UNIVERSITY OF CALGARY

Department of History

HTST 398 (Topics in History)
Atlantic Piracy, 1500-1865
Summer 2021

Instructor: Dr. Beau Cleland
Email: beau.cleland@ucalgary.ca
Office Hours and Method: T-Th, 1100-1200, via Zoom.
Course Delivery: Online, hybrid delivery
Synchronous Class Times: T-Th, 0900-1030
Originally Scheduled Class Times: T-Th, 0900-1145

Description

This course explores the origins, growth, and decline of piracy in the Atlantic Ocean and its environs between 1500 and 1865. We will examine the political, legal, economic, and technological factors that led to the so-called Golden Age of Piracy. We will also explore the social and cultural history of piracy – why people became pirates, what their lives were like, and why and how they stopped being pirates. This course also studies other forms of private maritime violence, efforts to expand the definition of piracy, and the ways norms on the legitimate use of force changed in this period. Finally, we will dig into popular memory of piracy, and learn how the portrayal of pirates in literature, art, film, and so on has changed over time, and ask what those changes reflect about the societies producing them.

Learning Outcomes

Understand the origins and context of piracy, privateering, and other forms of non-state maritime violence in the Atlantic Ocean. Explain the links between piracy and developments in international law, imperialism, slavery, and technology. Analyze and place into context the careers of specific pirates of the era. Understand the difference between history and memory as analytical categories, and use those categories to place depictions of pirates and piracy in popular culture into historical context. Develop and demonstrate skills in historical research, analysis, writing, and argumentation.

Reading Material

Required Books:

You need the following books (which I will attempt to make available for free in e-book versions via the library for those who don't want a physical copy):

Peter Lehr, *Pirates: A New History, From Vikings to Somali Raiders* (New Haven: Yale University Press, 2019)

Mark G. Hanna, *Pirate Nests and the Rise of the British Empire, 1570-1740* (Chapel Hill: University of North Carolina Press, 2015)

Marcus Rediker, *Villains of All Nations: Atlantic Pirates in the Golden Age* (Boston: Beacon, 2004).

These will be available from the university bookstore, but you are welcome to purchase or borrow them from any outlet that is convenient. If for some reason you cannot obtain or afford these books, please contact me.

Other Readings

We will read a number of additional articles and book chapters during the semester. These will be available at no cost to you via the library or D2L. Detailed information will be posted on the D2L course schedule.

Assessment

Method	Due Date	Weight
Participation and Group Work	see course schedule	15%
Trial Reflection Paper	see course schedule	15%
Capstone Project Proposal	15 July	5%
Module 1 Exam	20 July	15%
Module 2 Exam	10 August	15%
Capstone Project	17 August	35%

Grading Policies

Grades for all items will be scored on a percentage basis, then converted to letter grades using the standard History Department grade scale (listed below).

Late Assignments

Unexcused late assignments will be penalized half a letter grade per day – i.e., one day late turns a B into a B-. If you need an extension, please ask me BEFORE the item is due. I am lenient on this – I will almost always give you more time if you need it, but you must ask.

Details on Methods of Assessment

Participation and Group Work (15%):

  You will be assigned to a group, or "crew" on the first day of class. Your crew will work together on in-class discussions and assignments over the course of the semester. These will be assessed on contribution rather than content – as long as you participate in your group's effort you will receive credit for the work. Participation as "jury" members and in the Research Scavenger Hunt and our pop culture analysis also counts toward this mark.

Pirate Trial and Reflection Paper (15%):

  Each crew will be assigned a pirate to research at the start of the term. Your task will be to stage a mock trial of that pirate for the class during one of our synchronous meetings (see course schedule). This is a role-playing exercise. Your group members will act as prosecutors, the defendant, the defense attorneys, and witnesses (as needed). I will be the judge, and your classmates the jury. Your task will be to conduct a trial of your pirate, lasting roughly 20 minutes, at the conclusion of which the jury will decide your pirate's fate based on your presentation. Each group member will individually submit a reflection paper, due one week after the trial, summarizing your research, reflecting on what you discovered, and assessing your group's performance. This paper must be between 500 and 700 words in length, not including any citations. Turn in electronically to the D2L dropbox. Microsoft Word format only (.docx).

Exams (15% each):

  There will be two timed, non-cumulative tests during this course – they are listed on the calendar. Per university rules, they will be available for a 24-hour period, beginning at 0930am MDT on its scheduled course day. The exams will be designed to be completed in less than an hour, and you will have **one hour** to complete them once you begin. Exams are due within 24 hours of release – i.e., before 0930 MDT the following day.Tests will be administered online through D2L and will involve some combination of multiple choice, short answer, and analytical essay questions. I will make myself available during portions of the testing window to answer questions. Tests will be scored using the History department points percentage system. If you require special accommodation for testing, please let me know at the start of the term via Student Accessibility Services (see below). Contingency options for unexpected problems will be provided in advance of the exam.

Capstone Project (35%) and Project Proposal (5%):

  Your big assignment this semester is a capstone project. I will talk about this in more detail in class, but here are the broad guidelines: you, working alone or with one partner, must undertake a substantial research project relating to the history of piracy in the Atlantic basin between 1500-1865, interpret a robust group of primary (optional) and secondary (required) sources, and present your findings in a rigorous, well-supported fashion.

That sounds pretty vague, but this is an opportunity to do historical research and analysis in a manner of your choosing. You can write a traditional research essay (no group work on this option), which is still the primary way historians synthesize and present new research. You can create a podcast exploring your topic. You can create a detailed timeline or visualization using ClioVis or similar tools. You could make a historical GIS project using a variety of mapping tools. You could invent a board game or something along those lines that explores your topic. I am open to your ideas – just keep in mind that they must (1), be achievable in the space of one abbreviated semester, and (2), be reasonable for me to assess for historical content and analysis. In other words, it has to be doable for you and gradable for me.

No matter what you choose, the basic research requirements are the same, and if you choose something besides the essay you will have to submit to me an annotated script/transcript/research summary alongside your completed project. The work must be the equivalent of a 7 to 10 page paper.

Some restrictions: unfortunately, no videos. You might be the next big YouTube pirate star, but you won't be doing it for class credit. Copyright issues make it very difficult to make a video that would be usable as university material, so to avoid the hassle it is not an option here.

Project Proposal: you <u>must</u> submit a one-page project proposal no later than July 8th that identifies your project type, asks a good research question that your project will attempt to answer, and identifies AT LEAST five (5) rigorous secondary sources that you plan to consult. It would behoove you to find more than that, since inevitably some will be unavailable and others you will find not useful or relevant once you examine them.

I normally require students to use only academic sources for these projects (books from university presses, articles from peer-reviewed academic journals, etc.), but I have relaxed that requirement slightly because of the pandemic and the difficulty of obtaining materials at the moment. If you aren't sure if a book is rigorous enough, ask me. If it doesn't have citations of some sort, it probably won't be acceptable. We will discuss in class what makes a good research question and what sorts of materials are worth consulting. Your proposal will be graded pass/fail, with feedback on whether your project is approved as proposed, or if you must make any changes before going forward.

The project itself will be graded using a standard rubric, which I will provide after your proposals are in and approved. In general they will be assessed on completeness, depth of research, strength of thesis/research question, and effective use of supporting evidence.

Academic Integrity Statement

Students may collaborate on graded assignments only when they are explicitly assigned as group work. Tests, quizzes, papers, and written responses are to be individual efforts. During timed tests you may not consult outside materials – i.e., you may not ask Dr. Google for the answer (although the tests will be written in such a way that it won't be of much help). Other outside materials are not allowed unless I specifically permit them.

Learning Technologies Requirements

This course is delivered online and requires the following: a broadband internet connection; a computer with a supported operating system; and a webcam, microphone, and speaker (internal or external). You will also need access to Microsoft Word (this is provided free of charge to U of C students via Office 365) or word-processing software that can reliably convert files with footnotes to Word format.

On-Line Instruction Statement

Course instruction will be hybrid – that is, a portion will be conducted synchronously via Zoom, and the remainder delivered asynchronously via recorded lectures, D2L message board posts, and similar tools. Synchronous meetings will be **Tuesdays and Thursdays**, from 0900-1030. I expect to not use that whole time period most days, but keep it blocked off, especially on presentation or test days.

I will attempt to post asynchronous materials on D2L at least two days before the related class session or due date, and earlier if possible. Understanding, however, that these are unusual times, I retain the right to be flexible here due to unexpected circumstances. You will always have at least two days to complete anything asynchronous that counts toward your grade.

Guidelines for Synchronous Sessions

<u>**PLEASE USE YOUR U of C EMAIL TO LOGIN TO ZOOM**</u> Your "crew" for group work will have pre-assigned breakout rooms that are managed using your university email address. To make sure you end up in the right room without me having to manually assign it each time, please use it.

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The use of video conferencing programs relies on participants to act ethically, honestly, and with integrity; and in accordance with the principles of fairness, good faith, respect, and responsible digital citizenship (as per the Code of Conduct).

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission. Only students registered in this course are allowed to be involved in course

activities.

Students whose D2L and Zoom usernames do not reflect their preferred name or identity can contact the IT Support Centre to have a display name changed in the Active Directory. This will change the name that shows in all online systems, including Zoom and D2L. It will take about 24 hours for the Support Centre to complete the request.

Non-compliance with online groundrules may be investigated under relevant University of Calgary conduct policies (e.g [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with online requirements, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your Zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/ .

Inclusiveness, Accommodation, and Classroom Conduct

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email or during office hours to discuss reasonable measures that will ensure your success in this course. Such accommodation may include disability (physical or mental wellness, whether visible or not), the need to nurse or occasionally bring a child to class, the wish to be called a different name or pronoun, assistance with writing, or adjusting deadlines because of personal circumstances.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. If you read this, send me an email before the start of the second class session indicating which section you found it in and I will give you a bonus to your participation mark. In such situations, it is essential that we understand that others share different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. Permission to record lectures will only be given to students registered with Student Accessibility Services. All material in this course, including but not limited to lectures, quizzes, worksheets, handouts, and the textbook, are under the protection of copyright and may not be distributed to third parties under any circumstances.

Schedule

This is the tentative schedule of events for the course. This will be posted in a more accessible fashion on the course D2L page. NOTE: Our total time of recorded lectures and in-class session will not exceed the original allotted class times for each day (2 hours 45 minutes).

Date	Asynchronous Lecture/Activity & Readings (to be done before class)	Synchronous Activity
29 June	Read: Peter Lehr, *Pirates: A New History*: Introduction (pp. 1-9); skim Part 1 (pp. 9-63) Watch: The Pirates of Penzance or another pirate-related show of your choice. Do: Begin Research Scavenger Hunt (due July 8)	Welcome; syllabus walkthrough; crew assignments; Discussion; Scavenger Hunt Q&A
1 July	**Canada Day** Read: the course outline; Hanna, *Pirate Nests*: Introduction (pp.1-19) Watch: whatever you want – it's a holiday Do: go outside	Holiday – no class
6 July	Read: Rediker, *Villains of All Nations*: chapter 1; Lehr, *Pirates*, 66-81; Hanna, *Pirate Nests*, Chapter 1. Watch: Lectures 1 and 2. Do: Continue Scavenger Hunt	Group Work #1; Discussion; Pirate Trials Q&A
8 July	Read: Hanna, *Pirate Nests*, Chapters 2 and 3; Virginia Lunsford, *Piracy and Privateering in Golden Age Netherlands* (New York: Palgrave MacMillan, 2005) Chapter 4: "Piracy, the Dutch, and the Seventeenth-Century Seas". Watch: Lectures 3 and 4. Do: Research Scavenger Hunt (due)	Capstone Exercise Q&A; Discussion; Research Scavenger Hunt review
13 July	Read: Hanna, *Pirate Nests*, Chapters 4 and 5; Rediker, *Villains*, Chapter 2; Watch: Lecture 5 Do: Review Trial guidelines	Pirate Trials 1 and 2; Group Work #2
15 July	Read: Hanna, *Pirate Nests*, Chapters 6-8 Watch: Lectures 6 and 7. Do: Capstone Proposal	Pirate Trials 3; Group Work #3

20 July	Read: Rediker, *Villains*, Chapters 3, 4, 6 Watch: Lecture 8. Do: Study for Exam	Exam Q&A **Exam 1 Available 09:30a** [covering material through 15 July];
22 July	Read: Lehr, *Pirates*, 130-144; Rediker, Chapter 7 Watch: Lectures 9 and 10 Do: Discussion questions for class (D2L)	Pirate Trials 4 and 5; Discussion (social history of pirates)
27 July	Read: Hanna, *Pirate Nests*, Chapters 9 and 10; Watch: Lectures 11 and 12; Do: Discussion Guide (D2L) – Pirate Nests	Pirate Trials 6; Group Work #4; Discussion
29 July	Read: Marcus Rediker, "'Black Pirates': The *Amistad* Rebellion, 1839" in Rediker, *Outlaws of the Atlantic: Sailors, Pirates, and Motley Crews in the Age of Sail* Boston: Beacon, 2014) pp. 146-175; Arne Bialuschewski, "Black People under the Black Flag: Piracy and the Slave Trade on the West Coast of Africa, 1718-1723" *Slavery and Abolition* 29, no. 4 (2008): 461-475 Watch: Lecture 13; Amistad (1997) Do: prepare *Amistad* discussion questions (D2L)	Pirate Trials 7 and 8; *Amistad* Discussion
3 August	Read: Selections TBA from Charles Johnson, *A General History of the Robberies and Murders of the Most Notorious Pyrates* (London, 1724) and from Exquemelin, A. O. *The History of the Bucaniers of America from their First Original Down to this Time, Written in several Languages, and Now Collected into One Volume* (London, 1699); Margarette Lincoln, "Henry Every and the Creation of the Pirate Myth in Early Modern Britain," in David Head, ed., *The Golden Age of Piracy: The Rise, Fall, and Enduring Popularity of Pirates* (Athens: University of Georgia Press, 2018) 167-182 Watch: Lectures 14 and 15 Do: Discussion questions on Johnson and Exquemelin	Pirate Trials 9 and 10; Discussion on Pirates, Myths, and Memory
5 August	Read: Adam Jortner, "Pirate Ghosts and Buried Treasure," in Head, *The Golden Age of Piracy,* 224-239.	Pop Culture Analysis; Group Work #5

	Watch: Lectures 16 and 17. Do: Pirates in Pop Culture Analysis (D2L)	
10 August	Read: Rediker, *Villains*, Chapter 8; Lehr, *Pirates*, Conclusion; Optional Reading: Lehr, *Pirates*, Part 3. Watch: Lecture 18 Do: Study for exam; work on Capstone	Exam Q&A **Exam 2 Available 0930a** [covering material 20 July-5 August]
17 August	none	**Capstone Project Due**

THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

Departmental Grading System
The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.

Percentage	Letter Grade	Grade Point Value	Description
0-49	F	0	Failure. Did not meet course requirements.

It is the policy of the History Department that final grades are not rounded up. If instructors choose to round, that is their option.

Program Advising and Student Information Resources
- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact Enrolment Services
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the Registration Changes and Exemption Requests page.

Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.

Writing
All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in *The History Student's Handbook*.

Plagiarism
Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see *The History Student's Handbook* for more details, but to summarize, plagiarism may take several forms:
·   Failing to cite sources properly
·   Submitting borrowed, purchased, and/or ghostwritten papers
·   Submitting one's own work for more than one course without the permission of the instructor(s) involved
·   Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works
Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in the *University of Calgary Calendar, Section K: Integrity and Conduct*.

Academic Accommodations
Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities in the Student Accommodation Policy.

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

Copyright
The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the University of Calgary copyright page.

Sexual Violence Policy
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the sexual violence policy.

Other Useful Information
Please see the Registrar's Course Outline Student Support and Resources page for information on:
- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk
- Campus Security (220-5333)

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