



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School College of Letters and Sciences Department Interdisciplinary Humanities & Communication

Prefix TW C Number 453 Title Information and Technology in American History Units: 3

Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials (Required)

Course description: Explores the historical development of information and related technologies in the United States from colonial times to the present.

Requested designation: Historical Awareness-H Mandatory Review: No

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Eva Brumberger E-mail Eva.Brumberger@asu.edu Phone 727.5981

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Eva Brumberger Date: 2/6/17

Chair/Director (Signature): Eva R. Brumberger

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	syllabus; textbook description and TOC
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	syllabus; textbook description and TOC; report assignment description
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	textbook description/ and TOC
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	syllabus; textbook description and TOC; report assignment description; ethical issues paper assignment description; sample discussion post prompt
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses in which there is only chronological organization.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
TWC	453	Information and Technology in American History	H

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The course focuses on the historical development of information technologies in US history from colonial times to the present	Syllabus: course description indicates the course will focus on the historical development of information technologies in the U.S. Textbook: Description explains that the text focuses on information technology within historical context; Table of contents includes chapters that examine historical development of information and technologies from colonial times to present
2	The course focuses on an analysis of how the development and adoption of communication technologies have influenced US history since colonial times. Rather than a linear description of technological development, students learn the impact that technologies have had on the production, management, storage, processing and use, and dissemination of information and the resulting historical consequences.	Textbook: Table of contents Research report in which students are required to select a specific topic to analyze within the course objectives of understanding how information technologies have impacted development in US history Syllabus: course description indicates the focus on development as a consequence of the development, adoption, and use of information technologies

<p>3</p>	<p>The course specifically focuses on the adoption and use of information technologies, their development in US history since colonial times</p>	<p>Textbook: Table of contents indicates chapters systematically cover the development of information technologies since colonial times</p>
	<p>The course is grounded in the analysis of how information technologies have impacted aspects of US history since colonial times so that students learn the relationship of those technologies (and the resulting use of information) within broader contexts</p>	<p>Syllabus Textbook: Table of Contents includes chapters that indicate contextualization of information technologies Report Assignment requires students to select and report on topics through analysis of historical impact within broader contexts (social, political, etc.) Discussion post sample is from the first week of the course in which students are asked to reflect on and analyze changes in the processing and use of information based on technology development Ethical issues paper requires students to examine ethical considerations related to some aspect of information use as a consequence of technology development and adoption</p>

TWC 453/553
Information and Technology in American History

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Textbook:

Chandler, Alfred D. and Cortada, James W., eds. *A Nation Transformed by Information*. NY: Oxford University Press.

Catalog Description

Explores the historical development of information and related technologies in the United States from colonial times to the present.

Course Description:

Information and the technologies that produce, manage, store, and disseminate it have always been an integral part of American history. In particular, we focus on how technologies have impacted the production, management, storage, and dissemination of information in the U.S. from colonial times to the present and the resulting social, political, business/industry, economic consequences. Students will research, explore, and analyze the adoption and use of various information technologies and their impact on American history from colonial times to the present.

Comment [BD1]: Criteria 1

Comment [BD2]: Criteria 2

Comment [BD3]: Criteria 4

Outcomes:

Outcomes articulate the skills, abilities, and knowledge that students learn in the MWTC Program. If you are a TWC major, you will present examples of your work from the courses you have taken in your capstone portfolio to demonstrate your learning based on these outcomes. As you are taking courses, an understanding of the outcomes will help you in two ways: 1) it will help you understand how the various courses tie together and integrate work and experiences as part of a larger context and 2) it will help identify and select coursework that meets specific outcomes. In this course, the outcomes that are specifically addressed include:

Rhetorical Knowledge

- RK1: Respond to the need of the appropriate audience
- RK2: Understand how each genre helps to shape writing and how readers respond to it
- RK3: Understand the role of a variety of technologies/media in accessing, retrieving, managing, and communicating information

Critical Thinking, Reading, and Writing

- CRW1: Use information, writing, and reading for inquiry, learning, thinking, and communicating

- CRW2: Understand that research and writing are a series of tasks, including accessing, retrieving, evaluating, analyzing, and synthesizing appropriate data and information from sources that vary in content, format, structure, and scope
- CRW3: Understand the relationships among language, knowledge, and power including social, cultural, historical, and economic issues related to information, writing, and technology
- CRW4: Recognize, understand, and analyze the context within which language, information, and knowledge are produced, managed, organized, and disseminated
- CRW5: Integrate previously held beliefs, assumptions, and knowledge with new information and the ideas of others

Processes

- P1: Develop research and writing strategies appropriate to the context and situation
- P2: Develop flexible strategies for generating, revising, editing, and proof-reading
- P3: Understand research and writing as an open process that permits writers to use later invention and re-thinking to revise their work

Knowledge of Conventions:

- KC1: Learn standard tools for accessing and retrieving information
- KC2: Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- KC3: Understand and apply legal and ethical uses of information and technology including copyright and intellectual property
- KC4: Understand and apply appropriate standards for use of technology including accessibility

To meet these outcomes, on completion of this course, students will be able to:

- Learn and understand the historical factors related the adoption of information and communication technologies in the United States;
- Learn, understand, and analyze the regulatory, legal, and economic factors related to the adoption and use of information and communication technologies in American history;
- Learn, understand, and analyze the role and impact of technologies on writing
- Identify and evaluate the role and affect of communication technologies within social, cultural, political, and economic contexts throughout U.S. history
- Identify and apply effective research strategies

Comment [BD4]: Criteria 1, 4

Comment [BD5]: Criteria 4

Assignments:

All students will be expected to produce

- An Ethical Issues Paper (x 1)
- A short Proposal for a Research Report (x 2)
- An Annotated Bibliography (x 2)

- A Research Report (x 3)
- A Presentation on the Research Report (x 1)

All graduate students enrolled in TWC 553 will be required to submit a White Paper (x 2)

In addition, all students will be expected to take part in weekly Discussion Board assignments. These will take place from the week of August 24th to the week of December 7th

Use of ASU Email Accounts

All official email correspondence with and from ASU is to use ASU email accounts. This includes all work done for MWTC courses. You can find ASU's email policy, which includes help setting up your ASU email, at [http://help.asu.edu/Email at ASU](http://help.asu.edu/Email_at_ASU).

ADA Statement

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. One element of this legislation requires that all qualified students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center at ASU Polytechnic located in Student Affairs Quad # 4 or call 480-727-1039 / TTY: 480-727-1009. Eligibility and documentation policies online: <http://www.asu.edu/studentaffairs/ed/drc/>

Academic Integrity and Plagiarism

As a student in this course you are expected to complete your own work and to write your own assignments. The use of all sources should be properly cited and documented.

You are responsible for reading and understanding your rights, responsibilities and obligations under ASU's Student Academic Integrity Policy (http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm).

Additional information on plagiarism can be found on the Council for Writing Program Administrators' statement on best practices for defining and avoiding plagiarism (<http://www.wpacouncil.org/node/9>).

If you have any questions about how or when to cite sources in your assignments, please contact me or consult with a tutor in the ASU Student Success Center.

Ethical Issues Paper

Everyone claims to behave ethically. But, what is ethical behavior?

One of the problems in any discussion of ethics is the overwhelming tendency for so many people to want to see things as being simply either right or wrong. I suspect it would be very comfortable for all of us if the world worked in a binary universe. Unfortunately, very few things are either all one way or all the other. Most are contingent on context, situation, and so many other things.

In order to cope with these issues, organizations often create codes or regulations to help guide people towards ethical behavior. Unfortunately, no such codes exist when using or implementing the use of new communication technologies.

I'd like you to write a short 3-5 page (750-1250 word) paper on an ethical issue posed by the use of a specific communication technology or the implementation of a new communication technology. By "new," I am not referring to present day; "new" in this context means within the historical context of its development. For example, you might think about the implications creating a coast to coast telegraph network had in the United States during the 19th century. Did the development and use of the telegraph raise privacy issues similar to today's privacy concerns in the use of the Internet or cell phones? Or perhaps it raised questions similar to modern day concerns related to a "digital divide"—what happened if you couldn't afford to send a telegraph, for example..

Whatever you choose, and I expect you will choose better examples than the ones I've mentioned, I want you to specifically name the technology and how it's been used. Then present both sides of the ethical issue. I don't want you to argue for either side, simply be able to understand multiple perspectives.

Comment [BD1]: Criteria 4: students are asked to examine some the ethical considerations related to the adoption and development of technologies

Writing Assignments

The Research Report

I want you to write a research report on a particular topic related to the historical impact of information technologies. In your report you will identify changes and patterns that have occurred as a result of the introduction of new technologies. In addition, you will analyze how those patterns and changes have had historical impact and consequences in some context: social, political, business or industry, etc. in US history. That means that your analysis must show how the evolution of technology has had a particular impact in some context related to the way information has been produced, managed, stored, disseminated or communicated. I expect your reports will be in the neighborhood of 10-12 pages. In your report, I expect you to make a claim and then give evidence to support your claim. If in your research, you find opposing perspectives, you will be expected to acknowledge them and then address them.

Topics should not simply describe one technology and what it does or focus on one event. Instead, your research reports should be grounded in analysis of how technology(ies) impact information in some way and the resulting historical impact and consequences.

Use your text to help; chapters in the text explore multiple topics that can be expanded upon depending on your interests and career preferences.

The Short Proposal

Before you even start your report I want you to write a short (3-4 page) proposal arguing that your claim is worth researching. In order to have your proposal accepted (and I must accept your proposal before you start on your research report), you must have a clearly articulated claim and have a research plan that articulates how you will investigate that claim. Your claim must articulate that your investigation will focus on how technology has impacted information in some way AND how that impact has historically influenced (through changes and patterns) some aspect of American history, culture, society, business/industry practices, etc.

The Annotated Bibliography

I want you to write an annotated bibliography of five of the sources you will be using in your research report. I expect you to have at least two different kinds of sources in your bibliography. The medium the source exists in is irrelevant. A scholarly, peer-reviewed, article is no different if it appears online or on the library shelf. Instead of focusing on medium, consider the type of source: journal articles, blogs, trade publications, white papers, podcasts, etc.

The Presentation

A week before your research report is due, I want you to post a 5-7 minute narrated presentation to the Discussion Board reporting on the findings that you will present in your final written report. You may use PowerPoint or any other appropriate narrated presentation format.

Due Dates:

Short Proposal	noon on Friday, October 16 th
Annotated Bibliography	noon on Friday, November 13 th
Presentation	noon on Friday, December 4 th
Research Report	noon on Tuesday, December 8 th

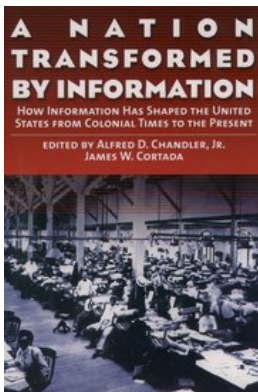
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A Nation Transformed by Information

How Information Has Shaped the United States from Colonial Times to the Present

Edited by Alfred D. Chandler, Jr. and James W. Cortada

This book makes the startling case that North Americans were getting on the "information highway" as early as the 1700's, and have been using it as a critical building block of their social, economic, and political world ever since. From the beginning North Americans were willing to invest in the infrastructure to make such connectivity possible. This book explores what the deployment of these technologies says about American society. The editors assembled a group of contributors who are experts in their particular fields and worked with them to create a book that is fully integrated and cross-referenced.

\$63.00

Add to Cart

Paperback

02 October 2003

404 Pages | 45 b/w line illus.

6-1/8 x 9-1/4 inches

ISBN: 9780195128147

Also Available As:

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Bookseller Code (04)

Criteria 1, 4

Description

This book makes the startling case that North Americans were getting on the "information highway" as early as the 1700's, and have been using it as a critical building block of their social, economic, and political world ever since.

By the time of the founding of the United States, there was a postal system and roads for the distribution of mail copyright laws to protect intellectual property, and newspapers, books, and broadsides to bring information to a populace that was building a nation on the basis of an informed electorate. In the 19th century, Americans developed the telegraph, telephone, and motion pictures, inventions that further expanded the reach of information. In the 20th century they added television, computers, and the Internet, ultimately connecting themselves to a whole world of information.

From the beginning North Americans were willing to invest in the infrastructure to make such connectivity possible. This book explores what the deployment of these technologies says about American society. The editors assembled a group of contributors who are experts in their particular fields and worked with them to create a book that is fully integrated and cross-referenced.

Criteria 1-4

Table of Contents

Contributors

1. The Information Age in Historical Perspective: Introduction, *Alfred D. Chandler Jr.*
2. Early American Origins of the Information Age, *Richard D. Brown*
3. Recasting the Information Infrastructure for the Industrial Age, *Richard R. John*
4. Business Use of Information and Technology during the Industrial Age, *JoAnne Yates*
5. The Threshold of the Information Age: Radio, Television, and Motion Pictures Mobilize the Nation, *Margaret Graham*
6. Progenitors of the Information Age: The Development of Chips and Computers, *James W. Cortada*
7. Information Technology Management Since 1960, *Richar L. Nolan*
8. Computers in U.S. Households Since 1977, *Lee S. Sproull*
9. The Information Age: Continuities and Differences, *Alfred D. Chandler Jr. and James W. Cortada*

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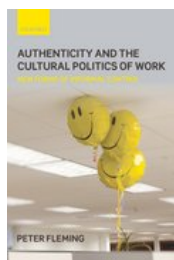
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Reviews and Awards

This is a pioneering effort to illustrate a simple fact-that the American information 'revolution' is anything but new.

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Also of Interest



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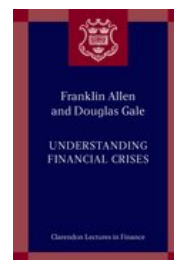
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