|  |
| --- |
| **Florida Atlantic University**  **Department of History**  **Fall 2016**  **AEROSPACE HISTORY**  **WAC APPROVED COURSE**  **HIS 4322, 13956**  **TTH 2-3:20 pm**  **AL 242**  **3 credit hours** |
| professor’s name Dr. Barbara Ganson  AL 181, Boca campus  BGanson@fau.edu  T 1-2 (Boca) W 2-4 Davie West 419 |
| 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. Within sixty years, mankind achieved walking on the moon.  Aviation fundamentally altered people’s everyday lives in modern times. The world became smaller, more interconnected, and global. How have changes in air technology impacted our lives and make it more interconnected? Other learning objectives include realizing how the Wright brothers developed controllable flight through the study of phenomena already existing in nature and by building on the scientific and practical work of others. Students will gain an appreciation of the pioneers of flight, both men and women, in the U.S. and abroad. They will also come to appreciate how space exploration developed from earlier forms of powered flight. Finally, students will learn to appreciate the many advances in aerospace technology, which improved and altered peoples’ lives in the 21st century.  The course moreover 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. Students will conduct extensive historical research on two aspects of powered flight in Florida. 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 their use historical evidence? Are there any contradictions in their arguments? |
| **required books**:  David Courtwright, *Sky As Frontier: Adventure, Aviation, and Empire*. (2004).  Barbara Ganson, *Texas Takes Wing: A Century of Flight in the Lone Star State* (2014). Gene Kranz, Failure is not an Option: Mission Control from Mercury Mission Control From Mercury to Apollo 13 and Beyond (2009)Doris Rich, *Jackie Cochran: Pilot in the Fastest Lane* (2006).Seth Shulman, [*Unlocking the Sky: Glenn Hammond Curtiss and the Race to Invent the Airplane*](http://www.amazon.com/Unlocking-Sky-Hammond-Curtiss-Airplane/dp/0060956151/ref=pd_bbs_sr_2/102-8833269-9804931?ie=UTF8&s=books&qid=1178740629&sr=8-2) (2003). **Recommended Readings:**  Joseph J. Corn, *The Winged Gospel: America’s Romance with Aviation.* (c. 1983).  Phil Scott, ed. *The Pioneers of Flight: A Documentary History.* (1999)  Stephen Craft, *Embry Riddle at War.* (2010).  Dominick Pisano, ed., *The Airplane in American Culture.* (2003). |
| course requirements and due dates of papers and exams  This course consists of lectures, readings, audio-visual presentations, and classroom discussions. The main assignments of this course will be two papers based upon primary and secondary sources, the topics chosen by the student in consultation with the professor.  The two research papers should be ten to twelve pages long (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.) Your research paper will have to have at least six bibliographical references, in addition to any internet sources. At least, two of these must be primary sources. Please use Times New Roman with a 12 font and one-inch borders.  **Class Procedures:**  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 majority of the class meetings will consist of lectures and class discussions based on the readings and films. I expect everyone to complete the assigned readings and contribute actively to discussions. Additional short readings will be made available by the professor. Please complete the assigned readings before coming to class.  Students are required to attend class and carry out research in preparation of writing an historical essay. I will help you as much as I possibly can and work with you to define two workable topics. You will briefly report to the class on your findings. Beginning on week five, class members will present informal preliminary reports of their research findings to the class.  The writing assignments will examine a particular 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. Drafts will be revised in class. Make two copies of your drafts to distribute to a student of your choice in the class and the professor**.  **Final Quiz will be based on the readings, lectures, and other class room assignments.** |
| grade breakdown ]  Work as film critic, class participation, and attendance, 20%  Two Research Papers, 30% each  Film Quiz 20% |
| *GRADING SCALE*  A 94-100; A- 90-93; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73- 76;  C- 70-72; D+ 67-69; D 63-66; D- 60-62; F 59 and below |
| schedule of class meetings (include lecture/class titles, required readings for each week, due dates of papers and exam dates)  Your papers will be graded upon the following criteria: writing of a main thesis, the development of an argument, organization, use of supporting evidence- rich details and examples, and the proper formatting of citations and the bibliography. Please pay close attention to the writing of topic sentences in each of your paragraphs. I will be looking for a careful and thoughtful analysis of a subject, based on extensive primary and secondary sources. One of our goals is to be thorough. We want to be analytical historians. Always keep in mind the historical significance of the subject. Why is it important for us to understand this subject? What new and original knowledge, if any, are you providing for your readers? Where does your work fit into the historical literature? Do you provide a reader with an understanding of the state of the literature on the topic? You are encouraged to devote a paragraph on the historical literature based on the subject, which can appear following your introduction or in a content footnote. Are you making an original contribution to the field by examining new sources or coming up with a new angle or interpretation of the subject? These are points that you want to keep in mind and make clear to your audience, as you do your research, write your papers, and make your presentation. As your instructor, I will be providing you with feedback on all of your written work. When you make copies of your papers to distribute to class members, I will be one of the reviewers who will comment on drafts of your papers during class.  If you are unable to attend class, please inform me. If you are absent more than once, your grade will be reduced by one letter grade for each additional absence, unless special arrangements have been made with the professor Papers are due at the beginning of class on the day they are due. Any late papers will forfeit one letter grade, unless prior arrangements have been made.  **Attendance Policy**: Students are expected to attend all of 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 non-attendance.  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.  **Late work and absences**: Papers turned in late will be penalized. Students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities; students may make up missed work without any reduction in the student’s final course grade. Reasonable accommodation will be made for students participating in a religious observance.  **Grades of Incomplete** (“I”) are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances (documented illness, death or severe illness in the family, unexpected hospitalization, or severe family crisis).  **Students with disabilities**: In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation 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.  **Code of Academic Integrity policy** 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.](http://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf)  **Schedule of Lectures, Readings, and Presentations**  Please note these are subject to change.  **I. Pioneers of Flight**  **Week One** August 23 and 25. The Dream of Flight, 1783-1903 Who was the first to fly? What is flight? Balloons, early dirigibles, gliders, and powered models.    **Week Two**. August 30 and Sept. 1. A Dream Realized, 1903-1908. The Wright Brothers at Kitty Hawk and over in Europe. Langley’s Aerodrome. A dream realized, continued.  Discussion of primary sources: “Experiments with the Langely Aerodrome,” by S. P. Langely, 1904.  “We tossed a coin to decide… “ Orville Wright diary,  December 14, 1903; “Success assured keep quiet,” telegram from Orville Wright, December 15, 1903,” “Mr.Daniels took a picture just as it left the tracks,” Orville Wright diary, December 16, 1903  “Success four flights Thursday morning,” Telegram by Orville Wright, December 17, 1903.  **Week Three.** September 6 and 8. The Early Birds, those who soloed before December 17, 1916.  **Week Four** September 13 and 15. Glenn Hammond Curtiss and the birth of naval aviation. Why was there so much animosity between the Wright Brothers and Glenn Curtiss? What impact did that dispute have on the development of the aviation industry before World War I? READ Shulman (entire book).  The *Vin Fizz*, the first transcontinental flight across the United States, 1911  Aviatrixes: Blanche Stuart Scott, Harriet Quimby, the Stinson Sisters, Ruth Law.  Discussion of a primary source: Harriet Quimby, 1912.  Discussion of the impact of 9/11 on the aviation industry. How has 9/11 impacted our everyday lives? Where were you on 9/11? Be ready to discuss how the U.S. has reacted to this horrific event. Government regulation of the aviation industry.  **Week Five.** 9/20 and 9/22 Aircraft and dirigible designer, Alberto Santos Dumont of Brazil, the first person to fly in Europe. Discussion of Courtwright, *Sky as Frontier.*  **II. The Great War in the Air, 1914-1918.**    **Week Six.** 9/27 and 9/29**.** Lafayette Escadrille, American fighter pilots who flew for France.  German Aces of World War I: Manfred von Richtohofen and aerial tactician Oswald Boelcke, Eugene Bullard (1894-1961), “The Black Swallow of Death.” How did Americans treat Bullard when the U.S. entered the war? Use of the Dirigible as a Weapon of War in the Bombing of Cities and Civilian Populations. How ethical was the bombing of civilian populations? **Mechanics of writing a dynamic main thesis statement. Discussion of organization of paper and the writing of a topic sentence for each of your paragraphs. Bring in a working bibliography for your topic to share with the class.**  **III. The Golden Age of Flight, 1919-1939**  **Week Seven.** 9/29. And 10/1. NC-4 Transatlantic Crossing, 1919. Tragedies of the golden age.  U.S. Air Mail Carriers and the development of the Airlines: Video presentation: *Flights of Courage: The Daring Pilots of the United States Air Mail Service, 1918-1927.* **Discussion of Research Paper.**    **Week Eight**. 10/4 and 10/6. The Barnstormers: Wing Walkers, Parachutists, and Aerial Stunt Pilots. Flying Air Circuses. Discussion of research papers. Video Presentation: *Spirit of St. Louis.* Discussion in class of early military flight training from memoirs of Charles Lindbergh, *We.* ***First Research Paper Due.***  **Week Nine**. 10/11 and 10/13. Risk behavior and motivations to fly. Women who Dared: Mildred Doran, Elinor Smith, Ruth Elder, Ruth Alexander, Marvel Crosson, Frances Harrell Marsalis, Florence Klingensmith, Jackie Cochran, Amelia Earhart, Beryl Marham Video presentation: American Experience and Biography: Amelia Earhart. Discuss Jackie Cochran(entire book).  **Week Ten** 10/18 and 10/20. The Airplane Designers and Manufacturers. Donald Douglass, William Boeing, Walter Beech, Jack Northrup.  **Week Eleven**. 10/25 and 10/27. Library assignment: locate at least three primary sources for your second research paper. Discussion of Ganson, *Texas Takes Wing.*  **Week Twelve**. 11/1 and 11/3. **The Prize Flyers and Record Setters.**  Alcock and Brown, the first transatlantic flight, 1919  Charles Lindbergh and his solo flight from New York to Paris, 1927  1924 U.S. Navy flight around the world  Wiley Post, first person to fly solo around the world, 1933  Amelia Earhart’s world flight 1937 and her disappearance  Howard Hughes’s 1938 World Flight  **Week Thirteen. 11/8 and 11/10. Air Power during WWII**  Female Ferry Pilots to Fighter Pilots. Video documentation: *The Tuskegee Airmen* (PBS Documentary, not the HBO movie). Flying Tigers, Precision Bombing. B-24 versus the B-17. *The Enola Gay* and the Bombing of Civilian Populations to end the war.    **Week Fourteen. 11/15 and 11/17. From the Jet Age to Space Age**. Cold War aircraft from the B-36 to the B-52. U-2. Burt Rutan and the *Voyager* flight, 1986.  **IV: The Space Age and Beyond**  W**eek Fifteen** 11/22.From Mercury to the Apollo Program. The Space Shuttle and Hubble. Returning to the Moon and the future of Mars exploration. Presentations. 11/29 and December 1. **Second Research Paper Due.** Presentations  December 13. **Final Quiz. 1:15-3:45 pm.** |