Course Description
What is the relationship between illegal activity and state power? Between smuggling, theft, and economic development? How has state-sanctioned illicit action helped create the modern world? Who went “on the account” and why? What was the pirate’s worldview, and did it act as a challenge or reinforcement of the rise of global capitalism? Are pirates a boon or liability to technological and political progress? Are they Eric Hobsbawm’s socially-minded bandits struggling for societal justice, or William McNeil’s macro-parasites living off the rise of global trade? Just what did it mean to sail under the Jolly Roger on the high seas, and has the Internet become the new “high seas”?

The first half of the course will focus on pirates and smugglers during and after the golden age of piracy, and the second half on hackers, intellectual property, cyber-espionage, and technological development during the information age. At all points, we will explore the dynamic of “need vs greed” when it comes to both the motivations and outcomes of piracy.

Practical information
Course Time: MSS 216; Tu, Th: 1-2:15
Office Location: MSS 243D
Office Hours: 2 -3 pm, Mondays
Professor’s Email: christopherchurch@unr.edu

Full Texts

Assignments and Assessments
| Participation and Weekly Responses (20%) | A   | 93-100 | C+ | 77-79 | D- | 60-62 |
| Midterm (20%)                             | A-  | 90-92  | C  | 73-76 | D  | 67-69 |
| 5-Page Essay (30%)                        | B+  | 87-89  | C- | 70-72 | D+ | 63-66 |
| Final (30%)                                | B   | 83-86  | D  | 60-62 | F  | 0-59  |
Silver Core

Core Objectives

CO 10: Diversity and Equity: Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals.

Course SLOs: 1,2,3

CO 11: Global Contexts: Students will apply and evaluate modes of academic inquiry, creative expression, or results of research to problems in historical and contemporary global contexts. Students will articulate connections among local, national, and international contexts and evaluate the ways that historical and contemporary global influences affect their current situations.

Course SLOs: 4,5,6

Student Learning Objectives (SLOs)

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>SLO</th>
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<tr>
<td>• describe the role of socio-economic factors in the rise and fall of piracy, including, but not limited to, the following: poverty, naval impressment, economic and social dislocation, religious persecution, state instability and world systems theory, ethnicity and nationalism, slavery, and refugee societies</td>
<td>1</td>
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<tr>
<td>• articulate ways in which piratical societies from the ancient world to the present (naval piracy to modern hacker culture) both challenge and reinforce traditional cultural norms, including but not limited to, sexuality and gender roles, democracy and autocracy, issues of authority, violence and civil society, and social justice</td>
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<tr>
<td>• describe the perceptions, viewpoints, or life experiences of people in at least 1 society or culture outside of the United States, including the Caribbean, the Barbary States, the Ottoman Empire, China and Southeast Asia, Ancient Greece, Rome, and the Middle East</td>
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<td>• identify, analyze, and interpret connections between localized events and their global contexts, particularly the rise and fall of piracy (both maritime and intellectual) and its connection to globalization, transnational corporations, and international trade</td>
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<td>• analyze multiple connections between geographically and/or temporally distant places and periods: Ancient World, Early Modern Mediterranean, Early Modern Caribbean and West Africa, Late Modern East Africa, Late Modern Southeast and East Asia, and Present-Day Intellectual Piracy</td>
<td>5</td>
<td>11</td>
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<tr>
<td>• demonstrate how local and global contexts of ideas or events result in nuanced or conflicting understandings of contemporary and/or historical ideas, events, or experiences</td>
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Assessments [SLOs 1-6]

Attendance and Participation

Attendance is absolutely mandatory. Our common goal should be to create a friendly atmosphere that is conducive to discussion and questions. Regular attendance is essential to this goal. In addition, please note that the examinations are based on classroom lectures, discussions, handouts, and all assigned primary and secondary sources. Lectures are also designed to facilitate the analysis of the required texts and documents and the essays associated with them. Consequently, excessive absences will seriously hinder your ability to do well on the exams and the assignments and therefore the class.

Every Thursday, we will break into groups to discuss the week’s readings, and on multiple occasions, we will read primary source documents in class and evaluate them using the historical and sociological theories presented in lecture (these activities are marked in the schedule of classes). You must print and bring all readings to class! We will then compare these primary sources against historical accounts provided by secondary sources, exploring the differences that exist between primary and secondary accounts (confusion vs. hindsight, inherent values that shape experience, author’s bias, audience, etc.). Participation and questions in class are greatly encouraged and expected. Please ask if there is anything that is unclear. Also, your participation in class and online constitute 20% of your grade.

Readings and Reading Quizzes (due every Thursday)

You will be assigned a selection of readings that complement the lectures and form the basis for our weekly discussion. These readings must be completed by Thursday, at which point we will have a short reading check (aka quiz) to ensure that you’ve read. You must print and bring all readings to class! This is included in your participation grade. You will also engage with the readings at the class’s online discussion page (see below).

Completing the readings is important, because the readings
(1) demonstrate key concepts
(2) will form the basis of our weekly discussion
(3) will be on the course’s midterm and final
(4) teach critical thinking skills essential to history and transferable elsewhere

Weekly Response Assignment (due every Thursday)

Each week, you will need to write a one-paragraph response to the readings on Webcampus. In addition to summarizing and analyzing the readings, you will also be expected to pose your own questions: whether they are questions of clarification from the lecture, issues you find interesting, parts of the reading you find difficult, etc. It will be up to the class to answer those questions as they are posed, as well as up to the instructor during class time. Please note, your contributions are tracked, and participation is 20% of your final grade. More importantly, however, you and your classmates will be collectively creating your study guide for the two exams. Active and consistent participation online will help everyone tremendously throughout this course.

Examinations

Two examinations will assess your knowledge of the material presented in lectures, handouts, images, readings, and discussions. Examinations will incorporate a variety of question types such as identification, short answer, short essay, or long essay. To do well on the two examinations, always attend class regularly and read carefully. Take copious notes during lectures, discussions, and activities.

Midterm: The midterm will include a short-answer and ID section that must be completed during class, as well as a take-home essay to be completed over the weekend. Final: The final will include a variety of question types such as identification, short answer, and essay, and it must be completed entirely in class.
Written Assignments

In weekly responses and short essays, students will grapple with the moral issues inherent to piracy as they relate to issues of social justice and to the process of globalization. As it relates to the readings, students will write about the following: gender and societal barriers to female participation in maritime trade (SLO 2), female pirates—such as Anne Bonny, Mary Read, Grace O’Malley, and Ching Shih—and how they challenged societal norms (SLO 2,3), sexuality and gender norms on the high seas (SLO 2,3), race and the “invisible hook” that encouraged equality among black and white pirates (SLO 1,2), slavery and monetization of humans (SLO 1), smuggling and depressed local economies (SLO 1,3,5), etc. Students will also explore how piracy operated in a number of contexts, from the Atlantic World to the Barbary Coast to the South China Sea (SLO 3,5) to the Coast of Somalia (SLO 3,5,6), looking at the multifaceted reasons for turning toward piracy, including, but not limited to, how those dislocated by the rise of global capitalism turned to piracy as a means to meet basic needs or to protest an unjust system (SLO 1,4,6); how privateers were funded by joint-stock companies to fatten the coffers of the state or to make up for shortcomings in naval power, particularly in the United States and Somalia (SLO 1,3,4,5,6); and how others turned to piracy for the want of pure profit (SLO 1). Students will also explore how modern-day “hacktivism” and its protestation of global capitalism has its roots in the “social bandity” of pirates on the high seas reacting to the rise of joint-stock companies and rising British naval might, while at the same time acting as a parasite on the rise of a global economy (SLO 4,6).

Final Paper (5-Page)

PROMPT

Choose one or more of the following themes to compare and/or contrast today’s pirates (21st century) with those of (an) earlier period(s). Ideas you may consider include, but are not limited to, issues of social justice, gender/race composition, historic causes, geopolitical climate, modus operandi, boon vs liability, etc.

- History of Piracy (Change over time)
- Piracy and Politics (Political science of piracy)
- Who were pirates? (Sociology of Piracy)
- Pirates’ impact in the global economy (Economics)
- Image of Pirates (Culture of Piracy)

The guidelines are intentionally loose, and you will have plenty of room to carve out a space for your own argument. This means that you must have a coherent, clear, and focused thesis that presents a convincing and engaging argument. You may consult the writing center, but not one another.

You may pull in materials and outside research, though the majority of your citations must stem from class readings. Outside readings may only serve a supplemental or auxiliary role in the paper.
Course Rules and Guidelines

Readings

You must print and bring all readings to class!

Papers and Assignments

Papers, projects, and other assignments are due in class on the dates stipulated. No late papers or assignments will be accepted.

Cellphones and Computers.

Please remember to turn off your cell phones during class. You are welcome to utilize a computer to take notes during lectures; however, it should not be utilized to check your email, your Facebook account, or play games, etc. while in class. Please be courteous and wait until our class is over to engage in such activities.

Packing Up

Please refrain from packing books and other items until the instructor formally ends the class.

Email Correspondence

Please make sure that you identify yourself when you send a message to the professor, as well as use proper salutations (i.e. “Dear Dr. Church / Dear Professor Church”). Also, please allow 48 hours for a response.

Students with Disabilities

The University of Nevada, Reno is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. If you have a documented disability and will be requiring assistance, please contact the instructor and the Disability Resource Center (Thompson Building Suite 101) as soon as possible to arrange for appropriate accommodations.

Taping Class

Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

Academic Assistance

Tutoring Center (784-6801 or www.unr.edu/tutoring-center) and University Writing Center (784-6030 or http://www.unr.edu/writing-center) are available to assist you. The History Writing Center (MSS 109) helps students address all issues related to historical writing. Come prepared to discuss organization, argument, style, evidence, analysis, citations or any other concern connected to your class papers and theses. Sessions run between 30-45 minutes. For appointments, please contact: Tim Smith (tpsmith@unr.edu).
Plagiarism

Plagiarism is a serious form of academic misconduct and it will not be tolerated in this class. Plagiarism, according to the UNR catalog, is defined as “submitting the language, ideas, thoughts or work of another as one’s own.” The “work of another” includes any material used in your essays (e.g. books, articles, internet sites, documents, lecture notes, or handouts from this and other courses, etc.) Acknowledge all such material – even if you paraphrase it or summarize certain sections and don’t quote it directly.

Please note that plagiarism will result in a grade of F for the course.

Writing Guidelines

How to Avoid Plagiarism
(taken from owl.english.purdue.edu.)

A. Plagiarism is the unacknowledged use of somebody else’s words or ideas.

B. When does a writer need to document or cite information?
   1. When using or referring to somebody else’s words or ideas from a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium;
   2. When using information gained through interviewing another person;
   3. When copying the exact words or a “unique phrase” from somewhere;
   4. When reprinting any diagrams, illustrations, charts and pictures; and,
   5. When using ideas that others have given you in conversations, lectures or email.

Quotations must be identical to the original and must be cited.

Paraphrasing involves putting a passage or information from source material into your own words. Paraphrasing must be cited.

Summarizing involves putting the main idea(s) or points of another author into your own words. Summarizing also must be cited.
Quality Guidelines for All Written Assignments

A is an exceptional grade reserved for work of exceptional quality. This grade is for essays that have all the qualities of the B essay, and in addition are well written and display analytical skills and/or originality. The last two criteria are extremely important. A essays do not merely summarize material from the readings or lectures. In addition, ideas must be expressed clearly, no matter how insightful or interesting they are.

B denotes work that is above average in quality. It demonstrates that the student knows and understands the material covered in class and being analyzed, and that s/he is capable of synthesizing it into a competent essay. It is accurate, detailed, and well organized, with an introduction, an argument, and a conclusion. Usually, either writing problems or a lack of analysis is what prevents a B essay from being an A.

C is given for work that is average. The student shows familiarity with the material, answers the central questions posed, and is mostly accurate, but lacks the sophistication of either the B or A student. The C essay might make general points but fail to support them with specific evidence or details, or it might have problems with organization or writing style. Sometimes a C essay is merely a collection of facts, with no coherent theme or thesis.

D is given for work that is inadequate. It omits important points, contains more than a few inaccuracies, and is badly organized. It does not answer the central questions posed in the assignment. It suggests one of three things: 1) the student has barely been paying attention to the course, 2) s/he has problems understanding the material, 3) s/he has problems expressing ideas in writing.

Please feel free to come and discuss a work with me before the assignment is due. I would also gladly look over rough drafts as long as they are given to me in a timely fashion.

Style Requirements for All Written Assignments

1. Utilize 1 inch margins on all sides. Use 12 point type font in Times New Roman. The print must be dark; print not easily readable will be rejected.

2. Assignments should be double spaced or single spaced as specified in the syllabus (except in the case of a lengthy direct quotation; see #4 below).

3. Direct quotations should be used sparingly to emphasize a particular point. Papers or essays that consist of a string of long quotations from the text without any (or only cursory) analysis will be returned as unsatisfactory.

4. Single space and double indent quotations over 4 lines in length.

5. Remember: do not plagiarize. Ask me if you are ever in doubt.

6. Number all pages.

7. Do not place spaces between paragraphs.

8. Please remember that one or two sentences do not make a paragraph - usually five do.

9. Please use spell check and proof for grammatical errors such as sentence fragments and run-on sentences. It is true that this is not an English grammar course; but, sloppy writing distracts from otherwise interesting ideas and intriguing critical analysis.
Schedule

Overview

Week 1: Syllabus and Welcome | Pirates in Popular Culture

Tu (1/20): Syllabus and Course Overview

Th (1/22): Pirates in Popular Culture [SL0s 5,6]

Readings

• “Preface” in Skowronek, pp. xii-xxiv
• Cordingly. Under the Black Flag, p. 241-244
• Chapter 1, “Brought to Book: Reading about Pirates” by C.R. Pennell in Bandits at Sea

Week 2: Piracy from the Aegean to Caribbean Sea, from the High Seas to Cyberspace

Tu (1/27): Piracy from the Ancient World to the Modern [SL0s 3,4,5,6]

Th (1/29): Theorizing Piracy: a Discussion [SL0s 5,6]

Readings:

• John Anderson. “Piracy and World History” in Bandits at Sea

Week 3: The Modus Operandi of Piracy

Tu (2/3): The Pirates’ Worldview and Place in Society [SL0s 1,2,3]

Th (2/5): ends justify the means? – A discussion [SL0s 1,2,3,6]

Readings

• “What is Social Banditry?” by Eric J. Hobsbawm in Bandits (1969):17-33
• J.S. Brownley, “Outlaws at Sea” in Bandits at Sea.

Week 4: The Rise of Piracy and the Early State System

Tu (2/10): Of Religious Persecution and Spanish Domination from Privateers to Buccaneers [SL0s 1,3,4,5]

Th (2/12): Piracy and the State [SL0s 1,3,4,5]

Readings

• Rediker, Villains. Chapters 1, 2, and 3, pp. 1-59
• Anne Pérotin-Duman, “The Pirate and the Emperor,” in Bandits at Sea.
Week 5: Gender and sexuality amongst pirates

Tu (2/17): Romancing the Pirate: Sexuality on the High Seas [SL0s 1,2,3,6]

Th (2/19): Discussion: Gender, Sex, and Debaucheries [SL0s 1,2,3,6]

Readings

- Chapter 6 in Rediker, Villains. pp. 103-126
- “Women Pirates and Pirates’ Women” by David Cordingly. Under the Black Flag, pp. 56-78
- Dian Murray. “The Practice of Homosexuality among the Pirates of Late Eighteenth and Early Nineteenth-Century China” in Bandits Reader at Sea

Week 6: The Decline of New World Piracy

Tu (2/24): The End of the Golden Age and the Rise of the British Navy [SL0s 1,3,4,5]

Th (2/26): Discussion: Why the End? [SL0s 1,3,4,5,6]

Readings

- Chapters 7, 8, and conclusion in Rediker, Villains, pp. 127-176

Week 7: Piracy, Smuggling, and the Illicit Slave Trade in the 19th Century

Tu (3/3): Abolition and Human Trafficking [SL0s 1,2,3,4,5]

Th (3/5): Protection and Free Trade: There and Back Again [SL0s 1,2,3,4,5,6]

- Kinkor, “Black Men Under the Black Flag” in Bandits at sea

Week 8: Midterm

Tu (3/10): Review [SL0s 1,2,3,4,5,6]

Th (3/12): Midterm [Assessment for SL0s 1,2,3,4,5,6]

SPRING BREAK (3/14 – 3/22)
The Rise of New Piracy

Week 9: Old Habits Die Hard: Piracy in the 19th Century

Tu (3/24): The Long 19th Century Piracy and Privateering [SL0s 1,2,4]

Th (3/26): The End of Privateering? From Barbary Pirates to the Civil War [SL0s 1,2,4,5,6]

Reading

• Assorted Primary Sources (US Privateers)
• Faye Kert. “Cruising in Colonial Waters: The Organization of North American Privateering in the War of 1812.” (on ARES E-Reserve)
• Lemnitzer, Jan Martin. Power, Law and the End of Privateering. Introduction (1-17) / Chapter 6 (115 – 154)

Week 10: De-stabilized states: Piracy in the 20th and 21st Centuries

Tu (3/31): The Return of Old Piracy: Somali Pirates [SL0s 1,2,3,5]

Th (4/2): Moral Obligations and the New World Order [SL0s 1,2,3,5]

Readings


Week 11: The Hacker Ethic and the Rise of New Piracy

Tu (4/7): The Hacker Ethic and the Motor of Technological Change [SL0s 4,5,6]

Th (4/9): Discussion: Are Hackers the New Pirates? [SL0s 4,5,6]

Readings

• An unnamed hacker. “We are Anonymous.” Dazed Digital. 2013.

Week 12: Hacking as a Tool: Open-Source and Free (Intellectual) Trade

Tu (4/14): The New Open Seas: Net Neutrality, Opportunities and Challenges [SL0s 4,5,6]

Th (4/16): Property is Theft! Should Intellectual Property be Free? [SL0s 2,4,5,6]

Readings

• Sam Gustin. “8 Things You Should Know About Net Neutrality.” Time Magazine. 16 May 2014.
• Adrian Johns. *Piracy: The Intellectual Property Wars from Gutenberg to Gate*. 2010. (selection)
• Starkley, “Pirates and Markets” in *Bandits at Sea*

**Week 13: Hacktivism: Hacking as a Weapon and its Relationship to State Authority**

Tu (4/21): Cyber-espionage, Hacktivism, and Hacking “of” the State [SL0s 4,5,6]

Th (4/23): Apolitical or Antipolitical: Anonymous, Lulzsec, and the World of Distributed Hacking [SL0s 1,2,3,5,6]

Readings

• Parmy Olson. *We Are Anonymous: Inside the Hacker World of LulzSec, Anonymous, and the Global Cyber Insurgency*. (selection)
• Begin Reading Neuromancer for next week

**Week 14: Cyberpunks and Cyber-Culture**

Tu (4/28): Cyberpunks and the State, man! [SL0s 1,2,3,4,5,6]

Th (4/30): A Discussion of Neuromancer (first half) [SL0s 1,2,3,4,5,6]

Readings

• Begin Reading *Neuromancer*

**Week 15: Corporations and the Para-State**

Tu (5/5): A Discussion of Neuromancer (second half) [SL0s 1,2,3,4,5,6]

Th (5/7): Tying it all Together: Piracy and the Rise of the Modern State [SL0s 1,2,3,4,5,6]

Readings

• Gibson, *Neuromancer*. (entire)

**Week 16: Final Exam**

Tu (5/12): Final Exam [Assessment for SL0s 1,2,3,4,5,6]

5/13/15 – End of Semester