

Slavery in the Ancient World

Project

The project will involve comparing the experiences of “modern” enslaved person, i.e., those who lived sometime between the beginning of the seventeenth century and the present, with one or more examples from the ancient world. Here are the guidelines:

1. For the project you are to choose one of the following narratives:

Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself* (1845)

This is available [here](#) through Project Gutenberg.

Harriet A. Jacobs, *Incidents in the Life of a Slave Girl, Written by Herself* (1861)

This is available [here](#) through Project Gutenberg.

Zora Neale Hurston, *Barracoon: The Story of the Last "Black Cargo"* (2018)

This is available from [Amazon.com](#). This text should also be available in the bookstore.

2. You should choose one or more excerpts from one of these narratives and identify **three** similarities or parallels with the systems of bondage in the ancient world and **one** difference. For descriptions of the ancient systems you should draw on the readings we have studied this semester.
3. You should properly cite your sources using simplified parenthetical citations, if you use the texts you have received, i.e., the name of the work and location inside the text. Please observe the internal structures of the works, for example, the line numbers for the plays (*Pseudolus* 217-221) and the sections of prose works (*Institutes* 8). Please consult with me if you wish to use other sources.
4. Please observe the following stylistic guidelines:
 - Use proper grammar and sentence structure.
 - Avoid summaries of content and long quotations.
 - NEVER indulge in sweeping generalizations (e.g. “throughout history,” “since the dawn of time,” “as humans have always wondered,” “As I have always believed”) and vague abstractions (e.g. “ancient peoples,” “religious people,” “the Church,” “in ancient times”). Be specific.
 - Avoid using the passive voice (“it is thought,” “it was decided,” “the people were struck by”). Active verbs express meaning more emphatically and more precisely.
 - Avoid jargon, wordiness, and unnecessary repetition.
 - Seldom if ever use adjectives and adverbs that introduce unsupported subjective

- judgments (“this excellent passage,” “a good example of this idea,” “Douglass beautifully notes”). Let the sources speak for themselves.
- Do not use the second person (“You can see an example of this concept in Jacob's conversation.”)
 - Use inclusive language: (e.g. “human beings,” “humanity,” “humankind,” “people,” “minister,” etc.) to designate both individuals and groups. Note: Direct quotations should reproduce the quoted text, inclusive or not, exactly as in the original.
5. Please compose your project using one of the common applications such as Microsoft Word or Apple Pages. If you use some other application, please export your text as a .doc or .docx document.
6. There is no word limit (maximum or minimum). I expect you to discuss the three similarities and one difference clearly and concisely.

List of Ancient World readings:

Iliad 1, 6.369-517, 21.1-135 (Alexander)

Odyssey 14-15.495 (Wilson)

[Demosthenes] 59 (Bers)

Lysias 1 (Todd)

Xenophon, *Oeconomicus* 7.1-15.3 (Pomeroy)

[Xenophon], *Politeia* 10-12 (Marchant)

Aristotle, *Politics* 1252a-1255b (Irwin and Fine)

Plautus, *The Prisoners* (Watling), *Pseudolus* (Smith)