GENERAL STUDIES COURSE PROPOSAL COVER FORM

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

College/School	College of Integrative Sciences and Arts	Department/School	**Interdisciplinary Humanities and Communication**

Prefix:	**HST**	Number:	**482**	Title:	Writing and the History of Science, Ideas, and Technology	Units:	3

Course description: **Writing-intensive course examines intersections between texts and major themes in the history of science and technology.**

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. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics?   Yes

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

BDS (Required)

Requested designation: Historical Awareness–H   **Mandatory Review:** Yes

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 2019 Effective Date: October 5, 2018   For Spring 2020 Effective Date: March 8, 2019

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 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	David Burel	E-mail	dburel@asu.edu	Phone	480-454-0539

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed):	Brooks Simpson	Date:	11/13/2018

Chair/Director (Signature):

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. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. 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.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

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
☒	☐	1. History is a major focus of the course.	Course Syllabus
☒	☐	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Course Syllabus and Book Table of Contents
☒	☐	3. There is a disciplined systematic examination of human institutions as they change over time.	Course Syllabus and Book Table of Contents
☒	☐	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Course Syllabus and Book Table of Contents
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• **Courses that are merely organized chronologically.**	
		• **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
HST	482	Writing and the History of Science, Ideas, and Technology	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)
C1	The History of Technology is a major field of study within the field of history. This offering of the course will focus on the field and its historical scholarship.	This course focuses on approaches to study the history of technology, theory used by historians, as well as the history of major areas of study within the field.
C2	This course directly considers the casuality and determinism in explaining human society's relationship with technology over time.	Understanding how humans shape technology and how technology shapes humans over the course of time is an essential element of this course. Students are expected to use various theories and perspectives in researching there written work.
C3	This course is very much concerned by human instituions and how they change over time.	For example, Week 6 raises questions about how industrialization reshaped institutions of business and government in the Industrial Revolution. Week 7 furthers this discussion by discussing how technologies were went through a process of indigenization via technology transfers.
C4	The history of technology is intimately involved in questionsr related broad social, political, and economic context.	The history of technology is not simply the study of how technical artifacts changed over time but instead focusing on relationships between technology and social, political, and economic change. For example, the student historical artifact paper challenges students to pick an artifact and place it within its historical context.

HST 482 - Writing and the History of Science, Ideas and Technology

Course Description

Writing-intensive course examines intersections between texts and major themes in the history of science and technology.

Offering School/Colleges Pre-requisite(s)

College of Integrative Sciences and Arts
Prerequisite(s): ENG 102, 105, or 108 with C or better; minimum 30 hours

Spring 2019

Number of Units: 3

Allow Multiple Enrollments: Yes

General Studies: No

Repeatable for credit: Yes

Primary course component: Lecture

The Arizona State University faculty is at the forefront nationally in advancing research and discovery. They inspire new ways of thinking, innovating and solving problems socially, culturally and economically in our region and in the international community.

Read more

Feedback

HST-482: Writing the History of Technology

Instructor: Dr. David Burel   Office Hours:
Email: DBurel@asu.edu   Office Room: SANCA 251B - Polytech
Course Time: Course Room: Hybrid Online & Room #

Catalog Course Description:
HST-482 – Writing and the History of Science, Ideas, and Technology:
Writing-intensive course examines intersections between texts and major themes in the history of science and technology.

Course Overview:
This course will challenge students to learn the skills and methods required to write a primary source research paper in the field of the History of Technology. Students will learn about the History of Technology as a field that often draws from widely varying historical approaches and interdisciplinary methods to study the human relationship with technology. Students will be challenged to write original research papers that demonstrate the student's ability to gather evidence and then to interpret and evaluate it.

It will achieve these aims through a mixture of lecture, course reading, and student research and writing. This course is designed to fulfill the "L" or Literacy and Critical Inquiry requirements at ASU. Therefore, substantive research, analysis, and writing is required to successfully complete this course. Writing assignments are an integral part of this class and will need to be taken seriously by all students who enroll.

Student Learning Outcomes:
By the end of the course, students will be able to:
- Describe the field of study called the History of Technology
- Exhibit research skills with both primary and secondary sources
- Write and speak clearly on topics of student research
- Analyze the relationship between human society and technology
- Understand methods and theory relating to the History of Technology
- Demonstrate an understand of the History of Technology

Course Assessment and Grading:
Assignment Weighting:
Historiographic Essay	15%
Historical Artifact Project	25%
Research Paper	50%
Discussion	10%

Grading Scale:
A+	97%+
A	93-96.9%
A-	90-92.9%

* Enrolling in this class means that you have read, understood, and accepted the policies described in this document. In the event of a disagreement in interpreting a course policy, the instructor's interpretation is paramount and binding. You have the right to withdraw if you do not accept these policies.

*** This is a dynamic syllabus and subject to change ***

B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C	70-79.9%
D	60-69.9%
E	0-59.9%

Historiographic Essay:

Students will research historical scholarship of a specific topical area within the field. These topics will be chosen to correspond to given week of the course. In consultation with the instructor, the student will select five different works/authors to evaluate in the essay. Students should be clear to study how writing about the technology has progressed and/or changed over time. These papers will be presented on the appropriate week of class related to the topic. Paper due dates will vary by topics listed on schedule. Paper must be at least five pages long. Feedback for historiographic essays will be provided within one week of the submission. See schedule for details.

Historical Artifact Project:

Students should write a cohesive and well-organized essay explaining the significance of the historical artifact and how it relates to a wider history. Generally, the artifact should be used to illuminate a wider story about the history of technology. The narrative of the artifact paper may explain how the artifact came to be, how the artifact influenced future events, or how the artifact represents a significant achievement/failure in a particular field.

The paper must be a minimum of six pages long exclusive of any headings, images, or other non-textual content. The paper must also provide a title page and a bibliography in addition to the Chicago style footnotes. Students must use and cite seven high quality sources (no informal web sources). Two primary sources are required beyond the "artifact" itself. The primary sources must be used to present the history of the artifact or related topic discussed in the paper.

Students also must present their artifact project in class using a visual aid. Presentations should be persuasive in arguing that this artifact is worthy of inclusion in a fictional museum dedicated to collected artifacts related to the history of technology. See schedule for all due dates.

Research Paper:

Students must complete a final research paper related to the history of technology. Topics must be approved in advanced. To gain approval students must complete a topic proposal, an annotated bibliography, and a consultation with the instructor. Students must choose a topic that is not merely meant to report the existing scholarship, but instead directly make an argument about the past using evidence. Students must situate their argument within the historiography of the field in their introduction.

The paper must be a minimum of fifteen pages long exclusive of any headings, images, or other non-textual content. The final paper must also provide a title page and a bibliography in addition to the Chicago style footnotes. Students must use and cite ten high quality sources (no informal web sources). Five primary sources are required. The primary sources must be used to present the history of the artifact or related topic discussed in the paper.

Students will deliver an abbreviated conference paper style presentation the final day class meets that will allow students immediate feedback before submitting the final paper during exam week.

Discussion:
Regularly attending class is vital to receiving a good grade in this class. Students are expected to come to class daily, remain attentive, and participate in discussions and activities. Discussions will also take place weekly online as students write brief reports about their individually selected article for the week and comment on others reports. Outside article selection will take place in class weekly for the next week's online discussion.

Absences, Make-Ups, & Late Work:
It is the student's sole responsibility to provide valid excuses for class absences or missed assignments. Medical notes, university-sponsored activities, or other official excuses will be accepted at the instructor's discretion. **All excuses must be turned in within one week of returning to class.** All excuses must be turned in for the instructor to keep as either an original or turned in as a legible photocopy. Students may also choose to email their excuse as a legible pdf or jpeg file, but it will not be counted as received until a student receives an email acknowledgment. It is the student's responsibility to follow up with getting absences excused.

Any missed assignment that can be made up must be done so within one week of returning to class. In general, I will accept a wider range of excuses for missing class if you come speak to me well in advance of the schedule conflict. I will not be able to provide the student with lecture notes for classes that you have missed unless you have special accommodations through the University.

Late work is not accepted for this class unless related to an excusable absence of significant duration. All late work will be graded as a zero in the gradebook. If during the course of the semester students have a conflict that could disrupt the submission of a paper, the student should email the professor as soon as possible to see if an accommodation is appropriate.

Academic Honesty:
Academic honesty violations are very serious and will be dealt with in accordance with the Academic Honesty Code. Specifically, violations (cheating) of academic honesty will be reported to the Academic Honesty Committee. These violations include, but are not limited to, the following: copying from others' exams, otherwise giving or receiving aid during an exam or quiz, obtaining copies of exams, using such copies in the exam, using electronic or other aids during an exam, taking an exam for another student, or any other means of deception. For further information, please read the Student Academic Integrity policy at https://provost.asu.edu/academic-integrity.

In-Class Electronic Devices & Behavior Policy:
Computers and other electronic devices have fundamentally changed today's classrooms. Many people prefer taking notes on an electronic device. For this reason, I will allow electronic devices in class to be used for note-taking purposes. I am also aware of the persistent temptation to engage in non-course related activities such as Facebook, Twitter, surfing the web, watching video content, and shopping, etc. I ask you to avoid doing these activities during class time. Studies have shown that these electronic distractions can decrease *both* your performance in a course as well as that of

the students around you. Although it should go without saying, it is also not acceptable to have extended discussions with your classmates, study for another class, or any other activity that is not related our course during class time. **If your behavior/activities are proving to be a distraction or contrary to these policies, you will be asked to stop. Continuing this behavior will result in losing attendance points and/or being prohibited from using electronic devices in class.**

Assigned Readings:

Students must acquire required books for the course listed below:

> Smith, Merritt Roe, and Leo Marx. *Does Technology Drive History? the Dilemma of Technological Determinism.* Cambridge, Mass.: MIT Press, 1994.

> Bijker, Hughes, and Pinch. *The Social Construction of Technological Systems : New Directions in the Sociology and History of Technology, Anniversary Edition.* MIT Press, The, 2012.

Both textbooks available via the ASU library via eBook Central Academic Complete. Besides these two texts, other readings for weekly discussions will be assigned/selected during the physical class meeting for each week's online discussions.

Course Meeting & Paper Due Date Schedule:

Week 1
> Introduction to the History of Technology

Week 2
> Introduction to Historical Sources
> **Choose Topic Weeks for Historiographic Essay**

Week 3
> Debating Technological Determinism
> **Choose Artifact for Historical Artifact Paper**

Week 4
> Social Construction of Technological Systems

Week 5
> Topic: Pre-Industrial Technology

Week 6
> Topic: The Industrial Revolution in Britain & America

Week 7
> Topic: The Industrial Revolution in Global Context

Week 8
> **Presentation of Historical Artifact Project**
> **Historical Artifact Paper Due**

Week 9
> Topic: Automobiles and Transportation
> **Research Paper Topic Proposals Due**

Week 10
> Topic: Aviation and Enthusiasm

Week 11
> Topic: Engineers and Technical Experts
> **Research Paper Annotated Bibliography Due**

Week 12
> Topic: Warfare and Military Technology

Week 13
> **Peer Review Day**
> **Research Paper Draft Due For Peer Review**

Week 14
> Topic: Space History

Week 15
> Topic: Technology and the Environment

Week 16
> Final Paper Presentations

Final Exam Week
> **Final Paper Due**

Communication:

As per university regulations, asu.edu domain email is the official student email system for ASU. To get in touch with individual students or the whole class outside of class hours, I will use this medium of communication. **It is your responsibility to check your school email on a regular basis to make sure that you receive class information I send via email.** Because of the threats of viruses, however, I will not open messages you send me through other accounts. **Do not use Canvas messenger (or any other non-email messenger) to contact me.** In addition, it may take up to forty-eight hours to receive a reply under some circumstances. I may also ask a student to see me during office hours if his/her question is too complicated to be addressed via email. For basic

course information, please check the syllabus first for this information rather than directly emailing me. For help with your email go to: MyASU > Service > Live Chat OR New Ticket.

Finally, I do not discuss students' grades in email messages or over the telephone due to laws concerning confidentiality of students' records. **I also cannot discuss grades with parents and guardians (or other relatives/friends) as per the guidelines of the Family Education Rights and Privacy Act (FERPA).** If parents/guardians contact me, I will direct them to the pertinent passages of the ASU's FERPA policies.

Canvas:

To help you succeed in this class, I will post most course-related materials on Canvas. These materials include the syllabus, slides, and assignment scores. Additionally, you must take both exams through Canvas. If you have any issues accessing Canvas please contact ASU LMS or come see me at your earliest possible convenience.

Student Responsibility:

Finally, a word about the division of labor in our "joint venture": I will do the best I can to teach you, but you are expected to take your responsibility seriously. I will try to explain the material clearly. I will be available to help you when you need it. On the other hand, your responsibility includes, among other things, arriving on time, focusing on understanding what I am discussing while taking well-organized notes, asking questions if you fail to understand a point in my lecture, finishing reading assignments on time, and studying efficiently and effectively. I assume you understand what your responsibilities are and will take them seriously.

Challenging Content & Trigger Warnings:

History courses by their very nature deal with serious issues of the human past that may disturb, disquiet, or offend some students. It is not the intention of the class generally to disturb or offend. However, remembering and discussing the past (even the difficult parts) is the only effective way to study history. In line with university policies on this subject, I will attempt to provide warnings when introducing this kind of material; yet if I forget to do so, or if something else (in my materials or posts from fellow students) seems troubling or offensive, please by email or speak to me directly.

University Policy on Establishing a Safe Classroom Environment:

Learning takes place best when a safe environment is established in the classroom. In accordance with SSM 104-02 of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

Prohibition of Commercial Notetaking Services

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication

in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Students with Disabilities

If you need academic accommodations or special consideration of any kind to get the most out of this class, please let me know at the beginning of the course. If you have a disability and need a reasonable accommodation for equal access to education at ASU, please call Disability Resources for Students.
The site can be found here: https://eoss.asu.edu/drc

Downtown Phoenix Campus University Center building, Suite 160 Phone: 602.496.4321 E-mail: DRCDowntown@asu.edu	**Tempe Campus** Matthews Center building, 1st floor Phone: 480.965.1234 E-mail: DRCTempe@asu.edu
Polytechnic Campus Sutton Hall - Suite 240 Phone: 480.727.1039 E-mail: DRCPoly@asu.edu	**West Campus** University Center Building, Room 130 Phone:602.543.8145 E-mail: DRCWest@asu.edu

Mental Health

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site: https://eoss.asu.edu/counseling. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Student Code of Conduct

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V –Campus and Student Affairs: Code of Conduct located online at http://students.asu.edu/srr/code and the ACD 125: Computer, Internet, and Electronic Communications available at http://asu.edu/aad/manuals/acd/acd125.html.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 http://www.asu.edu/aad/manuals/ssm/ssm201-10.html. An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status.

Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/faqs.

"As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, https://eoss.asu.edu/counseling, is available if you wish discuss any concerns confidentially and privately.

Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

Campus Resources

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: https://students.asu.edu/academic-success
- Counseling Services: http://students.asu.edu/counseling
- Financial Aid: http://students.asu.edu/financialaid
- Disability Resource Center: http://www.asu.edu/studentaffairs/ed/drc/
- Major/Career Exploration: http://uc.asu.edu/majorexploration/assessment
- Career Services: http://students.asu.edu/career
- Student Organizations: http://www.asu.edu/studentaffairs/mu/clubs/
- ASU Writing Centers: https://tutoring.asu.edu/writing-centers
- ASU Police Department: https://cfo.asu.edu/police
- International Student Resources: https://students.asu.edu/international/support/academic

Syllabus Disclaimer

Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email or in the Announcements section on Canvas.

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