

## SYLLABUS FOR IDS 2935: PIRATES & POWER: A GLOBAL HISTORY (SPRING 2023)



Quest 1 Theme: Justice and Power

Primary General Education designation: H

Writing designation: WR2000

### **CLASS SCHEDULE:**

Lectures MW 9:35–10:25AM in Fine Arts B 105

Discussion Sections: 9:35–10:25AM in Turlington 2306; 11:45AM–12:35PM in Turlington 2342; 12:50–1:40PM in Rinker 210.

Professor Anton Matytsin | [matytsina@ufl.edu](mailto:matytsina@ufl.edu)

Office: Keene-Flint Hall 230

Office Hours: MWF: 11:00–12:00PM; or by appointment

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Office Hours: **TBA**

### **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.

\*“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

### **ASSIGNMENTS AND EVALUATION:**

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 10<sup>th</sup>** and **Friday, April 21<sup>st</sup>**.

**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 8<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 28<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.

**Office Hours:** My office hours are **Mondays, Wednesdays, and Fridays, 11AM–12PM** in Keene-Flint 230; or by appointment. You are highly encouraged to attend office hours at least once during the semester.

#### **STATEMENT REGARDING ACADEMIC HONESTY:**

Students are expected to uphold the Academic Honor Code of the University of Florida. The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and responsibility on the part of the University community. For a full explanation visit: [www.registrar.ufl.edu/catalog/policies/students.html](http://www.registrar.ufl.edu/catalog/policies/students.html). 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>.

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 feedback on the quality of instruction in this course by completing [online evaluations](#). 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.

#### **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: Dean of Students Office Disability Resource Center, 202 Peabody Hall or 0020 Reid Hall Phone: (352) 392-1261/(352) 392-8570 or at: <http://www.dso.ufl.edu/drc/>

**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, 301 Peabody Hall, (352) 392-1575,
3. Student Mental Health, Student Health Care Center, (352) 392-1171
4. Sexual Assault Recovery Services (SARS), Student Health Care Center, (352) 392-1161
5. Career Resource Center, Reitz Union, (352) 392-1601 <http://www.crc.ufl.edu/>
6. E-learning technical support: (352) 392-4357/ email: [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu)  
<https://lss.at.ufl.edu/help.shtml>.
7. Library Support, <http://cms.uflib.ufl.edu/ask>
8. Writing Studio, 302 Tigert Hall, (352) 846-1138 <http://writing.ufl.edu/writing-studio/>

**GENERAL EDUCATION AND QUEST OBJECTIVES & SLOs:**

**Objectives—Gen Ed Primary Area and Quest**

<b>Humanities Objectives</b>	<b>Quest 1 Objectives</b>	<b>This Course's Objectives</b>	<b>Objectives will be Accomplished By:</b>
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

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.
<b>Connection</b>	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

## Writing Assessment Rubric

	<b>SATISFACTORY (Y)</b>	<b>UNSATISFACTORY (N)</b>
<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 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.

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 (JANUARY 9–13): INTRODUCTION – DEFINING PIRACY**

Lectures on Monday, January 9 and Wednesday, January 11

Readings for Friday Sections: 1) Marcus Rediker, *Villains of All Nations*, 1–18  
2) Kris Lane, *Pillaging the Empire: Global Piracy on the High Seas, 1500–1700*, xi–xv, 1–5  
3) Kris Lane and Arne Bialuschewski, “Global Piracy and European Law,” in *Piracy in the Early Modern Era*, 1–8 [C]

## **WEEK 2 (JANUARY 16–20): PIRACY IN THE ANCIENT WORLD**

January 16: No Class (MLK Day)

Lecture on Wednesday, January 18

Readings for Friday Sections: 1) Philip de Souza, “Piracy in Classical Antiquity: The Origins and Evolution of a Concept,” in *Persistent Piracy: Maritime Violence and State Formation in Historical Perspective*, ed. Stefan Amirel and Leos Müller (2014), 24–44 [C]  
2) Plutarch, “[On Caesar and the Pirates](#)” [C]

## **WEEK 3 (JANUARY 23–27): PIRACY FROM THE MIDDLE AGES TO THE SIXTEENTH CENTURY**

Lectures on Monday, January 23 and Wednesday, January 25

Readings for Friday Sections: 1) Neil Price, “Sheep-Men and Slaughter-Wolves: Pirate Polities in the Viking Age,” in *Persistent Piracy*, ed. Amirel and Miller, 51–65 [C]  
2) “[Three Sources on the Ravages of the Northmen in Falkland, c.843–912](#)” [C]  
2) Lane, *Pillaging the Empire*, 7–13  
3) Robert J. Antony, *Pirates in the Age of Sail* (2007), “Maltese Corsairing License Issued to Knight Charles de Willers,” 94–95  
4) Antony, *Pirates in the Age of Sail*, “An Episode at Estampalia,” 95–97  
5) Antony, *Pirates in the Age of Sail*, doc. 12 “European Renegade and Corsair John Ward,” 97–101

## **WEEK 4 (JANUARY 30–FEBRUARY 3): PORTUGAL, SPAIN, AND THE RISE OF GLOBAL EMPIRES**

Lectures on Monday, January 30 and Wednesday, February 1

Readings for Friday Sections: 1) Antony, *Pirates in the Age of Sail*, 5–11  
2) Lane, *Pillaging the Empire*, 13–28  
3) Cheryl E. Martin and Mark Wasserman, “The Iberians’ New World,” in *Latin America and its People, Vol 1: to 1830* (2008), 111–142 [C]  
4) Christopher Columbus, “Memorandum to Antonio de Torres, Isabela, 30 January 1494” in *Columbus on Himself*, 115–127 [C]

### **Primary Source Analysis 1: Due Friday, February 3<sup>rd</sup> at 11:59PM**

Document: “Customs of the Algerian Corsairs” excerpt from *An Early Modern Dialogue with Islam: Antonio de Sosa’s Topography of Algiers (1612)*, María Antonia Garcés ed. (2011).



**WEEK 5 (FEBRUARY 6–10): SMUGGLERS, PIRATES, AND PRIVATEERS: THE ELIZABETHANS**

Lectures on Monday, February 6 and Wednesday, February 8

Readings for Friday Sections: 1) Lane, *Pillaging the Empire*, 29–56  
2) Antony, *Pirates in the Ages of Sail*, “Francis Drake on the Pacific Coast,” 61–64  
3) Antony, *Pirates in the Ages of Sail*, “Drake’s Island of Thieves,” 143–146  
4) [Sir Francis Drake: A Pictorial Biography by Hans P. Kraus](#) [C]

**Map Quiz 1 during Friday’s Sections**

**WEEK 6 (FEBRUARY 13–17): THE DUTCH REVOLT AND THE SEA BEGGARS**

Lectures on Monday, February 13 and Wednesday, February 15

Readings: 1) Lane, *Pillaging the Empire*, 57–88  
2) Hugo Grotius, *The Free Sea*, 5–15, 49–51, 57–60

**Library Visit to Special Collections during Friday’s Sections of Friday, February 17<sup>th</sup>**

**WEEK 7 (FEBRUARY 20–24): THE SPICE WAR AND EARLY MODERN GLOBALIZATION**

Lectures on Monday, February 20 and Wednesday, February 22

Readings for Friday Sections: 1) Lane, *Pillaging the Empire*, 152–168  
2) Adam Clulow, *The Company and the Shogun: The Dutch Encounter with Tokugawa Japan*, 135–170 [C]  
3) “Charter of the Dutch East India Company, 1702” [C]

**WEEK 8 (FEBRUARY 27–MARCH 3): THE BUCCANEERS OF THE SEVENTEENTH CENTURY**

Lectures on Monday, February 27 and Wednesday, March 1

Readings for Friday Sections: 1) Lane, *Pillaging the Empire*, 89–151  
2) Antony, *Pirates in the Ages of Sail*, 11–14  
3) Antony, *Pirates in the Ages of Sail*, “The Manner of Buccaneers,” 64–67

**WEEK 9 (MARCH 6–10): THE GOLDEN AGE OF PIRACY, PART I**

Lecture on Monday, March 6

Readings: 1) Rediker, *Villains of All Nations*, 19–59

**Midterm Exam in Class on Wednesday, March 8<sup>th</sup>**

**NO CLASS on Friday, March 10, Enjoy Spring Break!**

## **WEEK 10 (MARCH 20–24): THE GOLDEN AGE OF PIRACY, PART II**

Lectures on Monday, March 20 and Wednesday, March 22

- Readings for Friday Sections: 1) Lane, *Pillaging the Empire*, 176–206  
2) Antony, *Pirates in the Age of Sail*, “Deposition of Adam Baldrige,” 67–70  
3) Antony, *Pirates in the Age of Sail*, “John Dann’s Testimony against Henry Every,” 70–75  
4) Antony, *Pirates in the Age of Sail*, “Captain William Kidd’s Royal Commission, 1695,” 75–78

## **WEEK 11 (MARCH 27–31): ECONOMICS AND IDEOLOGY**

Lectures on Monday, March 27 and Wednesday, March 29

- Readings for Friday Sections: 1) Rediker, *Villains of All Nations*, 60–102  
2) Marcus Rediker, “Hydrarchy and Libertalia,” in Antony, *Pirates in the Ages of Sail*, 166–179  
3) Antony, *Pirates in the Age of Sail*, “Pirate Articles,” 91–94

### **Primary Source Analysis 2: Due Friday, March 31<sup>st</sup> at 11:59PM**

Document: To be selected from UF Special Collections

## **WEEK 12 (APRIL 3–7): LIFE, LABOR, AND LOVE ON SHIP AND IN PORT**

Lectures on Monday, April 3 and Wednesday, April 5

- Readings for Friday Sections: 1) Rediker, *Villains of All Nations*, 103–126  
2) Jo Stanley, “The Women Among the Boys,” in Antony, *Pirates in the Age of Sail*, 153–166  
3) Antony, *Pirates in the Age of Sail*, “Captain William Snelgrave’s Captivity,” 78–85  
4) Antony, *Pirates in the Age of Sail*, “The Life of Mary Read,” 85–91

## **WEEK 13 (APRIL 10–14): END OF THE GOLDEN AGE OF PIRACY AND PIRACY ON THE CHINA COAST**

Lectures on Monday, April 10 and Wednesday, April 12

- Readings for Friday Sections: 1) Rediker, *Villains of All Nations*, 127–177  
2) Lane, *Pillaging the Empire*, 176–213  
3) Lane, *Pillaging the Empire*, 168–175  
4) Antony, *Pirates in the Age of Sail*, 32–44  
5) Antony, *Pirates in the Age of Sail*, “Cases of Wakō Piracy in Sixteenth-Century China,” 108–111  
6) Antony, *Pirates in the Age of Sail*, “The Pirate Zheng Zhilong,” 111–114  
7) Antony, *Pirates in the Age of Sail*, “Imperial Edict Concerning the Problem of Piracy,” 120–121  
8) Antony, *Pirates in the Age of Sail*, “Chinese Pirate Pact of 1805,” 122–124

### **Capstone Project Preliminary Assignment due Friday, April 14<sup>th</sup> at 11:59PM**

**WEEK 14 (APRIL 17–21): RAIDERS, WARRIORS, AND TRADERS IN SOUTHEAST ASIA**

Lectures on Monday, April 17 and Wednesday, April 19

Readings for Friday Sections: 1) Lane, *Pillaging the Empire*, 151–168

2) Antony, *Pirates in the Age of Sail*, 44–56

3) Antony, *Pirates in the Age of Sail*, “An Oral History of Sea Dayak Raiding,” 134–138

4) Antony, *Pirates in the Age of Sail*, “The Pirate Ah’moi,” 138–142

5) Antony, *Pirates in the Age of Sail*, “Sulu Slave Raiding, early nineteenth century,” 146–148

6) 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]

**Map Quiz 2 during Friday’s Sections**

**WEEK 15 (APRIL 24–26): GLOBAL PIRACY TODAY**

Lectures on Monday, April 24 and Wednesday, April 26

Readings: 1) Antony, *Pirates in the Age of Sail*, 56–59

2) Edward A. Alpers, “Piracy and Indian Ocean Africa,” *Journal of African Development* 13, no. 1 (2011): 17–38

3) Watch: *Stolen Seas* (2012)

No Friday Section Meetings (Reading Days)

**Capstone Project Essay due on Friday, April 28<sup>th</sup> at 11:59PM**