

ANTHROPOLOGY OF PIRATES
Anthropology 114 – University of Oregon
Winter 2019

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Course Description

What sorts of people became pirates? Why? Moreover, what sort of government, if any, was exercised on pirate ships? How is contemporary piracy, both maritime and online, similar and different from piracy during its Golden Age (circa 1650s-1730s)? And can we consider the internet the new “high seas?”

From Robert Louis Stevenson’s *Treasure Island* to Disney’s *Pirates of the Caribbean*, pirates have had an enduring place in the Western world for quite some time. Naturally, the truth of figures like Henry Morgan and Anne Bonny is far more complex than the swashbuckling pirates of fiction. Nevertheless, many of us still identify with them. Moreover, we are just as likely to imagine them as Robin Hood-esque heroes as sadistic villains. Unsurprisingly, the truth lies somewhere in the middle.

This course will engage with three major topics. First, we will explore the role pirates have played in popular culture and why. What do these figures represent in different places and times? How are they imagined or portrayed? Second, we will learn about the impact pirates have had on the development of the modern world (1500CE-present) prior to the United States becoming a naval power. And lastly, we will examine contemporary piracy, both seagoing and online.

Course Logistics

Course Texts: All texts are available in Canvas.

Course Format: This online course is asynchronous, meaning that there are no coordinated course audio/video meetings. Instead, course materials, explanations of activities and expectations, and deadlines are available on Canvas and in this syllabus. Success in the course requires internal motivation, personal organization, and individual responsibility to complete course activities on time and in a high-quality manner. In this course you are expected to take an active role in your learning. *Look ahead in the course calendar to anticipate course activities and due dates.* Credit will not be given for work completed after it is due, except for rare exceptions. An example would be a documented medical issue. Be in touch *well before a due date* with any situation regarding the timely completion of course activities—not in the hours just prior, much less after the fact. The instructor and GE are available to answer questions and will be involved with your learning by evaluating your work as the course progresses. But to maximize your learning experience, and to earn a passing grade, you are expected to actively engage the course material and complete activities *before* deadlines.

Communication: The instructor and GE are available to facilitate your learning, provide guidance, and give timely feedback. For general questions about the course, please consult the syllabus and Canvas first. Email us to be in touch for other matters.

- Please put “Anth 114” in the subject line of your email messages.

- Please include the following salutation in your emails: “Dear Sophie” or “Dear Tobin.” Especially given the fact that you probably have not met us in person, this convention for email communication reflects a more respectful tone for our interaction than “Hey” or simply no salutation at all. Feel free to let us, Sophie and Tobin, know if you have a preferred way to be addressed. Otherwise, we will respond with the name you use for your signoff on any email messages or use your first name.
- During the work week (Monday-Friday), generally expect a response to emails within 48 hours.
- Please check your email and the announcements on Canvas regularly, as they will be used to communicate general course information.

Course Goals

- To define and describe various forms of piracy from the early-modern period until the present.
- To outline the role of piracy in popular culture.
- To question aspects of contemporary life—e.g. digital sharing and copyright law—through the lens of piracy.

Course Requirements

❖ Discussion Thread Participation (Four Posts and eight Responses to classmates’ posts) (4 Posts x 3%; 8 Responses x 1% = 20%):

You get the most out of learning when you make connections between new ideas, past learning, and life experiences. Interactions with classmates help prompt these connections. Discussion posts are an opportunity for you to think through the main ideas in the readings and other course materials, make a meaningful contribution to class discussion, and demonstrate your own understanding of concepts—for which your posts will be evaluated.

Your posts should be between 200 and 300 words, clear, and well organized. There are four total for the course. Each post will be assessed according to 1) clarity, following instructions, and careful organization (1%); 2) providing an insight or interesting angle on an idea (1%); and 3) applying arguments, concepts, or analysis from (and explicitly mentioning) course readings (1%).

Each response post should be between 100 and 200 words. You will make one response to each of two different classmates during Weeks 2, 4, 7, 9—eight total for the course. Each response post will be evaluated for 1) clarity and careful organization (.5%) and 2) adding to a classmate’s post in order to reveal an additional insight or complementary idea (.5%). Argument, debate, and confrontation are not the goal. The constraints of this written format make it less than ideal for an exhaustive or extensive back-and-forth. Instead, this is a space to reflect on how a classmate’s post made you think differently or discover a new way of looking at something and to add to that idea. (See “Instructor Statement on Acceptable Communication” below.)

❖ Quizzes (2 quizzes x 10% = 20% total):

A quiz will be administered during Weeks 3 and 7. Quizzes will consist of 25-30 multiple choice and true/false questions and you will have 30 minutes to complete each Quiz. You are permitted to use course readings and notes while taking Quizzes. You are expected to abide by University Academic Honesty and Integrity Standards and U.S. Copyright Law.

Under no circumstances may you copy or distribute any part of the Quizzes or Short Essays. Quizzes and Short Essays are to be your own work. You may not discuss Quiz or Short Essay questions with other students. Violation of these conditions will be considered academic misconduct. Quizzes and Short Essays are designed as a tool to evaluate your knowledge of the content. Quizzes and Short Essays may cover ANY and ALL concepts or information from readings, lectures, videos, or other course content.

❖ **Short Essays (One Mid-term Essay and One Final Essay) (2 x 30% = 60% total):**

Short Essays will be due at the end of Weeks 5 and 10. Short Essays are another opportunity to demonstrate your grasp of the central arguments of readings and to critically analyze their implications.

Your Short Essays should be between 500 and 650 words, clear, and well organized (not a stream of consciousness). You must draw on at least four different authors. You may use more. You will be instructed on how to cite the authors within the text of the Short Essay prompts/questions that you will be given.

Please structure your Short Essay with an introductory paragraph, a body of three or four paragraphs, and a concluding paragraph. Your citations should be in the body of your essay. Listing references cited at the end is not necessary. Further instructions for how to cite will be given with the Short Essay prompts/questions.

Your Short Essays will be evaluated for: 1) following directions (7.5%), 2) carefully organizing your ideas and making precise word choices (7.5%), 3) and providing an engaged analysis wherein you thoughtfully consider and analyze course concepts and themes (15%).

Accommodations

The University of Oregon is working to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your participation, please notify me, the instructor, as soon as possible. You are also welcome to contact the Accessible Education Center in 164 Oregon Hall at (541) 346-1155 or uoac@uoregon.edu. If you are not a student with a documented disability through Disability Services, but you would like for me to know about class issues that will impact your ability to learn, I encourage you to contact me so that we can strategize how you can get the most out of this course.

Inclusion Statement

The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment. It is the policy of the university to maintain an environment free of harassment and discrimination against any person because of age, race, color, ancestry, national or ethnic origin, religion, gender, disability, service in the uniformed services (as defined in state and federal law), the use of leave protected by state or federal law, veteran status, sex, sexual orientation, gender identity, perceived gender, marital or family status, pregnancy-related conditions, or genetic information. Staff members of the Office of Affirmative Action and Equal Opportunity are available to answer any questions about university policy regarding harassment and discrimination and to assist members of the university community who believe they may have been treated in a manner inconsistent with this university policy. You are welcome to contact the AAEO at 677 East 12th Ave., Suite 452, or 24 hours a day at (541) 346-3123.

Academic Integrity

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.

Instructor Statement on Acceptable Communication

Acceptable interactions within our digital classroom should promote a supportive, collaborative, and non-threatening environment. This includes on Discussions threads, via email, or through any other communications. Discussion posts are a way to foster the peer-to-peer sharing of ideas and experiences and to democratize learning. Learning is far from a linear process, but instead is chaotic and occurs in fits and starts. We have a lot to learn from each other. This is a constructivist classroom, meaning that the instructor and GE seek to facilitate learning by helping you make connections between your ideas, your experiences, and your values. Community collaboration—primarily through Discussion Posts and Discussion Responses—is key to this process.

Community learning is challenging. We will not always agree. But openness to an anthropological approach, which greatly values the experiences people have in their everyday lives, will certainly provide a way for us to communicate respectfully and to value one another's humanity above all else. The University of Oregon's free speech policy reads, in part: "As a public institution, the University will sustain a higher and more open standard for freedom of inquiry and free speech than may be expected or preferred in private settings... Free inquiry and free speech are the cornerstones of an academic institution committed to the creation and transfer of knowledge." It goes on to say, however, that "It is the responsibility of speakers, listeners and all members of our community to respect others and to promote a culture of mutual inquiry." In other words, we enjoy the freedom to speak, but share the critical obligation to do so in a way that is thoughtful, responsible, and considerate.

The following are some guidelines for our communication (on Discussion threads and elsewhere):

- Be constructive. Share ideas, thoughts, and analyses that are thought provoking, yet sensitive to others. When responding to others, express appreciation of their insights; and add to, complement, and extend their ideas.
- Be considerate. Discussions are for analyzing concepts, not the character of the people who express them. Take responsibility for supporting others' learning and for making them feel heard and accepted.
- Be respectful. A denigrating or dismissive tone and personal attacks will be considered a classroom disruption.

The instructor and GE will monitor Discussion threads. Expect to hear from us if we believe that the community guidelines on acceptable communication are being infringed.

Access UO free speech policy and further information at:

<https://policies.uoregon.edu/policy/by/1/01-administration-and-governance/freedom-inquiry-and-free-speech>

Grading

A+	=97-100%	A	=93-96.9%	A-	=90-92.9%
B+	=87-89.9%	B	=83-86.9%	B-	=80-82.9%
C+	=77-79.9%	C	=73-76.9%	C-	=70-72.9%
D+	=67-69.9%	D	=63-66.9%	D-	=60-62.9%
F=	<59.9%				

Levels of performance:

(A) Outstanding performance relative to course requirements. Demonstrates mastery of course content at the highest level.

(B) Performance that is significantly above course requirements. Demonstrates mastery of course content at a high level.

(C) Performance that meets course requirements in every respect. Demonstrates adequate understanding of course content.

(D) Performance that is at a minimum level to pass but does not fully meet requirements in all aspects; demonstrates a marginal understanding of course content.

(F) Performance that does not meet requirements, for whatever reason. Demonstrates an inadequate understanding of course content.

Contesting a Grade

If you believe that your final grade does not reflect your work in the course, there is a two-step process by which you may contest your grade:

- 1) Arrange a meeting with your instructor to discuss the issue. This does not mean that the grade will change, but it is an opportunity to understand in greater detail the assessments made of your work.
- 2) If you are unsatisfied after meeting with the instructor, you may contact the Anthropology Chair, Frances White. She will request the details of your grievance. She will contact the instructor to set up a meeting between herself and the instructor. She and the instructor will go over the details of your grade, and, if an amendment is deemed justified, make a grade change.

Course Topics, Calendar, Readings, and Activities

Introducing Piracy and Pirates in Popular Culture

Week 1: Jan 7-11 – **COMPLETE by 1159pm on January 11, 2019**

- Readings
 - course syllabus
 - Dawdy and Bonni – Toward a General Theory of Piracy
 - Cordingly – Sloops, Schooners, and Pirate Films; Afterward
- Slide Presentation
 - Pirate Ship Fact v. Pirate Ship Fiction
- Discussions
 - Introduce yourself (not required to respond to classmates)
 - Discussion Post 1 (you will respond to classmates' posts during Week 2)

The M.O. of Piracy

Week 2: Jan 13-18 – **COMPLETE by 1159pm on January 18, 2019**

- Readings
 - Bromley – Bandits at Sea
 - Hobsbawm – What is Social Banditry, Who Becomes a Bandit
 - Leeson – Invisible Hook
- Slide Presentation
 - The M.O. of Piracy
 - Economics, Buccaneers
- Discussion
 - Respond to two classmates' Discussion Post 1

Pirates and the State

Week 3: Jan 19-25 – **COMPLETE by 1159pm on January 25, 2019**

- Readings
 - Perotin-Dumon – Bandits at Sea
 - Gaynor – Piracy in the Offing
 - Rediker – Villains of All Nations
- Slide Presentation
 - Piracy and the State
 - Pirates and the State II
- Discussion
 - Discussion Post 2
- Quiz 1

Gender and Sexuality among Pirates

Week 4: Jan 26-Feb 1 – **COMPLETE by 1159pm on February 1, 2019**

- Readings
 - Cordingly – Women Pirates and Pirates' Women
 - Rediker – The Women Pirates

- Slide Presentation
 - The Black Flag and Sexuality and Gender
- Discussion
 - Respond to two classmates' Discussion Post 2

Piracy, Smuggling, and Enslavement

Week 5: Feb 2-Feb 8 – COMPLETE by 1159pm on February 8, 2019

- Readings
 - Head – Slave Smuggling by Former Privateers
 - Karras – It's not Pirates
 - Kinkor – Black Men Under the Black Flag
- Slide Presentation
 - Piracy, Enslavement, and Smuggling
- Mid-Term Essay

Pirate Life

Week 6: Feb 9-Feb 15 – COMPLETE by 1159pm on February 15, 2019

- Reading
 - Cordingly – Chs 5-8
- Slide Presentation
 - Pirate Life
- Discussion
 - Discussion Post 3

Pirates in Historical Perspective

Week 7: Feb 16-Feb 22 – COMPLETE by 1159pm on February 22, 2019

- Readings
 - Starkey – Bandits at Sea
 - Anderson – Bandits at Sea
 - Kert – Cruising in Colonial Waters
- Slide Presentation
 - Pirates in Historical Perspective
- Discussion
 - Respond to two classmates' Discussion Post 3
- Quiz 2

Return to De-Stabilization: Contemporary Piracy

Week 8: Feb 23-Mar 1 – COMPLETE by 1159pm on Mar 1, 2019

- Readings
 - Head – Slave Smuggling by Former Privateers
 - Karras – It's not Pirates
 - Kinkor – Black Men Under the Black Flag
- Slide Presentation

- Somalian Piracy
- Discussion
 - Discussion Post 4

The Hacker Ethic and the New Piracy

Week 9: Mar 2-Mar 8 – COMPLETE by 1159pm on March 8, 2019

- Readings
 - Jordan – Hacking and Power
 - Levy – The Hacker Ethic
- Slide Presentation
 - Hackers and Pirates
- Discussion
 - Respond to two classmates' Discussion Post 4

Hactivism: Hacking and State Authority

Week 10: Mar 9-Mar 15 – COMPLETE by 1159pm on March 15, 2019

- Readings
 - Olson – The Raid, the Revolutionary
 - Grossman – The Code War
- Slide Presentation
 - Hackers with a Cause
- Final Essay