HIST 4950: Piracy in the Age of Sail

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Virtual office hours: 3.30-4.30 Tuesday and Wednesday afternoons. I will be available these hours for facebook chat, Twitter, or email. (I will also be online much of the day 9-5 M-F; however, I am not normally available on weekends and cannot guarantee a speedy response.) Skype and on-campus in person consultations are also available by appointment

Description:

Why study pirates? The obvious answer is that “it’s fun!” Pirates enjoy a special place in our modern popular culture, as adventurers, rebels, and, often, comic relief. Yet our fascination with pseudo-historical pirates usually shies away from the reality that modern piracy is alive and well, and that historical pirates were much more complex than we would like to remember. Studying the heyday of piracy gives us insight into many forces that shape our world today, for the history of piracy is intimately tied up in the establishment of modern states, global commerce, national navies, class structures, labour relations, gender and racial identities, and more. Piracy even contributed to the working class radicalism which, alongside elite Enlightenment theories, fueled the major revolutions of the Atlantic world: the American, French, and Haitian revolutions, among others. In short, piracy gives us a fun and intriguing way to explore the hidden political and social origins of the modern world.

This course considers the well-known heyday of piracy in the Caribbean, and the North Atlantic, with some comparative material from Asia. We will consider the wider contexts in which piracy thrived, especially the expanding capitalist world of commerce in the 17th and 18th centuries. We will consider varieties of piracy, both legal and illegal. We will spend a significant amount of time looking at piracy, and maritime labour generally, from the ordinary sailor’s point of view, considering social issues relating to class, gender, imperialism, and race. We will also learn about the many cultures (especially African and European) that shaped the world of Atlantic seafarers, and in turn learn about the unique culture of sailors and pirates. Because of this, the class will cover topics in political, social, and cultural history.

Student Learning Objectives

1. Students will demonstrate their ability to find theses and understand the use of evidence via written discussion.

2. Students will write an academic book review, demonstrating their skills of analysis via formal writing.
3. Students will engage primary sources in the history of piracy and construct a guide to a single document.

4. Students will summarize far-ranging discussions into paragraph form.

5. Students will demonstrate the ability to analyze and synthesize both primary and secondary sources to make their own written arguments about the historical topics we study.

**Check in and Introduction Thread:**
One the first day of class, please check in by posting your name in the thread and your reasons for taking the class. What do you hope to learn? What questions do you have? This serves two purposes. It lets us get to know each other, and it also gives me an “attendance” sheet so I can report to the Dean’s office who has actually showed up for class. (The last part is a requirement, so don’t skip this forum! It’s an easy 1% points.)

**Required Texts:**

**Other materials and technological requirements**
**Prezis:** There will be some supplementary introductory material for certain Weeks or discussions. These will be linked in the syllabus and in D2L.

**Films:** In addition to reading the texts above, there will be documentary films to watch for certain discussions. These are available via Reese Library’s Films on Demand, or directly on the web. You’ll need to sign into Reese library’s Galileo in order to view Films on Demand. The films are:
- *Pirates, Galleons, and Treasure: Globe Trekker* (51:38) *Available on Films on Demand via Reese Library*
- *Secrets of the Dead: Blackbeard’s Lost Ship* Available via PBS online
- *Pirates Episode 7: Women Pirates* available from Snag Films:

**Additional articles:** There will be some separate articles or chapters to red. These will be noted on the syllabus, and their location noted: whether available as a PDF, or from JSTOR. To access JSTOR, you will need to access Galileo through Reese Library.

**Weblinks:** Will be given in D2L.
Technological requirements:
- You will need to be able to access D2L, and Reese Library’s Galileo portal. Both will necessitate a GRU ID and password.
- You will need to be able to make a Prezi of your own and link it in the class Wiki. You will need an .edu address to sign up for a free Prezi educational account.
- You will need **reliable** internet access.
- You will need access to a computer of some sort—laptop, tablet, or desktop is recommended. Although many features of this class can be accessed through phones, I cannot guarantee that everything will work properly all the time on a phone. It is up to you to find a computer that you can use, whether primarily or as a backup.
- While D2L seems to work well in most browsers, you may wish to have a second browser for backup.

Classroom procedures: How is this online thing going to work?
Whether or not you have taken an online course before, this class may be a little different from your previous experiences, which is normal—after all, every class with every professor is a little different! This class emphasizes online discussion. You should be prepared to participate substantively in each discussion, and you will be graded on your participation. In order to do that, you’ll need to read the texts and watch the films. You are expected to make clear references to class material, including page numbers when possible, when you respond to discussions.
Each week, you’ll have discussions (usually 2 per week.) For each discussion, you’ll read the texts/watch films and look at the introductory material before discussing. You must be sure to post within the strict timeframes for each discussion.
2 or 3 students will be assigned to write a summary of each discussion after it closes. These will be posted in their own forums, and should be helpful to you in writing your take-home midterm and final exam. Your midterm and final are take-home tests. You’ll answer the questions and upload them into the dropbox on D2L. You will follow the same procedure for your book review. Your Prezi assignment, will be posted to the class Wiki page.
Please note that this class is very structured. While we may all be accessing the discussions at slightly different times, the time frames and deadlines are STRICT. Thus, we will all be keeping up at roughly the same rate, even if we aren’t online at exactly the same time.
Please also note that summer classes are very fast-paced! The strict deadlines are meant to help you stay on track. If you feel that you’re slipping behind, please contact me asap. I can’t help you if you let it go too long.
All of this means that this is not the kind of online class where everything is totally at your own pace and you can turn in everything at the end. Far from it! The class will be learning together as a group, and I will be an active participant in the discussions, giving you feedback and explaining what I can. You will not be alone on your learning journey.

Class grades:
50% Discussions (10 discussions at 5% each)
2% check in discussion
10% Book Review
15% Final Exam  
10% Midterm  
8% Prezi project  
5% Discussion Summary

A modest amount of extra credit is available through the extra credit forums, described below. You may earn up to a total of 6 points in extra credit, which will be added directly to your final mark.

**Attendance**  
After the first day, attendance is not “taken.” You will need to participate in discussions and access all assigned materials (PDFs, prezis, films) within the deadlines, however. If you miss two discussions entirely, you will receive a warning; the third missed discussion means an automatic fail for the class.

**Discussions:**  
In each discussion, you are expected to make 1 substantial contributions for a minimum passing grade (60%, or a D). 2 substantial contributions will make a C, 3 a B and so on. The more you contribute, the more likely you are to get more points. Discuss away!

Remember, though, that your contribution should be substantial. This means:

- **You thought about it: the post shows reflection and/or analysis.**
- **You read or watched the material: your post cites specific examples or engages with the assigned materials.** If I can’t tell that you read/watched, you will lose points.
- **You expressed yourself clearly: Your thought and engagement are clear to the reader.** Typos are fine, but please read over your post and make sure it makes sense. Don’t type like u r txting/twting, evn on ur fone, kk? I need to be able to follow what you are saying.
- **You were original: you didn’t repeat what someone else already said.** You need to read what other people have said—I won’t give credit to “repeat” answers. Read the entire thread before posting!
- **You respected classroom etiquette.** You were respectful and polite to other posters, and you accepted any moderation I might give—if I ask for a topic to be dropped, please do so. (There’s a bit more on this below.)

There are a number of different kinds of posts that might be substantial:

- **You can answer a question I pose in the forum.** The questions I pose are meant to help you focus and remember material, and usually there is room for a number of answers.
- **You can post in one of the “freestyle” topics.** Every discussion forum has “freestyle” topics where you can raise your own questions or comment on something that doesn’t fit in other topics. Or raise something you don’t understand.
- **You can respond to another student’s post.** The more discussion with each other, the better! If you can add to another person’s analysis, please do, or answer their question in a substantive way. If someone posts a question in the “freestyle” forums about course material, go ahead and help them if you can.
• **You can start a discussion of your own.** If you have a really stimulating for discussion that’s a bit too big for the freestyle forum, post it as a new topic. I will give credit for posts that start interesting and stimulating discussions.

**Discussion Summary**
For each discussion, 2 or 3 students will be assigned to write a summary of each discussion. Plan about a paragraph per topic thread, pulling out the main points given. (I’ll do the first discussion as an example.) Students should communicate with each other and divide up the forum summaries as equally as you can. These discussion will not only be graded, they will help you and everyone else write the midterm and final; you can refer back to the summaries to figure out what material might best be included on the exam, rather than wading through all the forums.

**Prezi assignment**
You will find an online document relating to piracy from among a list of possible links I will post. You’ll commit to the document in the Prezi forum by Monday June 1, being sure not to use a document someone else is already using. You will then design a Prezi explaining this document and how it relates to piracy, giving any background that might help readers use the document. (Imagine your audience as AP world or U.S. history high school students.) You will need to design at least 4-5 content slides in your prezi, along with a title view and a final slide listing resources you used. You may use whatever visuals or other design elements you like. You will then link your Prezi to our class wikispace (forthcoming), and we’ll have a “virtual project display,” where other professors and students can view your work.

You should use some of the readings or films as references, and may also freely use peer-reviewed scholarly books or articles from academic presses. You may also use online resources that are reasonably reliable, such as museum sites, library and archive sites, sites from scholarly groups or organizations dedicated to a particular site or topic. Various government or NGO sites may also be helpful (for example, the sunken pirate city of Port Royal is a UNESCO world heritage site.) Sometimes scholarly experts who have written peer-reviewed materials may also keep personal websites with helpful material. You are discouraged, however, from using personal sites, even from people who seem very enthusiastic; there are a LOT of pirate related sites with terrible history. Wikipedia is an automatic fail. Consult with me before using a site and I’ll give you a judgement.

More details on this assignment will be forthcoming.

**Book review:**
You are assigned one book review for this course, over Stephen R. brown’s book *Scurvy*. These should be written in Word (.doc) format, and 4-5 pages in length (using Times New Roman 12 point font) and double-spaced. Page numbers and a title page are also required, but do not count towards the page count. Full instructions for the review are on D2L. Some points:

There is no need for outside research for these reviews, but you should refer to the class materials and discussion in your review, properly citing this material (see “citation” below). If you do include outside material, that must also be cited.
A book review is not a book report. It is analytical work, not one that re-hashes or re-tells the book. If you turn in a book report, you will fail the assignment.

You will be graded on quality of expression, depth of analysis, and level of engagement with the book and the assigned questions.

**Essay midterm test and final:**
There are two essay tests, a midterm and a final) in this class. In each of these, you will be given a question to answer in essay format. Since this is a take-home essay, your focus should be on analyzing and using evidence, rather than simple repetition.

Your answer should weave together material from the preceding discussions and readings. **No outside references are permitted.** The more of the readings, films, and discussions you use, you use, the better off you are. It is very important to cite all your materials.

Your essay will be graded on clarity of expression, depth of analysis, and quality of evidence (use of class material to support your arguments).

Questions for the tests will be released to you 3-5 days before the test is due.

The midterm should be 4-8 pages in length, with font and citation requirements as for the book reviews (12 point Times New Roman, Word format (.doc), page numbers, Turabian style citations. The final, which is cumulative, should be 6-10 pages in length.

**Citation in your tests and book reviews:**
You are required to provide citation in your essay tests and book reviews. Citation is expected not only for direct quotes, but *every* time you refer to material from a book, class reading, discussion, or other source. If the information comes from a source, that source must be properly cited. **CITATION IS NOT OPTIONAL.** If you are unfamiliar with citation, do not simply try to make it up or turn in your work without citation. **You will fail that assignment and, potentially, the course.**

Please use Turabian style, not MLA, APA, or any other citation style. This is not optional; you must use Turabian in order to receive credit.

For your convenience, you may use either parenthetical citation or footnote/endnote citations; there are Turabian Turabian guidelines for each. Again, do not use MLA or APA style parenthetical citations.

If you are unfamiliar with Turabian, please consult the following guides from the Georgetown University library.

For footnotes or endnotes:
http://www.library.georgetown.edu/tutorials/research-guides/turabian-footnote-guide
For parenthetical citation with a reference list:
http://www.library.georgetown.edu/tutorials/research-guides/turabian-paren-guide
Remember, you may use *either* parenthetical citation or footnotes/endnotes, not both.

**General Policies for Discussions:**
1. **When answering a discussion, do not re-hash someone else’s answer.** If someone else has already made the points you were going to make, don’t re-state them. Yes, it’s frustrating when someone else “gets there” first, but this happens in offline class spaces too. Please find something new to contribute to the discussion.

2. **It’s okay to expand.** Although #1 applies, if you find you can add something (such as another example) to someone else’s comment, please feel free to do so.

3. **It’s okay to ask questions.** If someone’s comment sparks a question for you, go ahead and ask. If you didn’t understand something, it’s okay to ask (note, however, that I will take a dim view of people whose primary contributions to class discussions is lazily asking others to explain the reading and/or film. It is up to you to do basic things like look up terms you don’t understand.)

4. **Be courteous to your classmates.** Whether asking questions or responding to another classmate, please remember to write as if you were in a classroom discussion. Flaming is an obvious no-no, but remember as well that humor and sarcasm don’t always come across well in writing. Personal attacks are unacceptable, as are remarks that invoke discriminatory stereotypes. Remember, always that this is an academic setting.

5. **Be specific.** When discussing the readings, **cite page numbers when possible**, and be specific about the points you are referencing. This is absolutely necessary to demonstrating that you are fully engaged with, and understanding the material.

6. **Stay on track.** Please stay on topic as much as possible; it’s fine to share personal reactions to the material, but avoid derailing far away from the discussion. It’s great that 2 people discover they have a mutual love of American architecture form the 1820s, but I will ask you to take it offline if I determine that your posts are overwhelming the forum. Email each other instead!

7. **Respect moderation.** If I ask that we move on from a particular discussion point, or declare some aspect of the discussion off-topic, or otherwise moderate a discussion, you are expected to abide by that request. To do otherwise will result in points being taken away from your Discussion grade; repeat problems may result in being dropped from the class, failing the class, or other sanctions as appropriate. All moderation decisions are mine, and they are final. Not respecting moderation will be treated as serious behavioral issue and a disruption to the learning environment.

8. **Be on time.** The discussion windows will be short, usually about 2 days. **The discussions will not be open on weekends.** You may not post to a discussion after it has been locked. Pay very close attention to deadlines!

**Extra Credit**

There will be an optional discussion forum where you may earn a bit of extra credit. You may share current* news items that relate to our class in some way, explaining in 1-2 paragraphs what readings or topics the item relates to. Or, you may share current exhibits or events related to piracy or 17th/18th century history that you have engaged in/seen, again giving us 1-2 paragraphs
about them. You might also post good online resources for our class, giving again 1-2 paragraphs of analysis. These will get 0.5-2 points of extra credit.

I will also have a list of fictional films about piracy that you may “review.” You should use your class materials and texts in order to comment on the film’s view of piracy and its historical accuracy (or lack thereof). These posts should be about 3-4 substantive paragraphs, and can earn up to 4 points extra credit.

You may not review a film once someone else has! Similarly, don’t repeat resources or new posts.

You can get up to six points total extra credit from all sources.

You may also publish “reviews” of 1-2 paragraphs about fictional films that relate to our class; your review should tell us something about the film and, specifically, how it relates to our class (what readings, discussions, etc.) I will post a list of suggested films. Finally, I will post any current exhibits or events that you might visit/participate in which relate to our class. You post a “review:” of these like the film review.

Substantive contributions in this forum may earn 1-2 points each, to a maximum of 5 points.

This forum will be open until the beginning of the last week of class, closing June 16. Don’t wait until the last minute!

Other class policies

Late Work: If you have an emergency or severe illness that affects your class work, please email me to let me know as soon as you can. Although the online format gives flexibility, once a discussion has closed, you will not be able to participate.

Late assignments are not generally accepted. If I do accept such as assignment, bear in mind there will be significant points taken away; the later it is, the more points I will take.

If you feel you need an extension on a paper deadline, you must email me at least 24 hours before the deadline, with a request and a reason. I am generally willing to grant such requests, within reason. I do not generally grant extensions on multiple occasions, so if you request more than one extension, you may be out of luck. Please be responsible and do not abuse my good faith. Additionally, since you have had more time to finish the assignment than your classmates, I will generally hold you to a more exacting standard when grading.

Longer-term medical/military/jury issues If you find yourself ill or otherwise medically incapacitated and cannot continue the class, please contact me ASAP to discuss withdrawal or accommodation. Similarly, please let me know ASAP if military or civic duties interfere unexpectedly.

Travel and work schedules: Please note that I will *not* make accommodations if you are travelling. It is up to you to get internet access and meet the deadlines. Work schedules are similarly not an excuse, nor hangovers, nor oversleeping and the like.
**Pregnancy:** Title IX guarantees your right to an education while pregnant. If this is an issue, please let me know ASAP so we can make any necessary accommodations.

**Other interruptions:** There may be other circumstances that interfere unexpectedly in the class. I will address these on a case-by-case basis. Please note, however, that I grant few exemptions or accommodations. Everyone must be treated fairly, and I cannot give some students an unfair advantage over others who are observing course policies and making deadlines. Please respect your fellow students and play by the rules.

**Technology fails:** Although I do my best to make the class hiccup-free, there may be issues that are completely invisible to me, buried beneath the infrastructure, originating on our servers, or just plain broken. Please alert me if something doesn’t seem to be working; I’ll do my best to address it. If it’s truly a technology fail on my or GRU’s part, I will try to make accommodations, but if the problem is at the user end, I will not normally do so. Do note, however, that auto-submission of tests and quizzes after the time limit is NOT a bug. You have a grace period of 2 minutes, after which the test won’t “work.” Pay close attention.

**Academic dishonesty:** I expect high standards of integrity. Every time one person cheats, it takes something away from the value of GRU degree. It’s also unfair to students who are working honestly. And it has ramifications for the future—do you really want to be treated by a physician who cheated through school? It’s seldom that students disappoint me in this regard, and I encourage you to maintain your own high ethical standards in this class.

Plagiarizing your posts is an automatic zero for the entire discussion. Your analysis is expected to be original and your own; no materials beyond the assigned course materials should be referenced in essays, and should be minimal and CLEARLY CITED in discussion posts.

Your papers and Prezis should be equally clear regarding citation and proper credit (quote marks AND citation) for direct quotes, as well as for paraphrased work (citation.) Changing just a few words here and there is plagiarism; make sure your own words and phrases are truly your own.

Copying from any source without proper attribution, including quote marks/citation for a direct quote, and citation for a paraphrase, is plagiarism. It makes no difference if you copy it into a discussion thread, put it in a paper, buy/steal/borrow a paper from another source or otherwise claim credit for ideas and/or words that are not your own. It is dishonest and you will be penalized. Faking your footnotes or other citations is plagiarism. If I find irregularities in your citations (inaccurate page numbers, wrong source, etc.), it will be treated as plagiarism. Think long and hard before you copy “just a few” lines from a website or other source.

A first academic honesty offense is a zero for the entire assignment or entire discussion. A second offense of any sort (even if different in kind from the first) is a fail for the entire class.

Please also note that collaborating in plagiarism, cheating, or other academic dishonesty will also result in a zero for the first offense, a fail for the class for any second offense. Soliciting help for cheating in any forum anywhere, or collaborating in same, will be treated as cheating, whether or not the material is
submitted for the class. Other types of academic dishonesty may result in a zero for the assignment or failing the class, depending on the severity of the offense as determined at the discretion of the instructor.

Other course policies, established through the Dean of Pamplin College, may be found at:

http://gru.edu/colleges/pamplin/coursepolicies.pdf

Class schedule of readings and assignments

This schedule is tentative and may be changed; however, I will do my best to adhere to it closely. Please note: All discussions open at 5 PM on the first day listed and close at 5 PM on last day listed. The first day check-in discussion ONLY will be open 8 AM-midnight.

Abbreviations

BAS = Bandits At Sea 
PITAOS = Pirates in the Age of Sail 
BJAAS = Black Jacks: African-American Sailors 
Scurvy (no abbrev) 
Trimming Yankee Sails (No abbrev)

Week 1: Introducing Piracy and Pirates

May 18 8 AM-midnight Check-in discussion (Required! If you do not participate you may be dropped from the class!) This is worth 2 points towards your overall grade in the class! 
May 18 5 PM Weekly Prezi available.

May 18-20 Discussion 1: Introducing Piracy and Its Age

PITAOS “Introduction” and “Pirates Privateers” and “Buccaneers of the West” 1-11 and Document 19: Chinese Pirate Pact of 1805

BAS Chapter 2 “The Pirate and the Emperor: Power and the Law on the Seas” 1450-1850 by Anne Perontin-Dumon p. 25-54

Film: Pirates, Galleons, and Treasure: Globe Trekker (51:38) Available on Films on Demand via Reese Library

Discussion opens at 5 PM on the day listed and closes at 5 PM on the day listed.

May 20-22 Discussion 2: Introducing the Sailors and Pirates


BJAAS: Chapter 3 “The Way of a Ship” p. 68-102

(PDF scan) Marcus Rediker, “The Seaman as Plain Dealer,” p. 153-204

Discussion opens at 5 PM on the day listed and closes at 5 PM on the day listed.

May 22: Summary of Discussion 1 Due by 5 PM

Week 2: The Conditions and Culture of Seafaring
May 25—NO CLASS-Memorial Day

**MAY 26** Book Journal Due at 9 AM over *Scurvy*

May 25-27 Discussion 3 over *Scurvy*
Discussion opens at 5 PM on the day listed and closes at 5 PM on the day listed.

May 26 Prezi available

May 27-29 **Discussion 4: Real Pirates of the Caribbean**
**BAS** J.S. Bromley “Outlaws at Sea: Liberty, Equality, and Fraternity Among the Caribbean Freebooters” 169-194


**BJAAS**: Chapter 1 “The Emergence of Black Sailors in Plantation America,” p. 7-43

**Film**: Secrets of the Dead: Blackbeard’s Lost Ship
http://video.pbs.org/video/1208271760/
Discussion opens at 5 PM on the day listed and closes at 5 PM on the day listed.

May 29 Summary of Discussion 3 due by 5 PM

**Week 3: The “Home Fronts” of Privateering and Other Maritime Professions**

June 1 Summary of Discussion 4 due by 5 PM
June 1 Prezi Available

May 31 - June 2 **Discussion 5: Privateering In the North Atlantic**
**Trimming Yankee Sails**, Chapter Introduction, Chapter 1 and Chapter 2 (11-63)

**BAS** David Starkey, “The Origins and Regulation of Eighteenth-Century British Privateering”

**PITAOS**: **Document 1**: Captain Plowman’s Privateering Commission, 1703 p. 59-61 and **Document 6** Captain William Kidd’s Commission
Discussion opens at 5 PM on the day listed and closes at 5 PM on the day listed.

**June 3 Midterm due by NOON —NO DISCUSSION**

June 3-5 **Discussion 6: Time Ashore in Seafaring Communities**

**BAS** John C. Appleby, “Women and Piracy in Ireland: From Grainne O’Malley to Anne Bonny” 283-298

**BJAAS** Chapter 6 “Precarious Pillars of the Black Community,” 158-189

**ON JSTOR or at one of the links below**: “‘She Was Skipper of the Shore Crew’: Notes on the History of the Sexual Division of Labour in Newfoundland” by Marilyn Porter *Labour/Le Travail Vol 15* Spring 1985 105-123
http://journals.hil.unb.ca/index.php/LLT/article/view/2458/2861
Discussion opens at 5 PM on the day listed and closes at 5 PM on the day listed.

June 5 Summary of Discussion 5 due by 5 PM
Week 4: Pirates, Gender, and Race

June 8 Summary of Discussion 6 due by 5 PM
June 8 Prezi Available

June 7-9 Discussion 7: Female Pirates in Asia and the Atlantic
PITAOS Jo Stanely “Women Among the Boys” 153-166
“The High Tide of Chinese Piracy, 1780-1810” 39-44
Document 8 “The Life of Mary Read” 85-91 and Document 17 “Cai Quinn and Matron Cai Quinn”
BAS Marcus Rediker “Liberty Beneath the Jolly Roger: The Lives of Anne Bonney and Mary Read” 299-313
Film: “Women Pirates” http://www.snagfilms.com/films/title/pirates_episode_7_women_pirates
Discussion opens at 5 PM on the day listed and closes at 5 PM on the day listed.

June 10 No discussion—PREZI due by 12 noon

June 10 12 Discussion 8: Black Men as Pirates, Slaves, and Free Sailors
BAS Kenneth J. Kinkor, Chapter 10, “Black Men Under the Black Flag,” 195-205
BJAAS Chapter 4 “The Boundaries of Race in Maritime Culture” 102-130
On JSTOR: “Maritime Masters and Seafaring Slaves in Bermuda, 1680-1783”
By Michael J. Jarvis The William and Mary Quarterly Vol. 59, No. 3, Slaveries in the Atlantic World (Jul., 2002), pp. 585-622
Discussion opens at 5 PM on the day listed and closes at 5 PM on the day listed.

June 12 Summary of Discussion 7 due by 5 PM

Week Five: Private Identities and the Identity of Piracy

June 15 Prezi available
June 14-16 Discussion 9: LGBT* Identities in the Age of Piracy
BAS B. R. Burg “The Buccaneer Community,” 211
Dian Murray ‘The Practice of Homosexuality among the Pirates of Late eighteenth and early nineteenth-century China”
On JSTOR: "Neither a Man nor a Maid": Sexualities and Gendered Meanings in Cross-Dressing Ballads
Discussion opens at 5 PM on the day listed and closes at 5 PM on the day listed.

June 16 Summary of Discussion 8 due by 5 PM

June 16-18 Discussion 10: 19th c Endings and 20th c Beginnings
Trimming Yankee Sails Chapter 4 “The Chesapeake Affair 1864-1864”63-86
BJAAS Chapter 6 and 7 “Free Sailors and the Struggle With Slavery” 190-215
And “Towards Jim Crow at Sea” 215-232

**BAS** John L. Anderson “Piracy and World history” 82-99


Discussion opens at 5 PM on the day listed and closes at 5 PM on the day listed.

June 18 Summary of Discussion 9 due by 5 PM
June 19 Summary of Discussion 10 due by 5 PM

**FINALS**
June 19 and 22 Finals-**EXAM DUE JUNE 22 by NOON**