

# Global Slavery Then and Now: HIST 297

J-Term 2015

12:30-3:45 pm, M-F, Madsen Center 103

**PROFESSOR:** Robert E. Wright  
**OFFICE:** Madsen Center 111  
**OFFICE PHONE:** 605-274-5312  
**OFFICE HOURS:** M-F, 11:00 am - noon; or by appointment (check my online calendar at <http://faculty.augie.edu/~rwright/> first).  
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**COURSE WEBSITE:** Moodle

## Course Description:

In this elective, students will explore slavery and other forms of coerced labor, throughout the entire world, and from prehistory to the present.

The course is “flipped” in the sense that students will be expected to read background materials on their own (with minimal time allotted in class for questions/discussion) so that most classroom time can be spent analyzing important primary sources.

## Course Objectives:

By the end of this course, students should be able to **differentiate** free from unfree labor regimes, **describe** the *who, what, when, where*, and *how* of global slavery, and to **explain** *why* human beings enslave others. They should also be able to **analyze** *primary sources* related to global slavery.

## Required Reading List:

NOTE: Read these for comprehension, not memorization.

Blackmon, Douglas. *Slavery by Another Name: The Re-enslavement of Black Americans from the Civil War to World War II* (2008).  
Fogel, Robert. *Without Consent or Contract: The Rise and Fall of American Slavery* (1989).  
Kara, Siddharth. *Sex Trafficking: Inside the Business of Modern Slavery* (2009).  
\_\_\_\_\_. *Bonded Labor: Tackling the System of Slavery in South Asia* (2012).

Other short readings posted on Moodle.

## Daily Schedule:

Monday, 5 Jan.: Course Overview. Of slavery, bonded, and coerced labor. Primary source analysis exercise. Primary source identification/search strategies.

Tuesday, 6 Jan.: Slavery today.

Read for class: Kara, *Bonded Labor*, 1-157.

Primary sources: [Global Slavery Index \(2013\)](#); Fisher, "This Map," [Washington Post](#) (2013).

Wednesday, 7 Jan.: Slavery today.

Read for class: Kara, *Bonded Labor*, 158-272.

Primary sources: Bernard, "[Modern Slavery in Europe](#)" (2013); Hodal et al, "[Revealed: Asian slave labour producing prawns for supermarkets in US, UK](#)," (2014).

Thursday, 8 Jan.: Slavery today.

Read for class: Kara, *Sex Trafficking*, 1-107.

Primary sources: [Prostitution, Trafficking and Modern Slavery in Europe](#) (2014); [Freedom NGO website](#).

Friday, 9 Jan.: Slavery today.

Read for class: Kara, *Sex Trafficking*, 108-262.

Primary sources: HOPE, [Human Trafficking: Realities and Facts](#) (2014); [Not For Sale NGO website](#).

Monday, 12 Jan.: Prehistoric slavery.

Read for class: Abrahamsen, "Art, Ancient"; Taylor, "Believing the Ancients"; Ames, "Slaves, Chiefs and Labour"; Starna and Watkins, "Northern Iroquoian Slavery."

Primary sources: Archeological evidence; *Epic of Gilgamesh* (c. 2500 BC); *Code of Hammurabi* (1772 BC).

### **PROJECT SOURCES DUE ON MOODLE.**

Tuesday, 13 Jan.: Slavery in the Sacred Texts.

Read for class: Shehata, "Abolition, Islamic World"; Catlos, "Mamluks"; Ilahi, "The Qur'an"; Reinders, "Asian/Buddhist Monastic Slavery" and "Buddhism"; McCoy, "Augustine (Saint)"; Harrill, "The Bible."

Primary sources: *The Holy Bible*; *The Quran -- "Even as the fingers of the two hands are equal"*; *Eightfold Path of Buddha*; *Rigveda* of India

Wednesday, 14 Jan.: Slavery in South Asia (India).

Read for class: Batstone, "Breaking the Chains."

Primary sources: References from the Dharma-Sutras; Muluki Ain of 1854 (Nepal); ["Incredible India" Home to Modern Slavery](#).

Thursday, 15 Jan.: Slavery in East Asia (China).

Read for class: Rodriguez, "China, Ancient," "China, Late Imperial," "China, Medieval"; Kim, "Abolition, East Asia."

Primary sources: Shang Yang, *Legal Codes* (c. 338 BC).

Friday, 16 Jan.: African Slavery.

Read for class: Salamone, "Africa"; Catlos, "Saqaliba."

Primary sources: Atlantic Slave Trade, [Capture of Slaves and Coffles in Africa \(various\)](#).

Monday, 19 Jan.: Slavery in Europe.

Read for class: Brady, "Irish as Slaves"; Clarkson, "Ireland, Scotland, and Wales, Raids On"; Cummings, "Aristotle's Politics"; Sandomirsky, "Aristomenes"; Byrne, "Jean Bodin."

Primary sources: Homer, *Odyssey* (c. 8<sup>th</sup> century BC); Plato, *Republic* (c. 380 BC); Lex Poetelia Papiria (c. 326 BC); Pliny the Elder, *Natural History* (77 AD); Aesop's *Life* (n.d.); Hywel Dda, *Laws* (c. 950); Smith, *Wealth of Nations* (1776).

Tuesday, 20 Jan.: Slavery in the Americas.

Read for class: Castillo, "Mexico, Indigenous Slavery"; Iglesias, "Latin America"; Wood, "Las Casas"; Kilroe, "Amerindian Slavery, General"; Fogel, *Without Consent or Contract*, 1-113.

Primary sources: Pope Nicholas V, *Dum Diversas* (1452); Las Casas, *Statement of Opinion* (1542); Sewall, *Selling of Joseph* (1700); Saffin, *A Brief Candid Answer* (1701).

Wednesday, 21 Jan.: Slavery in the United States.

Read for class: Fogel, *Without Consent or Contract*, 114-237.

Primary sources: *The Case of Our Fellow Creatures* (1783); Jones, *Experience and Personal Narrative* (1858); Wilson, *The Foreign Slave Trade* (1859); [Transatlantic Slave Database](#).

Thursday, 22 Jan.: Abolition and "Emancipation."

Read for class: Fogel, *Without Consent or Contract*, 238-319; 388-417.

Primary sources: Owen, *The Wrong of Slavery* (1864); Acts of Congress Relating to Slavery (1787, 1793, 1820, 1847 1850); U.S. Constitution and Amendments.

Friday, 23 Jan.: Slavery Re-emerges.

Read for class: Blackmon, *Slavery by Another Name*, 1-116.

Primary sources: Atkinson, *Cheap Cotton by Free Labor* (1861); Steedman, *The Freedman's Bureau* (1866); Pierson, *Letter to Sumner re: the KKK in Georgia* (1870).

**VOLUNTARY DRAFTS DUE VIA EMAIL.**

Monday, 26 Jan.: One Form of the "New Slavery."

Read for class: Blackmon, *Slavery by Another Name*, 117-277.

Primary sources: Campbell, *Some Aspects of the Race Problem* (1899); Schurz, *Can the South Solve the Negro Problem?* (1903); Rowland, *A Mississippi View of Race Relations* (1903).

Tuesday, 27 Jan.: Slavery Ends Again (and Begins Again).

Read for class: Blackmon, *Slavery by Another Name*, 278-403; Ehrenreich, "Nazism."

Primary sources: Galloway, *The South and the Negro* (1904); Miller, *As to the Leopard's Spots* (1905); Councill, *Industrialism Plus Industriousism* (1905).

Wednesday, 28 Jan.: Final Exam

**\*\*\*Projects Due Thursday, 29 Jan. at 9:00 am CT\*\*\***

### **Grading Guidelines:**

Grades will be a function of:

- Attendance: 10%
- Participation: 20%
- Final Exam: 30%
- Project: 40%

A+  $\geq$  97.5; A  $\geq$  95; A-  $\geq$  90; B+  $\geq$  87.5; B  $\geq$  85; B-  $\geq$  80 and so forth ...

### **Attendance:**

This entails physically showing up for class. Your grade will be determined by the following formula:  $100 - \text{no. unexcused class hours missed}^2$ . Absences can be excused for a wide range of issues but they will be limited in number and must entail a lack of choice on your part. Example: I decided to leave for my friend's wedding on Friday instead of going to class = unexcused. But: My car broke down on the way back from my friend's wedding so I missed class on Monday = excused.

### **Participation:**

We will be analyzing primary sources in class so it is essential that you not only show up but that you actively participate by asking questions and providing your perspective on the sources, which can only be done by doing the assigned reading before class begins. Any "homework" assigned during the term will also count toward your participation grade.

### **Final Exam:**

See the four course objectives above. The final one is covered by the project described below. The final examination will cover the other three, and do so in a straightforward manner. In other words, I am simply going to ask you to "**differentiate** free from unfree labor regimes, **describe** the *who*, *what*, *when*, *where*, and *how* of global slavery, and to **explain** *why* human beings enslave others" without the aid of books, notes, other people, etc.

### **Project:**

The Project will assess whether students have mastered the fourth and final course objective, an ability to "**analyze** *primary sources* related to global slavery." To complete

the project, students need to identify, acquire, and then analyze a primary source related to global slavery *as modeled repeatedly in class*. Any primary source not previously discussed in class or already taken by another student will be acceptable but of course longer, harder, older sources will be more impressive than shorter, easier, and more recent ones. The project is worth 40 percent of the course grade, so students should put the appropriate time and effort into it. There will be no makeups or do overs at the end of the semester *so students should not hesitate to share drafts with me, and the sooner the better*. Each source is different so there are no minimum or maximum word counts mandated but I suspect that the median analysis, i.e., not including the text of the source itself, will be about 2,000 crisp and clear words.

### **Disability Services:**

Any student who feels that he or she may need to discuss reasonable accommodations for a disability, please see the instructor during office hours. Students with questions regarding disability services including appropriate documentation and coordination of reasonable accommodations are welcome to contact Susan Bies at the Student Academic Support Service Office located in the Career Center Suite, Room 100. The office phone number is 274-4403 and her e-mail is [susan.bies@augie.edu](mailto:susan.bies@augie.edu).

### **Honor Code:**

As a community of scholars, the students and faculty at Augustana College commit to the highest standards of excellence by mutually embracing an Honor Code. The Honor Code requires that examinations and selected assignments contain the following pledge statement to which students are expected to sign:

*On my honor, I pledge that I have upheld the Honor Code, and that the work I have done on this assignment has been honest, and that the work of others in this class has, to the best of my knowledge, been honest as well.*

Faculty members are responsible for investigating all instances involving any student who does not sign the Honor Pledge or who bring forward an academic integrity concern. The complete Honor Code can be found at [www.augie.edu/admin/acadaff/](http://www.augie.edu/admin/acadaff/).