

History 505-401:

Piracy and Privateering in the Making of the British Atlantic World, 1600-1800

Thursdays, 10:00 A.M.—12:45 P.M.

Professor Silver

Fall 2012 (*revised October 15*)

Privateering, buccaneering, and piracy played central parts in the creation of a English-speaking system of maritime trade and settlement in the Americas, and to a surprising extent the story of the first British empire's fortunes can be told through the medium of piracy. At first most English activity in the western Atlantic was undertaken simply to prey on the riches of the Spanish empire, hoping to undermine it by parasitic privateering. The subsequent growth of English settlements and plantations in the Caribbean, Virginia, and the Carolinas was closely intertwined with piracy. After plundering Panama City in time of peace, for example, the buccaneer Henry Morgan emerged from a piracy trial in England with the governorship of Jamaica. By the late seventeenth century, pirates working with official connivance from such ports as New York and Philadelphia were raiding shipping lanes as distant as the Red Sea. Imperial administrators grew determined to iron out smuggling, piracy, and other irregularities within the empire. And as this happened, pirates—many of whom flitted in and out of legality during England's regular wars with France and Spain—found themselves at once the subjects of an effective eradication campaign and of an explosion of cheap print that started to fashion them into adventurers and attractive bandits. During the eighteenth century, the British state's replacement of privateers by the regular navy could never be made wholly effective, especially in America, and during the American revolutionary war, rebel privateers reemerged to wage devastating war on British—so that this particular story ends with Atlantic privateers dismantling the same empire they had helped to found.

Because piracy and privateering have attracted the interest of many scholars, often working from wildly variant interpretive angles, this subject provides us with a point of entry not only into specific aspects of Atlantic and maritime history but into different ways of writing history as well. Along the way we will accordingly investigate not only the maritime and shipboard worlds of the seventeenth and eighteenth centuries but some of the ways pirates have been seen: as sources of specie for cash-starved colonial economies; as the founders of interethnic communes; as pre-Romantic literary constructs; as the creators of a floating counterculture, and liberators of the Atlantic proletariat; as the practitioners of peculiarly brutal forms of violence; as anti-Catholic heroes; and as barometers of early modern state expansion.

In short, this course aims to explore the world of Atlantic piracy, and to trace piracy's relationship both with British maritime power and with the creation, transformation, and eventual destruction of much of the British empire before 1800. It is also designed to help students learn how to conceive and execute a major independent project in historical research and writing. There

will accordingly be an emphasis throughout the semester on learning how to find and critically assess both existing historiography and primary documents; on constructively debating one another's scholarly interpretations; and on writing clearly and learning to edit yourself. Seminar members will even engage in a collective exercise of rewriting woolly published prose, with the winner being awarded an Orwell Prize for editing. Students will make use of all these experiences to write and edit substantial research papers on topics of their own choosing that are in some way related to the course's subject, and determined in consultation with me.

#### BOOKS

William Kelleher Storey, *Writing History: A Guide for Students*, 3rd ed. (New York: Oxford University Press, 2008). I.S.B.N. 978-0195337556

Alexander O. Exquemelin, *The Buccaneers of America* (1678), trans. Alexis Brown and ed. Jack Beeching (Harmondsworth, Middlesex: Penguin Books, 1969; reprinted New York: Dover Publications, 2000). I.S.B.N. 978-0486409665

Robert C. Ritchie, *Captain Kidd and the War against the Pirates* (Cambridge, Mass.: Harvard University Press, 1986). I.S.B.N. 978-0674095021

'Capt. Charles Johnson' (possibly Daniel Defoe), *A General History of the Pyrates*, 4th ed., 2 vols. (1726–1728), ed. Manuel Schonhorn (London: J. M. Dent & Sons, 1972; reprinted New York: Dover Publications, 1999). I.S.B.N. 978-0486404882

Marcus Rediker, *Between the Devil and the Deep Blue Sea: Merchant Seamen, Pirates, and the Anglo-American Maritime World, 1700–1750* (Cambridge: Cambridge University Press, 1987; reprinted in paperback, 1989). I.S.B.N. 978-0521379830

*Bandits at Sea: A Pirates Reader*, ed. C. R. Pennell (New York: New York University Press, 2001). I.S.B.N. 978-0814766781

Peter T. Leeson, *The Invisible Hook: The Hidden Economics of Pirates* (Princeton, N.J.: Princeton University Press, 2009). I.S.B.N. 978-0691137476

William Langewiesche, *The Outlaw Sea: A World of Freedom, Chaos, and Crime* (New York: North Point Press, 2005). I.S.B.N. 978-0865477223

These required course books are available for purchase at Amazon.com. Assigned articles and book chapters will be placed on Sakai as PDF files, for download, printing, and reading before each class meeting.

## COURSE REQUIREMENTS

Seminar members are responsible for emailing me a very brief *reading response* (between 150 and 175 words long) at least 12 hours before each seminar meeting held in weeks 1–6 and 8–10—which is to say, no later than 10:00 P.M. on Wednesday. My email address is peter.silver@rutgers.edu. Each reading response you write should ask, and propose a possible answer to, one question about the week’s assigned reading. In composing your reading responses before class, some aspects of the assigned secondary sources that you will always find it useful to think about are: what arguments the historians who wrote them are trying to make; how well their evidence supports those arguments; what sorts of evidence they use, and how they organize and present it; their attitudes toward the historical actors they describe; and what interpretations and other scholars they seem to argue or agree with. Some useful questions to consider about the primary sources are: how and why those sources were produced and disseminated (not overlooking the obvious—were they written? printed? posted? sung? watched? sold? collected? concealed?); the sorts of people who created them and the specific personal situations in which they did so; the intended audiences for the sources and how they might have reacted to them; and how you can interpret them to make sense of this period. For definitions of primary and secondary sources, see William Kelleher Storey, *Writing History: A Guide for Students* (New York: Oxford University Press, 1999), pp. 18–19.

The responses will not be read by other members of the seminar, so you should—at an absolute minimum—be certain to bring up the points from your responses in class discussion each week. Your vocal, well-informed participation in class counts for three times as much toward your seminar grade as the reading responses themselves (see “Grading and Preparation of Written Materials,” below).

You will *meet with me in office hours* during week 3 or week 4 (October 4 or October 11, with extra office hours on October 16) to discuss possible subjects for your paper. You can sign up for my office hours at <http://www.supersaas.com/schedule/psilver> (available days are shown on the overview calendar in white highlighting). My office is Van Dyck 2C, my office hours are Thursdays from 3:00 to 5:00, and my office telephone number is (732) 932–8512.

You will then *report briefly to the rest of the class* in week 5 (October 18), explaining what you’ve found in your research so far and what your paper is likely to be about.

In week 7 (October 25), you will give a fuller *formal presentation* about your project to the class. Plan on talking for no more than 5 minutes and answering questions for about 10. In advance of this meeting, you will write and circulate to the class by email a *paper preview* consisting of a prospectus (2 to 3 pages carefully describing what you intend to write about, what specific question or questions you are trying to answer, what you think your argument is likely to be, how it will relate to the existing historiography on your topic, and how you will approach your sources) and a research bibliography (an annotated list of at least a dozen of the primary and secondary

sources you expect to use). You can also append an outline, if you have one. These paper previews must be emailed no later than Sunday, October 21, and read by all seminar members before the class meeting. There is no reading response in week 7, because your assignment is simply to come well prepared to ask questions about one another's projects.

For week 8 (November 1), you will be asked to find a passage of truly bad published prose and "translate" it into clear English. These translations will be presented in class, and the student whose translation is judged best will win an Orwell Prize.

Weeks 11 and 12 will be devoted to *final presentations* by all the members of the seminar, who will be required to precirculate *final paper previews*. This time each presenter will have about 10 minutes to talk and 20 minutes to answer questions. The paper previews in weeks 11–12 should take the following form: (1) a standard *introduction* to your paper, consisting of 3–4 pages stating the problem that your paper examines and giving its thesis, summarizing the historiographical context, and providing the first bits of concrete detail and analysis that you will use to draw readers into the rest of the paper; and (2) a full *outline*. After reading your introduction, we should at a minimum know what your topic is, why we should care about it, and what you are going to argue about it. These paper previews must be emailed no later than the Sunday before the class meeting in which you will present. As in week 7, there are no reading responses, since your collective assignment is to come to class prepared to ask interesting questions about one another's projects. When it is your turn to present, please also bring to seminar any excerpts from interesting documents, visual sources, or other materials that you have found and would like to use to assist in a discussion of your junior paper.

Your final paper is due to me via email, in PDF format, by 5:00 P.M. on reading day—the final day before examination period begins—Thursday, December 13.

#### SEMESTER OVERVIEW

WEEK 1: *Sea dogs* (September 13)

WEEK 2: *Buccaneering* (September 20)

WEEK 3: *Captain Kidd* (and meetings with instructor) (October 4)

WEEK 4: *The literature of piracy* (and meetings with instructor) (October 11)

WEEK 5: *American colonies in the golden age* (and first presentation of topics to class) (October 18)

Submission of paper previews to class by email (*no later than Sunday, October 21*)

WEEK 6: *Seaborne subversion?* (*Make-up sessions: October 23 for Group I, October 24 for Group II*)

WEEK 7: *Economics afloat* (and discussion of paper previews) (October 25)

WEEK 8: *Gender and sex at sea* (and Orwell writing exercise) (November 1)

WEEK 9: *From British pirates to American privateers* (November 8)

WEEK 10: *Twenty-first century perspectives on piracy* (November 15)

THANKSGIVING RECESS (November 22–25)

Submission of 1st group of final previews to class by email (*no later than Sunday, November 25*)

WEEK 11: Student presentations (*November 29*)

Submission of 2nd group of final previews to class by email (*no later than Sunday, December 2*)

WEEK 12: Student presentations (*December 6*)

PAPERS DUE VIA EMAIL: *Thursday, December 13, 5:00 P.M.*

#### GRADING AND PREPARATION OF WRITTEN MATERIALS

The components of the seminar grade are vocal and insightful participation in the weekly discussions and presentations (30%); completion of the weekly reading responses (10%); the written paper previews due on October 21 and during weeks 11–12 (each will count 10%, for a total of 20%); and the final paper itself (40%). The Orwell editing exercise is just for fun. Absence from a course meeting will reduce your seminar grade.

The weekly reading responses should be typed in the body of your emails to me as plain text, without special formatting. Please do not send responses as attachments. My email address is peter.silver@rutgers.edu. Remember that responses must be sent a full 12 hours in advance of each class meeting. Each subject heading should read: “Response 2” in week 2, and so on. (It is very helpful to my email client if you use this exact wording in the subject heading.) Your paper previews, drafts, and junior papers should use footnotes, not endnotes, and should follow the citation forms recommended in Storey, *Writing History*, pp. 36–42. They should also be numbered clearly on every page and saved in PDF format. Paper previews should be sent with the subject heading: “Paper preview.”

#### RESOURCES FOR WRITING AND RESEARCH

There are no required assignments from William Kelleher Storey’s *Writing History* (only suggested ones), but I cannot recommend strongly enough that you refer to it often as a handbook. I have used the suggested further readings to point out chapters from Storey that you are likely to find especially useful at different points during the semester. It has concise, insightful essays on everything you will go through—choosing a topic, finding library materials, reading primary sources, taking notes, avoiding plagiarism, composing an argument, and drafting and editing expository prose.

#### SCHEDULE OF READINGS AND ASSIGNMENTS

Required readings marked with an asterisk will be on Sakai as PDF files. The other required readings are in the course books listed above for purchase on Amazon.com.

## I. SEA DOGS (*September 13*)

\*Kenneth R. Andrews, *Trade, Plunder, and Settlement: Maritime Enterprise and the Genesis of the British Empire, 1480–1630* (Cambridge: Cambridge University Press, 1984), chaps. 6 (“The Caribbean”) and 16 (“Reflections”), pp. 116–134 and 356–364

\*[Philip Nichols], *Sir Francis Drake Reuiued: Calling vpon This Dull or Effeminate Age, to Folovve his Noble Steps for Golde and Siluer ...* (London, 1626)

\*Andrews, *Elizabethan Privateering: English Privateering during the Spanish War, 1585–1603* (Cambridge: Cambridge University Press, 1964), chap. 11 (“The Consequences of Privateering”), pp. 222–238

### *Suggested further reading*

Kris E. Lane, *Pillaging the Empire: Piracy in the Americas, 1500–1750* (Armonk, N.Y.: M. E. Sharpe, 1998), chap. 2 (“Smugglers, Privates, and Privateers: The Elizabethan West Country Slave Traders”), pp. 33–61, with endnotes at pp. 206–207

Nabil Matar, “Soldiers, Pirates, Traders, and Captives: Britons among the Muslims,” in *Turks, Moors, and Englishmen in the Age of Discovery* (New York: Columbia University Press, 1999), chap. 2, pp. 43–82, with endnotes at pp. 204–210

## 2. BUCCANEERING (*September 20*)

\*“The Translator to the Reader,” in John Esquemeling, [Alexander O. Exquemelin], *Bucaniers of America, or a True Account of the Most Remarkable Assaults Committed of Late Years upon the Coasts of the West-Indies by the Bucaniers of Jamaica and Tortuga ... Now Faithfully Rendered into English* (London, 1684), pp. [i]–[x].

Exquemelin, *The Buccaneers of America* (1678), trans. Alexis Brown and ed. Jack Beeching (Harmondsworth, Middlesex: Penguin Books, 1969; reprinted New York: Dover Publications, 2000)

\*Richard S. Dunn, *Sugar and Slaves: The Rise of the Planter Class in the English West Indies, 1624–1713* (Chapel Hill: University of North Carolina Press for the Institute of Early American History and Culture, 1972), chap. 5 (“Jamaica”), pp. 149–165 and 177–187

### *Suggested further reading*

Nuala Zahedieh, “The Merchants of Port Royal, Jamaica, and the Spanish Contraband Trade, 1655–1692,” *William and Mary Quarterly*, 3rd ser., 43 (1986): 570–593

Lane, *Pillaging the Empire*, chap. 4 (“The Seventeenth-Century Caribbean Buccaneers”), pp. 96–130, with endnotes at pp. 208–209

### 3. CAPTAIN KIDD (AND MEETINGS WITH INSTRUCTOR) (*October 4*)

Robert C. Ritchie, *Captain Kidd and the War against the Pirates* (Cambridge, Mass.: Harvard University Press, 1986)

NOTE: All seminar members should meet with me in office hours either this week or the following one to discuss what you have found on your excursions to the library and settle on a subject for your research paper. All papers must use some form of primary source. There are general suggestions about how to develop a topic in Storey, *Writing History*, chap. 1.

#### *Suggested further reading*

William Kelleher Storey, *Writing History: A Guide for Students* (New York: Oxford University Press, 1999), chaps. 1–2 (“Getting Started” and “Interpreting Source Materials”)

### 4. THE LITERATURE OF PIRACY (AND MEETINGS WITH INSTRUCTOR) (*October 11*)

‘Capt. Charles Johnson’ (possibly Daniel Defoe), *A General History of the Pyrates*, 4th ed., 2 vols. (1726–1728), ed. Manuel Schonhorn (London: J. M. Dent & Sons, 1972; reprinted New York: Dover Publications, 1999): Vol. I, preface and chaps. I (Avery), III–IV (Blackbeard and Bonnet), VII (Read and Bonny), IX (Roberts; read only pp. 194–196 and 204–250), and XIII (Low); and vol. II, chaps. I–II (Misson and Tew) and XVI (Fly)

NOTE: All seminar members should have met with me in office hours by this week to discuss where your research has led and to settle on a subject for your research paper.

#### *Suggested further reading*

Storey, *Writing History*, chaps. 3–4 (“Writing History Faithfully” and “Use Sources to Make Inferences”)

Michael Thomas Smith, “Blackbeard and the Meaning of Pirate Captaincy,” *American Neptune* 61 (2001): 397–409

### 5. AMERICAN COLONIES IN THE GOLDEN AGE (AND 1ST PRESENTATION OF TOPICS) (*October 18*)

\*Mark Gillies Hanna, “The Pirate Nest: The Impact of Piracy on Newport, Rhode Island, and Charles Town, South Carolina, 1670–1740” (Ph.D. dissertation, Harvard University, 2006): abstract (pp. iii–iv); excerpts from chap. 1 (pp. 1–10 and 15–50 only); excerpts from chap. 2 (pp. 51–57, 72–78, and 86–91 only); chaps. 3–4 (pp. 92–158); introduction to Part II (pp. 198–203); excerpt from chap. 6 (pp. 204–212 only); and chaps. 7–8 (pp. 247–330)—in total roughly 40,000 words (100 pages in a printed book)

\*\*“Commission of Capt. Benjamin Norton as a Privateer, June 2, 1741,” and “Journal of the Sloop Revenge, June 5–October 5, 1741,” in *Privateering and Piracy in the Colonial Period*:

*Illustrative Documents*, ed. John Franklin Jameson (New York: Macmillan Co., 1923), docs. 144 and 145

NOTE: This week you will give a short oral presentation to the class, describing what you have found in the course of your library research and giving other students a general idea of your paper topic and related sources.

SUBMISSION OF RESEARCH PAPER PREVIEWS TO CLASS BY EMAIL (*no later than Sunday, October 21*)

6. SEABORNE SUBVERSION? (*Make-up sessions: October 23 for Group I, October 24 for Group II*)

Marcus Rediker, *Between the Devil and the Deep Blue Sea: Merchant Seamen, Pirates, and the Anglo-American Maritime World, 1700–1750* (Cambridge: Cambridge University Press, 1987; reprinted in Canto edition, 1993), introduction, chaps. 2, 5–6, and conclusion, pp. 1–9, 77–115, 205–298

\*Christopher Hill, “Radical Pirates?” in *The Origins of Anglo-American Radicalism*, ed. Margaret C. Jacob and James R. Jacob, rev. ed. (London: Humanities Press International, 1991; orig. pub London: George Allen & Unwin, 1984), pp. 19–34

Kenneth J. Kinkor, “Black Men under the Black Flag,” in *Bandits at Sea: A Pirates Reader*, ed. C. R. Pennell (New York: New York University Press, 2001), chap. 10, pp. 195–210

*Suggested further reading*

Storey, *Writing History*, chaps. 5–6 (“Get Writing!” and “Build an Argument”)

Rediker, *Between the Devil and the Deep Blue Sea*, chap. 1 (“The Seaman as Man of the World: A Tour of the North Atlantic, c. 1740”), pp. 10–76

J. S. Bromley, “Outlaws at Sea, 1660–1720: Liberty, Equality, and Fraternity among the Caribbean Freebooters” (1986), in *Bandits at Sea*, ed. Pennell, chap. 9, pp. 169–194

Rediker, “Hydrarchy and Libertalia: The Utopian Dimensions of Atlantic Piracy in the Early Eighteenth Century,” in *Pirates and Privateers: New Perspectives on the War on Trade in the Eighteenth and Nineteenth Centuries*, ed. David J. Starkey, E. S. van Eyck van Heslinga, and J. A. de Moor (Exeter, Devon: University of Exeter Press, 1997), chap. 2, pp. 29–46

Peter Linebaugh and Rediker, *The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic* (Boston: Beacon Press, 2000)

7. ECONOMICS AFLOAT (AND DISCUSSION OF PAPER PREVIEWS) (*October 25*)

Peter T. Leeson, *The Invisible Hook: The Hidden Economics of Pirates* (Princeton, N.J.: Princeton University Press, 2009), chaps. 4–6, pp. 82–155

NOTE: This week all seminar members will present their precirculated paper previews to the class (see “Course Requirements” above for a full description of the format of the written previews and oral presentations).

*Suggested further reading*

Storey, *Writing History*, chap. 7 (“Narrative Techniques for Historians”)

Joel H. Baer, “‘Captain John Avery’ and the Anatomy of a Mutiny,” *Eighteenth-Century Life* 18 (1994): 1–26

N. A. M. Rodger, *The Wooden World: An Anatomy of the Georgian Navy* (London: William Collins, 1986; reprinted New York: W. W. Norton & Co., 1996), chap. 6 (“Discipline”), pp. 205–251, with endnotes at pp. 399–402

8. GENDER AND SEX AT SEA (AND ORWELL WRITING EXERCISE) (*November 1*)

B. R. Burg, “The Buccaneer Community” (1983), in *Bandits at Sea*, ed. Pennell, chap. 11, pp. 211–243

\*Jo Stanley et al., *Bold in Her Breeches: Women Pirates across the Ages* (London: Harper Collins, Pandora, 1995), preface and chaps. 3 and 8, pp. xiv–xvii, 36–50, and 111–138

Marcus Rediker, “Liberty beneath the Jolly Roger: The Lives of Anne Bonny and Mary Read, Pirates” (1996), in *Bandits at Sea*, ed. Pennell, chap. 15, pp. 299–320

NOTE: This week all seminar members will bring to class and circulate photocopies of the passages of bad scholarly writing they chose to “translate,” and of their improved versions. The editor of the most improved version will win an Orwell Prize.

*Suggested further reading*

George Orwell, “Politics and the English Language” (1946), in *Essays*, ed. John Carey (New York: Alfred A. Knopf, Everyman’s Library, 2002), pp. 954–967

Storey, *Writing History*, chaps. 8–9 (“Writing Sentences in History” and “Choose Precise Words”)

B. R. Burg, *Sodomy and the Pirate Tradition: English Sea Rovers in the Seventeenth-Century Caribbean* (New York: New York University Press, 1995; orig. pub. 1983 as *Sodomy and the Perception of Evil*), introduction and chap. 4 (“Buccaneer Sexuality”), pp. xxxvii–xlv and 107–138, with notes at pp. 175 and 185–188

*Iron Men, Wooden Women: Gender and Seafaring in the Atlantic World, 1700–1920*, ed. Margaret S. Creighton and Lisa Norling (Baltimore, Md.: Johns Hopkins University Press, 1996)

Hans Turley, “Hosti Humani Generis: The Common Enemy against All Mankind,” in *Rum, Sodomy, and the Lash: Piracy, Sexuality, and Masculine Identity* (New York: New York University Press, 1999), chap. 2, pp. 28–43, with endnotes at pp. 162–165

David Cordingly, “Men without Women,” in *Women Sailors and Sailors’ Women: An Untold Maritime History* (New York: Random House, 2001), chap. 9, pp. 138–153 with endnotes at p. 264

#### 9. FROM BRITISH PIRATES TO AMERICAN PRIVATEERS (November 8)

\*Robert C. Ritchie, “Government Measures against Piracy and Privateering in the Atlantic Area, 1750–1850,” in *Pirates and Privateers*, ed. Starkey, van Eyck van Heslinga, and de Moor, chap. 1, pp. 10–28

\*Carl E. Swanson, “American Privateering and Imperial Warfare, 1739–1748,” *William and Mary Quarterly*, 3rd ser., 42 (1985): 357–382

\*Jesse Lemisch, “Jack Tar in the Streets: Merchant Seamen in the Politics of Revolutionary America,” *William and Mary Quarterly*, 3rd ser., 25 (1968): 371–407

\*William James Morgan, “American Privateering in America’s War for Independence, 1775–1783,” *American Neptune* 36 (1976): 79–87

\*Paul O. Gilje, “Brave Republicans of the Ocean,” in *Liberty on the Waterfront: American Maritime Culture in the Age of Revolution* (Philadelphia: University of Pennsylvania Press, 2004), chap. 5, pp. 130–162, with endnotes at pp. 300–305

\*Faye Kert, “Cruising in Colonial Waters: The Organization of North American Privateering in the War of 1812,” in *Pirates and Privateers*, ed. Starkey, van Eyck van Heslinga, and de Moor, chap. 8, pp. 141–154

#### *Suggested further reading*

Storey, *Writing History*, chap. 10 (“Revising and Editing”)

Daniel Vickers, “Beyond Jack Tar” (in Forum: The Future of Early American History), *William and Mary Quarterly*, 3rd ser., 50 (1993): 418–424

David J. Starkey, “The Origins and Regulation of Eighteenth-Century British Privateering” (1993), in *Bandits at Sea*, ed. Pennell, chap. 4, pp. 69–81

Robert J. Allison, “Sailing to Algiers: American Sailors Encounter the Muslim World,” *American Neptune* 57 (1997): 5–17

Simon P. Newman, “Reading the Bodies of Early American Seafarers,” *William and Mary Quarterly*, 3rd ser., 55 (1998): 59–82

#### 10. TWENTY-FIRST CENTURY PERSPECTIVES ON PIRACY (November 15)

William Langewiesche, *The Outlaw Sea: A World of Freedom, Chaos, and Crime* (New York: North Point Press, 2005), selections

\*Jay Bahadur, *The Pirates of Somalia: Inside Their Hidden World* (New York: Pantheon Books, 2011), selections

THANKSGIVING RECESS (*November 22–25*)

SUBMISSION OF 1ST GROUP OF FINAL PAPER PREVIEWS TO CLASS BY EMAIL (*by Sunday, November 25*)

II. STUDENT PRESENTATIONS OF FINAL PAPER PREVIEWS (*November 29*)

NOTE: This week half of the seminar's members will present their precirculated paper previews to the class for discussion and constructive criticism (see "Course Requirements" above for a full description of the format of the written previews and oral presentations).

SUBMISSION OF 2ND GROUP OF FINAL PAPER PREVIEWS TO CLASS BY EMAIL (*by Sunday, December 2*)

II. STUDENT PRESENTATIONS OF FINAL PAPER PREVIEWS (*December 6*)

NOTE: This week the other half of the seminar's members will present their precirculated paper previews to the class for discussion.

SUBMISSION OF PAPERS VIA EMAIL: Reading day (*Wednesday, December 13, 5:00 P.M.*)