

Syllabus: INTD 1820 Faculty/Student Seminar – First Year Experience

University of Connecticut – Storrs

Instructor Contact Information:

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Course Description- Pirates of the Caribbean—1820 Faculty/Student Seminar – First Year Experience

An overview of some aspects of university education. Designed to help students set learning goals to be achieved during the baccalaureate experience.

A component of the First Year Experience (FYE) program, this seminar course is intended to provide an opportunity for students to investigate topics of professional interest to the faculty instructor through guided research or reading, discussion, and some writing. The course will help students learn independently and engage actively in the academic life of the university.

Students of maritime history have studied ports as an entrepôt, a place of exchange for goods as well as ideas. Pirates, in the Anglo-American Atlantic maritime world, introduced early ideas about democracy, governing articles, and social & health insurance. At times pirate crews challenged assumptions about race and slavery. All this was done in a maritime world characterized by brutality and intimidation. Maritime piracy can only survive if there are ports and communities of buyers who will not only tolerate their thievery and extra-legal behavior, but empower them by purchasing their stolen goods. Rarely would pirates capture specie, oftentimes they had to turn their stolen merchandise into cash with willing buyers in particular ports. Madagascar, the Caribbean, and colonial British America have all provided safe havens for pirates during different times in their history.

After the rise of the modern nation-state, maritime piracy thrived and, in some instances, continues to thrive only in the absence of a strong civil government or with the assistance of corrupt officials in peripheral areas. Additionally, a cadre of sailors, usually without strong attachments to people on land and with some military-type experience, is needed for piracy to flourish for a time.

In April of 2009 maritime piracy moved to the front page in North America as a US-flagged vessel the *Maersk Alabama* was taken by pirates. Late-night television/internet comedian Jon Stewart performed a humorous segment where many reporters acted surprised to learn, what those in the maritime industries have known all along, that in the 21st century piracy remains a threat in places where civil government is weak or corrupt. Rather than seeking cargo or currency, modern-day pirates take hostages and ask for ransom.

Goals:

This is a survey course. In-depth examination of particular topics will be done by students in their individual research. We will use only one printed textbook but will supplement that with documentaries and fictionalized Hollywood portrayals of piracy. Students will create a small (1,000 words) website on the topic of their choice. Additionally, students will give a 10-minute oral presentation about the topic they chose.

At the conclusion of this course students should be able to articulate orally, and in writing, the main themes of the development of maritime piracy. Students should be able to critically examine the

issues raised by the author of our text and the instructor. Work with primary documents and scholarly articles will help students better understand the historian's craft. The work of the historian is usually done through gathering evidence, analysis, writing, argument formation, and debate. These are the skills we will be working on in this class.

Policies:

Attendance:

Attendance is crucial in the class. Students are expected to come to class prepared to discuss the readings. If you must miss a class, let me know ahead of time. In an emergency, if you must miss a class; you are responsible to make-up work missed and get the class notes from another student. A receipt from the doctor's office or the tow-truck driver will serve as evidence.

Extra Credit:

I do not give "extra credit" assignments. I would prefer that you put all of your energies into the assigned work and do your very best at those tasks.

Grading:

oral presentation and class participation 50%
website 50%

Classroom etiquette

Please turn off all electronic devices during class. Listening to each other is the primary way that we will show respect for each other. Also, please no hats or sunglasses in class. Because a large portion of this class is discussion, questions, and conversation; we want to be able to see your face.

About the website:

While this is not a W (writing-intensive) class, writing is the work of the historian. A lot of your website will be non-fiction prose (approx. 1,000 words). Please pick a historically-engaging topic and thesis from the last 1,000 years focusing on maritime piracy. I must approve your topic and thesis in advance! A visitor to your website should be able to figure out your argument within the first 60 seconds.

As a UConn student, you have access to ample server space on Google Sites. If you have not opted in, please do so here: <http://google.uconn.edu/>

You can go directly to your UConn Google site at: <http://gsites.uconn.edu>

How to create a website on Google Sites:

<http://www.google.com/sites/help/intl/en/overview.html>

The images on your website must be cited, just like the facts, ideas, and opinions.

Resources

Title *Pirates in the Age of Sail*
Author Robert J. Antony
Publisher W.W. Norton & Company, Inc., New York & London
Edition/Year 2007
ISBN -10 0393927881 -13 978-039392
Type Required resource

Students who succeed in this class:

1. Purchase the textbook right away
2. Keep up with the reading each week
3. Attend every class and stay engaged until the end
4. Pay attention and take notes during the discussion

Lesson One- Introduction to the course

January 19, 2012

Log on to HuskyCT, hand out syllabus, go over syllabus and course policies, and discussion

Lesson Two

January 26, 2012

Workshop: RefWorks

Meet at the iDesk/Security desk of Homer Babbidge Library, we will walk up to EC2 as a class.

Read before class, Robert J. Antony, *Pirates in the Age of Sail* pp. 1-29

Lesson Three - Democracy and Pirates

February 2, 2012

Rediker, Marcus, *Hydrarchy and Libertalia: The Utopian Dimensions of Atlantic Piracy in the Early Eighteenth Century* pp. 166-178

Reply to my Huskymail regarding your choice of topic for your website. Do not start working on a topic until I approve it!

Lesson Four - *Gender and Piracy and Modern - Day piracy*

February 9, 2012

Reply to my Huskymail with a link to a shared folder to your RefWorks bibliography. Please include 8 sources, scholarly articles and/or books. Excellent tutorials are available at

<http://refworks.uconn.edu>.

Antony, Robert J., *Pirates in the Age of Sail*, Jo Stanley, "The Women Among the Boys" pp. 153-166

Lesson Five--Norse Vikings—European contact prior to 1492

February 16, 2012

Watch *The Viking Deception: The Truth Behind the Vinland Map*. If you are free, you may stay and watch more of the documentary.

Read before class, Robert J. Antony, *Pirates in the Age of Sail* pp. 30-58.

Start working on your website.

As a UConn student, you have access to ample server space on Google Sites. If you have not opted in, please do so here: <http://google.uconn.edu/>

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How to create a website on Google Sites:

<http://www.google.com/sites/help/intl/en/overview.html>

The images on your website must be cited, just like the facts, ideas, and opinions.

Lesson Six - Pirate myths

February 23, 2012

Meet at the iDesk/Security desk of Homer Babbidge Library, we will walk up to EC2 as a class.

While we are in EC2—we'll review student websites

Read before class, Robert J. Antony, *Pirates in the Age of Sail* pp. 108-133.

Lesson Seven --- The "Golden Age of Piracy"

March 1, 2012

Watch portions of *Real Pirates of the Caribbean*. If you are free you may stay to watch the entire film.

Read before class, Robert J. Antony, *Pirates in the Age of Sail* pp. 59-94.

Continue working on your website.

Lesson Eight - Capital Punishment and Religion

March 8, 2012

Tips on giving a presentation

Read before class, Robert J. Antony, *Pirates in the Age of Sail* pp. 94-107.

March 15, 2012 – no class – spring break –be safe and enjoy!

Lesson Nine -- First five class presentations

March 22, 2012

Read before class, Robert J. Antony, *Pirates in the Age of Sail* pp. 134-152.

Lesson Ten -- Next five class presentations

March 29, 2012

10 minutes each (Use of Powerpoint or Keynote optional. You must give presentation in person; you may not show a video of yourself!)

Lesson Eleven---Next five class presentations

April 5, 2012

Lesson Twelve-- No class today – please work on your website

April 12, 2012

No class today – please work on your website

April 19, 2012

Lesson Thirteen

April 26, 2012

Last presentations (if needed) or Patriot Pirates lecture make-up and class evaluation

December 1, 2011

Bring a #2 pencil to class for evaluations.

Upload an electronic copy of the text of your website to SafeAssign. Your website will not be considered submitted for credit unless it is uploaded into SafeAssign.

http://www.community.uconn.edu/student_code_appendixa.html

Responsibilities of Community Life: The Student Code: Academic Integrity in Undergraduate Education and Research

http://www.registrar.uconn.edu/exams_students_information.htm