

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs		UUPC Approval <u>3-24-25</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department _____ College _____		
Current Course Prefix and Number		Current Course Title	
Syllabus must be attached for ANY changes to current course details. See Template . Please consult and list departments that may be affected by the changes; attach documentation.			
Change title to: Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: Change WAC/Gordon Rule status** Add Remove Change General Education Requirements*** Add Remove <small>*See Definition of a Credit Hour.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.</small>		Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
Effective Term/Year for Changes:		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone			
Approved by Department Chair _____ College Curriculum Chair <u>Robin Larson</u> College Dean _____ UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meerhoff</u> UFS President _____ Provost _____		Date <u>2/28/25</u> <u>03/11/2025</u> _____ <u>3/17/2025</u> <u>3-24-25</u> <u>3-24-25</u> _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



FLORIDA ATLANTIC UNIVERSITY

HIS 4322-001 14940

Aerospace History

In Person

3 Credit(s)

Spring 2025 - 1 Full Term

Instructor Information

Barbara Ganson

Email: bganson@fau.edu

Office: Via Zoom by appointment.

Course Description

Aerospace History

At the dawn of the twentieth century, people from around the world were working on the problem of heavier-than-air, powered, controllable flight. There were individuals from Germany, France, the United States, Russia, Great Britain, Australia, New Zealand, and Brazil. But it was two bicycle-makers from Dayton, Ohio, who were the first to solve the problem of controllable human flight. On December 17, 1903 Wilbur Wright soared 120 feet off the ground for 12 seconds. They made three longer flights that day at Kitty Hawk, North Carolina.

During the next fifteen years, a new industry developed throughout the world. The airplane changed from being little more than a powered kite to being a tactical instrument of war. Over the next twenty-five years, it went from being a tactical war machine to a high-end mode of transportation, as well as a weapon of national strategic value, meaning an entire war could be won simply using the airplane. The development of powered aircraft led to space exploration, with the first lunar landing being achieved on July 20, 1969.

Aviation has fundamentally altered people's everyday lives during the twentieth century. The world became smaller, more interconnected, and global. How have changes in air technology impacted our lives and make it

more interconnected? The primary goal of this course is to learn about the history of flight and its impact on cultures, identities, and gender roles. The course will develop students' fundamental skills in critical and global thinking, and in comparative analysis, as well as their understanding of the interactions of race, ethnicity, gender, class, age, and technology. Readings of primary historical sources, complemented by lectures, will be paired with writing exercises and documentaries.

Students will conduct historical research on aspects of powered flight. Writing is important not just in itself but will help one develop an ability to think clearly and creatively. Students will also learn how to evaluate and interpret primary sources. Most especially, they will learn to appreciate the uses and limitations of historical documents and secondary sources. Students will also learn about museum work. As you read books and articles, please keep in mind the facts, figures, and other evidence historians utilize to support their findings. How convincing are their arguments? How well do they use evidence? Are there any contradictions in their arguments? What can we learn to make aviation safer?

Prerequisites/Corequisites

Prerequisite(s): One of the following:

Instructional Method

In-Person

Traditional concept of in person. Mandatory attendance is at the discretion of the instructor.

Required Texts/Materials

Texas Takes Wing

ISBN: 9781477326480

Authors: Barbara A. Ganson

Publisher: University of Texas Press Warehouse c/o Chicago Distribution Center

Publication Date: 2022

Edition: Paperback

Sky as Frontier

ISBN: 9781585444199

Authors: David Courtwright

Publisher: Texas A&M University Press

Publication Date: 2004

Amelia Earhart

ISBN: 9781560987253

Authors: Doris Rich

Publisher: Smithsonian Institution Press

Publication Date: 1996

Course Objectives/Student Learning Outcomes

- 1) To study the development of flight, which has made the world more interconnected due to the development of new technologies and humankind's desire to explore the world and beyond.

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

The instructor will calculate your grade based on the following weighted distribution:

Assessment	Total Points	Percentage (%)
Course Discussions, Reflections, Padlet – points	125	10%
Short Essays - 60 points	60	20%
Research Project and Essay 100 points	100	50%
Quiz - 20 points.	20	10%
Attendance and Participation	20	10%
TOTAL:	325	100%



Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or

scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

GRADING CRITERIA

Rubrics are provided for most of the assignments.

Course Discussions (total 10%)

Completion of course discussions. Thoughtful post and relevant responses to peers are recommended.

Short Essay (total 20%)

Describe and analyze one object or image that tells something about the history of flight in the world. What is the historical significance of that object? Why do you suppose the image or aircraft was created? You are

welcome to share these with the class, pending time needed for lectures, documentaries, and other exercises. Three to five pages.

Research Essay (total 50%)

The main assignments of this course will be an essay based upon primary and secondary sources; the topics chosen by the student in consultation with the professor on the history of flight.

The essay should be ten to twelve pages in length (exclusive of bibliography, illustrations, and footnotes), typed, double-spaced with full bibliography and notes (use the bibliographic format from Turabian or The Chicago Manual of Style.) From the outset, students are encouraged to find topics on the history of aviation in the Florida and find ample sources for their papers. The writing assignments will examine an issue in aviation history of your own choice having to do with Florida air and space history. Students will present their projects to the class, along with their drafts, which will be revised in class with the assistance of other students and the professor. These papers are to be typed, doubled space. You must use the Turabian or the Chicago Manual of Style for the proper preparation of footnotes or endnotes and a bibliography.

Quizzes (total 10%)

Letter Grade	Letter Grade
A	94 - 100%
A-	90 - 93%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	77 - 79%
Letter Grade	Letter Grade
C	73 - 76%
C-	70 - 72%
D+	67 - 69%
D	63 - 66%
D-	60 - 62%
F	Below 60

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

Attendance and participation (total 10%)

It is imperative that you meet course deadlines and stay active in course discussions. If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited.

Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's

Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

Course Topical Outline

WEEK/DATE	TOPIC	READINGS
1: Jan 9/11	The Dream of Flight 1783 - 1903	Ganson: Chapter 1-Early Flight
2: Jan 16/18	A Dream Realized 1903 - 1908	Ganson: Chapter 2- World War 1 Courtwright: Introduction

3: Jan 23/25	The Early Birds: Those who soloed before Dec. 17, 1916	Courtwright: Chapter 1 & 2
4: Jan 30/1	Glenn Hammond Curtiss and the birth of Naval Aviation	Ganson: Chapter 6 – Flight Training Courtwright: Chapters 3-5
5: Feb 6/8	The Great War in the air 1914 – 1918	Ganson: Chapter 5-Commercial Aviation Courtwright: Part 2 (p. 89-192)
6: Feb 13/15	The Golden Age of flight 1919 – 1939	Ganson: Chapter 3- 20s & 30s Golden Age of Flight Courtwright: Part 3 (p. 193-224)
7: Feb 20/22	Women who Dare: Aviatrices	Rich: Amelia Earhart
8: Feb 27/29	Record Setters	Ganson: Chapter 4- Record setters and racers
	Spring Break	
9: March 12/14	Airplane Designers and Manufacturers	Ganson: Chapter 8- Aircraft Designers and Manufacturers
10: March 19/21	Air Power during World War II	Ganson: Chapter 7-World War II
11: March 26/28	Jet Age and the Cold War	Ganson: Chapter 9-Cold War and the emerging Space age
12: April 2/4	Jet Age to Space Age	Ganson: The Space Age
13: April 9/11	The Future of Flight	Ganson Epilogue: future of flight
14: April 16/18	Final Paper	Presentations
Finals: April 25- May 1	Quiz	