"The Articles of Agreement"
Fall Semester 2020
HST 384: History of Piracy in the Americas
(3 credits)

Missouri State University
Fall Semester 2020
ONLINE COURSE

“We will give the Spaniards no peace beyond the line!”
--Sir Francis Drake, 1570s

Required Text & Readings:

2). Esquemeling, John (a.k.a. Alexander Exquemelin). The Buccaneers of America (Dover Press, 2000 [1684]).
5). Various Other short Readings on Blackboard

Welcome to History 384-History of Piracy in the Americas, 1492-1820: This course examines the
history of piracy in the Americas from the point of European contact to the latter eighteenth century, a
period historians roughly designate as the “early modern.” The early modern period was an age marked
by new ideas in science, medicine, and religion, by advances in shipbuilding, mining, and artillery
manufacture, but also a time of endemic religious conflicts, expansive empires, and wars. In terms of
overseas trade and conquest, Spain and Portugal were at the forefront throughout much of this period, and
their successes in the Americas and elsewhere led their northern neighbors, particularly the French,
English, and Dutch, to cast covetous eyes upon slow-moving, inbound treasure ships. These predators
and the prey they seized upon are the primary subject of this course. The course will cover the social
history of pirate bands as well as the history of the Transatlantic Treasure fleets and the Spanish Empire’s
defensive networks. A final examination of the course will focus on the long term consequences,

economic and otherwise, that piracy entailed for its mostly Spanish victims.
Learning Outcomes:

A student who successfully completes this course should be able to:

1. Identify key events and persons involved in the rise of early piracy/privateering in the sixteenth and early seventeenth centuries. (Objective tests: Midterm and Final Exams).

2. Identify key geographic and cultural areas of conflict involved in piracy, its history, its operations and contemporary global events. (Map Quizzes; Reflective Journals, Reading Quizzes, Midterm and Final Exams)

2. Explain the differences and similarities between: privateers, buccaneers, and pirates. (Reflective Journals, Reading Quizzes, Midterm and Final Exam).

3. Separate fact from fiction and be able to discuss the myths and realities of pirate life. (Reflective Journals, Reading Quizzes, Midterm and Final Exam; Internet Primary Sources, Final Research Paper).

4. Apply alternative theories from sociology, anthropology, history and political science to explain the role of piracy as an integral component in the rise of modern nation states. (Reflective Journals, Research Papers).

5. Identify and discuss the key events and figures involved in buccaneering and piracy through the seventeenth and eighteenth centuries. (Reflective Journals, Reading Quizzes, Midterm and Final Exam: Final Research Papers).


7. Explain how late 17th and early 18th century piracy was countercultural phenomenon. (Reflective Journals, Reading Quizzes, Midterm and Final Exam: Discussions)

8. Explain the nature of contemporary global piracy and related issues for international law. (Reflective Journals, Reading Quizzes, Discussions)

10. Discuss the romance of piracy and why the image of piracy continues to fascinate us today. (Final Exam; Final Research Papers)
Method of Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Online Lesson Quizzes (14 Quizzes)</td>
<td>14 online quizzes over the lesson modules and readings (25 point each)</td>
<td>350 Points</td>
</tr>
<tr>
<td>Lesson Reflective Journal Posts (14 Blog Posts)</td>
<td>14 online reflective journal entries on the online lesson themes of the course (25 pts each)</td>
<td>350 Points</td>
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<tr>
<td>Map Quiz # 1</td>
<td>Map Quiz # 1: Spanish Treasure Fleet System &amp; Early Piracy Along the Spanish Main</td>
<td>75 Points</td>
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<tr>
<td>Online Mid-Term Exam # 1</td>
<td>1 Online Mid-Term Exam—Objective Questions</td>
<td>300 Points</td>
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<tr>
<td>Map Quiz #2</td>
<td>1 Online Map Quiz # 2: The Buccaneers and Pirates of the Golden Age</td>
<td>75 Points</td>
</tr>
<tr>
<td>Online Final Exam # 2</td>
<td>1 Final Exam—Objective Questions</td>
<td>300 Points</td>
</tr>
<tr>
<td>Research Paper Prospectus &amp; Annotated Bibliography</td>
<td>1 Research Paper Outline &amp; Bibliography</td>
<td>75 Points</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>2,000 Points</strong></td>
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Grading Policy:

<table>
<thead>
<tr>
<th>Points Range</th>
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<tbody>
<tr>
<td>1860-2000 Points</td>
<td>A</td>
<td>1740-1799 Points</td>
<td>B+</td>
<td>1540-1599 Points</td>
<td>C+</td>
</tr>
<tr>
<td>1800-1859 Points</td>
<td>A-</td>
<td>1660-1739 Points</td>
<td>B</td>
<td>1460-1539 Points</td>
<td>C</td>
</tr>
<tr>
<td>1600-1659 Points</td>
<td>B-</td>
<td>1400-1459 Points</td>
<td>C-</td>
<td>0-1199 Points</td>
<td>F</td>
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</table>

*SINCE THE GRADE IN THIS CLASS IS BASED ON POINTS INSTEAD OF PERCENTAGES, GRADES ARE NEITHER ROUNDED UP NOR ROUNDED DOWN IN THIS COURSE UNDER ANY CIRCUMSTANCES!*

Directions for completing course assignments are provided in the Lessons area of this Blackboard site and all deadlines and due dates are recorded on the Course Calendar. This course grade will consist of the following components:
Online Lesson Quizzes (14 online quizzes over the lesson modules and readings worth 25 point each (350 points))

This component involves fourteen short online quizzes over the online lessons or modules for the selected weeks where these lessons occur. The quizzes will be made up of multiple choice, fill in the blank, and other types of objective questions.

Online Lesson Reflective Journal Posts (14 Blog Posts over the lesson modules and materials worth 25 points each): (350 points)

This component takes into account a number of variables including but not limited to: 1). Your participation and attendance during our weekly class sessions. 2). Your respect and attitude towards the class and your peers. Active participation is a must! Every lesson theme, each student will post a reflective journal post answering a series of focus questions about the lesson materials showing their understanding and acquired knowledge from the lesson readings and materials. These will be posted under the Blackboard section labelled JOURNALS.

Map Quiz #1: Online Map Quiz on Spanish Treasure Fleet System & Early Piracy Along the Spanish Main (75 points): Each student will be required to take a map quiz covering historical and geographical knowledge of Piracy in the Americas under study during the course.

Map Quiz #2: Online Map Quiz on The Buccaneers and Pirates of the Golden Age (75 points): The second map quiz will test the student's knowledge of the Geography of the era of the Buccaneers and the Golden Age Pirates.

Midterm Objective Question Exam #1 (300 points): There will be one Midterm exam during the semester covering the class presentations and the secondary and primary source reading materials assigned in class. You will be responsible for both the required texts and the additional readings assigned each week. This exam will cover the background and general context concerning the history of Piracy in the Americas in order to ensure that the students have a basic understanding of the course material and historical context within which they will be writing individual research papers.

Final Exam Objective Question Exam #2 (300 points): There will be one final exam during the semester covering the class presentations and the reading materials assigned in class. You will be responsible for both the required texts and the additional readings assigned each week. This exam will cover material from the Age of the Buccaneers and the Golden Age of Piracy. More information on the questions and material on the exam will be given in class.

Research Paper Topic & Thesis Statement (25 points): A preliminary research paper topic along with a formal prospectus and a preliminary outline of the final research paper (5%) will be turned in early in the semester for the professor’s approval.

Research Paper Prospectus, Outline & Annotated Bibliography (75 points): Later on each student will also be expected to hand in a formal research paper prospectus and annotated bibliography.

Final Research Paper Draft (450 points): One of the major final parts of the student’s grade in this course requires the completion of a detailed research paper based on the interdisciplinary use of primary sources on the history of Piracy. Students in HST 384 will be required to write a 15-20 page research paper on a topic pertaining to any aspect of the history of Piracy in World History. Each student’s paper will be expected to rely heavily on primary sources.
Online Class Policies
The following policies are designed to ensure your success in this online course.

Attending Class

Taking an online course is a different style of learning for many people. You may think you will be learning on your own, but you will soon discover many opportunities to work as a team with other students and to communicate with the instructor of your online course. You will find the support you need and have a great learning experience.

Because you do not come on campus and sit in a classroom, attendance is determined by your active participation and communication in the course.

Make sure that you log in frequently, participate in your course activities and discussions, and check your MSU email regularly.

Students who succeed in online classes keep a schedule just as they would if they were attending class on campus, and they communicate with one another and their instructor frequently.

Attendance is vital to your success. Consistent attendance usually leads to above-average grades. Check MSU email and Blackboard at least four times per week.

When logging on to Blackboard, check course Announcements.

Meeting Deadlines

All assignments are due by **11:59 p.m.**, Central Standard Time, on the day specified unless otherwise stated in the course. Plan ahead for the unexpected!

You are accountable for staying on the summer session schedule should technological or other problems arise.

You should immediately communicate with the instructor if an emergency may affect your ability to meet course deadlines.

An online course gives you the flexibility to do your coursework when it best fits your schedule, as long as you meet deadlines set by your instructor.

Do not let this flexibility be your downfall. Set aside time in your schedule to participate online and to complete your assignments. You will have frequent deadlines to keep you on track.

Do not fall behind. Playing catch-up causes stress, and stress reduces learning.

Many college students juggle school, work, family, and other life responsibilities all at the same time.

If a serious life issue prevents you from staying current in your coursework, contact your instructor as soon as possible and explain your circumstances.
Accepting Late Work

Late work will be accepted up to one week from the original deadline, but only with prior approval from the instructor. All times and due dates will be set for CST for the Missouri time zone.

Without prior approval, any late work will be subject to a grade penalty. Late work submitted more than one week from the original deadline without prior permission from the instructor will receive a failing grade.

All work must be submitted by the last day of the course; no extensions or late work will be accepted beyond that date unless an “I” or “Incomplete grade is sought. Please plan ahead.

Submitting Work

Make sure you submit coursework according to the directions provided in the course.

Here are general guidelines for assignment submission:

- Post discussions threads and replies to the appropriate forum in the DISCUSSIONS area.
- Submit written assignments and other project deliverables in the SAFE ASSIGN spaces where appropriate in the ASSIGNMENTS tab. You should use file formats readable using Microsoft Office (.pdf, .rtf, .doc, .docx, .ppt, .pptx, etc.).
- Complete quizzes and exams as instructed in the QUIZZES AND EXAMS tab.

Do not email coursework unless you have received prior approval from your instructor.

Coursework sent by email without prior permission from your instructor will not be graded.

Receiving Grades and Instructor Feedback

Assignment grades and feedback will be provided generally one week (seven days) after the assignment is due.

Unless otherwise stated, grades and feedback will be available via the MY GRADES area of the Blackboard course site.

Communicating with Your Instructor

You have numerous ways of communicating with your instructor: by email and by the Question and Answer discussion forum and individual consultations by appointment which will be conducted by ZOOM meetings so that the professor will be able to get to know the students.

An answer to an email will generally be given within 48 hours of receiving the message.

If you have a question about an assignment or class procedure, for the fastest response consider posting it in the Question and Answer discussion forum so that other members of the class can benefit from it, too. A lot of learning can happen in this forum if you use it, so please do!

If you have a personal concern (such as a question about a grade), send a private message to your
instructor through the Email button inside the Blackboard course site or through your MSU Webmail account.

If you would like an individual consultation with your instructor, you will have to schedule a time to chat online via ZOOM or via a SKYPE call.

**Sending Emails to your Instructor or classmates.**

In this class you are treated as a professional, and you must communicate with your instructor and classmates as such.

If you need to send an email to your instructor or to your classmates, please follow the requirements posted below. Also consider that knowing how to write an appropriate email is an invaluable skill for your future and it is also well appreciated in any workplace.

- Write from your academic account.
- When you write an email, do not leave the subject line blank or write something vague and informal like "hi", “hey”, “hello”, “yay”. Always use a greeting.
- Use correct grammar and punctuation. Capitalize appropriately. Use complete words and sentences; this is not texting. Check your spelling.
- Be concise and make your purpose clear, using concise language. Ask an actual question, rather than leaving it up to your instructor to infer what you do not understand.
- Sign your email appropriately.

Here is an example you can use for writing your future emails:

<table>
<thead>
<tr>
<th>Informal Email Example</th>
<th>Formal Email Example</th>
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</thead>
<tbody>
<tr>
<td>hey</td>
<td>Dear Professor Chuchiak,</td>
</tr>
<tr>
<td>we’re curious what we</td>
<td>Our group was working on the class project for HST</td>
</tr>
<tr>
<td>were supposed to be</td>
<td>384 and we didn't understand one of the</td>
</tr>
<tr>
<td>finding for what the</td>
<td>requirements (#2). Can you please clarify for us</td>
</tr>
<tr>
<td>experts say</td>
<td>what you mean by &quot;what the experts say&quot;?</td>
</tr>
<tr>
<td>?Astu</td>
<td>Thanks</td>
</tr>
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**Learning**

What matters most in any course is what you actually learn. Online learning allows you many different ways to learn, such as reading your textbook, following the hands-on practice in your assignments, communicating with your classmates and your instructor, and discovering other resources across the Internet.

If you actively participate in your course, you will get good feedback to help you with your learning. Stay active in your course and focused on your learning to get the most out of it.
Changes

Occasionally, circumstances require the instructor to change the syllabus. Should the instructor find a change necessary, you will be notified as soon as possible. You might print and hole-punch this syllabus and put it in a binder for ready referral.

Agreement

If you disagree with any of the policies or procedures spelled out above or cannot accept the demands of the course (i.e., the amount of time and work required), you need to drop the course as soon as possible. By staying in the course, you agree to comply with all the policies and procedures described in this syllabus.

Standards of Online Student Conduct

Appropriate academic conduct includes doing assigned work, meeting deadlines, participating in online discussions, and completing all the required elements of the course. It also means following these basic rules of “net”-iquette:

- Using proper capitalization, spelling, and grammar.
- Signing your name to all email messages and discussion postings.
- Providing descriptive but concise subject lines.

Furthermore, appropriate academic conduct means maintaining a safe learning environment based on mutual respect and civility. All participants in MSU online courses are expected to behave professionally by adhering to these standards of conduct in the online environment:

- Never transmit or promote content known to be illegal.
- Respect other people’s privacy as well as your own.
- Forgive other people’s mistakes.
- Never use harassing, threatening, embarrassing, or otherwise abusive language or actions.

Online communication that fails to meet these standards of conduct will be removed from the course. Repeated misconduct may result in being blocked from online discussions, receiving a grade penalty, or being dismissed from the course.

Such misconduct in the online environment may also be reported to the MSU Online and/or the proper administrator for appropriate action in accordance with the Student Handbook.

GENERAL COURSE POLICIES

This course supports all general university policies. For more information on these follow this link: http://www.missouristate.edu/registrar/university_policies.html
Statement of Nondiscrimination

- Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Equity and Diversity, Park Central Office Building, 117 Park Central Square, Suite 111, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor’s Department Head. Please visit the OED website at www.missouristate.edu/equity/.

Disability Accommodation

- To request academic accommodations for a disability, contact the Director of the Disability Resource Center, Plaster Student Union, Suite 405, (417) 836-4192 or (417) 836-6792 (TTY), www.missouristate.edu/disability.

- Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, (417) 836-4787, http://psychology.missouristate.edu/ldc.

Academic Integrity

- Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university’s Student Academic Integrity Policies and Procedures, available at www.missouristate.edu/policy/academicintegritystudents.htm.

- You are also responsible for understanding and following any additional academic integrity policies specific to this class (as outlined by the instructor). Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy. If you are accused of violating this policy and are in the appeals process, you should continue participating in the class.

Emergency Response Policy

- Students who require assistance during an emergency evacuation must discuss their needs with their professors and Disability Services. If you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

- For additional information students should contact the Disability Resource Center, 836-4192 (PSU 405), or Larry Combs, Interim Assistant Director of Public Safety and Transportation at 836-6576.

- For further information on Missouri State University’s Emergency Response Plan, please refer to the following web site: http://www.missouristate.edu/safetran/erp.htm
# Syllabus

[Image] = Written Assignment, Quiz, or Exam

[Image] = Secondary Source Reading Assignment (to be read before Class Period)

[Image] = Primary Source Reading Assignment (to be read before Class Period)

<table>
<thead>
<tr>
<th>DATE</th>
<th>MATERIAL</th>
<th>NOTES/READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;Wednesday, August 19 to Tuesday, August 25</td>
<td><strong>Online Lesson:</strong>&lt;br&gt;Course Introduction&lt;br&gt;What is Piracy? An Introduction to Piracy &amp; Privateering</td>
<td>Begin reading Lane, <em>Pillaging the Empire</em>, Introduction (pp. 3-10)&lt;br&gt;Read Captain Johnson, <em>A General History of the Robberies &amp; Murders</em>, Captain Johnson’s Introduction, (pp. 1-10).&lt;br&gt;Read Benerson Little, <em>The Sea Rover’s Practice</em>, Chapter 2 “Sea Rovers” (pp. 10-22).</td>
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Week 4

Wednesday, September 9 to Tuesday, September 15

Online Lesson:

Theme 3: Maritime Revolution: Developments in Ship Designs


Preliminary Research Paper Topic Selection and Initial Source List (Due Wednesday, September 9, 2020 - 25 Points)

Week 5

Wednesday, September 16 to Tuesday, September 22

Online Lesson:

Theme 4: The Maritime Revolution: Advances in Navigational Science


Week 6

Wednesday, September 23 to Tuesday, September 29

Online Lesson:

Theme 5: Columbus—The first Pirate (?)


The Letter of Columbus to King Ferdinand and Queen Isabella, (1493)

The Letter of Columbus to Luis De Sant Angel, The Royal Accountant, Announcing His Discovery (1493)

Treaty between Spain and Portugal concluded at Tordesillas; June 7, 1494

Revised Research Paper
Topic Prospectus and Final Annotated Bibliography (Due September, 30, 2020-75 Points)

Week 7

Wednesday, September 30 to Tuesday, October 6

In Class Lectures:

Theme 6: Spanish Conquest of New World: Cortez & Aztec Gold

Read John Tate Lanning, “Cortes and His First Official Remission of Treasure to Charles V,” in Revista de Historia de América, Jun., 1938, No. 2 (Jun., 1938), pp. 5-29.

An Aztec Account of the Spaniards’ Plunder of the Aztec Treasures

Albrecht Dürer’s Diary --On Viewing Aztec gold

Take Map Quiz # 1: Spanish Treasure Fleet System (Due October 27, 2020)
**Week 8**

**Online Lesson:**

Theme 7: Spanish Conquest of New World: Pizarro & the Incas


- Capture of an Inca King: *Francisco Pizarro, a Narrative by his secretary, Francisco de Xeres, 1530-34*

- An Inca Account of the Spaniards’ Plunder of the Inca Treasures

**EXAM # 1 on Blackboard (Due Nov. 3, 2020)**

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**Week 9**

**Online Lesson:**

Theme 8: Inca and Aztec Treasures & the Impact of the Gold and Silver of the Americas


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**Week 10**

**Online Lesson:**

Theme 9: The Spanish Treasure Fleet System

- Read Earl J. Hamilton "Wages and Subsistence on Spanish Treasure Ships, 1503-1660" *The Journal of Political Economy*, pp. 430-450


Week 11

Wednesday, October 28 to Tuesday, November 3

Online Lesson:

Theme 10-A: Early Predators on the Spanish Main: French Corsairs, 1513-1530

Theme 10-B: Early English Attempts at Privateering & Piracy (Sir John Hawkins), 1530-1569

Read Lane, *Pillaging the Empire*, Chapter 1 (pp. 11-32).

Letter from the Judge of Cadiz to King Charles V, concerning the capture & Execution of the French Pirate Jean Florin, 1524

John Hawkins on his Alliance to Raid for Slaves, 1569

Documents on the Early French and English Pirates and Corsairs on Spanish Main.

Week 12

Wednesday, November 4 to Tuesday, November 10

Online Lesson:

Theme 11-A: Voyages of Francis Drake-1572-1596

Theme 11-B: Elizabethan Privateers and Spanish Treasure: The English Sea Dogs, 1569s-1622

Read Lane, *Pillaging the Empire*, Chapter 2 (pp. 33-61).

English Corsairs to Certain Spaniards, February 1571

Testimony of Drake on the Pacific Coast by Don Nuño Da Silva, 1579

Documents on Francis Drake's Exploits on the Spanish Main, 1570-1596.
Week 13

Wednesday, November 11 to Tuesday, November 17

Online Lesson:

Theme 12-A: The Dutch Revolt & the Dutch Sea Beggars, 1560s-1620s

Theme 12-B: The Pirate Company: The Dutch West Indian Company & Piracy, 1610-1648

- [Book](Read Lane, Pillaging the Empire, Chapter 3 (pp. 62-95))
- [Book](Read Esquemeling, The Buccaneers of America, Introduction, part I, (pp. 24-85) & part II (pp. 87-163).
- [Book](Read Benerson Little, The Sea Rover’s Practice, Chapters 3-7 (pp. 23-83))
- [Book](Read Peter Emmer, “The Rise and Decline of the Dutch Atlantic, 1600–1800” in Dutch Atlantic Connections, 1680-1800.)

- [Document](Charter of the Dutch West India Company _ 1621.)
- [Document](Documents Concerning the Age of the Dutch Corsairs and Pirate Raids (1601-1650)

- [Document](Piet Heyn Captures the Spanish Fleet, 1629)

- [Quiz](Take Map Quiz #2: The Buccaneers and Pirates of the Golden Age (Due, December 1, 2020))
Week 14

Wednesday, November 18 to Tuesday, November 24

Online Lesson:

Theme 13: The Age of the Buccaneer, 1620-1690

Read Lane, *Pillaging the Empire*, chapter 4 (pp. 96-130) & chapter 5 (pp. 131-163).


Read Benerson Little, *The Sea Rover's Practice*, Chapters 3-13 (pp. 23-133).

Read Captain Johnson, *A General History of the Robberies & Murders*, (pp. 23-100).

Documents on the 17th Century Buccaneers (1620-1699)

Commission from Thomas Modyford to Henry Morgan 1670

Relation of expedition of the French freebooters of Santo Domingo to the lake of Maracaibo, January, 1679

Start to Take EXAM # 2 on Blackboard (Due, December 10, 2020)
Week 15

Wednesday, December 2, to Tuesday, December 8

Online Lesson:

Theme 14: The Golden Age of Piracy, 1680-1740

Read Lane, *Pillaging the Empire*, chapter 6 & Conclusion, (pp. 164-202).


Articles of agreement signed 8 January 1692 by Thomas Tew, owner of the sloop Amity, and the members of the crew.

Documents on the Pirates of the Golden Age of Piracy, 1680-1740

Royal Commission to Captain William Kidd-Pirate Hunter, 1695.

Pirate Articles of the Ship of Captain Bartholomew Roberts, 1720.

Week 16

Final Assignments for the Course Due December 10, 2020

Final Research Paper Project Due

Submission of Final Research Paper (450 pts)-Due December 10, 2020

Final Exam Due (December 10, 2020)