IDS 2935 People, Planes, and the Planet
Quest 2

I. Course Information

Spring 2022

Meeting Time: Tuesdays, Period 7 (1:55 – 2:45 p.m.) and Thursdays, Periods 7–8 (1:55 – 3:50 p.m.)

Location: ARCH 0213

Primary General Education Designation: Social & Behavioral Sciences

Secondary General Education Designation: International (N)

Writing Designation: Writing Designation (WR) 4000 words

A minimum grade of C is required for general education.

Instructor

Clarence C. Gravlee, Ph.D.

Office location: B370 Turlington Hall and via Zoom

Student hours: Tuesdays, 3:00 – 4:30 p.m., and Thursdays, 12:00 – 1:30 p.m., and by appointment

Email: cgravlee@ufl.edu

Course Description

Humans have always been explorers, pushing the bounds of our existence. But for almost the entire history of our species—some 200,000 years—we have been limited to the distances we could travel by foot. The last century has changed everything. In 1903, the Wright Brothers achieved powered flight. Mere decades later, the Boeing 747—with a wing span longer than that first flight at Kitty Hawk—began to fly, and in 2019 some 4.5 billion passengers worldwide boarded an airliner. Meanwhile, drones are redefining warfare, commerce, and urban mobility; humans have been living in orbit continuously since before the average incoming student at UF was born; the COVID-19 pandemic spread around the world by planes; and plans for commercial space travel, a return to the Moon, and human settlement on Mars are proceeding apace.

This course examines the profound but often overlooked *social* consequences of these remarkable innovations. Together, we will ask: How has the sudden development of aerial technologies transformed the human experience, and what changes are to come? The themes we will consider along the way range from globalization to climate change, disease ecology to warfare, popular culture to politics, and identity to our sense of time and place.

Required & Recommended Course Materials

The primary course materials are scholarly journal articles and a handful of book excerpts. All required materials will be made available via Canvas.

In addition, because the course emphasizes writing as a way of thinking and learning, I recommend the following books on writing:

Clark, Roy Peter. (2006). *Writing tools: 55 essential strategies for every writer.* New York: Little, Brown and Company.

Pinker, Steven. (2014). *Sense of style: The thinking person's guide to writing in the 21st century.* New York: Penguin Books.

For technical matters of style and citation, I recommend the *Chicago Manual of Style.* The online version is available through the UF Libraries. To learn more about accessing UF resources from off-campus, go to this page.

II. Coursework & Schedule

1. List of Graded Work

Assignment	Description	Requirements	Percentage
Attendance and class participation	Consistent informed, thoughtful, and considerate participation in class is required.	See section III.3.	10
Weekly writing assignments	Fourteen written reflective, analytical, and argumentative responses connecting course materials to out-of-class experiences.	300–700 words each. See section VII.	50
Midterm examination	In-class exam consisting primarily of short answer and essay responses using all available course materials, including open notes	750–1000 words	20
Take-home final	The final exam will consist of short-answer essays and will be distributed during the last week of class. You will have one week to prepare your answers, integrating key ideas and arguments from the course.	1500–2000 words	20
Total			100

2. Weekly Course Schedule

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 1 Jan. 6	**Topic**	**Introducing Aeromobilities**	
	Summary	What do we mean by aeromobilities? We clarify the scope of the course and invite your reflection on the pressing questions that will guide us this semester.	
	Readings	Adey, P., Budd, L., & Hubbard, P. (2016). Flying lessons: exploring the social and cultural geographies of global air travel. *Progress in Human Geography*, *31*(6), 773–791. http://doi.org/10.1177/0309132507083508	
	Assignment	Film reflection and analysis: *Living in the Age of Airplanes*	Jan. 9
Week 2 Jan. 11, 13	**Topic**	**Mobilities**	
	Summary	Conversations about society and culture are often framed in bounded, categorical terms: countries, nation-states, social classes, religions, cities, neighborhoods, and so on. What gets lost in this framing? How can we update our approach to social and cultural processes in an age where (some) humans are increasingly on the move? What new questions are revealed by turning attention to aeromobilities?	
	Readings	Sheller, M., & Urry, J. (2006). The new mobilities paradigm. *Environment and Planning A*, *38*(2), 207–226. http://doi.org/10.1068/a37268 Salazar, N. B., & Smart, A. (2011). Anthropological takes on (im)mobility. *Identities*, *18*(6), i–ix. http://doi.org/10.1080/1070289X.2012.683674	
	Assignment	Your aeromobile autobiography	Jan. 16
Week 3 Jan. 18, 20	**Topic**	**Time–Space**	
	Summary	People usually think of time and space as objective parts of nature—facts that don't depend on society or culture. But time and space are profoundly embedded in technology and social relations. How do aeromobilities alter the experience of time and	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		space (for some but not for others)? What does time-space compression teach us about cross-cultural and historical processes of technological innovation, economic development, and culture change?	
	Readings	Kirsch, S. (1995). The incredible shrinking world? Technology and the production of space. *Environment and Planning D*, *13*(5), 529–555. http://doi.org/10.1068/d130529 Vanhoenacker, M. (2015). Skyfaring. New York: Vintage. [excerpt]	
	Assignment	Calculating transportation velocities	Jan. 23
Week 4 **Jan. 25, 27**	**Topic**	**Networks and Flows**	
	Summary	If you've ever picked up an in-flight magazine, you've probably seen a route map. Flip to the back of the magazine, and you'll see a visualization of all the places the airline could take you and how you'd get there. Every airline has one. And if we put all the route maps together, we could construct a network that facilitates the flow of people and things around the world. Doing so helps us see that flying is profoundly embedded in social relations. What are the contours of this network? How does it reflect and reinforce inequalities of wealth and power? Who is included, and who is left out? What flows through the network?	
	Readings	Derudder, B., Van Nuffel, N., & Witlox, F. (2009). Connecting the world: analyzing global city networks through airline flows. In *Aeromobilities* (pp. 76–95). New York: Routledge. Lin, W. (2014). The politics of flying: aeromobile frictions in a mobile city. *Journal of Transport Geography*, *38*(C), 92–99. http://doi.org/10.1016/j.jtrangeo.2014.06.002	
	Assignment	Mapping global connections with airline flights	Jan. 30
Week 5 **Feb. 1, 3**	**Topic**	**Planes and Pathogens**	
	Summary	HIV. SARS. H1N1. Cholera. Coronavirus. What do these diseases have in common? Besides the suffering they have caused, each is shaped by aeromobilties. In the last few decades, airplanes suddenly made it possible for humans—and microbes—to travel farther, faster than in 200,000 years of human history. This radical change has forever	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		altered disease ecology from a local to a global phenomenon. What are the consequences for public health and policy? How do representations of disease figure into our understanding of tourism, travel, and far-flung parts of the world? How does it affect our sense of risk, contagion, and connection?	
	Readings	Budd, L., Bell, M., & Brown, T. (2009). Of plagues, planes and politics: controlling the global spread of infectious diseases by air. *Political Geography*, *28*(7), 426–435. http://doi.org/10.1016/j.polgeo.2009.10.006 Warren, A., Bell, M., & Budd, L. (2010). Airports, localities and disease: representations of global travel during the H1N1 pandemic. *Health & Place*, *16*(4), 727–735. http://doi.org/10.1016/j.healthplace.2010.03.004	
	Assignment	Media representation of aeromobile epidemics	Feb. 6
Week 6 **Feb. 8, 10**	**Topic**	**Becoming Aeromobile**	
	Summary	What do you feel when you think about taking a flight? Are you afraid? Excited? Does your mind jump to the destination, or do you consider the journey itself? Does flying seem "unnatural" (and what does that mean)? What social norms govern our behavior on planes, and what assumptions does airline travel reveal about privacy, security, and sociality?	
	Readings	Budd, L. C. S. (2011). On being aeromobile: airline passengers and the affective experiences of flight. *Journal of Transport Geography*, *19*(5), 1010–1016. http://doi.org/10.1016/j.jtrangeo.2010.06.017 Small, J., & Harris, C. (2014). Crying babies on planes: Aeromobility and parenting. *Annals of Tourism Research*, *48*(C), 27–41. http://doi.org/10.1016/j.annals.2014.04.009	
	Assignment	Interview an airline passenger	Feb. 13
Week 7 **Feb. 15, 17**	**Topic**	**What's Your Status?**	
	Summary	American popular culture tends to downplay social class, but airports and airlines actively signify it. There are low-cost carriers and legacy airlines. Security screening is	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		stratified into status-marked levels of inconvenience. Frequent flyers are ranked like medals or precious stones. Some airlines board by zones based on customers' value to the company. Those airlines may divide the cabin into two or more actual "classes." And these distinctions are only among people who have access to aeromobility in the first place—what about those who may never travel by air? Why have aeromobilities taken on this form in some times and places but not in others? What does it reveal about capital, class, and consumption? How do these insights inform our understanding of other social contexts?	
	Readings	Burrell, K. (2011). Going steerage on Ryanair: cultures of migrant air travel between Poland and the UK. *Journal of Transport Geography*, *19*(5), 1023–1030. http://doi.org/10.1016/j.jtrangeo.2010.09.004 Gössling, S., & Nilsson, J. H. (2010). Frequent flyer programmes and the reproduction of aeromobility. *Environment and Planning A*, *42*(1), 241–252. http://doi.org/10.1068/a4282 Film [excerpt]: *Up in the Air*	
	Assignment	Midterm exam, in class	Feb. 17
Week 8 Feb. 22, 24	**Topic**	**Climate Change and the Flyer's Dilemma**	
	Summary	In 2019, *Time* magazine named Greta Thurnberg its Person of the Year. Thurnberg, a 16-year-old climate activist, galvanized support for climate action by sailing across the Atlantic rather than traveling by air. Meanwhile, the *flygskam* (flight shaming) movement spread from Sweden to the rest of the world, highlighting the ethical dilemmas of aeromobility. How do we measure the impact of aeromobility on climate change? What are the politics of flight shaming in debates about climate change? How should we resolve the ethical dilemma of burgeoning aeromobility?	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Readings	Higham, J. E. S., Cohen, S. A., & Cavaliere, C. T. (2013). Climate change, discretionary air travel, and the "Flyers' Dilemma." *Journal of Travel Research*, *53*(4), 462–475. http://doi.org/10.1177/0047287513500393 Young, M., Higham, J. E. S., & Reis, A. C. (2014). "Up in the air": A conceptual critique of flying addiction. *Annals of Tourism Research*, *49*(C), 51–64. http://doi.org/10.1016/j.annals.2014.08.003 Video: *Feeling guilty about flying?*	
	Assignment	Flying and climate change: A response to FlightChops and 20,000,000 Trees	Feb. 27
Week 9 March 1, 3	**Topic**	**Airspace and Empire**	
	Summary	Aeromobilities arose in the context of geopolitical realignments following two world wars. As political maps were being redrawn, aeromobilities created a new need to extend borders vertically and to define air as a space of sovereign power. Simultaneously, early commercial aviation became both a reflection and instrument of expanding American empire. How is this history evident today? What role do aeromobilities play in contemporary representations of space, nation, and empire?	
	Readings	Simonsen, D. G. (2018). Island in the air: powered aircraft and the early formation of British airspace. *Technology and Culture*, *59*(3), 590–619. http://doi.org/10.1353/tech.2018.0060 Mercer, D., Paludi, M. I., Mills, A. J., & Mills, J. H. (2017). Images of the "other": Pan American Airways, Americanism, and the idea of Latin America. *International Journal of Cross Cultural Management*, 17(3), 327–343. https://doi.org/10.1177/1470595817720952 TV [excerpt]: *Pan Am*	
	Assignment	Explore the digital archives of Pan Am Airways	March 6
Week 10 March 15, 17	**Topic**	**Code/Space**	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Summary	Aeromobilities belong to an assemblage of technologies that feed one another and accelerate the pace of culture change. In fact, contemporary aerial technologies and computer code are not merely interdependent; they are mutually constitutive. How does the rise of code/space relate to the broader history of technology and social change? If airplanes travel both through the air and through code/space, where is the boundary between nature and culture? How is this boundary shifting as augmented and virtual realities become more and more refined and widespread?	
	Readings	Dodge, M., & Kitchin, R. (2004). Flying through code/space: the real virtuality of air travel. *Environment and Planning A*, *36*(2), 195–211. http://doi.org/10.1068/a3698 Budd, L., & Adey, P. (2009). The software-simulated airworld: anticipatory code and affective aeromobilities. *Environment and Planning A*, *41*(6), 1366–1385. http://doi.org/10.1068/a41249	
	Assignment	Visit to air traffic control tower or flight-school simulator at GNV	March 20
Week 11 March 22, 24	**Topic**	**Airportness**	
	Summary	What kind of place is an airport? Anthropologist Marc Augé argues that airports are actually non-places—homogenized, transient spaces of circulation and consumption driven by globalization and urbanization. Yet airports are also spaces in which particular experiences and social relations are possible. What insight comes from conceptualizing airports as non-places? What other non-places are there? How does our sense of place and non-place shift in the context of accelerating globalization and urbanization?	
	Readings	Augé, Marc. (2009). *Non-places: An introduction to supermodernity*. New York: Verso Books. [excerpt] Schaberg, C. (2017). *Airportness: the nature of flight*. New York: Bloomsbury. [excerpt] Film [excerpt]: *The Terminal*	
	Assignment	Watching while waiting: Field notes at the airport	March 27

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 12 March 29, 31	**Topic**	**Security, Surveillance, and the State**	
	Summary	In 2018, Delta Air Lines tested a new biometric terminal in Atlanta where passengers could shave seconds off their wait times—from curb to the gate—by using facial recognition technology. The company reported that more than 98% of passengers opted-in. This example illustrates a profound truth about airports in a post-9/11 world: They are testing grounds for new surveillance technologies that people are more likely to accept because of the perceived benefits to safety and security. How do people experience surveillance practices at airports? What drives acceptance of or resistance to screening technologies? How do these technologies expand beyond the airport into other social contexts? What can we learn about citizenship and the state by examining airports cross-culturally?	
	Readings	Adey, P. (2009). Facing airport security: affect, biopolitics, and the preemptive securitisation of the mobile body. *Environment and Planning D: Society and Space*, *27*(2), 274–295. http://doi.org/10.1068/d0208 Chalfin, B. (2008). Sovereigns and citizens in close encounter: Airport anthropology and customs regimes in neoliberal Ghana. *American Ethnologist*, *35*(4), 519–538. http://doi.org/10.1111/j.1548-1425.2008.00096.x	
	Assignment	Write an op-ed about aerial surveillance or biometric airport screening: pro or con?	April 3
Week 13 April 5, 7	**Topic**	**Drones**	
	Summary	Drones are suddenly everywhere. Journalists, realtors, farmers, and insurance adjusters have them. Amazon, Google, and Uber have them. Military and police departments certainly have them. Frankly, just about anyone could have one. They range from relatively inexpensive toys to full-size aircraft. Their uses span photography and film, surveillance, delivery, warfare, recreation, mapping, wildlife tracking, forest monitoring, delivery of emergency medical supplies, search-and-rescue, and more. What ethical concerns does this new aerial technology raise? How will we incorporate increasingly capable drones into our politics, society, and culture?	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Readings	Gregory, D. (2011). From a view to a kill: Drones and late modern war. *Theory, Culture & Society*, 28(7–8), 188–215. https://doi.org/10.1177/0263276411423027 Choi-Fitzpatrick, A. (2014). Drones for good: Technological innovations, social movements, and the states. *Journal of International Affairs*, 68(1), 19-36. https://www.jstor.org/stable/24461704 Olson, P., & Labuski, C. (2018). "There"s always a [white] man in the loop': The gendered and racialized politics of civilian drones. *Social Studies of Science*, *48*(4), 540–563. http://doi.org/10.1177/0306312718792619	
	Assignment	Reflection on UF's Unmanned Aircraft Systems (UAS) Policy and Procedures	April 10
Week 14 April 12, 14	**Topic**	**Extraplanetary Anthropology**	
	Summary	Less than 60 years after the Wright Brothers' first flight, Yuri Gagarin became the first human to reach space. Less than a decade later, Neil Armstrong set foot on the moon. And chances are that *you weren't yet alive* when humans began to live continuously aboard the International Space Station. What does it mean when a species sometimes known as Earthlings are no longer bound to the Earth? How does the view of our planet from space alter our sense of home, nature, and humanity? How will we solve the ethical, political, ecological, and social challenges of space travel and exploration in the years and decades to come?	
	Readings	Valentine, D. (2016). Atmosphere: context, detachment, and the view from above Earth. *American Ethnologist*, *43*(3), 511–524. http://doi.org/10.1111/amet.12343 Cohen, E. (2017). The paradoxes of space tourism. *Tourism Recreation Research*, 42(1), 22–31. https://doi.org/10.1080/02508281.2016.1239331 Saga, C. (1990). *Pale Blue Dot.* Film: *A Beautiful Earth*	
	Assignment	View from Above: Reflecting on Astronauts' Photographs from the ISS	April 17
Week 15 April 19	**Topic**	**Synthesis and Integration**	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Summary	We end the semester by tying together various arguments about why aeromobilities matter for our understanding of the human condition and for addressing the pressing matters of our day. How does our aeromobile past and present shape our future, and what we will each do about it?	
	Readings	None	
	Assignment	Take-home final distributed	April 28

III. Grading

3. Statement on Attendance and Participation

Attendance and Participation:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Participation in class meetings will affect your final grade.

- Participation: Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below. The instructor will inform you of your participation grade to date when mid-term exams are returned and schedule a conference if you are earning below 70% of the possible points.

- NOTE: If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

Participation Grading Rubric:

	High Quality	Average	Needs Improvement
Informed: Shows evidence of having done the assigned work.	34	25	15
Thoughtful: Shows evidence of having understood and considered issues raised.	33	25	15
Considerate: Takes the perspective others into account.	33	25	15
Total	100	75	45

3a. WR Statements and Grading Rubric

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To promote this process, the instructor will evaluate and provide feedback on all written assignments with respect to grammar, punctuation, clarity, coherence, and organization.

Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course, which consists of 13 short writing assignments of approximately 300–700 words each (see Section VII. Your total writing effort must exceed 4,000 words to satisfy the writing requirement.

Writing Assessment Rubric:

	Excellent	Satisfactory	Unsatisfactory
Content	Responses exhibit substantial evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizes sources, and providing thorough discussion of sources.	Responses exhibit at least some evidence of ideas that respond to the topic, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Responses either include a central idea that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Responses may also lack sufficient or appropriate sources or reference to primary evidence.
Organization and coherence	The response as a whole includes a clear thesis statement, with a structure that clearly delineates the progression of ideas. Individual paragraphs likewise exhibit identifiable structure for each topic.	The response as a whole and individual paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	The response as a whole and individual paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
Argument and support	Responses use persuasive and confident presentation of ideas, strongly supported with evidence.	Responses may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Responses make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
Style	Responses use a writing style with word choice appropriate to the context, genre, and discipline. Sentences display complexity and logical sentence structure.	Responses use less precise vocabulary and display uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Responses rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
Mechanics	Responses are error-free in spelling, punctuation, and grammar.	Responses may contain some spelling, punctuation, or grammatical errors that do not muddy the documents's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

4. Grading Scale

For information on how UF assigns grade points, visit: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

A	94 – 100% of possible points		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

IV. Quest Learning Experiences

5. Details of Experiential Learning Component

This course is about a particular kind of mobility, so it's only fitting that we take our learning on the move. Each week you will have an assignment that extends your learning beyond the classroom. These assignments fall into two broad categories:

a. Engagement with media and digital archives. You will be asked to apply what you've learned to analysis of media and digital archives that you could encounter in everyday life. These assignments include critical reflection on films (Week 1), analysis of airline route maps and prices (Week 4), review of mass media portrayals of aeromobile epidemics (Week 5), content analysis of frequent flyer programs (Week 7), exploration of the Pan Am Airways' digital archives (Week 9), and analysis of archived photographs taken by astronauts aboard the International Space Station (Week 14).

b. Social research in the field. You will become familiar with the tools of social science by collecting first-hand data outside the classroom. These experiences include interviewing someone who has recently traveled by airline (Week 6), joining one of two group field trips (Week 10), and doing structured observation and field notes based on a visit to the airport terminal (Week 11). The field trip options in Week 10 are (a) to visit the air traffic control tower at Gainesville Regional Airport or (b) to fly the simulator at a local flight school. The purpose of offering two options is to maximize the chance that you will be able to participate in one, given other commitments. The schedule for each field trip will be provided during the first week of class, and you will sign up by the third week. If you are unable to attend either option due to a conflict or hardship, you must let me know by Jan. 21, so that we can make alternate arrangements.

6. Details of Self-Reflection Component

Course readings, discussions, and assignments will challenge you to reckon with what you think, why you think it, and what the implications of your thoughts are.

- Readings will present multiple, sometimes opposing points of view. Your job will be to read the work carefully, fairly, and critically to examine the assumptions and evidence each author uses and then use that understanding to inform your own thinking.
- Discussions will require you to articulate your understanding of assigned materials, honoring standards of logic and evidence. Your job is to defend your position with an open mind. That means you should make the best possible case for why you think what you do but listen actively to other viewpoints and consider whether your position needs to shift in light of other ideas or evidence.
- Assignments will, to varying degrees, require self-reflection. It is the explicit goal of several assignments: the critical reflection on a film in Week 1, your aeromobile autobiography in Week 2, a reaction to debates about flying and climate change in Week 8, and an op-ed about aerial surveillance and airport security in Week 12. All four assignments require you to reflect on why you think what you do and why it matters.

V. General Education and Quest Objectives & SLOs

7. This Course's Objectives—Gen Ed Primary Area and Quest

Social and Behavioral Sciences Objectives ➔	Quest 2 Objectives ➔	This Course's Objectives ➔ (This course will….)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by…)
Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences.	Address in relevant ways the history, key themes, principles, terminologies, theories, or methodologies of the various social or biophysical science disciplines that enable us to address pressing questions and challenges about human society and/or the state of our planet.	… explore the social and cultural implications of air travel and aerial technologies with an emphasis on our experience of time and space, the growing connections of a global world, and the relation between aeromobilities and pressing challenges such as climate change, global health, and security and surveillance.	… examining popular and scholarly films and texts that frame aerial technologies in historical and sociocultural context and that prompt reflection on the political, ecological, and health implications of aeromobilities.
Students will learn to identify, describe and explain social institutions, structures or processes.	Present different social and/or biophysical science methods and theories and consider how their biases and influences shape pressing questions about the human condition and/or the state of our planet.	… examine how aeromobilities entail networks and flows that reshape global connections, subvert or reinforce boundaries, reflect global inequalities in power and wealth, and alter our experience of time and space.	… reading and discussing scholarly texts that apply key ideas in social theory to air travel and aerial technology; examining archived materials about aeromobilities.
These courses emphasize the effective application of accepted problem-solving techniques.	Enable students to analyze and evaluate (in writing and other forms of communication appropriate to the social and/or biophysical sciences) qualitative or quantitative data relevant to	… analyze and evaluate evidence about the social implications of aeromobilities, including patterns of movement and migration, the spread of disease, experience of	… reading and discussing scholarly texts about the social and ecological implications of aeromobilities; developing

Social and Behavioral Sciences Objectives ➜	Quest 2 Objectives ➜	This Course's Objectives ➜ (This course will….)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by…)
	pressing questions concerning human society and/or the state of our planet.	place, and the politics of climate change.	evidence-based arguments in writing and oral communication.
Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior.	Analyze critically the role social and/or the biophysical sciences play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs.	… collect and analyze qualitative and quantitative data on aeromobilties, including passenger motivations for air travel, affective experiences of aeromobilities, and public opinion about the role of aerial technologies in pressing global challenges such as climate change, global health, security, surveillance, and migration.	… content analysis of media representations of aeromobile epidemics and of airlines' frequent flyer programs; conducting and analyzing qualitative and quantitative data about air travel networks and motivations for and experiences of air travel.
Students are expected to assess and analyze ethical perspectives in individual and societal decisions.	Explore or directly reference social and/or biophysical science resources outside the classroom and explain how engagement with those resources complements classroom work.	… connect social science theory and methods to public discourse on aeromobilities in historical, political, and sociocultural context.	… analyzing and developing evidence-based positions on ethical debates related to aeromobilities, including human activity and climate change; surveillance and the state; and tradeoffs between freedom and security.

8. This Course's Student Learning Outcomes (SLOs)—Gen Ed Primary Area and Quest

	Social and Behavioral Sciences SLOs ➔ Students will be able to...	Quest 2 SLOs ➔ Students will be able to...	This Course's SLOs ➔ Students will be able to...	Assessment Student competencies will be assessed through...
Content	**Identify, describe, and explain** the history, underlying theory and methodologies used.	**Identify, describe, and explain** the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course.	**Identify, describe, and explain** the historical and cross-cultural development of air travel and aerial technologies, with attention to processes of globalization, political-economic inequalities, and culture change.	Class participation, weekly assignments (e.g., film analysis in Week 1, calculation of transportation velocities in Week 3, analysis of airline route networks in Week 4), midterm and final exams.
Critical Thinking	**Identify and analyze** key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	**Critically analyze** quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge.	**Collect, analyze,** and **evaluate** primary and archival material to examine diverse viewpoints on the social and ethical implications of aeromobilities, using established methods appropriate to the social and behavioral sciences.	Class participation, weekly assignments (e.g., media representation of epidemics in Week 5, interview in Week 6, analysis of digital archives in Week 9).
Communication	Communicate knowledge, thoughts and reasoning clearly and effectively.	**Develop and present**, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges.	**Develop and present** evidence-based positions on important societal challenges relating to aeromobilities, including the politics of air travel and climate change; unequal access to global air travel networks; citizenship and the state; and security, surveillance, and privacy.	Class participation, weekly assignments (e.g., response to flying and climate change in Week 8, op-ed in Week 12), and take-home final exam.

	Social and Behavioral Sciences SLOs ➔ Students will be able to…	Quest 2 SLOs ➔ Students will be able to…	This Course's SLOs ➔ Students will be able to…	Assessment Student competencies will be assessed through…
Connection	N/A	**Connect course content** with critical reflection on their intellectual, personal, and professional development at UF and beyond.	**Connect course content** with critical reflection on their own experience of aeromobility and their intellectual, personal, and professional development at UF and beyond.	Class participation, weekly assignments (e.g., aeromobile autobiography in Week 2, response to flying and climate change in Week 8, field trip in Week 10).

9. Secondary Objectives and SLOs

International Objectives

International Objectives ➔	This Course's Objectives➔ (This course will….)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by…)
International courses promote the development of students' global and intercultural awareness.	… promote students awareness of global connections mediated by the advents of air travel and aerial technologies.	… reading, reflecting on, and discussing scholarly and popular texts about the links between aeromobilities and processes of globalization.
Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world.	… provide students a lens through which to understand historical, sociocultural, economic, and geographic processes that characterize the contemporary world, with attention to uneven networks of air travel that shape the flow of goods, resources, and hazards around the world.	… reading, reflecting on, and discussing scholarly work on how aeromobilities facilitate and impede global connections; analyzing data on air transport networks; and debating perspectives from communities around the world on the ethics and politics of pressing issues made accessible through the lens of aeromobilities.
Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their	… analyze and reflect on how differential access to aeromobilities and related social, cultural, economic, and political systems	… prompting students to reflect on how their own social position shapes their perception and experience of the world; exposing students to

International Objectives ➔	This Course's Objectives➔ (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by…)
own and other people's understanding of an increasingly connected world.	mediates understanding of a world increasingly (but unevenly) connected by aeromobilities.	other experiences from scholarly and popular texts rooted in other parts of the world.

International Student Learning Outcomes

	International SLOs ➔ Students will be able to…	Course SLOs ➔ Students will be able to…	Assessment Student competencies will be assessed through…
Content	Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.	Identify, describe, and explain the ways in which aeromobilities influence and are embedded in broader historical, social, cultural, economic, and political processes that characterize global connections in the contemporary world.	Class discussion of assigned readings, weekly activities (e.g., analysis of airline route maps, historical review of transportation velocities, reflection on cross-cultural differences in perceptions of air travel and climate change), midterm and final examinations.
Critical Thinking	Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.	Analyze and reflect on the ways in which symbolic and material dimensions of aeromobilities influence and are embedded in historical, social, cultural, economic, and political systems that mediate understanding of an increasingly (but unevenly) connected contemporary world.	Class discussion of assigned readings, weekly activities (e.g., aeromobile autobiography, film analyses, exploring the digital archives of Pan Am Airways), take-home final.

VI. Policies

10. Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

11. UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

12. University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

13. Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

14. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at http://writing.ufl.edu/writing-studio/ or in 2215 Turlington Hall for one-on-one consultations and workshops.

VII. Weekly Writing Assignments

Week	Summary	Word Count	Points
1	Film reflection and analysis of *Living in the Age of Airplanes.* Identify key questions and themes from the film that you hope to explore in the course. Critically assess the assumptions and implications of the film. What questions or insights did the film raise about what it means to live in the age of airplanes? What important implications of aerial technologies did the film leave out?	300–500	30
2	Your aeromobile autobiography. Reflect on your beliefs and assumptions about air travel; consider which of the things you consume reached you by air; summarize how aeromobile you have been so far; identify any ethical dilemmas about aeromobility you face	300–500	30
3	Transportation velocities. Pick some place in the world that interests you. Identify possible modes of transportation to get there from your hometown and calculate how long it would take to get there. Reflect on the historical, social, and geographic implications.	300–500	30
4	Mapping global connections. Choose a major airline (or airline partnership) and examine its route map. Reflect on why the network is shaped like it is, who is included, who is left out, and what the social implications might be.	300–500	30
5	Media representation of aeromobile epidemics. Find news reports about a pathogen spread by planes (we will discuss some in class). Reflect on what ideas about aeromobility are evident.	300–500	30
6	Interview an airline passenger. Using questions developed in class, interview someone who recently traveled by plane. Summarize and reflect on how the interview relates to course materials.	500–700	30
7	Flying and climate change. Watch two assigned videos about commercial and recreational flying in relation to climate change. Write a response to one of the videos.	500–700	30
8	Explore the digital archives of Pan Am Airways. How did the airline envision itself? Who was its audience? What ideas about the United States' place in the world can be seen in the airline's materials?	300–500	30
9	Field trip. Reflect on your experience (a) visiting the control tower or (b) flying a simulator at the Gainesville airport, connecting it to assigned readings and class discussion.	500–700	30
10	Field notes at the airport. Spend an hour in the public areas of the Gainesville airport, following guidelines for observation discussed in class. Write-up descriptive field notes of your observations and reflect on how they relate to assigned readings and class discussion.	500–700	30
11	Write an op-ed. Develop a position regarding (a) the ethics of aerial surveillance (by drone, satellite, etc.) or (b) the use of biometric	500–700	30

	scanning (e.g., facial recognition) in airport screening. Write an op-ed piece to persuade others.		
12	Reflect on UF's UAS policy. Read and review the University's policy on Unmanned Aircraft Systems (UAS) and critically evaluate it in light of assigned readings and class discussion.	300–500	30
13	View from above. Browse the archive of photographs of Earth taken by astronauts aboard the International Space Station. Select one that interests you and research other images of the same place (e.g., from Google Earth, tourists' or residents' photos posted in public places). Reflect on what we learn from these different vantage points, connecting it to readings and class discussion.	300–500	30