

HONR 1670  
HONORS SEMINAR IN VALUES, SOCIETY & DIVERSITY

**SLAVES, PROSTITUTES, AND CONVICTS:  
WRITING THE HISTORY OF THE OUTCAST**

11:00A - 12:15P Tuesday and Thursday, 134 BHC (Blank Honors Center)

How do you write the history of persons exiled from society? This course looks at how we understand, construct, and depict the stories of marginalized persons from classical antiquity to the 21st century. Throughout the semester, we will compare autobiographical narratives—of slaves, prostitutes, convicted criminals, traitors, and other marginalized persons—with the depiction of these individuals in film, literature, inscriptions, manuscripts, and pop culture. Can those with privilege ever truly achieve an understanding of those oppressed by society? What are the common perceptions of these individuals and why were they perpetuated by the elites?

INSTRUCTORS:

Sarah Bond  
Classics Department  
[Sarah-Bond@uiowa.edu](mailto:Sarah-Bond@uiowa.edu)  
210 E Jefferson Building  
10-10:50, 1:00-2:00, T/R

Honors Information:

University College  
University of Iowa Honors Program  
Director: **Arthur Spisak** Sites: [Website](#) / [General catalog](#)  
Address: 420 BHC (Blank Honors Center)  
Contact: [+1 \(319\) - 335 - 1681](tel:+13193351681) / [honors-program@uiowa.edu](mailto:honors-program@uiowa.edu)

Classics Department Information:

Classics Department Office: 210 Jefferson Building, (319) 335-2323  
Classics Department Chair: Professor John Finamore, 210C JB, 335-0288, [john-finamore@uiowa.edu](mailto:john-finamore@uiowa.edu)  
Classics Department on the Web: <http://clas.uiowa.edu/classics/>  
Classics Department on Facebook: <http://www.facebook.com/pages/Classics-Department-at-The-University-of-Iowa/152503401452311>

Course Web Site: Available through ICON: <https://icon.uiowa.edu/>

Please check regularly for news, events, content, links, and grades.

Classics-Info List: If you would like to receive e-mail messages about classics-related news, events, and opportunities, contact [classics@uiowa.edu](mailto:classics@uiowa.edu) and ask to be added to the Classics-info list.

Eta Sigma Phi: Eta Sigma Phi (ΗΣΦ) is both an informal, open-membership classics club and Iowa's chapter of the national undergraduate honors society. All students are welcome to attend meetings and participate in events. For up-to-date information, go to <https://uietasigmaphi.wordpress.com/>

### Texts:

Please Access All Texts through ICON. Read before coming to class for day's reading.  
*Online:* Cambridge World History of Slavery Online (Abbreviated=CWHS)

### LEARNING OBJECTIVES:

1. Develop Historical Literacy: You will acquire an essential body of factual information about systems of oppression, marginalization, and exile from the period of classical antiquity (1200 BCE-565 CE) to the present. You will learn how to analyze historical documents and texts. You will be introduced to key points of scholarly debate, and expected to engage in them as well.
2. Develop Critical Writing Skills: You will develop your interpretive and analytical writing skills in three expository papers; two responses and one research paper. Writing will be graded for factual accuracy, correct citation of sources, logic and organization, and correct English grammar.
3. Develop Oral Communication Skills: You will develop your analytical and expository skills orally in class discussions, as well as through a final project with a fellow classmate.

### GRADE MAKEUP

Attendance and Discussion:	20%
Film Review:	10%
Response Papers (2):	20%

Project Presentation:	20%
Final Research Paper:	30%
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Final Grade	X / 100

**Attendance and Discussion (20%):** \*Please note that attendance is mandatory\*

Furthermore, discussion is an essential part of your grade. It is your opportunity to show the instructors and your classmates that you have engaged with the reading. Furthermore, it is a forum within which you can introduce your own ideas and thoughts. All students should feel free to express their own views, but please be respectful when engaging in debate with your classmates. We will be discussing a number of relevant but highly sensitive topics — so please feel free to debate with conviction but also deference.

**Film Review (10%):** You will be responsible for writing a 1000 word review of a film. A list of films will be circulated two weeks before the assignment is due.

**Response Papers (20%):** Response Papers must be 1000 words in length (+/- 100 words), in *Chicago Style Citation* format, submitted to [ICON](#), and based on the reading for the past two weeks. Your response should address a [thesis statement](#) with introduction and supporting evidence. Please see the citation guide for how to cite sources in these papers.

**Project Presentation (20%):** The project presentation will explore various topics from the class at two different time periods (e.g., medieval and modern prisons). Each student group of (2) will be assigned a particular topic to investigate, and a list of outside sources will be available to you at the University of Iowa library. Each team will present a (15 minute) Powerpoint presentation, and provide a handout to the class outlining the pertinent literature for the topic you are investigating. Following your presentation, you will be expected to take questions (5 minutes).

**Final Research Paper (30%):** The final research paper is 2500 words. It will compare and contrast various aspects of marginalization: one we have discussed in class (of your

choice) and the other from your own research. Please see the citation guide for how to properly cite sources in the paper. Primary sources must be cited and utilized. This is an imperative.

### ***Percentage/Grade Equivalents:***

99%+ = A+    87-89 = B+    77-79 = C+    67-69 = D+    59 and below = F  
94-98 = A    84-86 = B    74-76 = C    64-66 = D  
90-93 = A-    80-83 = B-    70-73 = C-    60-63 = D-

Information about resources for students as appropriate. [The Writing Center](#) and [Tutor Iowa](#) are excellent examples of such resources.

### **A Note on Collaboration:**

Students are not allowed to collaborate with others on any of the response papers. If you need help, please meet with me during my office hours or email me. Students are responsible for understanding this policy; if you have questions, ask for clarification.

### **Basic etiquette**

Please turn cell phones off and put them away during class sessions. The use of computers during class is allowed for note taking, but you may not check email, look at Facebook, or engage in any other multitasking during class time.

### **Administrative Home**

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Academic Policies Handbook at <http://clas.uiowa.edu/students/handbook>.

### **Electronic Communication**

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences ([Operations Manual, III.15.2](#), k.11).

### **Accommodations for Disabilities**

The University of Iowa is committed to providing an educational experience that is accessible to all students. A student may request academic accommodations for a disability (which includes but is not limited to mental health, attention, learning, vision, and physical or health-related conditions). A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor's office to make particular arrangements. Reasonable accommodations are established through an interactive process between the student, instructor, and SDS. See <http://sds.studentlife.uiowa.edu/> for information.

### **Academic Honesty**

All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College's [Code of Academic Honesty](#): "I pledge to do my own academic work and to excel to the best of my abilities, upholding the [IOWA Challenge](#). I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled ([CLAS Academic Policies Handbook](#)).

### **CLAS Final Examination Policies**

The final examination schedule for each class is announced by the Registrar generally by the fifth week of classes. Final exams are offered only during the official final examination period. **No exams of any kind are allowed during the last week of classes.** All students should plan on being at the UI through the final examination period. Once the Registrar has announced the date, time, and location of each final exam, the complete schedule will be published on the Registrar's web site and will be shared with instructors and students. It is the student's responsibility to know the date, time, and place of a final exam.

### **Making a Suggestion or a Complaint**

Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. Complaints must be made within six months of the incident ([CLAS Academic Policies Handbook](#)).

### **Understanding Sexual Harassment**

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI [Office of the Sexual Misconduct Response Coordinator](#) for assistance, definitions, and the full University policy.

### **Reacting Safely to Severe Weather**

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the [Department of Public Safety website](#).

## Class Calendar:

\*Please note that the reading listed under each class date is to be done prior to the class session.

Discussion will be based especially off of the primary sources.\*

### Module 1: Slavery and Social Death

#### Objectives:

This module will focus on the definition of slavery and the theory of "social death" as proposed by Orlando Patterson.

#### Powerpoints:

1.1

1.2

#### Readings:

[READ: Orlando Patterson, \*Slavery and Social Death\*, 1-34. \(Links to an external site.\)](#)[Link to the library catalogue online]

[READ: Vincent Brown, "Social Death and Political Life in the Study of Slavery"](#)  
[PDF] 

#### Supplementary Videos



[Heather Williams \(Links to an external site.\)](#)



[Orlando Patterson \(Links to an external site.\)](#)

## Module II: Slavery, the Slave Trade and People as Chattel

### Objectives

This week, we will be discussing the definition of a "slave system" within ancient and modern societies. Moreover, we will be exploring how the slave trade functioned in the Greco-Roman Mediterranean and then how it worked in the "Atlantic Exchange." Where did slaves come from? How were they sold? What does the idea of chattel (i.e., people as property) have to do with it? What material remains are there of the slave trades?

### Reading

#### Tuesday Reading:

[Braund, "The Greek Slave Supply," \*Cambridge World History of Slavery\*](#)

[Scheidel, "The Roman Slave Supply," \*Cambridge World History of Slavery\*](#)

#### Thursday Reading:

Kenneth Morgan, [Slavery and the British Empire : From Africa to America \(Links to an external site.\)](#), 1-34; 148-171 [Online through the University of Iowa Library Website] "[Ivory Trade and Slave Trade Linked Throughout History \(Links to an external site.\)](#)"

Lecture 2.1

Lecture 2.2

### Additional Media



[The 300 \(Links to an external site.\)](#)



[Ted Talk on the Transatlantic Slave Trade \(Links to an external site.\)](#)

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**Response Paper #1**

Directions: There are two response papers in this course, each worth 10% of your final grade. Please make them 1000 words (+/- 50 words) and address the prompt you are given fully. In order to cite your sources, please use parenthetical citation: (author, title, page number) and only employ the assigned readings we have read for the last 3 weeks. For the first response paper, that includes readings from (Week I-III). Feel free to abbreviate titles in the citation, I simply need to be able to find them easily. For example:

Although the Myceneans did not use it as coinage, they clearly valued gold as a material within their culture (Schaps, *Invention of Coinage*, 57).

In order to submit your Response Paper, please upload a file below by 11:59 pm on September 9, 2016.

Prompt: Think back to the Orlando Patterson reading from the first week of class and outline his rubric for "relationships structured by power": what did these relationships depend on and what were some of the tactics for effecting a "social death" for a human? Can we see some of these tactics used in the Greek, Roman, and Transatlantic slave trades? What about in modern instances of human trafficking? Make sure to have a clear introductory thesis and outline of your argument in the beginning paragraphs, to use the sources, and to support your conclusions with evidence. Do not use outside sources.

### **Module III: Modern Human Trafficking and the Geographies of the Slave Trade**

#### Objectives

This week, we will be focusing on the modern issue of human trafficking and continuing to compare it to antiquity. What are the parallels between the slave trades? How and why have we renamed the process? Where does the slave trade still operate? Make sure to bring your laptop for a mapping project on Thursday.

#### Lectures

3.1

3.2

#### Due This Week

Reminder: Response #1 is due on **Friday, September 9 at 11:59 pm**. Please see the "Response #1" under assignments and upload a word document with proper citation according to the guidelines.

#### **Tuesday Reading and Video:**

Reading: [Barbara Bernier, "Sugar Cane Slavery: Bateyes in the Dominican Republic"](#)



Watch: [The Price of Sugar \(Links to an external site.\)](#)

### Thursday Activity:

Please bring your laptop to class on Thursday. The assignment for the night prior to class is to read back through the readings and media from the past 3 weeks and highlight geographical places to map in class (e.g., Rome, the Black Sea, Athens, Haiti). As you read through and record place names: Prepare that Response Paper!

### Additional Media Discussed

[Qatar, Human Trafficking, and the FIFA World Cup \(Links to an external site.\)](#)

Bond, Sarah E. "[Monumental Mausolea: Building Projects and Slave Labor from Antiquity to the World Cup \(Links to an external site.\)](#)" [Blog Post]

[Polaris Project \(Links to an external site.\)](#)

## Module IV: A History of Prostitution and Sex Workers

### Objectives

The objective for this week is to explore the occupations connected to the economy of sex in the ancient world. This means prostitutes, pimps, brothels, and attitudes towards "sexual deviance." What were the legal attitudes towards prostitutes in ancient Greece and Rome? Did these laws reveal a moral bias? What was the attitude towards rape and sexual violence when committed against prostitutes? Should prostitution be legal?

### Lectures

4.1

4.2

### Reading

#### Tuesday: Prostitution in ancient Athens and the Greek World

[James N. Davidson, \*Courtesans and Fishcakes: The Consuming Passions of Classical Athens\* \[Excerpts\]](#) 

[Athenaeus, \*The Deipnosophists\*, Book 13. \(Links to an external site.\)](#)

## Thursday: Prostitution in Ancient Rome

[Thomas McGinn, "Roman Prostitutes and Marginalization" ↗](#)

Sarah E. Bond, "[Redrawing the Margins: Debating the Legalization of Prostitution \(Links to an external site.\)](#)"

Lefkotwitz & Fantz, [Women's Life in Greece & Rome ↗\(Excerpts\)↗](#)

### Additional Media



[Pompeii Brothels Documentary \(Links to an external site.\)](#)

## Module V: Modern Sex Trafficking and Sexual Servitude

### Objectives

This week, we will continue to explore occurrences of sexual servitude and also of voluntary prostitution. Keep in mind the continued use of physical force, the language being used against these individuals, and the way they are treated within society. Response #2 is due at the end of the week, so make sure to keep good, well-cited notes.

### Lectures

5.1

5.2

### Readings

#### Tuesday

[Toshiyuki](#)

[Tanaka, Japan's comfort women : sexual slavery and prostitution during World War II and the US occupation ↗\[Excerpts\]](#)

#### Thursday:

Watch:

[ISIS Sex-Slave Raping & Selling Girls \(Full Documentary\) \(Links to an external site.\)](#)



*Read:*

Lee Hermiston, "[Iowa City prostitution sting catches 12](#)" ([Links to an external site.](#))

Kate Mogulescu, "[The Super Bowl and Sex Trafficking](#)" ([Links to an external site.](#))"

Extra Media

[Tiki Toki Timeline](#) ([Links to an external site.](#))

[Technology and Sex Trafficking](#) ([Links to an external site.](#))

## Response Paper #2

*Directions:* There are two response papers in this course, each worth 10% of your final grade. Please make them 1000 words (+/- 50 words) and address the prompt you are given fully. In order to cite your sources, please use parenthetical citation: (author, *title*, page number at the bottom of the page) and **only** employ the assigned readings, slides, or media we have had for the last 2 weeks. For the second response paper, that includes readings (Weeks IV-V). Feel free to abbreviate titles in the citation, I simply need to be able to find them easily, so be consistent.

For example: Although the Myceneans did not use it as coinage, they clearly valued gold as a material within their culture (Schaps, *Invention of Coinage*, 57).

In order to submit your Response Paper, please upload a file below by 11:59 pm on **September 23, 2016**.

Prompt: The past two weeks have focused on the institutionalization of sexual slavery and of prostitution within ancient Greek city states, the Roman Empire, 20<sup>th</sup> century Japan, and in modern terrorist groups like ISIS. What is the difference between a sex slave and a prostitute in these societies? Are they necessarily "[mutually exclusive](#)" ([Links to an external site.](#))" (i.e. can you be both?) designations? How were each society's attitudes towards sex, women, men, and the commodification of sex reflected in their: social beliefs, laws, geography, religion, and treatment of sex workers? Is how we treat prostitutes in some way a mirror for our own society?

Make sure to have a clear [introductory thesis](#) ([Links to an external site.](#)) and outline of your argument in the beginning paragraphs, to use the sources, and to support your conclusions with evidence. Do not use outside sources.

## Module 6: Slave Uprisings in the Ancient World

### Objectives

This week, we will be focusing on the causes, economics, legal reactions, and impact of slave uprisings in the ancient Mediterranean between 500 BCE and 500 CE. What were the geographic constraints on a slave revolt? Why and when did they occur in antiquity? Was there ever a movement for absolute abolition in the premodern world?

### Lectures

6.1, 6.2

### Readings

#### Tuesday:

Theresa Urbainczyk, [Slave Revolts in Antiquity \(Links to an external site.\)](#), pp.1-28 and 91-118 [Click Link or go through the University of Iowa Website].

#### Thursday:

Brent Shaw, [Spartacus and the Slave Wars \[PDF\]](#)  

### Associated Media



[Spartacus \(1960 Version\) \(Links to an external site.\)](#)

## Module 7: Slave Uprisings in History and Film

### Objectives

This week, we will be focusing on slave rebellions in the modern world, particularly their occurrence in 19th century America. Why did these rebellions occur? What was the reaction to them? How do they in some way mirror or diverge from the Greek and Roman rebellion we discussed last week?

### Lectures

7.1

7.2

## Readings

### Tuesday:

Read:

[The Confessions of Nat Turner \(1831\) \(Links to an external site.\)](#)

[T.D. Williams, "What Would Nat Turner Do?" \*The Root\*. \(Links to an external site.\)](#)

Explore: [Jamaican Slave Revolt Map \(Links to an external site.\)](#)

### Thursday:

Read:

[Ignatiy Vishnevetsky \(Links to an external site.\)](#), "[At 100 years old, \*Birth Of A Nation\* remains a troubling contradiction, \(Links to an external site.\)](#)" A.V. Club

Skim-Watch Parts of:

[D.W. Griffith \(director\), \*Birth of a Nation\* \(1915\). \(Links to an external site.\)](#)

### Saturday:

Film Event: Please plan on attending the viewing of Birth of a Nation on Saturday at Film Scene. Time TBA.

### Additional Media:



[Possession \(2010\) \(Links to an external site.\)](#)

## Module 8: Ancient Prisons and Forced Confinement

### Objectives

This week, we will be focusing on ideas of jail, prison, and forced confinement within the Greek and Roman Mediterranean. What are the differences between these terms? What were the ancient perceptions of these spaces and the people housed within them? What archaeological evidence do we have for prisons? What is the literary construction and definition of them?

## Lectures

8.1

8.2

## Readings

### Tuesday:

[The Passion of Saints Perpetua and Felicitas \(Links to an external site.\)](#)

Danielle Allen, "[Imprisonment in Classical Athens](#),"  *The Classical Quarterly*, Vol. 47, No. 1 (1997), 121-135.

Andrew McGowan, "[Discipline and Diet: Feeding the Martyrs in Roman Carthage](#),"  *The Harvard Theological Review*, Vol. 96, No. 4 (Oct., 2003), 455-476.

[\(Links to an external site.\)](#)

### Thursday:

Julia Hillner, "[Gregory the Great's 'Prisons': Monastic Confinement in Early Byzantine Italy \(Links to an external site.\)](#)," *Journal of Early Christian Studies* 19.3 (Fall, 2011), 433-471.

Sarah Bond, "[Corrective Spaces](#)," [\(Links to an external site.\)](#) *Marginalia Review of Books*.

## Additional Media



[Medieval Lives: The Monk \(Links to an external site.\)](#)



[Socrates' Prison \(Links to an external site.\)](#)



[Perpetua and Felicitas \(Links to an external site.\)](#)

## Module 9: Theorizing the Modern Prison and the "Prison Industrial Complex"

### Objectives

This week, we will be discussing the development of modern prison systems in Western Europe and the U.S. Keep in mind the disconnect between theory and practice, as well as the impact of space on the prisoners versus the objectives of surveillance. What does the prison's design have to do with our belief systems? How did they change over time? What makes immigration prisons different than prisons that incarcerate citizen-prisoners?

### Reading

#### Tuesday Reading:

[J. Bentham, \*Panopticon Readings\*](#)  

[The UCL Bentham Project \(Peruse for background\). \(Links to an external site.\)](#)

#### Thursday Reading:

["Michel Foucault on the Role of Prisons" \(Links to an external site.\)](#)

[" \(Links to an external site.\)Time to end profit-driven immigrant detention" \(Links to an external site.\)](#) *San Diego Union Tribune*.

[M. Dow, \*American Gulag : Inside U.S. Immigration Prisons\*. \(Links to an external site.\)](#)pp. 1-18 and 89-109 (Online through the library).

### Lectures:

9.1, 9.2

### Additional Media



[Bentham Documentary \(Links to an external site.\)](#)

## Module 12: Medieval and Modern Stigmatization and Disease

### Objectives

This week, we will be discussing perceptions of disease, medicine, and pariahs in the medieval world. Some questions to keep in mind are: How was leprosy understood in the world prior to the formation of germ theory? How were lepers treated in the middle ages and even today? Can we compare this with the treatment of AIDS patients at the beginning of the epidemic?

## Reading

### Tuesday Reading:

Susan Zimmermann, "[Leprosy in the Medieval Imaginary](#),"  *Journal of Medieval and Early Modern Studies* 2008 Volume 38. [PDF]

Watch:



[Children of Leprosy \(Links to an external site.\)](#)

[25 minutes]

### Thursday Reading:

NPR, "[Researchers Clear 'Patient Zero' From AIDS Origin Story \(Links to an external site.\)](#)," October 26, 2016.

G.M. Herek & J.P. Capitanio, "[AIDS Stigma and Sexual Prejudice](#)," (Links to an external site.) *American Behavioral Scientist* 1999.

Watch:



["AIDS: Living in the Shadows" \(Links to an external site.\)](#)

## Lectures

12.1, 12.2

## Additional Media



[Blood donation discussion on 'The View' \(Links to an external site.\)](#)