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 all over the world. In our Contemporary Slavery class, we’ll use the Sociological as well as a Women’s and Gender studies lens to analyze contemporary forms of slavery and their connection to capitalism. This lens will also help us understand the complexities of slavery as well as how race, class, gender and sexuality intersect to further complicate the lives of the enslaved. Further, we will use this lens to analyze the connections between consumerism, forced labor and sex trade the connection between patriarchy and human trafficking. We’ll also examine the ways in which social, political, economic and historical factors compound to facilitate the continued exploitation of vulnerable peoples. We will spend analyzing case studies in order to understand our complicity as well as our participation in ending slavery. Because this topic is rather heavy, our main goal is to understand and gain knowledge of it and more importantly, examine the strides being taken to abolish it.

Course Main Objectives:
1. To help students gain knowledge of modern day slavery
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. Blood and Earth: Modern Slavery, Ecocide, and… Kevin Bales, Spiegel & Grau; 1 edition (January 19, 2016)
2. Selected Readings - Found online
3. Selected Videos

Recommended Reading


**Structure of the Course**

**A. Reading Assignments**

Weekly reading assignments either from the main text or from selected readings.

**A. Locating Yourself Exercise (10)**

This exercise is designed to raise your consciousness. Our hope is that you understand our own position in this global world, your privilege/oppression, your resilience as well as your patterns and their impact environmental degradation and environmental justice. Complete and post this exercise by October 1st @11:59PM.

Additionally, in order for you to get to know one another, please find two entries made by your classmates and ask follow up questions by October 6th @11:59pm.

**B. Activist Group Analysis (20 POINTS)**

- on page 118 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, I have designed a project for us to get through in the steps described below.

a) We will investigate the work some activist groups are engaging in. You will each have an abolition or activist organization assigned for analysis as well as for sharing with the class. You are welcome to work on an alternative organization should there be one you are aware of and would like to analyze instead of the one assigned – just run it by us.

b) 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 organization. Additionally, you will tell the class the geographic location of your organization, as well as the primary population they serve. You could also include how the organization is funded. This post is due Oct 9th @11:59PM. **(5 POINTS)**

c) At the end of week 3 you will respond to at least two of your classmates with questions for follow up. Though you may find some organizations 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 15th @11:59PM **(2 POINTS)**

d) 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; making contact either via email or by telephone with an officer of the organization, a volunteer, or anyone who works closely with them in whatever influential capacity. Your task is to let the class know who it is that you have contacted, their role and length of service at the organization. **Make contact by week five and let the class know** by October 25th **(3 POINTS)**
e) **Interview your contact.** If they are not comfortable to give their name, use a pseudonym. Proceed to ask what their biggest challenge is, what they are most proud of in the work they do and if they had all the resources in the world, what would they use those resources for? Have your interviews completed by week & so that you post your results. Ask if they have anything they would like to add if it hasn’t been asked.

f) **Post the results of your interviews on Nov 23rd (10 POINTS)**

Some examples of activist groups

- Free the slaves - https://www.freetheslaves.net/
- Global March Against Child Labour - www.globalmarch.org
- Anti-Slavery - http://www.antislavery.org
- Polaris Project - http://www.polarisproject.org
- Coalition of Immokolee Workers - http://ciw-online.org/
- Love-146 - http://www.love146.org/
- Walk Free – www.walkfree.org
- Coalition Against Slavery and Trafficking - http://www.castla.org/homepage
- The Freedom Fund - http://freedomfund.org/
- Unchosen - http://www.unchosen.org.uk/
- The Laogai Research Foundation
- https://humantraffickinghotline.org/
- https://www.state.gov/j/tip/

C. **Quizzes (30)**

Two quizzes will help determine that we are on track the application of our sociological concepts. 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.

D. **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 4th @11:59PM

E. **Active Participation in Online Discussions (10)**

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.
F. **Guide to supply chain project (15)**
Students will research on a business or product of their choice in order to determine whether the business or the product supply chain follows fair trade policies and practices or have been linked to child/forced labor or slavery. To guide your research, I am expecting you to address questions such: what business does your identified corporation operate? What criteria does a business have to satisfy in order to qualify as a fair-trade business? What form of labor is used and what campaigns are being waged to bring attention to the issue. What is their price compared to a similar business that does/not identify as a fair-trade business? Be prepared to also discuss how this project has changed your consumption patterns. This paper should not be more than 4 pages in Times New Roman font size 12 and 1-inch margins is due by drop box on December 7th, 2017

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<thead>
<tr>
<th>Evaluation</th>
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<tbody>
<tr>
<td>Locating yourself exercise</td>
<td>10</td>
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<tr>
<td>Supply Chain / Fair trade Research</td>
<td>15</td>
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<td>Quizzes</td>
<td>30</td>
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<td>Activist Group Analysis</td>
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<td>Discussions</td>
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<tr>
<td>A = 95-100</td>
<td>C+ = 74-77</td>
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<tr>
<td>A- = 90-94</td>
<td>C = 70-73</td>
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<tr>
<td>B+ = 86-89</td>
<td>C- = 66-69</td>
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<tr>
<td>B = 82-85</td>
<td>D+ = 62-65</td>
</tr>
<tr>
<td>B- = 78-81</td>
<td>D = 58-61</td>
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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](http://www.writingcenter.pdx.edu)
  - 188F Cramer Hall, 725-3570
- The PSU Writing Center Online Resources: [http://www.writingcenter.pdx.edu/resources/index.php](http://www.writingcenter.pdx.edu/resources/index.php)
- The OWL at Purdue University [http://owl.english.purdue.edu/owl/resource/679/01/](http://owl.english.purdue.edu/owl/resource/679/01/)
- The University of North Carolina at Chapel Hill Writing Center [http://writingcenter.unc.edu/handouts/](http://writingcenter.unc.edu/handouts/)

**Other Resources to Help You Succeed at PSU**

Millar Library ([http://www.lib.pdx.edu](http://www.lib.pdx.edu))

Reference desk
phone, IM, email, 24/7 chat: [http://library.pdx.edu/askus.html](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](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](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.
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<thead>
<tr>
<th>Week</th>
<th>Assignments, exercises &amp; DUE DATES</th>
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</table>
| I Sep 25 – Oct 1 | **Complete: Locating Yourself Exercise** - Due Oct 1st @11:59PM  
Begin researching for Supply Chain/Fair Trade Paper |
| II Oct 2 – Oct 8 | **Watch:** “What Is Sociology?: Crash Course #1”  
**Watch:** “Introduction to the discipline of Sociology”  
**Complete:** Locating Yourself Exercise - Due Oct 6th @11:59PM  
**Complete:** “Slavery Footprint” - Due Oct 4th @11:59PM  
**Discuss:** “Supply Chain” Assignment – shd u have questions |
| III Oct 9 – Oct 15 | **Introduce your “activist group” to class** - Due Oct 11th @11:59PM  
**Discuss:** Readings – Due Oct 11 @11:59PM  
**Respond to classmates’ “activist group”** - Due Oct 15th @ 11:59PM  
**Complete** “Carbon Footprint” –Due Oct 22nd @11:59PM  
http://coolclimate.berkeley.edu/calculator  
**Introduce** your chosen “Supply Chain” Organization |
| IV Oct 16 – Oct 22 | **Read Chapter 2, 3 - Bales**  
**Watch:** Intersectionality video  
**Watch:** Crenshaw video  
**Complete** “Carbon Footprint” –Due Oct 22nd @11:59PM  
http://coolclimate.berkeley.edu/calculator |
| V Oct 23 – Oct 29 | **Announce contact name, role, length of service at “activist group”** – Due Oct 25 @11:59PM  
**Discuss:** Readings – Due Oct 25th @11:59PM  
Begin making contact with “activist group”  
**Quiz One** Oct 27th -noon till Oct 29th @11:59PM |
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<thead>
<tr>
<th>Date Range</th>
<th>Topic</th>
<th>Reading/Watch</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>VI Oct 30 – Nov 5</td>
<td>Sexual Slavery / Bonded Labour</td>
<td>Types of Bonded Labor—Laogai in China Chapter 6, 7 Watch: The Gulag</td>
<td>Announce progress. Discuss challenges (if any) Schedule Interviews either email interviews or phone or in-person</td>
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<tr>
<td>VIII Nov 13 – 19</td>
<td>Sexual Slavery in the US</td>
<td>Sex Trafficking Into The United States: A Literature Review - Schauer &amp; Wheaton Watch: US Sex Trafficking</td>
<td>Final Abolition/Activist Submission (Submit findings from interview) Quiz Two Nov 17th @noon to Nov 19th @11:59PM</td>
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<td>IX Nov 20 – Nov 26</td>
<td>Sexual Slavery / Commodification of Boys</td>
<td>Bacha Bazi: Boy Sex Slavery and the Responsibility to Protect Doctrine, 25 Ind. Int'l. &amp; Comp. L. Rev. 63 Watch: Dancing Boys of Afghanistan</td>
<td>Reading Discussion – Due Nov 22 @11:59PM</td>
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<td>X Nov 27 – Dec 3</td>
<td>Making a difference</td>
<td>Bales Chapter 8, 9, 10 Watch: “Falling Walls”</td>
<td>Finals Week – Quiz 3 optional Due - Dec 1st noon - 3rd @11:59PM</td>
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<tr>
<td>XI Finals Week</td>
<td></td>
<td></td>
<td>Submit: Supply Chain / Fair Trade Paper – Due 7th @11:59PM</td>
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