**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

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

<table>
<thead>
<tr>
<th>College/School</th>
<th>College of Integrative Sciences and Arts</th>
<th>Department/School</th>
<th>Interdisciplinary Humanities and Communication</th>
</tr>
</thead>
</table>

**Prefix:** HST  
**Number:** 382  
**Title:** Studies in the History of Innovation and Technology  
**Units:** 3

**Course description:** Studies the development and impact of innovation processes and technology on society, culture, and environment throughout history. Specific themes and topics vary.

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  
Mandatory Review: Yes  

**Requested designation:** Historical Awareness-H  
**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.Lucio@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 (SO/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:**

<table>
<thead>
<tr>
<th>Name</th>
<th>David Burel</th>
<th>E-mail</th>
<th><a href="mailto:dburel@asu.edu">dburel@asu.edu</a></th>
<th>Phone</th>
<th>480-454-0539</th>
</tr>
</thead>
</table>

**Department Chair/Director approval:** (Required)

| Chair/Director name (Typed): | Brooks Simpson | Date: | 1/30/19 |

Chair/Director (Signature):

[Signature]

Rev. 7/2018
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. 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:**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. History is a major focus of the course.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The course examines and explains human development as a sequence of events influenced by a variety of factors.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. There is a disciplined systematic examination of human institutions as they change over time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.</td>
</tr>
</tbody>
</table>

**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.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>General Studies Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST</td>
<td>382</td>
<td>Studies in the History of Innovation and Technology: Special Topic - History of the Automobile</td>
<td>H</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>This course explicity studies the history of automotive technology in the United States while placing this history in global context</td>
<td>Please consult student learning outcomes and course schedule sections in syllabus.</td>
</tr>
<tr>
<td>2</td>
<td>This course considers the complex relationships between automobiles and American society and culture.</td>
<td>It also considers technological, economic, and political factors that contribute to the dominance of the automobile in America's transportation system. Please consult student learning outcomes and course schedule sections in syllabus.</td>
</tr>
<tr>
<td>3</td>
<td>This course will look at institutional change over time</td>
<td>For example, the history of automotive manufacturing and labor. Also, the history of regulation of the automobile by government institutions. See course schedule and readings lists. Also, see textbook table of contents.</td>
</tr>
<tr>
<td>4</td>
<td>This course takes very seriously placing automotive technology within wide social, economic, political, and cultural context.</td>
<td>Please consult student learning outcomes and course schedule sections in syllabus. Also, see readings list and textbook table of contents. Note: Other courses listed under the HST 382 course number will follow a similar approach at studying the history of other technologies.</td>
</tr>
</tbody>
</table>
HST 382 - Studies in the History of Innovation and Technology

Course Description
Studies the development and impact of innovation processes and technology on society, culture, and environment throughout history. Specific themes and topics vary.

Offering School/Colleges Pre-requisite(s)
College of Integrative Sciences and Arts
Prerequisite(s): ENO 102, 105, or 108 with C or better; minimum 30 hours

Topics:
History of the Automobile

Spring 2019
Number of Units: 3
Allow Multiple Enrollments: Yes
General Studies: No
Repeatable for credit: Varies by topic
Primary course component: Lecture
HST-382: History of the Automobile*

Instructor:   Dr. David Burel     Office Hours:   MWF 9:30-10:30a & TR 1:30-2:30p
Email:       DBurel@asu.edu     Office Room:   SANCA 251B - Polytech
Course Time: MWF 10:45-11:35a     Course Room: SANTN 132 - Polytech

Student Learning Outcomes:
By the end of the course, students will be able to:
- Describe the global history of the automobile
- Analyze the effects of the automobile on American society and culture
- Understand how opinions about automobility has changed over time
- Recognize how different car cultures are developed across USA and the world
- Demonstrate research skills and use of appropriate sources
- Write and discussion openly and clearly on topics of student research

Course Assessment and Grading:

Assignment Weighting:
- Weekly Discussion & Activities 30%
- Exams 40%
- Historical Artifact Paper Project 30%

Grading Scale:
- A+ 97%+
- A <97-94%
- A- <94-90%
- B+ < 90-87%
- B <87-84%
- B- <84-80%
- C+ <80-77
- C <77-70%
- D <70-60%
- E <60-0%

* 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 ***
Weekly Discussion & Activities:
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. There will be no provision made to make up a class activity for students who miss one without an excused absence [see below]. Class activities will be completed in class at any during class and students must be present to receive points. These activities will often be graded leniently as long as you write a clear and responsive answer to the question. Failing to follow classroom policies, causing distractions in class, leaving class early without permission or failing to comply with a request by the instructor in class can result in the loss of these points. It is up to the student to contact the instructor in a timely manner for excused absences. Pop quizzes or online activities may be used instead of in-class activities at the instructor’s discretion.

Exams:
Four exams will be taken on Canvas via the quiz interface. It will feature multiple choice and short answer responses. Students may use their own personal notes during the exam, but may not work together, use internet sources, consult non-course books/readings or any other materials. Although online, the exam will be taken expressly during the scheduled class time and will close automatically at the end of allotted time. All plagiarism and academic dishonesty rules apply to the exam. Exams are an individual effort and any collaboration will be punished as academic dishonesty.

Historical Artifact Paper Project:
Throughout the semester, students will work on a historical artifact paper project of a 12-pages length. Students will select and gain approval from the instructor to research an artifact related to the history of the automobile. This project will involve multiple steps including an artifact approval form, a detailed bibliography, a rough draft, a final paper draft, and a class presentation. Substantive feedback will be given on the rough draft that must be incorporated into the final draft. Further paper guidelines to be provided on separate handout.

Alternatively, students who participate in the History Museum Pop-Up event held in April will be allowed to submit a paper of six pages in length, provided they produce a quality display for the event. Further details on the Pop-Up event will be given as made available.

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. Make-ups may take a different form and/or include different questions than the one originally completed by the rest of the class. If a student misses the final exam with a verifiable excuse described above the student may be given an incomplete for the course at the instructor’s discretion. 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 Honoresty:
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:
The following books must be acquired by the students to successfully complete the course:

Rudi Volti, *Cars & Culture: The Life Story of a Technology*

Additionally, some readings will be posted on Canvas. Others (marked Project Muse) will be accessible via the library website.

Weekly Schedule:

*Week 1*

January 7th
- Topic: Welcome to Class & Syllabus

January 9th
- Topic: Before Henry Ford: Early Auto Production
January 11th
Topic: Before Henry Ford: Early Auto Use

**Week 2**

January 14th
Topic: Before Henry Ford (Discussion)
(1) Volti, Chapter 1 &

January 16th
Topic: Fordism: The Model T and Mass Production
Volti, pp. 21–28 and 35–36

January 18th
Topic: Fordism: The Model T and Mass Production (Discussion)
(1) Henry Ford (ghostwritten), “Mass Production,” Encyclopedia Britannica (1926) [Canvas]

**Week 3**

January 21st
No Class

January 23rd
Topic: Automobility in the US., Part 1: Good Roads and Road Trips
(1) Volti, pp. 33–35 and 43–48

January 25th
Topic: Automobility in the U.S., Part 2: Fuel, Sales, Salvage, and Repair
Volti, pp. 30–33, 36–42, and 58–63

**Week 4**

January 26th
Topic: Automobility in the U.S., Part 3: Acceptance, Resistance, and Adaptation (Discussion)
(1) Ronald Kline, “Taming the Devil Wagon,” in Consumers in the Country: Technology and Social Change in Rural America (Baltimore, 2000), 55–86 [Canvas]

January 28th
**Test 1**

January 30th
Topic: Sloanism: General Motors and the Maturation of American Automobility
Week 5
February 4th
Topic: Fordism or Sloanism? Interwar Automobility and Production outside the U.S., Part 1
 Volti, pp. 29–30, 55–58, and 77–80

February 6th
Topic: Fordism or Sloanism? Interwar Automobility and Production outside the U.S., Part 2 (discussion)

February 8th
Topic: The Origins of the RV in the Interwar Period

Week 6
February 11th
Topic: World War II: Arsenals of Democracy and Fascism (lecture)
 Volti, pp. 84–86

February 13th
Topic: Levittowns, Tailfins, and Concrete Ribbons: U.S. Automobility after WWII, Part 1

February 15th
Topic: Levittowns, Tailfins, and Concrete Ribbons: U.S. Automobility after WWII, Part 2 (discussion)
(1) Volti, chap. 5
(3) Ernest George, “Are Freeways the Answer?” Car Life, September 1954, 10–15 [Canvas]

Week 7
February 18th
Topic: Rodding and Racing: Motorsports after WWII, Part 1

February 20th
Topic: Rodding and Racing: Motorsports after WWII, Part 2 (discussion)
February 22nd
*Test 2*

**Week 8**

February 25th
Topic: The Auto in Postwar U.S. Popular Culture: Music, Movies, and Mass Marketing (lecture)

February 27th
Topic: Western Europe: Auto Manufacturing and Use during the Cold War, Part 1 (lecture)
Volti, pp. 132–134

March 1st
Topic: Western Europe: Auto Manufacturing and Use during the Cold War, Part 2 (discussion)
(1) Alf Lüdtke, “‘German Quality Work’: Did It Shape the Production of Automobiles in (West-) Germany after 1945?” in Towards Mobility: Varieties of Automobilism in East and West, ed. Manfred Grieger, Ulrike Gutzmann, and Dirk Schlinkert (Wolfsburg, Germany, 2009), 175–190 [Canvas]

**Week 9**

March 4th
*Spring Break*

March 6th
*Spring Break*

March 8th
*Spring Break*

**Week 10**

March 11th
Topic: Eastern Europe: Technology Transfer and Manufacturing during the Cold War Volti, pp. 131–132

March 13th

March 15th
(2) A. Gudimov, “A Motorist in Russia: Some Encounters With Absurdity,” Car Life, November 1964, 17–19 [Canvas]
Week 11

March 18th
Topic: Asia: Technology Transfer and Car Manufacturing after World War II (discussion)
(1) Volti, 127–131 and 147–149

March 20th
Topic: Regulating the American Market, Part 1: Nader’s Raiders (discussion)
(1) Volti, 115–119
(2) Center for Auto Safety, Small on Safety: The Designed-In Dangers of the Volkswagen (New York, 1972), xiii–xxiv, 1–14, and 85–96 [Canvas]

March 22nd

Week 12

March 25th
Topic: Regulating the American Market, Part 3: Beautification and NIMBYism

March 27th
Topic: Vans, Trucks, and SUVs Cars of Western Europe

March 29th
Topic: The American RV

Week 13

April 1st
Topic: Antiques, Classics, and the Restoration Hobby

April 3rd
Topic: Brock Yates and the Cannonball Run (discussion)
Brock Yates, Cannonball! World’s Greatest Outlaw Road Race (St. Paul, 2002), 13–84 [Canvas]

April 5th
Topic: Love, Hate, and the American Automobile
Week 14

April 8th
Topic: No Longer a World Away: Global Automobility since the end of the Cold War (discussion)

April 10th
Pop-Up Museum Presentations

April 12th
Pop-Up Museum Presentations

Week 15

April 15th
Topic: Trucking Country

April 17th
Topic: Cash for Clunkers

April 19th
Topic: The Rebirth of the Electric Car

Week 16

April 22nd
Topic: Modern RV Cultures from NASCAR to Burning Man

April 24th
Topic: Automobiles and Futurism

April 26th
Test 4

Finals Week
Final Paper Due

Communication:
As per university regulations, asu.edu domain email is the official student email system for Arizona State University. 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](http://asu.edu/aad/manuals/acd/acd304-06.html), written permission must be secured from the official instructor of the class in order to sell the instructor's 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](https://eoss.asu.edu/drc).

<table>
<thead>
<tr>
<th>Downtown Phoenix Campus</th>
<th>Tempe Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Center building, Suite 160</td>
<td>Matthews Center building, 1st floor</td>
</tr>
<tr>
<td>Phone: 602.496.4321</td>
<td>Phone: 480.965.1234</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:DRCDowntown@asu.edu">DRCDowntown@asu.edu</a></td>
<td>E-mail: <a href="mailto:DRCTempe@asu.edu">DRCTempe@asu.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Polytechnic Campus</th>
<th>West Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sutton Hall - Suite 240</td>
<td>University Center Building, Room 130</td>
</tr>
<tr>
<td>Phone: 480.727.1039</td>
<td>Phone: 602.543.8145</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:DRCPoly@asu.edu">DRCPoly@asu.edu</a></td>
<td>E-mail: <a href="mailto:DRCWest@asu.edu">DRCWest@asu.edu</a></td>
</tr>
</tbody>
</table>

**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](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](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](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](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.
CARS AND CULTURE

THE LIFE STORY OF A TECHNOLOGY

Rudi Volti

The Johns Hopkins University Press
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