

# 21<sup>st</sup> CENTURY SLAVERY AND ABOLITION

**Prof. Laura Murphy**

*“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.” -Ignatius Loyola*

## **Course Objectives and Outcomes**

This 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, however, will touch upon issues of global significance which will simultaneously inform and contextualize 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.

**Required Texts (some online and others in the bookstore):**

**Joel Quirk, *Unfinished Business: A Comparative Survey of Historical and Contemporary Slavery***

ISBN 978-9231041242

Available online at <http://www.unesco.org/culture/pdf/UnfinishedBusinessReport2008.pdf>

**Kevin Bales, *Ending Slavery***

University of California Press

ISBN 978-0520257962

Reasonably priced online and in the bookstore

Available as an e-book online at

[http://web.ebscohost.com.ezproxy.loyno.edu/ehost/ebookviewer/ebook/nlebk\\_212116\\_AN?sid=3aab19ae-5b37-41c9-acb4-5109fd9d3ef1@sessionmgr110&vid=1](http://web.ebscohost.com.ezproxy.loyno.edu/ehost/ebookviewer/ebook/nlebk_212116_AN?sid=3aab19ae-5b37-41c9-acb4-5109fd9d3ef1@sessionmgr110&vid=1)

**Laura Murphy, ed. *Documenting Modern Slavery***

In press – if not available, substitute Kevin Bales' *To Plead Their Own Cause*

**Nicholas Kristof and Sheryl WuDunn, *Half the Sky: Turning Oppression into Opportunity for Women Worldwide***

Knopf

ISBN 978-0307387097

Reasonably priced online and in the bookstore

**Smith, Ed. *Penguin State of the World Atlas, Eighth Edition***

Penguin

ISBN 978-0143114529

Reasonably priced online and in the bookstore

**Paul Rogat Loeb, ed. *The Impossible Will Take a Little While***

Basic Books Press

ISBN 978-0465041663

Reasonably priced online and in the bookstore

**Extra-Curricular Events**

Students should attend at least two extra-curricular events on the issue.

**Experiential Learning Opportunities**

Students have the opportunity to participate in several service/experiential learning opportunities associated with this course. First, the course will be keeping a required blog which will be available to the general public. Through the blog, students will present their writing and research on the issues we discuss in class for the benefit of our readers. Second, students in this course are encouraged to participate in or form a student group on the issue. Finally, students are encouraged to participate in labor organizations around their university or to involve themselves in national or international abolitionist organizations and utilize what they've learned in that work as research for their final paper. Information on local labor and abolitionist organizations will be provided in the second week of class.

**Assignments and Grading:**

This 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 give two presentations over the course of the semester. In the first week of class, students will sign up for presentation dates. Each Friday, four people will give presentations of about 10 minutes each. Students can present on any of the following topics:

- 1) Contestations regarding the issue discussed that week
- 2) A form of slavery related to the week's topic
- 3) What is being done about this issue

For the presentation, students should be prepared to teach the class something new based on the research and to guide a short discussion of the subject. As part of our service to the larger community, we will also be keeping a class blog on human trafficking, which will be the basis for the presentations. On the day before the presentation, students will post a 300 word (minimum) blog post to our course blog. All blog posts will be due at 10pm on Wednesday nights. The class will read and comment on these posts on Thursday night before class so that we can engage student interests in the Friday discussions. (Details regarding the blog will come in the second week of class). Within exactly one week of the presentation, students must submit a longer 1200 word (minimum) argumentative paper that grows out of the research they did to make the presentation.

There will also be one longer final paper of at least 1500 words, for which the student will write a persuasive proposal for work that can be done locally or globally.

Each week, there will be a short writing assignment due on Wednesdays regarding the reading from *DMS*. Details of this assignment will be handed out in the third week of class. These will be calculated as part of the homework grade. Daily reading quizzes will also be administered and count toward the homework grade.

The grading breakdown is as follows:

Paper One (1200 words)	20%
Paper Two (1200 words)	20%
Blog Posts/Presentations (2)	20%
Final Paper (1500 words)	20%
Homework and Quizzes	10%
<u>Participation</u>	<u>10%</u>
Total	100%

## FY Seminar 43: 21<sup>st</sup> Century Slavery and Abolition

\* Though change is unlikely, assignments may be altered during the course of the semester. Keep up-to-date on blackboard\*

### Schedule of Classes

<b>Week</b>	<b>Date</b>	<b>Assignment</b>
1		Introductions  <b>What is Slavery?: Then and Now</b> Readings: Harriet Jacobs, <i>Incidents in the Life of a Slave Girl</i> , Chapter 1-6 Quirk, <i>Unfinished Business</i> , Chp 1  <b>Buying People in the 21<sup>st</sup> Century</b> Readings: Benjamin Skinner, "A World Enslaved" from <i>Foreign Policy</i> DIAGNOSTIC IN-CLASS
2		<b>Modern Slavery 101</b> Readings: Bales, <i>Ending Slavery</i> Introduction and Chp 1  Mock Presentations
3		PREP FOR PRESENTATIONS: <b>meet in library</b>  <b>Barriers and Ladders</b> Book check: bring all required books to class Readings: Bales, <i>Ending Slavery</i> Chp 2 <i>Half the Sky</i> Intro, Chp 1  presentations
4		<b>Poverty and Work</b> Readings: Review <i>Penguin Atlas of the World</i> Ehrenreich, "Nickel-and-Dimed" from <i>Harper's Magazine</i> Current news articles on global unemployment statistics CIA World Factbook Unemployment Stats  Readings: <i>DMS</i> Chapter 1 "The Allure of Work" Assignment: Quote and Response (due at noon)  presentations
5		<b>Intersections of Language, Sex, and Power</b> Readings: Deborah Tannen on NPR "Language and Power" at npr.com Lemke, "Violence and Language" from Columbia U's online <i>21<sup>st</sup> Century</i> McClintock, "Maid to Order" from <i>Social Text</i>

Readings: *DMS* Chapter 2 “Slaves in the Family”  
Assignment: Quote and Response (due at noon)

presentations

6 **Women, Work, and the Global Marketplace**

Readings: Pros and Cons of Prostitution Debate

(<http://prostitution.procon.org/view.resource.php?resourceID=000115>)

Agustin, “Migrants in the Mistress’ House” from *Social Politics*

Recent Articles Against Erotic Services on Craigslist (online)

Recent Articles For Erotic Services on Craigslist (online)

Readings: *DMS* Chapter 3 “Interviews from a Brothel”

Assignment: Quote and Response (due at noon)

presentations

7 **Defining Freedom**

Readings: “Sartre: Road to Freedom” video

(<http://video.google.com/videoplay?docid=3552873038348468860&hl=en#>)

Readings: *DMS* Chapter 4 “Painful and Contested Freedom”

Assignment: Quote and Response (due at noon)

8 presentations

presentations

9 **Resistance and Agency**

Readings: Quirk, *Unfinished Business* pp 66-71

James Sweet, “Slave Resistance” from NHC TeacherServe

(<http://nationalhumanitiescenter.org/tserve/freedom/1609-1865/essays/slaveresist.htm>)

Walter Johnson “On Agency” from *Journal of Social History*

Readings: *DMS* Chapter 6 “Mining Unity”

Assignment: Quote and Response (due at noon)

presentations

10 **On Silence and Representing Horror**

Readings: Elaine Scarry, Introduction to *The Body in Pain*

William Wells Brown, “Lecture” from Dover Edition of *Narrative*

Readings: *DMS* Chapter 7 “The Voice and the Silence of Slavery”

Assignment: Quote and Response (due at noon)

presentations

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**Becoming An Activist**

Readings: *DMS* “21<sup>st</sup> Century Abolitionists: What You Can Do To End Slavery”

*Ending Slavery*, Conclusion, Coda

*Half the Sky*, Chp 14

*The Impossible Will Take a Little While* Chps 4, 21, 42 (and p 275)

Readings: *DMS* Chapter 8 “From Survivor to Activist”

Assignment: Quote and Response (due at noon)

presentations

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**Ending Poverty to End Slavery**

Readings: Bales, *Ending Slavery* Chp 8

*Half the Sky* Chp 10, 11

**Challenges to Ending Slavery**

Readings: *Half the Sky*, “Rescuing Girls is the Easy Part” (p 35-45)

Kara, “A Framework for Abolition” from *Sex Trafficking*

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Presentations

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**“Go Forth And Set the World on Fire” – St. Ignatius Loyola**

Readings: *The Impossible Will Take a Little While* Chps 3, 5, 32, 38

Readings: *The Impossible Will Take a Little While* Chps 26, 30, 34, 35

presentations

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Student Conference

Student Conference

Student Conference

FINALS WEEK

DIAGNOSTIC POST-EXAM

## **Instructions for Blog/Presentation/Essays**

### **21<sup>st</sup> Century Slavery and Abolition**

This course requires that each student write two blog entries, respond to at least one blog entry per week, make two formal class presentations, and write two formal essays. This may sound like a lot, but each blog entry is a point of departure for the presentation and forms the backbone of the longer formal paper. (There will also be a final paper to be discussed at the end of the semester.) Each student will sign up for two dates on the presentation sign-up sheet: one in the first half of the semester, the other in the second half of the semester.

#### ***Blog Post***

On the Wednesday before his or her presentation date, each student will submit an entry to the course blog. That blog entry must be *at least* 300 words in length and should address a specific aspect of one of the following topics.

- 4) Contestations regarding the issue discussed that week
- 5) Activist responses to the issue discussed that week
- 6) A form or aspect of modern slavery related to the week's topic
- 7) A form of modern anti-slavery activism

The blog entry **MUST** make an *argument* regarding the topic presented – it must have a *thesis*. It must reference at least one scholarly book or academic article and should link to the resources used in researching the post (failure to do so will be considered plagiarism). *Blog posts are due at 9pm on Wednesday night before the presentation. They should be posted to the class blog. Students are responsible for knowing how to do both on their own. No late posts are accepted for this assignment.*

#### ***Blog Comments***

Each student who is not responsible for that week's presentation will comment upon at least one blog entry per week, *engaging the blog post's argument and providing evidence for his or her own opinion*. Blog responses will constitute half of your participation grade. *Blog comments are due by 9pm on Thursday night before each presentation. No late comments will count towards the grade.*

#### ***Presentation***

On Fridays, four students will present their work. Students in the course will already have read the preliminary blog post and some will have commented on it. The presenter is responsible for presenting their argument, providing evidence for their claims, and leading a short 10 minute discussion on the topic, taking into account the comments posted on Thursday night. It should absolutely not rehash the blog post, but instead elaborate on the topic. The entire presentation should last no more than 10 minutes. The four presenters are encouraged to discuss in advance what they might write/present on if they would like to have a more organic discussion over the course of the period. *Students who miss their presentation date will incur steep penalties to their grade and will be required to do additional work.*

### ***Essay***

On the Friday following his or her presentation, each student is required to submit a 1200 word (minimum) *argumentative* essay that extends the argument made in the blog and in the class discussion. The essay should incorporate the research the student did for the topic and should cite sources appropriately. *Essays are due at 9pm on the Friday following the presentation. Late papers will incur penalties as described in the syllabus.*

### ***Choosing a Topic***

In choosing a topic for these blog/presentation/essays students should consider the topics we have been discussing in class, but also should rely on their own passions and interests. Students should consider what their main political, cultural, and personal concerns are and use those interests to guide their research and arguments. This is an opportunity for student-driven discussion in the class.

### ***Meeting with the Professor and Teaching Assistant***

Students are *strongly encouraged* to come by office hours or arrange an appointment with me to discuss this assignment throughout the semester. Students should likely begin thinking about their presentations two weeks before the due date. I am available to discuss topic generation/selection, argumentation, discussion-leading, writing skills, or any other issue that comes up in the process of working on this project.

### ***Goals and Learning Objectives:***

Blog Posts:

- produce a product that has an impact on the world outside our classroom
- connect classroom knowledge and course work to activism
- understand research and writing as a form of action
- master the voice of public argumentation
- produce low-stakes, high-impact short-form writing
- practice process writing

Presentations:

- practice articulating an argument in speech
- generate student-led discussions, following student interests
- provide all students with new information about the issues discussed in class
- generate discussion and feedback on issues that will enhance argumentation

Essays:

- Practice longer-form argumentation
- Assess, analyze, and engage evidence from multiple sources
- Practice source citation
- Develop advanced argumentative writing skills
- Develop love of revision