

Term Information

Effective Term Autumn 2023
Previous Value *Spring 2017*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding Lived Environment GE Theme

What is the rationale for the proposed change(s)?

Faculty would like to add Lived Environment GE theme, which is a strong fit for the class.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2710
Course Title	History of the Car
Transcript Abbreviation	Hist of the Car
Course Description	The car has shaped the world we live in today. Ideas of capitalism, technology, and consumerism are inherently linked to its creation and expansion in modern society. This course will examine the development of the car in the 20th century, first in the United States and then how its global expansion has come to define global society today.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

Previous Value

Prereq or concur: English 1110.xx, or permission of instructor.

Exclusions

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0104

Subsidy Level

General Studies Course

Intended Rank

Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:

Historical Study; Lived Environments

The course is an elective (for this or other units) or is a service course for other units

Previous Value

General Education course:

Historical Study

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will examine the history of the car in the context of historical themes like consumption, race, gender, development, politics, and more.
- Students will critically assess the extent to which the rise of the automobile became the global industry that it is today.
- Students will understand how marketing of the car was intricately connected to gender norms, the creation of the car was fundamental to political, economic, and military goals in international development schemes.

COURSE CHANGE REQUEST
2710 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
01/25/2023

Content Topic List

- Early technological development
- Ford, General Motors and mass production
- Fuel
- Consumption
- Car corporations
- Socialist car culture
- Premium cars
- Exporting the car and globalized market
- Ethanol fuel
- Highways
- Future of the car and society

Sought Concurrence

No

Attachments

- 2710 Syllabus 12.16 revisions FINAL.docx: Syllabus (post revisions)
(Syllabus. Owner: Getson, Jennifer L.)
- HST2710 -lived-environments GE (12.16).pdf: GE Form (post revisions)
(Other Supporting Documentation. Owner: Getson, Jennifer L.)

Comments

- Revised syllabus and GE form submitted. Also updated writing prereq for new GE. *(by Getson, Jennifer L. on 01/20/2023 02:22 PM)*
- Please see Panel feedback e-mail sent 11/10/22. *(by Cody, Emily Kathryn on 11/10/2022 02:30 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	07/26/2022 12:39 PM	Submitted for Approval
Approved	Soland, Birgitte	07/26/2022 10:35 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/28/2022 12:20 PM	College Approval
Revision Requested	Cody, Emily Kathryn	11/10/2022 02:30 PM	ASCCAO Approval
Submitted	Getson, Jennifer L.	01/20/2023 02:22 PM	Submitted for Approval
Approved	Soland, Birgitte	01/20/2023 09:26 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/25/2023 02:50 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/25/2023 02:50 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

**SYLLABUS:
HISTORY OF THE CAR
HISTORY 2710
TERM FALL 2022**

Course overview

Instructor

Instructor: Dr. Jennifer Eaglin

Email address: eaglin.5@osu.edu

Phone number:

Office hours:

Office Location: Dulles Rm 146

Course Grader

Grader:

Email address:

Office hours:

Course description

The car shapes the world we live in today. Its influence is obvious in the United States, as learning to drive is a sign of independence in modern society and car ownership is often a major mark in one's life. Its influence has been more diffuse, too, as ideas of capitalism, technology, and consumerism are inherently linked to the creation and expansion of the car in modern society. The car has a global effect beyond the United States as well, sometimes with even more explicit connections to ideas of modernity and development that have shaped people's understanding of their nation. With the large-scale adoption of the car, humans fundamentally reshaped their lived environment to accommodate these technological machines, from building roads to intensively consuming oil, with long-term repercussions. This course will examine the effects of the development of the car in the 20th century in the United States and globally. Through this course, we will examine how the car has become a definitive part of global society today.

Course learning outcomes

General Education (GE)

This course fulfills the Legacy GE category of **Historical Studies** OR the current GE Theme of **Lived Environments**.

Legacy GE: Historical Studies

Goal:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes (ELOs):

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

This course will fulfill the Legacy GE: Historical Studies in the following ways:

This course develops students' knowledge of how past events influence today's society and helps them understand how humans view themselves in numerous ways. First, through an examination of the car's development and ascension as the primary global form of transportation, students will gain a deeper understanding of global history, notably the interconnection between countries over time through the history of the car. Second, by examining the car's global history, students will interrogate key global transformations of the twentieth century. Students will engage contemporary and historical debates on transportation, politics, military, gender, racial, social and environmental issues that will inform their understanding of the world they live in today. Using primary and secondary resources, students will learn to challenge assumptions about the car and place its development in historical context. Ultimately, students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects through a self-selected topic about car history.

Through lecture and assignments, this course begins with the methods of transportation that preceded cars (horses, trains, bicycles) and how cars then reshaped the relationship between transportation and humans. Essay 1 requires students to compare car development in the US to other countries to illustrate how the adoption of the car was a diverse and uncertain process built on different social, political, environmental, and economic factors. Essay I, II, and Primary Source Essay push students to write critically about primary and secondary historical sources presented in class and found outside of class. In the process, students will interrogate the major social, political, economic, and environmental factors that underwrote shifts in car preferences historically and then connect these to current trends in car markets. The final project on a modern car issue of their choice allows students to form an integrated perspective on the history of the car, connecting modern car issues (21st century mostly) to car history in

order to better understand the context of the contemporary issue.

GE Theme: Lived Environments

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, reply on research or cutting edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.
4. Successful students will analyze a variety of perceptions, representations, and/or discourses about environments and humans within them.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Engage with the complexity and uncertainty of human-environment interactions.
- 3.2. Describe examples of human interaction with and impact on environmental change and transformation over time and across space.
- 4.1. Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors.
- 4.2. Describe how humans perceive and represent the environments with which they interact.
- 4.3. Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

This course will fulfill the current GE Theme: Lived Environments in the following ways:

Students will interrogate how cars became normalized parts of our lived environments today, which requires critical and logical thinking about cars, the world, and the environment. Students will broaden their understanding of cars beyond modern day consumption and places car development in a global context. By broadening out the history of cars, it encourages students to think critically about current debates about cars and energy transitions (essay I, II, primary source, and final paper). In the final essay, students are expected to write an advanced, in-depth and scholarly exploration of a present day issue of the global car industry and connect it to a history of car development discussed throughout the course. All assignments will ask students to draw on varied sources presented in class, which will include historical analysis, promotions, films, newspaper accounts, political critique and more to inform and broaden their

preexisting ideas about car history. Through the final essay, students will write an advanced, in-depth and scholarly exploration of a present day car issues and connect them to the history of car discussed throughout the course. Students must select a modern car issue, incorporate independent research, and connect this topic to historical themes discussed in class. This essay promotes self interest, reflection, and creative work.

Through lecture and assignments, this course begins with the methods of transportation that preceded cars (horses, trains, bicycles) and how cars then reshaped the relationship between transportation and humans in the environment. These include ideas of speed and time in addition to the literal consumption of space that cars required. Essay 1 particularly requires students to compare car development in the US to other countries to illustrate how the adoption of the car was a diverse and uncertain process built on different social, political, environmental, and economic factors. Students will also reflect on how cars became normalized parts of our lived environments today, including how increased consumption of cars affected human's lived environments (cities, suburbs, countryside, waters, oceans, air quality, and more). Essay I, II, and Primary Source Essay address changing attitudes, beliefs and values about car consumption, public transportation, and more. Interrogate the major social, political, economic, and environmental factors that underwrote shifts in car preferences historically and then connect these to current trends in car markets. Lectures on oil consumption, roads and highway construction inform Essay 1 on the rise of car through the 1930s, Essay 2 on car development in the mid-20th century, the Primary Source essay on changing car preferences in the late 20th century, and the final project on a modern car issue of their choice.

Course materials

All readings will be provided online or are accessible via OSU libraries.

Required

Bernhard Rieger, *The People's Car: A Global History of the Volkswagen Beetle*. Cambridge: Harvard University Press, 2013. (electronic)

- We will read selections from this book. The text is available via OSU libraries. <https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b7715961~S7>

Shawn William Miller, *The Street is Ours: Community, the Car, and the Nature of Public Space in Rio de Janeiro*. Cambridge: Cambridge University Press, 2019. (electronic)

- We will read selections from this book. The text is available via OSU libraries. <https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b8927067~S7>

Other readings will be provided on Carmen.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenZoom text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 8+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Grading and faculty response

Grades

Assignment or category	Percent
Participation (Including class activities/discussion posts/etc)	15
Reading/class quizzes	10
Essay 1 (5 pages)	15
Essay 2 (5 pages)	15
Primary source assignment (3 pages)	10
Group project	10
Final historical research paper (8-10 pages)	25
Total	100

See course schedule, below, for due dates

Assignment information

Assignment Overview

- **Writing.** Students are asked to complete four writing assignments and a presentation:
 - Assignment 1: One 3-4 page paper on early car development

Primary transportation shifted from animal transportation in the late 19th century to automobile transportation in the first decades of the 20th century. What actors, innovations, and/or events helped promote the car's rise? What changes to the lived environment were necessary to accommodate broader adoption of cars? In your opinion, which was most important and why? You must address three different countries in your analysis.

- Assignment 2: One 3-4 page essay based on car development in the mid-20th century

This essay builds on the first in-class activity from the semester. You already established what your first car was. Now I want you to put that car in historical context. What social, political, economic, and environmental factors since the end of WWII drove the creation, selection, and use of that car? Notably, is/was your car domestic or foreign and how have historical events discussed in class influenced that selection? You must connect your car to themes discussed in

class. Again, if you've never had a car, what social, political, economic, and environmental factors linked to car culture and the construction/shift in car culture have allowed you to move around the city?

- Assignment 3: One 2 page primary source essay.

By 1990, the best selling car in America was the Honda Accord when foreign imports had represented less than 10% of the US market in 1960. This dramatic shift reflects a major transformation in public opinion about the American car industry between 1960 and 1990. OSU has the largest cartoon archive in the world. This includes an extensive collection of political cartoons, which uniquely provide useful insight into public opinion. This primary source assignment requires that you find a political cartoon that speaks to this transformation in American public opinion about foreign cars and/or the domestic car industry between 1960 and 1990 using the OSU Billy Ireland Cartoon Library's online archival collection (<http://osucartoons.pastperfectonline.com>).

Students must clearly identify who produced the cartoon (author), when it was published, where it was published and by which newspaper. What does the cartoon depict and how does the source speak to broader themes discussed in class about the rise of foreign cars in the US and/or the fall of domestic car companies? How and why did attitudes about American cars change in the late 20th century?

- Group Project: One group project on the modern car issues.

Group Presentations will be a cumulative project on a particular aspect of the global history of the car. Students will split into groups of 4-5 and select a topic of interest to research in depth and present to the class in more depth. Topics must be based on modern car history (1980 to present), but students must historicize the topic and are encouraged to think beyond that timeframe in effort to do so. The group must touch on an international topic- meaning if a group talks about an American company it must focus on an international aspect within that company. No group can overlap on themes.

- Assignment 4: A final 10-page paper based on your modern car project, in which each student incorporates independent research with the longer car history.

Final papers will be a culmination of each student's research topic from the group project. The student will provide a longer research paper that addresses the deeper historical context of a particular modern history topic. There is no specific timeframe limit on this. It will include primary documents presented in the course and historicize the special topic presented to the class, adding context based on course readings and lectures to bolster the historical background of the topic.

Late assignments

Late work shall be penalized half a letter grade per day. For example, if a paper is due on Monday at 5pm, but a student submits it on Tuesday at 8am, the grade would be reduced from an A to A- for that one day. If a student submitted the paper on Tuesday at 11:59am, the grade would be reduced from an A to a B+ for two days, and from an A to a B for three days. No

assignment will be accepted more than one week after the original due date, except for *extraordinary* circumstances. I reserve the right to determine what is “extraordinary” in concert with the faculty handbook.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7-10 days**.

E-mail

I will reply to e-mails within **36 hours on school days**. Please be sure to read class-wide emails as I will often respond to questions that I receive from multiple students in announcement emails to the whole class.

Please address me as Prof. Eaglin or Dr. Eaglin in emails. All emails must include a header, address me directly, and be signed using your name. In the title of the email, please specify the course (HST2710) as I am teaching more than one class and receive numerous emails.

Discussion board

I will check and reply to messages in the discussion boards every **48 hours on school days**.

Attendance, participation, and discussions

Attendance is required. Assignments will be based on course lectures. In class activities and quizzes also contribute to final grades. These cannot be completed in absentia. Absences due to approved university activities, serious illnesses, or funeral of a close family member **must** have

appropriate documentation to be accepted without penalty.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Student academic services

Student academic services offered on the OSU main campus

<http://advising.osu.edu/welcome.shtml>.

Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

Academic integrity policy

Policies for this online course

- **Quizzes:** You must complete the weekly quizzes without assistance from others. These will generally reference readings, themes, or content discussed in class. Students will be able to drop the lowest quiz grade.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow MLA style to cite the ideas and words of your research sources. This generally means use parenthetical references including the author's last name and the page number in the text, i.e. (Eaglin, 7). You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Collaboration:** The course includes opportunities for formal collaboration with your classmates. In discussion boards, please be open to other's opinions and considerate of your peers.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions. In formal group projects you will have the opportunity to assess your group to alert the professor of unequal participation.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you

anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline. Course schedule

Week 1: Welcome/ Pre-Car
Session 1 (Aug 23): Welcome

Session 2 (Aug 25): Early Technological Development: birth of the internal combustion engine and pollution

READING:

Tarr, "The Horse- the Polluter of the City," p. 323-334 (CARMEN)

Week 2: Ford and GM

Session 3 (Aug 30): Henry Ford, General Motors, and Mass Production

READING: Ingrassia, "When Henry Met Sallie: Car Wars and Culture Clashes at the Dawn of America's Automotive Age", p. 1-30. (CARMEN)

Session 4 (Sept 1): Sloan, GM, and Mass Consumerism

READING: *The People's Car*, chapter 1 (focus on p. 11-26)

(Access to the book available via OSU library- <https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b7715961~S7>)

Week 3: Global Case Study: International Markets

Session 5 (Sept 6): European Car Markets

READING: *The Automobile Age*, chapt 6, p. 73-86 (CARMEN)

Session 6 (Sept. 8): Automobile's Growing Influence in Brazil

READING: *The Street is Ours*- Excerpt from Chapt 4, p. 149-176

*stop at section entitled "Shifting the Blame" on the top of p. 176

(Access to the book is available via OSU library- <https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b8927067~S7>)

Week 4: Cars and War

Session 7 (Sept 13): German Car Production and Hitler

READING: *The People's Car*, chapter 2, p. 57-80

Session 8 (Sept 15): The Arsenal of Democracy- the US, Cars, and WWII

Reading: Baime, *The Arsenal of Democracy*, chapter 10, p. 86-99 (CARMEN, also available via OSU Library at

<https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b7604223~S7>)

Week 5: Postwar Reconstruction

Session 9 (Sept 20): Volkswagen, Europe, and Post-War Reconstruction

READING: *The People's Car*, chapter 3

Session 10 (Sept 22): Cars and Highways in Postwar US

READING: *Car Country*, Chapt 7, focus on p. 269-287

Highways Guest Lecture, Dr. Clay Howard, History Department

Essay 1 DUE

Week 6

Session 11 (Sept. 27): Unions and the US Car Industry

Guest lecture, Ben St. Angelo

Reading; Baime, *Arsenal of Democracy*, chapters 6 (p. 39-49) and 13 (p. 115-121)

Session 12 (Sept 29): Evolution of the US Car in the Postwar Era

READING: Ingrassia, "The Chevy Corvair makes Ralph Nader Famous, Lawyers Ubiquitous, and (Eventually) George W. Bush President of the United States" p. 111-139.

Week 7: Rise of Japanese Car Industry

Session 13 (Oct 4): Japanese Car Imports

Guest Lecture, Will Chou, Department of History

Reading: Ingrassia, “Ohio Gozaimasu: Godzilla, Mr. Thunder, and How a little Japanese Car Became America’s Big Ichiban,” p. 191-217

Session 14 (Oct 6): Cars, Environment, and Natural Resources

READING: Excerpt from O’Neil, *The Great Acceleration*, Chapter 1, p. 7-27 (CARMEN)

Week 8: Evolving Car Culture

Session 15 (Oct 11): FILM- Back to the Future

Session 16 (Oct 13): FILM- Back to the Future

Primary Source Assignment Due

Week 9: Global Case Studies

Session 17 (Oct 18): Brazil: Building Car Ownership in the Postwar Car Era

READING: Eaglin, “More Brazilian than Cachaca” (CARMEN)

Session 18 (Oct 20): The Collapse of the Big Three and the Rise of the Global Car in the 1980s

READING: *People’s Car*, excerpt from chapt 7, p. 256-275

Week 10: Crisis and 21st Century Problems

Session 19 (Oct. 25): Counterpoint: The Soviet Union, Cuba, and Cars

Reading: *Car Wars*, p. 187-201 (CARMEN)

Session 20 (Oct 27): Resistance to a Changing Market: SUVs and Environmentalism

Reading: Ingrassia, *SUVs* (CARMEN)

Week 11: Special Topics

Session 21 (Nov 1): Center for Automotive Research Virtual Visit

ESSAY 2 DUE

Session 22 (Nov 3): Electric Cars

Guest Lecture, Giorgio Rizzoni, Center for Automotive Research

Reading: Ingrassia, “An Innovative Car (the Prius), its Insufferable Drivers (the Pious), and the Advent of a New Era,” p. 313-339

Week 12: Special Topics

Session 23 (Nov. 8): NO CLASS--- ELECTION DAY

Session 24 (Nov. 10): Future of the Car and Society: Uber, Flex-Fuel, and Electric Cars

Reading: TBD

Week 13

Session 25 (Nov. 15): Meet with Groups

Session 26 (Nov. 17): CAR, RACE, HEALTH EVENT (History/Sustainability Institute Event)

Week 14

Session 27 (Nov. 22): Group Presentations

Nov. 24- NO CLASS - HAPPY THANKSGIVING!

Week 15

Session 28 (Nov. 29): Group Presentations

Session 29 (Dec 1): Group Presentations

Session 30 (Dec 6): Group Presentations

Final Papers Due by Thursday Dec 8, 5pm

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course. .

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes


GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the 1

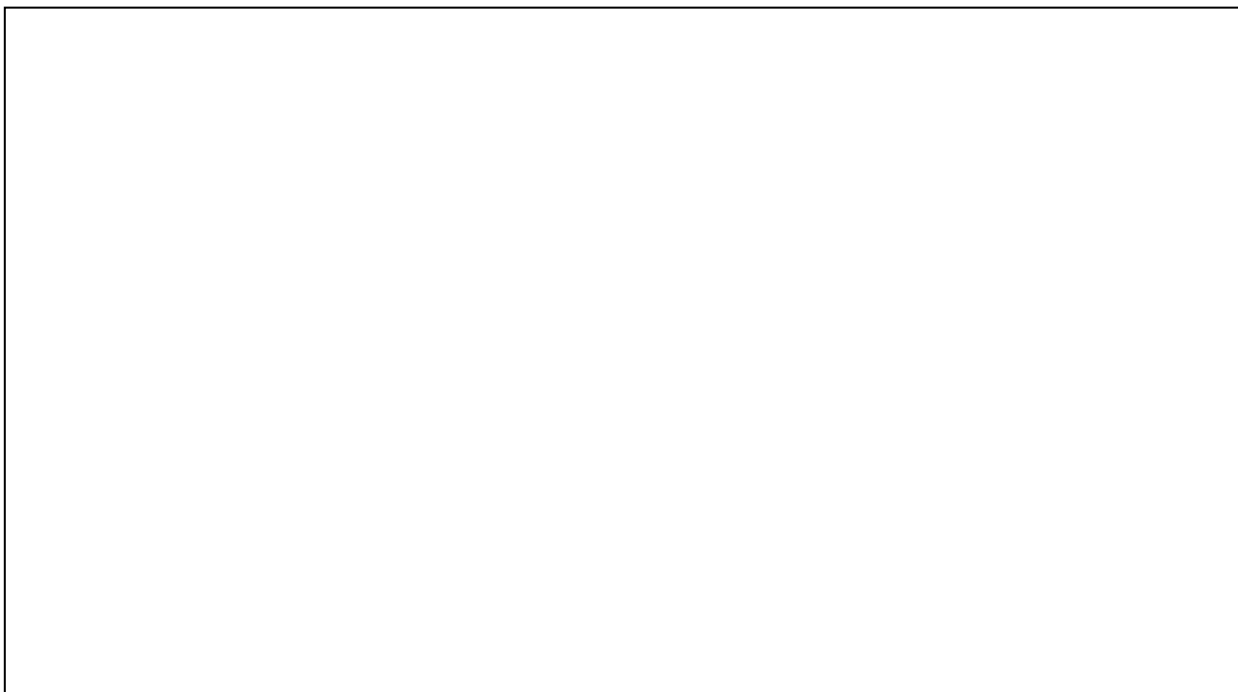
In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Lived Environments

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Describe how humans perceive and represent the environments with which they interact. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

