Course Description and Objectives
While legal ownership of enslaved people ended in the United States in 1865, it is important to note that it was not only in the United States where slavery was formal and legal. Ancient Egypt, Greece, and the Roman and Inca Empires also made slavery an integral part of their socio-economic political systems. In this modern day, new and more subtle (and some not so subtle) forms of slavery are alarmingly on the rise. In our Contemporary Slavery class, we’ll use the Sociological and Women’s and Gender studies lens to analyze these contemporary forms of slavery as well as their connection to capitalism, patriarchy and consumerism. These lenses aid our understanding of the complexities of slavery and how race, class, gender and sexuality intersect to further complicate the lives of the enslaved. We will spend some time analyzing case studies in order to understand our inadvertent complicity in slavery and our role in ending it. Because this topic is rather heavy, our main goal is to not only understand and gain knowledge of it but also examine the strides being taken to abolish it.

Course Main Objectives:
1. To help students gain knowledge of modern-day slavery, its causes, conditions and cures
2. To help students examine the causes, conditions and cures for modern day slavery
3. To help students discover various views and perceptions of slavery today

Course Main Goals
It is my expectation that at the end of our time together and through active participation in weekly class discussions, students will learn to:
1. Engage in critical analysis of societal complicity as well as activism in slavery
2. Critically analyze external and internal policies concerning slavery
3. Research organizations that work with former slaves and their role in abolishing it
4. Development of critical writing skills
5. Learn how to effectively participate in group work and in disciplines outside one’s field.

Required Reading
1. Ending Human Trafficking and Modern-Day Slavery Annalisa Enrile, Sage; 1 edition

Selected Readings
1. Selected Readings - Found online
2. Selected Videos
Some Recommended Readings


Structure of the Course

A. **Reading Assignments**
   Weekly reading assignments either from the main text or from some selected readings.

B. **Locating Yourself Exercise (6 POINTS)**
   This exercise is designed to raise our consciousness. We achieve this by using this exercise to increase understanding of our own position in this global world in relation to others. This means understanding our positions of either privilege or oppression and our resilience. The exercise, and others in the term, also helps us engage our consumption patterns and their impact on contemporary slavery and the fight against it. Complete and post this exercise by September 30th @11:59PM.

C. **Locating Yourself Response (4 POINTS)**
   Additionally, in order for you to get to know one another, please find two locating yourself entries made by your classmates and ask follow up questions to their post by October 7th @11:59pm.

D. **Supply Chain Analysis (25 POINTS)**
   Activist, scholar, and author, Prof. Bales asks, “… who is going to do this work? Where are the workers who will take this on and physically be present where slavery actually happens?” To tackle these questions governments, private citizens, abolitionist and corporations are getting involved and some businesses are rooting out slavery from their supply chains. I have designed a project for us to investigate the work corporations are doing to engage with human trafficking and modern day slavery. We will do so in the steps described below.
   
a. You will each choose a corporation whose operations you can analyze to determine whether the business follows fair trade policies and practices. Also identity those products and businesses that have been linked to child/forced labor or slavery. So, at the start of week 3 you will make an initial post of no less than 10 lines and no more than 15 informing the class of the name, size, objective and date of founding of your corporation. Additionally, you will tell the class what business your identified corporation operates. This post is due Oct 8th @11:59PM. (5 POINTS)

b. At the end of week 4 you will respond to at least two of your classmates with questions for follow up. Though you may find some businesses and their presentation more thought provoking than others try to ensure that everyone has had someone respond to them in order to help move the discussion along. This post is due Oct 21st @11:59PM (5 POINTS)

c. Be that as it may, even if you do not have someone respond to your organization, you still have to move to the next step; discuss whether the business uses fair trade practices or whether it has been charged with using slave labor. Remember that unfair labor practices do not necessarily amount to slave labor. Discuss what it means to be a fair trade organization. November 4th (5 POINTS)

d. The final post discusses whether there have been campaigns waged to bring attention to the issue of slavery within this organization. If this is a fair trade organization discuss whether their price compares to a similar business that does/not identify as a fair trade business. Also be prepared to discuss how or whether this project has changed your consumption patterns. (10 POINTS)
E. **Quizzes (30)**
Two quizzes will help determine that we are on track the application of our sociological concepts to understanding modern day slavery. While we understand that life goes on and students face challenges, there are no make-up quizzes with the exception of a well-documented medical emergency. However, we do offer an optional third quiz at the end of the term to make up for any missed quizzes or low grade to all students. It is OPTIONAL and if you do decide to take it and get a low grade or choose not to finish the third quiz, it won’t count against you. The make-up quiz is will be taken Dec 3rd – 8th.

F. **Slavery Footprint (15)**
This exercise helps us get more connected with the world of contemporary slavery and the small steps we can take to participate in activism. Oct 7th @11:59PM

G. **Active Participation in Online Discussions (20)**
In order to actively and effectively participate in this class as well as earn maximum points, you must be prepared to read, answer the posted questions and pose well thought out questions of your own. Students are expected to spend at least 16 hours per week completing required course work. This will vary from week to week depending on the work load for that week. Students are also expected to log onto D2L at least three times each week in order to complete the required readings and access assignments as well as any posted announcements. Reading the material before discussing it will help you become a more active participant in your own learning.

Each original post is worth four points and each response is worth 3 points and the response to your classmates is worth 2 points. Each original post has to be thoughtful, critical and well written to earn maximum points. You are required to respond to only one post from your classmates and each response has to be five lines or longer.

**Evaluation**

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**Grading Scale**

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All grades on all assignments are final. Unless there has been a mistake in calculating the grade, please do not ask to have the grade changed. If you determine that your paper may have been unfairly graded, you are welcome to speak about it – remembering that we reserve the right to lower or increase the grade based on the discussion we hold. There will be no opportunities for extra credit. Also, please note that we reserve the right to keep the schedule flexible. Human trafficking and slavery is a complex issue and some issues may take us longer to discuss than others. Also, since we often come across knowledge that are important to the class, we reserve the right to share it with the class though it may not appear on the syllabus as long as it remains consistent with the college guidelines.
Academic Honesty
Students working together is a welcome practice. However, all work submitted should be your own original work. At the beginning of each full academic term, all students receive a comprehensive orientation on college expectation regarding academic honesty. This course will be conducted according to the college’s policies detailed in the resource guide. Issues such as plagiarism are spelled out clearly this is guide. This is a serious offence so please use citations properly. We appreciate that citations differ by discipline. Here is the American Sociological Association’s (ASA) citation page.
http://lib.trinity.edu/research/citing/ASA_Style_Citations_4.pdf. Feel free to use any citation method you are familiar with as long as you acknowledge any work that is not originally your own.

Resources
Here are some helpful online grammar and writing resources:

- PSU Writing Center http://www.writingcenter.pdx.edu
  One-on-one help with writing
  188F Cramer Hall, 725-3570
- The PSU Writing Center Online Resources: http://www.writingcenter.pdx.edu/resources/index.php
- The OWL at Purdue University http://owl.english.purdue.edu/owl/resource/679/01/
- The University of North Carolina at Chapel Hill Writing Center
  http://writingcenter.unc.edu/handouts/ - Page 4 of 6

Other Resources to Help You Succeed at PSU
Millar Library (http://www.lib.pdx.edu)
Reference desk phone, IM, email, 24/7 chat: http://library.pdx.edu/askus.html

Special Needs
The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the DRC to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, http://www.pdx.edu/drc. If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and to discuss your accommodations.

Title IX reporting:
As a member of the university community, I have the responsibility to report any instances of sexual harassment, sexual violence, and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals at http://www.pdx.edu/sexual-assault/get-help or you may call a confidential IPV Advocate at 503-725-5672. For more information about Title IX please complete the required student module “Creating a Safe Campus” in your D2L.