

# IDS 2935

## Pirates & Piracy: A Global History

Professor Matthew Blake Strickland  
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### Lecture Time & Location

TR Period 3 (9:35-10:25)  
TURL 2319

### Office Hours

TR 10:30 – 11:30 (or by  
appointment)  
FLI 020

### Course TA and Discussion Sections

Danielle Barrientos  
F Period 4 (10:40-11:30)  
MCCB G0108  
F Period 5 (11:45-12:35)  
RNK 0215  
F Period 6 (12:50-1:40)  
LIT0125



### Course Description

*“Every Man has a Vote in Affairs of Moment; has equal title to the fresh Provisions, or strong Liquors, at any Time seized, and use of them at Pleasure, unless a Scarcity make it necessary, for the good of all, to Vote a Retrenchment.”*

In popular imagination, pirates are most often depicted as robbers, murderers, and outlaws whose violent actions and plundering challenged established power structures. But as the excerpt above--extracted from the “Articles aboard Capt. Bartholomew Roberts’ Royal Fortune”\*-demonstrates, pirates abided by their own set of morals and rules. While their exterior actions clearly conflicted with habitual definitions of justice (such as the laws of empires, international law, etc.), an examination of the ulterior logic behind pirates’ actions and their social organization reveals alternative understandings of justice and uncovers particular power dynamics within pirate communities. This course therefore raises a series of questions around the roles that justice and power played in shaping pirate communities and their actions across time and space. What motivated men and women to engage in pirate activities? Were pirates pariahs, or were they vigilantes seeking justice against tyrant monarchs? Can pirate crews be classified as democratic? What are the similarities and differences between those classified as pirates during the “Golden Age of Piracy,” and contemporary pirate-like activities off the coast of East Africa? And to what extent is it accurate to use the term “piracy” to describe contemporary phenomena that circumvent copyrights and membership fees, such as online streaming and file sharing (Torrent, Sci-Hub, etc.)? This course examines these questions in a global framework, from the Ancient World to our own contemporary times.

\*“Articles aboard Capt. Bartholomew Roberts’ Royal Fortune” (1720) in: Robert J. Antony, *Pirates in the Age of Sail* (Norton, 2007), 92.

### Required Texts

Robert J. Antony, *Pirates in the Age of Sail* (Norton, 2007) ISBN-13: 978-0393927887

Kris Lane, *Pillaging the Empire: Global Piracy and the High Seas, 1500-1750* 2<sup>nd</sup> ed. (Routledge, 2015) ISBN-13: 978-0765638427

Marcus Rediker, *Villains of All Nations: Atlantic Pirates in the Golden Age* (Beacon, 2005) ISBN-13: 978-0807050255

Other required readings are available through Canvas.

### Course Grading Policy

Participation (10%)

Map Quizzes (10% total / 5% each)

Primary Source Analysis (20% total / 10% each)

Midterm Exam (20%)

Capstone Project – Preliminary Steps (10%)

Capstone Project – Analytical Paper (30%)

**UF Grading Scale:** <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

A = 100–93 (4.0)    B = 86–83 (3.0)    C = 74–71 (2.0)    D = 62–60 (1.0)

A- = 92–90 (3.67)    B- = 82–79 (2.67)    C- = 70–67 (1.67)    D- = 59–56 (0.67)

B+ = 89–87 (3.33)    C+ = 78–75 (2.33)    D+ = 66–63 (1.33)    F = below 55 (0)

### Participation (10%):

A) Attendance: You are expected to attend all scheduled meetings, complete all the assigned readings, participate in discussion, and behave in a respectable and collegial manner. You will be permitted **two absences from discussion sections** over the term; every unexcused absence thereafter will **lower your participation grade by one third**. It is also important to arrive to class on time. Punctuality is a show of respect for your instructor and classmates, and it is important not just in class but in a job and your eventual career. Guidelines for excused absences can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>

B) Readings: Please come to each discussion section having completed the assigned readings for that week. “To complete the readings” means allowing yourself sufficient time both to read through the assigned materials and to think about them. Please bring all assigned readings to class on the day for which the reading has been assigned.

C) Discussion: Active participation is essential for the success of this course. Bear in mind that “active participation” means asking good questions as well as proposing good answers. You are strongly encouraged to bring questions about the readings to class.

### Map Quizzes (10% total / 5% each):

You will complete two map quizzes over the course of the semester. One will be on the Atlantic and Mediterranean basins, and another will be on the Pacific and Indian Oceans. These will take place during the discussion sections on **Friday, February 9** and **Friday, April 19**.

### Primary Source Analysis (20% total / 10% each):

In these short papers (500–750 words each) students will examine primary sources from the course. One of these sources should be from materials in the Library Special Collections. These papers will be **due Friday, February 3<sup>rd</sup>** and **Friday, March 31<sup>st</sup>**.

**Midterm Exam (20%):**

The in-class midterm exam will take place on **Wednesday, March 7<sup>th</sup>**. It will consist of a combination of IDs and short responses.

**Capstone Project – Preliminary Steps (10%):**

This will be a building block towards the final essay. Students will identify and clearly indicate what specific work of fiction or popular culture element with which they plan to work. They will also indicate the relevant course material (readings and historical materials in Special Collections) that will help them analyze this work. Students will then write a preliminary description of the primary source material.

**Capstone Project – Analytical Paper (30%):**

For this assignment, you are asked to produce an analytical essay (1250–1500 words) contrasting popular depictions of piracy against historical materials. Students will select a work of fiction (novel, movie, TV show, play) OR elements of popular culture (maps, advertising materials, broadsides) and analyze it/them in light of the semester-long interactions with readings, lectures, and primary source materials. Detailed instructions will be provided. The assignment is **due on Friday, April 26<sup>th</sup>**.

**COURSE POLICIES AND EXPECTATIONS:**

**Extensions and Late Penalties:** In general, the penalty for turning in late assignments is one letter grade (A to B, B to C, and C to D) for each day that the assignment is late. Assignments that are over three days late will not be accepted and will automatically receive an F. Extensions will only be granted in case of extenuating circumstances, such as documented medical emergencies. **Please note that you must complete all of the assignments in order to pass the course.**

**Classroom Etiquette:** Please engage each other collegially and with respect. You are welcome and encouraged to disagree with your peers, but please do so graciously, focusing on ideas and not posing *ad hominem* arguments. Unless otherwise specified, **computers, tablet devices, and phones are not permitted** in the classroom. Please **refrain from using any electronic devices** during our meetings, as they can be distracting to both you and your fellow classmates. In cases where your readings are available on Canvas, please **print** the readings out and bring them to class.

**Contact:** The University of Florida requires that you use your UF Gatorlink account for university related e-mail communication. Please see <http://www.it.ufl.edu/policies/#email> to read more on this policy. It is important to check Canvas and your UF e-mail accounts regularly. I will do my best to respond to all course-related emails within 24 hours on weekdays and 48 hours on weekends and during breaks. Please note that if you contact me about an assignment at the last minute, I may not have time to respond. Like most UF faculty, I treat e-mail as a formal means of communication. Your e-mails should be written with a basic greeting (i.e. *Dear, Hello, Hi*, then my name), body, and salutation (i.e. *Thank you, Sincerely, Best*, then your name). Proper grammar is expected.

**General Education: Objectives for Social and Behavioral Sciences and Diversity**

This course satisfies the Social and Behavioral Science Gen-Ed Credit at the University of Florida. Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures and processes. This course emphasizes the effective

application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes and human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

This course also satisfies the Diversity Gen-Ed Credit at the University of Florida. Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. This course will encourage you to recognize how social roles and status affect different groups and impact U.S. society. This course will guide you to analyze and to evaluate your own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

**General Education: Student Learning Outcomes for Social and Behavioral Sciences and Diversity**

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Attendance:**

In order to ensure success in this course, it is imperative that you attend all class meetings. Attendance will be recorded at the beginning of each class. Without showing up to class, you cannot fully participate.

**Tardiness:**

Come to class on time. Tardiness causes unnecessary distractions for the teacher and for students attempting to engage with the course. While it may be unavoidable sometimes, no student should be late a majority of the class. I understand this is a large campus. However, you must develop a schedule that is logistically possible (i.e. that which allows you to move quickly from one place to another).

**Late Work:**

All assignments should be turned in by the due date. The instructor may accept late work for a ten-point deduction for every day the assignment is late. However, it is not guaranteed that the instructor will accept late work. It is the student's responsibility to communicate problems or concerns with the instructor.

**Academic Honesty:**

Plagiarism constitutes intellectual theft and academic dishonesty. It is the failure to properly cite and give credit when you use the ideas, words, phrases, or arguments of other people in your writing assignments. On all work submitted for credit by students at the University of Florida, the following pledge is implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." For more information regarding the Honor Code, see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>

**Accommodations for Students with Disabilities:**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**Course Evaluation:**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

**Objectivity and Classroom Respect:**

People learn best when they are encouraged to ask questions and express their diverse opinions on course content which may include images, texts, data, or theories from many fields. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, ideas and opinions-including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge and the pursuit of new ideas.

## Course Schedule: Due Dates for Readings

\*This schedule may change.

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T 1/9 Course Introduction & Defining Piracy	- Access the Syllabus
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R 1/12 Course Introduction & Defining Piracy	
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F 1/12 Course Introduction & Defining Piracy	- Marcus Rediker, <i>Villains of All Nations</i> , 1–18 - Kris Lane, <i>Pillaging the Empire: Global Piracy on the High Seas, 1500–1700</i> , xi–xv, 1–5 - Kris Lane and Arne Bialuschewski, “General Introduction” and “Global Piracy and European Law” [Canvas]
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T 1/16 Piracy in the Ancient World	
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R 1/18 Piracy in the Ancient World	
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F 1/19 Piracy in the Ancient World	- Philip de Souza, “Piracy in Classical Antiquity: The Origins and Evolution of a Concept,” [Canvas] - Plutarch, “On Caesar and the Pirates” [Canvas]
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T 1/23 Piracy from the Middle Ages to the Sixteenth Century	
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R 1/25 Piracy from the Middle Ages to the Sixteenth Century	
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F 1/26 Piracy from the Middle Ages to the Sixteenth Century	- Neil Price, “Sheep-Men and Slaughter-Wolves: Pirate Polities in the Viking Age” [Canvas] - “ <u>Three Sources on the Ravages of the Northmen in Falkland, c.843–912</u> ” [Canvas] - Lane, <i>Pillaging the Empire</i> , 7–13 - Robert J. Antony, <i>Pirates in the Age of Sail</i> (2007), “Maltese Corsairing License Issued to Knight Charles de Willers,” 94–95 - Antony, <i>Pirates in the Age of Sail</i> , “An Episode at Estampalia,” 95–97 - Antony, <i>Pirates in the Age of Sail</i> , doc. 12 “European Renegade and Corsair John Ward,” 97–101
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T 1/30

Portugal, Spain, and the  
Rise of Global Empires

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R 2/1

Portugal, Spain, and the  
Rise of Global Empires

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F 2/2

Portugal, Spain, and the  
Rise of Global Empires

- Antony, *Pirates in the Age of Sail*, 6–11
- Lane, *Pillaging the Empire*, 13–28
- Cheryl E. Martin and Mark Wasserman, “The Iberians’ New World” [Canvas]
- Christopher Columbus, “Memorandum to Antonio de Torres, Isabela, 30 January 1494,” [Canvas]

**DUE: Primary Source Analysis 1 at 11:59pm on Canvas**

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T 2/6

Smugglers, Pirates, and  
Privateers: The  
Elizabethans

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R 2/8

Smugglers, Pirates, and  
Privateers: The  
Elizabethans

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F 2/9

Smugglers, Pirates, and  
Privateers: The  
Elizabethans

- Lane, *Pillaging the Empire*, 29–56
- Antony, *Pirates in the Ages of Sail*, “Francis Drake on the Pacific Coast,” 61–64
- Antony, *Pirates in the Ages of Sail*, “Drake’s Island of Thieves,” 143–146
- “Contrasting Views from Francis Drake’s Famous Voyage,” in *Piracy in the Early Modern Era*, Lane and Bialuschewski, 21–25 [Canvas]

**In-Class: Map Quiz 1**

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T 2/13

The Dutch Revolt and  
the Sea Beggars

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R 2/15

The Dutch Revolt and  
the Sea Beggars

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F 2/16

The Dutch Revolt and  
the Sea Beggars

- Lane, *Pillaging the Empire*, 57–88
  - Hugo Grotius, *The Free Sea*, 5–15, 49–51, 57–60 [Canvas]
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T 2/20



The Spice War and  
Early Modern  
Globalization

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R 2/22  
The Spice War and  
Early Modern  
Globalization

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F 2/23  
The Spice War and  
Early Modern  
Globalization

- Lane, *Pillaging the Empire*, 152–168  
- Adam Clulow, *The Company and the Shogun: The Dutch Encounter with Tokugawa Japan*, 135–170 [Canvas]  
- “Charter of the Dutch East India Company, 1702” [Canvas]

**Visit to Special Collections during Discussion Sections**

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T 2/27  
The Buccaneers of the  
Seventeenth Century

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R 2/29  
The Buccaneers of the  
Seventeenth Century

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F 3/1  
The Buccaneers of the  
Seventeenth Century

- Lane, *Pillaging the Empire*, 89–151  
- Antony, *Pirates in the Ages of Sail*, 11–14  
- Antony, *Pirates in the Ages of Sail*, “The Manner of Buccaneers,” 64–67

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T 3/5  
Midterm Review

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R 3/7  
Midterm

Students will complete their Midterm.

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**F 3/9  
Discussion Sections  
Canceled**

**No Class/Discussions  
Have a wonderful Spring Break!**

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**M-F 3/11-15  
Spring Break**

**No Class!**

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T 3/19  
The Golden Age of  
Piracy

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R 3/21  
The Golden Age of  
Piracy

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F 3/22  
The Golden Age of Piracy

- Rediker, *Villains of All Nations*, 19–59
- Lane, *Pillaging the Empire*, 176–206
- Antony, *Pirates in the Age of Sail*, “Deposition of Adam Baldrige,” 67–70
- Antony, *Pirates in the Age of Sail*, “John Dann’s Testimony against Henry Every,” 70–75
- Antony, *Pirates in the Age of Sail*, “Captain William Kidd’s Royal Commission, 1695,” 75–78

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T 3/26  
Economics and Ideology

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R 3/28  
Economics and Ideology

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F 3/29  
Economics and Ideology

- Rediker, *Villains of All Nations*, 60–102
- Marcus Rediker, “Hydrarchy and Libertalia,” in Antony, *Pirates in the Ages of Sail*, 166–179
- Antony, *Pirates in the Age of Sail*, “Pirate Articles,” 91–94

**DUE: Primary Source Analysis 2 at 11:59pm on Canvas  
(Your source should be selected from UF Special Collections)**

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T 4/2  
Life, Labor, and Love on Ship and in Port

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R 4/4  
Life, Labor, and Love on Ship and in Port

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F 4/5  
Life, Labor, and Love on Ship and in Port

- Rediker, *Villains of All Nations*, 103–126
- Jo Stanley, “The Women Among the Boys,” in Antony, *Pirates in the Age of Sail*, 153–166
- Antony, *Pirates in the Age of Sail*, “Captain William Snelgrave’s Captivity,” 78–85
- Antony, *Pirates in the Age of Sail*, “The Life of Mary Read,” 85–91

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**T 4/9  
Instructor Absence**

**No Class**

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R 4/11  
End of the Golden Age of Piracy and Piracy on the China Coast

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F 4/12

- Rediker, *Villains of All Nations*, 127–177
- Lane, *Pillaging the Empire*, 176–213

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End of the Golden Age of Piracy and Piracy on the China Coast

- Lane, *Pillaging the Empire*, 168–175
- Antony, *Pirates in the Age of Sail*, 32–44
- Antony, *Pirates in the Age of Sail*, “Cases of Wakō Piracy in Sixteenth-Century China,” 108–111
- Antony, *Pirates in the Age of Sail*, “The Pirate Zheng Zhilong,” 111–114
- Antony, *Pirates in the Age of Sail*, “Imperial Edict Concerning the Problem of Piracy,” 120–121
- Antony, *Pirates in the Age of Sail*, “Chinese Pirate Pact of 1805,” 122–124

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**DUE: Capstone Project Preliminary Assignment at 11:59pm on Canvas**

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T 4/16  
Raiders, Warriors, and Traders in Southeast Asia

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R 4/18  
Raiders, Warriors, and Traders in Southeast Asia

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F 4/19  
Raiders, Warriors, and Traders in Southeast Asia

- Lane, *Pillaging the Empire*, 151–168
- Antony, *Pirates in the Age of Sail*, 44–56
- Antony, *Pirates in the Age of Sail*, “An Oral History of Sea Dayak Raiding,” 134–138
- Antony, *Pirates in the Age of Sail*, “The Pirate Ah’moi,” 138–142
- Antony, *Pirates in the Age of Sail*, “Sulu Slave Raiding, early nineteenth century,” 146–148
- Watch *Raiders of the Sulu* (2013)  
<https://uf.catalog.fcla.edu/permalink.jsp?20UF037275394> [in order to stream from our library website, you must either be on campus, or use a VPN for off-campus access]

**In-Class: Map Quiz 2**

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T 4/23  
Global Piracy Today

- Antony, *Pirates in the Age of Sail*, 56–59
- Edward A. Alpers, “Piracy and Indian Ocean Africa,” *Journal of African Development* 13, no. 1 (2011): 17–38
- Watch: *Stolen Seas* (2013)  
<https://www.vudu.com/content/movies/details/Stolen-Seas/405420>

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F 4/26  
Final Project

**DUE: Capstone Project Essay at 11:59pm on Canvas**