

## SYLLABUS

# WOH 1432: PIRATES & POWER: A GLOBAL HISTORY

(SUMMER 2025)

Quest 1 Theme: Justice and Power

Primary General Education designation: H

Writing designation: WR2000

**Professor Max Deardorff | [deardorff.max@ufl.edu](mailto:deardorff.max@ufl.edu)**

Personal Office: Grinter Hall 339

Office Hours: Mondays: 2:30–4:30PM; or by appointment

## CLASS SCHEDULE:

**Lectures:** Mondays, Wednesdays, and Fridays: 12:30 – 1:45 PM in MCCA G186 [McCarty A, rm. G186]

**Discussion Sections:** Tuesdays & Thursdays, TBA



TA: Ifeoma Aneke | [anekeifeoma@ufl.edu](mailto:anekeifeoma@ufl.edu)  
TA: Kristen Heymer | [kheymer@ufl.edu](mailto:kheymer@ufl.edu)  
TA: Kelsey Zelinsky | [kzelinsky@ufl.edu](mailto:kzelinsky@ufl.edu)

Office Hours: TBD  
Office Hours: TBD  
Office Hours: TBD

### FULL 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’s 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 and outlaws? 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.

### 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* 2nd 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

### ASSIGNMENTS AND EVALUATION:

Participation	(10%)
Map Quizzes	(10% total / 5% each)
Primary Source Analysis	(10%)
Midterm & Final Exams	(30% total / 15% each)
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%):**

Overall, your **class participation grade** will derive from the following:

- Regular preparation for class, including bringing the required readings
- Serious prior engagement with the assigned course readings
- A sustained effort at contributing to class discussions through visible attention, helpful questions, and worthwhile insights into the issues being discussed

You can use the **self-assessment questionnaire** below to understand how you are doing as a class participant. Please consider it from time to time as we go through the course and feel free to share your evaluation with your TA (this is not necessary, but always welcome):

- Are you prepared for section discussions? Have you read the assigned texts carefully and thoroughly? Do you come to class with issues to raise in discussion?
- Do you participate regularly? Energetically? Do you participate actively in group activities?
- Do you listen to your fellow classmates and respond to them? Do you ask them questions?
- Do your interventions spark our discussion? Raise significant questions? Challenge our understanding of the readings and major themes? Offer insightful and unexpected reactions to discussions?
- How does your participation compare to that of other students? Are you a class leader or a follower? Do you try to take responsibility for what happens in class?

Use the guidelines below to determine **what grade you would give yourself for participation**:

- **A participation grade falls in the “A” range** if the student not only participates regularly but also consistently and actively encourages the flow and substance of discussion. You are not only well-prepared, but you also have thoughts about the texts that go beyond a basic understanding of the work. You also take responsibility for creating and maintaining a stimulating discussion each week. You are eager to share your ideas with others, and active in your listening and reactions to other students’ comments. Your ideas are critical and stimulate our discussion. When there is a silence or lull in the conversation, you work hard to move discussion in a new direction. You are aware of your role in encouraging other students and you work hard to make classroom discussions an interactive conversation not just a forum for announcing viewpoints. You help to create a welcoming atmosphere for people’s ideas, and you listen actively.
- **A participation grade falls in the “B” range** if the student is involved and motivated in more than the required way: you are always present, well prepared, contribute quite regularly by sharing your insights. Your contributions show that you are familiar with the material. You share your ideas with others and show interest in the contributions of other students. You listen to what others say and occasionally try to respond to their ideas. You help to create a welcoming atmosphere for everyone’s ideas.
- **A participation grade falls in the “C” range** if the student meets the basic requirements of the course: you are present, are usually prepared, and participate once in a while, but not regularly. Your contributions relate to the texts and offer some insightful ideas, but they rarely facilitate a discussion. You are an attentive listener.

**Attendance:** You will be permitted **two absences from discussion sections** over the term; every unexcused absence thereafter will **lower your participation grade by half**. 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/attendancepolicies/#absencetext>



**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 **Tuesday, July 15th** and **Wednesday July 30th**.

**Primary Source Analysis (10%):**

In this short paper (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. This papers will be **due Tuesday, July 8<sup>th</sup>**.

**Midterm (15%) and Final (15%) Exams:**

The in-class midterm exam will take place on **Thursday, JULY 17<sup>th</sup>**. The final exam will take place on **Friday, AUGUST 8<sup>th</sup>**. In both cases, they will consist of a combination of IDs and short responses. A list of terms that students are expected to know will be provided in advance.

**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. Take a look at the Libguide! [Digital Resources - Pirates and Power - Guides @ UF at University of Florida](#)

**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 Monday, August 4<sup>th</sup>**.

**ChatGPT and Generative AI tools Policy**

To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are not permitted to submit text that is generated by artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance for any classwork or assessments. This includes using AI to generate answers to assignments, exams, or projects, or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills that are essential for this course and your academic success.

Students may use AI as part of their research and preparation for assignments, or as a text editor, but text that is submitted must be written by the student. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, or cite properly. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification

**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. Work that is **late** due to **excused absences** may be made up without penalty, following UF policy. **Please note that all students must complete all of the assignments.**

**Personal Technology Policies & Classroom Etiquette:**

- **Laptops are only allowed in class on days marked “Discussion,” and only then for the purposes of consulting the week’s readings for the purpose of discussion.**
  - Internet websurfing, texting, checking of email, or other tasks unrelated to note-taking during discussion is not permitted.
  - Any student found engaging in these activities during class may be asked to leave the classroom.
- The use of cell **phones** is **not permitted** during class time.

**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 title and name), body, and salutation (i.e. *Thank you, Sincerely, Best*, then your name). Proper grammar is expected.

## GENERAL EDUCATION AND QUEST OBJECTIVES & SLOs:

### Objectives—Gen Ed Primary Area and Quest

Humanities Objectives	Quest 1 Objectives	This Course's Objectives	Objectives will be Accomplished By:
Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general.	Address the history, key themes, principles, terminologies, theories, and methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition.	Explore the long and complex history of global piracy and privateering, examining the role of these activities in the building of imperial power structures and the construction of competing legal regimes.	Examining a variety of primary and secondary source readings, works of fiction, films, and television shows.
Students will learn to identify and to analyze the key elements, biases and influences that shape thought.	Present different arts and humanities disciplines' distinctive elements, along with their biases and influences on essential questions about the human condition.	Introduce students to how knowledge is produced and how historians interpret the past; use literary and visual analysis to explore representations of piracy, past and present; conduct analysis of laws concerning piracy.	Close and guided-reading of, discussion of, and writing about historical, literary, visual, and legal sources.
	Explore at least one arts or humanities resource outside their classroom and explain how engagement with it complements classroom work.	Expose students to sources in UF's Library and Special Collections, noting how librarians and historians work together to preserve, chronicle, and interpret the past.	Taking students to Library East where they will meet with librarians and archivists and study pirate-related items from the University's collections.
These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.	Enable students to analyze and evaluate essential questions about the human condition clearly and effectively in writing and other forms appropriate to the discipline.	Engage with written and visual materials produced by actors of varied backgrounds.	Weekly discussion: students will contribute their thoughts and assessment about the course themes and materials in oral form, in group discussions in the break-out sections

	Analyze the role arts and humanities play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs and lives after college.	Present interdisciplinary approaches to studying the global history of piracy, allowing students to consider the role of the arts and humanities in understanding issues of justice and power in the past and present.	Writing assignments: Primary source analysis and final essay
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**Course's Student Learning Outcomes (SLOs)—Gen Ed Primary Area and Quest**

	Humanities SLOs	Quest 1 SLOs	This Course's SLOs	Assessment
<b>Content</b>	<b>Identify, describe, and explain</b> the history, underlying theory and methodologies used.	<b>Identify, describe, and explain</b> the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course.	<b>Identify, describe, and explain</b> the historical evolution of piracy, from Ancient Greece and the early modern Mediterranean, to the “Golden Age of Piracy” in the Atlantic World of the 17th and 18th centuries, and in the Indian Ocean, as well as contemporary manifestations of piracy.  <b>Identify and explain</b> the intersections between piracy, justice, and power.	Class participation, Primary Source Analyses 1 and 2, Midterm Exam, and Capstone Project.
<b>Critical Thinking</b>	<b>Identify and analyze</b> key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	<b>Analyze and evaluate</b> essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course.	<b>Analyze</b> historical documents (primary sources) and scholarly texts (second sources) that depict and help to construct ideals of pirate identity using established practices appropriate to the arts and humanities.  <b>Analyze</b> popular culture representations of piracy and pirates (fictional texts and/or movies) <b>and evaluate</b> them against historical evidence and scholarship.	Class participation, Primary Source Analyses 1 and 2, Midterm Exam, and Capstone Project.
<b>Communication</b>	Communicate knowledge, thoughts and reasoning clearly and effectively.	<b>Develop and present</b> clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course.	<b>Formulate</b> clear, focused, and effective arguments in written and oral form and support those arguments with relevant evidence.	Class Participation, Primary Source Analyses 1 and 2, and Capstone Project.

Connection	N/A	<b>Connect course content</b> with critical reflection on their intellectual, personal, and professional development at UF and beyond.	<b>Think critically</b> about questions of justice and power in their own lives, and <b>think self-reflexively</b> about the legacies of violence, marginalization, and inequality.	Capstone Project
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### Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
<b>CONTENT</b>	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
<b>ORGANIZATION AND COHERENCE</b>	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow the progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
<b>ARGUMENT AND SUPPORT</b>	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
<b>STYLE</b>	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.



<b>MECHANICS</b>	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive, so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.
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1. The student must earn a grade of C or better in the course.  
AND
2. The student must earn an S (satisfactory) evaluation on the writing requirements of the course.

**WEEK 1 (6/30 -7/3): PIRACY IN THE ANCIENT AND MEDIEVAL WORLDS**

Date	Lecture or Discussion	Reading & Assignments
Mon 6/30	Lecture: Syllabus, Ancient World, Defining Piracy,	1) Lane and Bialuschewski, "General Introduction," xv–xxviii [C]
Tues 7/1	Discuss: The Definition of Piracy, Piracy in the Ancient World	1) Souza, "Piracy in Classical Antiquity: The Origins and Evolution of a Concept," 24–44 [C] 2) Plutarch, " <a href="#">On Caesar and the Pirates</a> " [C]
Weds 7/2	Lecture: The Vikings	1) Price, "Ship-Men and Slaughter-Wolves: Pirate Politics in the Viking Age," 51–65 [C] 2) <i>Vikings: The North Atlantic Saga</i> , 99-102, 116-126 [C]
Thurs 7/3	Discuss: The Vikings	1) " <a href="#">Three Sources on the Ravages of the Northmen in Falkland, c.843–912</a> " [C]
FRIDAY 7/4	NO MEETING	Happy Fourth of July!

**WEEK 2 (7/7 – 7/11): THE AGE OF EMPIRE AND THE RESURGENCE OF PIRACY**

Date	Lecture or Discussion	Reading & Assignments
Mon 7/7	Lecture: Corsairing in the Mediterranean	1) Lane, <i>Pillaging the Empire</i> , 7–13 2) Sire, <i>The Knights of Malta</i> , "The Navy of the Religion," 85-91 [C]
Tues 7/8	Discussion: Malta and Algiers – Two Sides of the Same Coin?	1) "Customs of the Algerian Corsairs," excerpt from <i>An Early Modern Dialogue with Islam: Antonio de Sosa's Topography of Algiers (1612)</i> , María Antonia Garcés ed. (2011), 151-159 [C] 2) Antony, <i>Pirates in the Age of Sail</i> (2007), "Maltese Corsairing License Issued to Knight Charles de Willers," 94–95 3) Antony, <i>Pirates in the Age of Sail</i> , "An Episode at Estampalia," 95–97 <b>Primary Source Analysis 1: Due Tuesday, July 8<sup>th</sup> by 11:59 AM, before the start of class</b>

Weds 7/9	Lecture: Portugal, Spain, and the Rise of Global Empires	1) Cheryl E. Martin & Mark Wasserman, "The Iberians' New World," 96-111 [C] 2) Lane, <i>Pillaging the Empire</i> , 13–28
Thurs 7/10	Discussion: The "Age of Exploration" in Historical Context	1) Christopher Columbus, "Memorandum to Antonio de Torres, Isabela, 30 January 1494," in <i>Columbus on Himself</i> , 115–127 [C]
Fri 7/11	Lecture: The Spice War	1) Lane, <i>Pillaging the Empire</i> , 152-161 2) "Charter of the Dutch East India Company, 1602" [C] 3) Gerstell, "Administrative Adaptability: The Dutch East India Company and Its Rise to Power," 47–59 [C]

### **WEEK 3 (7/14– 7/18): DUTCH ROVERS, THE SPICE WAR, AND THE AGE OF THE BUCCANEERS**

Date	Lecture or Discussion	Reading & Assignments
Mon 7/14	Lecture: Smugglers, Pirates, and Privateers – the Elizabethans	1) Lane, <i>Pillaging the Empire</i> , 29–56
Tues 7/15	Discussion: Smugglers, Pirates, and Privateers	1) <i>Spanish Documents Concerning English Voyages to the Caribbean, 1527-1568</i> (1929), 82-86; 113-115; 116-119 [C] 2) <i>Documents Concerning English Voyages to the Spanish Main, 1569-1580</i> (1932), 3-4; 12-15; 220-222 [C] 3) <i>Further English Voyages to Spanish America, 1583-1594</i> (1951), 32-37 [C] <b>MAP QUIZ</b>
Weds 7/16	Lecture: Dutch Raiders in the Americas	1) Lane, <i>Pillaging the Empire</i> , 57-88
Thurs 7/17	MIDTERM EXAM	<b>MIDTERM EXAM in Discussion Section STUDY!</b>
Fri 7/18	Lecture: The Buccaneers of the Caribbean [Announcing the CAPSTONE PROJECT]	1) Lane, <i>Pillaging the Empire</i> , 89–121

### **WEEK 4 (7/21– 7/25): GOLDEN AGE OF PIRACY, MIDTERM EXAM**

Date	Lecture or Discussion	Reading & Assignments
Mon 7/21	Lecture: The Last Buccaneers	1) Lane, <i>Pillaging the Empire</i> , 176–206
Tues 7/22	Discussion: Grotius, "the Open Sea," and International Law	1) Grotius, <i>The Free Sea</i> , 5–15, 49–51, 57–60 [C]

Weds 7/23	Lecture: The Turn Toward Pirate Suppression	1) Lane and Bialuschewski, "Global Piracy and European Law," 1–8 [C] 2) Antony, <i>Pirates in the Age of Sail</i> , "Captain William Kidd's Royal Commission, 1695," 75–78
Thurs 7/24	<b>Library Visit to Special Collections during Thursday's Sections of July 24<sup>th</sup></b>	1) Rediker, <i>Villains of All Nations</i> , 1–59
Fri 7/25	Lecture: The Golden Age of Piracy	1) Rediker, <i>Villains of All Nations</i> , 60-102 <b>CAPSTONE PROJECT PRELIMINARY STEPS due Friday, July 25<sup>th</sup> by 11:59AM, before class</b>

**WEEK 5 (7/28– 8/1): GOLDEN AGE, THE CHINA COAST, AND SOUTHEAST ASIA**

Date	Lecture or Discussion	Reading & Assignments
Mon 7/28	Lecture: The Golden Age of Piracy, continued	1) Rediker, <i>Villains of All Nations</i> , 127–177
Tues 7/29	Discussion: The Golden Age - Economics, Ideology, Egalitarianism	1) Antony, <i>Pirates in the Ages of Sail</i> , "The Manner of Buccaneers," 64–67 2) Antony, <i>Pirates in the Age of Sail</i> , "Captain William Snelgrave's Captivity," 78–85 3) Antony, <i>Pirates in the Age of Sail</i> , "Pirate Articles," 91–94 [Optional: Antony, <i>Pirates in the Ages of Sail</i> , "Hydrarchy and Libertalia," 166–179]
Weds 7/30	Lecture: Piracy on the China Coast	1) Lane, <i>Pillaging the Empire</i> , 161–175 2) Antony, <i>Pirates in the Age of Sail</i> , 32–44 <b>Map Quiz 2 during lecture</b>
Thurs 7/31	Discussion: Piracy in the Pacific Ocean	1) Antony, <i>Pirates in the Age of Sail</i> , "Cases of Wakō Piracy in Sixteenth-Century China," 108–111 2) Antony, <i>Pirates in the Age of Sail</i> , "The Pirate Zheng Zhilong," 111–114
Fri 8/1	Lecture: Raiders, Warriors, and Traders in Southeast Asia	1) Antony, <i>Pirates in the Age of Sail</i> , 44–56 2) Antony, <i>Pirates in the Age of Sail</i> , "An Oral History of Sea Dayak Raiding," 134–138 3) Antony, <i>Pirates in the Age of Sail</i> , "Sulu Slave Raiding, early nineteenth century," 146–148

**WEEK 6 (8/4– 8/8): MODERN PIRACY**

Date	Lecture or Discussion	Reading & Assignments
Mon 8/4	Lecture: Peak of Piracy in Southeast Asia and on South China Coast	<b>Capstone Project Essay due Monday, AUGUST 4TH by 10:00 AM</b>

Tues 8/5	Discussion: <i>Raiders of the Sulu</i>	1) Antony, <i>Pirates in the Age of Sail</i> , "Imperial Edict Concerning the Problem of Piracy," 120–121 2) Antony, <i>Pirates in the Age of Sail</i> , "Chinese Pirate Pact of 1805," 122–124 3) Antony, <i>Pirates in the Age of Sail</i> , "A Petition to Surrender, 1810," 131-133
Weds 8/6	Lecture: Piracy in the Modern World	1) Antony, <i>Pirates in the Age of Sail</i> , 56–59 2) Alpers, "Piracy and Indian Ocean Africa," <i>Journal of African Development</i> 13, no. 1 (2011): 17–38
Thurs 8/7	Discussion: <i>Stolen Seas</i>	Watch: <i>Stolen Seas</i> (2013) at home <a href="https://www.vudu.com/content/movies/details/Stolen-Seas/405420">https://www.vudu.com/content/movies/details/Stolen-Seas/405420</a>
Fri 8/8	FINAL EXAM	<b>FINAL EXAM in class</b>

#### STATEMENT REGARDING ACADEMIC HONESTY:

Students are expected to uphold the Academic Honor Code of the University of Florida. UF students are bound by The Honor Pledge which states "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class. An excellent website that discusses plagiarism, correct citing of references, and correct use of quotations is: <http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=adaa44500eaf460a84f238e6b9a558f9>. Unless otherwise instructed, you are **not permitted to use Chat GPT** or any other AI software to generate your essays or other assignments. The use of such software will be considered **equivalent to plagiarism**. Please consult UF guidelines regarding the use of such technologies: Any assignment demonstrating evidence of **plagiarism** or otherwise **violating** the Academic Honor Code will automatically receive a **failing grade** and be **reported** to the Dean of Students.

#### COURSE EVALUATIONS:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/> Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/> Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

#### UNIVERSITY RESOURCES:

**Disability Accommodations:** Students requesting accommodation should first register with the Dean of Students Office so that you have documentation for all your courses. For more information about services available to University of Florida students: <https://disability.ufl.edu/> or visit Disability Resource Center, 001 Reid Hall Phone: 352) 392-8565 / email: [DRC@ufsa.ufl.edu](mailto:DRC@ufsa.ufl.edu)

**UF Counseling and Academic Resources:** On-campus services are available for students having personal problems or lacking clear career and academic goals. They include:

1. U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or (352) 392-1575 so that a team member can reach out to the student.
2. University Counseling Center, 401 Peabody Hall, (352) 392-1575
3. Student Mental Health, Student Health Care Center, (352) 392-1161
4. Sexual Assault Recovery Services (SARS), Student Health Care Center, (352) 392-1161
5. Career Resource Center, Reitz Union, (352) 392-1601 <https://career.ufl.edu/>
6. E-learning technical support: (352) 392-4357 | email: [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu) | <https://elearning.ufl.edu/>
7. Library Support, <http://cms.uflib.ufl.edu/ask>
8. Writing Studio, 302 Tigert Hall, (352) 846-1138 <http://writing.ufl.edu/writing-studio/>