

**HIS 350W/450 – Captives: Past, Present and Future (1500-2100)**

Class Schedule: Wednesdays 2-4:40 pm

Contact: pablo.sierra@rochester.edu

Class Location: Rush Rhees 362

Office Hours: Mondays 1:30-3:30pm (Rush Rhees 458)

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.

Participation and Attendance	20%
First Paper	15%
Research Paper Outline	10%
Research Paper First Version	20%
Research Paper Final Version	30%

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](http://www.rochester.edu/college/honesty)).

### **Required Books**

Cadet, Jean Robert. *Restavec: From Haitian Slave Child to Middle-Class American*. Austin: University of Texas Press, 1998. ISBN 978-0292712034

Fett, Sharla. *Recaptured Africans: Surviving Slave Ships, Detention, and Dislocation in the Final Years of the Slave Trade*. Chapel Hill: University of North Carolina Press, 2016. ISBN 978-1469645513

Hershenzon, Daniel. *The Captive Sea: Slavery, Communication and Commerce in Early Modern Spain and the Mediterranean*. Philadelphia: University of Pennsylvania Press, 2018. ISBN 978-0812250480 (UofR Library owns Ebrary copy)

Lytle Hernandez, Kelly. *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771-1965*. Chapel Hill: University of North Carolina Press, 2017. ISBN 978-1469631189

Manzano, Juan Francisco. *Autobiography of a Slave/Autobiografía de un esclavo (bilingual edition)*. Detroit: Wayne State University Press, 1995. ISBN 978-0814325384

Miller, Joseph C. *The Problem of Slavery as History: A Global Approach*. New Haven: Yale University Press, 2012. ISBN 978-0300113150

Rojas, Clara. *Captive: 2,147 Days of Terror in the Columbian Jungle*. New York: Atria Books, 2010. ISBN 978-1439156957

Townsend, Camilla. *Malintzin's Choices: An Indian Woman in the Conquest of Mexico*. Albuquerque: University of New Mexico Press, 2006. ISBN 978-0826334053

Voigt, Lisa. *Writing Captivity in the Early Modern Atlantic: Circulations of Knowledge and Authority in the Iberian and English Imperial Worlds*. Chapel Hill: Omohundro Institute, 2009. ISBN 978-0807859445

### **Optional Titles**

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

Santos-Granero, Fernando. *Vital Enemies: Slavery, Predation and the Amerindian Political Economy of Life*. Austin: University of Texas Press, 2009. ISBN 978-0292719132

Staden, Hans and Neil Whitehead. *True History: An Account of Cannibal Captivity in Brazil*.  
Durham: Duke University Press, 2008. ISBN 978-0822342311

## 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

FIRST ESSAY DUE at 2 pm IN CLASS

- Clara Rojas, *Captive: 2,147 Days of Terror...*

### 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*
- John Moore, “An Immigrant’s Dream, Detained,” *NYT*, Nov. 25, 2013 (BB)
- 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

RESEARCH OUTLINES DUE

- Hans Staden, *True History*, 17-145 or Santos Granero, *Vital Enemies*

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

### Week 10 – Human vs. Non-Human Captives – Mar. 20

- Lori Gruen, ed., *The Ethics of Captivity*, 90-112, 174-192, 248-269
- Bénédicte Boisseron, *Afrodog: Blackness and the Animal Question*, 1-36
- 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)**

Betencourt, Ingrid. *Even Silence Has An End: My Six Years of Captivity in the Colombian Jungle*. 2010.

Conrad, *Children of God's Fire: A Documentary History of Black Slavery in Brazil*. University Park: The Pennsylvania State University Press, 1984.

Cowling, Camillia. *Conceiving Freedom: Women of Color, Gender and the Abolition of Slavery in Havana and Rio de Janeiro*. Chapel Hill: University of North Carolina Press, 2013.

García Rodríguez, Gloria. *Voices of the Enslaved in Nineteenth-Century Cuba: A Documentary History*. Chapel Hill: University of North Carolina Press, 2011.

Fuentes, Marisa. *Dispossessed Lives: Enslaved Women, Violence, and the Archive*. Philadelphia: University of Pennsylvania Press, 2016.

Metcalf, Alida. *Go-Betweens and the Colonization of Brazil: 1500-1600*. Austin: University of Texas Press, 2006.

Myscofski, Carole A. *Amazons, Wives, Nuns, and Witches: Women and the Catholic Church in Colonial Brazil, 1500-1822*. Austin: University of Texas Press, 2013.

Patterson, Orlando. *Slavery and Social Death: A Comparative Study*. Cambridge: Harvard University Press, 1982.

Reséndez, Andrés. *The Other Slavery: The Uncovered Story of Indian Enslavement in America*. Boston: Houghton Mifflin Harcourt, 2016.

Seijas, Tatiana. *Asian Slaves in Colonial Mexico: From Chinos to Indians*. Cambridge: Cambridge University Press, 2015.

Sommer, Barbara. "Colony of the Sertão: Amazonian Expeditions and the Indian Slave Trade." *The Americas*. Vol. 61, no. 3 (2005): 401-428.

Wheat, David. "A Spanish Caribbean Captivity Narrative: African Sailors and Puritan Slavers, 1635" in Kathryn McKnight and Leo Garofalo (eds.), *Afro-Latino Voices: Narratives from the Early Modern Ibero-Atlantic World, 1550-1812*. Indianapolis: Hackett Publishing Company, 2009. pp. 195-214.

### **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](https://www.youtube.com/watch?v=3B_CDBuu-ZY)

"Vendidas como Esclavas" (Paraguay) 45 min.

[https://www.youtube.com/watch?v=NiM3n8s3\\_Lk](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>

*Los Angeles Times*, "Desperate Workers on a Mexican Mega-Farm" (Dec. 10, 2014)

<http://graphics.latimes.com/product-of-mexico-labor/>