CID 2301: The Human Experience
Liberty, Community, Economy

COURSE SYLLABUS: Fall 2025

INSTRUCTOR INFORMATION

Instructor: Dr Nick Nelson
Office Location: Ferguson 126
Office Hours: TBD
University Email Address: Nick.Nelson@etamu.edu
Preferred Form of Communication**: email**
Communication Response Time: 24-36 hours, not on weekends

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 Human Experience 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.

Theme of the course: Our course theme is Liberty, Community, Economy. We will explore how Enlightenment thought has influenced American ideas of freedom, political economy, and what binds us

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together, as well as how Americans have built upon those ideas as they struggled to expand or contract them.

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. The Transformative Project should engage students in the use of Adobe Creative Cloud.

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.

Readings for this section of CID2301:

James Baldwin, *The Fire Next Time* (ISBN 978-0679744726) you will need to purchase this book. Please have it in hand before 1 October.

These readings are available for free online, with links or PDFs provided in D2L.

John Locke, *Second Treatise on Government*
Adam Smith, *The Wealth of Nations*, Books 1 & 4
The Declaration of Independence (of the United States)
Declaration of the Rights of Man
Declaration of the Rights of Woman and the Female Citizen

Marx & Engles, *The Communist Manifesto*
Frederick Douglass, "What to the Slave is the Fourth of July?"
Charles Sumner, "The Crime Against Kansas"
George Fitzhugh, selection from *Sociology of the South*
Alexander Hamilton Stephens, Cornerstone Speech
Abraham Lincoln, 2nd Inaugural Address
Frederick Douglass, Decoration Day Speech, 1878.

Langston Hughes, "Let America Be America Again"
Franklin Delano Roosevelt, The Four Freedoms Speech (37 minutes)
Ho Chi Minh, Declaration of independence of the Democratic Republic of Vietnam
Martin Luther King, Jr., "Letter From Birmingham Jail"
Richard Hofstadter, "The Paranoid Style in American Politics"

Student Learning Outcomes

The focus of this class is to build student skills in critical analysis and communication by developing students' ability to think critically, empathetically, and holistically about big issues and to develop, hone,

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and communicate their ideas about those big issues. The common student learning outcomes for this course are:

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, presented during the Learning Showcase held on the Wednesday of Exam Week, 3-5pm. Students will present their projects during one hour of that time and are required to attend as assigned.

This course also fulfills the Phase I requirements of the University QEP through the completion of a Focus2 assignment.

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, 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

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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 at the Learning Showcase using the 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.

Assignments, Student Responsibilities, Expectations, and Tips for Success

Opening Notecard: On our first day of class, you will write your name on a notecard. Additionally, you will write 5 things about you that you would want me to know about you.

Engagement and College Professionalism : Regular engagement and keeping up with the material is critical in this course. Engagement includes attending class, being on time, engaging in discussion and activities, and completing assignments by the due date. If students have a problem with engagement due to illness, work, family, or life you need to contact me right away. Flexibility and extensions are possible if I know what is going on. Absences: University policy does allow excused absences in certain situations. These include participation in a required/authorized university activity, verified illness (doctor's note or positive dated covid PCR test), death in a student's immediate family, jury duty, court dates, and military service. All of these excuses require proper documentation. Any other absences are NOT excused absences.

You must complete the readings prior to class and come prepared for discussion. Have the readings available to refer to and have notes handy. You are encouraged to ask questions and it is helpful to prepare them ahead of time. Unprepared attendance may be treated as an absence. Students are expected to create and sustain an open intellectual classroom environment, which fosters discussion - you should listen to each other's comments and questions with an open mind and respect viewpoints other than your own.

Students must also be open to understanding why people of the past did what they did, and should not dismiss these actors' views because they might be perceived as "wrong."

I evaluate the discussion portion of your Engagement grade on the following criteria:
A = Student is always prepared; makes frequent voluntary contributions to classroom discussion

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B = Student is generally prepared; makes occasional voluntary contributions to discussion or participates only when called on
C = Student is usually prepared but rarely voluntarily speaks
D = Student is generally unprepared and does not contribute to discussion
F = Student is unprepared and appears disinterested in contributing to discussion

For a three-credit course, expect to spend nine hours on class work per week outside of regular class attendance to stay on top of the workload. That's about 12 hours a week, total. University classes can be difficult but not impossible with strict time management.

Note: Undergraduate students should not skip classes or be chronically late to class. Students are expected to attend every class session; attendance will be tracked. Each unexcused absence beyond two (2) instances will result in a semester grade reduction; excessive unexcused absences (more than 4) may result in a failing grade or an administrative drop from the course.

Transformative Project:
The Transformative Project asks 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 will ask students to create a cultural product that presents any aspect of our theme as they have come to understand it. This is an individual project. Each student should identify a creative medium (poster, podcast, video, poem, monologue, etc.) and should use the Adobe Creative Suite to produce a final project. These projects will be publicly presented at the Learning Showcase at then end of the semester.
• Additional details, including a rubric and group role descriptions, will be available through D2L. You will submit a proposal, the final product, and a brief process paper. This assignment supports SLO's 1-4.

In-Class Assignments:
These will vary between group and individual assignments. You will be assigned into groups during the first week of the course. This will be your group for in-class group discussion and collaborative in-class assignments. This assignment supports SLO's 1-4.

Closing Notecard:
During the final exam period, students will submit a notecard with their name and a list of 5 things they learned because of this 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

Opening Notecard	50
Reading Journals	100
Engagement & Professionalism	200

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In-class Assignments	200		
Focus 2	200		
Transformative Project	200		
Closing Notecard	50	Total: 1000 points	

COURSE OUTLINE / CALENDAR

12 January to 27 February: Enlightenment Thought
2 March to 3 April: 19th Century Struggles
4 March: Focus2 Assignment due
6 April to 1 May: 20th Century Struggles
22 April: Transformative Project due
6 May, 3-5pm: Learning Showcase (this is our final exam time slot)

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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@etamu.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.

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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

If you need to reach me outside of office hours, please use email. I typically respond to email within 12 to 36 hours during the week. Do not expect a response during the weekend.

When sending an email always do the following:
1) Use a subject line. This tells me what the topic is and prevents your message from ending up in my junk mail.
2) Include your class and section. I need to know exactly which of my courses you are in before I can help you.
3) End the email with your name, that is "sign" your message. I also need to know who you are.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Academic Honesty and Dishonesty
You are expected to do your own work. Dishonesty will not be treated lightly. On each graded assignment I expect each student to honor the following pledge: "I hereby give my word that I have neither given nor received aid while completing this assignment." Any student found violating this policy will receive a grade of zero for the assignment, and further action may be taken.

AI Policy
Use of AI for this course is expressly prohibited and entirely forbidden.

Plagiarism:
Plagiarism is taking someone else's work and passing it off as your own words, thoughts, or ideas. This includes, but is not limited to, using direct quotes out of a book or from the internet as your own words, properly using quotation marks but noting the wrong person as the author, purchasing a paper or exam from friends or strangers, using material from the internet verbatim as your own words, and cutting and pasting entire papers or internet pages and passing it off as your own work. Cheating on exams and discussion posts or allowing others to copy your answers is another form of academic dishonesty.

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It may be acceptable to use other people's words as short quotations and ideas as long as they receive credit in citations. If you are unsure about the precise definition of plagiarism and/or think you may have committed this form of academic dishonesty, see the instructor or visit the Online Writing Lab before you turn in the assignment.

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.etamu.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

ETAMU Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03
Undergraduate Student Academic Dishonesty Form

http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

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

AI Use Policy

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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.

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@etamu.edu

Website: Office of Student Disability Resources and Services

http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

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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.etamu.edu/counsel

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

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