

Prof. Hannah Barker
Office: Coor 4566
Student Hours: M 11:40am-12:30pm, W 1:00-2:00pm,
or by appointment

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Class Hours: MW 3:05-4:20pm

Slavery in the Premodern World

HST 495, Fall 2019

The history of slavery is often presented as a straight line of development from the Roman estate to the American plantation. Yet more than a thousand years passed between the end of the Roman empire and the establishment of the first New World colonies, a millennium during which slavery existed in a variety of forms and in every part of the world. Premodern forms of slavery tended to be small-scale, domestic, female, and grounded in religious rather than racial difference. In this course, we will emphasize the distinctive features of premodern slavery, especially the role of religion and gendered expectations of domestic and sexual service. In addition, by approaching slavery from a range of cultural perspectives, we will reexamine common assumptions about what slavery means and how it works. Our focus will be on the Mediterranean, but we will also consider examples from northern Europe, Asia, Africa, and the Americas between 500 and 1500 C.E.

The aims of this course include:

- learning about the ideology and practice of slavery in various premodern societies.
- examining slavery from multiple cultural perspectives and articulating the similarities and differences among them.
- practicing skills associated with the discipline of history such as close reading, analytical thinking, and independent research.
- developing a written research project in stages from proposal to finished paper.

Required Text

Debra Blumenthal, *Enemies and Familiars: Slavery and Mastery in Fifteenth-Century Valencia* (2009).

All other readings are on Canvas or available online as ebooks through the ASU library website.

Course Requirements and Grading

Your final grade will be calculated as follows:

• Participation	15%
• Response Papers	25%
• Research Project	50%
• <u>Final Essay</u>	<u>10%</u>
Total	100%

A+	97-100%	B	83-86.5%	D	60-72.5%
A	93-96.5%	B-	80-82.5%	E	0-59.5%
A-	90-92.5%	C+	77-79.5%		
B+	87-89.5%	C	73-76.5%		

Participation

Attendance and active participation in class are not only required for this course, but essential to your own learning and that of your classmates. You are expected to do the assigned reading, attend every class, arrive on time, bring the assigned primary sources, contribute your thoughts and questions to the discussion, and treat your classmates and myself with respect. Sleeping, eating, texting, talking, browsing the internet, and other distractions during class are not allowed. If you miss more than three classes, it will affect your participation grade. You may request an excused absence for illness, family emergency, religious observance, or ASU-sponsored extracurricular activities. I may ask you to provide documentation to support your request.

Response Papers

You are expected to complete 5 short response papers. Instructions will be posted on Canvas, and all responses will be due on Fridays at 5pm via Canvas.

Research Project

The research project consists of a series of assignments which build towards a 15–page paper.

<u>Assignment</u>		<u>Deadline</u>
• Brainstorming Appointment	5%	Aug. 30
• Book Review (3 pages)	5%	Sept. 20
• Quote Analysis	5%	Oct. 11
• Proposal and Bibliography	5%	Oct. 25
• Outline	5%	Nov. 1
• Paper (15 pages)	75%	Nov. 22

Instructions for each assignment will be distributed in class and posted on Canvas.

Disability Accommodations

Students with a documented disability should speak with me as soon as possible to arrange accommodations. To document your disability and learn more about resources available to you, please use the Disability Resources Center: <http://www.asu.edu/studentaffairs/ed/drc/index.htm>.

Title IX

Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. ASU does not discriminate on the basis of sex in the employment, education programs, or activities it operates. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Victims of sexual violence, sexual harassment, stalking, and relationship violence are encouraged to seek support and report the incident. ASU has appointed a Title IX Coordinator to oversee ASU response to Title IX complaints. Additionally, be aware that all ASU faculty and staff are mandatory reporters, and are thus required by law to report known or suspected incidents of sexual harassment or violence to the Title IX Coordinator. ASU prohibits romantic or sexual relations between faculty and students, per ACD 402.

Intellectual Honesty

All assignments submitted for this course should be your own work. If you are found to have cheated or plagiarized, presenting someone else's words or ideas as your own, you will receive a

final grade of E (failure) or XE (failure based on academic dishonesty). More information about ASU's academic integrity policy is available at <https://provost.asu.edu/academic-integrity>. We will discuss the appropriate use of citations in class. If you have questions about how or when to use citations, you can consult Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* or you can ask me directly. When in doubt, include a citation.

Getting in Touch

I will use Canvas to share assignments, scanned readings, and all other regular course materials with you. If there are any last-minute changes or announcements, I will email you. Please check your email every day. If you need to communicate with me, please come to office hours or email me (hannah.barker.1@asu.edu).

Counseling Services

Much of the material we will discuss in this class is troubling. If you find yourself feeling stressed, anxious, angry, or upset, ASU Counseling Services provides support 24/7. Your first appointment is free. During business hours, you can call 480-965-6146 or walk into the counseling office (Student Services Building room 334, no appointment necessary). Outside of business hours, you can call 480-921-1006. More information at <https://eoss.asu.edu/counseling>.

Week 1: No class

Week 2: Premodern Slavery – The State of the Field

Aug. 26 – Defining Slavery

Orlando Patterson, *Slavery and Social Death*, p.1-27. [ASU ebook]

Joseph Miller, *The Problem of Slavery as History*, chapter 1, p.1-35. [ASU ebook]

Catherine Cameron, *Invisible Citizens*, introduction, p.1-24.

Aug. 28 – Class Struggle

Karl Marx, "The German Ideology," p.149-161.

Alice Rio, *Slavery After Rome*, introduction, p.1-16.

Primary source: Salic Law.

Aug. 30: Assignment due (5:00pm on Canvas), Make a Brainstorming Appointment.

Week 3: Premodern Slavery – The State of the Field

Sept. 2 – No class, Labor Day.

Sept. 4 – Christian Amelioration

Hannah Barker, *That Most Precious Merchandise*, introduction, p.1-9.

Thomas Clarkson, *History of the Rise, Progress and Accomplishment of the Abolition of the African Slave-Trade by the British Parliament*, (1839), vol. 1, ch. 1. [ebook]

Sept. 6: Assignment due (5:00pm on Canvas), Response #1 for weeks 2-3.

Week 4: Slavery and Religion

Sept. 9 – Slavery and Mediterranean Monotheism

Jeffrey Fynn-Paul, “Empire, Monotheism and Slavery in the Greater Mediterranean Region from Antiquity to the Early Modern Era,” *Past and Present* 205 (2009): 3-40.

Hannah Barker, *That Most Precious Merchandise*, chapter 1, p. 12–26.

Primary sources: Christianity and Slavery (Exodus 21, Colossians 3, Aquinas), Islam and Slavery (Quran, hadith, al-Ghazali).

Sept. 11 – Slavery in the Pre-Columbian Americas

Inga Clendinnen, “The Cost of Courage in Aztec Society,” *Past and Present* 107 (1985): 44-89.

William Starna and Ralph Watkins, “Northern Iroquois Slavery” *Ethnohistory* 38 (1991): 34-57.

Primary source: Excerpt from *A Narrative of the Life of Mrs. Mary Jemison*.

Week 5: Slavery and Law

Sept. 16 – Legislating Slavery

Robert Brunschvig, “Abd,” in *The Encyclopaedia of Islam*, 2nd edition.

R.H. Helmholz, “The Law of Slavery and the European *Ius Commune*,” in *The Legal Understanding of Slavery*, p.17–39.

Primary sources: Fiqh, Gratian, and Passeggeri.

Sept. 18 – Disputing Slave Status

Blumenthal, *Enemies and Familiars*, chapter 1, p.9-45.

Hannah Barker, *That Most Precious Merchandise*, chapter 1, p.26–38.

Kim Bok-Rae, “A Microhistorical Analysis of Korean Nobis through the Prism of the Lawsuit of Damulsari,” in *What Is a Slave Society?*, 403–429. [ASU ebook]

Sept. 20: Assignment due (5:00pm on Canvas), Book Review.

Week 6: Slavery and Race

Sept. 23 – Black and White

David Goldenberg, *The Curse of Ham*, chapters 9 and 12. [ASU ebook]

Nell Irvin Painter, *The History of White People*, chapters 4 and 6.

Primary source: Genesis 9.

Sept. 25 – Seeing Other Colors

Don Wyatt, *The Blacks of Premodern China*, chapter 1. [ASU ebook]

Hazel Petrie, “Decoding the Colours of Rank in Maori Society: What Might They Tell Us About Perceptions of War Captives?” *The Journal of the Polynesian Society* 120 (2011): 211-239.

Sept. 27: Assignment due (5:00pm on Canvas), Response #2 for weeks 4–6.

Week 7: Slavery and Sex

Sept. 30 – The Children of Slaves

Debra Blumenthal, “Masters, Slave Women and Their Children. A Child Custody Dispute in 15th–Century Valencia,” in *Mediterranean Slavery Revisited*, 229–256.

Primary sources: Childbirth Insurance; Ibn al-Sā‘ī, *Consorts of the Caliphs* on Farīdah (p.58-59), Ishāq (p.60-63), and Khātūn al-Safariyyah (p.140-141).

Oct. 2 – Love, Sex, and Concubines

Camilla Townsend, “What in the World Have You Done to Me, My Lover? Sex, Servitude, and Politics among the Pre-Conquest Nahuas as Seen in the Cantares Mexicanos,” *The Americas* 62 (2006): 349-389.

Primary source: Ibn al-Sāʿī, *Consorts of the Caliphs* on ʿInān (p.10-19), Faḍl (p.64-73), and Maḥbūbah (p.76-83).

Week 8: Slavery and the Gendered Household

Oct. 7 – Domestic Service, Domestic Violence

Blumenthal, *Enemies and Familiars*, chapter 3, p.80-121.

Group A: Tiffany Tung, “Violence Against Women: Differential Treatment of Local and Foreign Females in the Heartland of the Wari Empire, Peru,” in *Bioarchaeology of Violence*, p.180–198.

Group B: Debra Martin, “Ripped Flesh and Torn Souls: Skeletal Evidence for Captivity and Slavery from the La Plata Valley, New Mexico, AD 1100-1300,” in *Invisible Citizens*, p.159-80.

Group C: Felix Fabri, *Evagatorium*; Letter from a Deathbed (Cairo Geniza, JTS ENA NS 48.6).

Oct. 9 – Household Honor

Blumenthal, *Enemies and Familiars*, chapters 4-5, p. 122-193.

(Primary sources given in class: Cairo Geniza letters, Venice Quarantia Criminal cases, Mayan depictions of captives).

Oct. 11: Assignment due (5:00pm on Canvas), Quote Analysis.

Week 9: Slavery and the Gendered Household

Oct. 14 – No class, fall break.

Oct. 16 – Eunuchs

Shaun Marmon, *Eunuchs and Sacred Boundaries*, chapters 1-2, p.3-53. [ASU ebook]

Kathryn Ringrose, *The Perfect Servant: Eunuchs and the Social Construction of Gender in Byzantium*, chapter 8, p.163-184. [ASU ebook]

Oct. 18: Assignment due (5:00pm on Canvas), Response #3 for weeks 7–9.

Week 10: Enslavement

Oct. 21 – Capture

Robert Morrissey, “The Power of the Ecotone: Bison, Slaves, and the Rise and Fall of the Grand Village of the Kaskaskia,” *Journal of American History* 102 (2015): 667-692.

John Gillingham, “Women, Children and the Profits of War,” in *Gender and Historiography*, p.61–74.

Oct. 23 – Sale and Self-Sale

Hannah Barker, *That Most Precious Merchandise*, chapter 5, p. 121–128.

Alice Rio, “Self-Sale and Voluntary Entry into Unfreedom” *Journal of Social History* 45 (2012): 661-685.

Primary sources: *The Formularies of Angers and Marculf*; Acts of Child Sale.

Oct. 25: Assignment due (5:00pm on Canvas), Proposal and Bibliography.

Week 11: The Slave Trade

Oct. 28 – In Eastern Europe

Hannah Barker, *That Most Precious Merchandise*, chapter 6, p.152–185.

Janel Fontaine, “Early Medieval Slave–Trading in the Archaeological Record: Comparative Methodologies,” *Early Medieval Europe* 25 (2017): 466–488.

Oct. 30 – In Africa

Habtamu Tegegne, “The Edict of King Gälawdéwos against the Illegal Slave Trade in Christians: Ethiopia, 1548,” *The Medieval Globe* 2 (2016): 73-114.

Anne Haour, “The Early Medieval Slave Trade of the Central Sahel: Archaeological and Historical Considerations,” in *Slavery in Africa. Archaeology and Memory*, 61-78.

Nov. 1: Assignment due (5:00pm on Canvas), Outline.

Week 12: Slaves as Commodities

Nov. 4 – The Slave Market

Blumenthal, *Enemies and Familiars*, chapter 2, p.46-79.

Hannah Barker, “Purchasing a Slave in Fourteenth-Century Cairo: Ibn al-Akfānī’s *Book of Observation and Inspection in the Examination of Slaves*.”

Nov. 6 – Sale Contracts

Hannah Barker, *That Most Precious Merchandise*, chapter 4, p.104–119.

Primary sources: Slave Sale Contracts.

Nov. 8: Assignment due (5:00pm on Canvas), Response #4 for weeks 10–12.

Week 13

Nov. 11 – No class, Veterans Day.

Nov. 13 – No class, work on your research paper.

Week 14: Agricultural and Military Slavery

Nov. 18 – Agricultural Slavery in England

David Pelteret, *Slavery in Early Mediaeval England*, chapters 6-7.

Primary source: Domesday Book for Herefordshire.

Nov. 20 – Military Slavery in Egypt and India

Robert Irwin, *The Middle East in the Middle Ages*, chapter 1. [ASU ebook]

Richard Eaton, “The Rise and Fall of Military Slavery in the Deccan, 1450-1650,” in *Slavery and South Asian History*, 115–135.

Primary sources: Mamluk Training.

Nov. 22: Assignment due (5:00pm on Canvas), Research Paper.

Week 15: Manumission

Nov. 25 – The Act of Manumission

Blumenthal, *Enemies and Familiars*, chapter 6, p.194-238.

Paul Forand, “The Relation of the Slave and the Client to the Master or Patron in Medieval Islam,” *International Journal of Middle East Studies* 2 (1971): 59–66.

Primary sources: Acts of Manumission; Donald Little, “Two Fourteenth–Century Court Records.”

Nov. 27 – Life After Manumission

Blumenthal, *Enemies and Familiars*, chapter 9, p.239-266.

Marmon, *Eunuchs and Sacred Boundaries*, chapters 3-4, p.55-92. [ASU ebook]

Nov. 29 – No class, Thanksgiving break.

Week 16: Slavery from Premodern to Postmodern

Dec. 2 – TBA

Readings TBA.

Dec. 4 – Slavery in the Present Day

Julia O'Connell Davidson, *Modern Slavery: The Margins of Freedom*, chapter 1, p. 1-27.

Other readings TBA.

Dec. 6: Assignment due (5:00pm on Canvas), Response #5 for weeks 14–16.

Take-Home Final Essay due on Wednesday, Dec. 11 at 5:00pm.