	<p>Topic: Preparing for your transformative project (in-class) – Making the meme</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Notes</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Group discussion #15</li> </ul>
<p>Finals' Week May 3 - 9</p>	<p>Celebration of Student Success: Exam Week, Wednesday May 7, 3-5pm, SRSC</p>