

University of Wisconsin, Madison  
Department of History  
Professor: Khaled Esseissah  
esseissah@wisc.edu  
Office Hours: Mondays, 9:00-11:00 am  
Course Time: Tuesday, 3:30-5:25pm  
Class Location: Humanities 5245  
Course Credit: 3 credits  
Course Designation: Undergraduate/graduate level course

### ***HIST 705/600: Global History of Slavery and Unfreedom***

#### **DESCRIPTION**

This course offers a critical study of the development of forms of slavery in world history. Slavery remains a complex and difficult topic to discuss. Its understandings have mostly focused on the trans-Atlantic slave trade and as a result have been dominated by the plantation complex model of slavery. Besides examining the development of this model in detail, this course will explore various forms and systems of slavery that existed in social, cultural, political and economic systems in Europe, Africa, Arabia, and the Indian Ocean. Using a comparative approach, this course will problematize and challenge the view of slavery as constituted exclusively by the dichotomous categories of chattel/free. Our examination of these themes will revolve around a series of thematic questions:

What is slavery? How is it defined in different contexts? Given the diversity and variability of human bondage over time, can we come up with a definition that encompasses all of those experiences? If not, why not? If so, what's the value of a universal definition? What is the difference between slaveholding societies and societies with slaves? Did enslaved people exercise agency? If so, under what circumstances? What role did gender play in the experience of slavery? What is the role of religion and culture in the justification of slavery? Was race a factor in South Asian, Arabian, and African slaveries? How can we access the slave 'voice' given that the vast majority of slave experience was not recorded by slaves themselves? What are the challenges of the 'mediated voice' in writing the history of subaltern peoples and groups?

#### **OBJECTIVES**

By the end of this course, you should be able to:

Develop a general understanding of the core concepts and working vocabulary of the historical study of slavery

Distinguish between the various forms of slavery that existed across the regions of the world.

Utilize interdisciplinary perspectives to develop a deeper understanding of range of important moments in the global history of slavery.

Identify key events, people, and groups that have been critical in the development of the different slave trade systems in world history.

Strengthen your skills in effective writing.

## **REQUIRED READINGS**

**These texts are available as e-books through Memorial Library's home page.**

*The Cambridge World History of Slavery: Volume 1, The Ancient Mediterranean World*, edited by Keith Bradley and Paul Cartledge.

*The Cambridge World History of Slavery: Volume 2, AD 500-AD 1420*, edited by Eltis, David, Keith R. Bradley, Stanley L. Engerman, Craig Perry, Paul Cartledge, David Richardson, and Seymour Drescher.

*The Cambridge World History of Slavery: Volume 3*, edited by David Eltis, Stanley L. Engerman, Keith R. Bradley, Paul Cartledge, Seymour Drescher

*The Cambridge World History of Slavery: Volume 4*, edited by David Elits, Stanley L. Engerman, Seymour Drescher, and David Richardson.

**All other readings on the syllabus are available on Canvas or through JStor or Journal Finder on Memorial Library's home page.**

**The assigned readings:** This course's reading load is fairly heavy, and I expect to arrive in class having read all the assigned materials in full or nearly so. **For graduate students you will be required to read four to five four articles/book chapters a week, and the for the undergraduate students, you will be required to read three to two book chapters or articles a week.** Please be informed that we will each take the lead in briefly highlighting the significance of chapters/articles. **More detailed information will be provided in class.**

## **COURSE REQUIREMENTS**

<b>Participation</b>	Throughout Term	20%
<b>Weekly Responses</b>	Mondays by 7:00pm	20%
<b>Class Discussion Leadership</b>	Throughout Term	10%
<b>First Draft of Final Paper</b>	November 1	15%
<b>Final Paper</b>	December 15	35%

## **Class participation (20%)**

Participation means more than attending class. You can only participate fully if you attend, if you have completed the readings, and if you are ready to engage with your fellow students.

I will grade your participation on the basis of the contribution you make to the overall class discussion. I will note your efforts to engage critically not only the assigned materials but also the questions and observations of others in the class. You are expected to contribute to—but not dominate—class discussions, so please be sure that everyone has the opportunity to share thoughts, opinions, and questions.

**An “A” grade for participation** is earned by a student who enthusiastically attends all classes, gives evidence of having completed the assigned readings, and consistently engages the class in thoughtful and sophisticated critical analysis of the assigned readings, thus enhancing the level and depth of class discussions.

**A “B” grade for participation** is earned by a student who missed a class, whose contributions to class are inconsistent in terms of critical analysis and engagement of issues raised during the class.

**Grades below “B” (i.e., “C”, “D”, “F”)** for participation are given to students who remain passive and unwilling to contribute to class discussions, have clearly not read the assigned materials, and who fail to attend class regularly.

**Weekly Responses (20 %):** Write one single-spaced response for readings on non-meeting weeks, due by 7pm Mondays. The weekly response paper **should be one page double-spaced for undergraduate students, and one page single-spaced for graduate students. This paper should offer a succinct overview of the text (s) before moving to a critical analysis** that incorporates the following elements:

- An assessment of the author’s (or authors’) argumentation
- A discussion of the author’s method and sources
- A discussion of the text (s) greatest vulnerability to criticism
- A reflection on how the texts might be useful in teaching or researching global history of slavery and unfreedom.
- As the semester progresses (after the first three sessions), each weekly response paper should also situate the present reading in relation to literatures previously covered in class.
- What questions might be raised about the author’s interpretation or analysis

**Each paper is due online by 7pm on Mondays. I will ask some of you to share parts of your response in class.**

### **Class Discussion Leadership (10%)**

You will be responsible, with a classmate, for co-leading one week's discussion of the assigned readings. Your assigned discussion will come several weeks into the term when everyone has a good idea of how to approach the collaborative analysis of a text. Please come prepared with relevant questions and comments to start us off.

### **Research paper (50%)**

Each of you will write a **research paper, typed and double-spaced** that examines a topic of your choice related to the global history of slavery. You may want to explore in more depth a subject we have covered in class, or you may choose to investigate a topic not on the syllabus. The paper is to have *footnotes* (NOT parenthetical notes) in either MLA or Chicago Style Manual.

**For graduate student papers: please meet with me to discuss additional expectations for your paper.**

**The following are the due dates for various aspects of this paper, which should be 15 pages for undergraduate students, and 25 pages for graduate students.**

### **Research Paper's Deadlines:**

- Topic Proposal is due on **September 30: Topic Proposals (250-300 words): Your topic of choice must be submitted on Canvas for approval no later than September 30, 2024.** Selection of the topic of your paper (before that, you need to see me during office prior to this date and discuss a potential topic). Please make sure to submit a **tentative title of your research paper and a short description, at least two paragraphs, that would give me a sense of what** you would like to work on. **Please submit this proposal on Canvas by 11:00pm.**
- **First Draft of Final Paper: 15% due on November 2 by 11:00pm:** The students will meet with me and present their proposal of their final paper. The meetings will take place during office hours on November 4<sup>th</sup>. **The proposal should be 7 pages for undergraduate students, and 12 pages for graduate students.**
- **Final Paper: 35%: December 15<sup>th</sup>: Final Research Paper is due by 11:00pm on Canvas.**

## GENERAL INFORMATION & CLASSROOM CONDUCT

### **Technology in the Classroom:**

Laptops are distracting to those around you and should not be used in class. All other electronic devices, such as cell phones, should be turned off during class to allow your full concentration- and that of those around you. If you need specific accommodations regarding technology in the classroom, please get in touch ASAP.

**Writing Resources:** The History Lab is a resource center where experts PhD students will assist you with your history papers. No matter your stage in the writing process — choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts — the History Lab can help you sharpen your skills and become a more successful writer. Go to:  
<https://history.wisc.edu/undergraduate-program/the-history-lab/>

**Academic Integrity:** I expect you to know and abide by the university's policies on academic integrity. This course includes instruction on the basic principles of academic integrity. However, as in every course, you are responsible for potential violations throughout your enrollment. I follow the university's policies for suspected violations.

For more information, see: <https://conduct.students.wisc.edu/academic-integrity/>

[http://writing.wisc.edu/Handbook/QPA\\_plagiarism.html](http://writing.wisc.edu/Handbook/QPA_plagiarism.html)

**Disability:** Disability guidelines for course accommodations may be found at the UW McBurney Disability Resource Center site: <http://www.mcburney.wisc.edu/>

**Extension Policy:** I will normally accommodate lateness due to illness, serious family events, or other exceptional circumstances. I will not accept a late paper unless you have asked prior permission. **For late work or make-up work, you have to produce a documentation of your excuse (e.g., doctor's note) prior to missing the assignment. An extension for a final assignment requires requesting an incomplete grade.**

**Special Learning needs:** If you have special learning needs, please let me know as soon as you possibly can, so that I can make the necessary arrangements.

**Syllabus revision:** While it is unlikely, this syllabus is subject to revision at any time by the instructor.

## Some Nuts and Bolts

- Do not be late to class. Turn off or silence cell phones.
- Please learn each other's names.
- Respect the speaker, even when you do not agree with or respect the point the speaker is making.
- Listen carefully; do not interrupt—even when you are excited to respond.
- Try not to generalize about groups (even groups with which you identify) and do not ask another person to speak as a representative of a group.
- Keep an open mind—enter the classroom dialogue with the expectation of learning something new.
- Look forward to learning about—and being challenged by—ideas, questions, and points of view that are different than your own.
- Do not “monopolize” the conversation; give others a chance to contribute to the discussion.
- Support an atmosphere of learning and growth. Approach discussion as a means to “think out loud.” Allow others (as well as yourself) to revise and clarify ideas and positions in response to new information and insights.
- Bring out ideas, perspectives, or solutions that you think are not yet represented or haven't yet been adequately discussed.
- Support your arguments with evidence. Be honest when you are not sure if you have enough evidence to make a strong argument or when your thoughts about a topic are still speculative or exploratory.
- Try not to make assumptions; ask questions to learn more about other perspectives, especially those that are different from your own.
  - Talk with me about patterns in the discussion that are troubling or that may be

- I will use Canvas to send email updates to the class. Please ensure that your settings allow you to receive emails from me as they come in so that you don't miss vital information.

### **Communication with Professor**

Please feel free to email me with your questions, concerns, and/or to schedule a time to meet in person. When sending emails please remember to follow the guidelines outlined below:

- *Check the syllabus.* Before sending your email or message, be sure that your question has not already been addressed in the syllabus or announcements.
- *Be patient.* If you have a concern and send me a message, you can expect a response **within 2 business days maximum**. Please allow **2 business days** for assessment submission feedback.
- *Specify subject.* Subject line should include the topic of the message and class title.
- *Greet & Close.* E-mails should begin with a formal greeting and end with you signing your name in all messages/emails. So, if you send an **email to me**, please use proper format, including a salutation, complete sentences, a closing, and your name. Here's an example:

*Dear Professor Esseissah,*

*I have the plague and I will not be able to attend class tomorrow. I will make sure to keep up with the reading and assignments.*

*Thank you,  
Serious Student*

**Check writing.** Proofread (i.e. grammar and spelling) your message before sending.

### **WEEKLY SCHEDULE & SESSION DATES:**

***Cluster 1: Defining Slavery & Unfreedom Transhistorically – A Hot Debate***

### ***September 10: Session One: Concepts & Questions of Definition***

Introductory festivities—my comments on the course & personal introductions—discussion of the assigned readings— Guest Speaker: Professor Akinwumi Ogundiran, History Department, Northwestern University

Read:

Akinwumi Ogundira, *The Yoruba: A New History* (chapter 8).

Suzanne Miers, "Slavery: A Question of definition, " *Slavery and Abolition* 24, no. 2 (2003): 1-16.

### ***September 17: Session Two: Concepts & Questions of Definition***

Sean Stilwell, *Slavery and Slaving in African History* (Chapter 1, available as e-book through **Memorial Library's home page**)

Patterson, Orlando, *Slavery and Social Death: A Comparative Study* (Cambridge: Harvard University Press, 1982), 17-102.

Toledano, Ehud, "The Concept of Slavery in Ottoman and Other Muslim Societies: Dichotomy or Continuum?" in *Slave Elites in the Middle East and Africa: A Comparative Study*, Miura Toru and John Edward Philips eds. (2000), 159-174.

Watson, James L. "Slavery as an Institution, Open and Closed Systems," in *Asian and African Systems of Slavery*, ed. James L. Watson. Berkeley: University of California Press, 1980, 1–15.

Christina Snyder, *Slavery in Indian Country*, (Introduction, available as e-book through **Memorial Library's home page**)

Allain, Jean, "Contemporary Slavery and Its Definition in Law," *Contemporary Slavery* (2017).

Bales, *Understanding Global Slavery: A Reader* (Chapter 1, available as e-book through **Memorial Library's home page**).

Elits and Engerman, "Dependency, Servility, and Coerced Labor in Time and Space," in *The Cambridge World History of Slavery*, Volume 3, pp. 1-24.



***Cluster 2: Slavery from a Global Perspective: New Ways of Studying/Writing the History of Slavery***

***September 24: Session 3 Guest Speaker: Professor Medina Thiam, History Department, NYU***

Trevor Burnard, "Writing the History of Global Slavery." *Elements in Historical Theory and Practice* (2023) [selected readings on canvas]

David M. Lewis, "Slave Societies, Societies with Slaves Capturing the Relative Importance of Slavery to Ancient Economies," in *Greek Slave Systems in their Eastern Mediterranean Context, c.800-146 BC* (on canvas).

Noel Lenski, "Framing the Question: What Is a Slave Society?" in *What is a Slave Society? The Practice of Slavery in Global Perspective*, pp. 15-60.

Moses I. Finley, *Ancient Slavery and Modern Ideology* (selected readings)

***Cluster 3 The Ancient Mediterranean World***

***October 1: Session 4: Slavery in Mesopotamia, Egypt, Greece & Rome.***

Hunt, "Slaves in Greek Literary Culture," in *The Cambridge World History of Slavery*, Volume 1, pp. 22-47.

Joshel, "Slavery and the Roman literary culture," in *The Cambridge World History of Slavery*, Volume 1, pp.214-240.

Kyrtatas, "Slavery and Economic in the Greek World," in *The Cambridge World History of Slavery*, Volume 1, pp. 91-111.

Braund, "The Slave Supply in Classical Greece" in *The Cambridge World History of Slavery*, Volume 1, 112-133.

Bodel, "Slavery Labor and Roman Society," in *The Cambridge World History of Slavery*, Volume 1, pp. 311-336.

Grey, "Slavery in the late Roman World," in *The Cambridge World History of Slavery*, Volume 1, pp. 482-509.

Candida Moss, "The Secretary: Enslaved Workers, Stenography, and the Production of Early Christian Literature," *The Journal of Theological Studies*, Volume 74, Issue 1, April 2023, Pages 20–56

## **Cluster 4 Indigenous Peoples & Slavery**

### **October 8: Session 5:**

Sean Stilwell, "Slavery in African History," 29-59

Akosua Adoma Perbi, *A History of Indigenous Slavery in Ghana from the 15th to the 19th Century*, XIV-27.

Gareth Austin, "Slavery in Africa, 1804-1936," in *The Cambridge World History of Slavery*, Volume 4, pp. 174-196

Leland Donald, "Slavery in the Indigenous North America" in *The Cambridge World History of Slavery*, Volume 3, pp. 227-247.

Neil L. Whitehead, "Indigenous Slavery in South America" in *The Cambridge World History of Slavery*, Volume 3, pp. 248-247.

Christina Snyder "Native American Slavery in Global Context," in *What is a Slave Society? The Practice of Slavery in Global Perspective*, pp.169-190.

G. Ugo Nwokeji, "Slavery in non-Islamic West Africa," in *The Cambridge World History of Slavery*, Volume 3, pp. 81-110.

T. Ware, "Slavery in Islamic Africa, 1776–1905," in *The Cambridge World History of Slavery*, edited by David Eltis, Stanley L. Engerman, and Seymour Drescher, (Cambridge, Cambridge University Press, 2017), v. 4, 344-372

Leverjoy, "Slavery in Societies on the Frontiers of Centralized States in West Africa," in *What is a Slave Society? The Practice of Slavery in Global Perspective*, pp. 220-250.

## **Cluster 5 Enslavement in the Global African Diaspora**

### **October 15: Session 6: Indian Ocean, Trans-Saharan, and & Atlantic Slave Trades**

Ghislaine Lydon, "Trans-Saharan Slave Trade," in *On Trans-Saharan Trails: Islamic Law, Trade Networks, and Cross-Cultural Exchange in Nineteenth-Century Western Africa* (Cambridge: Cambridge University Press, 2009), pp.122-130.

Montana, Ismael M, The trans-Saharan slave trade in the context of Tunisian foreign trade in the western Mediterranean, *Journal of North African Studies* (on canvas).

Campbell, Gwyn, "Introduction: Slavery and other forms of Unfree Labour in the Indian Ocean World," *Slavery and Abolition*, 2003, 24:2. (On Canvas).

Edward A. Alpers, *The Other Middle Passage: The African Slave Trade in the Indian Ocean* (On Canvas).

Vink, Markus. "The World's Oldest Trade": Dutch Slavery and Slave Trade in the Indian Ocean in the Seventeenth Century." *Journal of World History* 14 (June 2003): 131-77.

Pier Larson, "Horrid Journeying: Narratives of Enslavement and the Global African Diaspora," *Journal of World History* (2008): 431-464

Inikori, "Transatlantic Slavery and Economic Development in the Atlantic World: West Africa, 1450-1850," in *The Cambridge World History of Slavery*, Volume 3, pp. 650-676.

Toledano, Ehud, "Enslavement in the Ottoman Empire in the Early Modern Period," in *The Cambridge World History of Slavery*, Volume 3, 25-46

### ***Cluster: The Lives of Enslaved Peoples***

#### ***October 22: Session 7: Engaging the Narratives***

Alpers, Edward A. and Mathew Hopper, "Understanding African Freed Slave Testimonies from the western Indian Ocean, 1850s-1930s"

Alpers, Edward A., "The Story of Swema"

Johnson, Walter. *Soul by Soul: Life Inside the Antebellum Slave Market*. Cambridge: Harvard University Press, 1999 [selected readings]

Wright, Marcia, *Strategies of Slaves and Women: Life Stories of East/Central Africa* [selected readings]

Sandra Greene, *West African Narratives of Slavery: Texts from Late Nineteenth- and Early Twentieth-Century Ghana* [selected readings]

### **Cluster: Slavery in Asian Worlds**

#### ***October 29: Session 8: Slavery in East, South, Southeast Asian, and Middle eastern Contexts***

Campbell, Gwyn, "Slavery and Bondage in the Indian Ocean World, Nineteenth and Twentieth Centuries," in *The Cambridge World History of Slavery*, Volume 4, 226-245.

Alessandro Stanzani, "Slavery in India, in *The Cambridge World History of Slavery*, Volume 4, 296-320.

Reid, "Slavery so Gentle: A Fluid Spectrum of Southeast Asian Conditions of Bondage," in *What is a Slave Society? The Practice of Slavery in Global Perspective*, 410-428.

Kim Bok-rae, "A Microhistorical Analysis of Korean Nobis through the Prism of the Lawsuit of Damulsari, in *What is a Slave Society? The Practice of Slavery in Global Perspective*, 383-409.

Pamela Kyle Crossley, "Slavery in Early Modern China," in *The Cambridge World History of Slavery*, Volume 3, 186-216.

Hopper, Matthew S. *Slaves of One Master: Globalization and Slavery in Arabia in the Age of Empire* [selected readings]

Toledano, Ehud, "Enslavement in the Ottoman Empire in the Early Modern Period," in *The Cambridge World History of Slavery*, Volume 3, 25-46.

## **Cluster Slavery and its Justifications**

### ***November 5: Session 9***

Wickramasinghe, Buddhist Ethics and The Institution of "Dāsā," (on canvas).

Welchman, "Locke on Slavery and Inalienable Rights" (on canvas).

Brown, *Slavery and Islam*, pp. 66-144.

Hezser, *Jewish Slavery in Antiquity*, (selected readings).

Hezser, "Slavery and the Jews," in *The Cambridge World History of Slavery*, Volume 1, pp. 438-455.

Glancy, "Slavery and the rise of Christianity," in *The Cambridge World History of Slavery*, Volume 1, pp. 456-481.

Katharine Gerbner, *Christian Slavery: Conversion and Race in the Protestant Atlantic World* [selected readings]

## **Cluster Race in Global Historical Perspective**

### ***November 11:***

Jordan, Winthrop D., *White over Black: American Attitudes Toward the Negro, 1550- 1812*. Chapel Hill: UNC Press, 1968 [Introduction].

Black Metaphors: *How Modern Racism Emerged from Medieval Race-Thinking* [Introduction]

Sweet, "The Iberian Roots of American Racist Thought," *The William and Mary Quarterly* 54, no. 1 (1997): 143–66.

Hall, "The Question of 'Race' in the Pre-Colonial Southern Sahara," *The Journal of North African Studies* 10, no. 3-4 (2005): 339-367

Thioub, *Stigmas and Memory of Slavery in West Africa: Skin Color and Blood as Social Fracture Lines (on canvas)*.

Lovejoy, "Slavery in the Context of Ideology" in *the Ideology of Slavery in Africa* (on canvas).

Gayatri Reddy, "Our Blood is Becoming White:" Race, Religion and Siddi Becoming in Hyderabad, India," *American Anthropologist*.

### ***Cluster Gender and Sexuality***

#### ***November 18:***

Richard B. Ellen, "Free women of colour and socio-economic marginality in Mauritius, 1767–1830," *Slavery and Abolition* 26, no. 2 (2005): 181-197.

Ramya Sreenivasan, "Drudges, dancing girls, concubines: female slaves in Rajput polity, 1500–1850," *Slavery and South Asian History* (2006): 136-61.

El Hamel, Chouki, "Surviving slavery: Sexuality and female agency in late nineteenth and early twentieth-century Morocco," *Historical Reflections/Réflexions Historiques* 34, no. 1 (2008): 73-88.

Morgan, Jennifer L. *Laboring Women: Reproduction and Gender in New World Slavery*. Early American Studies. Philadelphia: University of Pennsylvania Press, 2004 [Selected readings].

### **Cluster Resistance, Resilience, and Agency**

#### ***November 25***

Turner, "Slave Worker Rebellions and Revolutions in the Americas to 1804," in *The Cambridge World History of Slavery*, Volume 3, pp. 677-707.

Paquette, "Slave Resistance," in *The Cambridge World History of Slavery*, Volume 4, pp. 272-295.

Bruce S. Hall, "How slaves used Islam: The letters of enslaved Muslim commercial agents in the nineteenth-century Niger Bend and Central Sahara," *Journal of African History* 52, no. 3 (2011), pp.279-97.

Edward A. Alpers, "Flight to freedom: Escape from slavery among bonded Africans in the Indian Ocean world, c. 1750–1962," *Slavery and Abolition* 24, no. 2 (2003): 51-68.

Ferreira, "Slaving and Resistance to Slaving in West Central Africa," in *The Cambridge World History of Slavery*, Volume 3, pp. 111-131.

## **Cluster Abolition and Emancipation**

### ***December 5: Empire and the Blindness of Abolition***

Chatterjee, "British Abolitionism from the Vantage of Pre-colonial South Asian Regimes," in *The Cambridge World History of Slavery*, Volume 4, pp. 441-465.

Shemidt-Nowara, "The Transition from Slavery to Freedom in the Americas after 1804," in *The Cambridge World History of Slavery*, Volume 4, pp. 466-485.

Castilho, "Abolition and Its Aftermath in Brazil," in *The Cambridge World History of Slavery*, Volume 4, pp. 486-510.

Mathew, Johan, "Trafficking Labour: Abolition and the Exchange of Labour across the Arabian Sea, 1861–1947," *Slavery & Abolition* 33, no. 1 (2012): 139-156.

Greene, Sandra, "Minority Voices: Abolitionism in West Africa," *Slavery & Abolition* 36, no. 4 (2015): 642-661.

Ware III, "Slavery and Abolition in Islamic Africa, 1776-1905," in *The Cambridge World History of Slavery*, Volume 4, 344-372.

Stewart, "Antislavery and Abolitionism in the United States, 1776-1905," in *The Cambridge World History of Slavery*, Volume 4, pp. 399-421.

O'Bourke, "The Emancipation of the Serfs in Europe," in *The Cambridge World History of Slavery*, Volume 4, pp. 422-440.

## **Cluster Emancipation and the Aftermath of Slavery**

### ***December 9***

Coates, "European Forced Labor in the Early Modern Era," in *The Cambridge World History of Slavery*, Volume 3, pp. 631-649.

Roberts, "Coerced Labor in Twentieth Century Africa," in *The Cambridge World History of Slavery: Volume 4*, pp. 583-609.

Barenberg, "Forced Labor in Nazi Germany and the Stalinist Soviet Union," in *The Cambridge World History of Slavery: Volume 4*, pp. 633-654.

Bales, "Contemporary Coercive Labor Practices- Slavery Today," in *The Cambridge World History of Slavery: Volume 4*, pp. 655-678.

Crossley, "Dependency and Coercion in East Asian Labor, 1800-1949," in *The Cambridge World History of Slavery*, Volume 4, pp. 540-561.

Watch: The Documentary: Slavery by Another Name

<https://www.youtube.com/watch?v=UcCxsLDma2o>

**Final Paper is due on December 15<sup>th</sup> by 11:00pm on Canvas.**