COURSE DESCRIPTION

Through the analysis of excerpts from plays, novels, memoirs, and other material, this class examines some of the cultural and social changes that accompanied the introduction of the automobile in Europe and North America during the early 1900s.

COURSE GOALS

By doing the weekly in-class activities, studying the assigned readings, and completing the final project, it is intended that the students will be able to:

- Improve critical thinking by developing evaluative, problem-solving, and expressive skills.
- Enhance group communication skills through discussions, small-group work, presentations or debates.
- Develop intellectual curiosity and better understand the role of a student in an academic community.
- Understand and discuss how and why the perception and the representation of speed changed during the early 1900s.
- Describe and explain the most important cultural and social changes brought about by the introduction of the automobile in Europe and North America.
• Plan and execute a digital research project, based on primary and secondary sources, involving the use of digital archives and the creation and the organization of a small wiki.

COURSE REQUIREMENTS

1. **Class Attendance and Participation**

   Attendance is essential, since new topics are introduced every week.

   Students are expected to attend all of the class sessions: more than two absences will result in an unsatisfactory grade (U).

   Participation is assessed on the basis of in-class activities, brief presentations related to the research project, and questions or comments made during lectures and presentations.

2. **GLS Program Attendance Requirement**

   As a member of the College of Global Studies (GLS) and as part of your GLS 102 class, you must attend at least 2 programs from the list provided during the spring semester.

   At least 1 program should come from the "academic" category and 1 from the "social" category.

   Attendance will be recorded at each event and shared with faculty.

   For more information, and a list of programs, please visit: [http://www.stonybrook.edu/ucolleges/gls/activities.shtml](http://www.stonybrook.edu/ucolleges/gls/activities.shtml)

   **NB:** University Scholar students are strongly encouraged to attend GLS programs, but are not required. Scholars have their own event requirement, which includes at least one Scholars (for-credit) event and one GLS (for-credit) event per semester, or two Scholars (for-credit) events.

3. **Required Readings**

   Textbook:


   Online readings, posted on the class wiki; excerpts from:

4. **Assignments**

Details about the assignments and the term project will be discussed in class and posted on the class wiki.

5. **Spring Commons Day**

All students in a Freshman 102 Seminar are required to attend a Spring Commons Day Event on Wednesday, March 26, 2014.

For more information about this day visit: [http://ucolleges.stonybrook.edu/spring-commons-day](http://ucolleges.stonybrook.edu/spring-commons-day)

6. **Computer use: Web, Email**

Students are expected to regularly check the class Wiki and their Stony Brook e-mail account for information and correspondence with the instructor and Undergraduate Colleges.

**EVALUATION AND GRADING PROCEDURES**

Each Freshman 102 Seminar is a 1-credit course. Students may receive a grade between A-C or a U (Unsatisfactory).

Grades will be determined according to the following scale:

- 30% for class participation and in-class activities
- 70% for a term project

The following table shows the numeric equivalents of the letter grades used in this class:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
</tbody>
</table>
B+    87-89
B     84-86
B-    80-83
C+    77-79
C     74-76
C-    70-73
U     0-69

ACADEMIC INTEGRITY

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

AMERICANS WITH DISABILITIES ACT

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, Room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

CRITICAL INCIDENT MANAGEMENT

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific
COURSE EVALUATIONS

Each semester Stony Brook University asks students to provide feedback on their courses and instructors through an online course evaluation system.

The course evaluation results are used by the individual faculty, department chairs and deans to help the faculty enhance their teaching skills and are used as part of the personnel decision for faculty promotion and tenure.

Stony Brook contracts with an outside vendor to administer the surveys and all results are completely anonymous. No individually identifiable data are ever reported back to the university or instructor.

Students who have completed previous evaluations can view all faculty ratings at: tlt.stonybrook.edu/evaluate
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/30</td>
<td>The course. The wiki. The syllabus.</td>
<td>n/a</td>
</tr>
<tr>
<td>02/06</td>
<td>Peculiarities of the automobile, compared to other machines, products and devices. How to modify the wiki.</td>
<td>Online readings from Sports Car Digest: see class wiki for instructions and links.</td>
</tr>
<tr>
<td>02/13</td>
<td>The research project: parameters and focus. Presentation and discussion of Chap. 1 of the textbook.</td>
<td>Chap. 1 of the textbook.</td>
</tr>
<tr>
<td>02/20</td>
<td>Presentation and discussion of Chap. 2 of the textbook. The research project’s methodology: advanced research inside digital archives.</td>
<td>Chap. 2 of the textbook.</td>
</tr>
<tr>
<td>02/27</td>
<td>Presentation and discussion of Chap. 3 of the textbook. The research project: how to present and organize the results.</td>
<td>Chap. 3 of the textbook.</td>
</tr>
<tr>
<td>03/06</td>
<td>Presentation and discussion of Chap. 4 of the textbook. The research project: discussion and presentations.</td>
<td>Chap. 4 of the textbook.</td>
</tr>
<tr>
<td>03/13</td>
<td>Presentation and discussion of Chap. 5 of the textbook. The research project: discussion and presentations.</td>
<td>Chap. 5 of the textbook.</td>
</tr>
<tr>
<td>03/17 - 03/22</td>
<td>NO CLASSES - SPRING BREAK</td>
<td>NO CLASSES - SPRING BREAK</td>
</tr>
<tr>
<td>Date</td>
<td>Event and Details</td>
<td></td>
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<tr>
<td>03/27</td>
<td>Presentation and discussion of the excerpts from Barzini, <em>Pekin to Paris</em>. The research project: discussion and presentations.</td>
<td></td>
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<tr>
<td>04/03</td>
<td>Presentation and discussion of the excerpts from Barzini, <em>Pekin to Paris</em>. The research project: discussion and presentations.</td>
<td></td>
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<tr>
<td>04/10</td>
<td>Presentation and discussion of the excerpts from Morasso, <em>The New Mechanical Aspect of the World</em>. The research project: discussion and presentations.</td>
<td></td>
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<tr>
<td>04/17</td>
<td>Presentation and discussion of the excerpts from Testoni’s play, <em>In Automobile</em>, and poetry. The research project: discussion and presentations.</td>
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<tr>
<td>04/24</td>
<td>Presentation and discussion of the excerpts from Placci, <em>In Automobile</em>. The research project: discussion and presentations.</td>
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<tr>
<td>05/01</td>
<td>The research project: brief review and final suggestions. Discussion: questions for the guest speaker. Make sure your project is ready for review.</td>
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<tr>
<td>05/08</td>
<td>Guest speaker. Completion of final project.</td>
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</tbody>
</table>