

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from Class Search/Course Catalog.

College/School College of Integrative Sciences and Arts Department/School Interdisciplinary Humanities & Communication

Prefix: HST Number: 319 Title: History of Aviation Units: 3

Course description: **The history of aviation, focusing on technical, political, economic, social and cultural aspects.**

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. _____ (Required)

Requested designation: Historical Awareness-H **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Valerie Adams E-mail valerie.adams@asu.edu Phone 480-727-1526

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Eva Brumberger Date: 3/8/18

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

Proposer: Please complete the following section and attach appropriate documentation.

| ASU--[H] CRITERIA | | | |
|--|--------------------------|--|--|
| THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA: | | | |
| YES | NO | | Identify Documentation Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. History is a major focus of the course. | Syllabus |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 2. The course examines and explains human development as a sequence of events influenced by a variety of factors. | Syllabus and Lindbergh Book Assignment |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 3. There is a disciplined systematic examination of human institutions as they change over time. | Two Sides of the Moon book Assignment |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context. | Syllabus Document Analysis |
| | | THE FOLLOWING ARE NOT ACCEPTABLE: | |
| | | • Courses that are merely organized chronologically. | |
| | | • Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor. | |
| | | • Courses whose subject areas merely occurred in the past. | |

| Course Prefix | Number | Title | General Studies Designation |
|---------------|--------|------------------|-----------------------------|
| HST | 319 | Aviation History | H |

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

| Criteria (from checklist) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|--|---|--|
| 1. History is the major focus of the course | The course begins with lighter than air flight from the 18 th century and continues to present day, looking at all facets of aviation, including space programs. | The "course reading/topic schedule" at the end of the syllabus demonstrates the chronological progression of aviation and aerospace. |
| 2. explains human development as a sequence of events influenced by a variety of factors | Aviation is a discipline of innovation with each advancement built upon past work. The Wright brothers learned from those preceding them. The story continues. Government intervention also influences development, as does corporate and military needs. | The "course description and methodology" in the syllabus outlines this approach, as does the "performance objectives." Specific assignments also address the relationship between the growth of aviation and government, military and economic factors. Specifically, a biography on Charles Lindbergh chronicles this well, as his life unfolds in surprising ways, influenced by a variety of factors, including how the press treated him, his foreign travels, his interest in politics, and his collaboration with other experts. |
| 3. systematic examination of human institutions as they change over time | The course covers the various roles the government has played in aviation, both military and civilian, as well as private enterprise upon aviation. | See "course description and methodology" in the syllabus and the "course reading/topic schedule" at the end of the syllabus. Also, one specific example of this is a required book that chronicles the Soviet and the U.S. space programs from the 1940s through to the 1970s. This book examines the two space programs and their evolution into entities that propelled man into the frontiers of space. |

Historical Awareness [H]

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|--|---|---|
| <p>4. relationship between events, ideas, etc. and broad political, social context</p> | <p>The story of aviation is the story of broad social, political and economic factors. Every country got a boost from the government. Every country saw private enterprise prosper. Every country dealt with social changes for women and minorities.</p> | <p>See "course description and methodology" in the syllabus. While I can argue each class meeting covers this, one specific example would be a document analysis exercise detailing the Air Traffic Controller's union demands in the 1970s, culminating in the 1981 strike in which President Reagan fired the striking controllers.</p> |
|--|---|---|

| Course | Title | Units |
|---------|--|-------|
| HST 319 | History of Aviation Course Description: The history of aviation, focusing on technical, political, economic, social and cultural aspects. Offering School/Colleges Pre-requisite(s): College of Integrative Sciences and Arts – College of Integrative Sciences and Arts Prerequisite(s): ENG 102, 105, or 108 with C or better; minimum 45 hours; Credit is allowed for only HST 319 or HST 306 (Aviation History) Allow multiple enrollments: No Repeatable for credit: No Primary course component: Lecture Grading method: Standard Grading | 3 |

Showing 1 to 1 of 1 entries

Previous 1 Next

The Arizona State University faculty is at the forefront nationally in advancing research and discovery. They inspire new ways of thinking, innovating and solving problems socially, culturally and economically in our region and in the international community.

[Read more](#)

[Feedback](#)

HST 319: History of Aviation Spring 2018

Santa Catalina 133
MWF 2:00-2:50pm
Arizona State University: Polytechnic Campus

Instructor Information

Instructor: Valerie Adams, Ph.D.
Phone: 480-727-1526
email: valerie.adams@asu.edu
Office: Santa Catalina, 251 J
Office Hours: You can email me or set up an appointment in class. I don't have office hours because no one comes during office hours. I am on campus and available to you nearly any time, so just ask.

“When once you have tasted flight, you will forever walk the earth with your eyes turned skyward.”
Leonardo da Vinci

Course Description & Methodology

This is an upper division course that explores the technical, political, economic, social and cultural forces upon the growth of aviation. In addition to a careful examination of the people and aircraft involved in aviation history, the students will also study how the explosive growth of aviation has had a major influence upon the economic, military, and societal development of the United States and the world.

The goals set for the class are to provide an understanding of 20th century aviation history as a foundation for a broad education, and to provide an overview of the rapid growth of aviation science and an appreciation of the increasing importance of aviation in civil and military affairs. The assigned material allows for the students to gain a complete understanding of how historical events directly affect the present and the future, providing an opportunity to discover the challenges that the 21st century poses.

I expect students to leave the semester with an understanding and appreciation of the broad overview of aviation history, learned through the texts, videos, supplemental readings, various written assignments, class discussion, material culture and guest speakers.

In an upper-level class such as this, students will understand that history is complex, changing and reflective of individual historians. History is interpretation and the class materials used this semester offers you opportunities every week to think critically about various interpretations. You will come to appreciate that history is not names and dates to be memorized, but rather stimulating stories. Most important, you will come to appreciate that an understanding of our past is essential in understanding and embracing the present. To help you understand and appreciate aviation history I teach this class using a blend of didactic lecture and the Socratic Method. Since learning is centered on class discussion it is imperative that you be prepared when you come to class. I have a responsibility to foster a curiosity about history and help you to hone your critical thinking skills, but you have a responsibility to be prepared for class.

Finally, in any history course, you will have opportunities to develop a range of skills that will serve you well while you are a student at ASU. You will sharpen your writing skills, improve your critical thinking skills, and practice your time management skills all while learning about the course topic.

Performance Objectives:

Upon completion, students will be able to

1. explain the major events of aviation history of the 20th and 21st centuries;
2. explain the developments that led to the explosive growth of aviation and aerospace transport;
3. correlate the development of aviation with the growth in power and influence of the United States and world;
4. relate developments in aerospace science to their historical antecedence;
5. analyze current problems faced by the industry and offer solutions through case studies;
6. make judgments regarding the future of aerospace travel based upon knowledge of the history of aviation.

Required Course Textbooks

1. Coonts, Stephen. *War in the Air*. (Pocket Books, 1996).
2. Grant, R. G., *Flight: The Complete History*. (DK Publishing, 2007).
3. Hixon, Walter. *Charles A. Lindbergh: Lone Eagle*. (NY: Harper Collins, 1996).
4. Scott, David and Alexei Leonov. *Two Sides of the Moon*. (NY: St. Martin's Press, 2004).

Graded Work

Work Sheets on the Lindbergh and on the Scott/Leonov books

You must complete the work sheet I've prepared for each of the two supplemental books. It is not a straight-out essay, but it is a sizeable project designed to both "make" you read the book and, more importantly, to help you think critically about important questions regarding aviation, individuals, government and international relations.

Pop-Up Museum Project

Typically, in an upper-division course such as this, you would be required to write a stock research paper due at the end of the term. In lieu of a term paper you will be crafting an exhibit in what is called a pop-up museum. It is a project-based learning opportunity to present a unique exhibit on a topic decided by the student group. Students are required to utilize primary and secondary sources and are encouraged to seek material culture artifacts and/or build models themselves. The exhibit is to have a 3-D or interactive element of some sort. Specific instructions will be discussed further in class. The project will be displayed in the Cooley Ballroom on Tuesday, April 3rd from 10am – 3pm.

Homework Assignments

There are three homework assignments. These are written and to be handed in during class. Each is roughly a two page, double-spaced response to a prompt announced in class.

Quizzes/In-Class Work

We may have occasional in-class quizzes, or an online quiz, or some in-class work or an impromptu homework assignment that will be graded. At the end of the semester I'll add them all up, get an average and plug that number in.

Exams

There will be a midterm exam, closed book. Also, there is an open book final exam in class. The final exam is comprehensive and will be largely essay-based. The University sets the final exam schedule. Ours will be in our classroom on April 30 (Monday) at 2:30pm – 4:20pm.

Class Participation

Come to class every day having completed the readings and be engaged and complete your work on time. While a formal attendance sheet will not be circulated, it is expected that you attend class, complete all the assignments, whether they are grade assignments or not, and be engaged in the classroom. Cutting class is a poor decision. A rough estimate is that every lecture is 3% of the course, not to mention tuition money out the door. If you are a student who does not like to speak in class, there are other ways to engage in the classroom with body language. That means no sleeping, day dreaming, staring at your smart phone, doing your math homework. If I see your laptop screen is not on a word/note taking page, you will lose your privilege of using it in class.

Grading

As the following table suggests, all the work in the course is important because all of it is designed to help you achieve the general learning goals.

| Assignment | Percentage |
|--|------------|
| Work Sheet on <i>Charles Lindbergh</i> | 12.5 |
| Work Sheet on <i>Two Sides of the Moon</i> | 12.5 |
| Homework Assignments (5% each) | 15 |
| Quizzes/In-class work | 10 |
| Midterm Exam | 10 |
| Pop Up Museum | 25 |
| Final Exam | 15 |
| Total | 100 |

Grading Scale

| | |
|---------|----------|
| A+ = 98 | C+ = 78 |
| A = 95 | C = 70 |
| A- = 90 | D = 60 |
| B+ = 88 | E = 0-59 |
| B = 85 | |
| B- = 80 | |

- Grades will be based on the following definitions: The grade of C shall indicate competent, acceptable performance and learning [average]; the grade of B shall indicate superior performance and learning [above average]; the grade of A shall indicate excellent performance and learning [superior]. With moderate effort and preparation, a grade of C should be obtainable to everyone in this class. An A will require vigorous effort and preparation.

Course Policies

While my responsibility is to facilitate the learning of the course learning goals, your responsibility is to do the assigned reading, thinking, “talking,” “listening,” and writing. It will not be easy, but the return on your investment of time and effort can be substantial because an understanding of history will serve you well in all four arenas of life—the academic, professional, civic, and personal.

*****Missing Work:** You are responsible for a variety of assignments. However, failure to complete any one of the following will result in a final grade of F for the course, regardless of your numeric grade: *Pop-Up Museum, Book Worksheets, Final Exam.*

Please note that if you do not submit written work, you will receive a zero for that work.

Late Work: If your essay and paper assignments are late, I will reduce your grade by one third of a letter for each day that it is late. For instance, if you earn a “B” on a paper that was due on Wednesday but you turn it in on Friday, I will record “C+” in the grade book. I will not accept work after the last day of class.

Technology

Part of living in a digital age is maintaining our respect for the dignity of others present. If we can maintain respect for each other, we can use laptops, tablets, or phones as educational tools. When these tools become distracting toys, we will remove them from class because they upset your learning and the learning of others.

Peer Groups

Because most writers, educators, and other professionals work collaboratively, you will collaborate--respectfully--with your peers both in and out of class. You will work with peers in a variety of activities. Treat everyone in this class as a valued colleague, and you will have few problems. *That means that you will honor all deadlines agreed to by your group mates as though I were the one who set them and in general be respectful.*

Diversity/Harassment

All members of this class will be treated with respect. Freedom of expression requires tolerance of opinions that may be offensive to some. However, conduct that constitutes harassment or discrimination on the basis of sex, color, religion, marital status, sexual orientation, national origin, age, beliefs, or disability is strictly prohibited. If you feel uncomfortable in the class, please let me know so we can take steps to address your concerns.

Email Policy

I will do my best to return emails received during business hours (i.e., Monday through Friday between 8:00 a.m. and 5:00 p.m.) in a timely fashion. Emails received after 5:00 p.m. or during nonbusiness hours will likely not be addressed until the following business day. This of course does not mean that I will not respond to emails at night or on the weekends, but it does mean that immediate responses are not guaranteed. Please allow for at least 24 hours response time, but a response will typically come much quicker. Do not send repeated messages as this will only

confuse the process and possibly further delay a response. Emails should be constructed using basic English conventions (i.e., plz dnt use txt jargon to email me. thnx. ;-)).

A tip: Email is a separate medium from text messaging. In fact, email is considered more akin to letter writing than text messaging. **Consequently, a greeting** (e.g., “Hi, Dr. Adams; Dear Dr. Adams etc.”), **body message that includes full sentences with correct spelling and grammar, and a closing** (e.g., “Regards, Your Name,” “Respectfully, Your Name,” “Thanks, Your Name,” “Have a great day! Your Name”) **are expected.** If we have exchanged more than two emails (i.e., you wrote me, I wrote you back, and you are writing me for the third time), then omitting the greeting and closing is acceptable.

Time Commitment: The general rule of thumb is that a student should plan to spend two to three hours a week on assignments for every credit hour for a course (e.g., three credit hours equals nine hours a week of work that you should allow time for). The bulk of your time for this particular course is reading the texts and coming to class prepared to discuss the material.

Keeping Your Work: It is always a good idea to keep your work after any course has ended. You may need it for such things as grade appeals.

Labeling Work: To avoid confusion, please label all of your work carefully. Include your name always.

Academic Integrity: Plagiarism in papers is also intolerable and grounds for failure and even expulsion as per University policy. As explained in one writing manual:

Your research paper is collaboration between you and your sources. To be fair and ethical, you must acknowledge your debt to the writers of these sources. If you don't, you are guilty of plagiarism, a serious academic offense. Three different acts are considered plagiarism: (1) failing to cite quotations **and borrowed ideas**, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words.

Diana Hacker, *A Pocket Style Manual*, 3rd Edition, (Boston: Bedford/St. Martin's Press, 2000), 171.

If you are unsure what plagiarism is or how to avoid it, see me before you turn in a paper.

OTHER IMPORTANT INFORMATION

This course is offered through the Faculty of Interdisciplinary Humanities and Communication in ASU's College of Integrative Science and Arts. If you have questions or concerns about the administration of the course, you should first contact the course instructor. The Faculty Head of Interdisciplinary Humanities and Communication is Brooks Simpson: <https://cisa.asu.edu/ihc>

Incomplete Grades: A course grade of “Incomplete” will be given only in extreme situations because the sad story is that most students who request incompletes never finish the course. Please visit <http://www.asu.edu/registrar/forms/regforms.html> under the Academic Record Forms section for the Incomplete Grade Request form, which is available in both Word and as a PDF. The form must be completed by the student, signed by the student, the instructor, and the department chair or school

director. The completed form must be filed with Janice Frangella (Santa Catalina Hall) before the grade of "I" is given.

Student Conduct: Students are required to adhere to the behavior standards listed in Arizona Board of Regents Code of Conduct (http://www.asu.edu/studentaffairs/reslife/outreach/abor_code.htm) ACD 125: Computer, Internet, and Electronic Communications (<http://www.asu.edu/aad/manuals/acd/acd125.html>), and the ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>).

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process (http://www.asu.edu/studentaffairs/vp/safety/disruptive_student_behaviour).

Accommodations for Disabilities: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. One element of this legislation requires that all qualified students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center at ASU Polytechnic located in Student Affairs Quad # 4 or call 480-727-1039 / TTY: 480-727-1009. Eligibility and documentation policies online: <http://www.asu.edu/studentaffairs/ed/drc/>

Student Support Services

Polytechnic campus site: <http://www.poly.asu.edu/students/services/>

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The Writing Center at the Student Success Center is a service available to all ASU students currently enrolled in classes. For any student who is starting, in the middle, or finishing up the writing process, the Writing Center has tutors who can assist you with all areas of writing. Tutors are trained to help with all sorts of writing assignments, including but not limited to essays, applications, resumes, personal writing projects, lab reports; and so on. We do not do proof-reading. All appointments are 30min and are scheduled in advance. Walk-ins are also welcome.

ASU Libraries - offers 24/7 access to librarians through "Ask a Librarian" online chat and help by librarians in person at the Reference Desk during most hours the libraries are open. www.asu.edu/lib/
Polytechnic campus link: <http://library.poly.asu.edu/>

Counseling and Consultation – provides confidential mental health and career counseling services for all ASU students. <http://www.asu.edu/studentaffairs/counseling/>
Polytechnic campus site (Student Counseling Services): <http://www.poly.asu.edu/students/counseling/>

Student Success Centers – the Student Success Center (SSC) on each ASU campus provides an array of support services that promote students' academic success. The SSC supports classroom instruction by helping students become better learners and gain the confidence and skills to achieve their greatest possible academic success. <http://studentsuccess.asu.edu/>

The Student Success Center at the Polytechnic Campus provides a variety of support services that promote students' academic success. The SSC's programs help students to become better learners and to gain the confidence and skills to do well in their courses. At the Polytechnic campus, the SSC provides the following services FREE of charge to ASU students: (1) subject area tutoring, (2) writing tutoring for any writing assignment, (3) supplemental instruction for MAT 170 and CHM 113, (4) academic success workshops on topics like reading strategies and studying for exams, and (5) individual as well as group study space. For questions, please call (480) 727-1452 or stop by. For more information and for tutoring schedules, please visit our web site at <http://studentsuccess.asu.edu/polytechnic>. The SSC is located in the Academic Center Building (CNTR) on the Lower Level. The SSC is located in the Academic Center Building (CNTR) on the Lower Level. To see a campus map, please visit <http://www.asu.edu/map/interactive/>

Career Services – offers assistance to students in choosing a major, setting career goals, interviewing and job hunting strategies. <http://students.asu.edu/career>
Polytechnic campus site: <http://students.asu.edu/career/poly>

Student Financial Aid Office – offers information and applications for student funding such as grants, loans, scholarships and student employment. <http://students.asu.edu/financialaid>
Polytechnic campus site: <http://www.asu.edu/fa/> (same as general ASU site)

Student Health and Wellness Center – provides non-emergency medical health care to all ASU students regardless of insurance status. Most visits with a physician or nurse practitioner are free of charge, but fees will be incurred for x-rays, lab results, etc. www.asu.edu/health/
Polytechnic campus site: same

Student Recreational Center – offers individual and group fitness opportunities, as well as information on nutrition and wellness, and massages. Use of the general facilities (weights, circuit training and cardio machines) are free, other services (yoga classes, massages) are fee-based. www.asu.edu/src/
Polytechnic campus site: <http://www.poly.asu.edu/pac/>

Student Legal Assistance – provides legal advice and counsel free of charge to all ASU students in areas such as landlord-tenant law, credit reports and collection issues, taxability of scholarships and grants, etc. Notary service is also available at no charge. <http://www.asu.edu/studentaffairs/mu/legal/>

Help Wiki – provides a frequently asked questions resource for technology users at ASU.
<http://wiki.asu.edu/help/>

Information Technology on the Polytechnic campus: <http://campus.asu.edu/polytechnic/uto>

EMPACT Crisis Hotline – offers free 24-hour support for mental health crises. Call (480) 784-1500 in the Phoenix area, (866) 205-5229 for the toll-free number outside of Phoenix, and (480) 736-4949 for the sexual assault hotline. All services are free and confidential. <http://www.empact-spc.com/>

HST 319; Aviation History
Spring 2018

Course Reading Schedule

Note: The readings and films are to be completed before class period that day. As the semester goes along this schedule may be changed, but of course I will alert you to any changes.

When you see "Grant" that refers to your main textbook and when you see "Coonts" that refers to the stories in *War in the War*. All other references to readings or films can be found in the Blackboard course under the "Additional Readings & Films" tab.

| Day | Topic | Readings & Films |
|---------|---------------------------------------|--|
| Jan. 8 | Introductions | None |
| Jan. 10 | Lighter than Air | Read: Grant, pages 9-37 Read: Kings of the Air |
| Jan. 12 | From Cayley to Kitty Hawk | Read: Who Flew First? |
| Jan. 15 | No class meeting (University Holiday) | |
| Jan. 17 | The Airplane I | Read: Grant, pages 38-65 |
| Jan. 19 | The Airplane II | |
| Jan. 22 | Curtiss & Naval Aviation | Read: Grant, pages 66-93 Read: Flight of a Hero |
| Jan. 24 | The World Goes to War | Read: Coonts: "The First Air Hero" Read: Eugene Bullard |
| Jan. 26 | No Class Meeting | Assignment in lieu of class is TBD |
| Jan. 29 | The War from the Air | Read: Grant, pages 94-105 |
| Jan. 31 | Dogfighting & Bombing | Read: Coonts: "The Hero's Life." Read: Frank Luke, Jr. Watch: Billy Mitchell |
| Feb. 2 | Minorities and Aviation | Read: Bessie Smith Read: Tulsa Race Riots essay Homework #1 Due in Class |
| Feb. 5 | The Age of the Barnstormer | Read: Grant, pages 106-131 Read: The Greatest Show essay |
| Feb. 7 | Air Mail Acts & Spoils Conference | Read: Grant, pages 132-164 Read: Slim Lewis Slept Here |

| | | |
|---|---|--|
| Feb. 9 | Great Waldo Pepper | None |
| ----- | | |
| Feb. 12 | Crossing the Oceans | Read: Amelia Earhart <u>Hand in: Worksheet on Hixon book</u> |
| Feb. 14 | Adventurers and Innovators | Read: Grant, pages 166-185 Read: Over Everest |
| Feb. 16 | The Golden Age of Flight | Read: Banning & Allen Watch: Chasing the Sun Homework #2 Due in Class |
| ----- | | |
| Feb. 19 | The Coming of War | Read: Grant, pages 186-259 Read: Transforming Air Corps essay |
| Feb. 21 | The Second World War in Europe | Read: Coonts: All WWII stories Read: Polesti Campaign |
| Feb. 23 | The Second World War in the Pacific | Watch: Tuskegee Airmen |
| ----- | | |
| Feb. 26 | Midterm in Class | |
| Feb. 28 | A Cold War Descends upon the world | Read: Stick & Rudder U. essay |
| March 2 | No Class Meeting...Dr. Adams will be at the | Cactus Fly-In in Casa Grande Assignment in lieu of class is TBD |
| March 5-9 | SPRING BREAK | |
| ----- | | |
| March 12 | TBD | |
| March 14 | Guest Speaker | Steve Hoza on WWII in Arizona |
| March 16 | Guest Speaker | Herb Zinn on Korean War Read: Coonts, "Spad Pilot" Read: A Single Daring Act |
| ----- | | |
| ***Note...the weekend 17/18 is Luke AFB Air Show featuring the Blue Angels. Free*** | | |
| ----- | | |
| March 19 | Espionage | Read: Grant, pages 262-295 |
| March 21 | Flying the Friendly Skies | Read: Grant, pages 374-389 Read: African-Americans in Commercial Aviation Read: Women in Commercial Aviation |

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| March 23 | Guest Speaker 2-3:30 | Don Gray on USAF Museum |
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| March 26 | The Jungles of Vietnam | Read: Grant, pages 296-331 Read: Coonts: "Ia Drang Valley," "A Filthy Little War," "The Professionals," "Carrier Pilot," & "Hotdoggin' It" |
| March 28 | Bombing Operations | Read: Defining Dustoff Read: Peace is Our Profession essay |
| March 30 | Pan Am | None |
| ----- | | |
| April 2 | The Jet Set | None |
| *****POP UP IS April 3 rd ***** | | |
| April 4 | Aviation in Pop Culture | Read: Choice of two essays in Bb |
| April 6 | Rockets and Sputnik | Read: Grant, pages 332-373 |
| ----- | | |
| April 9 | NASA | <u>Hand in: Worksheet on Scott/Leonov</u> Watch: Landing on the Moon Read: Lawrence and Jemison bios Watch: Sally Ride |
| April 11 | The Next Frontier | None |
| April 13 | Guest Speaker 2-3:30 | Mark Lawson on 787 Dreamliner |
| ----- | | |
| April 16 | Post-1975 Military Combat | Read: Lloyd Newton Read: Women Military Aviators Read: SR-71 Diplomacy Read: The Last Ace |
| April 18 | Operations Desert Shield and Desert Storm | None |
| April 20 | Innovations and Record Breaking post WWII | None |
| ----- | | |
| April 23 | 21 st Century | Read: Grant, pages 424-439 Watch: CSPN round table Homework #3 Due in Class |
| April 25 | Review in class | |
| April 27 | Review in class | |

Both of the following assignments are worksheets that guide students through two monographs, a biography of Charles Lindbergh and an autobiography of an American astronaut and Soviet cosmonaut.

Each of these books satisfies each of the four Historical Awareness Criteria. Not only do the students read the book and fill out the worksheet, there is substantial class time for in-depth group learning.

The last assignment is a document analysis about the Air Traffic Controllers 1981 strike that we do in class. This particular exercise allows the students to look at how politics, the economy, and technology all played a part in the disputes that began in the 1970s and culminated in the firing of striking controllers by President Reagan. We then look at the consequence of that action in terms of impact on the profession, the airlines themselves and the overall economy, not to mention political fallout.

HST319: Aviation History
Dr. Valerie Adams
Spring 2017

Worksheet for Walter Hixon's *Charles A. Lindbergh: Lone Eagle*

Using other paper (typed out, double-spaced, and stapled), complete the following prompts:

1. After having read the book, write out Hixon's thesis (look up this word if you aren't sure what a thesis is exactly) and identify examples he used (evidence) to prove his thesis. This is a two to three paragraph task.
2. Write two to three paragraphs explaining whether or not you found his thesis to be convincing AND tell me what you found most interesting about Lindbergh.
3. Explain why it is valuable to learn about Lindbergh beyond the 1927 crossing the Atlantic story. What can we learn about America by knowing his story better? What can we learn about the history of aviation by knowing his story better?

Chapter One: The Lindberghs of Minnesota

1. Describe the kind of child Lindbergh was, up through young manhood.
2. What were his father and mother like?

Chapter Two: Wings of Destiny

1. What were a few things Lindbergh did before he got involved with trying to fly across the Atlantic?
2. Where was the plane built, what were some unique features of the plane, and why was it named *The Spirit of St. Louis*?
3. In just two paragraphs, in your own words, sum up what the flight across the Atlantic was like.

Chapter Three: The Hero

1. What was it about the 1920s that made it the right time for Lindbergh to become such a huge hero to so many?
2. How did he capitalize on his fame to promote aviation? (You may find information valuable to you beyond chapter three too.) This will likely take a few paragraphs.
3. Where did Lindbergh last fly *The Spirit of St. Louis* to, and why?

Chapter Four: Crime of the Century

1. Thoroughly explain the role the press played on the Lindbergh's lives.
2. What is the Lindbergh Law and why was it passed?
3. After reading the entire book, come back to this and explain how the kidnapping shaped the rest of his life.

Chapter Five: Expatriate

1. What did Anne's nickname "Charles the Invincible" mean?
2. What happened to their home in New Jersey?
3. What kind of relationship did Lindbergh have with Alexis Carrel?
4. What kind of relationship did Lindbergh have with Robert Goddard?
5. Explain the craziness between President Roosevelt, Lindbergh and Billy Mitchell in 1934.
6. What sort of relationship did he have with Germany? What were his views?

Chapter Six: America First

1. Why/what reasons did Lindbergh give as to why the U.S. should stay out of the war?
2. Why did he go to Germany at the request of France?
3. What was the *America First!* Movement all about? What are your reactions to both the group and Lindbergh's role in the group?

Chapter Seven: After the Fall

1. Why wouldn't Pan Am, United or Curtiss-Wright hire Lindbergh?
2. What did Henry Ford and Lindbergh have in common?
3. What was he doing in the Pacific in 1944?
4. Why wasn't he doing the same thing in Europe?
5. How did Lindbergh feel about WWII once it was over?
6. What are some things he did after the war?

Conclusion

1. What key points did Hixon make in his conclusion?

Worksheet for David Scott and Alexei Leonov's *Two Sides of the Moon*

Using other paper (typed out, double-spaced, and stapled) complete the following prompts:

4. After having read the book, write out the thesis (look up this word if you aren't sure what a thesis is exactly) and identify examples that proved the thesis. This is a two to three paragraph task.
5. Tell me what you found most interesting about these two guys.
6. Explain why it is valuable to learn about the space race from both the Soviet and Americans perspectives?
7. Were any of your preconceived notions shattered? Why or why not?
8. What can we learn about America by knowing this story better?
9. What can we learn about the Soviet Union by knowing this story better?
10. What can we learn about the Cold War by knowing this story better?

Chapter One: High on Flight

3. Describe the kind of childhood both men had? The differences are stark.
4. How did Leonov feel about Stalin?

Chapter Two: Cold War Warriors

4. How did both Scott and Leonov describe flying near the East/West corridor?
5. Scott crashes. What happened?
6. What was Scott's reaction when the Mercury 7 were announced?
7. Who was SP?
8. What happened to Bondarenko and what resulted?

Chapter Three: Red Star, White Star

4. What was the "tsar" and what was its significance?
5. What did the ARPS do?
6. What did Scott have to say about the F-104?
7. Why did some not like Tereshkova?
8. What was important about *Life* magazine?

Chapter Four: A Fair Solar Wind

4. Describe, in a few paragraphs, Leonov's flight.

Chapter Five: Death of a Visionary

7. Using this chapter, along with previous chapters, explain the importance of Korolev, and what he was like, and the effect on the space program after he died.
8. What were the four objectives of Gemini, as explained by Scott, and how did Leonov's EVA affect those objectives?
9. What did Australia do?

10. To what did Wernher von Braun credit the Soviet space program?

Chapter Six: A Violent Tumble

4. What happened to Scott and Armstrong?

Chapter Seven: Dark Side of the Moon

7. Were the two (Soviet and American) plans for a lunar landing similar?

8. React to the last two paragraphs of the chapter.

Chapter Eight: Did You See God?

1. What were the Russians and Americans racing for? (Besides landing on the moon – what was NASA desperate to do before the Russians?)

2. How did Gagarin die and how did Leonov react?

3. Why did the motorcades for returning cosmonauts get cancelled?

4. What did Spider and Gumdrop do?

5. React to the last two paragraphs of the chapter.

Chapter Nine: The Eagle and the Bear

1. Did Leonov believe the Russians could have beaten the U.S.?

2. What did the Soviet Union land on the moon?

3. When it was understood that the cosmonauts were weak with extended stays in space, what did the Soviet Union do?

4. Leonov was kicked off the Soyuz 11 flight (to his utter disgust). What happened with the Soyuz crew that did go? How was the flight? What was learned?

5. A ton of prep work went into Apollo 15. Explain some – obstacles that were figured out, training that was done, etc.

Chapter 10: In the Footsteps of a Captain Cook

1. What's the connection between Captain Cook and Apollo 15?

2. Tell me a few cool things you learned about Apollo 15.

Chapter Eleven: Cowboy from Siberia

1. Tell me a few things that you learned from Leonov about the Apollo-Soyez project from this chapter.

2. What was Leonov's impression of America, when he visited?

3. By the end of the chapter, where did Scott end up? Was he happy about that? Why or why not?

Chapter Twelve: Smooth as a Peeled Egg

1. What is smooth as a peeled egg, and was it really? Why or why not?

Labor Activism

—JOSEPH A. MCCARTIN

The 1960s and 1970s gave birth to a wide range of social movements and turbulent protest politics, as African Americans, Chicanos, American Indians, feminists, environmentalists, anti-war activists, gays and lesbians formed organizations to advance their causes. Less well known, but no less significant, was the movement of government workers to organize and defend their interests on the job. During the 1960s and 1970s, a veritable social revolution took place in local, state, and federal workplaces as government workers organized unions. At the beginning of this period, civil servants lacked the right to bargain collectively with their employers. Nor did they enjoy the same minimum wage, maximum hours, or overtime pay protections that private sector workers had won through the New Deal-era Fair Labor Standards Act. As a result, many government employees, including postal workers, clerks, secretaries, sanitation workers, police officers, firefighters, and teachers, experienced a decidedly second-class form of citizenship in the workplace. In the early 1960s, however, public employees began to organize unions, inspired in many cases by the civil rights movement. Between 1955 and 1975, the number of unionized government employees grew by tenfold, from roughly 400,000 to over 4 million workers, a number which might even rival the combined membership of all the other protest organizations spawned in the 1960s. The public employees' union movement thus demands attention as the single most important aspect of class-based organization to emerge in this tumultuous period.

To understand the significance of the public employee union movement in these years, consider the general condition of 1960s and 1970s labor activism in private sector industries like auto, steel, textiles, and transportation. After demonstrating great militancy in the 1930s and 1940s, private sector unions entered a period of declining momentum after the mid-1950s. The merger of the American Federation of Labor and the Congress of Industrial Organizations to form the AFL-CIO in 1955 marked the apex of post-World War II American trade unionism. At that time, nearly 35 percent of all nonagricultural U.S. workers were organized in unions. By 1980, however, only 23 percent of workers were organized, as highly unionized

manufacturing industries like steel and auto downsized and job growth increasingly shifted to the largely nonunion service and retail sectors. By the mid-1970s, large industrial unions like the United Steel Workers of America (USWA) and the United Automobile Workers (UAW) began to see their size and clout diminish. As service employment increasingly supplanted industrial employment, labor militancy as well as union organization declined. In the 1950s, the United States witnessed an average of more than 350 large-scale strikes or lockouts annually. But by the 1970s, this annual average had fallen by 18 percent.

This is not to say that private sector workers who were already in unions were quiet and contented in the 1960s and 1970s. Indeed, one of the myths of postwar American history is that once unionized industrial workers won improved wages, health care, vacation, and retirement benefits from their employers in the 1950s, they merged into a large and undifferentiated suburban middle class. To the contrary, class divisions remained, even if they became somewhat less visible during the era of postwar prosperity. Such divisions burst into view in 1969, for example, when the number of major strikes leapt up over 400, higher than at any point since the end of the Korean War in 1953, as workers fought back against an aggressive "take-it-or-leave-it" bargaining stance adopted by General Electric and many other large employers. Pockets of militancy also emerged *within* unions by the end of the 1960s, especially as African Americans, women, and rank-and-file union members demanded fairer treatment from both their union leaders and employers. In 1968, black autoworkers challenged the white leadership of the UAW when they formed "Revolutionary Union Movements" within various locals of their union. In 1976, rank-and-file truck drivers also formed a dissident group within the International Brotherhood of Teamsters in an effort to democratize their union and rid it of corruption. But such rank-and-file movements were unable to mitigate the impact of larger economic trends on workers. By the mid-1970s, rising inflation, unemployment, and industrial plant closings were reminding many just how tenuous prosperity was for seemingly middle-class American workers.

Nonunion private sector workers not only endured more exploitation than their unionized counterparts, but they also were afforded few opportunities to organize and protest on their own behalf after 1960. Efforts to expand unionism among non-industrial private sector workers proceeded unevenly. A case in point was the United Farm Workers (UFW) union headed by César Chávez. Bursting on the scene with successful strikes and boycotts in the mid-1960s, the union seemed poised to organize millions of largely Hispanic farmworkers. However, the UFW never achieved a firm power base even its home state of California and by the 1980s it was struggling for survival. In fact, a variety of structural factors inhibited the organization of not only farmworkers, but nonindustrial workers in general after 1960. Jobs in the expanding service sector were more dispersed and less stable than manufacturing jobs, and service sector companies were smaller, faced more vigorous competition, and therefore tended to be less interested in concluding agreements with unions. As jobs shifted into this sector, the weaknesses in American labor law, which allowed employers great leeway to resist unionization, became more glaring and law firms that specialized in subverting union organizing drives proliferated. As a result, unionization rates in the private sector began to decline significantly by the early 1970s. It is in this context that the importance of

the public employee union upsurge becomes clearer. While private sector workers began to encounter new and seemingly insurmountable barriers to their unionization by the 1960s, public employees saw new opportunities to organize.

Public employee unions had actually experienced their first important breakthroughs in the mid-1950s, when liberal Democratic mayors of New York and Philadelphia began bargaining with municipal workers represented by the American Federation of State, County, and Municipal Employees (AFSCME). In 1959, Democratic governor Gaylord Nelson of Wisconsin signed the first statewide law guaranteeing public sector workers the right to organize and bargain collectively. And in 1962, collective bargaining came to the federal sector when President John F. Kennedy signed Executive Order 10988, allowing federal workers to unionize and bargain collectively over some aspects of their working conditions. Following these important breakthroughs, a majority of states and most of the nation's largest municipalities opened the door to unionism and collective bargaining for their public employees. By the mid-1960s, a wide array of government workers were forming unions and protesting their working conditions.

A review of some major labor conflicts involving government workers in this period gives a sense of just how broad this union upsurge was. In 1960, New York City public school teachers affiliated with the American Federation of Teachers (AFT) struck, ultimately winning recognition and a collective bargaining contract. In 1965 social workers struck in New York City, and in 1966 its transit workers walked out. In 1968, the African American sanitation workers of Memphis, Tennessee, forced the city to recognize AFSCME as their representative after a long and bloody strike, during the course of which strike supporter Rev. Martin Luther King Jr. lost his life to sniper's bullet. In 1970, tens of thousands of postal workers staged an illegal walkout that pushed the federal government into reorganizing the postal service and bargaining with postal workers over their compensation. In 1969, firefighters struck the city of Gary, Indiana, and in 1974, a police strike hit Baltimore. In 1975, tens of thousands of clerks, secretaries, social workers, and others employed by the state of Pennsylvania walked off the job. In many of these cases, workers defied the law to stage their strikes; for even when governments did grant public workers the right to organize rarely did they also recognize the workers' right to strike. But such was the spirit of militancy among public sector workers in the 1960s and 1970s that those workers were often undeterred by laws they considered unjust and discriminatory, and public sector strikes grew tenfold between 1963 and 1973. That this militancy coincided with the emergence of the civil right and feminist movements is not surprising. The public sector had historically attracted high proportions of minority and women workers. In the 1960s, such workers began to reject the traditional conception of the "civil servant," which connoted servility to them and chafed at regulations that they felt denied their equal rights.

One of the singular characteristics of the public employee union movement was that it spanned a wide spectrum of workers, from the low-waged and unskilled to well-educated professionals. Indeed the two groups that most symbolized public employee unionism in the 1960s were sanitation workers and teachers. The 1968 Memphis strike provided a great impetus for the organization of sanitation workers nationwide. In the nation's largest municipalities, those workers tended to be African American or Hispanic men with little education. Their militancy brought strikes and

union organization to New York, Atlanta, Detroit, Washington, D.C., and other large cities in the 1960s and 1970s. Meanwhile, public school teachers, most of whom were white, organized at a torrid pace in the 1960s. By the mid-1970s, teacher strikes (or threatened strikes) had become a commonplace feature of life in a growing number of American school districts as both the AFT and its rival organization, the National Education Association (NEA), competed to represent the interests of the nation's teachers. African American sanitation workers had rallied behind the slogan of the Memphis sanitation strikers: "I AM A MAN." Teachers embraced the chant of "Teacher Power." For these disparate groups, organizing was a way of achieving recognition from a society that took their work for granted.

More evidence of the broad appeal of unionization among public employees in this period can be found in the case of the nation's air traffic controllers. Employed by the Federal Aviation Administration (FAA), air traffic controllers, who guided planes into, out of, and between the nation's airports did not appear to be a group ripe to engage in protest politics. Most were white, male, military veterans, not prone to be swept up in the turbulent politics of the 1960s. However, they endured often harsh and difficult working conditions in their pressure-filled jobs, including mandatory uncompensated overtime. Thus in the aftermath of President Kennedy's Executive Order 10988, many controllers experimented with organization. When the FAA failed to respond to early controller organizations, controllers decided to form a more aggressive group, the Professional Air Traffic Controllers' Organization (PATCO), in 1968.

PATCO evolved into a militant organization in its first two years of life. In the summer of 1968, the organization staged a national work-to-rule action, a concerted slowdown that caused major delays in air travel in order to dramatize the need for the FAA to hire new controllers and update its equipment. In 1969, several hundred PATCO controllers staged a small "sick-out" to protest the slow pace of reforms in working conditions at the FAA. When the FAA responded by trying to intimidate PATCO leaders, the organization responded by staging a three-week sickout involving more than 3,000 controllers in 1970. The controllers claimed to be sick, but their action caused the same effect as a strike and thus violated federal law, causing unprecedented travel delays, and costing the nation's airlines tens of millions of dollars of lost revenue. And yet PATCO not only survived this confrontation, it got the government to drop its efforts to fire PATCO leaders, went on to win formal recognition from the federal government in 1973, and achieved the first union contract covering air traffic controllers one year later. In the 1970s, PATCO emerged as one of the most militant unions in the federal service. Throughout the decade, its leaders campaigned tirelessly for the liberalization of federal employee relations law, including a demand for the right to strike for federal workers. PATCO also experienced many of the internal tensions that affected other unions in this period as the predominantly white male controller workforce became more diverse racially and by gender in the 1970s.

If PATCO's rise illustrated the broad-based appeal of public employee unionism in the 1960s, its demise illustrated the shifting fortunes of the public employee union movement. Before the mid-1970s, most Americans sympathized with the plight of government workers and supported their efforts to organize. But the onset

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of a broad economic crisis in the mid-1970s eroded a good deal of that support. When inflation began to wipe away the wage gains of private sector workers and well-paying industrial jobs began to be lost to “de-industrialization” in the mid-1970s, even many unionized private sector workers began to fear that the demands of public sector unions were forcing their tax bills upward. An emerging “tax revolt” put public sector unions increasingly on the defensive. PATCO dug in to resist this shift. Undeterred by softening public support for public employee strikes, PATCO decided to challenge the administration of President Ronald Reagan by calling a walkout involving some 12,000 air traffic controllers on August 3, 1981, to win major changes in working conditions and pay. Instead of negotiating with the union, Reagan fired the controllers and replaced them. Public opinion tended to support Reagan’s action. The 1981 crushing of PATCO amounted to the most significant instance of “union busting” since the New Deal era and it had a chilling effect on American unions in the 1980s. Although the public sector labor movement survived the PATCO debacle, it no longer had the expansive momentum it had enjoyed in the 1960s and 1970s.

As public sector unionism’s growth slowed, the problems affecting the American union movement as a whole deepened after 1981. Just as the rise of conservative politics and policies after 1980 took an enormous toll on the other activist movements of the 1960s and 1970s the labor movement also began to wither. By the end of the twentieth century, less than 15 percent of all U.S. workers were in unions and labor militancy was diminishing sharply. The strike, once the chief expression of worker militancy in the United States, began to disappear. By 2002, the number of workers on strike in the United States was a mere one-sixtieth of the number that had struck a half-century earlier in 1952. As labor protest waned, the public sector labor movement that elicited such optimism in the 1960s assumed a defensive posture from which it did not to emerge as the century drew to a close.

MIKE ROCK, *Remembering Work as an Air Traffic Controller* (ca. 1960)

Speaking to a workshop of union leaders in 1979, PATCO co-founder Mike Rock recounts the conditions that led to the formation of the organization.

The equipment was obsolete. . . . There was no such thing as coordination. You went to work in an atmosphere of you arrived at work, you were in a hole, you worked for 8 hours or 10 hours without getting a leave. We did not have cafeterias or anything. . . . You ate on position if you were given the time. If you had a coffee break,

Source: Mike Rock Speech to PATCO Leadership Seminar, January 1979, transcription of videotape in the author’s possession.

you had your coffee right at your position. The trainees' function was to take the coffee orders and the sandwich orders and to bring them to journeymen controllers. The trainees were not even allowed to talk to journeymen practically. . . . It was complete chaos throughout the system. There was no such thing as radar handoffs. . . . You would terminate the air craft if you had radar, and turn it over to another facility or another sector. Most of the sectors were not even radar. . . . And you can imagine the chaotic conditions with this type of operations. . . . It was like an insane asylum. You went to work as an air traffic controller, your whole thing was to survive that day. Fuck anybody in the other sectors as long as I didn't run anybody together today and get caught. And we had near mid-air collisions by the dozens, but nobody reported them. The bosses didn't report them, and the controllers certainly didn't report them because in those days, if it was written up you were suspended or fired. So everybody was protecting their own asses by not reporting. The only thing that was ever reported was when the pilot officially filed a complaint. Then we would have to file some type of paperwork. . . . The big FAA chiefs in Washington, they never went out into the field. They were never in the facilities. All they would get was the sweet, beautiful reports from their chiefs in their areas: everything was running smooth. Look at our track record. We have no incidents, no mid-air collisions, we are running a damn good system. . . . There was no overtime. The overtime we had in those days was after the 8th hour, when you worked the 9th and the 10th and your extra day on Saturday, the sixth day, you worked for less money. You worked for straight time. . . . The [control] centers were the pits. Nobody wanted to go into a center, because if you got into a center, you never got out. And they were dirty, stinking, old little buildings. Dust would be coming down. And because we were under the military concept, we had to wear white shirts with the skinny ties, right. You weren't allowed to wear a colored shirt. You had to wear a white shirt. And when you reported to work and you were a trainee, they might hand you a mop. They tell you to wear a tie and a white shirt, but they wanted you to mop the floors, clean out the ashtrays. . . . At the same time, they're telling you to come to work with a white shirt and tie. If you came with a colored shirt, they'd send you home and charge you 8 hours leave. And this was for the entire system. If you defied a boss, you were fired. There was no unions. There was no such thing as a grievance. . . . Everybody was terrified of losing their job when they came to work. If you were sick, you were afraid to tell a manager, because you'd lose your job.

RUSSELL SOMMER, *Controllers Experiment with Organization* (1967)

Following President Kennedy's Executive Order 10988 allowing federal workers to organize, air traffic controllers began to do so. But their initial efforts met with unreceptive responses from the government,

Source: [Russell Sommer], "Gathering Storm: A Study of the Impending Crisis in Federal Aviation Employee Management Relations," NAGE Local R12-5, September 20, 1967, copy in possession of the author.

as air traffic controller Russell Sommer noted in this excerpt of a 1967 analysis of the FAA's growing labor relations crisis.

The Federal Aviation Agency is entering a critical period. . . . Our agency stands at a crossroad. One way leads to new levels of achievement through cooperation based on respect and a new maturity; the other leads to a stormy confrontation between agency management and its employees which would be a tragedy for the agency and for the public we serve. We are alarmed because many do not seem to realize that the clouds are gathering—accelerated by the growing sophistication of the controller workforce and the growing paralysis of middle management in dealing with the “new relationship.” . . . Public employees have become cynical about exhortations to “dedication” and “loyalty” from those who forget that loyalty is not one-way and dedication must be earned. . . .

. . . A few years ago, the FAA controller was victim of his environment rather than master. Inadequate equipment, constant training, procedural change, location change, youth and newness of the “system” contributed to his insecurity. Partially out of necessity because of the very magnitude of agency growth, the FAA ruled its workforce crudely but effectively by the “carrot” and “stick” philosophy. . . . “Loyalty” was synonymous with agreement and, in the selection of supervisors, the ability to *lead* or inspire confidence in subordinates were weighed in terms of force rather than persuasion. The system worked for a time, shaping a professional workforce and bringing a high degree of standardization, but only at a cost. It shut off management from valuable input. Many talented employees stopped suggesting, or were ignored. We tended to tell management what *we thought it wanted to hear*, even when the manager desperately needed to be told the truth.

. . . A system based on blind faith and obedience must weaken when faith is shaken by revelation of error or when obedience no longer can be compelled. FAA management *practice*, as divorced from its oft-stated philosophy, has been described by a manager as a “father-son relationship.” Like many fathers, the agency failed to prepare for the day when its sons would grow up.

. . . Forming an employee organization in government requires considerable reorientation of thought. It isn't an easy decision; it is almost an act of desperation. The employees must decide that they are going to speak out for their unit and, in the interim, forget about promotions and kudos. . . . The realization that those who *care* have united simply because they *do* care where the agency is going is gradually dawning on management—but it is a slow process. . . . Once the employee group is formed, its leaders find that, having taken their stand, fear is gone. . . . We stand at a crossroad. Options remain, but we are rapidly losing them. . . .

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NATIONAL DIRECTORS OF PATCO, *Challenging the Federal Government* (1970)

The Professional Air Traffic Controllers Organization (PATCO) was formed in 1968 with the goal of forcing the FAA to address controller issues, whether the agency wanted to or not. It pursued a series of confrontations with the government culminating in a nationwide "sickout" in 1970. This letter warns Transportation Secretary John Volpe that a sick-out will occur unless PATCO's demands are addressed.

January 25, 1970

Dear Mr. Secretary,

At a duly constituted meeting of the Board of Directors today, it has been resolved that as of February 15, 1970, all optional air traffic services rendered by our membership above and beyond those that they are required to perform by their contract and by regulations will be withdrawn, specifically including the services of the many controllers who are in a present condition of fatigue and who are medically entitled to a period of respite for the preservation of their own health.

This resolution is predicated upon two years of almost total inaction by the Department towards the solution of problems that have always been obvious and continue to be immediate. The Board requests that sometime no later than the first week in February a meeting be held between yourself and your staff with these directors in Washington, DC, for the purpose of attempting to resolve the problems and differences that have precipitated this resolution. . . . The Board has agreed that it would be amendable to some kind of realistic mediation to be handled by the various aviation associations who would be most directly concerned with the withdrawal of the described services provided that these representatives are fairly chosen and that the Department as well as this Organization agree to listen to any recommendations which may be forthcoming with a disposition to be convinced.

. . . We consider it to be most unfortunate that things have reached the current state of affairs and offer to you in good faith, meaningful discussion at any time which might permit the substitution of some solutions for confrontation.

Respectfully,

The National Directors of PATCO

Source: National Directors of PATCO to John A. Volpe, January 25, 1970, PATCO file, Box 322, Entry 14, Records of the Federal Aviation Administration, Record Group 237, National Archives II, College Park, Maryland.

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70, PATCO file, Box 322, Entry 14,
National Archives II, College Park,

RICHARD JONES, *Confronting Racial Discrimination in the Late 1960s (2002)*

After winning formal recognition from the federal government two years after the 1970 sick-out, PATCO began dealing with issues of racial discrimination. In an excerpt from a 2002 interview, Richard Jones recalls what it was like to be one of the first black controllers to work at the Washington Air Route Traffic Control Center in Leesburg, Virginia, where he faced discrimination that the union was slow to eliminate. Although he was eventually able to feel comfortable at this job, and even had some very positive experiences with some white supervisors, Jones found entry into this profession most difficult.

Very strange in that the first day I went there, of course they gave us a tour of the center and I saw not one black face. And I started to get a little worried. . . . I hung around there and didn't see any black faces but said, 'So what? We'll push on.' Actually I went through what they call the basic course . . . without a problem at all for the most part. As the days came and went, I ran into a few other blacks and I was pleasantly surprised in that they were all very supportive. And I asked one of the first to come up to me, how many blacks do they have here? He said ten. I thought, 'oh well that's pretty good.' And he said, 'Well don't look for many more around the country because we have a lot more than any other center. . . .'

To be perfectly frank, that was the most difficult phase of my career. . . . When they [white controllers] entered that center, they took on . . . the culture of the outside. The confederate flag was still hanging. . . . there was a tree, in fact that tree is still there in Leesburg, and they refused to cut that tree down because of history and the history is that there were any number of slaves hung from that tree, and the community refused to cut it down. That was the culture in Leesburg. So they just took on that flavor, unfortunately. . . .

CHERYL JENNI, *Confronting Sexual Harassment in the Mid-1970s (2002)*

As women began to enter air traffic controller workforce that in the mid-1960s was all-male, they faced resistance. In a 2002 interview, Cheryl Jenni recalls her experiences as one of the first women to work at the Denver Air Route Traffic Control Center.

Source: Richard Jones interviewed by author, June 24, 2002, tape in the author's possession.

Source: Cheryl Jenni interviewed by author, October 29, 2002, tape in the author's possession.

Yeah, there were a couple of instances of really minor sexual harassment. Which I'm grateful they were minor because the supervisors were absolutely no help. Oh, there was a fellow who used to just stare at me for the whole shift. And he never ever did anything, but it was pretty uncomfortable. And there was another guy who . . . walked up to me one day at the bulletin board and started massaging my shoulders. And it really hurt his feelings when I said "hands off."

. . . Well, you know all of that stuff was unfolding right about '75, '77. And I'm an avid reader of *Ms. Magazine*, and because of some things I've read I know what the timing was on some of those terms. Of course, they started on the east coast and took a long time to get to Denver [where I worked]. But I don't know whether I even called it sexual harassment at the time, I knew it wasn't supposed to be going on. . . . I'm trying to remember if . . . I might have called it flirting, guys coming on to me, which is a term I still would occasionally use.

PATCO LOCAL UNION NEWSLETTER, *Preparing for Confrontation* (ca. December 1979)

As inflation raised the cost of living for all Americans in the second half of the 1970s, PATCO controllers grew restless and began to consider striking when their contract expired in 1981. This editorial appeared in a PATCO local union newsletter in Texas.

Unionism/Moral Obligations, Strikes/Legal ramifications! These are very emotional words and issues which bring out emotional responses by every air traffic controller in the FAA today. They are the issues which everyone has a strong view about. These are also the issues which are argued day after day in facilities around the country. . . .

. . . The real issue rests in a single word. . . . The word is POWER. Not usually associated with government employees, is it? Power is a word that has an almost ominous quality about it yet it is something that all people want, in one way or another. . . . The Rockefellers have power; [football player] Earl Campbell and [baseball player] Pete Rose have power; airline pilots have power and so do doctors. . . . [A]ll have taken skills, talents, and situations and parlayed them into taking control of their lives as well as their economic well being. Do we as air traffic controllers have the skills and situations to have power? Is it bad or wrong to desire power? . . . Do we have the power to control our environment? Do we have the tools?

The power formula has two factors. 1. How much economic impact do you have?
2. How replaceable are you?

Source: Editorial, *Dallas-Fort Worth Newsletter*, December 1979, Records of the Professional Air Traffic Controllers Organization, Southern Labor Archives, Pullen Library, Georgia State University, Atlanta, Georgia.

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Records of the Professional Air Traffic ry, Georgia State University, Atlanta,

Medical school restricts the number of doctors available to the market place so the interests of doctors are protected. The FAA has done the same thing for us. The controller workforce is not replaceable! You know that! They know that!

. . . Remember, the exercise of power lies at your fingertips. Remember the laws involved. People who generate great income and who are not readily replaceable have power. . . .

If you agree that the power is there, then decide whether you will use it to control your own destiny or give it to your employer to use as he sees fit. The tools are here, will you use them? Think long and hard, but remember that once power is taken away, it is difficult, if not impossible to re-attain.

Charles Phillips

RONALD A. OBERHAUSER, *A Broken Union* (1981)

After Ronald Reagan fired the striking members of PATCO in 1981, he received many letters like this one from controllers who justified their strike in light of their patriotism and their past service to their country.

November 30th, 1981

Dear Mr. President,

My name is Ronald Oberhauser. I am, or I guess I should say, I was an Air Traffic Controller prior to [August] 5th, 1981. That, Mr. President, if you have forgotten was the day myself and my fellow controllers were fired by you.

I am writing to you Mr. President to let you know, contrary to what I feel you believe, myself and a vast majority of the fellow controllers you fired are not now or ever were liars, thieves or subversives trying to destroy the United States Government. I'll challenge our records of government service against you or any of your staff. We've encouraged safety and have been more honest to the American people than you or any of your White House staff. I can only speak for myself when I say, after spending six (6) years in the Marine Corps, during which I spent a year in Viet Nam, and eleven (11) years as an air traffic controller, I never once endangered the lives of my fellow workers or the public which I was serving. My work always came first. That, I know now, was a mistake. It has cost me my family, my home and many years of dedicated public service.

I am about to turn 37 years old and because I took a stand on something I believed in, I must go out and try to find a job where I might build a new career. Sir may I remind you what I did was nothing more than what the founders of our great country did.

Source: Ronald A. Oberhauser to President Ronald Reagan, November 30, 1981, File 81-34, Entry 14, Box 163, Records of the Federal Aviation Administration, Record Group 237, National Archives II, College Park, Maryland.

The only difference is that they won the battle and I and my fellow controllers lost. There has been one other time in my short life that I have seen a group of people criticized, shamed and forgotten, as the striking controllers have been, and that sir is when I returned from Viet Nam.

I am not looking for sympathy, Mr. President. What I am looking for is justice and equality. I was tired of being a second class citizen. Not having the same rights and privileges as other citizens of this country just because I worked for the government. I hope and pray that someday government employees will have those rights. I don't feel Mr. President it will happen in your administration. You sir are cold and unconcerned about the "Common Man." . . .

I hope Mr. President that you get a chance to read this. I feel it is one of many voices trying to tell you that today's government is not for the working people. It is caught up in its own political rhetoric.

Ronald A. Oberhauser



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THE COMPLETE HISTORY

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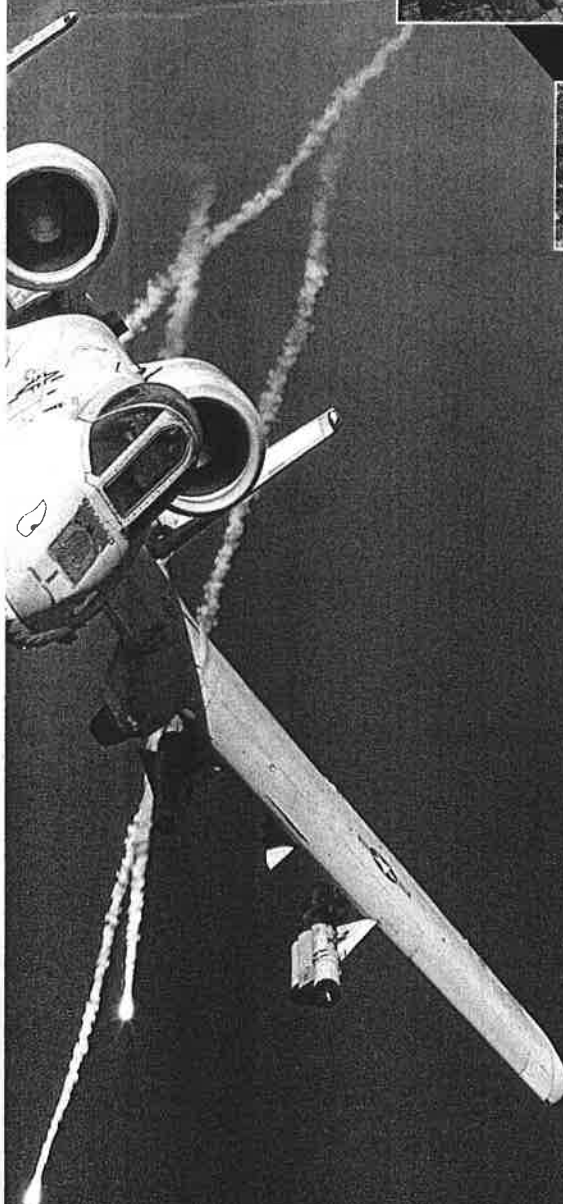
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Lone Eagle

Walter L. Hixson



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TWO SIDES OF THE MOON

DAVID SCOTT
and
ALEXEI LEONOV

with Christine Toomey



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STEPHEN COONTS

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