

HISTORY 21-01

FIRST YEAR SEMINAR: BECOMING AN EDUCATED PERSON



“The only thing new in the world is the history you don’t know.”

—Harry Truman

Fall 2023; Wednesday 1:30-2:45; Academic Resource Center 1008

HYBRID

This syllabus is subject to change at any time.

Please pay attention to class announcements in Canvas for any changes.

GENERAL INFORMATION

Prof. Jeffrey Dym

Office: Tahoe 3088

Office Hours: Tuesdays & Thursdays 10:30-11:30 & 1:30-2:00,

Wednesdays 10:00-11:00 & 3:00-3:30, and by appointment

<http://www.csus.edu/faculty/d/dym/>

e-mail: Dym@csus.edu

CATALOG DESCRIPTION

HIST 21: Introduction to the nature of higher education, and the functions and resources of the University. Designed to help students develop academic success strategies and to improve learning skills. Students will interact with fellow students to build a community of academic and personal support. Introduces history as an academic discipline by requiring students to interpret historical information about issues such as academic freedom and the development of racism. 3 units. GE: Area E.

COURSE GOALS AND LEARNING OUTCOMES

1. The student will have an understanding of the ideas and values related to education which will include:
 - The relationship of education to personal development
 - The significance of the teaching and learning process
 - The meaning of higher education as it relates to society
2. The student will actively demonstrate intellectual skills for lifelong learning by:
 - Utilizing academic skills (e.g., speaking, writing, note-taking, study skills, time management)
 - Taking responsibility for his/her own education and development
 - Demonstrating academic honesty, including an understanding/intolerance of plagiarism
 - Reading, writing, reflecting, and discussing course topics to demonstrate integrative thinking
3. The student will develop skills to identify, locate, evaluate and effectively and responsibly use information
4. The student will demonstrate an understanding of self-development in physiological, psychological, and social contexts
5. Students will gain an understanding of their own cultural norms, and begin to explore intercultural issues, to support the diverse nature of society and the University

GE AREA E — UNDERSTANDING PERSONAL DEVELOPMENT

Learning Goals

1. Students will demonstrate an understanding of academic content knowledge regarding self- development as a physiological, social and/or psychological being.
2. Students will critically examine prior or current experiences or behaviors from their own lives in response to real world physiological, social and/or psychological contexts (may be evident in self- assessment, reflection or creative work).
3. Students will apply skills and knowledge regarding development of the self to differing situations, such as real world challenges, and/or to make connections across perspectives.

Learning Outcomes

1. Students will be able to identify their own perspective and make connections/comparisons across perspectives.
2. Students will be able to plan, monitor, and assess their own learning.

3. Students will be able to set personal and/or professional goals.

REQUIRED TEXTS

Arnaud, V. (2020). *Examining Your Hornet Life: First Year Experience Textbook*. Top Hat, 2nd edition. Available online in Top Hat - see directions below.

Examining Your Hornet Life (For History 21, section 2)
Join Code: 942100

Top Hat Classroom - One Semester
ISBN: 978-0-9866151-0-8

Treacy, Mary Jane. *Paterson, 1913*.

Harari, Yuval Noah, David Vandermeulen and Daniel Casanave. *Sapiens: A Graphic History*, vol. 1. "The Birth of Humankind."

TOP HAT

- We will be using Top Hat for your interactive text, *Examining Your Hornet Life: First Year Experience Textbook*. There are weekly assignments that you need to do that are in TopHat. You need to purchase the textbook, *Examining Your Hornet Life* for History 21 section 4. As well as a paid subscription for the semester.
- Should you require assistance with Top Hat at any time, please contact their Support Team directly by way of email (support@tophat.com), the in-app support button, or by calling 1-888-663-5491.

REQUIREMENTS AND GRADING RUBRIC

Attendance & Participation	13 of 14	10%
Responses in <i>Examining Your Hornet Life</i>		30%
<i>Sapiens</i>		15%
RTTP Paterson 1913		20%
Signature Assignment, Part 1		15%
Signature Assignment, Part 2		15%
	Total	105%
Visiting a professor and me during office hours	2%	107%

Just a note about your grade. This is not an accumulation of points class. Each item is weighted as laid out above. Canvas will weigh the grades. Points for the various assignments are all very different simply because it is easier to grade that way.

Final Grades will be determined by overall course %

	B+ = 87-89%	C+ = 77-79%	D+ = 65-69%	
A = 93-100%	B = 83-86%	C- = 73-76%	D = 60-64%	
A- = 90-92%	B- = 80-82%	C- = 70-72%		F = 59% or less

CANVAS

In addition to Top Hat, I will be using Canvas as an overall course home base to send announcements, post videos, and as an assignment submission area. You should check into Canvas regularly.

ATTENDANCE & PARTICIPATION

Attendance is expected at all class meetings. I do understand that you all have lives outside of Sacramento State and that at times obligations come up that you must deal with. We are also living in very uncertain times. Thus, you are allowed to miss one class before your grade is affected.

Everyone is expected to be prepared and to participate in class discussion. I am looking for quality insightful comments.

Arriving late equals half attendance credit. In other words, two late classes equal one missed class.

The attendance portion of the class will be graded as follows:

1 or less missed classes = 100%	2 missed classes = 90%
3 missed classes = 80%	4 missed classes = 75%
5 missed classes = 70%	6 missed classes = 60%
7 or more missed classes = 0%	

Withdrawals will be permitted only up to the scheduled deadline. No students may leave the classroom before the class hour ends unless I am informed before class of an unavoidable appointment. All cellular telephones must be set on Silent Mode. Using your phone in class **will negatively** affect your grade.

COVID 19

If you are sick, stay home and do not attend class. Notify me of your absence via email. If you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID stay home and contact **Student Health & Counseling Services (SHCS) at 916-278-6461** to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link [COVID-19 Illness/Exposure Report Form](#). Expect a call from SHCS within 24 hours.

In short, if you are feeling sick or have been exposed to covid DO NOT COME TO CLASS.

RESPONSES IN EXAMINING YOUR HORNET LIFE TEXTBOOK

Your online textbook, *Examining Your Hornet Life*, includes 10 modules with articles to read and videos to watch. Each module has a number of questions that you need to answer by 3:00 p.m. on Mondays. (In other words, the end of what class time would be if we met on Mondays + 15 minutes). To answer the questions well you need to read the articles and watch the videos. The articles, videos, and questions are there to help you understand what college means and is, and to acclimate you to it.

Top Hat *Examining Your Hornet Life* Assignments due by 3:00 p.m. Mondays.

SAPIENS: A GRAPHIC HISTORY, VOL. 1. "THE BIRTH OF HUMANKIND."

There are four sections to *Sapiens: A Graphic History*, vol. 1. "The Birth of Humankind." We will be discussing chapters 1 & 2 during one class and 3 & 4 during the next class. You will be writing two papers on *Sapiens*, one on chapters 1 & 2, the other on chapters 3 & 4. The papers are due by 11:59 p.m. on the Tuesday before class. The papers are to be submitted on canvas as a Microsoft Word document.

For each paper, you need to write a 200–250-word paragraph explaining the key argument, the key takeaway, of each chapter. What is the major argument or idea of the chapter? Since each paper is examining two chapters, the overall paper should be 400-500 words in length, in a 12 point font, and double spaced.

SIGNATURE ASSIGNMENTS

There will be TWO signature assignments over the course of the semester. These are assignments that are a part of every Freshman Seminar. They both require you to carefully read, watch, and interact with separate chapters from Jennie Econome's *How to Succeed in College Without Sacrificing Your Well-Being*, which can be found in Canvas. After reading, watching, and interacting with the chapter, you will then write a 300-500-word essay (please stay within the word limit) that answers several specific questions pertaining to assigned chapter.

REACTING TO THE PAST (RTTP): PATERSON, 1913

For four class sessions, we will play a Reacting to the Past game called *Paterson, 1913*. Everyone will be assigned a role as we travel back to a 1913 Paterson, NJ where a labor dispute is taking place in the textile mills. You will be graded based on how well you know your role and play your role as well as one written assignment.

VISITING YOUR PROFESSOR, EXTRA CREDIT

Visit one of your professors during their office hours and visit me during my office hours before the end of September.

ACADEMIC INTEGRITY

This course follows the Hornet Honor Code.
As Hornets, we will:

1. Promote an inclusive campus and community.
2. Listen and respect each other's thoughts, interests, and views.
3. Value diversity and learn from one another.
4. Engage daily with mutual trust, care, and integrity.
5. Support a culture of honor and adhere to campus policies for honesty, ethics, and conduct.
6. Be proud to be Sac State Hornets.

Student Rights and Responsibilities: [Student Rights and Responsibilities](#)

Academic Calendar: [Sacramento State Academic calendar](#)

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you have a documented disability and require assistance or academic accommodation, please contact Services for Students with Disabilities immediately to discuss eligibility. The Office of Services for Students with Disabilities (SSWD) is located on the Sacramento State Lassen Hall 1008, 916-278-6955 (Phone), 916-278-7239 (TDD). For a complete listing of services and current business hours visit <http://www.csus.edu/sswd>

Sacramento State is committed to ensuring that our online learning tools are usable by all students and faculty including those with disabilities. If you encounter any accessibility issues with the course or instructional content, please contact our SSWD office. They will assist you in resolving the issue or, where appropriate, connect you with appropriate staff.

CAMPUS RESOURCESCAMPUS RESOURCES

Academic Advising: [Academic Advising](#)

Student Success Center: [Student Success Center](#)

Reading and Writing Center: [Reading & Writing Center](#)

Peer & Academic Resource Center: [PARC](#)

Martin Luther King Center: [Martin Luther King Center](#)

Multicultural Center: [Multicultural Center](#)

Dreamer Resource Center: [Dreamer Resource Center](#)

Crisis Assistance and Resource Education Support (CARES): [CARES website](#)

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you.

Student Health and Counseling Services: [Student Health and Counseling Services](#)

Basic Needs Support: If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available <https://www.csus.edu/basicneeds/>

COURSE OUTLINE AND SCHEDULE

DATE	IN CLASS	ASSIGNMENTS
WEEK 1 Aug. 30	Course Introduction What is a Syllabus? Planning your semester	
WEEK 2 Sept. 6	What is history? What do historians do? Making History (Reacting to the Past (RTTP) Micro-game)	Top Hat: <i>Examining Your Hornet Life</i> , Module 1: "How to Succeed at Sac State," DUE Monday, September 4, 3:00 p.m. Canvas: Read by class time: "America and the World Need History Majors." Extra Credit: Talk with your professors (9/29)
WEEK 3 Sept. 13	CLASS WILL MEET AT THE CHALLENGE CENTER FOR TEAM BUILDING	Top Hat: <i>Examining Your Hornet Life</i> , Module 2: "How to be Sociable," DUE Monday, September 11, 3:00 p.m. Extra Credit: Talk with your professors (9/29)
WEEK 4 Sept. 20	Discussion: How to Succeed at Sac State, How to be Sociable, Time Management, & What are you looking forward too?	Top Hat: <i>Examining Your Hornet Life</i> , Module 3: "How to Understand Diversity & Inclusion," DUE Monday, September 18, 3:00 p.m. Extra Credit: Talk with your professors (9/29)
WEEK 5 Sept. 27	Discussion: How to Make Sense of our World How to email a professor Hand out Roles	Top Hat: <i>Examining Your Hornet Life</i> , Module 4: "How to Make Sense of Our World," DUE Monday, September 25, 3:00 p.m. Extra Credit: Talk with your professors (9/29)

WEEK 6 Oct. 4	Signature Assignment, Part 1 RTTP Paterson, 1913: Pre-game. How to Play Reacting to the Past (RTTP)	Top Hat: <i>Examining Your Hornet Life</i> , Module 5: "How to Play Reacting to the Past (RTTP)," DUE Monday, October 2, 3:00 p.m. Canvas: Signature Assignment, Part 1 DUE Wednesday, October 4, by 1:30 p.m. (class time).
WEEK 7 Oct. 11	RTTP Paterson, 1913: Round 1	Watch three short films in Canvas. Being Financially Aware: Student Loans to Retirement (Not Top Hat, but counts as Top Hat) DUE Monday, October 9, 3:00 p.m. Read: <i>Paterson, 1913</i> , pp. 3-33 and those parts related to your character and prepare for your role. Your Participation grade for the entire game will be based on the rubric in Canvas. RTTP Pre-Game Writing Assignment. Due Wednesday, October 11, 1:30 p.m.
WEEK 8 Oct. 18	RTTP Paterson, 1913: Round 2	Top Hat: <i>Examining Your Hornet Life</i> , Module 6: "How to Identify Potential," DUE Monday, October 16, 3:00 p.m. Read <i>Paterson, 1913</i> ; prepare for your role. Your Participation grade for the entire game will be based on the rubric in Canvas.
WEEK 9 Oct. 25	RTTP Paterson, 1913: Round 3	Top Hat: <i>Examining Your Hornet Life</i> , Module 7: "How to Develop Self-Knowledge," DUE Monday, October 23, 3:00 p.m. Read <i>Paterson, 1913</i> ; prepare for your role. Your Participation grade for the entire game will be based on the rubric in Canvas.
WEEK 10 Nov. 1	RTTP Paterson, 1913: Round 4 & Game Debrief	Top Hat: <i>Examining Your Hornet Life</i> , Module 8: "How Culture Can Change Your Life," DUE Monday, October 30, 3:00 p.m. Your Participation grade for the entire game will be based on the rubric in Canvas.

WEEK 11 Nov. 8	CLASS WILL MEET AT THE CHALLENGE CENTER FOR TEAM BUILDING	Top Hat: <i>Examining Your Hornet Life</i> , Module 9: "How to be Confident," DUE Monday, November 6, 3:00 p.m.
WEEK 12 Nov. 15	How Culture Can Change Your Life. How to be Confident. How to Fail.	Top Hat: <i>Examining Your Hornet Life</i> , Module 10: "How to Fail," DUE Monday, November 13, 3:00 p.m.
WEEK 13 Nov. 22	NO CLASS: THANKSGIVING	Watch <i>Dawn of Humanity</i> in Canvas at normal speed in its entirety. (Not Top Hat, but counts as Top Hat). DUE Wednesday, November 22, 11:59 p.m.
WEEK 14 Nov. 29	<i>Sapiens</i> , Chapters 1 & 2 Lifelong learning. What you are passionate about?	<i>Sapiens</i> , Chapters 1&2 paper due Wednesday, November 29, 1:30 p.m.
WEEK 15 Dec. 6	Signature Assignment, Part 2 <i>Sapiens</i> , Chapters 3 & 4	Canvas: Signature Assignment, Part 2 DUE Monday, December 4, 3:00 p.m. <i>Sapiens</i> , Chapters 1&2 paper due Wednesday, December 6, 1:30 p.m.