

HIST 384: History of Aviation
Monday, Wednesday, Friday, 10:30AM-11:20AM
Room 219 University Hall
Face-to-Face Instruction

Instructor: Zachary Logsdon

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Office: 402 Schleman Hall (Formerly Recitation Building)

Office Hours: Monday, Wednesday, Friday 12:00PM-1:00PM and by appointment

Course Description:

A comparative history of human flight and air power (in Europe, the Americas, and Asia) from its origin in the early inventors and pilots, through its reflection in the popular media, to the global development of civil and military aviation.

COURSE OVERVIEW

This course explores the history of human flight, air power, and their place in human society from early conceptualizations of human flight to the present. It will examine the technological and scientific developments which made human flight possible and the continual stream of inventions and innovations which have enabled humans to fly higher, further, and faster. Outside of the mechanical elements of flight, the course investigates the role of aviation in the economic, political, and cultural realms. It studies the rise of aviation as a major industry and the ways in which aviation and economics have influenced each other. The relationship between aviation and politics is also a significant theme of the course. Students will learn about the creation and development of government agencies to support and regulate aviation. In a global context, the course will cover the role of aviation both as a tool for bringing humanity closer together, and its central and increasing role in the waging of modern war in the twentieth century. Finally, students will study the representations of aviation in cultural mediums, such as film, literature, and art, as well as the role of cultural and social structures within aviation.

Learning Outcomes

Through lectures, readings, written work, and participation in class discussions, students will, by the end of the semester, be able to:

1. Explain the emergence of aviation and the key figures and inventions which this process entailed.
2. Locate the role of aviation in the economic, political, diplomatic, and cultural spheres of the world.
3. Understand the integral role aviation has played in both bringing humanity closer together and causing further division and tension.

Outside of historical understandings, students will also:

1. Sharpen their analytical abilities by employing both lecture and readings to complete the course assignments.
2. Develop improved writing skills by drafting and revising their essays and reading responses
3. Enhance their critical thinking by developing their own opinions in answer to open-ended questions posed in the reading responses, exams, and essay.

REQUIRED TEXTS

- Grant, R.G. *Flight: The Complete History of Aviation*, Updated Edition. New York: DK, 2017.
- Walker, Samuel J. *Prompt and Utter Destruction: Truman and the Use of Atomic Bombs against Japan*, Third Edition. Chapel Hill: University of North Carolina Press, 2016.
- Assorted articles and book chapters

The Grant book will serve as textbook for the course to reinforce the lectures and provide further information not included in the lectures. There will generally be a reading from Grant for each week that you are encouraged to complete before each Friday. The Walker book covers the use of the atomic bombs against Japan and will be the focus of the course's essay. Both of the books are available on Amazon and at the campus bookstores. Shorter articles and book chapters may be assigned each week and will serve as the basis of reading responses and class discussions. These shorter readings will be posted to Brightspace under the week for which they are assigned.

CLASS ATTENDANCE & LECTURES

This is an in-person course and I expect everybody to be in attendance when you are healthy. Do not come to class if you are feeling ill. Email me at with the subject line: HIST 384 absence. I do not need details about your symptoms. Just let me know you are feeling ill and cannot come to class. If it is an emergency situation, please follow the University regulations on emergency medical care. I will send a link to a video recording of the lecture.

I will not make these generally available because the experience has shown that doing so can lead to drastically reduced attendance, and, more importantly, increased stress levels and drastically reduced performance in the class.

Other things to keep in mind with attendance:

1. Unless it falls under the University excused absence regulations (see below), any work due should be submitted on time via our course Brightspace.
 - a. Anyone who is absent on a day a reading response opportunity is due is still eligible to submit a response even if absent.
2. If that day's class involves assessed work such as a test or presentation, you and I will plan if and how you can make up the work, following the assignment guidelines. This plan must be done before the next class period, so again, email me immediately when you know that you will miss class.

For cases that fall under **excused absence regulations**, you or your representative should contact or go to the [Office of the Dean of Students \(ODOS\) website](#) to complete appropriate forms for instructor notification. Under academic regulations, excused absences may be granted by ODOS for cases of grief/bereavement, military service, jury duty, parenting leave, or emergent medical care. The processes are detailed, so plan ahead.

Electronic Devices Policy

Laptop computers are permitted for note-taking. However, it is important that they be used only for note-taking, and not for texting, internet browsing, and other distracting purposes. Persistent engagement in such behavior may result in a reduction of your overall grade. I will be happy to answer any questions you have so do not hesitate to email me (provided you do so after class).

Coursework

Grading Scale

The grading scale is:

Excellent:

A+ (97-100)

A (94-96)

A- (90-93)

Above average:

B+ (87-89)

B (84-86)

B- (80-83)

Average:
C+ (77-79)
C (74-76)
C- (70-73)
Below average:
D+ (67-69)
D (64-66)
D- (60-63)
Below 60 fails.

Note: there is no curve in this class. Students are encouraged to keep a close eye on Brightspace to keep track of their grades.

GRADE BREAKDOWN: The following elements will constitute your final grade:

Reading Responses	(5 for a total of 20%)
1st Midterm Exam	(20%)
2nd Midterm Exam	(20%)
Essay	(20%)
Final Exam	(20%)

READING RESPONSES

Five reading assignments will account for 20% of your final grade. There will be **eight opportunities** to choose from over the course of the semester. You will input your responses directly into Brightspace, and I will post the prompts a few days before the discussion. **They will relate to that week's readings or ask you to consider that week's readings and a previous week's readings together.**

You will have multiple opportunities over the course of the semester to complete these reading responses. You only need to complete five of these over the course of the semester, and it is entirely your choice when you complete these assignments, as long as you complete a total of five.

Each one should be 250 words in length and is worth 4% of your overall grade. Your responses are **due through Brightspace by 9am** on the days marked in the syllabus. The purpose of these responses is to stimulate thinking about issues, questions, and problems raised by the readings we are discussing that week. The goal is for you to discover, develop, and clarify your own ideas. You should do the appropriate reading; then sit down and write in response to the question for 20-30 minutes. I will be looking for evidence that you are thinking seriously about the course materials. Your responses should show that you are wrestling with concepts explained in the reading and in lectures and that you have done your reading and thinking before attempting your responses. For the most part, you will be rewarded for the process of thinking rather than for the end product you deliver. Specifically, you will be graded on the

quality of your analysis, your engagement with the specific readings and lecture materials, and your attention to the specifics of the question posed in the prompt.

EXAMINATIONS

There will be three examinations this semester. These will be **in class examinations**. The dates for these exams may be found in the schedule detailed below. The due date of the final examination will be announced once the schedule is available. Each examination will consist of short identification questions reflecting upon the significance of specific individuals or events from the class readings and a longer analytical essay on a broader theme. I will provide further guidelines and information as the semester progresses. If you miss an examination, you must contact me as soon as possible.

In order to prepare for these exams, I strongly advise you to take legible, constructive notes throughout the semester, to regularly engage with the course lectures, and to consistently reflect upon the main themes and issues raised in the course readings and lectures. I will share more details as we get closer to the exams.

Paper

A paper of 3-5 pages (double-spaced, 12-point font) is due through **Brightspace by 8:00 pm on Thursday, October 26th**. If you hand in your paper after the deadline, you will be penalized 5 points for each additional day.

This paper will center on the book *Prompt and Utter Destruction: Truman and the Use of Atomic Bombs against Japan* and will ask students to consider President Truman's decision to use atomic bombs against Japan in 1945. Further information, including a specific question which students will write their essays in response to, will be forthcoming in the semester.

Note: this assignment will employ Turnitin to check for plagiarism. Students are advised to take close note of the Cheating/Plagiarism section of the Syllabus.

Other Course Policies

Accessibility:

Purdue University strives to make learning experiences accessible to all participants. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone at 765-494-1247.

Students with disabilities whose DRC Course Accessibility Letter (CAL) includes test accommodations must first release their CAL to me and then schedule to take their exams with the Purdue Testing Services

at <https://www.purdue.edu/studentsuccess/testing-services/accommodated-testing/student.php>. You must do this at least one week before the exam date listed on the syllabus. In the case of finals week, you must do this at least four weeks before the start of finals week (or insert the relevant date for the semester). I will provide the Purdue Testing Services with your exam and they will administer it and provide the result to me for grade reporting. Students must inform me immediately of cases where the Purdue Testing Services does not have space so that I can make other arrangements. Students who fail to follow this process and these deadlines risk not being able to have their accommodations for that exam.

CHEATING / PLAGIARISM

Plagiarism refers to the reproduction of another's words or ideas without proper attribution. University Regulations contain further information on dishonesty. Plagiarism and other forms of academic dishonesty are serious offenses and will be treated as such in this class. **You are expected to produce your own work and to accurately cite all necessary materials.** Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow. **Any instances of academic dishonesty will result in a grade of F for the course and notification of the Dean of Students Office.** Please make sure that you are familiar with Purdue's academic integrity policies:

<https://www.purdue.edu/provost/teachinglearning/honor-pledge.html>

“As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue.”

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information is submitted the greater the opportunity for the university to investigate the concern. More details are available on our course Brightspace under University Policies and Statements.

Nondiscrimination:

Purdue University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. A hyperlink to Purdue's full Nondiscrimination Policy Statement is included in our course Brightspace under University Policies and Statements.

Emergency Preparedness:

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting me via email. You are expected to read your @purdue.edu email on a frequent basis.

A link to Purdue's Information on [Emergency Preparation and Planning](#) is located on our Brightspace under "University Policies and Statements." This website covers topics such as Severe Weather Guidance, Emergency Plans, and a place to sign up for the Emergency Warning Notification System. I encourage you to download and review the *Emergency Preparedness for Classrooms* document ([PDF](#)) or ([Word](#)).

Our classroom is University Hall 219. The first day of class, I will review the Emergency Preparedness plan for our specific classroom, following Purdue's required [Emergency Preparedness Briefing](#). Our specific classroom emergency information can also be found here:

- In the event of a fire alarm or other emergency requiring us to evacuate, students will proceed to the outdoor area between UNIV (University Hall) and BRNG (Beering Hall). In the case of inclement weather, students will proceed to the lobby of BRNG
- In the event of a tornado warning, students will proceed to the hallways, interior offices, and interior hallways on the ground floor and first floor of UNIV. If there is time, students should evacuate to the basement of BRNG.
- In the event of a need to shelter in place due to an active threat, students will remain in the classroom and lock the door. All students in hallways must go into an office or classroom. All such doors have locks.
 - In the event of the HAZMAT release, students will proceed to the interior hallways of UNIV.

Copyright:

See the University Policies and Statements section of Brightspace for guidance on Use of Copyrighted Materials. Effective learning environments provide opportunities for students to reflect, explore new ideas, post opinions openly, and have the freedom to change those opinions over time. Students and instructors are the authors of the works they create in the learning environment. As authors, they own the copyright in their works subject only to the university's right to use those works for educational purposes. Students may not copy, reproduce, or post to any other outlet (e.g., YouTube, Facebook, or other open media sources or websites) any work in which

they are not the sole or joint author or have not obtained the permission of the author(s).

DISCLAIMER

In the event of a major campus emergency, the above requirements, deadlines, and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted once the course resumes on Brightspace or can be obtained by contacting me via email.

University Policies and Statements

Students may find links to all other policies on the course Brightspace page under “Content” and “University Policies and Statements. This course will adhere to all university policies and statements. Links to these policies and statements are also listed here:

[Purdue's Student Guide for Academic Integrity](#)

[Nondiscrimination Policy Statement](#)

[Office of the Dean of Students: Class Absences](#)

[Academic Regulations: Attendance](#)

[Amorous Relationships](#)

[Emergency Preparedness](#)

[Violent Behavior Policy](#)

[Use of Copyrighted Materials](#)

Student Support and Resources

[Mental health, Wellness and Basic needs security](#)

[Engaging in Your Learning](#)

[Purdue's Web Accessibility Policy](#)

[Accessibility Standards in Brightspace](#)

LECTURE TOPICS & READING ASSIGNMENTS

Week 1: Introductions

Readings: Grant 6-19

Gavin Weightman, "The Bird Men" (chapter 1), in *Eureka: How Invention Happens* (Yale University Press, 2015). See Brightspace

- Mon., Aug. 21: Introduction and Themes
- Wed., Aug. 23: Things Before Wings: Hot Air Balloons
- Fri., Aug. 25: Things with Wings: The Beginnings of Heavier-than-Air Flight

Week 2: Powered Flight

Readings: Grant 20-37

Philip Johnson-Laird, "Flying Bicycles: How the Wrights Invented the Airplane," *Mind & Society* (2005) 4: 27–48. See Brightspace

- Mon., Aug. 28: Early Experiments in Powered Flight
- Wed., Aug. 30: Bishop's Boys: The Wright Brothers and their Flyers
- Fri., Sept. 1: The Wright Brothers and their Legacy
Reading Response 1 Due at 9:00 AM

Week 3: Inventing Aviation

Reading: Grant 38-65

"The Airplane as an Open-Source Invention," *Revue économique* 64/1 (Janvier 2013): pp. 115-132. See Brightspace

- Mon., Sept. 4.: **Labor Day: No Class**
- Wed., Sept. 6: European Pioneers and their Influence on Aviation
- Fri., Sept. 8: American Aviation and the Wright-Curtiss Patent Wars
Reading Response 2 Due at 9:00 AM

Week 4: the Great War

Readings: Grant, 66-105

Don Hollway, "Eagle of Lille: Max Immelmann," (November 2013): 36-41 in *Popular Aviation*. Brightspace

Mon., Sept. 11: Visionaries and Heroes: Aviation and Popular Culture Before World War I

Wed., Sept. 13: A New Kind of War: Aviation in World War I

Fri., Sept. 15: Aviation Innovations and the Cult of the Aces in World War I

Reading Response 3 Due at 9:00AM

Week 5: Distance

Readings: Grant, 106-120.

Mon., Sept. 18: World Flights

Wed., Sept. 20: Across the Atlantic: the Orteig Prize and Charles Lindbergh

Fri., Sept. 22: **1st Midterm Exam**

Week 6: Civil Aviation between the Wars

Readings: Grant 120-165

Mon., Sept. 25: Flying Boats and Zeppelins

Wed., Sept. 27: Air Races

Fri., Sept. 29: The American Airline Industry

Week 7: Authoritarian Aviation

Readings: Grant, 166-185

Kendall Bailes, "Technology and Legitimacy: Soviet Aviation and Stalinism in the 1930s," *Technology and Culture* 17/1 (January 1976): 55-81." On Brightspace

Mon., Oct. 2: Italy

Wed., Oct. 4: Soviet Union

Fri., Oct. 6: Germany
Reading Response 4 Due at 9:00 AM

Week 8: The End of Peace

Readings: None

Mon., Oct. 9: **Fall Break: No Class**

Wed., Oct. 11: Military Aviation Before World War II

Fri., Oct. 13: Prelude to War

Week 9: War in Europe

Readings: Grant, 186-217.

Richard Hallion, "The Second World War as a Turning Point in Air Power," in Sebastian Cox, ed., *Air Power History* (Routledge, 2002): 93-124. On Brightspace

Mon., Oct. 16: Blitzkrieg

Wed., Oct. 18: The Eastern Front

Fri., Oct. 20: Victory in Europe
Reading Response 5 Due at 9:00 AM

Week 10: War in Asia-Pacific

Readings: Grant 218-259.

Samuel J. Walker, *Prompt and Utter Destruction: Truman and the Use of Atomic Bombs against Japan*, Third Edition (Chapel Hill: University of North Carolina Press, 2016).

Mon., Oct. 23: Pearl Harbor to Okinawa

Wed., Oct. 25: Air War over East Asia

Fri., Oct. 27: The Atomic Bombs
Essay due on Thursday, October 26th at 8:00 PM

Week 11: New Methods of Propulsion

Readings: Grant 260-273.

Mon., Oct. 30: Jet Propulsion

Wed., Nov. 1: Helicopters

Fri., Nov. 3: **Second Midterm Exam**

Week 12: Aviation in a Cold War

Readings: Grant 274-295.

Steve Call, “The Heyday of SAC” (chapter 5), in *Selling Air Power* (Texas A&M, 2009).

Mon., Nov. 6: The Korean War

Wed., Nov. 8: Deterrence

Fri., Nov. 10: Surveillance
Reading Response 6 due at 9:00AM

Week 13: Global Civil Aviation

Readings: Grant 375-411

Victoria Vantoch, “A New Jet-Winged World” (chapter 4), in *The Jet Sex* (Pennsylvania, 2013). On Brightspace

Mon., Nov. 13: Jetliners

Wed., Nov. 15: The Jet Age in Popular Culture

Fri., Nov. 17: Dangers

Week 14: Thanksgiving Week

Mon., Nov. 20: Discussion of Vantoch, “A New Jet-Winged World” and Steve Call, “The Heyday of SAC.”
Reading Response 7 due at 9:00AM

Wed., Nov. 22: **Thanksgiving Break: No Class**

Fri., Nov. 24: **Thanksgiving Break: No Class**

Week 15: Advanced Aerial Warfare

Readings: Grant 296-331.

Fred Branfman, *Voices from the Plain of Jars Life under an Air War* (University of Wisconsin Press, 2013): pages 37-104. On Brightspace

Mon., Nov. 27: Vietnam War

Wed., Nov. 29: Tactical Warfare

Fri., Dec. 1: Aerial Supremacy
Reading Response 8 Due at 9:00AM

Week 16: Conclusions

Mon., Dec. 4: Civil Aviation into the 21st Century

Wed., Dec. 6: Drones

Fri., Dec. 8: Review for Final Exam

FINAL EXAM: TBD

Note: Lecture Topics subject to change at instructor's discretion. Any such changes will be announced both in class and on Brightspace. Syllabus may also otherwise change as instructor's discretion, with any changes being announced both in class and on Brightspace.

GRADE SCALE

A	93-100
A-	92-90
B+	88-89
B	83-87
B-	82-80
C+	78-79
C	73-77
C-	72-70
D	60-69
F	0-59

UNIVERSITY POLICIES

GRIEF ABSENCE POLICY

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). Students will be excused from classes for funeral leave and given the opportunity to complete missed assignments or assessments in the event of the death of a member of the student's family.

STUDENTS WITH DISABILITIES

Purdue University is committed to providing equal access and equal opportunity to university courses, activities, and programs for students with disabilities. Students with documented disabilities that substantially limit a major life activity, such as learning, walking, or seeing, may qualify for academic adjustments and/or services. If you have a disability that requires special academic accommodation, please make an appointment to speak with me within the first three weeks of the semester in order to discuss any adjustments. It is the student's responsibility to notify the Disability Resource Center of any impairment/condition that may require accommodations and/or classroom modifications. To request information about academic adjustments, auxiliary aids, or services, please contact the Disability Resource Center in the Office of the Dean of Students, 830 Young Hall, (765) 494-1247 (V/TTY), drc@purdue.edu.

NONDISCRIMINATION POLICY STATEMENT

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Executive Memorandum No. D-1, which provides specific contractual rights and remedies.

VIOLENT BEHAVIOR POLICY

Purdue University is committed to providing a safe and secure campus environment. Purdue strives to create an educational environment for students and work environment for employees that promote educational and career goals. Violent behavior impedes such goals. Therefore, violent behavior is prohibited in or on any university facility or while participating in any university activity.