

HIS 341 Pirates of the Caribbean: The Real Story (Spring 2021)

Tuesdays & Thursdays 9:30-10:45 am (via Zoom)

***** THIS COURSE WILL BE TAUGHT SYNCHRONOUSLY VIA ZOOM. STUDENTS MUST HAVE ACCESS TO RELIABLE INTERNET AND COMPUTER WITH CAMERA AND PARTICIPATE ACTIVELY ON THE SCHEDULED DAYS AND TIMES. A SMART PHONE IS NOT SUFFICIENT. *****

Professor: Dr. Linda Rupert (lmrupert@uncg.edu)

Office hours: Tuesdays & Thursdays 2:00-3:00 pm & by appointment (via Zoom link in Canvas)

Graduate Assistant: Ms. Sade Comiska (smcomiska@uncg.edu)



From the daring exploits of French corsairs and Elizabethan privateers in the 1500s, to the independent buccaneer communities of the 1600s, to marauding outlaws who roamed the seas in the early 1700s, piracy was intricately woven into the history of the early modern Caribbean. Few historical actors have been so thoroughly romanticized—or so completely decontextualized—as Caribbean pirates. This course introduces students to the fascinating, complex, and changing role of piracy in shaping the region's economies, societies, and cultures across more than two centuries. We will explore differences between historical realities and popular depictions, delve into the evidence, and consider historians' different interpretations.

READINGS

There are no required books for this course. Weekly readings and other material will be posted in the course Canvas site. You should read the assigned material before each class and you will need to have access to it as a printout or via your computer during class.

LOGISTICS

This course is taught synchronously via Zoom, meaning that you are required to be present and actively engaged during the scheduled class periods, just as you would in a face to face class. Navigate the course via the weekly Modules in Canvas.

COURSE REQUIREMENTS AND GRADING

Three unit tests:	20% each (60% total)	Attendance, participation & group work:	10%
Weekly quizzes:	15%	Final paper:	15%

You will receive more details about these assignments throughout the semester.

Grading Scale:

A: 93-100	A-: 90-92	B+: 87-89	B: 83-86	B-: 80-82	C+: 77-79	C: 73-76
C-: 70-72	D+: 67-69	D: 63-66	D-: 60-62	F: 0-59		

Grading will be based on:

- understanding and using the assigned course materials
- closely following all instructions and clearly answering the questions or addressing the prompts
- expressing all answers and ideas in your own words (citing sources, as required).

STUDENT LEARNING OBJECTIVES

1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures.
2. Use historical thinking to contextualize and analyze primary and secondary sources representing different perspectives.
3. Use evidence-based reasoning to interpret the past coherently while developing and presenting an original written argument

MAJOR ASSIGNMENTS

Quizzes [SLOs 1, 2, 3]: Weekly online quizzes on the readings are designed to help you understand the material, and to develop your analytic and critical thinking skills. They also will help you prepare for the unit test. They are untimed and open book and are due no later than Monday night. Quizzes cannot be made up, but I will drop the lowest 3 quiz grades (including zeros and absences) at the end of the semester. Assume that you may have an emergency or illness later in the semester. Plan wisely!!

Unit Tests [SLOs 1, 2, 3]: These are designed to show your mastery of the unit's material and your ability to make connections across the weeks. Like the quizzes, they will be available via the course Canvas site; are untimed and open book; and have strict deadlines. Makeup unit tests will be given at the discretion of the professor and require documentation of a legitimate reason for absence. Late submissions will be docked a full letter grade per day. Each test has two parts: short answers via the Canvas site (like the quizzes) and a short paper analyzing and comparing primary sources.

Final paper [SLOs 1, 2, 3]: This will allow you to bring together material from across all three units, to trace the development of and changes in Caribbean piracy, focusing on one particular topic. You will receive more information in Unit 3.

General assignment requirements:

- Quizzes, unit tests, and the final exam are open book and untimed, with firm deadlines.
- Quizzes cannot be made up or submitted after the deadline, but we will drop your three lowest quiz grades, including any missed ones. Plan wisely!
- Unit tests can only be made up in extraordinary circumstances, may require documentation, and may incur a penalty.

COURSE POLICIES & EXPECTATIONS

Internet and computer access: You must have regular access to a laptop or desktop computer and reliable Internet to succeed in this class. A handheld mobile device such as a Smartphone is not sufficient. You will be using the course Canvas site each week to download readings and handouts, read instructions and background material, take quizzes, and upload assignments. You will also need to access the readings, and often download handouts or visit Websites, during class.

Succeeding in a synchronous Zoom course: This course is very similar to one that is taught face to face in the classroom; the main difference is that we are meeting via Zoom. It is not self-paced. Attendance is required and there are strict deadlines. Distraction can be especially tempting in a virtual classroom. Create the necessary atmosphere to help you stay focused; imagine that you are entering a classroom each time.

Readings: Usually we will read historical narratives for Tuesdays, and primary sources (original documents) for Thursdays. Most weeks there will also be maps, interpretations by historians and/or Websites. Links to all the material will be posted to the week's Module in Canvas. Make sure to have the assigned readings available during class. It is highly recommended that you download each week's readings to a dedicated folder on your computer and/or to a USB stick. As per UNCG guidelines plan to spend about 6 hours outside of class each week on the readings.

Attendance and participation: Students are expected to attend and be attentive in class; to have read and thought about the material; to have readings and handouts readily available; and to participate actively in class and group discussions. Active engagement is key to student success; it will pay off much more than simply giving you a high participation grade. Lectures, discussion, and group work are designed to complement, not repeat, the course readings. Take good notes. The basic norms of classroom etiquette very much apply in a synchronous online class: Be courteous and respectful. You are allowed three absences in this course; for every class you miss thereafter your overall participation grade will be lowered by five points. As with quizzes, plan wisely!

Communications: Check the Canvas Home page and Announcements regularly for important and updated course information. Everyone should communicate using UNCG email addresses or via Canvas. Please do not use non-UNCG email addresses. You can expect to hear back within 24 hours, unless: 1) it is the weekend; 2) you receive an automatic “out of office” reply. It is your responsibility to make sure that communication is successful and that all assignments are received on time.

Office hours: These will begin the second week of classes. Feel free to pop in on Tuesdays & Thursdays 2:00-3:00 (no appointment necessary) or make an appointment to see me another time. A Zoom link in Canvas will take you to the waiting room.; drop me a note in the chat to let me know you are there.

Academic Integrity & Plagiarism: Enrollment in this course and submission of each written assignment constitute students’ acceptance of UNCG’s Academic Integrity Policy: <http://academicintegrity.uncg.edu/complete/>. Plagiarism—using someone else’s words or ideas without giving them credit—is a serious academic offense, which can result in failing the class and/or expulsion from the university. Make sure you know the rules! If in doubt, ask.

IMPORTANT UNCG RESOURCES

We are very fortunate that UNCG has a wide array of excellent services to support students at every level. These are your go-to experts for specific problems and issues. While many standard university procedures have been modified in these pandemic times, and some offices may have restricted in-person visiting hours, all are fully open and available to help. The links will take you directly to their updated Websites.

Shield our Spartans: Although this course will be conducted entirely online, you should regularly review UNCG’s Covid-19 updates and strictly follow all required procedures. Show that you care about our community!

History Department: Have you considered majoring or minoring in history? It may be easier than you think! Browse our [Website](#) and [Facebook page](#) and feel free to reach out to Dr. Rupert to discuss how history might fit into your study plans.

Office of Accessibility Resources and Services (OARS): The first stop for students who need accommodations for a documented disability. Make sure to send the required paperwork to Dr. Rupert during the first week of classes. No accommodations can be made without this completed paperwork.

Information Technology Services (ITS): Your source for all tech problems, including computer malfunctions, issues with Canvas, Internet connectivity, etc. I can’t help you with these—but they will!

Student Health Services: Provides free, confidential support for a variety of [mental](#) and [physical](#) health issues. Take good care of your body and your mind! Both are vital in these stressful times.

Students First Office: This is your one-stop resource for a variety of support services to help ensure your academic success.

Dean of Students: Provides information, guidelines, and practical information to support students in a wide range of situations, including crises and emergencies.

Office of Student Rights and Responsibilities: This office has information about expectations for student conduct, academic integrity, appeal procedures, due process, and more.

The Writing Center: Provides useful resources for all types of writing assignments, no matter how large or small. You can schedule a meeting to discuss a specific assignment and also access a wide variety of information and tips to strengthen your writing.

SCHEDULE OF CLASSES AND READINGS (Subject to modification.)

All readings and other material will be accessible via Canvas Modules. I recommend downloading them to a dedicated folder on your computer or on a USB. You will need to have the day's readings available during class; many weeks we will also look at other material in class such as Websites, maps, etc.

Unit 1: The First European Interlopers

Week 1 (January 19 & 21): Caribbean Pirates: Beyond the Myths

Readings for Thursday: Lane and Bialuschewski, "General Introduction" to *Piracy in the Early Modern Era*; Anthony, "Pirates, Privateers, & Buccaneers of the West"

Week 2 (January 26 & 28): Early Caribbean Corsairs

Readings for Tuesday: Latimer, "A New World," pp. 7-10; Lane, "Spain and the Sixteenth-Century Corsairs"

Primary source for Thursday: Excerpts from *Pedro Menendez de Avilés and the Conquest of Florida*

Week 3 (February 2 & 4): The Elizabethan Privateers

Readings for Tuesday: Latimer, "A New World," pp. 10-15; Lane, "Smugglers, Pirates; and Privateers: The Elizabethans," pp. 29-46 & 51-55

Readings for Thursday: Packet of documents; Walthen, *Sir Francis Drake: The Construction of a Hero* (excerpts); Newbolt, "Drake's Drum"

Week 4 (February 9 & 11): The Dutch Sea-Rovers

Reading for Tuesday: Latimer, "A New World," pp. 15-16; Lane, "From the Low Countries to the High Seas," pp. 57-65

Primary documents for Thursday: Packet about Piet Heijn and the Dutch

Week 5 (February 16 & 18): Unit 1 Summation and Test

Tuesday: Summation and unit review

Thursday: No class. Online portion of unit test due by 10 pm. Analysis of primary sources due by Saturday night.

Unit 2: Caribbean Piracy Goes Local

Week 6 (February 23 & 25): The Rise of Buccaneer Communities

Readings for Tuesday: Anthony, "Pirates, Privateers, and Buccaneers of the West," pp. 11-14; Beeching, "Introduction" to Exquemelin, *The Buccaneers of America*, pp. 8-16; Lane, "The Seventeenth-Century Caribbean Buccaneers," pp. 89-94.

Readings for Thursday: Excerpts from Exquemelin, *The Buccaneers of America*, Part 1; Beeching, "Introduction," pp. 20-24.

Week 7 (March 2 & 4): Buccaneers Roam the Caribbean

Readings for Tuesday: Lane, "The Seventeenth-Century Caribbean Buccaneers," pp. 94-101

Primary document for Thursday: Selections from packet about buccaneers

*** *Week 8 (March 9 & 11): No class this week. Even pirates need a break!* ***

Week 9 (March 16 & 18): Freebooters and Privateers

Readings for Tuesday: Cordingly, "Sir Henry Morgan"

Primary documents for Thursday: Selections from packet about buccaneers

Week 10 (March 23 & 25): Unit 2 summation and test

Tuesday: Summation and unit review

Thursday: No class. Online portion of test due by 10 pm. Analysis of primary sources due by Saturday night.

Unit 3: The Golden Age of Caribbean Piracy

Week 11 (March 30 & April 1): *Outlaws and Officials*

Readings for Tuesday: Reread Anthony, “The Golden Age of Western Piracy” in Anthony, “Pirates, Privateers, and Buccaneers of the West,” pp. 14-20; Selections from Cordingly, *Under the Black Flag*; Website

Primary documents for Thursday: Packet

Week 12 (April 6 & 8): Race and Social Class among Pirates

Readings for Tuesday: Kinkor, “Black Men under the Black Flag;” Rediker, “Hydrarchy and Libertalia”

Primary documents for Thursday: Packet; table about race on pirate ships

Week 13 (April 13 & 15): Gender and Sexuality at Sea

Readings for Tuesday: Cordingly, “Women Pirates and Pirates’ Women;” Stanley, “The Women among the Boys;” Burg, “The Buccaneer Community”

Primary documents for Thursday: Packet about Anne Bonny and Mary Read

Week 14 (April 20 & 22): The End of an Era: Hunting Down the Pirates

Readings for Tuesday: Cordingly, “Hunting Down the Pirates,” and “Trials, Executions, and Hanging in Chains;” Rediker, “The Pirate and the Gallows”

Primary documents for Thursday: Packet of laws and proclamations against piracy; Website: Queen Anne’s Revenge Project: <https://www.qaronline.org/>

Week 15: Tuesday, April 27: Caribbean Pirates: Myths and Realities Revisited

Readings: Cordingly, “Wooden Legs and Pirates” and “Sloops, Schooners and Pirate Films”

Unit 3 test due by 10 pm on Thursday, April 29.

Final paper due by Tuesday, May 4. You are welcome to submit it earlier.