Electronic Communications. The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, this is the sole email account you should use to communicate with your instructor or other University officials.

Course Description
This course examines technology as a factor in historical change, emphasizing the role of tools, machines, and systems in revolutions, culture, politics, and economics. Students engage historiographical debates and readings on the role of technology in the recent and distant past. More broadly, students develop a critical understanding of the role of humanistic inquiry in technological knowledge by examining biographies, case studies, and primary source documents.

The course seeks to address three central questions over the semester:
1. Does technological innovation drive history or does historical development drive technological innovation?
2. What technological developments are central to the study of change over time and how have historians drawn these conclusions?
3. What historical lessons for today can we learn from the study of technological development and innovation?

Method and Philosophy of Teaching
I believe in a co-intentional education as defined by Paulo Freire, “Teachers and students (leadership and people), co-intent on reality, are both Subjects, not only in the task of unveiling that reality, and thereby coming to know it critically, but in the task of re-creating that knowledge. As they attain this knowledge of reality through common reflection and action, they discover themselves as its permanent re-creators.”

In order to create a learning environment conducive to this experience, I present several common assignments that must be completed as a base of common assessment and a variety of optional assignments to empower students to explore according to their own interests and

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ambition. In this class, the quizzes and final exam project are required. Other assignments are optional and should be completed according to ability, interest, and need.

I do not believe in nor do I offer extra credit. All assignments, optional or mandatory, will positively or negatively impact the final grade. In this regard, I emphasize the importance of each student charting out their own goals and completing each assignment to the best of their ability.

In order to address the three major course questions we will focus on the following historical problems: use of evidence, popular misconceptions, and parallels in the present. Each class period focuses on an aspect of technology history using documentary evidence and how these documents have been interpreted in the past. We will examine the deep historical causes and effects of contemporary problems and their relevance to the present.

The course lectures integrate major issues from the assigned primary source documents, textbook readings, and module quizzes into stories about people, problems, and policies in the American past. These stories illustrate the complexity of technological history in its regional, national and international context. The relevance of these stories will only make sense in the context of the readings and broader questions posed throughout the class so it is critical that students complete every reading assignment and frequently consult the syllabus. Through this course, it is my desire that you are able to think historically and appreciate history as a method of intellectual inquiry.

Course Goals and Student Learning Objectives
Upon successful completion of this course, it is my intention that students will develop critical thinking skills and knowledge that cannot all be measured objectively in quantitative terms such as:

1. Students will be able to identify selected people, developments, and themes in the history of technology in regional, national, and international contexts.
2. Students will be able to chronologically arrange the development of selected ideas and technologies in human history.
3. Students will be able to discuss the role of technology in perpetuating inequality, conquest, domination, and imperialism.
4. Students will be able to evaluate some of the different ways of thinking historically about technology.
5. Students will be able to interpret primary and secondary sources and appraise the value of technological artifacts as a source of historical knowledge.
6. Students will be able to critique popular ideas and misconceptions about the role of technology in society.
7. Students will be able use a contemporary technology to demonstrate how the personal use and/or development of technology broadens our understanding of the past and predictions of the future.

8. Students will be able to apply course objectives to contemporary problems and personal experiences using interdisciplinary approaches.

9. Students will be able to create original conceptual models that apply course content in contemporary technological contexts.

Assessment
Each of the above corresponding student learning objectives will be assessed through the following:

1. Discussions
2. Self-Assessments
3. Milestone Assignments
4. Objective Assessment

How the Course Works: An Overview
HIST 3378 is a survey course of the long twentieth century. The course is divided into 16 modules that run on a weekly schedule. Access to course content in the module folders will be available for two weeks in advance. Once the deadline for one module has passed, the next module will be opened following the course schedule. All the materials from past modules are available for access in the module folders.

Steps to Complete Each Module
1. Complete the Assigned Reading – Check the syllabus for the assigned chapters to read for each module. The readings usually can be found in the assigned course textbook(s) but sometimes may include links to audiovisual materials on the Internet. The readings can also be found in the course textbooks or hyperlinks to websites in the syllabus and modules. In this class everyone is reading the same primary textbook (Rhodes) but you are comparing what you read in Rhodes against the interpretation in one of your other selected. The purpose of this is to give you a broader understanding the role of different perspectives and biases in historical interpretation. As you read, you should take notes of differences you come across. Focus on the question posted for the discussion. You may choose to check off the boxes next to the optional reading for each week in the syllabus that you chose for that particular module.

2. Post to the Discussion Board – Post your response to the selected questions in the appropriate online discussion board. Every week the discussion board posts a question that will focus on a major theme from the reading. Usually, each discussion board post should be made before midnight on the day the module is scheduled to close. Post a brief but detailed response to the question that you think reflects historical thinking about the subject. Be sure to provide the page number from the course texts for reference. This is especially important in this section of the course because we are
comparing different interpretations and perspectives on the same event using different
texts and you will need to refer back to these later in the course. Finally, take some
time to read through what your classmates are posting. The discussion posts are graded
based on how well you integrate course themes, your acknowledgement of themes in
the discussion, and depth of thought. Half of the grade reflects the quality of your post;
the other half evaluates the quality of your response. You should think of the discussion
board posts as the equivalent of attending class—sort of like proof of your attendance.
You can work ahead on these if you want but don’t work further than two weeks out
because some of them change to reflect contemporary issues or new scholarship.

3. **No Lectures, Pay Attention to Discussion** – I have found that most students prefer to
read the materials at their own pace instead of listening to lectures. Please rely on the
readings and the discussion board for coverage of the course content and refer to the
very brief summaries I periodically provide as a supplement to the readings and the
discussions if you want more detail.

4. **Work Ahead** – You will be working towards the completion of a semester long project
that requires you to apply the content you are learning weekly. There are two
components to this project that are usually integrated into the discussion boards every
other week. You want to make sure you are looking toward future assignments and that
you are planning enough time to complete them. To be successful on this project you
will have to build upon the previous steps, using what you have learned and the
feedback from your classmates and the instructor to complete the next task. Each
project has two major milestones that you can think of as the midterm and the final
exam. As you are working through the course in reading the materials, you want to
constantly be thinking about how what you are learning can be applied toward this
project.

After you complete the module, you should proceed to prepare for the next one, repeating the
steps listed above for each subsequent module. As the class proceeds it is important that you
keep good notes on previous modules, and discussions to be adequately prepared for the future
assignments.

**Outline of Course**

<table>
<thead>
<tr>
<th>Module/Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td></td>
<td>Unit I</td>
<td></td>
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<tr>
<td>Module 1 AUG 25-27</td>
<td>Technological Determinism</td>
<td>Selected Reading Excerpt: Does Technology Drive History? The Dilemma of Technological Determinism &quot;Year 2000&quot;</td>
</tr>
<tr>
<td>Module 2</td>
<td>Technology in the Prehistoric Age</td>
<td>Selected Readings: Smith, B. D. &quot;The Ultimate</td>
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| Module 3 | SEP 8-10 | Technology in the Ancient Age | Adas, Introduction  
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<tbody>
<tr>
<td>Module 4</td>
<td>SEP 15-17</td>
<td>Technology in the Medieval Age</td>
<td>Selected Reading from: Frances and Joseph Gies, <em>Cathedral, Forge, and Waterwheel: Technology and Invention in the Middle Ages</em>; Nocks (2007):21-51</td>
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</tbody>
</table>
| Module 6 | SEP 29-OCT 1 | Technology in the American System | Select 3 Documents from Rhodes, pp.27-109  
Selected Readings: *From the American System to Mass Production*: Williams (2004):39-76 |
| Module 7 | OCT 6-8 | Technology in the Atomic Revolution | Rhodes, pp.141-169  
Selected Readings: *Historian as Nuclear Detective* |
| Module 8 | OCT 13-15 | Midterm Examination | |
| Module 9 | OCT 20-22 | Technology in the Information Age | Select 3 Documents from Rhodes, pp.297-380  
Selected Readings: *Turing’s Cathedral*; Cowan, *A Social History of American Technology*; |
| Module 11 | NOV 3-5 | Science & Technology or Technology v. Science | Adas, Ch.1-2  
Dear (2001):49-64 |
| Module 12 | NOV 10-12 | International Diffusion of Technology | Selected Readings: Seely, "Historical Patterns in the Scholarship of Technology Transfer," "Democracy and Super Technologies: The Politics of the Space Shuttle and Space Station Freedom" |
| Module 13 | NOV 17-19 | Technology and Inequality – Part I | Select 3 Documents from Rhodes, pp.111-168  
Adas, Ch.3-4 |
| Module 14 | NOV 24 | Technology and Inequality – Part II | Select 3 Documents from Rhodes, pp.111-168  
Adas, Ch.4-5 |
| Module 15 | DEC 1-3 | Technology and Inequality – Part III | Select 3 Documents from Rhodes, pp.111-168  
Adas, Ch.5-6 |
| Module 16 | | FINAL EXAM PROJECT PRESENTATION | Connecting Course Themes  
December 9, 1-3pm |
Required Course Materials

Software and Digital:

Online access to Desire 2 Learn.

A computer with high-speed, dependable Internet access.

Microsoft Office Suite including Microsoft Word, Microsoft Explorer, PowerPoint, and Flash.
You can download a free clone version of MS Office at http://www.openoffice.org

You will also need Adobe's Flash Player and Adobe reader, both available free from http://www.adobe.com/

Required Textbooks:


Highly recommended:


**Major Assignments**

**Content Discussions with Embedded Project Steps**

(Best 10 out of 14 for 2000 points at 200 points each)

Fourteen reading discussions will be administered online over the semester. Content discussions are document- and evidence-based, periodic evaluations of course content that are administered online. Content discussions require you to engage aspects of the course readings derived from the course questions. The readings can be found in the course texts, hyperlinks to websites, or primary sources in the module folders. Your understanding of the content covered in these discussions also provides the basis for our activities in class and for the course project, so preparing for them is very important. Many of the project components are embedded into the reading discussions and are graded as part of the discussion grade.

This means that when a project step is due, you will post it to the discussion board and comment on the posts other classmates who are working on the same project. Since you are discussing the project with your classmates, I consider the project steps to be part of the discussion grade. Discussions with project steps are graded out of 200 points with 100 points associated with your response to the posted discussion questions for that module (see rubric) and 100 points associated with the project steps (see rubric).

The remaining content discussions do not include embedded project steps and are based solely on your response to the posted discussion questions. These content discussions are worth 200 points each. To calculate this, I double the value of the discussion rubric base from 100 points to 200 points.

Each content discussion is accessible for a window determined by the due date in the course calendar. There are usually two parts to each discussion post. One part requires you to respond to something that you read in the course texts and the other part usually requires you to apply it in a contemporary context or to your selected course project to develop the historical skills emphasized in the module. You should definitely use your books and reading notes to complete the discussion. You want to get into the habit of taking notes and highlighting as you read because you will be required to provide page numbers from the readings to get the full credit for your discussion post. When there are posts that require you to consult sources outside of the course text, you should include those references and a brief bibliography. If there are references from the Internet, you should include a clickable hyperlink within the citation.

I will drop the four lowest discussion grades (with embedded project steps or not) taken toward your final grade but missed discussions cannot be made-up under any circumstance. The grading system will automatically drop all of your discussions until you have taken at least five and then it will begin to reassign ‘dropped’ status to the
lowest scores. **Again, students who miss a discussion or are locked out due to unforeseen events, emergencies, computer malfunctions, D2L errors, computer glitches, et cetera, will use allotted drops to cover these situations.** I suggest attempting all of the content discussions as a preventative measure for the unexpected.

I will review your posts to the discussion board (e.g., answers to discussion questions, ratings and responses to posts by your classmates, etc.) and determine a grade based on your overall contribution to that thread. I award points based on the quality and consistency of your submissions listed in the rubric criteria. I am particularly interested in your demonstration of the ability to think historically about the readings, engaging parallels in the present, paradoxes, and popular misconceptions. I am interested in seeing how you are able to learn to post better answers and questions over the semester. All the discussions are designed to evaluate how well you understand the major questions and learning outcomes of the course as listed in the syllabus and how you are developing the skills of historical thinking.

**Project Milestone Assignments (500 points each for 1000 points)**

Some of the most important skills that students of history need are:

1. the ability to challenge oversimplifications to embrace nuance and contradiction (paradox)
2. the ability to identify how the present influences and distorts our understanding of the past (popular misconceptions)
3. the ability to describe how stories from the past help us to better understand the present (parallels)

The purpose of the course project is to apply skills of historical interpretation. The final exam project has three elements:

1. an **activity** component that gives you a chance to “do history” and see how a knowledge of history is relevant to the present
2. a **written** component that allows you to summarize your ideas and to analyze what you have learned about how a topic changed over time
3. a **reflective** component that allows you to evaluate one of your peer’s projects and a self-assessment to summarize what you have learned

Every student in the class will select a semester-long project to complete. These milestone discussions are worth 500 points each. To calculate this, I apply the discussion rubric base of your score 100 points to 500 points. The milestone assignments require you to gather and apply what you have learned in previous modules. Each project has 10 steps and 2 milestones. Eight of the project steps are embedded throughout the module discussions and are calculated as part of the discussion grade. I take the top 10 of
all your graded discussions and drop the others regardless of whether they include project steps or not. The project milestones are calculated separately. One of the project milestones is near the middle point of the course and the second milestone is due during the time of the final exam. Both are identified by an asterisk on the final exam overview sheet. You can think of the project milestones as the equivalent to a midterm and final examination. Please refer to the handout distributed in class or the appropriate module folder for further directions.

**Point Breakdown**

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>2 Content Discussions at 200pts each</td>
<td>400pts</td>
</tr>
<tr>
<td>8 Content Discussions with Embedded Project Steps at 200pts each</td>
<td>1600pts</td>
</tr>
<tr>
<td>Milestone Assignment 1</td>
<td>1000pts</td>
</tr>
<tr>
<td>Milestone Assignment 2</td>
<td>1000pts</td>
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</tbody>
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**Attendance Policy**
While attendance is not tabulated into the final grade for online courses, you should understand that missing modules and/or failure to schedule time to regularly complete the readings and assignments will negatively impact your grade. The information in this course is sequentially organized and will help you to complete later assignments and content discussions often emphasize major points and themes from the readings. You are responsible for all information disseminated in the course.

If one of the required assignments is due on a day that you cannot attend due to some event (athletic engagement, ROTC, etc), you should make arrangements to submit your assignment before the due date.

**There are no make-up discussions whatsoever, whether the absence is excused or unexcused.** If you miss an exam or a course milestone due to illness or a family emergency, you must provide proper documentation before a make-up is scheduled.

I will not tolerate rudeness, harassment of any kind, threats towards other students and any other behavior that disrupts the class or violates the university standard of ethical behavior.
Grading Policies and Procedures
In accordance with the Kennesaw State University’s grading scale, please consider the following:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percentage</th>
<th>Designation</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
<td>Superior</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>69-60</td>
<td>Passable</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
<td>Failure</td>
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</tbody>
</table>

Strive to complete each assignment to the best of your ability because there is no extra credit. Your participation in this course is based entirely upon the goals and expectations you set for yourself.

I return assignments within one week of receiving them with 2-3 a week turnaround for larger milestone assignments and/or exams.

Reading is an important part of this course. Much of your grade in this class is dependent on how effectively and efficiently you read and engage course material. It is not possible for you to critically engage concepts in this class unless you complete and contemplate the reading assignments. You may find this particularly challenging but this is one of the most important attributes of this course. Learning to read efficiently and critically is an important part of your academic experience.

Being honest with yourself includes setting goals that you can reach. If you desire to achieve a certain grade in this course, set goals and work toward that objective. You cannot learn the course material if you do not take time to read and study. Research tells us that the most of learning occurs outside of the classroom and that reading directly and positively affects grades. I strongly suggest consulting “How to Read a History Assignment” as a starting point on managing and understanding the reading.

All work must be submitted on time. Discussions cannot be made up and make-up milestones/exams will not be offered without a proper documentation (e.g., doctor’s note). A copy of all your assignments should be kept for the duration of the semester and any concerns about your grade should be addressed as they develop. Office hours are kept specifically for this purpose.
Please practice courtesy in contacting me. **As a rule of thumb, ask three of your classmates your question before asking me.** I have created numerous methods of communicating with your classmates and me via d2L. If your question requires more than a paragraph of a response, you should schedule a consultation during online office hours.

**Grade Challenges**
All grade challenges should be submitted **in writing** within 48 hours of the assignment being returned. Students seeking to challenge the grade must clearly explain the issue in question and provide evidence (i.e., specific examples from the assignment in question and evidence) that warrants the change. The steps for this process appear below:

1. Read through the assignment and make note of any comments in the paper.

2. Next read the rubric for the assignment in the syllabus (if applicable) and compare your assignment against the criteria marks you received in the rubric.

3. If there are segments or aspects of a question where you think you deserve higher marks, then provide evidence that supports your assertion for the points in question—-if from a course text, provide page numbers.

4. Explain how and why this evidence warrants a change in the grade. Again, you **must** give specific examples that support your assertion before you explain why you feel you deserve a higher mark.

5. Type your concerns in a formal email and submit it to me within 48 hours of having the assignment in question returned. I will review what you have written and schedule a meeting to discuss my final decision or return my response via email.

Students must address any discrepancies in their grades (errors in grading, mistakes by the instructor, etc.) within a reasonable time. A reasonable time means any mistakes in assignments completed before the midterm should be addressed before the midterm exam is taken.

**Academic Honesty**
The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of high standards of academic integrity is crucial since the validity and equity of the University's grades and degrees depend upon it. No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an
examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation AND will be reported to the Department of Student Conduct according to the process outlined at the following link: https://web.kennesaw.edu/scai/content/scai-misconduct-procedures

Students caught cheating will be given a grade of F for the assignment.

Websites designed to help students avoid plagiarism:
http://plagiarism.org/
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.library.arizona.edu/help/tutorials/plagiarism/index.html

Electronic Devices Policy
Electronic devices such as cell phones, iPads, etc. may be used as long as they are used in accordance with university policy and with the consent of the instructor. Students may not record or redistribute course materials including the instructor or any guests of this class without the express written permission of the instructor.

Privacy Policy for External Tools
This course makes use of external tools. Please familiarize yourself with the privacy policies and EULA for these tools. If you have a problem complying with the EULA for the free use of these tools, please contact the professor regarding your concern a minimum of two weeks before the assignment is due to arrange for an alternative.

SoundCloud
Vimeo
YouTube

ADA Compliance
Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Office of Student Disability Services. Students requiring such
accommodations are required to work with the University’s Office of Student Disability Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. Student Disability Services is located in the Carmichael Student Center in Suite 267. Please visit the Student Disabilities Services website at www.kennesaw.edu/stu_dev/sds for more information, or call the office at 470-578-6443.

Software Accessibility Statements

D2L: http://www.brightspace.com/about/accessibility/standards/
VoiceThread: http://voicethread.com/about/features/accessibility/
Panopto: http://support.panopto.com/documentation/viewing/accessibility-features
YouTube: http://www.google.com/accessibility/all-products-features.html

Counseling Services and Academic Support
The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. Counseling and Psychological Services is staffed by psychologists and licensed professional counselors who provide treatment for personal, interpersonal, and vocational issues. To make an appointment, come by the front desk in Kennesaw Hall Room 2401, or call 770-423-6600.