



HISTORY 150C

LOCKED UP

A GLOBAL HISTORY OF PRISON AND CAPTIVITY

Fall 2018
Tu Th 1:00-2:20

Professor A. Remensnyder
Office: Peter Green House, #202C
(79 Brown Street)
Office hours (USE THEM!): Mon 2:15-2:45;
Tu 2:30-3:45, Th 3:45-4:15 (or by appointment)
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COURSE DESCRIPTION

The sky rocketing prison population in the contemporary US is but one chapter in a long history of incarceration, captivity, and confinement that stretches back to antiquity. How, why, and when have societies of the past and present decided to lock people up? Who gets locked up? What do these experiences reveal about changing views of liberty and human nature? Beginning in antiquity and ending in the present and drawing on materials from a variety of cultures across the world, this course examines these and other questions to historicize the shifting meanings and experiences of incarceration and captivity.

This course is what is known in prison education parlance as an “inside-out class.” That means that it has both free students (in this case, at Brown) and incarcerated students (in this case at the Rhode Island Adult Correctional Institute, aka ACI, where Professor Remensnyder is teaching Locked Up to a group of men in the medium security facility). Pending arrangements, there will be dialogue between both groups of students via digital media.

The course also offers Brown students the option to get involved with prison work via the Petey Green tutoring program. Details TBA.

COURSE GOALS

This course is intended to provide you with a deep understanding of the social, political and cultural history of prison and incarceration in pre-modern and modern eras across the globe. Another of its goals is to show how the history of confinement and incarceration illuminates larger trends and phenomena in each society under consideration.

Like other History 150 courses, this course introduces you to methods of historical analysis, interpretation and argumentation if you have never taken a college history course – or if you have taken one, it helps you deepen your historical abilities. One of its goals is to provide you with an understanding of an array of different approaches used by historians.

Finally, the course is intended to promote critical thinking and to help you hone your analytic skills. The discussion sections, writing assignments and exams are structured to that end. They will often, for example, require you to sift through texts written from multiple viewpoints or present you with apparently contradictory interpretations of historical phenomena.

COURSE REQUIREMENTS

There are two lectures and one discussion section each week. Attendance at all class meetings is mandatory.

attendance and participation in discussion sections 25% Any student with more than one (1) unexcused absence from section will not receive a passing grade for the course.

5 out of 11 short weekly essays (each 2 pp. maximum; the first essay of the five you turn in will not be graded but will receive only comments) 30% Each of these papers will analyze the texts read for a particular week. None of these papers require outside research. Each paper is due at the beginning of the section at which that reading will be discussed. A list of questions (i.e. possible topics) will be posted on the course website each week in advance. All papers must be double spaced in 12 point type with 1” margins on all sides. Please consult the “Essay Tips” on the course website for detailed guidelines to writing powerful essays.

midterm 20%

final exercise 25% You have three choices.

OPTION A: final exam (Dec 13, 2 PM)

OPTION B: a research paper of 8-10 pp., topic to be chosen in consultation with Prof. R

OPTION C: a final project

If you elect to do a final project or paper, it is due by 5 PM on Dec 13.

Please note! You will not receive a passing grade for the course if you do not turn in all assigned work.

On average, students can expect to spend 42 hours in lecture (3 hours per week in lectures for 14 weeks), 10 hours a week in section (1 hour per week in sections for 10 weeks), 84 hours reading (approx. 6 hours per week, 14 weeks), 20 total hours on weekly response papers, 10 hours reviewing for the midterm, and 15 hours reviewing and studying for the final. Actual times will vary for each student; final grades are not determined by the amount of time a student spends on the course.

FURTHER IMPORTANT DETAILS

Academic honesty: Plagiarism, whether of another student's work, of material found on the Internet, or of published material, is a serious offense against Brown's Academic Code, as is turning in work purchased through a "paper mill." Any instance of plagiarism will cause you to fail the class and can result in dismissal from Brown. I urge you all to consult the definition of plagiarism as it appears in Brown's Academic Code:

<http://www.brown.edu/academics/college/degree/policies/academic-code>

In this class, I ask you to adopt a version of the honor code in effect at many colleges and universities. In the second week of the course I will ask you each to sign a statement that all your written work in this class will be your own. This conforms to the intent of Brown's Academic Code, which states: "A student's name on any exercise (e.g., a theme, report, notebook, performance, computer program, course paper, quiz, or examination) is regarded as assurance that that exercise is the result of the student's own thoughts and study, stated in his or her own words, and produced without assistance, except as quotation marks, references, and footnotes acknowledge the use of printed sources or other outside help." No written work will be accepted for course credit unless I have such a signed statement from you.

Communication with the professor: I want to get to know as many of you as possible. Please feel free to come and talk to me about any aspects of the course just after lecture, or during my office hours (or make an appointment with me). Email is not my favorite mode of communication. I would much rather talk to you in person. Use email only for queries requiring brief responses (for example, setting up an appointment).

Course website: The Canvas website for this course can be found at canvas.brown.edu. All the images shown in class, as well as the image lists, the lecture outlines, the essay assignments, and other information relevant to the course will be posted on this site.

Discussion sections: Constructive intellectual discussion is one of the key components of this course. Therefore, attendance at section is required and participation strongly encouraged. Please bring to class the texts that are being discussed that week. I ask in addition that you treat each other with courtesy and respect. This means listening to what other students have to say, responding constructively, and not interrupting.

Electronics-free classroom: Turn off all computers, cell phones, iPads and other electronic devices when you come to class and use paper and pen for note taking! Congratulations! You are helping to create a distraction-free environment where you and your fellow students can concentrate on lecture and discussion without the omnipresent lure of the internet. Plus all research has shown that one learns more when taking notes by hand than when taking them on a computer.

Essays: One aim of this course is to encourage you to hone your ability to write critically and clearly. The writing assignments have been designed to this end. Each short paper is due at the beginning of the section at which that reading will be discussed. The long papers are due at the beginning of lecture on the specified date. Please consult the “Essay Tips” on the course website for detailed guidelines to writing powerful essays.

Inclusion and Accessibility: Brown University is committed to full inclusion of all students. Please inform me if you have a disability or other condition that might require accommodations or modification of any of these course procedures. You may speak with me after class or during office hours. For more information, please contact Student and Employee Accessibility Services at 401-863-9588 or SEAS@brown.edu.

There will be no make-ups or extensions for written assignments or exams except for medical emergency in which case you will need a signed note from a doctor or other licensed practitioner of medicine. Papers handed in late without medical excuses will be down graded one entire grade (for example from A- to B-) for each day they are late.

TEXTS

The following are available for purchase at the Brown Book Store. Copies of each are on reserve at the Rock.

Cervantes, Miguel de. *“The Bagnios of Algiers” and “The Great Sultana:” Two Plays of Captivity*, trans. Barbara Fuchs and Aaron J. Ilika (Philadelphia: University of Pennsylvania Press, 2012). \$19.95

Davis, Angela. *Are Prisons Obsolete?* (New York: Seven Stories Press, 2003). \$11.95

Foucault, Michel. *Discipline and Punish: The Birth of the Prison*, trans. Alan Sheridan, 2nd ed. (New York: Vintage, 1995). \$16.95

Ginzburg, Eugenia. *Journey into the Whirlwind*, trans. Paul Stevenson and Max Hayward (New York: Harcourt, 1967). \$16.95

Greek Tragedies: Aeschylus, “Agamemnon, Prometheus Bound” ..., trans. David Grene and Richard Lattimore, 3rd ed. (Chicago: University of Chicago Press, 2013). \$12.00

Kerman, Piper. *Orange is the New Black: My Year in a Women’s Prison* (New York: Spiegel and Grau, 2011). \$16.00

Northup, Solomon. *Twelve Years a Slave* (New York: Penguin Press, 2012). \$16.00

The Course Reader (containing further required readings) is available at Allegra (on the corner of Thayer and Waterman).

SCHEDULE OF LECTURES AND READINGS

The reading for each week's section is listed after that week's Thursday lecture. Please complete it in time for your section.

[R] indicates that the text is in the Course Reader. For those of you who choose not to purchase the Reader, you may read the PDFs of its contents posted on the course website (see the appended list of contents of the Reader for exact references). I urge you to read hard copy. Print the PDFs, or better yet, buy the Course Reader!

Th Sept 6 INTRODUCTION

Reading: Rivera, "Coercion and Captivity" [R]; O'Neill and Dua, "Captivity" [R].

Tu Sept 11 THE CONTEMPORARY US: A PRISON STATE

Th Sept 13 THE PAINS OF IMPRISONMENT IN THE US TODAY

Reading: Kerman, *Orange is the New Black*, pp. 3-71, 99-104, 120-126, 131-143, 153-160, 178-181, 185-191, 195-198, 211-215, 225-237, 239-246, 249-251, 256-258, 278-280, 292-299; Frost and Clear, "Theories of Mass Incarceration" [R].

Tu Sept 18 PRISON BEFORE THE PRISON? THE PRE-MODERN WORLD

Th Sept 20 CAPTIVITY, CONFINEMENT, AND THE FOUNDATIONS OF CIVILIZATION

Reading: Aeschylus, "Prometheus Bound" in *Greek Tragedies*, pp. 67-112; Hunter, "Plato's Prisons" [R]; Peters, "Prison" [R]; Book of Genesis, chaps. 37, 39-42 [R]; Book of Exodus, chaps. 1-15. [R], *Qur'an*, Sura 12 [R]; Schneider, "Imprisonment" [R].

Tu Sept 25 THE SOUL AND THE BODY AS PRISON/IN PRISON

Th Sept 27 THE COMPARATIVE POLITICS OF CAPTIVITY I: ANCIENT ROME AND MEDIEVAL EUROPE

Reading: "The Martyrdom of Saints Felicity and Perpetua" [R]; McNamara, "The Nun of Watton" [R]; Jones, "Anchorites" [R]; Aelred, "Rule of Life" [R]; Peters, "Prison" [R].

Tu Oct 2 THE COMPARATIVE POLITICS OF CAPTIVITY II: PRE-COLUMBIAN MEXICO AND MUSLIMS AND CHRISTIANS IN THE EARLY MODERN MEDITERRANEAN

Th Oct 4 MUSLIMS IN CAPTIVITY (GUEST LECTURE BY PROF. NABIL MATAR)

Reading: Cervantes, *The Bagnios of Algiers*, pp. xiii-xviii, xx-xxii, 2-98; Matar, *Europe through Arab Eyes* [R]; Callimachi, "The Horror Before the Beheadings" [R].

Tu Oct 9 INDIANS AND BARBARY PIRATES: COLONIZATION, CAPTIVITY AND THE MIDDLE GROUND IN THE EARLY US

Th Oct 11 PLANTATION SLAVERY IN THE AMERICAN SOUTH: PRISON?

Reading: Hanson, "God's Mercy" [R]; Northup, *Twelve Years a Slave*, pp. 5-58, 115-124, 147-208.

Tu Oct 16 REVIEW FOR MIDTERM

Th Oct 18 MIDTERM

Tu Oct 23 THE BIRTH OF PRISON I: MODERNITY, POWER AND THE DISCIPLINARY SOCIETY

Th Oct 25 THE BIRTH OF PRISON II: THE EARLY MODERN HOUSE OF CORRECTION

Reading: Foucault, *Discipline and Punish*, pp. 3-24, 30-31, 73-78, 114-126, 195-209, 231-235, 248-255, 296-308; Spierenburg, *Prison Experience* [R].

Tu Oct 30 SOLITUDE AND SILENCE: RESHAPING THE PRISON IN THE LATE 18TH AND 19TH CENTURIES

Th Nov 1 GLOBALIZING THE PRISON IN THE 19TH AND 20TH CENTURIES

Reading: Crawford, *Report* [R]; Dickens, *American Notes* [R]; Reed, *Life and Adventures* [R]; Gawande, “Hellhole” [R]; Scharff Smith, “Religious Technology” [R]; Dikötter, “Promise of Repentance” [R].

Tu Nov 6 CONVICT COLONIES AND IMPERIAL STRATEGIES

Th Nov 8 PRISON AS POLITICAL WEAPON AND POLITICAL CRUCIBLE

Reading: Ghose, *Tale of My Exile* [R]; Gorman, “Confining Political Dissent” [R]; Buntman and Huang, “Role of Political Imprisonment” [R]; Su, “Why Political Imprisonment Fails to Deter Activism” [R].

Tu Nov 13 ESTABLISHING THE GULAG: PURIFICATION, ENEMIES OF THE PEOPLE, AND THE ECONOMY

Th Nov 15 SURVIVING THE GULAG

Reading: Ginzburg, *Journey Into the Whirlwind*, pp. 3-12, 24-30, 52-88, 114-119, 141-151, 157-169, 193-236, 243-279, 331-418; Pitzer, *One Long Night* [R]; Applebaum, “History of Horror” [R].

Tu Nov 20 HUMAN EXCEPTIONALISM: ANIMALS IN CONFINEMENT

Th Nov 22 ***HAPPY THANKSGIVING***

Readings: *Ethics of Captivity*[R], pp. 231-247, 156-173, 7-56, 90-101.

Tu Nov 27 LAOGAI: CHINESE PRISON CAMPS AND THE VIOLENT TRANSFORMATION OF THE SELF BY THE STATE

Th Nov 29 US PRISONS AS CRUCIBLE FOR THE TRANSFORMATION OF THE SELF

Readings: “Chinese Prison System” [R]; Wu, *Laogai* [R]; Faison, “Jean Pasqualini” [R]; Wang, *Prisoner of Mao* [R]; Williams and Wu, *Great Wall* [R]; Thum, “What Really Happens” [R]; Hager, “From Prison to Ph.D.” [R].

Tu Dec 6 ARE PRISONS NECESSARY?

Th Dec 8 CONCLUSION

Reading: Davis, *Are Prisons Obsolete?*; Dreisinger, *Incarceration Nations* [R]; Benko, “Radical Humaneness” [R].

COURSE READER CONTENTS

- Lisa Rivera, "Coercion and Captivity," in *The Ethics of Captivity*, ed. Lori Gruen (New York, 2014), pp. 248-262, 267-268.
- Kevin Lewis O'Neill and Jatin Dua, "Captivity: A Provocation," *Public Culture* 30 (2018): 3-18.
- Natasha A. Frost and Todd R. Clear, "Theories of Mass Incarceration," in *The Oxford Handbook of Prisons and Imprisonment*, ed. John Wooldredge and Paula Smith (Oxford Handbooks Online, 2016).
- Virginia Hunter, "Plato's Prisons," *Greece and Rome* 55 (2008): 193-201.
- Edward M. Peters, "Prison before the Prison: The Ancient and Medieval Worlds," in *The Oxford History of the Prison: The Practice of Punishment in Western Society*, ed. Norval Morris and David J. Rothman (New York: Oxford University Press, 1995), pp. 3-22.
- Book of Genesis, chapters 37, 39-42.
- Book of Exodus, chapters 1-15.
- Al-Qur'ān: A Contemporary Translation*, trans. Ahmed Ali (Princeton, 2001), Sura 12.1-57, pp. 200-205.
- Irene Schneider, "Imprisonment in Pre-Classical and Classical Islam," *Islamic Law and Society* 2 (1995): 157-173.
- "The Martyrdom of Perpetua and Felicitas," in *The Acts of the Christian Martyrs*, ed. and trans. Herbert Musurillo. 2 vols. (Oxford, 1972), 2: 106-135.
- Jo Ann McNamara, "The Nun of Watton," *Magistra* 1 (1995): 124-137.
- E.A. Jones, "Hermits and Anchorites in Historical Context," in *Approaching Medieval English Anchoritic and Mystical texts*, ed. Dee Dyas et al. (Cambridge, 2005), pp. 3-18.
- Aelred of Rievaulx, "A Rule of Life for a Recluse," in his *Treatises: The Pastoral Prayer* (Spencer MA, 1971), pp. 43-61.
- Edward M. Peters, "Prison before the Prison: The Ancient and Medieval Worlds," in *The Oxford History of the Prison: The Practice of Punishment in Western Society*, ed. Norval Morris and David J. Rothman (New York: Oxford University Press, 1995), pp. 22-30.
- Nabil Matar, *Europe Through Arab Eyes, 1578-1727* (New York, 2008), pp. 38-71, 141-144, 245-248.

- Rukmini Callimachi, “The Horror Before the Beheadings: ISIS Hostages Endured Torture and Dashed Hopes, Freed Cellmates Say,” *The New York Times* (October 26, 2014).
- Elizabeth Hanson, “God’s Mercy Surrounding Man’s Cruelty, Exemplified in the Captivity and Redemption of Elizabeth Hanson,” in *Women’s Indian Captivity Narratives*, ed. Kathryn Zabelle Derounian-Stodola (New York, 1998), pp. 63-79.
- Pieter Spierenburg, *The Prison Experience: Disciplinary Institutions and Their Inmates in Early Modern Europe* (Amsterdam, 2007); 1st published in 1991).
- William Crawford, *Report on the Penitentiaries of the United States* (London, 1834), pp. 3, 8-22, 24-25, 36-41.
- Charles Dickens, *American Notes for General Circulation* (New York, 2000), pp. 109-124.
- Austin Reed, *The Life and Adventures of a Haunted Convict*, ed. Caleb Smith (New York, 2016), pp. 140-159, 196-213, 217-218.
- Atul Gawande, “Hellhole,” *The New Yorker* (March 30, 2009): 36-45.
- Peter Scharff Smith, “A Religious Technology of the Self: Rationality and Religion in the Rise of the Modern Penitentiary,” *Punishment and Society* 6 (2004): 195-219.
- Frank Dikötter, “The Promise of Repentance: Prison Reform in Modern China,” *The British Journal of Criminology* 42 (2002): 240-249.
- Barindra Kumar Ghose, *Tale of My Exile* (Pondicherry, 1922), pp. 1-19, 30-113, 120-131, 15-168.
- Anthony Gorman, “Confining Political Dissent in Egypt before 1952,” in *Policing and Prisons in the Middle East and North Africa: Formations of Coercion*, ed. Laleh Khalili and Jillian Schwedler (London, 2010), pp. 157-173.
- Fran Buntman and Tong-Yi Huang, “The Role of Political Imprisonment in Developing and Enhancing Political Leadership: A Comparative Study of South Africa’s and Taiwan’s Democratization,” *Journal of Asian and African Studies* 35 (2000): 43-66.
- Khin Su, “Why Political Imprisonment Fails to Deter Activism: An Interview with Daw Sandar Min.” (This interview was done as a final project by a student in “Locked Up” in 2015. It is used here with her permission).
- Andrea Pitzer, *One Long Night: A Global History of Concentration Camps* (New York, 2017), pp. 3-16.
- Anne Applebaum, “A History of Horror,” *New York Review of Books*, October 18, 2001.

The Ethics of Captivity, ed. Lori Gruen (New York, 2014), pp. 7-56, 90-101, 156-173, 7-56, 90-101.

“Chinese Prison System, ‘Laogai,’ ” *Hearing before the Subcommittee on International Operations and Human Rights of the Committee on International Relations, House of Representatives, One Hundred Fourth Congress. First Session, April 3, 1995* (Washington DC, 1995), pp. 1-23.

Hongda Harry Wu, *Laogai: The Chinese Gulag*, trans. Ted Slingerland (Boulder CO, 1992), pp. 27-33.

Seth Faison, “Jean Pasqualini Dies at 71; Told of China’s Penal Horrors,” *The New York Times*, October 13 1997.

Bao Ruo-Wang (Jean Pasqualini) and Rudolph Cheminksi, *Prisoner of Mao* (New York, 1973), pp. 47-62, 79-82, 102-155.

Philip F. Williams and Yenna Wu, *The Great Wall of Confinement: The Chinese Prison Camp Through Contemporary Fiction and Reportage* (Berkeley, 2004), pp. 1-14, 107-118.

Rian Thum, “What Really Happens in China’s ‘Re-education’ Camps,” *The New York Times*, May 15, 2018.

Eli Hager, “From Prison to Ph.D.: The Redemption and Rejection of Michelle Jones,” *The New York Times*, September 13, 2017.

Baz Dreisinger, *Incarceration Nations: A Journey to Justice Around the World* (New York, 2016), pp. 59-100.

Jessica Benko, “The Radical Humaneness of Norway’s Halden Prison” *The New York Times*, March 26, 2015.