



Loyola University New Orleans

First Year Seminar 21st CENTURY SLAVERY AND ABOLITION Fall 2015 Prof. Laura Murphy

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Office Hours: Tuesday and Thursday 2:00-3:20 TTh (appointments are *very* helpful) and otherwise by appointment

"The most important learning experience that could happen in our classroom was that students would learn to think critically and analytically, not just about the required books, but about the world they live in." -bell hooks

"Experience is not what happens to a man; it is what he does with what happened to him." - Aldous Huxley

"Go forth and set the world on fire." -St. Ignatius of Loyola

Course Objectives and Outcomes

First year seminars are designed to "introduce you to college-level intellectual inquiry and to Loyola's Jesuit tradition under the overarching theme 'thinking critically, acting justly.'" The courses are interdisciplinary and focus on questions of enduring value in the context of particular subject matter. All first-year students take a first-year seminar. All of the seminars encourage students to live as "contemplatives in action," as St. Ignatius of Loyola put it. This means that the courses are meant to ask students to ponder their own values, develop a sense of character, articulate their own beliefs, and consider how they might live lives of selfless commitment to the world and to humanity.

To those ends, this particular first year seminar takes as its case study the issue of modern day slavery and the work people are doing to abolish it. Most of our readings will come from first-person narratives of people who have been victims of human trafficking in the last fifteen years. Some of our readings will be drawn from secondary sources written by scholars who have studied the problem of modern day slavery from a variety of disciplinary angles. Much of our reading will touch upon issues of global significance which will simultaneously inform our discussions of slavery *and* guide us in discovering what interdisciplinary work looks like. We will read about a variety of issues: employment and labor, gender and sexuality, trauma and autobiography, the law and human rights. Though the subject matter will occasionally be disturbing, the focus of the course is on understanding how each and every one of us can be active participants in the

discussions and activism that surrounds issues of global significance that we care most about. At the end of the semester, students will be asked to present a proposal for action that might be taken to advance a positive agenda for change in response to an issue about which they are personally passionate. Through this thematic study of issues of global significance, students will gain facility with the work of careful reading, college-level argumentation, critical thinking, and interdisciplinary research. Readings will be drawn from a wide variety of disciplines and cultures from around the world.

Slavery Still Exists.

Required Texts:

Kevin Bales, *Ending Slavery*

University of California Press

ISBN 978-0520257962

Laura T. Murphy, *Survivors of Slavery: 20th and 21st Century Slave Narratives*

Columbia University Press

ISBN 978-0231164238

Options for obtaining the texts:

YOU WILL BE RESPONSIBLE FOR BRINGING A COPY OF THE TEXT OR PRINTED COPY OF READINGS FROM BLACKBOARD TO EACH CLASS MEETING. All texts that are not available online have been ordered at the school bookstore. They should be available immediately for purchase, in both used and new copies. However, I strongly encourage you to buy used books online, which can save you a lot of money. Shipping can take around a week, so **YOU MUST ORDER THEM ALL IMMEDIATELY.** If you choose the online option, I recommend trying to get the same editions of the books as the one we're using in class. **DO NOT WAIT TO BUY YOUR TEXTS** – you will be responsible for the reading regardless of shipping times.

Meetings and Attendance:

Attendance and participation are integral to a worthwhile educational experience; therefore, they are both required in this course. Students missing more than two class meetings will be penalized by 1/3 of a grade for each additional day they are absent. Students missing more than four class meetings *for any reason at all* will automatically fail the course. Three tardies constitute an absence. Quizzes administered nearly every class session will track reading and attendance. **Participation, attendance, and professionalism** will comprise 10% of the course grade. Students should expect to contribute something *thoughtful* to *each* class period. If a student has a particular phobia regarding speaking in class, he or she can discuss this in private with the professor in the first week of class to be assigned an alternative method of participation.

Life of the Mind Events

Students will be required to attend at least two “Life of the Mind Events” during the course of the semester. Appropriate events will be announced throughout the semester. For each event, you must write a one-page response paper due one week after the event. Any additional life of the mind events can be used for extra

credit if accompanied by a one-page response. All responses should be uploaded onto blackboard. Any student who misses the required event for any reason will be required to write a five-page paper to replace the grade. Any changes to these events will be announced as the details are arranged. If you have a work conflict with any of these events, you should report these immediately.

Assignments and Grading:

First year seminars are required for all first year students. The course is meant to be interdisciplinary and writing-intensive. In many ways, students should see the course as a boot camp for college-level work -- it will require discipline, hard work, many hours in the library, and typing-finger cramps.

Seminars are student-centered. In order to encourage student participation and to follow-up on students' particular interests, students will each be required to share their writing publicly, make presentations, and collaborate on ideas with their classmates periodically throughout the course of the semester.

In the second or third week of class, students will sign up for a topic related to human trafficking. Each Thursday, a short writing assignment will be due connecting the interdisciplinary lens of the week to the student's individual topic. Writing will be hosted on a course blog, which will be set up in the second week of class. All blog posts will be due *on Blackboard and Blogger* at 10pm on Wednesday nights. Students will be expected to report on their research findings and blog posts several times throughout the semester. The final paper will grow out of the blog posts and class discussions. The course will conclude with a student conference on trafficking. Further instructions for the blog will be available in the second week of classes.

Regular reading quizzes will also be administered and counted toward the homework grade.

The grading breakdown is as follows:

Blog	30%
Midterm paper	25%
Final Paper (1500 words)	25%
Homework and Quizzes	10%
<u>Participation/Professionalism</u>	<u>10%</u>
Total	100%

Late Paper Policy:

All papers will be submitted on blackboard. A due date *and time* will be assigned for each paper. Students will be required to navigate the blackboard system effectively and punctually. Absolutely no technology excuses will be accepted. If a blackboard failure occurs (or even if it *might* occur), students should submit work by email.

Major papers turned in after the due date will receive a lowered grade. For each day that a paper is late, the grade will be lowered one-third of a grade. Thus, an A paper turned in one day late will receive an A-. Turned in two days late, it will be a B+, etc. *Late homework and blog posts will not be accepted under any circumstances. Presentations cannot be made up except in the case of extreme emergency.*

Extensions: Turning papers in on time is integral to the learning process in this course, as feedback on papers prepares students for more significant engagement in the course and for improvement on future papers. Extensions will be granted *only* in extreme cases, and *must* be requested at least *four* days in advance of the due date to be considered. It is usually better to decide ahead of time to take the grade deduction than to expect an extension. Extensions are *rarely if ever* granted.

What is the Common Curriculum?

In addition to the major you will pursue at Loyola, you will take a broad range of courses in the liberal arts and sciences known as the Common Curriculum. This Common Curriculum offers you an educational experience you will not find at state institutions and other private schools. It is a large part of the “Loyola Difference”—that is, it defines what makes our university and the education you receive here distinctive. The Common Curriculum...

- Includes courses taught in English and history, philosophy and religious studies, the sciences and the arts
- Teaches important foundational subject matter for your major study
- Gives you a broad education outside your major, preparing you for the demands of a complex world
- Is grounded in the core values of our Jesuit mission and identity
- Develops your understanding of human values and social justice
- Develops your critical thinking, writing, and speaking skills

What is a First-Year Seminar?

The First-Year Seminar is the gateway course to the common curriculum. All the seminars introduce you to academic inquiry and teach you to think and learn as a college student. The seminars are interdisciplinary, focusing on a single topic from several academic perspectives. While each seminar is on a different topic, they all explore the larger theme of “thinking critically, acting justly” as an introduction to study at Loyola. The seminars are required and carry three credits, just like other courses in the Common Curriculum and majors. They are a valuable first step on your path to a Loyola education.

Learning Outcomes for First-Year Seminars (including this one)

- Critical Thinking-- Students will be able to formulate questions about the subject matter and take a position that is supported with evidence. Students will show proficiency in the critical reading of texts, including discerning major arguments, salient points, and underlying assumptions and biases.
 - In this class you will never be asked to memorize anything. You will not be given any tests where there is a single correct answer. You will, however, be asked to read carefully, write even more carefully, and come to class prepared to reflect upon and evaluate both objective facts and subjective positions.
- Written Communication--Students will be able to reflect on issues in writing. This should include formulating and defending a position in writing.
 - In this class you will practice effective writing across a variety of genres including blog posts, research presentations, research papers, and proposals.
- Oral Communication-- Students will be able to reflect on issues in class discussion. This should include formulating and defending a position orally.
 - In this class you will be expected to participate in some way every class. I will be doing my best to facilitate a discussion that includes everyone’s perspective. There will also be one more formal oral presentation during the course of the semester.
- Information Literacy-- Students will demonstrate the ability to evaluate information and appropriately incorporate information into an assignment.
 - In this class you will learn to distinguish between academic and non-academic sources. You will improve your ability to locate good sources online and using Loyola’s resources. You will also get to know at least one member of the library’s staff. The blog/presentation project and the final proposal require you to use secondary sources.
- Compassionate Engagement with the World--Students will demonstrate the ability to recognize issues of justice and injustice inherent in a topic, and they will be able to recognize multiple sides to an issue.
 - In this class, you will investigate a particular issue in the realm of social justice (trafficking) and then the final project will require you to engage with your own social justice mission.

Writing Across the Curriculum and Student Success Center

Writing is a process. You should start your writing assignments well before the due date and have another person review your work before you turn it in. Free peer writing consultation is available in the Student Success Center, located in 112 Marquette Hall. The center is open Monday-Thursday 9am-7pm, Friday 9am-4pm, and Sunday 4pm-9pm. No appointment is necessary. For any additional questions about the Writing Center, call 865-2990 or email success@loyno.edu.

School-wide Policies

Emergency and Evacuation

At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes:

1. Practice signing on for each course through Blackboard.
2. Provide regular and alternative e mail address and phone contact information to each instructor.

In the event of an interruption to our course due emergency requiring an evacuation or suspension of campus activities, students will:

3. Pack textbooks, assignments, syllabi and any other needed materials for each course and bring during an evacuation/suspension.
4. Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Blackboard courses.
5. Complete any reading and/or writing assignments given by professors before emergency began.

Assuming a power source is available....

6. Log on to university Web site within 48 hours of an evacuation/suspension.
7. Monitor the main university site (www.loyno.edu) for general information.
8. Log on to each course through Blackboard or e mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.
9. Complete Blackboard and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened).
10. Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site: <http://academicaffairs.loyno.edu/students-emergency-responsibilities>

Plagiarism

The instructor of this course has no tolerance for plagiarism of any kind. This includes, but is not limited to, copying another student's work, purchasing or in any other way procuring written work from a source online or elsewhere, utilizing published resources either word-for-word or in paraphrase, and misrepresenting the sources used for research. You will be held responsible for knowing, understanding, and complying with the college's plagiarism policy. If a student is suspected of plagiarism, they will immediately be referred to the appropriate college authorities and will fail the assignment and possibly the course. If you are unclear about plagiarism, please reference this site (<http://www.loyno.edu/wac/owl/handouts.html#Plagiarism1>) and discuss any confusion with the instructor immediately.

Special Accommodations

If you have a disability and wish to receive accommodations, please contact the Director of Disability Services at 504-855-2990. If you wish to receive test accommodations (e.g., extended test time), you will need to give the course instructor an official Accommodation Form from Disability Services. The Office of Disability Services is located in Marquette Hall 112.

FY Seminar: 21st Century Slavery and Abolition

All assignments are subject to change. Keep updated on blackboard.

*Readings marked with “bb” can be accessed on blackboard and should be printed for class

Schedule of Classes

<i>Week</i>	<i>Date</i>	<i>Assignment</i>
1	Aug 25	Introductions
	Aug 27	What is Slavery?: Then and Now Readings: Selections from Solomon Northup <i>Twelve Years a Slave</i> , Chp 5-10 (bb) Selection from Jean-Robert Cadet, <i>Restavec</i> (bb) Assignment: Visit bb and complete “First Day Assignment” (Due Wed 10pm)
2	Sept 1	Modern Slavery 101 Readings: Kevin Bales, <i>Ending Slavery</i> Introduction and Chp 1
	Sept 3	Blog instructions Homework: Sign up for a blogger account if you do not have one already Do practice assignment blog post (see bb for instructions) (Due Wed 10pm)
Life of the Mind: Bury the Hatchet – Thurs Sept 3, 7-9pm Roussell Hall		
3	Sept 8	MEET AT MONROE LIBRARY FOR PROFICIENCY TEST (room 146) Assignment: chose a topic for your Research Inquiry. Blog: Name your blog
	Sept 10	NO CLASS – MASS OF THE HOLY SPIRIT Blog: Describe the issue that you have chosen, using links to web research you have done while searching for a topic (Due Wed 10pm)
4	Sept 15	Poverty and Work Readings: Barbara Ehrenreich, “Nickel-and-Dimed” (bb) “Spent” Interactive Challenge (bb) CIA World Factbook Unemployment Stats (bb) News Articles on Global Unemployment Trends (optional – bb)
	Sept 17	Readings: <i>Survivors of Slavery (SOS)</i> Chapter 1 “The Allure of Work” Blog: Discuss your topic from an economic angle – how is work or lack thereof connected to your topic? What economic factors might affect your issue? (due Weds 10pm)
5	Sept 22	Intersections of Language, Sex, and Power Readings: Jackson Katz, “Violence and Silence” (bb -- video)
	Sept 22	Readings: <i>SOS</i> Chapter 2 “Slaves in the Family” Blog: Language – how might the way people describe certain groups affect the mechanisms of trafficking related to your issue or affect the groups involved in your issue? (due Weds 10pm)

*** This week is one of our Tuesday lunch weeks. Double class on Tuesday – no class on Thursday. Please put on calendar.***

- 6 Sept 29 **Women, Work, and the Global Marketplace**
Readings: Rachel Lloyd, from *Girls Like Us* (bb)
 Kevin Bales, from *Slave Next Door* (bb)
- Sept 29 Readings: *SOS* Chapter 3 “Interviews from a Brothel”
 Blog: Gender
- *** This week is one of our Tuesday lunch weeks. Double class on Tuesday – no class on Thursday. Please put on calendar.***
- 7 Oct 6 **On Silence and Representing Horror**
Readings: Elaine Scarry, from *The Body in Pain* (bb)
- Oct 8 Readings: *SOS* Chapter 7 “The Voice and the Silence of Slavery”
 Blog: Psychology, Trauma
 In class: Mythbusters Assignment
- 8 Oct 13 **NO CLASS -- FALL BREAK**
- Oct 15 **Measuring a Global Problem**
Readings: Walk Free Foundation Global Slavery Index – Methods (bb)
 National Geographic Interactive Map of Modern Day Slavery (bb)
 International Labor Organization Global Estimate of Forced Labor (bb)
 Blog: Quantitative Approaches
- 9 Oct 20 **Contested Freedom**
Readings: Amartya Sen, from *Development as Freedom* (bb)
- Oct 22 Readings: *SOS* Chapter 4 “Painful and Contested Freedom”
 MIDTERM DUE at midnight
- 10 Oct 27 **Resistance and Agency**
Readings: Quirk, from *Unfinished Business* (bb)
 James Sweet, “Slave Resistance” (bb)
- Oct 29 Readings: *SOS* Chapter 5, “Community Response and Resistance”
 and Chapter 6 “Mining Unity”
 Blog: Scholarly Research
- 11 Nov 3 **Becoming An Activist**
Readings: Minh Dang, preface to *SOS*
 Holly Smith, “A Letter to Trafficking Survivors” (bb)
 Kevin Bales, *Ending Slavery*, Conclusion, Coda
 SOS “21st Century Abolitionists: What You Can Do To End Slavery”
- **Life of the Mind: Mukoma wa Ngugi, Kenyan author November 2, 3 (details tba)**

- Nov 5 Readings: *SOS* Chapter 8 “From Survivor to Activist”
 Blog: Activism
 In class: Final Paper Topic
- 12 Nov 10 **Ending Poverty to End Slavery**
 Readings: Kevin Bales, *Ending Slavery* Chp 8
 Siddarth Kara, “A Framework for Abolition” (bb)
- Nov 12 Readings: *SOS* Chapter 9, “Coalition Against Slavery and Trafficking”
 Blog: Solutions
 Assignment: Final paper topic due
****Life of the Mind: Michael Jeffries, sociologist, November 12 5pm (room tba)**
- 13 Nov 17 **A Legal Framework**
 Readings: deStefano, from *The War on Human Trafficking*
 Victims of Trafficking and Violence Protection Act 2000 (bb)
 Trafficking Victims Protection Reauthorization Act 2013 (bb)
 LA legislation (bb)
- Nov 19 RESEARCH DAY!!! (details tba)
 Assignment: First two pages due (Sun midnight)
- 14 Nov 24 **Advertising for a Cause**
 Readings: Invisible Children, “Kony 2012” (bb)
 Polaris Project, “America’s Daughters” (bb)
 Immigration and Customs Enforcement PSAs (bb)
 Free the Slaves, “Slavery in Your Pocket: The Congo Connection” (bb)
 LA Human Trafficking Report (bb)
 Slavery Footprint (bb)
- Nov 25 NO CLASSES -- THANKSGIVING
- 15 Dec 1 **Charity vs. Systemic Change**
 Readings: Hilfiker, “The Limits of Charity” (bb)
 Loring, “In Defense of Band-aids” (bb)
 Saunders, “Advice to Graduates” (bb)
- Dec 3 Conclusions....
Final Paper Due
Absolutely no late papers accepted
- 16 Dec 8 Student Research Conference
- Dec 10 Student Research Conference