

ENGLISH 2301: THE HUMAN EXPERIENCE

COURSE SYLLABUS: Spring 2025 • CRN: 21233
100% Online Asynchronous



INSTRUCTOR INFORMATION

Instructor: Dr. Gavin P. Johnson (he/him)

Email: gavin.johnson@tamuc.edu

Office Location: Talbot 229 or Zoom

Student Visiting Hours: Tues., 2–4 pm; Thurs., 1–3 pm

Schedule using <https://tidycal.com/gpj> or scanning the QR code
other times available upon request



COURSE INFORMATION

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.

Technologies and Futures of Surveillance

Theme: Each section of CID 2301 is designed around a specific theme that offers unique insight into the human experience. For this section, our theme is Technologies and Futures of Surveillance. The fact that we live in a digital age is well established, and, with our ubiquitous use of technology in our everyday lives, we must also accept the fact that we live in an age of surveillance. Studying surveillance as a feature of the contemporary human experience will encourage you to think critically about issues of power, agency, ethics, and the futures we are creating when we watch and are watched.

Instructional Methods

This section of CID 2301 is 100% online. All course readings and assignments will be posted in D2L. We may have *optional meetings* via Zoom. Multiple modes of engagement are provided to keep participation flexible and accessible for all students.

Access

Access is the process of designing for all types of bodies, minds, and experiences. This class design strives to be inclusive of all students. I recognize that our classroom is made up of an

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array of learners and am happy to make any reasonable accommodations to make sure every student has an equitable experience in my class. Please talk to me as soon as you can about your individual learning needs and how this course can best accommodate them. I recognize that disabilities can be visible and invisible, and I am dedicated to ensuring that all students succeed in my course. Please also see the **Resources & Support section** for additional support services.

Instructor's Support for Student Learning Outcomes and Goals

All sections of CID 2301 share four student learning outcomes. 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.

- **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)
- **Communication:** Students will communicate ideas effectively through writing and, where appropriate, through oral communication, visual communication, or creative performance. (Core Outcome Alignment: Communication)
- **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)
- **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)

Additionally, you and I will work together to establish, interpret, revise, and remix our learning goals. That is, our goals will need to be flexible as we move through our course. We may struggle to achieve every goal we set, and that is okay! As your instructor, I provide the following resources to aid us in working toward and beyond the initial goals listed above:

- **Engagement with a wide range of transformative texts** related to our course topics and goals. Furthermore, the texts—which may include academic essays, textbook chapters, popular news articles, social media content, video lectures, etc.—will challenge you to (re)consider your understanding of the human experience.
- **Insight through discussion** of those texts with your classmates, other scholars, and me. Sharing our expertise is the best way to enrich our knowledges and design practices to sustain ourselves and our communities.
- **Frameworks for analysis and action** based on rhetorical practices outlined by scholars, teachers, activists, elders, and ancestors.
- **Responsible and honest feedback** toward your work. The most important part of my job is not delivering content – you can look most of this stuff up yourself – but rather guiding your engagement with that content through conversations and assessments.

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Feedback on your assignments is based on my engagement with your writing as a reader as well as my professional expertise.

Required Materials

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 materials for this section of CID 2301:

- George Orwell [adapted by Joe White]. (2024). *George Orwell's 1984: An Audible Original Adaptation*. Audio book.
 - [Amazon: FREE with 30-day trial of Audible; Purchase for \\$19.04.](#)
- David Lyon (2024). *Surveillance: A Very Short Introduction*.
 - ETAMU Bookstore
 - [Amazon: Paperback: \\$12.59; Kindle: \\$6.99; Audible: Free with 30-day trial](#)
- Shalini Kantayya (director). (2020). *Coded Bias*. [Netflix](#).
- Alan Moore & David Lloyd (2000). *V for Vendetta*.
 - ETAMU Bookstore
 - [Amazon: New: \\$12.53; Used: \\$7.75+](#)
 - Easy to find at a used bookstore
- Sophie Calle (2015). *Suite Vénitienne* [English translation].
 - ETAMU Bookstore
 - [Siglio Press: \\$35.00](#)
 - [Amazon: \\$26.48](#)
- Access to Adobe Creative Cloud: <https://www.tamuc.edu/adobe/>



Additional Required Materials

- Readings not listed above will be provided on D2L or via Waters Library

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- Reliable internet access (this course is 100% online)
- Digital storage (e.g., flash drive or cloud storage [iCloud, Google Drive, DropBox, etc.]

COURSE WORKLOAD

As a student in this college class, you should expect to read, think, and write constantly. You should expect multiple weekly readings/viewings/listenings, discussion posts and responses, and major projects. Assigned readings will lead into online discussions that will lead into independent research that will lead into writing, and so on. As the semester progresses, you'll receive feedback on your writing from your classmates and me, and you'll have the chance to continue to develop and revise those pieces based on that feedback.

CID 2301 is defined by its Transformative Project. The Transformative Project showcases student learning and development of humanities skills, including information literacy, critical thinking, and communication. You will read, discuss, listen, analyze, and develop an understanding of the assigned texts and their connections to your 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 your employability after graduation.

To prepare for and develop the Transformative Project, you will engage in short writing, research, and oral presentations that provide a scaffolded foundation for your final project, as set out in the Course Schedule. Through reflective assignments, you will develop a project focus that sets out the large issue drawn from your study of the chosen Transformative Text and the relevance students find to their lives and goals. You 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. You will prepare a project that articulates the connections between the larger issue they researched and discussed and your own life, 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 you, to allow your creativity of expression in making the connections between your humanities inquiry and your 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 you and Dr. Johnson (me)—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.

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Tips for Success in the Course

An online course is intensive, moves quickly, and requires a lot of self-direction and motivation. If you are new to online college classes, you might struggle with staying on track. There is no shame in the struggle! My best tips:

- **Establish a routine** and set consistent times (in a calendar or planner) to focus solely on this class. Use this time to check your email, check D2L, and work on assignments.
- **Log into D2L and Top Hat regularly.** Be sure you are keeping up with weekly assignments as well as staying informed via announcements and class discussions.
- **Begin working on your assignments early and use resources** such as the Writing Center, Waters Library, and student visiting hours with Dr. Johnson.
- **Communicate with Dr. Johnson regularly**, especially if you find yourself struggling! I will work with you to strategize the best ways for you to reach your learning goals.
- **Take breaks to rest, relax, and do the activities that bring you joy!** Whether it's taking a walk, drawing, playing a video game, or talking on the phone with a friend, schedule these things into your calendar. They are necessary parts of your success. And if you're ever feeling overwhelmed by this class, please reach out to me!

Assignments

Below are brief descriptions of our assignments for CID 2301. No exams are given; instead, you will demonstrate your content knowledge, critical thinking, and research skills through formal and informal writing, major projects, and weekly work. Full prompts will be available in D2L.

- *Metacognitive Assignments: These assignments invite you into the assessment process as well as interrogate your learning, writing, and researching processes.*
 - **Assessment Dialogues:** Three opportunities for you to consider your learning processes and set goals for our course. These are dialogues because you will write and revise these in conversation with me and, when appropriate, your peers. Assessment Dialogue #1 will be due in Week 1, Assessment Dialogue #2 will be due at midterms, and Assessment Dialogue #3 will be due at finals.
- *Critical Reading and Discussions: These assignments invite you to read widely, to engage with your peers, to practice active reading and annotation, and test your knowledge of critical concepts.*
 - **Weekly Questions, Discussions, & Responses:** Each week, we will engage our readings and each other using D2L discussion boards. You will respond to a prompt or pose questions based on the assigned readings by Wednesdays at 11:59 pm. Then you will review and respond to your peers by Friday at 11:59 pm. You are allowed to skip two postings throughout the semester.
 - **Collaborative Glossary:** Many of our readings are filled with both philosophical, literary, and technical jargon. As non-experts, I suspect that you will encounter

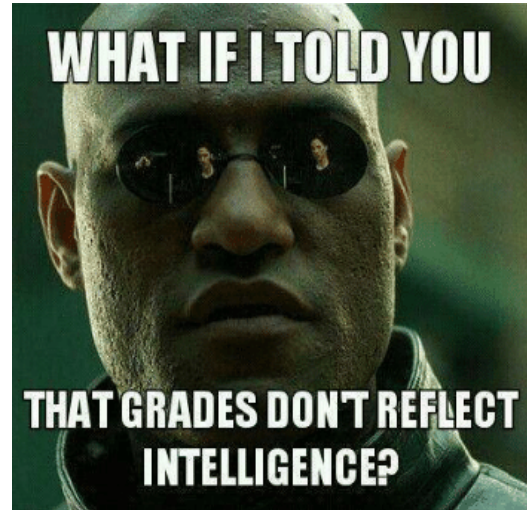
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many terms and concepts that are unfamiliar to you (I know I have while preparing this course). Throughout the semester, we will build a glossary of terms and concepts that you find interesting, confusing, or provocative. Each of you is responsible for at least 10 terms this semester (at least 5 by midterm). 10 is a minimum not a limit.

- *Major Assignments: These assignments invite you to critically think and compose responses to the concepts discussed in our course. Because they required more labor and effort, these assignments are considered the “heaviest” in the final assessment.*
 - **Digital Composing Projects:** Adobe CC is used extensively in this course. To encourage your digital literacy, you will practice composing with Adobe CC. Project 1 practices audio composing and Project 2 practices visual composing.
 - **Surveillance in the World:** Using apps from Adobe CC, create a brief presentation discussing a current issue in the world related to surveillance. You should track this issue or event across multiple sources and practice information literacy to offer a pointed and reliable report on the issue. This presentation will be shared with the class via a discussion board. After posting your presentation, you will respond to a selection of presentations from your peers.
 - **Transformative Project:**
 1. *Proposal:* A short survey identifying your research topic and ideas for your final multimodal composition.
 2. *Transformative Project:* The main assignment for the semester, the Transformative Project asks you to take a theme from this course and engage in research about that topic, identify and cite relevant sources, present an argument, and link the outcomes to an issue relevant to your own career or personal trajectory. Potential projects may include mapping surveillance, technology analysis and remediation, building surveillance vocabularies, or surveillance tech tool kit.
 3. *Learning Showcase Presentation:* A brief presentation of your research for a public audience. The presentation will be pre-recorded and be no longer than 5 minutes. Your presentation must include a critical reflection on your learning in this course as its conclusion.

Grades Feedback & Assessment

I thoroughly believe that grades are technologies of surveillance and control. I never liked grades, and I have always felt that they limit the learning process, create nasty habits designed to “get the A,” and cause more anxiety than they are worth. However, I also realize that grades are important data points for you – your scholarships, majors, future jobs, and ability to graduate are all tied up in the grades you receive. To balance my distrust of grades with the requirements of the university, we will work on a *feedback and collaborative assessment model*. In this model, **you will not receive individual letter grades on assignments**. Instead, your assignments will receive constructive feedback that you should use to revise, rethink, and remix your work.



In the D2L gradebook, assignments will be marked

- **Full Credit** when the project is fully completed according to the assignment prompt and turned in promptly. Strong effort is evident, and the project is polished.
- **Half Credit** when elements of the project are incomplete or underdeveloped. Some effort is evident but major revisions would be beneficial. *For assignments marked Half Credit, you can revise and resubmit your assignments.*
- **No credit** when a project didn't respond to the prompt and/or wasn't turned in.
- **Excused** when a project is incomplete due to uncontrollable circumstances that you have clearly communicated (within reason) to Dr. Johnson.

Weekly Questions, Discussions, & Responses will be marked **Complete** or **Incomplete**. In most cases, these assignments are not revisable or open for late submission.

With that being said, this course is not “gradeless” because I, begrudgingly, have to enter final course grades. These final grades will take into account your work completion, my various responses to your work, and your laboring toward meaningful compositions and engagement. You will outline your own evaluation in Assessment Dialogue #2. Collaboratively we will determine a grade using the (very limiting) East Texas A&M standard grading scheme of A-F. I am committed to your learning and promise that your assignments will receive feedback based on my professional expertise. You are always welcome to meet with me to discuss any feedback on your writing and your general progress in this course (though don't expect me to give you a “grade” in lieu of a discussion of your progress).

COURSE & UNIVERSITY POLICIES

Communicating & Meeting with Dr. Johnson

Communication is a key part of success in this course. I rely on D2L announcements for general information about our course and email for individual communication. I respond to emails within 24 hours Monday-Friday (often sooner).

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I want to get to know you outside of our class meetings and your writing. You will have two required meetings with me at midterm and finals, but I highly encourage you to attend student visiting hours as often as you would like. This is time I set aside for you! For Spring 2025, I am available to meet in person and virtually during posted student visiting hours and by appointment. My standing student visiting hours (office hours) are

- Tuesday: 2:00 – 4:00 pm CST (F2F in Talbot 229 or online)
- Thursday: 1:00 – 3:00 pm CST (F2F in Talbot 229 or online)
- Other days & times by appointment: use <https://tidycal.com/gpi>

Crises Response

We live in a complicated and often overwhelming world. Each of us, over just the last few years, have lived through a global pandemic, political unrest, environmental disasters, and financial disruption. I imagine each of you have also been impacted by personal, familial, and community-based life shaping experiences. Many of us are mentally and physically exhausted. It is a privilege that we can engage each other in intellectual conversations through this course and I have high expectations for the work you will compose. However, I also understand that sometimes school can't come first. Indeed, it is very likely that you (individually) or we (collectively) will need to respond to a crisis during the semester. In my role as your instructor, I will do my best to support your learning and make our course accessible and accommodating. Please review my Access Policy, Tips for Success, and Campus resources for more information on how I can help or schedule a meeting with me.

Learning Coalition

This classroom is a community of researchers that, I hope, will form a learning coalition in which we can build and maintain a respectful space to share our thoughts, writing, and research. A coalition is a group of diverse thinkers who come together for with various knowledges and beliefs to accomplish common goals. We won't always agree with one another on every issue, and that is okay. You will probably feel uneasy, uncomfortable, or challenged at some point in this class. In fact, those moments can often lead to greater insight and understanding. However, I will not tolerate racist, sexist, homophobic, ableist, xenophobic, or otherwise intolerant language or behavior in the class meetings, on our D2L course site, in emails, or in your assignments. If I deem your language or behavior as inappropriate, I will give you a verbal warning. If the inappropriate behavior continues you will be asked to leave the course and will be reported for misconduct.

While your continued participation is expected, you are never required to participate in conversations, discussions, or readings that you feel will cause you harm in any form beyond the expected rigor of the college classroom. Keep self-care your priority and excuse yourself from these spaces—no explanation needed.

Academic Integrity

I believe it is our shared responsibility to honor others as we build our own knowledges and tell our own stories. One topic we will discuss extensively in this course is the idea of ownership – who owns knowledge? This, of course, is a very complex question that cannot easily be addressed in a policy on a syllabus. So, let me be honest: **I expect your work to be your work.** I want to know YOUR thoughts, YOUR ideas, and what YOU have to say based on the relations you are building through reading, writing, and living. Your work doesn't have to be perfect –

it just needs to be from you. If you are struggling with an assignment or believe you may have misused a source, please come talk to me and we will figure it out! Our goal as teachers and researchers is to build knowledge in relational and accountable ways.

If I suspect that a submitted assignment is not your work, I will reach out to you immediately. My first instinct is to help you revise any potentially plagiarized (stolen/appropriated) material. If a pattern of dishonesty becomes apparent, I will move the case forward based on the University procedures listed below.

- [Graduate Student Academic Dishonesty 13.99.99.R0.10: https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf](https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf)

Turnitin & Similar Tools

I promise to never use turnitin.com or other proprietary tools like it because these programs make money off your work without compensating you. Here's how it works: A university pays turnitin.com for its services with your tuition dollars. Teachers place student papers in the program's "bank," and the program compares that paper with other papers existing in the bank. At that point, the student's paper becomes part of the bank. Therefore, turnitin.com and other tools are making money from this bank full of papers written by uncompensated students. For more information on this issue, see this article from the journal Hybrid Pedagogy: <https://hybridpedagogy.org/resisting-edtech/>.

Using AI

Any use of generative AI technologies should be meaningful, ethically considered, and properly documented. I suspect that you may experiment with AI technologies. I encourage it (to the extent that you are comfortable)! Before doing so, I highly suggest that you carefully consider the ethical and privacy implications of employing any kind of composing or AI-generative technology. You should absolutely never input the intellectual property of others into any AI system without expressed permission; that is, do not input course readings or other materials into AI. I'm happy to discuss further if needed.

- **University Note on Artificial Intelligence (AI)** [August 2023 version; edited]. East Texas A&M acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text (including images and audio), 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.

Grievance Procedure

If you have concerns regarding this course, please first address those concerns with Me to reach a resolution. If you are unsatisfied with the outcome of that conversation or have not been able to meet individually with me, whether in-person, by email, by telephone, or by another

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communication medium, you should then schedule an appointment with **Dr. Ashanka Kumari (PhD Coordinator)** or **Dr. Charles Woods (MA/MS Coordinator)**. If the issue must be elevated beyond the instructor and your respective program coordinator, then you should contact **Dr. Christian Hempelmann (Chair of the Department)**. Where applicable, consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

University Policy on Student Conduct & Nondiscrimination Notice

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>

East Texas A&M 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.

- **Texas Senate Bill 17** (<https://capitol.texas.gov/tlodocs/88R/billtext/pdf/SB00017F.pdf>), the recent law that outlaws diversity, equity, and inclusion programs at public colleges and universities in Texas, does not in any way affect content, instruction or discussion in a course at public colleges and universities in Texas. Expectations and academic freedom for teaching and class discussion have not been altered post-SB 17, and students should not feel the need to censor their speech pertaining to topics including race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion. SB 17 has additional exceptions protecting academic freedom in scholarly research, creative works, and other activities.

Collection of Data for Measuring Institutional Effectiveness

To measure the level of compliance with the university’s Institutional Effectiveness guidelines, throughout the semester, I will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program “promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation” (see “Department of Institutional Effectiveness,” <http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students’ course grades or GPAs.

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 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 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.

RESOURCES & SUPPORT

Writing Center

The Writing Center offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike. In fact, we work from the premise that all writers, no matter their ability level, benefit from the feedback of knowledgeable readers. The Writing Center staff is trained to provide writers with just this service. In short, we are here to help you help yourself. The Writing Center offers one-on-one sessions with writers—both face-to-face and online—begin on the hour and last up to 45 minutes. You cannot sign up for back-to-back appointments, but you may sign up for as many appointments as you'd like each day and week. For more information, visit <https://www.tamuc.edu/writing-center>

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

East Texas A&M

Waters Library- Room 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/>

Mental Health Support

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

Accessing the Course Website

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.

LMS Technical Support

All course sections offered by East Texas A&M have a corresponding course shell in the myLeo Online Learning Management System (LMS). If you are having technical difficulty with any part of Brightspace, you can contact Brightspace Technical Support at 1-877-325-7778. <https://community.brightspace.com/support/s/contactsupport>

SYLLABUS ACKNOWLEDGEMENT

Like all writing and knowledge making, this syllabus is composed of constellated knowledges, spaces, histories, affects, and bodies. Elements of this syllabus have been built, borrowed, and remixed with/from my friends and colleagues. I recognize and honor their efforts and the things they have taught me through our shared intellectual relations.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the modification of the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

COURSE OVERVIEW

Spring 2025 (January 13–May 2; Finals: May 3–9)

This overview lists the dates and topics for our class. **For the most up-to-date information, refer to our D2L course site.**

WEEK	DATES	TOPIC
1	January 13–17	Course Introduction & Defining Surveillance
2	January 20–24	Society & Subjectivity: Theories of Surveillance
3	January 27–31	<i>1984</i>
4	February 3–7	<i>1984</i> , continued
5	February 10–14	Multimodal Composing & Working with Audio in Adobe CC
6	February 17–21	Algorithms & Data: Surveillance Assemblages
7	February 24–28	Algorithms & Data: Surveillance Capitalism
8	March 3–7	Algorithms & Data: <i>Coded Bias</i>
9	March 10–14	SPRING BREAK 🌻 🌴 🕶️
10	March 17–21	Watching Other People: <i>Suite Vénitienne</i>
11	March 24–28	Making Visuals & Presentations with Adobe CC
12	March 31–April 4	Surveillance in the World: Current Event Presentations
13	April 7–11	<i>V for Vendetta</i>
14	April 14–18	<i>V for Vendetta</i> , continued
15	April 21–25	Transformative Futures
16	April 28–May 2	Transformative Projects
Finals	May 5–9	The Learning Showcase

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