Who or what is a captive? Traditionally, the term describes a person unwillingly held by colonial pirates, invading soldiers and slave traders. This advanced seminar challenges us to consider the continued practice of captivity in our present-day societies. How do prisons, migrant detention centers, and guerrillas draw on former strategies of coercion and control? How integral is the denial of personhood to these practices, past and present? What of non-human captives? This course focuses on Latin American countries (Mexico, Brazil, Colombia) and the United States, but our readings will include comparisons to Africa, the Middle East and Mediterranean. We will explore how historical narratives of captivity are crafted, voiced, but also silenced. The following themes (and others) will be studied this semester: ransom, captive migrants, captive animals, sexual trafficking and imprisonment. Students will produce one short essay and a research paper on a topic of their choice. This advanced seminar meets once a week. No prior knowledge of Latin American history or Spanish/Portuguese language is necessary for this course.

Our course will follow five units: Political Captives, Migrants, Crafting Captivities, Children and Sexual Trafficking.

Students will write two papers during the course of the semester. The first paper is worth 15% of your grade for the semester and will respond to a prompt based on the first four weeks of reading material.

The research paper will be completed in three parts and will require individual meetings (held during office hours) prior to submission of the draft and final paper. A tentative outline of the paper, worth 10% of your final grade, must be turned in during Week 9. These outlines will be discussed in depth in preparation for the first draft of the paper. A polished 20-page draft of the paper, worth 25% of your final grade, will be turned in on Nov. 17 (Week 12). The final version of the paper will be submitted on Dec. 8 (Week 15). The final draft will be worth 40% of your final grade for the course. Participation and attendance are crucial elements of this seminar.

All students enrolled in 300W seminars will receive a grading rubric at the beginning to the semester. This rubric outlines faculty and departmental expectations for grading papers assigned in the seminar.

Participation, worth 10% of your final grade) requires coming to class with notes on the assigned text(s) of the week and contributing comments, criticisms and questions to discussion. Students will be expected to lead discussion one to two times during the seminar, although this will depend on the total number of student enrolled. In this regard, our discussions are only possible with your attendance, which will account for the final 10% of your final grade. One unexcused absence will lower your attendance grade by 10 pts., two absences by 20 pts., and so forth.

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<th>Grading Category</th>
<th>Weight</th>
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<tr>
<td>Participation and Attendance</td>
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<tr>
<td>First Paper</td>
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<td>Research Paper Outline</td>
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<td>Research Paper First Version</td>
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<tr>
<td>Research Paper Final Version</td>
<td>30%</td>
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In accordance with the College credit hour policy, which awards 4 credit hours for courses that meet for the equivalent of 3 periods of 50 minutes each week, students are expected to devote at least one hour each week identifying the main lines or argument in course readings, working alone or in groups. This is an absolute minimum expectation for an advanced seminar.

Plagiarism and other forms of academic dishonesty will not be tolerated. When in doubt, it is always preferable to cite and acknowledge another scholar’s or peer’s work. All assignments and activities associated with this course must be performed in accordance with the University's Academic Honesty Policy (www.rochester.edu/college/honesty).

Required Books


Optional Titles

Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. 1845 edition.


Course Schedule

**Week 1 – Captivities: Definitions, Silences & Spaces – Jan. 16**
- Marisa Fuentes, *Dispossessed Lives*, Introduction and Epilogue (BB)
- “The Journal of Jonas Clough” (in class handout)

**Week 2 – The Problem of Power – Jan. 23**
- Joseph Miller, *The Problem of Slavery as History*
- Orlando Patterson, *Slavery and Social Death*, selections

**Week 3 – Political Captives I – Jan. 30**
- Daniel Hershenzon, *The Captive Sea*

**Week 4 – Political Captives II – Feb. 6**
- Clara Rojas, *Captive: 2,147 Days of Terror...*  
  *FIRST ESSAY DUE at 2 pm IN CLASS*

**Week 5 – Captive Migrants I – Feb. 13**
- Sharla M. Fett, *Recaptured Africans*

**Week 6 – Captive Migrants II – Feb. 20**
- Kelly Lytle Hernandez, *City of Inmates*
- Denise Gilman, “Immigration Detention, Inc.” (BB)

**Week 7 – Crafting Captivity I – Feb. 27**
- Lisa Voigt, *Writing Captivity in the Early Modern Atlantic*

**Week 8 – Crafting Captivity II – Mar. 6**
- Hans Staden, *True History*, 17-145 or Santos Granero, *Vital Enemies*  
  *RESEARCH OUTLINES DUE*

**Week 9 – Spring Break – Mar. 13 (NO CLASS)**

**Week 10 – Human vs. Non-Human Captives – Mar. 20**
- Michelle Gunawan, “Navigating human and non-human animal relations,”
- *Okja* clips

**Week 11 – Children in Captivity – Mar. 27**
- Juan Francisco Manzano, *Autobiography of a Slave*
- Frederick Douglass, *Narrative of the Life of Frederick Douglass*

**Week 12 – Research Preparation – Apr. 3**
- *RESEARCH PAPER, FIRST VERSION DUE*
  - Individual meetings, library resources, ILL books, locate source material
Week 13 – Children in Captivity II – Apr. 10
- Jean Robert Cadet, Restavec: From Haitian Slave Child to Middle-Class American

Week 14 – Human Trafficking I – Apr. 17
- Camilla Townsend, Malintzin’s Choices

Week 15 – Human Trafficking II – Apr. 24
- A conversation with Renan Salgado, Worker Justice Center, Human Trafficking Specialist
- Readings TBD

Week 16 – Research – May 1
- FINAL PAPERS, REVISED AND RESUBMITTED, DUE IN CLASS @ 2 PM

Additional Suggested Readings (Optional)


Primary Source Guides

Brazil (Emory University collection)
http://guides.main.library.emory.edu/c.php?g=50136&p=324482

Digital Resources – Modern-Day Slavery

Romo, Rafael. “Woman endures five years of slavery, chains, starvation” (May 18, 2016) http://www.cnn.com/2016/05/18/world/zunduri-five-years-slavery-chains/index.html

“CNN Documental Trata de Personas” (México) 59 min. https://www.youtube.com/watch?v=3B_CDBuu-ZY

“Vendidas como Esclavas” (Paraguay) 45 min. https://www.youtube.com/watch?v=NiM3n8s3_Lk

“Trata de Mujeres de Tenancingo a Nueva York” (México/U.S.) 44 min. https://www.youtube.com/watch?v=dN7Ur1uV6vo