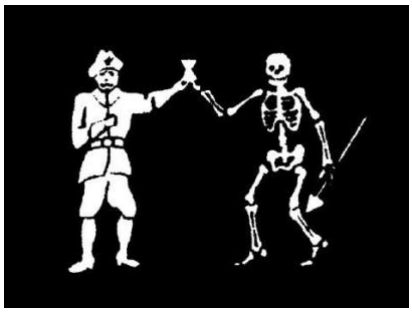

"To Death"
A Standard of Captain Bartholomew "Black Bart" Roberts

ARRRchaeology of Caribbean Piracy ANT 3177

(3 credits)

Instructor:	Dr. Pete T. Sinelli
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Teaching Assistants and their office hours (all in HPH 309)	Hanna: M 1-3pm and T 8-10am Lexie: W 3:45-5:45 and Th 10:30 12:30

Classroom:	CB1 122
Class Hours:	W 12:00-1:15
Sinelli Office Hours:	M 8:15-8:45 and 10:30-1:00
	W 8:15-8:45 and 10:30-11:45
	Tuesdays by appointment.

Course Description: This course explores the profession of piracy and the careers of individual pirates from an archaeological perspective. The course will focus on piracy in the Caribbean from the 16th through the 19th centuries, with some discussion of piracy in other eras and locales. We begin with a brief review of the geography, natural history, and human prehistory of the circum-Caribbean region. Next we examine the "business" of piracy, reviewing archaeological evidence from its early beginnings as tools of European statecraft to its establishment as a bonafide, if illegal, profession by the late 17th century. The third section delves into the lives and careers of some of the most notorious pirates and

pirate havens, relying upon the archaeological evidence to separate fact from fiction. The course concludes with a synthesis of what a pirate's life was really like, based on the excavated evidence, and contrasts this reality with pop culture's concept.

Course Goals:

- Provide an overview of the circum-Caribbean region to provide context for the discussion of piratical endeavors.
- Discuss evidence related to the origins of New World piracy and its evolution into an established profession.
- Explore the archaeological record of pirate ships, havens, and hideouts for insight into the daily lives of these individuals.
- Contrast the reality of "the pirate life" with the romanticized Hollywood version.

Prerequisites: None

Required Texts:

1. *X Marks the Spot: The Archaeology of Piracy*, by Russell K. Skowronek (Editor) and Charles Robin Ewen (Editor). ISBN-10: 081303079X
2. *Under the Black Flag: The Romance and the Reality of Life Among the Pirates*, by David Cordingly. ISBN-10: 081297722X

Just for Fun Text:

1. *The Pirate Primer: Mastering the Language of Swashbuckers and Rogues,* by George Choundas. ISBN-10: 1599631962

Course Evaluation:

Students' grades will be based out of 400 total points. Grades can be calculated by dividing the total number of points earned by 400. Grades for every assignment will be posted online.

<u>1 Caribbean Geography Quiz – 50 points</u>

This quiz will be administered in Week 4 of class to ensure that every student knows what the professor is talking about when he mentions an island, country, port, bay, etc.

<u>2 exams – 200 points (100 each)</u>

Exams will consist of multiple choice/ True-false questions. You will need RED scantrons to take them.

<u>2 Case Studies - 50 points (25 each)</u>

You will write two case study reports on topics I assign in class. These will focus on real and/or simulated scenarios. Some essays will be analytical, others more "opinion" oriented. These are designed to help develop your ability to assimilate and interpret archaeological facts and discuss them in a coherent manner. Specific details will be handed out at the appropriate time.

<u>1 Book Report (100 points)</u>

Each student will read a biography/historical account of a pirate and write an 10-12 page book report. Specific instructions will be handed out after the geography quiz.

<u>Course Document Quiz (10 Extra Credit points)</u>

All faculty members are required to document students' academic activity at the beginning of each

course. In order to document that you began this course, please complete the Course Document Quiz in Webcourses by the end of the first week of classes, or as soon as possible after adding the course, but no later than 11:59 PM on August 25. **Failure to do so will result in a delay in the disbursement of your financial aid.**

CLASSROOM POLICIES

Notes: This is a note-intensive course. The textbook is an excellent resource, and much of what I cover is discussed there, but tests and quizzes are based primarily on lectures. Furthermore, I do not post notes or PowerPoint slides online. I also do not release my slides to anyone for any reason, even if your absence is excused. I rightly expect every student to come to class, pay attention, and take good notes.

Exams: To minimize disruptions, if you do not arrive within 10 minutes of the start of class on exam day, **you will not be seated for the exam**. I will direct you to the Anthropology office where you will take a different exam.

Make-up Exams: If there is an unforeseen emergency and you will not be able to take an exam or announced quiz, it is critical that you notify me immediately via phone or email. DON'T PLAN ON WALTZING INTO CLASS THE WEEK AFTER THE EXAM WITH SOME EXCUSE ABOUT WHY YOU MISSED IT.

I will not allow make-up exams without a valid excuse and I will require documentation supporting your story—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor's statement. Proof of personal or family emergency can consist of a police report, a deceased's obituary, a towing or garage invoice, police report, or other form I deem acceptable. Any make-up exam or quiz will take a different form than the original. All make-ups will have at least one short answer section as well as an essay component. Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.

Exam discussions: I will not go over completed exams during class times. Also, I will retain all of the exams and none will be returned. However, I encourage every one of you to make-an appointment with me or a TA and we will gladly go over your exams with you on an individual basis.

Announced quizzes: To minimize disruption, all quizzes will be administered toward the end of class. As with exams, I will not allow make-up quizzes without a valid excuse and I will require documentation of your absence.

Scantron Issues: If you fail to complete the scantron properly or submit a crumpled or damaged scantron your assignment will not be graded by the machine and a zero will appear in your Canvas grades page. If this happens to you, contact a TA IMMEDIATELY to arrange a time to meet them, find your scantron, and correct the error. **YOU HAVE ONE WEEK FROM THE DAY THE GRADE WAS POSTED TO CLEAR UP THE MATTER. LAST MINUTE REQUESTS FOR HAND GRADING OF SCANTRONS WILL NOT BE HONORED.**

Other grade disputes: If you feel that your grade on a test or assignment is inaccurate or an error has occurred, it is YOUR responsibility to contact a TA within one week of the posting of the grade. Late requests or claims for a grade change will not be honored.

Academic Dishonesty: Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM, and you will also receive the "Z" designation on your final grade. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University

Special needs students: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

I am pleased to assist those students need additional accommodation. However, you MUST present me with documentation from SAS that verifies your needs. ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.

- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

  Deployed Active Duty Military Students
  If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Classroom etiquette:

1. Plan to be on time. When students gradually filter in, it disturbs the entire class.
2. Plan to stay for the duration, for the same reason.
3. Phones, etc. must be turned off. I will find a way to embarrass you if your ring tone interrupts my lecture.
4. Watching movies, playing games, fooling around on Facebook, etc. on your laptop during lecture is distracting to those around you. Kindly refrain and use your technology for the real reasons you lug it around to class.

Final grades: Some things in life are certain. Death. Taxes. Students coming to professors at the end of the semester to beg for extra credit because they aren't going to get the grade they want.

Do not approach me to ask if there is anything you can do to help your grade. I do not make individual allowances to anyone—it simply is not fair. If you are doing poorly in the class you need to see me early in the semester so we can discuss ways to improve your

COURSE SCHEDULE

(The professor reserves the right to make reasonable modifications if necessary.)

Readings will be assigned at the end of each class. You will be responsible for completing these readings in advance of the next session.

WEEK	TOPIC	ASSIGNMENTS AND EVENTS
	PART I: THE CARIBBEAN	
1	1. Course introduction and overview 2. Caribbean geography 3. Caribbean natural history	Assign Caribbean geography
2	1. Columbus and the first European settlements (1492-1515)	
3	1. European colonialism in the 16th century	Introduce book report project
	PART II: SHIPS AND SHIPMATES	
4	1. Kinds of ships 2. Propulsion and navigation	Caribbean geography quiz.
5	1. Personal effects, sundries &tc. 2. Weaponry 3. How do we know a pirate wreck when we see one?	Assign Case Study 1
6	1. Movies: Combat at Sea 2. What happens when a ship sinks?	
7	1. Underwater archaeological methods 2. Conservation Methods, Laws, and Ethics 3. Movie: Recovering Captain Kidd's ship	Case Study 1 due.
8	**1. EXAM 1** 2. Pirate stereotypes and Hollywood inspired myths.	Exam 1 Online Movie: POTC Chalk Talk: Hollywood Pirates are…
9	1. Myth vs. the Reality of the Pirate Life	PIRATE SNACKS!
	PART III: THE ECONOMICS AND POLITICS OF NEW WORLD PIRACY	
10	1. Opportunity knocks: New Spain and the Spanish Main 2. The Corsairs—Francis Drake, Henry Morgan, and piracy as a tool of statecraft 3. The era of the privateer	

11	1. Boucaniers—rebels with a cause 2. The rise of piracy as an occupation 3. Corsairs, privateers, buccaneers, and pirates: what's the difference?	Assign Case Study 2
12	1. Pirate lairs: Providence Island, Honduras; Port Royal, Jamaica; Tortuga, Haiti,; New Providence, Bahamas; and St. Mary's Island, Madagascar	Book report due!
	PART IV: PIRATES OF THE CARIBBEAN	
13	1. Discuss various blackguards, villains, cutthroats, and other *Hostis humani generis*	
14	1. Edward "Blackbeard" Teach and the Archaeology of the Beaufort Island Wreck "Queen Anne's Revenge"	
15	1. "Black Sam" Bellamy and the archaeology of the wreck of the "Whydah" 2. THANKSGIVING!	FEAST LIKE A DRUNKEN PIRATE!
16	1. Discuss more scurvy dog *hostis humani generis* as time permits	Case Study 2 due!

IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: August 24
- Withdrawal deadline for this course: October 29