UNIVERSITY OF CALGARY

Department of History

HTST 398 (Topics in History)
Atlantic Piracy, 1500-1865
Fall 2022

Instructor: Dr. Beau Cleland
Email: beau.cleland@ucalgary.ca
Class Times: MWF 1300-1350 (1-1:50pm) Local Time
Course Delivery: In-person
Classroom: ST 130
Office Hours and Method: In person, M&W 1400-1500, or via Zoom/phone by appointment.
Office Location: Social Science 626

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 how norms regarding 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, but I cannot guarantee there will be unlimited access):

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

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	12 October	5%
Module 1 Exam	19 October	15%
Module 2 Exam	7 December	15%
Capstone Project	12 December	35%

Grading Policies

Grades for all items will be scored on a percentage basis. using the standard History Department grade scale (listed below).

Late Assignments

Unexcused late assignments will be penalized two (2) percentage points per day – i.e., one day late turns a 90 into 88. 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" during the second week of class. Your crew will work together on in-class discussions and assignments over the course of the semester. These will be assessed on effort and contribution rather than content – as long as you participate and make a reasonable effort you will receive credit for the work. Participation as "jury" members, the research scavenger hunt, the pop culture analysis, and written discussions also count 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 sessions (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. Tests will be administered in class and will involve some combination of multiple choice, short answer, and analytical essay 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).

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

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 (or longer, if necessary) project proposal no later than October 12th 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. You must have my approval in order to receive a passing grade on the proposal and the project.

The project itself will be graded using a rubric – either a standardized one which I will provide, or one tailored to your specific project, which I will task you with creating after your proposals are in and approved. In general your projects 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 unless I specifically permit them.

Learning Technologies Requirements

If portions of this course are delivered online, it 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 need similar resources if you want to schedule an online office hours appointment. 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

While I intend for this course to be delivered in person, it is possible that circumstances might force us to abruptly switch to online instruction. If that is the case, I will stick as closely as possible to the original schedule of events, although I may pre-record lectures in order to ease the burden on everyone's attention. We will still do group work and presentations using Zoom during our normal meeting time. If we switch to online instruction I will distribute guidelines for how our sessions will be conducted and for your obligations as to conduct, privacy, and so on.

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 third 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. I will also add important items to the calendar on the course D2L page.

Week 1, Sept. 7 and 9:
Introduction; The World of Private Violence at Sea
Read: Course outline; Peter Lehr, *Pirates: A New History*: Introduction (pp. 1-9) and pp. 9-21;

Janice E. Thomson, *Mercenaries, Pirates, and Sovereigns* (Princeton: Princeton University Press, 1994), selection from Chapter 2, pp. 21-26 and 32-42 [D2L]

Watch: The Pirates of Penzance or another pirate-related show of your choice, to prime yourself for the semester.

Do: Begin Research Scavenger Hunt (due Sept. 16)

Week 2, Sept. 12-16:
Piracy and the Early Modern Atlantic, part 1

Readings: Lehr, pp. 21-45; Richard J. Blakemore, "The Politics of Piracy in the British Atlantic, c. 1640-1649," *International Journal of Maritime History* 25, no. 2 (December 2013): 159-172. [D2L]

Group Work #1
Friday, Sept. 16: Research Scavenger Hunt due (D2L dropbox)

Week 3, Sept. 19-23:
Piracy and the Early Modern Atlantic, part 2

Readings: Lehr, pp. 45-62; Virginia Lunsford, *Piracy and Privateering in Golden Age Netherlands* (New York: Palgrave MacMillan, 2005) Chapter 4: "Piracy, the Dutch, and the Seventeenth-Century Seas" [D2L]

Note: No in-person class on Wednesday and Friday (21 and 23 Sept). Recorded lectures will be posted to D2L.

Week 4, Sept. 26-30:
Buccaneers, Freebooters, and the Early Modern Caribbean

Readings:
Rediker, *Villains of All Nations*, Chapter 1; Lehr, pp. 67-91.

Mark Hanna, "Introduction: William Penn's Piratical Society," in *Pirate Nests and the Rise of the British Empire, 1570-1740* (Chapel Hill: University of North Carolina Press, 2015), 1-19 [D2L].

Group Work #2
Pirate Trial #1 – 28 Sept.

Week 5, Oct. 3-7:
The Golden Age of Piracy, part 1

Readings:
Rediker, *Villains*, Chapters 2 and 3

Pirate Trial #2 – Oct. 5th.

Week 6, Oct. 12-14: NO CLASS ON MONDAY - HOLIDAY
The Golden Age of Piracy, part 2

Readings:
Rediker, *Villains*, Chapter 5; Lehr pp. 91-114.

Pirate Trial #3 – Oct. 14th

CAPSTONE PROPOSALS DUE OCT. 12TH

Week 7, Oct. 17-21:
The Golden Age, part 3

Readings: Rediker, *Villains*, Chapter 7

Test #1 – Oct. 19th – covers material through October 14th

Pirate Trial #4 – Oct. 21st

Week 8, Oct. 24 - 28:
The End of the Golden Age

Readings:
Rediker, *Villains*, Chapter 8; Lehr, pp. 141-144;

David Wilson, Chapter 3: "Woodes Rogers and Private Enterprise in New Providence," in *Suppressing Piracy in the Early Eighteenth Century: Pirates, Merchants, and British Imperial Authority in the Atlantic and Indian Oceans* (Woodbridge, UK: Boydell, 2021): 85-112.

Pirate Trial #5 – Oct. 26th

Group Work #3 – Oct. 28th – Bring a laptop if you have one.

Week 9, Oct. 31-Nov. 4:
Life as a Pirate

Readings: Rediker, *Villains*, Chapter 4 – "The New Government of the Ship", Chapter 6 – "The Women Pirates"; Lehr, pp.114-122;

Margarette Lincoln, "Alternative Masculinities: Pirates and Family Life," in Lincoln, *British Pirates and Society, 1680-1730* (New York: Routledge, 2016) 183-212.

Pirate Trial #6 – Nov. 4th.

Week 10: READING WEEK – Nov. 6-12: No lectures.
Watch: *Amistad* (1998 film)
Do: *Amistad* discussion sheet, in preparation for in-class discussion, Monday, Nov. 14th

Week 11, Nov. 14-19:
Race, Slavery, and Piracy

Readings:
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

Pirate Trial #7 – Friday, Nov. 19th

Week 12, Nov. 21-25:
Redefining Piracy in the 19th Century

Readings:

Lauren Benton, "Toward a New Legal History of Piracy: Maritime Legalities and the Myth of Universal Jurisdiction," *International Journal of Maritime History* 23, no. 1 (June 2011): 225-240.

Satsuma Shinseke, "Plunder and Free Trade: British Privateering and Its Abolition in 1856 in Global Perspective," in Ota Atsushi, ed., *In the Name of the Battle Against Piracy* (Leiden: Brill, 2018): 43-65.

Group Work #5

Pirate Trial #8 – Nov. 25th.

Week 13, Nov. 28-Dec. 2:
Pirates in Popular Culture

Readings:

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.

Adam Jortner, "Pirate Ghosts and Buried Treasure," in Head, *The Golden Age of Piracy,* 224-239.

Assignments:

Pop Culture Analysis – in-class discussion, but turned in via D2L. Due before class on Dec. 2.

Pirate Trials #9 (if necessary) – Dec. 2nd.

Week 14: Dec. 5 & 7:
Conclusions

Readings: Lehr, *Pirates*, Conclusion.

Pirate Trial #10 (if necessary) – Dec. 5th.

Test #2 – December 7, in class. Short answer portion covers material since October 17th

CAPSTONE PROJECTS DUE DECEMBER 12

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. See the university grading system in the calendar: https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html.

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

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

Please Note: Students are expected to reach the grade range to receive that letter grade (i.e.. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

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*.

Academic Misconduct
Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary Student Academic Misconduct Policy documents, and visit the Academic Integrity Website.

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 calendar.

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the Student Accommodations policy. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities. Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit Student Accessibility Services.

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board or the Conjoint Health Research Ethics Board. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the Copyright Act to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Copyright of Educational Materials

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.

Freedom of Information and Protection of Privacy
Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

MEDIA RECORDING IN LEARNING ENVIRONMENTS

Media Recording for Study Purposes (Students)
Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in Section E.6 of the University Calendar. Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

Media recording for lesson capture
The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning
The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. The recording will be destroyed as specified by retention rule 2000.01 "Examinations and Student Assignments".

Media recording for self-assessment of teaching practices
The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by retention rule 98.0011 "Draft Documents & Working Materials".

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 and gender-based 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

Department of History Twitter @ucalgaryhist

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