CID 2301.01W 21233: The Human Experience
The Human Experience of Humor
Online Class

COURSE SYLLABUS: Spring 2026

INSTRUCTOR INFORMATION

Instructor: Christian F. Hempelmann
Office Location: Talbot Hall of Languages 226
Office Hours: online 10am – 10pm
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Student Instructor: Luz Carazut
University Email Address: lcarazut@leomail.tamuc.edu
Preferred Form of Communication**:** email
Mutual Communication Response Time: 24h

In all emails, address both instructors, include "CID 2301" in the subject and your name and CWID in the body.

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 the 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,

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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 Themes in Humor and a Transformative Project.

Theme of the course: This course will provide an introduction to foundational concepts in the humanities through humor: Humor is a universal human behavior with crucial functions in all spheres of life: work, play, and leisure. The course is designed to introduce students to major historical, social, psychological, and communicative concepts in the humanities as they manifest in humor. While being mainly lecture-based, the course will make extensive use of videos and other media products. It requires the students to reflect on positive as well as negative aspects of humor, including their own. The course is designed to develop critical thinking habits, and the student may be required to make analyses and value judgments based on critical thought.

Important note: Humans use humor about all themes of human life, including sexuality, religion, bodily functions, and characteristics of personal and group identities. It is important to understand that there is a fundamental difference between discussing such themes as used in humor and making fun of such themes. This course is not about making fun about anything or anyone, but will include the discussion of humor that does so and has topic of the kind described above. If you are not comfortable with discussing humor using such themes other sections of CID 2301 are available to you. *By enrolling in this section your agree to discussing these themes as they occur in humor.*

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 might 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:
Foundational, transformative texts on humor will be provided in the course shell.

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, 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

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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 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 might be supported through the Student Instructor (SI) assigned to the class. If one is assigned, 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

Short Writing Assignments and Discussions: Short essays and discussion posts will focus on texts and issues relevant to the course, demonstrating the students understanding of the lectures and texts such issues as intentionality, global joke cycles, cultural humor preference, and historical contexts. Students must provide critical analysis of selected texts in a well-developed and well-supported prose that includes a clear thesis, correct grammar and syntax, and the incorporation of textual evidence. Writing assignments may take the form of formal essays, critical responses papers, and similar works. Students must demonstrate the ability to formulate argumentative positions about reading assignments, supported by textual-based evidence. All papers must reflect the student's original ideas and understanding of the information and reflect academic integrity.

Quizzes: Quizzes can be short answer, multiple choice, true/false, or a combination of these formats and will focus on readings and lectures for specific days, weeks, or units of the course, as well as the larger issues posed by the learning outcomes, as derived from course lectures.

Exams: Exams can be short answer, multiple choice, true/false, short essay or a combination of these formats and will focus on readings for specific weeks or units of the course, as well as the larger issues posed by the learning outcomes as derived from course lectures.

Laughter Diary: Students will keep a diary of events involving laughter in their everyday life with several detailed entries and a reflection per week.

Transformative Project: Students will create a presentation based on their laughter diaries.

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.

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quizzes	10%
assignments	15%
discussions	10%
midterm, final exam	25%
laughter diary and presentation	30%
attitude and participation	5%
focus2self	5%
total	**100%**

COURSE OUTLINE / CALENDAR

- 01/12 week 1. Introduction: Humor and Laughter
- 01/19 week 2. Mechanisms of Incongruity I: Psychology of Humor; *Labor Day*
- 01/26 week 3. Mechanisms of Incongruity II: Humor and Cognitive Development
- 02/02 week 4. Mechanisms of Incongruity III: The "Logic" of Humor
- 02/09 week 5. World History of Humor; *Focus2*
- 02/16 week 6. Universality & Diversity of Humor I: The English-Speaking World
- 02/23 week 7. Universality & Diversity of Humor II: Non-English Cultures
- 03/02 week 8. *Midterm*
- 03/09 *Spring Break*
- 03/16 week 9. Sociology of Humor
- 03/23 week 10. Conversational Humor: Gender and Power
- 03/30 week 11. Humor and (Play with) Aggression: Ethnic Humor
- 04/06 week 12. The Semiotics of Humor
- 04/13 week 13. Humor and the Arts: Visual
- 04/20 week 14. Humor and the Arts: Acoustic
- 04/27 week 15 Ethics of Humor
- 05/02 *Finals Week*
  - *tba Learning Showcase*

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

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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.

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

This is an online course, so we will pay close attention to our official email and aim to respond within 24 hours. Any correspondence with the instructor needs to include the student instructor, Luz Carazut (lcarazut@leomail.tamuc.edu).

COURSE AND UNIVERSITY 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.

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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

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.

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The use of "artificial intelligence" tools is not permitted in this class, unless explicitly agreed and announced by the instructors for specific assignments. This includes but is not restricted to *ChatGPT, Claude, Gemini, Grammarly, Quillbot, Copilot***.**

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

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

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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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