# Proposal Form For Addition And Revision Of Courses

1. **Proposing College / School:**
   - College of Liberal Arts

2. **Course Prefix and Number:**
   - HIST 3570

3. **Effective Term:**
   - 201320

4. **Course Title:**
   - The Automobile in History

5. **Requested Action:**
   - Add a Course

6. **Course Credit:**
   - Contact/Group Hours: 3
   - Scheduled Type: Lecture
   - Weekly or Per Term? weekly
   - Credit Hours: 3
   - Anticipated Enrollment: 35

7. **Grading Type:**
   - Regular (ABCDF)

8. **Prerequisites/Corequisites:**
   - n/a

9. **Restrictions:**
   - List specific restriction in space above.

10. **Course Description:**
    - Global history of the automobile, including technological developments as well as role of automobile in culture.

11. **May Count Either:**
    - Program Type: major
    - Program Title: BA in History
    - Requirement or Elective?: elective

12. **Affected Program(s):**
    - major
    - minor

13. **Overlapping or Duplication of Other Units' Offerings:**
    - Not Applicable
14. Justification:

Course reflects changes in field of History of Technology, blending both technical developments and cultural considerations. Course builds on faculty strengths and program needs for courses to accommodate increased numbers of majors.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

NA. Course will be taught by an existing IT faculty member as part of normal course load.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

By the end of the course, students will...

-- understand key narratives relating to the global history of automotive technology, production, and use
-- be able to analyze and compare these narratives across international boundaries
-- understand the historical roots of the contemporary transportation landscape, and thus make informed arguments about the present and future state of transportation technology and use
-- conduct basic historical research using printed primary sources (newspapers and periodicals)

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

Week 1 (course introduction and orientation)

Week 2

Topic: (Long) Before Ford: Early Automobiles in Europe and the United States
Readings: (1) Volli, chapter 1
(3) Rudi Volli, "Why Internal Combustion?" American Heritage of Invention and Technology, fall 1990, 42-47 [Blackboard]

Week 3

Topic: Fordism: The Model T and Mass Production
Readings: (1) Volli, chapter 2

Week 4

Topic: Consumer Acceptance, Resistance, and Adaptation
Readings: (1) Ronald Kline, "Chapter 2: Taming the Devil Wagon," in Consumers in the Country: Technology and Social Change in Rural America (Baltimore: Johns Hopkins Univ. Press, 2000), 55-86 [Blackboard]

Week 5 (quiz 1 is on Thursday)

Topic: Automobility in the U.S., 1900s-1930s
Readings: (1) Autopia, 371-378
(2) Kenneth T. Jackson, "Chapter 10: Suburban Development between the Wars," in
Week 6

topic: Sloanism: GM and the Shifting U.S. Market
readings: (1) Volli, chapter 3

Week 7

topic: Automobility and Car Production in Europe, Asia, and Latin America between the Wars

Week 8 (the midterm exam is on Thursday)

topic: WWII and Its Aftermath
readings: (1) Volli, chapter 4

Week 9

topic: Mass Automobility in the Postwar United States
readings: (1) Volli, chapter 5
(2) Autopia, 65–74, 244–280, and 354–362

Week 10 (paper topics are due on Thursday)

topic: Hot Rods, Dragsters, and NASCAR: Auto Enthusiasts in the Postwar United States
readings: (1) Autopia, 83–114

Week 11

topic: East and West: The Automobile during the Cold War, part 1
readings: (1) Autopia, 139–146, 208–218, 281–295, and 342–353

Week 12 (quiz 2 is on Thursday)

topic: East and West: The Automobile during the Cold War, part 2
readings: (1) Autopia, 153–167 and 177–207

Week 13 (film reviews are due in class on Tuesday)

topic: "Deficit Economies": Automobility in the USSR, Eastern Europe, and Cuba
readings: (1) Autopia, 168–176

Week 14

topic: The Beginning of the End? Safety, Smog, and Monstrous Solutions, 1960s–2000s
readings: (1) Volli, chapter 6
(2) Autopia, 59–64 and 307–311
18. Assignments / Projects:

1. Reading Quizzes (2 for total of 10% of course grade). On announced dates, covering assigned reading, taken in class to assess student comprehension of assigned readings.

2. Film Review (1 for 10% of course grade). Films assigned for individual student review; students view and write a review of 2-3 pages focused on the role of the automobile in culture. The essay encourages students to connect readings and course content with popular film to better understand the role of the auto in culture and to develop the ability to use film as a source for historical study.

3. Research Paper (1 for 25% of course grade). Paper develops from content of course but requires students to perform research in primary and secondary sources. The paper assignment provides students access to more historical content and develops their research and writing skills in history. Instructor provides a list of potential topics, reviews paper proposals on a set date.

4. Classroom Participation: (10% of total grade)
   Daily discussion of assigned reading to be assessed by faculty member for frequency and quality of student engagement with the historical materials. Students missing class will have opportunity to make up discussion portion of grade through consultation with instructor.

4. Mid-term examination (20% of final grade)
   Assignment will assess student synthesis of concepts and ideas covered in the first 7 weeks of the course.

5. Final Examination (25% of final grade)
   Assignment will assess student synthesis of concepts and ideas covered in the course.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

   10% = reading quizzes
   20% = mid-term examination
   25% = final examination
   10% = film review
   25% = research paper
   10% = class participation (recorded daily, especially in Thursday discussions of assigned readings)

Final Grade Letter Scale:
A  90-100%
B  80-89%
C  70-79%
D  60-69%
F  below 60%
(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:  

NA

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.).)

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).