

## HTS 1001: Introduction to History, Technology, and Society

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Spring 2014

T/Th 12.05-1.25pm

Old CE, room G10

### Course Overview:

This course, which is open only to HTS majors, is intended to enhance your educational experiences within HTS and to help you succeed in our program. One goal of this course is to help you get to know your fellow HTS majors as well as some of your HTS professors. We want HTS to be a cohesive and intellectually exciting learning community, and this course can help us achieve that goal. In doing this, however, this course will also accomplish a number of other goals.

First, this course will **enhance students' understanding of the disciplines in HTS: history and sociology**. We will explore the areas of study individually, focusing on how professors in HTS practice these disciplines. In this regard, students will read a number of articles and book chapters from these fields, many of which will be authored by HTS faculty. Students will also be asked to consider how history and sociology fit together, how they are complementary, and how they are distinctive. That is, why does HTS combine these fields?

Second, students in this course will be introduced to and gain practice in using a variety of **resources for HTS students** at Georgia Tech. These resources will include (1) holdings in the *GT library*, such as government documents, newspapers, and scholarly books and journals, (2) the *GT archives*, which houses a variety of documents pertaining to the history of Georgia Tech, (3) *offices around GT* that support activities beyond the classroom, including study abroad, undergraduate research, and internships, as well as (4) sources of *support within HTS*, from faculty to the HTS computer lab to the HTS advisor.

Third, this course will provide students with **information and skills that can help them be successful students in HTS**. We will explore such things as the distinction between primary and secondary sources, formulating research questions, how to track down sources, the process of writing short papers, how to use citations, and making effective presentations. HTS prides itself on training students to conduct research and communicate effectively both verbally and in writing.

Finally, this course has an even more practical and "long-term" element to it. Students will learn about different **opportunities for HTS majors**. Some of these opportunities are available during your time here at GT, such as internships, independent research, and study abroad. Along with the skills you will develop in HTS courses, these kinds of activities will expand your opportunities after graduation. This course will highlight some of those opportunities by exploring what HTS graduates have gone on to do, from graduate and professional education to various careers.

### Area E Approved Learning Outcome:

- Students will demonstrate the ability to describe the social, political, and economic forces that influence social behavior.

#### ***Explain how the course satisfies the learning outcome:***

This course will focus on the disciplines of sociology and history, how scholars do research in these areas, and how students can access resources to assist them with their coursework. Students will learn how social, political, and economic forces influence social behavior through an examination of such subjects as the development of

history and sociology as academic disciplines; the study of science, technology, and medicine through a historical and/or sociological lens; global research in history and sociology; and the resources available for students studying history and sociology. Students will demonstrate that they have met the Area E learning outcome through completing a series of in-class exercises, writing a five paragraph research paper, and participating in a group research project culminating in a 15 minute in-class presentation.

**Course Learning Outcomes:**

- Students will gain an enhanced understanding of the disciplines of history and sociology and the historical and sociological study of science, technology, and medicine.
- Students will become familiar with the resources and opportunities available to HTS majors on the Georgia Tech campus and beyond.
- Students will strengthen their skills in research and writing.

**Course Requirements:**

There will be several criteria for student performance in this course: attendance and class participation, in-class exercises, a presentation, and a short paper.

**Attendance & Participation (20%)** Student participation is essential because most classes will include discussion. Make sure you *do the reading before class and come prepared to discuss*. **Do not assume that these are automatic points. You must earn them by contributing in class.** Furthermore, disruptive behavior (e.g., socializing in class, **TEXTING**, coming to class late) will negatively affect your grade. If you have a question or comment or need something clarified, raise the issue in class.

Class attendance is important on three counts. First, you must be present in class to participate. Second, the lectures will contain information beyond what is in the readings. Third, regular attendance will raise borderline grades.

**In-Class Exercises (25%)** Students will complete a series of in-class exercises, which are meant to highlight various resources available to HTS students. The exercises will also strengthen students’ skills in research, reading and writing – all skills central to being successful in HTS. **Students will receive full credit for completing the exercises and turning them in at the end of class, or no credit if the exercise is incomplete or the student fails to turn it in.**

**Short Paper (30%)** Each student will write a five paragraph paper. This paper is intended to hone your writing skills and raise your awareness of writing style, the structure of a research paper, the logic of research and analysis, as well as the proper ways of citing sources. Specific guidelines for the paper will be distributed in class. *The paper is due March 13th.*

**Group Presentation (25%)** At the end of the semester, students will work together in small groups to create and make a short (~15 minutes) presentation. Each member of the group must participate in the presentation, which will focus on issues related to HTS that we examine during the semester. *The presentations will be done on April 15th and April 17th.*

**Grade breakdown:**

Participation/Attendance	20%
In-Class Exercises	25%
Short Paper	30%
In-Class Presentation	25%
<b>Total</b>	<b>100%</b>

**Grading scale:**

A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	0 – 59

### **Accommodating Disabilities:**

If you have or acquire any sort of condition that may require special accommodation(s), please inform me AS SOON AS POSSIBLE (e.g., not the day an assignment is due) so that we may make the appropriate arrangements. Proper documentation from the ADAPTS Office will be required. Please contact them to get more information on available services and accommodations, as well as documentation requirements. The ADAPTS website is <http://adapts.gatech.edu>.

### **Academic Conduct:**

All students are expected to conduct themselves in accordance with the policies of the Georgia Tech Honor Code with respect to behavior and academic honesty. Anyone engaging in acts that violate these policies, such as plagiarism or cheating, will be penalized. **If you are not familiar with what constitute plagiarism, ASK! Being uninformed of the policies does not absolve you from the responsibility of following them!** For more information on the Honor Code, see the Office of Student Integrity website at [www.osi.gatech.edu](http://www.osi.gatech.edu).

### **Make-Up Policy:**

My permission is needed to make-up assignments. (Having assignments/exams in another class will NOT get you my permission.) If you are going to miss an in-class assignment or be late in turning in an out-of-class assignment, please make every effort to **notify me before the missed class** and to gather appropriate material to justify your absence (e.g., a note from your physician if you are ill). If you are unable to notify me before the class/due date, please try to have a friend, roommate, etc. contact me via e-mail and inform me of your absence. A mutually convenient time will be arranged for you to make up the assignment. Make up assignments will **only** be allowed in a situation of an excused absence (e.g., illness, family emergency, etc.).

*The use of cell phones, iPads, or any similar device is not permitted in this class. Please turn **OFF** your phones before entering the classroom. **Those who violate this policy repeatedly will be asked to leave class for that class period.***

### **Course Readings:**

Most readings for this course will be available on T-Square. The readings will consist of book chapters and journal articles. Where available, I have listed course readings on the schedule below. **Additional readings may be added as the semester progresses. It is your responsibility to keep apprised of the readings.**

### **Course Schedule and Readings (subject to revisions/additions)**

<u>DATE</u>	<u>TOPIC/READING/ASSIGNMENT DUE</u>
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Jan. 7	<b>Course Introduction</b>
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Jan. 9	<b>Resources in HTS: Scavenger Hunt</b> Read the syllabus (seriously!)
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### **Part I: History in HTS: Understanding the Past and the Present**

Jan. 14	<b>Thinking About History</b> Wilentz, Sean. 2010. "American Political Histories." Pages 1 – 10 in <i>A Century of American Historiography</i> , edited by James M. Banner, Jr. Boston: St. Martin's Press.
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<b>DATE</b>	<b>TOPIC/READING/ASSIGNMENT DUE</b>
Jan. 16	<p><b>History in HTS (Guest: Dr. Foster)</b>  Foster, Lawrence. 1981. "A New Heaven and a New Earth: The Millennial Impulse and the Creation of Alternative Family Systems." Pages 3 – 16 in <i>Religion and Sexuality: The Shakers, the Mormons, and the Oneida Community</i>. New York: Oxford University Press.</p> <p>Nelson, James B. 1981. "Review of Religion and Sexuality: Three American Communal Experiments of the Nineteenth Century, by Lawrence Foster." <i>SIECUS Report</i>. November:12 – 15.</p>
Jan. 21	<p><b>History in HTS (Guest: Dr. Amsterdam)</b>  Katz, Michael. 2010. "Public Education as Welfare." <i>Dissent</i>. 57(3):52-56.</p>
Jan. 23	<p><b>Resources for HTS: Georgia Tech Archives</b>  (Tour of GT Archives with Jody Thompson)</p>
Jan. 28	<p><b>History in HTS (Guest: Dr. Gerona)</b>  Gerona, Carla. 2012. "Women and Kinship in Spanish East Texas at the End of the Eighteenth Century." Pages 101 – 127 in <i>Women of the Iberian Atlantic</i>, edited by Sarah E. Owens and Jane Mangan. Baton Rouge, LA: Louisiana State University Press.</p>
Jan. 30	<p><b>Tips for HTS: Secondary and Primary Sources, Citations</b></p>
<b>Part II: Sociology in HTS: Understanding the Power of Society</b>	
Feb. 4	<p><b>Thinking About Sociology</b>  Mills, C. Wright. 1959. "The Promise." Pages 3 – 24 in <i>Sociological Imagination</i>. New York: Oxford University Press.</p> <p>Berger, Peter. 1963. "Invitation to Sociology." Pages 1 – 24 in <i>Invitation to Sociology: A Humanistic Perspective</i>. New York: Anchor Books.</p>
Feb. 6	<p><b>Sociology in HTS (Dr. McDonald)</b>  McDonald, Mary and Cheria Thomas. 2011. "The Rutgers Women's Basketball Team Talk Back: Intersectionality, Resistance and Media Power." Pages 78 – 91 in <i>Learning Culture Through Sports</i>, edited by Sandra Spickard Prettyman and Brian Lampman. Lanham, MD: Rowan and Littlefield.</p>
Feb. 11	<p><b>Sociology in HTS (Dr. D'Unger)</b>  Katz, Janet and Charles F. Abel. 1984. "The Medicalization of Repression: Eugenics and Crime." <i>Contemporary Crises</i>. 8:227 – 241.</p>
Feb. 13	<p><b>Sociology in HTS (Guest: Dr. Winders)</b>  Winders, Bill. 2009. "The Vanishing Free Market: The Formation and Spread of the British and U.S. Food Regimes." <i>Journal of Agrarian Change</i>. 9(3):315 – 344.</p>
Feb. 18	<p><b>Resources for HTS: The GT Library</b>  Library Informational Tour by Bruce Henson, Resource Librarian</p>
Feb. 20	<p><b>Resources in HTS: Undergraduate Research Opportunities</b>  (Guest: Dr. Reaves, Director of the Undergraduate Research Opportunities Program)</p>

<b>DATE</b>	<b>TOPIC/READING/ASSIGNMENT DUE</b>
Feb. 25	<b>Resources in HTS: Advisement and Registering for Courses</b>
<b>Part III: Science, Technology, &amp; Medicine: Where Technology and Society Meet</b>	
Feb. 27	<b>Science, Technology &amp; Medicine (Guest: Dr. Tone)</b> Tone, John Lawrence. 2002. "How the Mosquito (Man) Liberated Cuba." <i>History and Technology</i> . 18(4):277 – 308.
Mar. 4	<b>Resources in HTS: On-Line Databases</b>
Mar. 6	<b>Science, Technology &amp; Medicine (Guest: Dr. Usselman)</b> Douglas, Susan J. 1997. "Amateur Operators and American Broadcasting: Shaping the Future of Radio." Pages 364 – 372 in <i>Major Problems in the History of American Technology</i> , edited by Merritt Roe Smith and Gregory Clancey. New York: Houghton Mifflin Harcourt.  Ulrich, Laurel Thatcher. 1997. "A Midwife's Tale." Pages 80 – 87 in <i>Major Problems in the History of American Technology</i> , edited by Merritt Roe Smith and Gregory Clancey. New York: Houghton Mifflin Harcourt.
Mar. 11	<b>Science, Technology &amp; Medicine (Guest: Dr. Singh)</b> Singh, Jennifer. 2011. "The Vanishing Diagnosis of Asperger's Disorder." Pages 237 – 259 in <i>Advances in Medical Sociology, Volume 12, Sociology of Diagnosis</i> , edited by P.J. McGann and David J. Hutson. UK: Emerald Group Publishing.
Mar. 13	<b>Resources in HTS: Internships</b> (Division of Professional Practice) <b>**FIVE PARAGRAPH RESEARCH PAPER DUE</b>
Mar. 18 & 20	<b>No Class: Spring Break</b>
<b>Part IV. Global History and Sociology: Going Beyond US Borders</b>	
Mar. 25	<b>Global History and Sociology (Guest: Dr. Smith)</b> Smith, Jenny Leigh. 2010. "Tushonka: Cultivating Soviet Postwar Taste." <i>M/C Journal: A Journal of Media and Culture</i> . (13)5.
Mar. 27	<b>Resources in HTS: Study Abroad and the International Plan</b> (Office of International Education)
Apr. 1	<b>Global History and Sociology (Guest: Dr. Bier)</b> Ahmed, Lelia. 1993 "The Discourse of the Veil." Pages 144 – 168 in <i>Women and Gender in Islam: Historical Roots of a Modern Debate</i> . New Haven, CT: Yale University Press.

<b>DATE</b>	<b>TOPIC/READING/ASSIGNMENT DUE</b>
Apr. 3	<p><b>Global History and Sociology (Guest: Dr. Krige)</b>  Smart, Ian. 1985. "A Defective Dream." Pages 73 – 79 in <i>Atoms for Peace: An Analysis After Thirty Years</i>, edited by Joseph E. Pilat, Robert E. Pendley, and Charles K. Ebinger. Boulder: Westview Press.</p> <p>Tape, Gerald F. 1985. "The Fabric of Cooperation." Pages 59 – 66 in <i>Atoms for Peace: An Analysis After Thirty Years</i>, edited by Joseph E. Pilat, Robert E. Pendley, and Charles K. Ebinger. Boulder: Westview Press.</p>

**Part V. Beyond HTS: What Do HTS Majors Do After Graduation?**

Apr. 8	<b>Moving On, Part I: Graduate and Professional School</b>
Apr. 10	<b>Moving On, Part II: Careers for HTS Graduates</b>
Apr. 15	<b>Group Presentations on HTS</b>
Apr. 17	<b>Group Presentations on HTS</b>
Apr. 22	<p><b>Moving On, Part III: Careers for HTS Graduates</b>  (Presentation by Sherri Brown, Homer Rice Room, Georgia Tech Library)</p>
Apr. 24	<b>Wrap Up and Review</b>