

# Global Slavery 10,000 BCE to the Present

## GENL 243A -- Spring 2017

Tuesdays-Thursdays, 1:00-2:20 pm, Madsen Center 103

**PROFESSOR:** Robert E. Wright  
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**COURSE WEBSITE:** Moodle enrolment key: nomoreslavery

### Course Description:

This SOPHIA interdisciplinary Social Science course explores the changing nature of slavery throughout the globe from 10,000 BCE (**anthropology and archaeology**) to the present (**history**). It investigates the **economics** of why **businesses** choose to use slaves instead of other forms of labor and examines why **governments** do not always outlaw slavery or enforce anti-slavery laws. It also surveys the **sociological** and **psychological** effects of slavery on both enslavers and the enslaved and it considers ways of reducing the number of enslaved persons today (**policy and business**).

### 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 **research, draft, revise, and finalize** an **analytical** research paper related to slavery.

### Required Reading List:

Kara, Siddarth. *Bonded Labor: Tackling the System of Slavery in South Asia* (about \$25 new) 9780231158497  
Lovejoy, Paul E. *Transformations in Slavery: A History of Slavery in Africa* 3<sup>rd</sup> ed. (2011). (about \$30 new in paperback) 9780521176187  
Murphy, Laura T. *Survivors of Slavery: Modern-Day Slave Narratives* (2014). (about \$32 new in paperback) 9780231164238  
Wright, Robert E. *The Poverty of Slavery: How Enslavers Victimize Us All* (not for sale in bookstore ... a free hardcopy will be provided to registered students)

Various articles and excerpts accessed via Moodle.

### Weekly Schedule:

Week 1 (2 February): Course overview, defining global slavery, and syllabus review.

Week 2 (7, 9 February): The Decision to Enslave.

Read for class: "Uncle Tom's Cabin" in Wright, *Fubarnomics* on Moodle.

Week 3 (14, 16 February): Straight from Their Own Mouths, I.

Read for class: Historical slave narratives on Moodle.

Week 4 (21, 23 February): Straight from Their Own Mouths, II.

Read for class: Murphy, *Survivors*, Chapters 1-5.

Week 5 (28 February, 2 March): Straight from Their Own Mouths, III.

Read for class: Murphy, *Survivors*, Chapters 6-9.

**~~Analytical Research Paper: Topics Due 2 March~~**

Week 6 (7, 9 March): TOUGALOO CONFERENCE = NO CLASS

SPRING BREAK (14, 16 March): NO CLASS

Week 7 (21, 23 March): The (Pre)History of Enslavement

Read for class: Wright, *Poverty of Slavery*, chapters 1-4.

Week 8 (28 March only as 30 March is an assessment day): The Economics of Enslavement

Read for class: Wright, *Poverty of Slavery*, chapters 5-7.

Week 9 (4, 6 April): Slavery in Africa I.

Read for class: Lovejoy, *Transformations*, Chapters 1-5.

**~~Analytical Research Paper: Initial Bibliographies Due 4 April~~**

Week 10 (11, 13 April): Slavery in Africa II.

Read for class: Lovejoy, *Transformations*, Chapters 6-8.

**~~Analytical Research Paper: Annotated Bibliographies Due 13 April~~**

Week 11 (18, 20 April): Slavery in Africa III.

Read for class: Lovejoy, *Transformations*, Chapters 9-12 plus back matter.

**~~Analytical Research Paper: Draft Hypotheses Due 18 April~~**

Week 12 (25, 27 April): Slavery in South Asia, I.

Read for class: Kara, *Bonded*, Chapters 1-4.

**~~Analytical Research Paper: Peer Drafts Due 25 April~~**

Week 13 (2, 4 May): Slavery in South Asia, II.

Read for class: Kara, *Bonded*, Chapters 5-7, Appendix F.

**~~Analytical Research Paper: Peer Reviews Due 2 May~~**

Week 14 (9, 11 May): Ending Slavery.

Read for class: Kara, *Bonded*, Chapter 8; Wright, *Poverty of Slavery*, Chapter 8;

Murphy, *Survivors*, Epilogue; Readings on Moodle.

~~Analytical Research Paper: Drafts for Professor Due 9 May~~

Final Exam: 1-3 p.m., Tuesday, 16 May

**\*\*\*Finalized Analytical Research Papers Due 8 a.m. Thursday, 18 May\*\*\***

### **Grading Guidelines:**

Grades will be a function of:

- Attendance: 10%
- Analytical Research Paper Preliminaries (topic selection through drafts): 30%
- Finalized Analytical Research Paper: 30%
- Final Exam: 30%

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 – number of unexcused class hours missed squared. 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.

### **Final Exam:**

See the four course objectives above. The final one is covered by the analytical research paper 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.

### **Analytical Research Paper:**

The Analytical Research Paper will assess whether students have mastered the fourth and final course objective, an ability to “to **research, draft, revise, and finalize** an **analytical** research paper related to slavery in some society.” To complete the paper, students need to 1) select a society; 2) investigate its relationships with slavery past and present; 3) develop a viable thesis supported with empirical evidence; 4) draft the paper

and submit it to external critics, first peers, then the professor; 5) revise the draft based on the comments of the external critics; 6) finalize the revision and submit it to the professor for a grade.

Each society, student, and thesis is different, so no minimum or maximum word counts are mandated but I suspect that the median analysis will end up around 2,000 crisp and clear words after careful editing of a 3,000 word draft.

### **Required Syllabus Statements:**

#### **Accessibility**

Augustana welcomes students with disabilities to participate in all of its courses, programs, services, and activities. If you have a documented disability and are requesting accommodations, please contact Susan Bies, Director of Accessibility and Academic Support. Her office is located in the Student Success Center (Edith Mortenson Center, Suite 100) and she may be reached at 605-274-5503 or [susan.bies@augie.edu](mailto:susan.bies@augie.edu).

#### **Honor Code**

As a community of scholars, the students and faculty at Augustana University 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 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/honor](http://www.augie.edu/honor).

#### **Commitment to Diversity**

Augustana University is committed to creating and fostering a learning and working environment based on open communication and mutual respect. This is an integral part of the academic mission to enrich our students' educational experiences and prepare them to live in and contribute to a global society. If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination please contact the Title IX Coordinator at [605-274-4044](tel:605-274-4044) or [belam@augie.edu](mailto:belam@augie.edu). If you make a report of this nature to a faculty member, they must notify the Title IX Coordinator about the basic facts of the incident (you may choose whether you or anyone involved is identified by name). For more information about options at Augustana, please visit [www.augie.edu/titleix](http://www.augie.edu/titleix).