

Freedom: Slavery Then and Now

CIVT 204A -- J-Term 2016

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

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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 enrolment key: nomoreslavery

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:

Blackmon, Douglas. *Slavery by Another Name: The Re-enslavement of Black Americans from the Civil War to World War II* (2008). (About \$18 new.)
Bales, Kevin. *Disposable People* 3rd ed. (2012). (About \$30 new.)
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)

Primary sources and other short readings posted on Moodle.

Daily Schedule:

Monday, 4 Jan.: Course Overview. Of slavery, bonded, and coerced labor. Primary source analysis exercise. Primary source identification/search strategies.

Tuesday, 5 Jan.: Introduction to Slavery today.

Read for class: Bales, *Disposable People*, Prefaces and Chapter 1.
Each and every day: Primary source(s) posted on Moodle.

Wednesday, 6 Jan.: Thailand and Mauritania.
 Read for class: Bales, *Disposable People*, Chapters 2 and 3.

Thursday, 7 Jan.: Brazil and South Asia.
 Read for class: Bales, *Disposable People*, Chapters 4, 5, and 6.

Friday, 8 Jan.: Ending slavery today.
 Read for class: Bales, *Disposable People*, Chapter 7.

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Monday, 11 Jan.: Defining and scaling slavery.  
 Read for class: Wright, *Poverty of Slavery*, Chapters 1 and 2.

Tuesday, 12 Jan.: Slavery Abounds.  
 Read for class: Wright, *Poverty of Slavery*, Chapters 3 and 4.

Wednesday, 13 Jan.: Profitability of Slavery.  
 Read for class: Wright, *Poverty of Slavery*, Chapter 5.  
**SOURCE ANALYSIS SOURCE DUE ON MOODLE.**

Thursday, 14 Jan.: Slavery's Negative Externalities.  
 Read for class: Wright, *Poverty of Slavery*, Chapters 6 and 7.

Friday, 15 Jan.: Ending Slavery Redux.  
 Read for class: Wright, *Poverty of Slavery*, Chapter 8.

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Monday, 18 Jan.: Slavery in Europe.
 Read for class: Blackmon, *Slavery by Another Name*, 1-57.

Tuesday, 19 Jan.: Slavery in the Americas.
 Read for class: Blackmon, *Slavery by Another Name*, 58-116.

Wednesday, 20 Jan.: Slavery in the United States.
 Read for class: Blackmon, *Slavery by Another Name*, 117-232.

Thursday, 21 Jan.: Abolition and "Emancipation."
 Read for class: Blackmon, *Slavery by Another Name*, 233-298.

Friday, 22 Jan.: Slavery Re-emerges.
 Read for class: Blackmon, *Slavery by Another Name*, 299-403.

VOLUNTARY SOURCE PROJECT DRAFTS DUE VIA EMAIL.

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Monday, 25 Jan.: One Form of the “New Slavery.”  
Read for class: None.

Tuesday, 26 Jan.: Slavery Ends Again (and Begins Again).  
Read for class: None.

Wednesday, 27 Jan.: Final Exam

**\*\*\*Projects Due Thursday, 28 Jan. at 9:00 am CT\*\*\***

### **Grading Guidelines:**

Grades will be a function of:

- Attendance and participation: 20%
- Final Exam: 40%
- 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 and mentally 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. Students who do not participate will be deemed mentally not present and docked as if physically absent.

### **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.

## Required Syllabus Statements:

### Accommodation

Students with disabilities who believe they may need accommodations in this class are encouraged to contact Student Academic Support Services located in the Student Success Center in the Edith Mortenson Building, room 100. Call the Director of Student Academic Services at 605.274.5503 or email [susan.bies@augie.edu](mailto:susan.bies@augie.edu) with your questions on documenting a disability and possible accommodations. Contact Susan Bies early in the academic term so that accommodations can be implemented in a timely fashion.

### 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).

### Non-Discrimination

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 University’s 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 based on Augustana’s [Notice of Nondiscrimination](#), please contact the Title IX Coordinator at 605.274.4044 or [beth.torkelson@augie.edu](mailto:beth.torkelson@augie.edu). If you make a report of this nature to a faculty member, she or he 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).

### Cell Phones

In order to avoid distracting the class, please ensure that your cell phone is on silent or turned off during class. Texting during class is not acceptable. Your compliance will help to maintain the positive learning environment of our class period.