

## Race and Global Inequality

CES 301.1 [M]  
Spring 2018  
Place: Bryan 404  
TTH: 10:35-11:50am

Instructor: Rory Ong  
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### **Course Description:**

*Race and Global Inequality* considers the historical, social, political, and economic contexts across the globe that have contributed to the creation and maintenance of global systems and institutions of inequity. Central to the course will be an examination of the early incarnations of the “race as biology” debate that finds its codification in the nineteenth century. This 19th century ideology served as a catalyst for many forms of historical human inequities across the globe as well as today in the twenty-first century including slavery, indentured servitude, modern forms of enslavement, and human trafficking. As a writing in the major course, *Race and Global Inequality* provides the academic framework to engender a critical literacy regarding the globalization of race and racism revealed through complex systems and institutions of inequality.

### **Course Objectives:**

The course will examine the role of race and racism upon the global slave trade, its impact on a variety of global communities, and its continued impact on the diaspora of working communities in today’s global economy. The course will examine current forms of modern slavery across the globe. The course will also study the ways that human trafficking is part of the legacy of the long history of inequity and inequality across the globe. Finally, the course will instruct students to organize their own research and critical arguments about the historic and contemporary challenges that race and global inequities present.

### **Learning Outcomes:**

- Gain a fundamental understanding of the historical, social, cultural, political, and economic construction of race and racism across the globe.
- Understand the history and legacy of slavery across the globe and its contemporary practices.
- Understand the role of human trafficking and its connection to enslavement and global inequality.
- Understand research in terms of primary and secondary references regarding global inequality.
- Organize research, critical analyses and arguments, in an academically persuasive manner.

### **Information Literacy:**

Students will be introduced to historical, social, and political research, various search engines, and popular sites of information that will assist them in accessing the necessary academic, as well as popular accounts, reports, and the global practices of racism, slavery, human trafficking, and global human rights.

### **Required Texts:**

*A Global View of Race and Racism.* Judy Root Aulette  
*Disposable People: New Slavery in the Global Economy.* Kevin Bales  
*Human Trafficking: A Global Perspective.* Louise Shelley  
*Supplementary Readings (available on Blackboard).*

### **Course Requirements:**

#### Critical Engagement

Students will be required to participate in discussions over the readings. This will involve having read and understood the readings for any given class period by asking questions, engaging with a specific points in the readings, or any comments brought up during class. Critical Engagement will count toward 10% of the total grade.

### Reading Responses

I will be providing writing prompts over the assigned readings (though I may at times ask you to write your own response). Reading Responses will be used to foster discussion about the readings or issues being examined. These need to be approximately 1 page in length, typewritten and double-spaced. Your responses to the directed questions will help you begin exploring, formulating, and articulating your own thoughts and ideas about the course material in preparation for your own writing. Directed Readings will count toward 15% of the total grade.

### Academic Article Review (due February 15)

Students will review/summarize an academic article from an academic source (academic journal, academic anthology) that addresses topics germane to their chosen research topic. The article must reflect your choice of topic that you submitted for your Paper Proposal. The Article Review itself must be at least 2 pages long. The Academic Article Review will count toward 20% of the total grade.

### Midterm Draft (due March 6)

Students will turn in a midterm paper for which writing prompts will be provided. You are required to write 3-5 pages, typed and double-spaced. A bibliography of 3-5 sources is also required. The paper must thoughtfully use some of the assigned readings plus one outside academic source. The midterm paper will count as 25% of the total grade.

### Final Research Paper (April 12)

There are three (3) components to the Research Paper. 1) Students must turn in a Paper Proposal (due January 25) for the research paper. This is a one page, typed double-spaced description of the paper topic, a tentative title, and a preliminary bibliography. 2) A draft of the paper (due March 6) must be submitted by midterm. The midterm draft must be at least five pages long, typed and double-spaced complete with at least three bibliographic sources that are cited throughout the text. 3) For the Final Paper (due April 12) students are required to submit an expanded and final version of their midterm draft. It must be ten page long, typewritten and double-spaced, it must have a bibliography of at least eight references all of which must be cited throughout the text as part of the research/analysis. The final paper will count toward 30% of the total grade.

### **Policies:**

#### Grading

Grades will be averaged in the following proportions:

Critical Engagement	10%
Directed Reading Responses	15%
Article Review (Feb 15)	20%
Midterm Draft (March 6)	25%
Final Paper (Proposal:Jan 25; Draft:March 6; Final:April 12)	30%

#### Grading Scale

100-93=A	Suggests that a student's work is outstanding to excellent; The student's work reflects an engaged comprehension of the content and focus of the material and shows thoughtful insight into the complexities of the course. Students also show an attentive engagement with the course. Always well written and articulated.
92-90=A-	
89-87=B+	Suggests the student's work is very good to good; it reflects a very strong, engaged, and solid understanding of the material. Occasionally doesn't go the extra step in critical analysis. Mostly well written and articulated.
86-83=B	
82-80=B-	
79-77=C+	Suggests the student's work is adequate; it reflects a fair, but essentially disengaged, grasp of the material and doesn't go very far in comprehension, or reflects a lack of understanding of the issues represented in the material. Unclearly written or articulated. There may be some attendance problems.
76-73=C	
72-70=C-	

69-67=D+           Suggests the student's work shows some, but little effort, does not  
66-63=D           comprehend the material, is disengaged, or reveals a lack of reading,  
62-60=D-           attention, and/or attendance.

#### Attendance

In accordance with the Student Handbook, attendance in this class is mandatory. If you know in advance that you will have to miss class for a legitimate reason, contact me to see whether arrangements can be made to make up any work that will be missed. If you have not finished an assignment for a given class period, attend class anyway to avoid missing further assignments and in-class work/discussions. **Only institutional excuses will be accepted. If you have more than two (2) unexcused absences, your grade will be lowered one point for every absence thereafter.**

#### Extra Credit

There may be opportunities for extra credit throughout the semester. I will announce those opportunities as they come up. Unless the instructor advertises an extra credit, students must get approval from the instructor. Extra Credit assignments must relate to the course content of CES 300. Extra Credit should be in the form of a short 1-2 page review of the event, lecture, or film attended--typed and double-spaced. To receive the possible full credit, students must also make a connection in the review with the event, film, or lecture and the content of this course. **Students are allowed only 2 Extra Credit assignments.** Each Extra Credit will count 2.5 pts toward the student's overall final grade (for a total of 5 extra credit points).

#### Blackboard

I use Blackboard to assign and collect assignments and to provide scores for individual assignments. However, I do not use Blackboard to tally the final grade percentage. So although Blackboard will provide a total number of points, it does not reflect the percentages I assign, nor does it include other factors like attendance.

#### Disability Accommodations

"Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center [Pullman] or Disability Services at [name of campus] address on your campus] to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center or Disability Services. For more information contact a Disability Specialist on your home campus." **Pullman or WSU Online:** 509-335-3417, Washington Building 217; <http://accesscenter.wsu.edu>, [Access.Center@wsu.edu](mailto:Access.Center@wsu.edu)

#### Academic Integrity

"Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. Students who violate WSU's Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) will receive a *fail the assignment, or a fail for the course* and will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: <http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010>. If you have any questions about what is and is not allowed in this course, you should ask the course instructor before proceeding. If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at [conduct.wsu.edu](http://conduct.wsu.edu). Should there be any suspicion of academic dishonesty, I will discuss the situation with you before penalties are enforced.

### Campus Safety Plan Emergency Information

Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the “Alert, Assess, Act,” protocol for all types of emergencies and the “Run, Hide, Fight” response for an active shooter incident. Remain **ALERT** (through direct observation or emergency notification), **ASSESS** your specific situation, and **ACT** in the most appropriate way to assure your own safety (and the safety of others if you are able). Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the [FBI’s Run, Hide, Fight video](#) and visit the [WSU safety portal](#).

#### **Schedule of Readings:** (reading schedule subject to change)

Tuesday, January 9: Review Syllabus. Introduction to the Course.

Thursday, January 11: *Documentary: Racism a History: The Color of Money* (2008).  
<http://topdocumentaryfilms.com/racism-history/>

### The Foundations of Race and Racism

Tuesday, January 16: Read Chpt.1, “Introduction to a Global View of Race and Racism,” in *A Global View of Race and Racism*. **Discussion Topics:** What is race? Issues about race and power, race and white privilege. Social Theory; Theories about race/Ethnicity; Intersectionality; Global Character of Race/Ethnicity. **Information Literacy.**

Thursday, January 18: Read Chpt. 2, “The Myth of Biological Race and the Social Construction of Race/Ethnicities” in *A Global View of Race and Racism*. **Discussion Topics:** the biology of race; a history of scientific racism; race and genetics; the human genome project; medical myths about race and illness; the social construction of race/ethnicity; the difference between race/ethnicity; racism, slavery, colonialism and globalization; the global economy and capitalism. **Information Literacy.**

Tuesday, January 23: Read Chpt. 3, “The Colonial Origins of Race and Ethnicity” in *A Global View of Race and Racism*. **Discussion Topics:** Where did race as an idea come from?; justifying slavery; transnational slave trade; Elmina Castle/Dungeon; resistance to slavery; enslaved women and resistance to slavery; tribalism and colonialism; the Treaty of Berlin; Rwandan Genocide.

Thursday, January 25: *Documentary: Racism a History: Fatal Impact* (2008).  
<http://topdocumentaryfilms.com/racism-history/> **Paper Proposals due.**

### Race, Racism, and Inequality Across the Globe

Tuesday, January 30: Read Chpt. 4, “The Caste System in India” in *A Global View of Race and Racism*. **Discussion Topics:** Castes in India; Colonialism and Caste; the Doctor and the Saint; Making the Caste System Illegal; Castes beyond India; Castes and Racism; National Campaign on Dalit Human Rights; Four Theories about caste, race, and ethnicity; World Conference Against Racism.

Thursday, February 1: Read Chpt. 5, “Segregation/Apartheid in South Africa and Israel” in *A Global View of Race and Racism*. **Discussion Topics:** the making of Apartheid in South Africa; British and Dutch Vying for Control of South Africa; Homelands and Removals; 1976 Apartheid rules, punishments, incarcerations; building a system of segregation; de jure/de facto

segregation; maintaining the apartheid system; the revolution to abolish apartheid; International Convention on Apartheid; Truth and Reconciliation; building a new society; Apartheid in Israel.

- Tuesday, February 6: Read Chpt. 6, "Migration, Racial/Ethnic Minorities, and Injustice" in *A Global View of Race and Racism*. Discussion Topics: Colonialism and Middlemen Minorities; Indians in Uganda and Hong Kong; Bonacich's theory of Middlemen Minorities; Comparing Indonesia and Malaysia; Britain becomes Multiculturalism; the multicultural drift; Interculturalism in Canada; migration today: irregular and transnational; North American Free Trade Agreement; remittances; Chains of Care; Colonial Mentality.
- Thursday, February 8: Read Chpt. 8 "The Color Factor: Highlighting Brazil and the Dominican Republic" in *A Global View of Race and Racism*. Discussion Topics: from slavery to racial/ethnic democracy; miscegenation; whitening (blanqueamiento); white racial frame; color-lines in Brazil; Anti-Hatianism in the Dominican Republic; affirmative action in Brazil; does money lighten; is affirmative action reverse discrimination; the color line; looking beyond the United States.
- Tuesday, February 13: Read Chpt. 9, "Indigenous Peoples" in *A Global View of Race and Racism*. Discussion Topics: who are Indigenous peoples?; Indigenous rights timeline; Indigenous peoples of Australia; stolen generation; Indigenous peoples of Canada; Indigenous peoples of Vietnam; Doi Moi; China: a nation with no "official" Indigenous people; Genocide; Environmental racism and resistance in Nigeria; defining environmental racism; Indigenous global activism; sustainability.
- Modern Global Slavery**
- Thursday, February 15: *Video: Slavery: A Global Investigation (2011)*. **Article Review due.**
- Tuesday, February 20: Read/Discuss Preface (2nd ed) and Chapt. 1 in *Disposable People*, pp.xv-33. Topics: meeting disposable people; the paradox of slavery; the new slavery; old vs new slavery; new slavery and the global economy; slavery as epidemic.
- Thursday, February 22: Read/Discuss Chapt. 2 in *Disposable People*, pp. 34-79. Topics: the currency of Thai daughters; the 'normalcy' of Thai prostitution; the business of sex slavery; disposable bodies; sex slavery in a growth economy.
- Tuesday, February 27: Read/Discuss Chapt. 3 in *Disposable People*, pp. 80-100. Topics: Slavery in Mauritania; family slavery; religious authority; few options beyond slavery; White Moors vs. Afro-Mauritians; gov't sponsored lynching of Afro-Mauritians; Mauritania and European colonization; poor national economy; a new urban slavery.
- Thursday, March 1: Read/Discuss Chapt. 4 in *Disposable People*, pp. 121-148. Topics: Slavery in Brazil; colonial Brazil; gov't and corporate collusion; worker exploitation in charcoal camps; worker isolation and indenture; use of child labor; anti-slavery strategies.
- Tuesday, March 6: *Video: The Charcoal People: Brazil Deforestation (1991)*. **Paper Draft due.**

Thursday, March 8: Read/Discuss Chapt. 5 Disposable People, pp. 149-194. Topics: Slavery in Pakistan; enslaved to the kiln; slave conditions; slave wages; kiln managers; debt bondage; abuse of women; *peshgi* system of debt bondage; feudal hierarchies of power in Pakistan; caste ranking; Muslim Sheikhs and Christians; clan feuds; Punjab since partition; revolution of 1988; money and brick making.

Mon-Fri, March 12-16: Spring Break.

### Human Trafficking and Smuggling: a legacy of the slave trade

Tuesday, March 20: Read/Discuss “Introduction” (1-22) in Human Trafficking: A Global Perspective. Discussion Topics: Defining the problem; legislative framework defining human smuggling/trafficking; the global reach of smuggling/trafficking; a gender perspective; developing a global vision. *Video: Not My Life: The Global Impact of Human Trafficking and Modern Slavery (2011).*

Thursday, March 22: Read/Discuss Chpt 1: “Why Has Human Trafficking Flourished?” in Human Trafficking. Discussion Topics: Demand for human trafficking; globalization and smuggling/trafficking; Illicit global economies, globalized corruption and human trafficking; political factors; gender and ethnic discrimination that gives rise to Trafficking.

Tuesday, March 27: Read/Discuss in Chpt. 2: “The Diverse Consequences of Human Trafficking” in Human Trafficking. Discussion Topics: social consequences of trafficking; demographic consequences; political consequences; trafficking, conflict states, and terrorism; health consequences; labor consequences;

Thursday, March 29: Read/Discuss Chpt. 3: “Human Trafficking as Transnational Organized Crime,” in Human Trafficking. Discussion Topics: transnational criminals involved in trafficking; women as traffickers; the routes of traffickers; methods of traffickers-recruitment, transport, control.

Tuesday, April 3: *Video: Modern Day Slaves (2010).*

Thursday, April 5: Read/Discuss Chpt 5: “Asian Trafficking,” in Human Trafficking. Discussion Topics: historical precedents; the distinctiveness and diversity of Asian trafficking; the magnitude of the problem and regional differences—northeast, southeast, and south Asia.

Tuesday, April 10: Read/Discuss Chpt 6: “Human Trafficking in Eurasia and Eastern Europe” in Human Trafficking. Discussion Topics: Persistence of the problem; diversity of trafficking; distinctiveness of human trafficking in post-Soviet Eastern Europe; regional variations in trafficking; the 2008 global recession and human trafficking.

Thursday April 12: *Video: Sex Slaves: The Global Sex Trade and Its Victims (2005).* **Final Paper due.**

Tuesday, April 17: Read/Discuss Chpt 7: “Trafficking in Europe,” in Human Trafficking. Discussion Topics: Historical precedent; distinctive European Conditions; diversity of the problem; factors precipitating human trafficking in Europe; conflicts and political oppression; European response to Human trafficking.

Thursday, April 19: Read/Discuss Chpt 9: "Human Trafficking in Latin America and Africa," in Human Trafficking. Discussion Topics: historical precedents; distinctive features of trafficking in Latin America, Caribbean, and Africa; forms of human trafficking and the nature of human trafficking; who are the traffickers?; routes and destinations.

Tuesday, April 24: No Class. Individual Conferences.

Thursday, April 26: No Class. Individual Conferences.

Mon-Fri, April 30-May 4: Finals Week.