



Marine Science Magnet High School
130 Shennecossett Road * Groton, CT
860.446.9380
www.msmhs.com

SOC0328 – ECE World Maritime History (MSMHS)
MAST 1200 – Maritime Studies (UConn)
2016-2017
A Day, **Period 1, Room U118**

Mrs. Colleen Hardison
(w) 860-446-9380 ext. 656
chardison@msmhs.com

Required Texts/Readings:

- **A History of World Whaling* by Daniel Francis
- **Longitude* by Dava Sobel
- **Treasure Island* by Robert Louis Stevenson

**Student must purchase*

Course Description:

Throughout history, the sea has served as a highway, a source of food, an arena for warfare and a stage for discovery. This course examines the world's relationship with the sea from a variety of social, economic, diplomatic, cultural, military, environmental, and political perspectives. We will focus on the development, experience, and nature of maritime exploration, commerce, warfare and transportation. Among other topics, we will study: international trade; whaling; the life, experience and mindset of seamen; piracy; and the incredible impact of the maritime world on community and culture.

Student Learning Expectations and Outcomes:

The following MSMHS Learning Expectations are the focus of the Social Studies Program, however, there are several other learning expectations aligned with various assignments within the courses offered in the Social Studies Program.

- 1. Read and write effectively for a variety of purposes.**
- 2. Speak effectively with a variety of audiences in an accountable manner.**
- 5. Contribute to a positive learning environment with respect and responsibility.**

Materials Needed:

Two 2 inch 3 ring binders, 6 tabs (3 in each binder), pencil case including pencils, blue and black pens, 3 different colored highlighters. **Binder checks will be a graded assignment within this course.*

Classroom Behavior and Rules:

Students, teachers, and administrators have the right to expect mutual courtesy, fair and equitable treatment and to be informed of their rights and responsibilities. The goal of the Marine Science Magnet High School is to assist students in developing self-direction, self-discipline, and self-management and to provide opportunities for responsible decision-making. However, in the pursuit of these goals, those students who infringe on the rights of others, or who violate school policies and regulations, will be subject to discipline. The constitutional rights of students and staff shall be preserved and protected.

The conduct of students in school has an important effect on the student's academic achievement, and others in the classroom and the greater school learning environment. While ultimate responsibility for student behavior rests with the parents and the students themselves, the school has an obligation to provide leadership in this respect and to insure that appropriate standards are maintained when students are under school supervision. When anyone's rights are violated or when someone violates the rules and regulations, we must all be concerned. MSMHS is committed to providing a safe, respectful, and nurturing environment in which all students can learn.

Homework and Absences

Students are responsible for obtaining and completing all homework assignments during the time they are absent, as well as obtaining any materials needed to complete the assignments. Any exceptions must be discussed with the classroom teachers. Students are expected to communicate with their teachers about their absences and expected work.

Tardy Policy:

"Tardy" is defined as being late to school, class or activity without permission of school personnel. Students who arrive to school after 7:30 a.m. must report to the main office. Teachers will not allow students admittance to class after 7:30 without a tardy pass from the office. Oversleeping or missing the bus are not acceptable excuses. Tardies will be dealt with as follows, per semester:

- *1st tardy – pass will be given*
- *2nd tardy – pass will be given*
- *3rd tardy – student must meet with Mrs. Campbell to obtain pass; parent/guardian notified to discuss consequences of continued tardies*
- *4th tardy - office detention*
- *5th tardy – office detention*
- *6th tardy – parent/guardian and student meeting with Mrs. Campbell, double office detention, parking privileges revoked*
- *7th tardy – double office detention*
- *8th tardy – double office detention*
- *9th tardy – parent/guardian and student meeting with Mrs. Campbell; possible referral to proper authorities; notification of loss of credit*
- *10th tardy – loss of 0.5 credit in appropriate class/es.*

Assignments and Grading:

Grading of student performance in courses is based on a fifty-point scale. Overall evaluation in a course is measured in a number of ways: class participation, homework, written work, performance assessments and subjective and objective testing at intervals during the course.

MSMHS teachers create common syllabuses that contain specific policies and procedures specific with to their department's PLCs. Grading is scaled in a uniform manner which allows for a simplistic approach for students and parents to follow. Below is the breakdown of the grading scales for assignments and assessments:

<i>Homework:</i>	<i>10 pt. increments</i>
<i>Classwork:</i>	<i>10 pt. increments</i>
<i>Quiz:</i>	<i>100 pts.</i>
<i>Test:</i>	<i>200 pts.</i>
<i>Lab/Lab Reports:</i>	<i>100 to 200 pts.</i>

Teachers may adjust the amount of points per assignments based upon the rigor, complexity, or time needed to complete the task. Teachers may also announce that homework assignments are worth additional points the day the assignment is due as a "pop quiz." These pop homework assignments are used to ensure that students are putting maximum effort into their homework and classwork assignments.

Extra Help

Students are encouraged to seek extra help in order to ensure they understand the class material and are supported in the learning process. If a student needs extra help from the teacher, *they must set up an after-school appointment.* They can schedule an appointment by email or by asking the teacher after class.

RETAKES/ EXTRA CREDIT POLICY

The MSMHS Social Studies Department follows a common policy and will allow retakes/extra credit at the discretion of the teacher.

Retake Policy: Retakes will not be allowed in WMS ECE. Quiz/Test corrections will be determined on a case by case basis by the teacher and point value will be determined by teacher.

Late Work

All teachers will accept late work prior to the end of the appropriate quarter; 50% is the maximum penalty for a late submission. In order to be accepted, the work must be complete and meet all assignment requirements.

Grade/Grade Reporting:

Grading of student performance in courses is based on a fifty-point scale. Overall evaluation in a course is measured in a number of ways: class participation, homework, written work, performance assessments and subjective and objective testing at intervals during the course. Course grades are an average of quarter grades that includes final exams.

The following table shows the letter grades equivalent to numerical grades and GPA.

Letter	Numerical Equivalent	GPA Equivalent	Honors Weighting	AP/ECE Weighting
A+	97-100	4.3	4.52	4.73
A	93-96	4.0	4.20	4.40
A-	90-92	3.7	3.89	4.07
B+	87-89	3.3	3.47	3.63
B	83-86	3.0	3.15	3.30
B-	80-82	2.7	2.84	2.97
C+	77-79	2.3	2.42	2.53
C	73-76	2.0	2.10	2.20
C-	70-72	1.7	1.79	1.87
D	65-69	1.0	1.05	1.10
F	50-64	0.0	0.0	0.0
P	65-100	-----	-----	-----

Academic Integrity

To support academic integrity, MSMHS may use a technology tool for plagiarism prevention such as Turnitin.com. Students are required to submit major papers to this service and receive guidelines and training in its use if requested by the teacher. All work submitted by students should be a true reflection of their effort and ability. If submitted work or tests are not, then the student has manifested unacceptable academic behavior.

Plagiarism

Plagiarism is defined as intentionally or unintentionally presenting another's work as your own. Any source material (electronic, written, verbal) accessed to complete an assignment must be cited. Plagiarism includes the following:

- Copying verbatim or blending source material with your own without proper attribution,
- Paraphrasing source materials or borrowing ideas, terms, or concepts without acknowledging the source,
- Inventing sources or false attributions for sources,
- Supplying/selling your work to another or purchasing/copying another's work.

Cheating

Cheating is defined as copying all or part of an assignment or assessment or allowing another to copy your work. It is also doing someone's work or having someone else do your work. Cheating includes the following:

- Using unauthorized materials, devices, or assistance of any kind to complete your work or assessment, including on-line transfers,
- Collaborating on a task without the teacher's authorization, as well as providing or receiving information so as to give/gain an unfair advantage,
- Aiding another in cheating.

Other Academic Misconduct

Other forms of serious academic misconduct include:

- Altering grades,
- Stealing or obtaining test/assessment materials or answers,
- Submitting the same (or nearly the same) work for more than one class without disclosure or approval,
- Falsifying information on school related documents and forms.

ANY behavior that can be defined as cheating/plagiarism represents a violation of mutual trust and respect essential to education at MSMHS. Students suspected of cheating should expect to be questioned by their teacher. Students violating this rule are subject to the following penalties:

- A “zero” on the submitted work; notification of parents; written summary of event and action taken placed in the student file.
- If a student is found to have cheated/plagiarized a second time or is involved in a particularly serious act of cheating/plagiarism, the student will be referred to administration for appropriate penalties beyond those listed above. Additional penalties include such consequences as notification to award and scholarship committees; suspension from class or school and notification to the student’s prospective colleges; loss of or disqualification from honors/privileges and positions (e.g.: NHS, school leadership position).

Cell Phones

Cell phones are permitted in school, however, while in class all cell phones must remain on “silent” unless requested to be turned off by the teacher or administrator. Cell phones may be used in class if authorized by the teacher or staff member in the delivery of curriculum and instruction. If a teacher determines a student’s phone needs to be taken away due to the student not adhering to the classrooms rules, the phone will be taken by the teacher and kept in a secure location in the classroom until it is returned to the student. If the student refuses to give up his/her phone, the student will be referred to administration as being insubordinate. Cell phones may be used before, during lunch, or after school hours.

Course Unit Outline – Unit Content

Three book reviews will be due during the first semester.

A research paper will be due during the second semester.

All students are required to use HuskyCT throughout the course.

Unit I – Early Exploration (22 class meetings)

Unit Goals

- Justify the importance of ocean literacy citing historical examples of man’s evolving relationship with the ocean.
- Explain how the principles of ocean literacy connect and impact one another using historical examples
- Develop and support claims regarding the importance of studying maritime history
- Compare and contrast the motivation and techniques of early explorers, such as the Phoenicians, Vikings and Chinese
- Defend through writing with evidence that the Vikings developed the maritime technology to reach North American before Columbus.
- Analyze the problem of sailors knowing latitude and not longitude citing historical examples
- Create a list of proposed methods of solving the longitude problem from a scholarly text
- Identify ways in which European maritime exploration can be seen as both a great achievement while also wreaking great destruction
- Evaluate and critique a scholarly non-fiction book

Readings:

J.H. Parry, *The Discovery of the Sea*

James Axtell, *Beyond 1492 : Encounters in Colonial North America*

Dava Sobel, *Longitude*

American and the Sea: A Maritime History

Josh Clark, “Who Owns the Oceans?”

Helen Rozwadowski, *Fathoming the Ocean
American and the Sea: A Maritime History*

Unit II – Life at Sea (22 class meetings)

Unit Goals

- Explain how advancement of oceanic technology impacted the shipping techniques from the Age of Sail to the development of containerization.
- Cite multiple pieces of evidence that identify who went to sea and their motivations for going to sea.
- Explain what life was like at sea during the Age of Sail.
- Describe the experience of individuals of different racial groups and social groups at sea.
- Compare and contrast the life of 18th century women on land and sea.
- Evaluate research to produce credible claims
- Use strong and thorough textual evidence to support claims in a written analysis

Readings:

Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*

Hugh Thomas, *The Slave Trade*

W. Jeffrey Bolster, *Black Jacks: African American Seamen in the Age of Sail*

Margaret Creighton and Lisa Norling, eds., *Iron Men, Wooden Women: Gender and Seafaring in the Atlantic World, 1700-1920*

American and the Sea: A Maritime History

Lisa Norling, *Captain Ahab Had a Wife: New England Women & the Whaleshery, 1720-1870*

Ruth Wallis Herdon, “The Domestic Cost of Seafaring”

Midterm Exam – 400 points. This exam will be writing intensive.

Unit III – Whaling (22 class meetings)

Unit Goals

- Explain how technology developments in the whaling industry had an economic impact on whaling communities.
- Justify why some counties/communities still whale today.
- Debate the IWC’s rules and regulations on whaling
- Develop and support claims about the IWC’s decision to ban whaling
- Evaluate and critique a scholarly non-fiction book

Readings:

Richard Ellis, *Men and Whales*

Herman Melville, *Moby-Dick* (read in English Honors)

Nathaniel Philbrick, *In the Heart of the Sea: The Tragedy of the Whaleship Essex* (read in English Honors)

Daniel Francis, *A History of World Whaling*

Unit IV – Pirates (22 class meetings)

Unit Goals

- Analyze common misconceptions regarding the pirate image.
- Distinguish between fact and fiction in popular film and literature.
- Compare and contrast the life of piracy with the life of a merchant seafarer, privateer, or navy sailor.
- Explain how the conditions of life at sea encouraged sailors to turn to piracy.
- Distinguish what characteristics are unique to pirate communities.
- Compare and contrast pirate tactics and motivations of the eighteenth century to those used in the twenty-first century.
- Conduct research on modern day pirates.
- Develop and support claims about pirate misconceptions and modern day pirates

Readings:

Robert Louis Stevenson, *Treasure Island*

Marcus Rediker, *Villains of All Nations: Atlantic Pirates in the Golden Age*
Seafaring in the Atlantic World, 1700-1920

Final Exam – 400 points. This exam will be writing extensive.