

HIST 4325-01
Vital Topics in History: Servitude and Freedom in the Pre-Modern West
Spring 2013

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Office hours: M 2:00-4:00, Tu-Th 9:00-9:30; 1:00-4:30

COURSE DESCRIPTION

"HIST 4320, 4325, 4326 Vital Topics in History (3, 3, 3) (Formerly HIST 432A, 432B, 432C). Designated topics focusing on specialized historical fields, allowing students to become aware of the expanding frontiers of historical investigation and to participate in an intensive research experience" (from TSU Undergraduate Catalog, 2005-2007, p. 85).

This semester we will be looking at issues of servitude and freedom in the pre-modern West. Slaves appear in the written record almost from the very beginning. The Code of Hammurabi, dating to about 1700 BCE, for example, details the rights and restrictions on the lives of slaves in the early cities of Mesopotamia. Greece and Rome, the civilizations from which most Western Civilization courses trace modern western society, depended heavily on the labor of slaves for their survival. Even medieval Europe, the successor to the Roman Empire in the west, continued to rely on labor of both slaves and serfs (a group of people usually described as "half free"). Most American students are familiar with the practice of slavery in the North America from the late sixteenth century through the abolition of slavery in the United States in 1865. Most Americans, however, know very little about the institution of slavery in other times and places. This course will help to fill this gap and at the same time encourage students to reconsider the legal, social, and economic meaning of freedom.

COURSE AUDIENCE, PURPOSE, AND GOALS

HIST 4325 is intended for both History majors and for non-majors seeking to broaden their historical perspectives. Because this is a 4000-level course I will assume that students have successfully completed all lower-division General Education Core requirements (including composition and two semesters of history), but there are no other prerequisites. Though not a required part of the General Education Core, this course will also help you improve these liberal arts goals (as outlined in the "Philosophy of General Education," Tennessee State University, Undergraduate Catalogue, 2005-2007):

- *Liberal learning (through study of the social sciences and humanities)
- *Literacy (through reading and writing exercises)
- *A tough-minded rationality (through problems brought up in lectures, readings, and discussions)
- *Historical Consciousness (through study of over 1000 years of history)
- *An appreciation for cultural diversity (through study of the diverse ethnic groups of medieval Europe)
- *Values (through consideration of the religious, philosophical, and political systems of the past and how individuals made difficult choices during this historical period, specifically how they defined servitude and freedom and the social position of slaves, serfs, and freemen)

This course will also help you gain understanding the "Ten Thematic Strands of Social Studies" as defined by the National Council for Social Studies (<http://www.socialstudies.org/standards/strands/>):

1. Culture
2. Time, continuity, change
3. People, places, and environment
4. Individual development and identity
5. Individuals, groups, and institutions
6. Power, authority, and governance
7. Production, distribution, and consumption
8. Science, technology, and society
9. Global connections
10. Civic ideals and practices

Finally, you will strengthen these basic skills:

- * Reading comprehension (through assigned readings)
- * Writing (exams, pre-writing assignments, papers, and homework)
- * Note-taking (from readings and lectures)
- * Evaluating sources of information (lectures, pre-writing assignments, papers)
- * Geographical knowledge (exams, lectures)

COURSE MATERIALS

On-line reserve materials. Several good books on this topic have been published in the last fifteen years or so, but they have gone out of print, and no book covers this topic exactly at the college level. Therefore, I will be putting materials for this course on-line through the Library's web site. These may include chapters from book-length monographs (detailed studies of a single topic), articles from collections of essays and journals, and primary sources.

Medieval History Sourcebook, edited by Paul Halsall, (www.fordham.edu/halsall/ancient/sbook.html). This is a collection of internet documents. Discussion topics will largely come from the primary source readings available here. You will also be expected to refer to these readings (and the concepts and issues brought up in class) on your examinations. Most other web pages listed in the readings were found through this site. If you have trouble accessing a specific URL, you might want to look under the appropriate subheading on Halsall's page. Unfortunately Dr. Halsall has not been able to check links regularly since he graduated from Fordham. (If the site does not work, it may be because Fordham University's web site is experiencing technical difficulties. To avoid problems, download important documents to disk and/or print them several days in advance of when you need them.)

TSU Library. Students should also expect to make use of TSU's library resources, including books, journal articles (on-line and hard copy), databases such as JSTOR, and on-line reference such as Oxford Reference Books Online for research on papers within the course. Note that students should NOT plan on relying on the public library for resources. While the public library has some very good and useful materials, the collection is not selected and organized for use by students in upper-level college classes. You may also want to make use of TSU's interlibrary loan services (ILLIAD) including its reciprocal agreements with a consortium of Nashville-area libraries (ATHENA).

INSTRUCTIONAL METHODOLOGY

Daily activities in this course will consist of lecture and discussion. Lectures will be limited to providing students with background material necessary for understanding the readings. The burden of discussions will fall on the students, who must be prepared to discuss the assigned readings for the day. Students should be able to distinguish between primary and secondary historical sources. If the assigned reading is a primary sources, students should prepare for discussions by considering the background of the writer, literary conventions which might affect the source's reliability and usefulness, and scan the work for telling details which will illuminate this period in history. If the reading is a secondary source, students should be able to identify the author's topic, thesis, and historical methodology.

In a class of this sort students should expect to spend several hours a week on research outside of required readings. Students will need to consult closely with the instructor during office hours as the semester progresses and they develop their research topics. Students should also complete all pre-writing assignments to make sure that they are following the most productive and efficient research path.

COURSE REQUIREMENTS AND GRADING POLICY

Grading for HIST 4325 will be as follows:

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| Midterm Exam | 15% |
| Final Exam | 15% |
| Participation | 10% |
| Pre-writing assignments | 20% (including 5% each for Database Activity and Article Review) |
| Primary Source analysis | 15% |
| Final Paper | <u>25%</u> |
| | 100% |

In an advanced course, such as this one, students should expect a greater emphasis on writing, analysis, and familiarity with scholarly debates than in an introductory survey.

Exams will consist of essays, terms, and a map. You will be given a list of essays a week in advance; two will appear on the exam; you will write on one of them.

Attendance and participation will depend on active participation. Students should be prepared to volunteer questions, answers, and comments in class, and should not be surprised if called upon to answer specific questions at the instructor's discretion. Although quizzes on readings will not be a regular part of the course, I will give quizzes without prior notice if it becomes apparent that students are not keeping up with the material.

Written assignments include an **analysis of a primary source document** and a **research paper** on pre-modern servitude. You may rewrite any paper once for a higher grade. Paper rewrites will be due one week from the date papers are handed back (whether you are there or not; if you hand in a paper late, your rewrite will be due one week from the time that the on-time papers are handed back unless you make special arrangements with the instructor). No paper rewrites will be accepted after the final examination date. Pre-writing assignments are worth 20% of the final grade. Note that the written assignments make up more than half of the final grade, so they should be taken seriously. No pre-writing assignments will be accepted after the deadline for the research paper.

Grades will be calculated on a 100-point scale, in which 90-100=A, 80-89=B, etc. The lowest passing grade is 60 out of 100. Examinations, in-class discussion, and written assignments will be structured to develop and measure students' mastery of the learning competencies listed below. Students must demonstrate thorough understanding of historical analytical principles and factual knowledge, as well as competence in reading comprehension and written

English, to earn an A on an assignment or test. Students showing good but partial mastery of these skills may expect a grade of B or C. Students demonstrating poor ability will receive a grade of D. Failure to demonstrate a grasp of the material will result in failure of the course. Points will be awarded for each test or assignment based on the grading scale indicated at the beginning of this paragraph. Students must complete all assignments for the course. Failure to do so will result of a grade of zero on the assignment and a consequent lowering of the student's average in the course.

Grade of X: Tennessee State University requires instructors to award a grade of "X" at midterm for students who have not been attending class regularly ("excessive absences" is the official term). Once this grade has been awarded, it is almost impossible to change it. Guidelines offered by the administration suggest that in a course that meets twice a week, three unexcused absences will be considered excessive. Note that if you have officially approved excuses but do not alert me in a timely manner, I will assume that the absences are not excused. Barring other information, I look at attendance, completion of assignments by deadline, and presence at the midterm exam. Note that the "X" grade "carries the same weight as 'F'" (TSU, Undergraduate Catalog 2001-2003, p. 31), so it is to your advantage to withdraw from a course if you cannot attend regularly.

Grade of I: A grade of "incomplete" will be awarded only under extraordinary circumstances (e.g. hospitalization) and only with prior agreement on what needs to be made up and by what date. You must have completed substantially more than 50% of the course before I will consider awarding a grade of incomplete.

LEARNING COMPETENCIES

This course will give students competencies relating both to the specific factual and analytical content of Medieval History as well as general skills necessary for the study of history and basic reading and writing skills. Upon completion of this course, students will be able to:

- *identify the major geographical features of western Europe with an emphasis on those particularly important during this period in history (map question on exams)
- *describe the chronological framework for changing notions of servitude and freedom during the Middle Ages in western Europe (exam questions, discussions)
- *identify, list, and define the major people, events, technologies, and cultural developments which affected slaves and serfs during the Middle Ages in Europe (through exam questions and discussions)
- *identify and distinguish between different types of historical evidence, including primary sources, secondary sources, and derivative surveys (through readings and discussions, pre-writing assignments, and papers)
- *read and evaluate different historical interpretations (through papers, discussions, and exams)
- *describe the processes of historical change through "cause and effect" arguments (through exams, discussions, and papers)
- *identify, describe, and evaluate historical arguments in scholarly works (through book review, final paper, exams, and discussions)
- *write coherent definitions, explanations, and descriptions of historical phenomena (through exams)
- *write extended essays on complex historical topics (through exams and research paper)
- *demonstrate familiarity with library and web resources for historical research into the Middle Ages (through papers)
- *read scholarly books and articles in the field and identify and critique their major arguments (through book review and final paper)
- *identify and evaluate primary sources for medieval history (through exams, discussions, source analysis, and final paper)

SPECIAL ISSUES

Deadlines and missed classes: I reserve the right not to accept assignments more than one week late, depending on the circumstances (it never hurts to ask). I am, however, fairly generous with granting extensions if you ask well **before** the due date. If you miss the deadline for the Primary Source Analysis or the Research Paper, you may hand in the paper by the Rewrite deadline with a 10-point penalty and no opportunity to rewrite. For other assignments, I will accept these with a late penalty of 5% per class period. If you have a valid excuse for missing an exam, you must make it up within a week or wait until finals week to make up the exam.

Attendance Policy: TSU regulations require regular attendance in class. The instructor will take roll daily, and attendance will form a part of the participation grade. Students with excessive unexcused absences will risk a grade of "X" (see below). Students who have legitimate reasons for missing class (health, military service, official University activities, etc.) must let the instructor know as soon as possible, preferably before missing class and providing written documentation for their absence (signed, dated, on official stationary). Students are responsible for finding out for everything that happens in class, whether they are there or not. This includes lecture notes, announcements regarding tests and assignments, and returned papers.

Academic Honesty: In general, students need to complete their own work fairly, and not try to devalue the work of others, either through taking unfair advantage or through sabotaging someone else's work. **Penalties include failure of the assignment or failure of the course, in accordance with University policies.** Consult the student handbook for penalties for cheating. The following are especially relevant to this course:

1. No copying other students' work on tests or assignments.

2. No copying from ANY work (books, newspapers, etc.) without quotation marks (" "). This includes even very short quotations. Otherwise, it is plagiarism. When in doubt, use quotation marks.
3. No using the ideas or research of others, even if rephrased, without proper attribution (footnotes, endnotes, or parenthetical references). This also is plagiarism.
4. No notes or books during in-class exams (unless specifically permitted by the instructor).
5. No attempting to discover examination questions in advance.

Classroom etiquette: The purpose of classroom etiquette is to avoid disrupting class or distracting the teacher or other students. The following are potentially disruptive and should be avoided: tardiness, leaving early (especially if you have to cross in front of the teacher), talking while the teacher or other students are addressing the whole class, reading or doing work for another class while class is in session, delivering assignments or private messages to the teacher while class is going on (wait for class to end or leave the message in the mailbox in the departmental office).

Accommodation for Students with Disabilities: The Department of History, Geography, and Political Science, in conjunction with the Office of Disabled Student Services, makes reasonable accommodations for qualified students with medically documented disabilities. If you need an accommodation, please contact Dan Steely of TSU's Disabled Student Services Office at 963-7400 (phone) or 963-5051 (fax), preferably within the first two weeks of the semester or at least a week before the assignment on which you need accommodation.

SOURCES FOR ELECTRONIC RESERVE MATERIALS

M. L. Bush, ed. Serfdom and Slavery: Studies in Legal Bondage. Longman, 1996. (hard copy on reserve at TSU Library, Main Campus: HT861 .S3 1996; required chapters in on-line reserve).
Orlando Patterson. Slavery and Social Death.

ON-LINE RESOURCES

primary sources available through Paul Halsall, ed., Internet History Sourcebooks, www.fordham.edu/halsall/
articles on JSTOR (available through the electronic database page of TSU libraries; password protected off-campus)

entries in Oxford Reference Books Online (available through the ebook page of TSU libraries; password protected off-campus)

other online materials as noted in schedule

SCHEDULE OF DISCUSSIONS, LECTURES, READINGS

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| Th Jan 17 | Introduction Overview of assignments and expectations. Discussion of students' own definitions of freedom. |
| Tu Jan 22 | Historical overview |
| Th Jan 24 | Degrees of Freedom Readings: Stanley L. Engerman, "Slavery and Other Forms of Coerced Labour: Similarities and Differences" (on-line reserve) (in Bush, pp. 18-41) |
| Tu Jan 29 | Slavery at the Dawn of History Readings: The Code of Hammurabi (skip introductions and search for laws relating to slavery in the translation by L. W. King at http://www.fordham.edu/halsall/ancient/hamcode.html) and H. D. Baker, "Degrees of Freedom: Slavery in Mid-First Millennium BC Babylonia," <i>World Archaeology</i> , 33:1, The Archaeology of Slavery (Jun., 2001): 18-26 (JSTOR). |
| Th Jan 31 | Citizens or Slaves: The Case of Egypt Readings: S. Allam, "Slaves." In <i>The Oxford Encyclopedia of Ancient Egypt</i> , Oxford University Press. (Oxford Reference Books Online) and Eugene Cruz-Uribe, review of <i>Slavery and Social Death: A Comparative Study</i> by Orlando Patterson, <i>Journal of Near Eastern Studies</i> , 45:4 (Oct., 1986): 308-311 (JSTOR). Orlando Patterson, <i>Slavery and Social Death</i> , p. 354 (and notes) (on-line reserve). |
| Tu Feb 5 | Slavery and Debt among the Semites Readings: Leviticus 25: 1-55; optional: Alain Testart, "The Extent and Significance of Debt Slavery," <i>Revue française de sociologie</i> , 43, Supplement: An Annual English Selection (2002):173-204 (JSTOR). |
| Th Feb 7 | Slavery in Bronze Age Greece Readings: Hesiod, "Works and Days," lines 405-13, 458-78, 597-608 (http://www.sacred-texts.com/cla/hesiod/works.htm); Homer, <i>Iliad</i> and <i>Odyssey</i> , selections (on-line reserve). |
| Tu Feb 12 | Classical Model for Slavery Readings: Tracy Rihll, "The Origin and Establishment of Ancient Greek Slavery" (on-line reserve) (in Bush, pp. 89-111). |
| Th Feb 14 | Slaves and Citizens in Classical Greece Readings: Michael H. Jameson, "Agriculture and Slavery in Classical Athens," <i>The Classical Journal</i> , 73:2 (Dec., 1977 - Jan., 1978), pp. 122-145 (JSTOR). |
| Tu Feb 19 | Beginnings of Roman Slavery Readings: John Madden, "Slavery in the Roman Empire: Numbers and Origins," <i>Classics Ireland</i> 3 (1996), (http://web.archive.org/web/20031211005259/www.ucd.ie/classics/96/Madden96.html). |
| Th Feb 21 | Employment of Roman Slaves Readings: Walter Scheidel, "Human Mobility in Roman Italy, II: The Slave Population," <i>The Journal of Roman Studies</i> , 95, (2005): 64-79 (JSTOR). |
| Tu Feb 26 | Roman Domestic Slaves Readings: Richard Saller, "The Hierarchical Household in Roman Society: A Study of Domestic Slavery" (on-line reserve) (in Bush, pp. 112-29). |
| Th Feb 28 | Roman Gladiators Readings: M. J. Carter, "Gladiatorial Combat: The Rules of Engagement," <i>The Classical Journal</i> , 102:2 (Dec. - Jan., 2006/2007): 97-114 (JSTOR). |
| Tu Mar 5 | The Slaves are Revolting Readings: "Sources for Three Slave Revolts" (http://www.fordham.edu/Halsall/ancient/3slaverevolttexts.asp) |
| Th Mar 7 | Early Christianity and Slavery Readings: Paul, letter to Philemon (http://www.biblegateway.com/passage/?search=Philemon+1&version=NRSV) and letter to Colossians 3-4 (http://www.biblegateway.com/passage/?search=Colossians+3&version=NRSV); Allen Dwight Callahan, "Paul's Epistle to Philemon: Toward an Alternative Argumentum," <i>The Harvard Theological Review</i> , 86:4 (Oct., 1993): 357-376 (JSTOR). |
| Tu Mar 19 | Mid-term Exam |
| Th Mar 21 | Historical Overview |
| Tu Mar 26 | Slavery in Germanic Society Readings: <i>The Visigothic Code: (Forum judicum)</i> , ed. S. P. Scott, Library of Iberian Resources Online (http://libro.uca.edu/vcode/visigoths.htm), selected laws: Book III, title II (marriage), Book III, title IV (adultery), Book IV, title IV (foundlings), Book V, title V (sales), Book V, title VII (freeing slaves), Book VII, title III (kidnapping slaves), Book IX, title I (fugitives). |
| Th Mar 28 | Slavery and Gender in an Early Medieval Frontier Society: Iceland Readings: Carol J. Clover, "Regardless of Sex: Men, Women, and Power in Early Northern Europe," <i>Representations</i> , 44 (Autumn, 1993): 1-28 (JSTOR). |

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| Tu Apr 2 | <p>Slavery in the Early Middle Ages Readings: Wendy Davies, "On Servile Status in the Early Middle Ages" (on-line reserve) (in Bush, pp. 225-46).</p> |
| Th Apr 4 | <p>Life as a Medieval Serf Readings: Eileen Power, "the Peasant Bodo" <u>Medieval People</u>, ch. 2 (http://www.gutenberg.org/files/13144/13144-h/13144-h.htm#CHAPTER_II).</p> |
| Tu Apr 9 | <p>Rise of Towns Readings: Susan Mosher Stuard, "Ancillary Evidence for the Decline of Medieval Slavery," <u>Past & Present</u> 149 (Nov., 1995): 3-28 (JSTOR).</p> |
| Th Apr 11 | <p>Literary Portrayal of Servitude and Freedom Readings: Geoffrey Chaucer, "General Prologue," <u>Canterbury Tales</u> (http://www.canterburytales.org/canterbury_tales.html); Alcuin Blamires, "Chaucer the Reactionary: Ideology and the General Prologue to The Canterbury Tales," <u>The Review of English Studies</u>, N.S. 51:204 (Nov., 2000): 523-539. 30+16=46</p> |
| Tu Apr 16 | <p>Slaves in the Muslim World Readings: J. Alexander, "Islam, Archaeology and Slavery in Africa," <u>World Archaeology</u>, 33:1, The Archaeology of Slavery (Jun., 2001): 44-60 (JSTOR).</p> |
| Th Apr 18 | <p>Slaves in Late a Medieval Frontier Society: Muslims and Christians in the Mediterranean Readings: James W. Brodman, "Municipal Ransoming Law on the Medieval Spanish Frontier," <u>Speculum</u> 60:2 (Apr., 1985):318-330 (JSTOR).</p> |
| Tu Apr 23 | <p>Unfree Marriage Readings: Robert F. Berkhofer III, "Marriage, Lordship and the 'Greater Unfree' in Twelfth-Century France," <u>Past & Present</u> 173 (Nov., 2001): 3-27 (JSTOR).</p> |
| Th Apr 25 | <p>Emancipation and Commutation Readings: Robert Brenner, "On Servile Status in Medieval and Modern Europe: A comparison" (on-line reserve) (in Bush, pp. 247-276). Franklin J. Pegues, Review of <u>From Servitude to Freedom: Manumission in the Sénonais in the Thirteenth Century</u> by William Chester Jordan, <u>Speculum</u> 63:4 (Oct., 1988):948-949 (JSTOR).</p> |
| Tu Apr 30 | <p>The Peasants are Revolting: France and England Readings: Froissart, "Wat Tyler's Rebelliion," <u>Chronicles</u>, chapter 3, pp. 61-82 (http://www.fordham.edu/Halsall/basis/froissart-full.asp).</p> |
| Th May 2 | <p>Europeans and Africans at the Dawn of the Age of Exploration Readings: Linda M. Heywood, "Slavery and Its Transformation in the Kingdom of Kongo: 1491-1800". <u>Journal of African history</u> 50:1 (Mar. 2009): 1-23. (available through Black Studies Center database at TSU library).</p> |
| TBA | <p>Final exam</p> |