WOH4430: Piracy in the Spanish World, 1500-1750

Fall 2021 - Fully Online

In this undergraduate course, we will examine the phenomenon of piracy in early modern times. While piracy existed since ancient times, it developed with new forms and strategies into a world that finally became global after Europeans reached the New World in the late fifteenth century. Motivated by the riches extracted from the new colonial domains of the Spanish monarchy, other European rulers sponsored seamen to attack and raid Spanish vessels and colonial territories. However, there were many other individuals that embarked in raiding activities without official recognition or sponsorship. Pirates became global entrepreneurs, whose activities shaped political, economic, and social configurations around the globe. While the geographical scope of this course covers the domains of the Spanish monarchy, this expanded over diverse regions within Europe, America, and Asia. Therefore, the study of piracy in the territory comprised by the Spanish monarchy permits a global perspective on this phenomenon.

In this class, students will use primary and secondary sources to examine the global role piracy played in early modern times, when the world became global finally. Based on these materials, students will identify the various categories of those maritime entrepreneurs that venture to oceans in search of wealth, fame, knowledge, and power. Student will, individually, write two papers, and eight analytical comments during the term. As final project, students, in groups of four, will produce a report where they will evaluate, within the historical context, the career and performance of one of the pirates we will see during the term. By the end of the semester, students will develop critical analysis, along with a better understanding of the phenomenon of piracy and its role in the early globalization process.

How will this course help you succeed?

This is a Discipline-specific Global Learning course that counts toward your graduation requirement.

During the term we will:
- Critically analyze the historical phenomenon of piracy in Spanish monarchy early modern times
- Examine how piracy and pirates’ activities expanded around the globe promoting material, cultural, and economic exchange.
- Learn that piracy was far from unique, but it encompassed various forms of activities that were defined as legal or illegal according to imperial goals.
- Realize that piracy was not a static phenomenon, that went from being encouraged by some European nations in the sixteenth century to consensual suppression in the eighteenth century.

Global Learning Objective. By the end of the semester, you will be able to:
- Construct evidence-based arguments demonstrating both that piracy was an ancient
phenomenon that acquired new forms after Europeans reached the New World in the late fifteenth century and how this phenomenon shaped local, regional, and global interactions in early modern times. (Global Awareness).

- Analyze primary sources to identify different views and perceptions about piracy across local, regional, and global scales. (Global Perspective).
- Demonstrate their willingness to understand how piracy impacted the Spanish monarchy within a larger process of globalization. (Global Engagement).

Instructor:
Dr. Judith Mansilla, Department of History
Office: DM 371B
Email: Jmansill@fiu.edu
Office Hours: TBA

Course Expectations
This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same as for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:
- Review the how to get started information located in the course content
- Introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion forum
- Take the practice quiz to ensure that your device is compatible with LockDown Browser
- Interact online with instructor/s and peers
- Review and follow the course calendar
- Log in to the course 3 per week
- Submit weekly analytical comments by the corresponding deadline
- Respond to emails within 2 days
- Submit assignments by the corresponding deadline

The instructor will:
- Log in to the course 4 per week
- Respond to emails within 24 hours, excluding weekends. Emails sent on Fridays may be replied by Monday or Tuesday
- Grade assignments (papers and comments) within 14 days of the assignment deadline.

Assignments:
Short Papers (Global Awareness Assignment) (1200 words, approximately 3 pages): This course requires you to write 2 short papers in response to a question you will receive at least 2 weeks before the deadline. Your paper should have a thesis statement and be built around an argument. Your thesis statement will be your response to the question you receive for that specific assignment and should be stated in the introductory paragraphs. Build your argument and provide examples in following paragraphs. Reserve the last paragraph to strongly affirm, after showing evidence, your thesis statement. These papers will help you to both foster and assess your Global Awareness learning goal, through specific literature that you will read
analyze to write these assignments. More guidance will be provided in class.

Analytical Comments (Global Perspective Assignment): Every module, students will have to write an analytical comment based on one or more of the readings assigned for that specific module. The analysis of these materials and your answer to each prompt will foster and assess the Global Perspective learning goal. In one paragraph (100-200 words), you will answer to the question I will post at the beginning of the module. In your response, you must include examples from the materials to show you have both read and understood their content. Comments are due the on FRIDAY, every last week of each module, at 11:59pm, unless otherwise indicated. I will only count towards the final grade the top 3 analytical comment grades.

Quizzes: You will be quizzed on the content of the assigned readings every week. Each quiz will consist of 5 multiple-choice questions. Quizzes will be available from Wednesday (12:00 pm) until Friday mid-night (11:59pm). In order to take the quiz, you will be required to download the LockDown Browser software to your device. You will be able to access the quiz only ONCE. If you navigate out of the quiz, you will be logged out and your quiz submitted AS IS. You will not be able to take the quiz again. You will have 20 minutes to complete each quiz. I will only count towards the final grade the top 6 quiz grades.

To mitigate any issues with your computer and online assessments, it is very important that you take the Practice Quiz from each computer you will be using to take your quizzes. If you have no access to a computer or tablet, remember you can borrow one from the library (GL-2nd floor). AVOID using smartphones. If you encounter a technical issue when accessing the quiz, contact IT immediately to report the issue. They will be able to reopen the quiz for you, ONLY if they determine the ERROR was a CANVAS side.

Final Group Activity (Global Engagement Assignment): At the end of the semester, students will prepare a final report in groups. This assignment will assess your Global Engagement learning goal, as you will discuss and exchange ideas with members of your group. Each group will examine the career and performance of one of the various enemies of the Spanish monarchy, defined as pirates by royal authorities and subjects. They will evaluate the commercial and pillaging practices they committed from two different perspectives. First, students will consider the rationale of such historical actors, and their justification/s to perform such practices. Second, they will examine the historical character’s impact on the area/s he/she engaged with, and how locals perceived his/her activities.

Using the information of the secondary they had to previously read for writing papers or analytical comments, students will compile a 2-page report on the multiple perspectives around piracy, and their impact on global economic, political, and social dynamics.

Tools to succeed

Communication with your Instructor

I look forward to working with you this semester. Remember, I am available to answer questions. You are encouraged to visit me in my office during office hours. You can also email me to set an appointment at a convenient time to meet

Writing your Papers: You will not be allowed to rewrite your papers. Nonetheless, I will be willing to read drafts of them. You can email them to me up to 48 hours before the
deadline, so I can have time to give you any feedback.

**History Tutors:** There are several history students working at the Department of History (DM 390), whose job is to tutor students in history classes. They are experienced upper-level history majors and graduate students who can help with papers and preparing for exams. To set an in-person or online appointment, please visit:  
https://history.fiu.edu/tutoring/preparing-for-your-appointment/

You can only reserve a slot at a time. Even if the system allows you to reserve more than one, the administrators will delete any additional appointment. Once you complete an appointment you can reserve another one. If you cancel or do not show up to an in-person appointment in three occasions, your name will be added to the list of those students who are not allowed to use the tutoring services. Online history tutors DO NOT allow no-show-ups. If you fail to attend your online appointment, you will not allow to use the system for the rest of the term. Please, use this service wisely.

**The Center for Excellence in Writing:** It is freely available to you. The staff can help you with all aspects of writing, from approaching the question and brainstorming to techniques for editing. Their website:  
http://writingcenter.fiu.edu/

**Class Policies:**

**Participation:** For completing this course successfully, you are required to complete at least four (3) analytical comments, six (6) quizzes, and two (2) papers. Failure to complete any of these assignments will affect your final grade. The schedule contains enough assignments for you to meet the minimum expectations. Do NOT ask for EXTRA CREDIT, as the course is designed to give you enough opportunities to make up for quizzes and comments.

**Grading Policy:** It is your responsibility to keep track of your own performance in the course. I am always willing to meet individually with you during the semester to suggest ways in which you can perform at your best. I really encourage you to come see me during office hours to discuss the class and papers. The appropriate time to discuss your performance in the course is during the semester, not at the end of the semester. Incompletes, in general, will not be given.

If you wish to discuss a specific grade that you receive, you must: 1) schedule an appointment to do so only after 24 hours after receiving the evaluation of your work and 2) before the appointment, submit a written statement (by e-mail is fine) explaining your question or doubts about the grade.

**Late Policy:** Assignments are due AT MIDNIGHT OF THE DUE DATE. One-third of a letter grade will be reduced for each day a paper is late, including weekends, unless you obtained an extension from me, IN ADVANCE. No late assignments will be received during and after the last week of classes. Always try to submit your paper at least 30 minutes before the deadline to avoid technical issues. If you are unsuccessful to submit your paper because of Canvas issues, 1) email the paper to me right away, and 2) contact Canvas support to create a case of the issue. Canvas will investigate the issue to determine if it was a technical issue on its side, so they will
reopen the assignment link for you. Instructors cannot upload students’ papers on Canvas.

**Academic Dishonesty:** According to FIU student handbook (p.11) “In meeting one of the major objectives of higher education, which is to develop self-reliance, it is expected that students will be responsible for the completion of their own academic work.” In this class, academic dishonesty is not tolerated. Academic dishonesty includes, but is not limited to, plagiarizing (presenting someone else’s work as yours), or cheating on assignments or the final exam. If students do not adhere to these good practices, the penalty will vary from a zero on the assignment to failure in the course. I may also lead to a report in your academic profile.

**Students with Disabilities:** If you have or believe you might have a disability-related need for schedule modification or reasonable accommodation in this course, contact the Disability Resources Center (http://drc.fiu.edu). I will be happy to work with you and with them to accommodate you in the best way possible. Even if you do not need special accommodation, I highly advise you to let me know if you have a disability that might affect your performance in this class.

**Accommodations:** If you foresee any possible problems to fulfill any of the requirements of this course—attendance or on-time submission of assignments—please see me, to make any arrangements. **Don’t wait until the last week of the course to bring up something you anticipated.**

**Grade Distribution**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Weekly Comments</td>
<td>20%</td>
</tr>
<tr>
<td>Papers</td>
<td>25% each/50% total</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Group Activity</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td><strong>100%</strong></td>
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</tbody>
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Grading rubric will be available online.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-94</td>
</tr>
<tr>
<td>A-</td>
<td>93.99-90.0</td>
</tr>
<tr>
<td>B+</td>
<td>89.99-87.0</td>
</tr>
<tr>
<td>B</td>
<td>86.99-83.00</td>
</tr>
<tr>
<td>B-</td>
<td>83.99-80.0</td>
</tr>
<tr>
<td>C+</td>
<td>79.99-77.00</td>
</tr>
<tr>
<td>C</td>
<td>76.99-70.00</td>
</tr>
<tr>
<td>D</td>
<td>69.99-60.00</td>
</tr>
<tr>
<td>F</td>
<td>59.99 or less</td>
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**Required Materials:**


**Schedule:**

**Module 1: The Possibilities of a Global World**

**Week 1**
Introduction  
Piracy in the Global Age

**Week 2**  
Spain and the Sixteenth Century Corsairs  
Lane, Ch. 1  
Analytical Comment 1 due

**Week 3**  
Smugglers, Pirates, and Privateers: The Elizabethans  
Lane, Ch 2

**Module 2: Expanding over the oceans**

**Week 4**  
From the Low Countries to the High Seas  
Lane, Ch 3

**Week 5**  
The Seventeenth-Century Caribbean Buccaneers.  
Lane, Ch 4

**Week 6**  
Buccaneers in the South Sea  
Lane, Ch 5

**Week 7**  
Pirates, Merchants, and Conquistadors in the Indian and China Seas  
Lane, Ch 6

**Week 8**  
Paper 1 due
Module 3: Women’s Experiences
Week 9
Pirate’s female partners
Appleby, Ch. 2

Week 10
Wives, Partners, and Prostitutes
Appleby, Ch. 3

Week 11
Petitioners and Victims
Appleby, Ch. 4

Module: New Views on Piracy
Week 12
Last Buccaneers and Pirate Suppression
Lane, Ch 7

Week 13
Paper 2 is due

Week 14
The Changing Face of Piracy

Week 15
Final Group Projects are due