

Pirates, Protest, and Preservation Session and Field Experience Descriptions

Seminar Description

We live in a state whose identity is as much forged by its natural gifts as it is by the imaginations of those who visit it. Florida is both manmade and wild, ancient and modern, paradise and purgatory. This five-day seminar is concerned with stories: what kinds of narratives can be constructed about a place like St. Augustine? How have people and geography intersected, from its founding to the present day, to create its distinctive identity? How has this identity been refined over time as the people who live and visit here overlay on it their own desires and experiences? Students will explore these questions in our seminar entitled “Pirates, Protest, and Preservation: Exploring the Stories of St. Augustine.”

Answering these questions will require students to become acquainted with the methods scholars use to interpret the human experience. Faculty will instruct students in familiar fields like history, rhetoric, art, and architecture; they will also engage other disciplines like minority studies, environmental history, and leisure/hospitality studies. Students will spend time visiting historic, cultural, and natural sites like the Fort Matanzas, the former Hotel Ponce de Leon, Spanish and British colonial structures, Hospital Creek, and the coquina quarry from which many public and private buildings in this city have been constructed. Students will also receive an introduction to special collections and library research.

Students will complete a short film completed cooperatively in small groups. The aim of the project is for students to tell “their” St. Augustine story in the larger context of the stories they see around them.

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Sunday, June 16

Convocation (All faculty, presented by Professor Szczepanski)

The convocation will serve as an occasion to orient students and parents about the aims of the summer seminar. The focus will be on the definition of the humanities, what fields comprise the humanities, and how the humanities can be used in making, understanding, and evaluating knowledge. The seminar faculty will also be introduced, and a preview of the field experiences and class sessions will be provided.

Digital Production Group Formation (Professors Huelsbeck and Maguire)

Working in small groups of three to five, students will record iconic sights and sounds encountered during their field experiences in historic St. Augustine and weave those images into a coherent short story. Interviews with teachers, excerpts from lectures and demonstrations, and recordings of student experiences will round out the stories. Each group will be assigned a camera and will choose from a small selection of topics. Two groups will follow the others and document the making of the projects. Concentrating on the hyper-local, these mini-documentaries will create tangible takeaways for students and teachers alike.

Every student will assume a specific role: writer, director, camera operator, sound recordist, or editor. Instruction in the use of the cameras and computer editing techniques will be provided. Digital production workshops throughout the week will be staffed by instructors familiar with all the necessary aspects of media creation. A “making of” project will function as autoethnography, allowing for reflection and self-observation on the part of the students. Personal thoughts and feelings of the students as they progress through the week will be recorded along with candid shots of specific activities as assigned in the workshops. Beginning with hopes and expectations (and moving through stumbles and growth), the filmmakers will track their own, as well as their peers’, experiences. The final cuts will be presented to the entire student body as well as the faculty. Students will be able to take home copies of the final projects on a flash drive, providing both a souvenir and a tangible record of their weeklong learning experience.

Homework

[Indigenous Cultures of the First Coast Materials](#)
[Fountain of Youth Exhibits Webpage](#)
[“Mestizaje in Colonial St. Augustine” article by Dr. Deagan Lanning, The St. Augustine Expedition of 1740](#)
[Fort Mose State Park Website](#)

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Monday, June 17

Academic Session 1: Indigenous Cultures of the First Coast and North Florida (Professor Asbille)

The first human inhabitants arrived in Florida twelve thousand years ago. By the time the Spanish arrived in Saint Augustine, there were hundreds of thousands of natives living in tribal groups across Florida. The Spanish and French explorers both came into contact with the natives living in the area that is present day Saint Augustine. We will explore the native cultures in Florida with a particular focus on the Timucua and the Apalachee, the two tribes most closely associated with north Florida. Our exploration will consider the impacts of the merging of native and European culture. Students will be asked to reflect on how they can use their knowledge of the early interactions between the natives and the Europeans to help shape their understanding of Saint Augustine's history and culture.

Academic Session 2: St. Augustine's Spanish Heritage (Professor Maguire)

During the seminar week, students will familiarize themselves with the history of St. Augustine, focusing on its Spanish legacy by exploring the Ximenez-Fatio House, the Castillo de San Marcos, and Mission Nombre de Dios. In preparation for these site visits, students will be given information packages that will function as seed material for structured group presentations regarding the Spanish presence in St. Augustine. Students will incorporate Spanish vocabulary and phrases in their documentary film, and they will make brief presentations on the research they have done by using that information to interpret their own vision of St. Augustine.

Field Experience 1: Fountain of Youth Archaeological Park (Professors Deagan, Asbille, Maguire, Szczepanski, and Huelsbeck)

Who were Pedro Menendez de Aviles and Father Francisco López de Mendoza Grajales, and why did they come to Florida? How did the Castillo function as both a domestic space and a martial space? How has its purpose and use changed over the course of its existence? How have the people affected by it (as a fortification, a prison, and site of genocide) impacted the identity of St. Augustine, and how has the story that we tell about it changed over the years?

Field Experience 2: Fort Mose Site (Professors Creamer and Szczepanski)

Through the lens of a compelling search for freedom, we will explore one of the earliest sites of the manifestation of civil rights and freedom: *Gracia Real de Santa Teresa de Mosé*. Otherwise known as Fort Mose, the structure and community built just two miles north of the heart of St. Augustine came to symbolize both the melting pot of what would become the United States and what it means for people to create a sense of community under extreme circumstances. Freedom is not free, as we will discover through the stories of actual Mose freedom seekers. The story of Fort Mose is even today a consistently evolving narrative, facing changes attributed to destruction, neglect, development and changing coastlines.

Digital Production Workshop 1, see above (Professor Huelsbeck)

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Homework

[Ximenez-Fatio House Website](#)
[Flagler College Digital Archives Website](#)

Tuesday, June 18

Field Experience 3: Eco Tour of Hospital Creek and St. Augustine Bay (Professor McGinley)

The theme of this trip will be: The interaction of man and the environment. We will look at the types of environments the first colonizers would have seen, and how that differed from what they may have been used to in their home country. What sort of things did they bring along, and are there still remnants of their landing? This will take place on the way to Hospital Creek and the putative first landing spot.

Next, students will "move through time" to view the fort from the water. We will discuss how the area's colonization took place as we consider what sorts of alterations were needed to make the setting conform to the colonist's needs. Why, for example, was the Castillo built in this location and not others? What materials did its builders use, and how did their choices affect the fort's durability? This discussion will also prepare students for a subsequent visit to the coquina quarry on Anastasia Island.

Afterwards, we will move to the downtown area and discuss the colony, the first marina, and the plaza. Traveling through town, we will arrive at the wastewater treatment plant discharge pipe near the mouth of the San Sebastian River where we will discuss questions of environmental health: what problems did European colonists face, what problems do we face today, and how have these problems evolved from then until now?

Field Experience 4: The Ximenez-Fatio House

What roles did class, sex, and property play in the construction of St. Augustine? Were there women entrepreneurs in St. Augustine? To what extent was their commercial life restricted and emboldened by contemporary attitudes and mores? Exploring the Ximenez-Fatio House will help us consider these questions. Owned and managed by successive generations of women since the 1830s, the arrangement at the Ximenez-Fatio House existed in an era when it was unusual for a woman to own property or to earn a paycheck.

Academic Session 3: Gilded Age Florida, Henry Flagler, and the Hotel Ponce de Leon
(Professors Asbille and Szczepanski)

Who was Henry Flagler? Why did he come to Florida, and what attracted him to St. Augustine? We'll begin with these questions as we consider this city's transformation from sleepy colonial outpost, to refuge for all manner of Victorian maladies, to leisure class destination for America's rich and famous. Central to our inquiry will be vision and change: how has St. Augustine's identity changed over time according to the needs and desires of those who have come into contact with it? What roles do money, power, and commerce play in the construction of a tourist paradise? What are the consequences of such a vision, and how is St. Augustine's contemporary identity an extension of Flagler's vision?

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Tuesday, June 18 (continued)

Field Experience 5: Walking in the Shoes of Others: Interpreting the Hotel Ponce de Leon
(Professors Asbille and Szczepanski)

People have a logical tendency to live in the present and to consider life only through the lens of their own experiences. On this tour, we will explore the buildings of Flagler College from multiple perspectives. We will trace the steps of Henry Flagler, of the architects Hastings and Carrere, of male and female hotel guests, of black and white hotel employees, and of others who have used this space—including ourselves. As we tour, we will think about how class, race, gender, and culture influence the ways in which we view the time and place we are living in. We will actively make connections between the past and the present. To prepare for the tour, we will look at both written and photo evidence of the evolution of the buildings that today make up Flagler College. Students will document the tour as they go and reflect on what they have experienced afterwards.

Ponce de Leon Hotel Artifacts (Ms. Jolene Dubray, College Archivist)

Students start in the Flagler Room for a tour of the College Archive's Gilded Age ephemera and then move to the Archives for a peek at Ponce de Leon Hotel dishware and silver, menus, clothing, and art.

Homework

[Short Story "After Holbein" from Academic Session 4 Folder](#)
[Civil Rights Readings from Academic Session 5 Folder](#)
[St. Augustine Special Collections Website at Flagler College](#)
[Special Collections at Flagler College](#)
[Civil Rights Library of St. Augustine \(browse\)](#)
[Dare Not Walk Alone blog](#)

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Wednesday, June 19

Field Experience 6: Walking Tour of St. Augustine - Discovering a City's Place through Story and Structure (Professors Asbille and Szczepanski)

The best way to experience a place is to be immersed in it. On this walking tour through downtown St. Augustine, we will visit sites that are key to understanding the city's storied past. We will use a set of readings from both the past and the present to inform our interpretations of our chosen locations throughout the city. We will seek to discover the truth and the fiction that make up a 450 year old location. Students will explore the sites as both observers and active documentarians. While touring, students will use cameras and journals to document and draw conclusions about what they have seen. Upon completing the tour, we will reflect on all of the changes that have occurred in St. Augustine's tenure as a city and analyze how its story has shifted over time.

Academic Session 4: Gilded Age Mores and Moral Choices (Professor Asbille)

Building on the previous day's session about Gilded Age Florida—and in preparation for the students' experience in the Flagler College archives—this session will focus on literary depictions of the period. Students will read a short story written by Edith Wharton, a preeminent literary chronicler (and critic) of the denizens of the Gilded Age. Our discussion will focus on the effects of rigid notions of money, status, gender, and power on both individual identity and shared experience. This session will ask students to think in an interdisciplinary way about how the literature of the Gilded Age reflects its history, economics, and social culture.

Field Experience 7: Proctor Library Special Collection on St. Augustine in Fiction (Miss Katherine Owens, Special Collections Librarian)

Edith Wharton's *Age of Innocence* is so typically associated with New York and New York society, that it is rather startling when the reader suddenly finds themselves in St. Augustine at the Hotel Ponce de Leon. Wharton is not the only author to have placed all or part of a novel in St. Augustine. There are over 160 novels that qualify as "St. Augustine Fiction." This session will introduce students to some of the other novels that take place in St. Augustine.

Digital Production Workshop 2, see above (Professor Huelsbeck)

Pirates, Protest, and Preservation Session and Field Experience Descriptions

Wednesday, June 19 (continued)

Academic Session 5: St. Augustine and the Civil Rights Movement (Professor Butler)

Often found as a footnote to larger historical narratives, St. Augustine's role in the U.S. movement of civil rights is significant, honorable, and deserving of more attention. This session will look at key figures, both national (Martin Luther King, Jr., Andrew Young, and President Lyndon Johnson, and others) as well as local leaders (Dr. Robert Hayling, "the St. Augustine Four," James Brock), along with the "foot soldiers" who contributed to the movement. We will review pivotal protests (from the Woolworth lunch counter sit-in, to the arrest of Martin Luther King, Jr., to the "Dive-in" at the Monson Motor Lodge) that eventually resulted in the passing of the Civil Rights Act of 1964. We will look at both primary and secondary accounts of this historical time by reviewing resources available on the *The Civil Rights Library of St. Augustine*, an online archival site dedicated to the public circulation and documentation of local race relations history during the 1960s.

Viewing: Dare Not Walk Alone: The War of Responsibility (Professors Butler, Szczepanski and Warrenburg-Rome)

As described on the film's website, "This is an award-winning feature-length documentary created by Jeremy Dean, a twenty-something director and former student of Flagler College, St. Augustine, Florida. Dean began making the film after moving to St. Augustine to attend Flagler. Living in the historically black neighborhood of Lincolnville and helping out on various community projects, like the restoration of stained glass windows in an historic black church in St. Johns County, Dean began to hear stories of what had happened in the community in the early sixties. Dean was stunned by the fact that he had not heard this part of the civil rights story in middle school or high school. And he was amazed to find that St. Augustine was a major battleground in the struggle for civil rights in 1964. Why? Because in 2003 there was precious little evidence in the city of the civil rights chapter in its long and otherwise well-documented past" (<http://www.dnwa.info/backstory>).

Discussion of Film (Professors Butler, Szczepanski and Warrenburg-Rome)

Following the viewing of *Dare Not Walk Alone: The War of Responsibility*, we will have time to reflect and discuss our reactions to the film. We will consider the power of visual narrative and discuss the personal impact of the documentary. Reflecting on representations of black and white, historical and contemporary, we will work to understand why highlighting the diversity of varying perspectives is so important. By considering the power of documentary film and possibilities for invoking change, we will reflect on what the film reveals about the larger St. Augustine narrative and how it contributes to the complexity of community reconciliation, progress, and change.

Homework

[Spanish Coquina Quarry on Anastasia Island](#)

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Thursday, June 20

Field Experience 8: Coquina Quarry (Professors McGinley and Szczepanski)

What makes the “rock” that was mined for the Castillo de San Marcos, and how did the colonists find and determine that this material was suitable for building? What kinds of natural resources are abundant here and not in other areas? What, from a geological perspective, causes this part of Florida to be so rich in these ways? Additionally, we will consider how resource use has changed through time and how it has influenced the development of St. Augustine at various periods in its history. Students will also learn which resources are still in use that were around during the colonization and expansion of the city.

Field Experience 9: Lincolnville Trolley Tour (Professors Butler and Warrenburg-Rome)

The Lincolnville trolley tour, led by Dr. Michael Butler, author of *Beyond Integration: The Black Freedom Struggle in Escambia County, Florida, 1960-1980*, will provide students an opportunity to experience significant civil rights locations around St. Augustine. Professor Butler will provide the contextual backdrop of the St. Augustine sites that have made historic—as well as contemporary—impact on local, national, and international audiences. The opportunity to visit such locations first-hand will allow for critical reflection of the aesthetics, sociology, and ethics embedded in in the experience overall.

Public Speaking Workshop (Professor Warrenburg-Rome)

Your experience at Flagler will culminate in a public presentation of your group work, reflections, and allow you to share some of your narrative with family members, friends, faculty, and community members gathered at our closing event. You will want to be prepared, practiced, and confident as you use your voice to speak out on issues that matter to you; and, this is what this workshop is designed to help you do! We will review the essential steps to effective public speaking, address tactics to overcoming speech anxiety, and review strategies for collaborative team communication. Using your voice, and listening to others, ethically and with civility, remains at the heart of the humanities.

Pirate Roundtable: (mis)Representing St. Augustine (all faculty, during and after dinner)

Florida is many things to many people—it seems sometimes that there are as many visions of the place as there are people to envision it. Because every vision must have at its center a human immersed in his or her own subjective experience, students and seminar faculty will participate in a roundtable about Florida and St. Augustine in which we tackle the mythology of these places by generating questions about the authenticity of its representations (be they historical, commercial, physical, or metaphysical). The objective of the session is to model academic discourse by considering how scholarly questions are arrived at, how academic problems are thought about, and how knowledge is created from the interplay of the aforementioned.

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Friday, June 21

Digital Production Workshop 3, see above (Professor Huelsbeck)

Digital Production Workshop 4, see above (Professor Huelsbeck)

Free Time: Work on capstone projects or relax by the pool.

Be sure to save your final cut of your documentary to a flash drive before tomorrow's luncheon!

Homework

- [Essentials of Public Speaking](#)
- [Stanford University Oral Communication Program, "Overcoming Speech Anxiety"](#)

Saturday, June 22

Academic Session 6: Tying It All Together: Your Week As Humanities Scholars (Professor Szczepanski)

We will review the week. Students will be asked to draw connections between their sessions and demonstrate, via discussion, how they see them fitting together.

Last-minute Touches to Capstone Projects and Personal Narratives (Professors Szczepanski and Huelsbeck)

Students will spend time in the Mac lab finishing their projects.

Be sure to save your final cut of your documentary to a flash drive before the luncheon!

Lunch and Student Presentations, with parents and guests, in the Solarium (all faculty)