



PATRIOTS & PIRATES: LAW IN THE ATLANTIC WORLD

HIS 4935-4 (Senior Seminar) | Fall 2016
Thursdays 2-5PM | BEL 0030

Professor Laurie Wood

lmwood@fsu.edu¹ | Office: Bellamy 447

Office Hours: Tues. & Thurs., 1-2pm and by appointment

The pirate is one of the quintessential characters in early modern Atlantic history: notorious for his violence and defiance of law and order. Yet the Atlantic world was not a lawless void. During the early modern era from roughly 1500-1800, Atlantic participants collaborated to forge civil societies based on new understandings of law and society, like colonial governments. European empires established law courts for use by indigenous and Europeans as they expanded their territorial reach. Law was also a tool for the oppressed: throughout the Atlantic world, enslaved people used law to petition for emancipation and contest mistreatment.² Historians have used legal sources to answer many questions about the Atlantic world, such as: When and why was piracy successful? How were global legal regimes created and contested? What happened when different legal systems clashed or converged? What are the origins of modern international law? How can legal sources reveal the social history of the Atlantic world through the testimony of women and enslaved people? In this course, we will survey some of this scholarship as we explore the possibilities and insights of Atlantic legal history. We will apply the knowledge we gain to new areas of inquiry through individual research projects.

This is a senior seminar for history majors. Your primary objective this semester is to produce an original, thoughtful, carefully researched, and well-written research paper.

Assignments related to these papers will be due throughout the semester, and towards the end of the term we will not meet regularly in order to give you the time you need to complete your research and writing. I will be available for extra office hours during those weeks in order to answer questions, read portions of your drafts, and advise you on peer review sessions. Peer review will be a vital part of this course. You will be matched with at least one classmate based on research topics to do more rigorous, one-on-one peer review, but we will also devote class time to workshopping portions of each of your papers. Before we turn our attention entirely to your research projects, however, we will use the first several weeks of the semester to explore examples of original research, thoughtful historical analysis, and solid writing including selections from many of the “greatest hits” in Atlantic historical writing. Regardless of whether or not these readings relate topically to your own research projects, you can use them as models for your own research projects.

¹ Here are some pointers to help all of us manage our email. Make sure you are checking the mail at your Blackboard address. I'm a good email correspondent and you are welcome to email me, but I ask you to allow at least 24 hours for me to respond. Please don't email me with procedural and logistical questions unless you have asked your fellow students and consulted Blackboard *first*. You will get better quality feedback and substantive discussion by coming to office hours. All emails should include the appropriate form of greeting and be signed with your name. I will not reply to any emails that do not include these appropriate courtesies. In this course *and in life*, address the person you're writing *politely*, be clear, delete automatic signatures that aren't appropriate, and read your mail over before you send it!

² Image: Captain Edward Teach (1680-1718) otherwise known as Blackbeard. *Associated Press*.

COURSE OBJECTIVES

At the conclusion of this course, students will be able to:

- (1) analyze a historical problem to produce an original written research paper; and
- (2) employ their knowledge of the conventions and methods of history to offer other students useful advice about their research projects.

Upper-division Writing Competency: Skill in professional writing is critical to the long-term success of all FSU graduates. As such, all students will be required to demonstrate competency in professional writing by taking upper-division coursework that includes a substantial writing component. Multiple opportunities for feedback and revision are required. The coursework may be supported by the University Writing Centre. Students will exit the course being able to:

- (3) use appropriate evidence from multiple sources to illustrate how a chosen topic is relevant to a particular field.
- (4) employ different resources such as words, graphs, charts, and images to compose in the field.
- (5) compose as a process, including drafts, revision, and editing.
- (6) convey ideas clearly, coherently, and effectively for a particular purpose, occasion, or audience as appropriate for the field.

Upper-division Scholarship in Practice Signature Courses will make students flexible and productive members of society as well as independent learners. They will

- engage students in the authentic work of a particular field of study, allowing them to participate in the process of applying knowledge, critical thinking, and creative approaches to the pursuit of a tangible project or outcome.
 - encourage collaboration with faculty and/or peers. Students will exit such a course being able to:
- (7) apply relevant areas

Capstone Course in the History Major: As a capstone seminar, this course will focus on three major aspects related to professional history: reading and discussion, writing, and oral presentation of ideas. Students will exit such a course being able to:

- (8) explain orally his or her own research ideas in a convincing and coherent manner.
- (9) analyze works of history and be able to articulate the historiographical frameworks they contain and use such historiographical sources in their senior seminar paper.

COURSE REQUIREMENTS

Course readings marked with an asterisk (*) will be made available online via Blackboard. All other readings can be accessed through online article databases such as JSTOR available via the FSU Library website (<http://www.lib.fsu.edu/>). I have also placed a copy of each of the required or recommended books on reserve at the library. All books are readily available at the bookstore, through online booksellers, etc. *It is up to you to acquire copies of the reading in advance. Plan ahead, collaborate with each other, note electronic resources where available, etc. to be sure you come to each meeting having done all of the reading.*

- **Required Book: Wayne Booth, et. al., *The Craft of Research*, 3rd. ed. (Chicago: University of Chicago Press, 2008).** *Other editions are acceptable; adjust page numbers for readings accordingly.*

- Recommended Resource (*not required*): William Strunk and E. B. White. *The Elements of Style*. New York: Penguin Press, 2005. *There are many, many editions of this classic volume on writing.*

I expect you to keep up with the reading, which is marked on the syllabus, and to be prepared to discuss it. We will have small and large group discussions, and we expect respectful, informed, and intelligent participation in those discussions. We will have several in-class writing and editing exercises. Those cannot be made up if you miss class. I assume you are present, paying attention to announcements, consulting with fellow students, and checking ****your Blackboard email.**** If you have any questions about assignments or the material, please ask.

Evaluation

- 10% Participation
- 20% Reading Reviews (2 @ 10% each)
- 10% Annotated Bibliography
- 10% Research Paper Outline
- 10% Full Draft
- 30% Final Draft
- 10% Presentation of Final Draft

Participation (10%): Good writing is a collaborative effort that depends upon participation in class discussion and peer advice in brainstorming and editing. **I expect you to keep up with the reading, which is marked on the syllabus, and to be prepared to discuss it. We will have small and large group discussions, and I expect respectful, informed, and intelligent participation in those discussions.** We will have informal writing assignments in class. Those cannot be made up if you miss class. Discussion of the assigned readings (see below) will be an important element of this class. You will learn more effectively when you take an active part in the analysis of the material to be covered. I expect respectful, informed, and intelligent participation in those discussions. Thoughtful questions, comments that integrate the reading with lecture, and enthusiasm for learning will enrich everyone’s time in this class—especially yours. Consequently, you must expect to read every reading assignment very carefully and thoughtfully. You should come to each class ready to ask questions and contribute observations.

Participation will be assessed on a point scale: one (1) point per class attended, two (2) points per class discussion participation, and up to five (5) points per in-class writing assignment submission. Your percentage of points attained out of the total possible will become the basis of your participation grade (10% of your total grade as noted above). Absence from class without an approved excuse will inevitably have a serious impact on your grade because you cannot participate if you are not present. Please note that if you are absent, then you can't earn these points. *Each of you may have two (2) unexcused absences with no penalty.*

Reading Reviews (20%: 2 @ 10% each): Two times during the semester, write a two-page double-spaced summary of the week’s reading (no more than 500 words; include BOTH readings) that gives a quick overview of the content, the authors’ arguments, and a few suggestions of questions and/or discussion topics. If you were going to write a review for a publication like *The New York Review of Books* or *The American Historical Review*, what would you say? You should synthesize all of the week’s reading *except for the Booth reading* (you may not use Booth in your reviews). **Don’t wait until the last minute to do these!** *You may turn them in as soon as you have completed appropriate readings, but no later than the date on which your selected reading is assigned. All reviews must be turned in as a typed and printed hard copy (no emails!).*

Annotated Bibliography (10%): At least 2 primary sources and 8 secondary sources should be cited (so at least 10 entries total). For each entry, a) cite the source according to the Chicago Manual of Style citation format³ and then b) describe, in 2-3 sentences, what the source says and how it contributes to your project. *It must be turned in as a typed and printed hard copy (no emails!) in class on 27 October.*

Research Paper Outline (10%): This may be submitted in traditional, typed format or as a printed mind map (created in Word or with a program like Coggle or Freemind). It must include your proposed paper title, thesis, and outlined paragraphs, and should be approximately (but no longer than) 2 pages double-spaced as a traditional outline or 11x17 inches if it is a mind map. *It must be turned in as a typed and printed hard copy (no emails!) in class on 3 November.*

Full Draft (10%): This draft should be at least 2,500 words in complete sentences (double-spaced), with no major sections missing, to receive credit. It should be a full draft that includes all of your major points and evidence. It will be graded primarily on completion (60%), with 40% of the grade reserved for completion of the peer-editing exercise (worksheets to be distributed in class). *It must be uploaded to Blackboard by 5pm on 17 November.*

Final Draft (30%): The final paper should be 3,000-3,500 words (appx. 12-15pp.) in a 12-point standard font, double-spaced, including footnotes and bibliography, with 1-inch margins on all sides. *It must be uploaded to Blackboard by 5pm on the day of the scheduled final exam.*

Presentation of Final Draft (10%): Students will present the final draft of their work in a 15-minute talk with a minimal PowerPoint (5 slides or fewer). Evaluation will be based on content (50%), clarity (how well you articulate your ideas, organization of talk, etc.; 25%), and mechanics (sticking to the time limit, making eye contact with the audience, etc.; 25%). Time will be reserved for Q&A.

Grade Scale

A = 100-93	B = 86-83	C = 76-73	D = 66-63
A- = 92-90	B- = 82-80	C- = 72-70	D- = 62-60
B+ = 89-87	C+ = 79-77	D+ = 69-67	F = 59-0

Final grade percentages ending in a decimal of “.5” or greater will be rounded up to the next whole number.

University Attendance Policy: Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness. *See items #5 and #6 below. Make-up examinations and extensions will not be given to accommodate your travel plans or non-emergency family events, etc. Please plan accordingly.*

³ http://www.chicagomanualofstyle.org/tools_citationguide.html

Classroom Policies

- 1) **NO cell phones or texting in the classroom (see #3 below).**
- 2) Laptops are permitted on the condition that they do not create a distraction for yourself or others. I reserve the right to bar laptops from the classroom if off-topic uses become a distraction. To save yourself the temptation, simply turn off your WiFi when you arrive as you won't need the internet during class.
- 3) I will dock your participation grade five (5) points per infraction if I see you texting, chatting online, browsing Facebook, or otherwise misusing cell phones, tablets, and/or laptops in class.
- 4) All the assignments are required, even if you are taking the course pass-fail.
- 5) I check attendance at the beginning of class, either by going through the roll or by collecting an in-class writing activity. Please do not disrupt class by talking, wandering in late, or leaving early. If for some reason you have to leave class early, do so quietly and let me know beforehand.
- 6) Each of you may have one (1) unexcused absence (worth one point) with no penalty.

Academic Honor Policy: The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.) *You are also expected to know the definition of plagiarism. You must do your own work and make sure that your work is not being plagiarized by others. I will report any plagiarism to the Vice President for Faculty Development and Advancement's office. Failure to abide by the honor code could result in a "0" for the assignment, an "F" for this course and/or possible dismissal or suspension from the University.*

COURSE SCHEDULE⁴

1-Sep | 2.1 Introductions

- * "Introduction: The Making and Unmaking of an Atlantic World." In *The Oxford Handbook of the Atlantic World*, edited by Nicholas Canny and Philip Morgan. Oxford University Press, 2011, 1-12.
- * Lauren Benton, "Atlantic Law." In *The Oxford Handbook of the Atlantic World*, edited by Nicholas Canny and Philip Morgan. Oxford University Press, 2011 (24 pages).

8-Sep | 3.1 Slavery + Primary Source Reading Exercise

- * Introduction and "The Somerset Case: England's Freedom Principle" (1772), in Sue Peabody and Keila Grinberg. *Slavery, Freedom, and the Law in the Atlantic World: A Brief History with Documents*. Boston: Bedford/St. Martin's, 2007, 1-28; 68-74.
- Daniel J. Hulsebosch, "Nothing but Liberty: 'Somerset's Case' and the British Empire." *Law and History Review*, Forum: Somerset's Case Revisited, 24, no. 3 (March 1, 2006): 647-57.
- "I. Research, Researchers, and Readers," in Wayne Booth, et. al., *The Craft of Research*, 1-28.

⁴ **Syllabus Change Policy:** Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

15-Sep | 4.1 Everyday Legalities: Social History

- Bianca Premo, "Before the Law: Women's Petitions in the Eighteenth-Century Spanish Empire." *Comparative Studies in Society and History* 53, no. 2 (2011): 261–89.
- * Julie Hardwick, "Between State and Street: Witnesses and the Family Politics of Litigation in Early Modern France." In *Family, Gender, and Law in Early Modern France*, edited by Suzanne Desan and Jeffrey Merrick. University Park, PA: Pennsylvania State University Press, 2009. 101–36.

22-Sep | 5.1 Politics and Constitutionalism

- * Mary S. Bilder. "Salamanders and Sons of God: The Culture of Appeal in Early New England" in Christopher L. Tomlins and Bruce H Mann, eds. *The Many Legalities of Early America*. Chapel Hill: Published for the Omohundro Institute of Early American History and Culture, Williamsburg, Virginia, by the University of North Carolina Press, 2001, 47-77.
- * Introduction and Chapter 1, "The World in the Declaration of Independence," in David Armitage, *The Declaration of Independence: A Global History*. Cambridge, MA: Harvard University Press 2007, 1-62.

29-Sep | 6.1 Overlapping Systems: Legal Pluralism

- * Ann Marie Plane, "Customary laws of marriage: legal pluralism, colonialism, and Narragansett Indian identity in eighteenth-century Rhode Island" in Christopher L. Tomlins and Bruce H Mann, eds. *The Many Legalities of Early America*. Chapel Hill: Published for the Omohundro Institute of Early American History and Culture, Williamsburg, Virginia, by the University of North Carolina Press, 2001, 181-213.
- Sergio Serulnikov, "Disputed Images of Colonialism: Spanish Rule and Indian Subversion in Northern Potosí, 1777-1780." *The Hispanic American Historical Review* 76, no. 2 (May 1996): 189–226.

6-Oct | 7.1 Criminal and Extralegal Spaces

- * "Tensions of Power: Law, Discipline, and Violence" in Shannon Lee Dawdy, *Building the Devil's Empire: French Colonial New Orleans*. Chicago: University of Chicago Press, 2008, 189-219.
- * Anne Pérotin-Dumon, "The Pirate and the Emperor: Power and the Law on the Seas, 1450-1850." In *The Political Economy of Merchant Empires*, edited by James D. Tracy, 196–227. Cambridge; New York: Cambridge University Press, 1999.

13-Oct | 8.1 Archival Research Workshop

- *Meet in the Strozzer Library Scholars' Commons Instruction Room (005A) with Kat Hoarn, Rare Book and Instruction Librarian*
- "II. Asking Questions, Finding Answers," in Wayne Booth, et. al., *The Craft of Research*, 29-102.

20-Oct | 9.1 Research Week

- *NO CLASS, but extended office hours.*

27-Oct | 10.1 Source Workshop

- ANNOTATED BIBLIOGRAPHY DUE
- Bring one of your primary sources (or at least a 5-page sample) to class and be prepared to discuss it: Who wrote it? What kind of text is it? Why did you select it? What does it tell you? What doesn't it tell you? What questions does it raise? Where do you go from here?

3-Nov | 11.1 Research Workshop

- OUTLINE DUE
- "III. Making a Claim and Supporting it," in Wayne Booth, et. al., *The Craft of Research*, 103-170.

10-Nov | 12.1 Writing Week

- NO CLASS, but extended office hours.
- "IV. Planning, Drafting, and Revising," in Wayne Booth, et. al., *The Craft of Research*, 171-270.

17-Nov | 13.1 Writing Workshop

- FULL DRAFTS DUE – bring 2 hard copies to class (in addition to what you uploaded)
- We will meet to give progress reports on our research and writing. Bring what you have written so far and come prepared to discuss challenges you are facing and discoveries you have made.

*** THANKSGIVING ***

1-Dec | 14.1 PRESENTATIONS

8-Dec | 15.1 PRESENTATIONS, cont.

***FINAL DRAFT must be uploaded to Blackboard by 5pm on the day of the scheduled final exam, Tuesday, December 13th.**

ADDITIONAL UNIVERSITY POLICIES:

Americans with Disabilities Act: Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: *Student Disability Resource Center, 874 Traditions Way, 108 Student Services Building, Florida State University, Tallahassee, FL 32306-4167. (850) 644-9566 (voice); (850) 644-8504 (TDD), sdrc@admin.fsu.edu. <http://www.disabilitycenter.fsu.edu/>*

Title IX: As a recipient of Federal financial assistance for education activities, FSU is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities are free from discrimination on the basis of sex. Sexual discrimination includes sexual

misconduct (sexual violence, stalking, intimate partner violence, gender based animosity and gender based stereotyping). If you have questions about Title IX or wish to file a Title IX complaint, please visit the FSU Title IX website: www.titleix.fsu.edu or call Jennifer Broomfield, Title IX Director 850-644-6271. **Please note that as Responsible Employees, all faculty are required to report any incidents of sexual misconduct to the Title IX Office.** *The Victim Advocate Program at FSU has a confidential advocate on call twenty-four hours a day to respond to FSU students, faculty, and staff who are victimized, or any other person who is victimized on our campus, or by an FSU student. Daytime Phone: 850.644.7161, 850.644.2277, or 850.645.0086. Nights, Weekends & Holidays 850.644.1234 ([FSUPD](http://www.fsu.edu/FSUPD)) Ask to speak to the on-call advocate.*

Free Tutoring from FSU: On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options at <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.