ANTH 114 [Web Only]
The Anthropology of Pirates and Piracy
University of Oregon, Winter 2021

Instructor:
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Office hours: By appointment

Graduate employees (GEs):
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Kiana Nadonza (she/her): kianaw@uoregon.edu
Office hours for both GE’s: By appointment

Overview
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-like heroes or 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 prior to the USA becoming a naval power. What sorts of people became pirates? Why? Moreover, what sort of government, if any, was exercised on pirate ships? Finally, we will delve into contemporary piracy, both maritime and online. What are some similarities and differences between piracy during its Golden Age and today’s pirates? Moreover, can we consider the internet – as of this writing – the “new high seas?”

Learning Outcomes
This course will leave students with a comprehensive understanding of the geopolitical and historical origins of piracy across regions and time periods. Students will engage with history, geography, politics, and anthropology to develop critical thinking skills and apply historical and anthropological knowledge to contemporary issues in global piracy. Students demonstrate their knowledge in a series of exams and also in discussions groups, both online and in class.

Canvas
This online course is asynchronous, meaning there are no scheduled audio/video meetings, and no graded attendance. Instead, all course materials (power points, lectures, readings, assignments, deadlines, grades, etc…) are available to you at any time via the Canvas course page, which you automatically have access to as part of your enrollment in the class.
Please note that each week will typically be accompanied by a narrated power point. Students can play the audio by clicking on the play button on the lower right-hand corner of the power point slide. Some of these recordings will be by a former instructor (Dr. Jonathan Turbin), and some will be by the current instructor, Annie Caruso.

Students are highly encouraged to read the “Tips for Success in Remote Courses” document under the “Getting Started” page in the Canvas Modules. Success in an online course such as this requires independent motivation, organization, and responsibility, and you are expected to take an active role in meeting and maintaining these requirements. An important task in achieving these goals is familiarizing yourself with the Canvas page and checking it regularly.

**Students should adjust their Canvas notification settings so that they may receive instructor announcements in their Canvas inbox.**

Netiquette

The success of this web-only course depends on your consistent, engaged, and considerate participation. We must all work together to foster an environment where excited inquiry and disagreement can take place respectfully and safely in the virtual classroom. There will be zero tolerance for online communications, directed at either students or instructors, that run counter to this spirit. Refer to the Netiquette guidelines under the “Getting Started” page in the Canvas Modules.

Accommodations

If you have issues that impact your academic performance—e.g., if English is not your first language or if you have documented learning issues, please alert the instructor (Annie Caruso) at the beginning of the term. Also, students are highly encouraged to document any learning issues with the Accessible Education office (http://aec.uoregon.edu/).

Contacting the instructor and GE

Since this is an asynchronous online course being offered during especially challenging times, staying in touch can be challenging. However, students are encouraged to reach out to the instructor and/or their GE, as well as get to know one another through the Canvas discussions. Typically, more connected and communicative students have more successful outcomes.

Students can contact the instructor or their GE via UO email. Alternatively, students can send the instructor and/or GE a message through Canvas by clicking on the inbox link on the far left-hand side of the page.

For grading questions, students should contact their GE. Please get in touch with the instructor for issues relating to learning accommodations or extenuating circumstances. The instructor and GE’s will make every effort to respond to student emails as soon as possible between the working hours of Monday - Friday, 9am - 5pm.
The instructor and GE’s will also work with students to find a mutually agreed upon time to meet over Zoom to address additional questions, comments, or concerns as well. Students wanting to schedule a Zoom meeting with the instructor or their GE should reach out at least 24 hours in advance and offer potential time slots they can to meet. Once a time is mutually confirmed, the instructor or GE will email students a Zoom link.

**The syllabus and course Canvas page should be the first places students go to find the answers to questions.**

**Assignment Overview**

- **Discussion posts (10):**
  Students will complete one (1) discussion post each week, totaling in ten (10) for the term. The discussion post prompt will be released by the Monday morning of each week, and will typically be due by 11:59 PM on that Wednesday of the week, except for Discussion post 1, which will be due the Friday of week 1 (1/8) by 11:59 PM.

- **Response Posts (10):**
  Students will complete one (1) response post to another student’s discussion post each week, totaling in ten (10) for the term. This post can be in response to any other enrolled students’ discussion post. They are expected to thoughtfully answer the open-ended question posed by that student. This short answer should be detailed, in short essay format, and be at least one paragraph in length. Each week’s response post will be due 11:59 PM on that Sunday.

- **Quizzes (2):**
  There will be timed, open-book quizzes in Weeks 3 & 7. Each of these can be taken in one sitting any time during those weeks. They will be opened on the Monday of weeks 3 and 7, and close on that Sunday by 11:59 PM.

  These quizzes will be based upon the readings and lecture material, and will consist of 25 multiple choice, true/false, fill in the blank, and/or short answer questions. Unless a student has an accommodation, students have 30 minutes to take each quiz. While students are welcome to use course readings, power points, lectures, and notes when taking the quizzes, it is expected that students will not work with others or consult the internet when taking a quiz. Students providing answers that are not the result of their own work will be in violation of UO’s academic honesty policies (see below).

- **Midterm Paper (1):**
  Students will write one midterm essay that covers material from the first five weeks of the term. It is expected to be in between 500-650 words (approx. 2-2.5 pages double-spaced). The prompt will be posted on Canvas on the Monday of Week 5, and will be due Sunday, February 7th by 11:59 PM.
• Final Paper (1):
  Students will write one final 500-650-word essay (approx. 2-2.5 pages double-spaced). The final essay will include a choice of two essay questions that cover the material comprehensively. This prompt will be posted at the beginning of Finals Week, and will be due Monday, March 15th by 11:59 PM.

Late Work Policy

Students are expected to turn in their work on-time. Students facing extenuating circumstances affecting their work, such as prolonged illness or an emergency, should contact the instructor. Late work will only be accepted in these circumstances, and with instructor approval.

Work may be turned in well before the actual due date, with several days built in before each new assignment. Adequate time management is the largest factor in submitting work on time. Students are therefore strongly advised not to wait until the last minute to complete and/or submit work online.

Course Texts

Readings for this course are from journal articles and the following volumes:


**ALL READINGS ARE AVAILABLE AS PDFs ON THE COURSE CANVAS PAGE, and are also available as e-books on the UO Library website**

Course Schedule

This web-only, asynchronous course is designed around 10 modules in Canvas—one per each week of the term. On the Monday of each week, a new module will be released, containing readings, lectures, power points, and assignments.

**Students will not be able to proceed to the next week’s module until they have completed everything in the previous week’s module.**
<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
<th>Assignments/Due Dates</th>
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| **Week 1**| • Cordingly: “Sloops, Schooners, and Pirate Films” and “Afterward: The Romance of Piracy”  
• Dawdy and Bonni: “Towards a General Theory of Piracy” | • Discussion post 1  
(due by Friday by 11:59 pm)  
• Response post 1  
(due by Sunday by 11:59 PM) |
| (1/3-1/9) | **Introduction; Pirates in pop culture**                                 |                                                                                       |
| **Week 2**| • Leeson: “The Invisible Hook”  
• Bromley in Pennell: “Outlaws at Sea, 1660-1720”  
• Hobsbawm: “What is Social Banditry?” and “Who becomes a Bandit?” | • Discussion post 2  
(due by Wednesday by 11:59 PM)  
• Response post 2  
(due by Sunday by 11:59 PM) |
| (1/10-1/16)| **The M.O. of piracy**                                                   |                                                                                       |
| **Week 3**| • Perotin-Dumon in Pennell: “The Pirate and the Emperor”  
• Rediker: Chapters 1-3 of “Villains of all Nations”  
• Gaynor: “Piracy in the Offing” | • Discussion post 3  
(due by Wednesday by 11:59 PM)  
• Quiz 1  
(due by Sunday by 11:59 PM)  
• Response post 3  
(due by Sunday by 11:59 PM) |
| (1/17-1/23)| **Pirates and the State**                                                |                                                                                       |
| **Week 4**| • Rediker: “The Women Pirates” (Ch. 6 of “Villains”)  
• Murray in Pennell: “Cheng I Sao in Fact and Fiction” (“The Practice of Homosexuality among the Pirates of late 18th and early 19th Century China” (highly recommended))  
• Appleby in Pennell: “Women and Piracy in Ireland”  
• Bracewell in Pennell: “Women among the Uskoks of Senj”  
• Cordingly: “Women Pirates and Pirate’s Women” (recommended) | • Discussion post 4  
(due by Wednesday by 11:59 PM)  
• Response post 4  
(due by Sunday by 11:59 PM) |
| (1/24-1/30)| **Gender & sexuality among pirates**                                    |                                                                                       |
| **Week 5**| • Karras: “It’s not Pirates!”  
• Head: “Slave Smuggling by Foreign Privateers”  
• Kinkor in Pennell: “Black Men under the Black Flag” | • Discussion post 5  
(due by Wednesday by 11:59 PM)  
• Midterm paper  
(due by Sunday by 11:59 PM)  
• Response post 5  
(due by Sunday by 11:59 PM) |
| 1/31-2/6 | **Piracy, smuggling, & enslavement**                                     |                                                                                       |
| **Week 6**| • Cordingly: Chapters 5-8 of “Under the Black Flag”                     | • Discussion post 6  
(due by Wednesday by 11:59 PM)  
• Response post 6  
(due by Sunday by 11:59 PM) |
<p>| 2/7-2/13 | <strong>Pirate life</strong>                                                          |                                                                                       |</p>
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<tr>
<th>Week 7</th>
<th>2/14-2/20</th>
<th>Pirates in historical perspective</th>
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<td>• Anderson in Pennell: “Piracy and World History”</td>
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<td>• Starkey in Pennell: “Pirates and Markets”</td>
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<td>• Kert in Starkey: “Cruising in Colonial Waters”</td>
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<td>• Starkey in Pennell: “The Origins and Regulation of 18th Century British Privateering” (recommended)</td>
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<td>Discussion post 7 (due by Wednesday by 11:59 PM)</td>
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<td>Quiz 2 (due by Sunday by 11:59 PM)</td>
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<td>Response post 7 (due by Sunday by 11:59 PM)</td>
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<td>Week 8</td>
<td>2/21-2/27</td>
<td>Return to destabilization: Contemporary piracy</td>
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<td>• Tharoor: “How Somalia’s Fishermen became Pirates” (Time Magazine)</td>
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<td>• Anderson: “It’s a Pirate’s Life for Some”</td>
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<td>• Galvin: “Caribbean Piracies/Social Mobilities”</td>
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<td>Discussion post 8 (due by Wednesday by 11:59 PM)</td>
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<td>Response post 8 (due by Sunday by 11:59 PM)</td>
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<td>Week 9</td>
<td>2/28-3/6</td>
<td>The hacker ethic &amp; the new piracy</td>
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<td>• Levy: “The Hacker Ethic” (“Model Railroad Club” recommended)</td>
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<td>• Jordan: “Hacking and Power”</td>
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<td>Discussion post 9 (due by Wednesday by 11:59 PM)</td>
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<td>Response post 9 (due by Sunday by 11:59 PM)</td>
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<td>Week 10</td>
<td>3/7-3/13</td>
<td>Hackivism: Hacking &amp; state authority</td>
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<td>• Grossman: “The Code War” (Time Magazine)</td>
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<td>• Olson: “The Raid” and “The Revolutionary”</td>
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<td>Discussion post 10 (due by Wednesday by 11:59 PM)</td>
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<td>Response post 10 (due by Sunday by 11:59 PM)</td>
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<td>Finals Week</td>
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<td>NO READINGS</td>
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<td>Final paper (due by Monday (March 15th) by 11:59 PM)</td>
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*Readings marked “recommended” are not required, but you are highly encouraged to read them as they provide additional context for the concepts under study.*
Grading

Grading Rubric for Final Grades:

A+ = 99-100%  B+ = 87-89.9%  C+ = 77-79.9%  D+ = 67-69.9%  F = >59.9%
A  = 93-98.9%  B  = 83-86.9%  C  = 73-76.9%  D  = 63-66.9%
A- = 90-92.9%  B- = 80-82.9%  C- = 70-72.9%  D- = 60-62.9%

Grading Guidelines

A: Student work exhibits exceptional writing, analysis, and engagement with course themes. Student participates at a consistently high level, making productive and relevant insights, contributing to a positive course atmosphere, and demonstrating clear understanding of course themes.

B: Student work exhibits good writing, analysis and engagement with course themes. Student participates at an above average level, contributing to a positive course atmosphere, and demonstrating good comprehension of main themes.

C: Student work exhibits acceptable, but limited writing, analysis and engagement with course themes. Student participates at a mediocre and/or inconsistent level.

D: Student work is well below average and does not complete the assignment. Student fails to participate regularly or productively, and fails to show adequate understanding of course material.

F: Student work is unacceptable. Student fails to complete course requirements, negatively impacts class atmosphere, an/or exhibits a lack of understanding of course material.
Plagiarism and Cheating

Students at the UO are expected to act with academic honesty. It is the official policy of the University of Oregon that all acts of alleged academic dishonesty by students be reported to the Director of Student Conduct and Community Standards in the Office of Student Life. The two most prevalent forms of academic dishonesty are cheating and plagiarism.

There is zero tolerance for plagiarism and/or other forms of cheating. In addition to copying another person’s work, plagiarism includes representing someone else’s idea as your own, and without proper attribution through citation. There are serious consequences for plagiarizing and cheating. If you are discovered to be plagiarizing or cheating, you will receive an automatic zero for the assignment, and depending on the circumstance, may receive an automatic ‘F’ for the course, as well as be reported to the Office of the Dean of Students. For more information, refer to UO’s campus wide policy. http://library.uoregon.edu/guides/plagiarism/students/index.html.

UO COVID-19 Regulations & Prevention

(see https://coronavirus.uoregon.edu/regulations and https://coronavirus.uoregon.edu/prevention #if-sick-stay-home for more information)

The University of Oregon (UO), in accordance with guidance from the Centers for Disease Control, Oregon Health Authority, and Lane County Public Health requires faculty, staff, students, visitors, and vendors across all UO locations to use face coverings, which include masks (note: masks with exhaust valves are discouraged), cloth face coverings, or face shields, when in UO owned, leased, or controlled buildings. This includes classrooms. Please correctly wear a suitable face covering during class. Students unable to wear face coverings can work with the Accessible Education Center to find a reasonable accommodation. Students refusing to wear a face covering will be asked to leave the class.

Students should maintain 6 ft. distance from others at all times. Classrooms tables and seats have been marked to accommodate this distance. Please do not move any furniture in the classroom or sit in areas that have been blocked off or otherwise marked as unavailable.

Students should obtain wipes available outside of classrooms before they enter class and use them to wipe down the table and seat they will use.

Please conduct regular symptom self-checks (https://coronavirus.uoregon.edu/regulations#self-check-procedures) and do not come to class if you are experiencing symptoms. I will work with you to make sure you can stay caught up with the class.
Use this self-check log: https://coronavirus.uoregon.edu/sites/coronavirus1.uoregon.edu/files/2020-08/self-monitoring.pdf to track your symptoms.

In addition, familiarize yourself with these exposure scenarios and guidelines to determine if you should come to class after suspected exposure to someone with the virus. https://coronavirus.uoregon.edu/covid-exposure.

Mental Health and Wellness

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you’re facing such challenges, you don’t need to handle them on your own—there’s help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at health.uoregon.edu/ducknest.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

**Please review the Course Policies [Expanded] under the “Getting Started” page in the Canvas Modules.**