

Coercion & Exploitation: Material Histories of Labor (W)¹

Anthropology 375.01 / Critical Identity Studies 360.01



“A slave gang in Zanzibar” by WA Churchill, 1889. *The New Jim Crow* by Michelle Alexander. “A Georgia cotton field,” 1907, Library of Congress.

Instructor: Dr. Kylie Quave

Course description

This course is a cross-cultural comparison of unfair/unfree and forced labor in colonial and imperial settings. We will review archaeological, historical/archival, and ethnographic cases of coerced and exploitative labor, especially on agricultural estates and plantations. A central question that organizes the course is an epistemological one: how do we better recognize and analyze early archaeological cases of forced labor through analogy with more recent cases? Case studies include the Andes under Inka and Spanish rule, Roman *latifundia*, North American plantations, British colonial Australia, Dutch colonial Asia, and more. Students will analyze the production of social and economic inequality and the attendant roles played by both state and non-state (private) interests.

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¹ This course may fulfill a requirement for the Latin American and Caribbean Studies minor if the student focuses on geographically related case studies in their research. Discuss options with the instructor early in the semester.

Learning objectives

Students will be able to

1. compare and contrast human experiences with unfair/unfree labor across cultural and temporal contexts using evidence from multiple disciplines
2. apply recent case studies on the material histories of unfair/unfree labor to archaeological contexts that lack robust historical documentation
3. analyze a pair of recent and ancient cases in depth and convey their research to both specialist and broader audiences through multiple media

This course, justice, & equity

This course treats its subject matter as real and relevant to each of us. We will position ourselves as producers of knowledge to be disseminated beyond this classroom. Further, our approach to the topics here is informed by a worldview that puts social justice and equity at the center. With that in mind, please read Beloit College's statement on inclusivity and revisit it often.

“**Inclusivity** is a demonstration of equity and social justice through awareness, understanding, and respect for the differences in identity, culture, background, experience, and socialization, and the ways in which these forms of difference impact how we live and learn. Inclusivity requires equitable, institution-wide representation and access to resources. In practice, this manifests itself by each individual being aware of, committed to, and responsible for the well-being and care of all students, staff, and faculty.”

[Program- and university-specific language here]

Evaluation of final grade

Attendance/engagement (10%) (All LOs):

Attendance is required and necessary for success in this course. You will be evaluated for punctuality and professionalism, as well as respectful and engaged participation.

Reading responses (15%) (LO 1&2): Choose eight dates in which to complete a short response to readings. Write approximately one page (single-spaced) to demonstrate how well you integrate course material within and beyond our class. These will be evaluated on a 2-point scale (2=thoughtful response that indicates critical reading and connections; 1=less satisfactory response; 0=work not submitted or unrelated to course material).

LibGuide (15%) (LO 1): We will create a [Library Research Guide](#) on our course topic. This will familiarize us with the range of case studies and disciplinary sources available to research them.

Symposium Day Roundtable (10%) (All LOs): On Symposium Day (Thurs. 4/19) we will organize one or more roundtables as a forum for sharing your developing research projects with the campus community.

Comparative research project (35% total) (All LOs): You will research a theme of coercive and exploitative labor, drawing comparisons between one recent and one historical or ancient case.

- Outline of intent and annotated bibliography 10%
- Draft paper 10%
- Final paper 15%

Engaged scholarship (15%) (All LOs): You will transform your research into a product for the public. Using an accessible medium—

such as podcast, blog, infographic, letter to a lawmaker, or another format—you will produce a publicly engaged product that

conveys the relevance of your comparative research beyond our classroom and campus.

Grade scale:

A 95.0+	B- 80.0-82.9	D+ 67.0-69.9
A- 90.0-94.9	C+ 77.0-79.9	D 60.0-66.9
B+ 87.0-89.9	C 73.0-76.9	F Below 60.0
B 83.0-86.9	C- 70.0-72.9	

Course schedule

The course schedule will be changed as warranted and students will be notified via email (through Moodle) and/or during class.

Week Day&Date	Topic	Reading	Assignment
1 M1.22	Introduction to course		
W1.24	Human experiences in unfree labor	At least one first-person account from the LOC Born in Slavery project or www.recoveredhistories.org	During class: Discuss what you read and how to use multiple sources and disciplines in this course
F1.26	The persistence of unfair/unfree labor	Mahdavi 2017	Bring in a current case of unfair/unfree labor (upload to Google Drive folder)
2 M1.29	Empires and (post)colonialism	Gardner 2013; Robinson 2017	Submit 1-2 page single-spaced summary of last week's discussions
W1.31	Defining slavery and other institutions	Miers 2003	
F2.2	European origins	Blackburn 1997	
3 M2.5	Social death	Patterson 1982; Brown 2009	
W2.7	Comparative archaeology of slavery	Marshall 2015 or Horning 2011	
F2.9	Introduction to LibGuide assignment (Meghan Dowell visits class)	Review Beloit College Library Research Guides	
4 M2.12	Greek & Roman cases	Hunt 2017 or Bodel 2017 or Harper 2017	

W2.14	East African & West African invisibilities <i>[Recommended talk: Rachel Brown - Migrant Domestic Workers in Israel/Palestine, Thurs. 2/15 @ 4:30 pm in Moore Lounge]</i>	Croucher 2015 or Gijanto 2015	
F2.16	Transnational labor migration (Rachel Brown class visit)	Brown 2016	
5 M2.19	Plantation landscapes	Singleton 2015 or Flewellen 2017	
W2.21	Plantation foodways	Franklin 2001 or Handler & Wallman 2014	
F2.23	Silver mining in Colonial Peru (Sarah Kennedy class visit)	Kennedy Wenner-Gren proposal; Reséndez 2017	
6 M2.26	Distinguishing servants and masters	Connah 2001	
W2.28	Unfree labor in Mesopotamia	Baker 2017	
F3.2	Theorizing resistance	Camp 2002 or Hauser 2011	
7 M3.5	Japanese internment labor and consumption	Ng & Camp 2015	
W3.7	LibGuide workshop		
F3.9	LibGuide workshop		LibGuide must be completed and live by end of class
8	Midterm Break March 10-18		
9 M3.19	Rubber laborers in French Indochina	Murray 1992	
W3.21	Hygiene and iron-smelting in Fayette, Michigan	Cowie 2011	
F3.23	NO CLASSES <i>[Recommended talk: Steven W. Hawkins, Weissberg Chair - Judging America: Exceptionalism, Criminal Justice and Human Rights, 7:30-9 pm in Eaton Chapel]</i>	ADVISING PRACTICUM	
10 M3.26	Comparing colonial and contemporary Indonesian plantations	Li 2017	
W3.28	Distractions from unfree labor	Chatterjee 2001	
F3.30	Contemporary tea plantations	Chatterjee 2003	

11 M4.2	Workshop research projects		
W4.4	Film: <i>White King, Red Rubber, Black Death</i>		
F4.6	Film: <i>White King, Red Rubber, Black Death</i>		Submit outline of research intent and annotated bibliography on Moodle before class
12 M4.9	Students choose	Campbell, John. 1984. "Work, Pregnancy, and Infant Mortality among Southern Slaves." <i>Journal of Interdisciplinary History</i> 14 (4):793.	
W4.11	Work on research papers and engaged scholarship (Prof. Q. at Society for American Archaeology Meetings)		
F4.13	Work on research papers and engaged scholarship (Prof. Q. at Society for American Archaeology Meetings)		
13 M4.16	Capitalism and struggle in Colorado	Walker 2003 or McGuire & Reckner 2002	
W4.18	Preparation for Symposium Roundtable (attend 4/19)		
F4.20	NO CLASS		
14 M4.23	Peer review Research Paper Drafts		Bring draft to class and then submit draft on Moodle by 11:59 pm
W4.25	NO CLASSES	SPRING DAY	
F4.27	Women in Appalachia	Moore 1989	
15 M4.30	Colonialism, race, sexuality morality	Stoler 1989	
W5.2	Pacific Coast foragers	Wengrow & Graeber 2018	
F5.4	What next?	Bales 1999	Submit Final Research Paper to Moodle by 11:59 pm
16 M5.7	Peer review of engaged scholarship projects		
W5.9	Course wrap-up & evaluations		

FINAL EXAM PERIOD Friday May 11th @ 2-5 pm - submit final engaged scholarship project on Moodle and informally present to class

Course bibliography

Baker, Heather D. 2017. "Slavery and Personhood in the Neo-Assyrian Empire." In *On Human Bondage: After Slavery and Social Death*, ed. by J. Bodel and W. Scheidel, 15-30. John Wiley & Sons.

Bales, Kevin. 2000. "What Can Be Done?" and "Coda: Three Things You Can Do to Stop Slavery." In *Disposable People: New Slavery in the Global Economy*, Updated Edition, 232-264. University of California Press, Berkeley.

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Brown, Vincent. 2009. "Social Death and Political Life in the Study of Slavery." *The American Historical Review* 114 (5):1231-1249.

Camp, Stephanie M. H. 2002. "The Pleasures of Resistance: Enslaved Women and Body Politics in the Plantation South, 1830-1861." *The Journal of Southern History* 68 (3):533-572.

Chatterjee, Piya. 2001. "Travels of Tea, Travels of Empire." In *A Time for Tea: Women, Labor and Post/Colonial Politics on an Indian Plantation*, 20-50. Duke University Press, Durham.

Chatterjee, Piya. 2003. "An Empire of Drink: Gender, Labor and the Historical Economies of Alcohol." *Journal of Historical Sociology* 16(2): 183-208.

Cowie, Sarah E. 2011. "Biopower, Discipline, Symbolic Violence, and the Privilege of Hygiene." In *The Plurality of Power: An Archaeology of Industrial Capitalism*, 105-123. Springer, New York.

Croucher, Sarah K. 2015. "Visible People, Invisible Slavery: Plantation Archaeology in East Africa." In *The Archaeology of Slavery: A Comparative Approach to Captivity and Coercion*, ed. by L. W. Marshall, 347-374. Southern Illinois University, Carbondale.

Flewellen, Ayana Omilade. 2017. "Locating Marginalized Historical Narratives at Kingsley Plantation." *Historical Archaeology* 51 (1):71-87.

Franklin, Maria. 2001. "The Archaeological and Symbolic Dimensions of Soul Food: Race, Culture, and Afro-Virginian Identity." In *Race and the Archaeology of Identity*, ed. by C. E. Orser, 88-107. University of Utah Press, Salt Lake City.

Gardner, Andrew. 2013. "Thinking about Roman Imperialism: Postcolonialism, Globalisation and Beyond?" *Britannia* 44:1-25.

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Handler, Jerome, and Diane Wallman. 2014. "Production Activities in the Household Economies of Plantation Slaves: Barbados and Martinique, Mid-1600s to Mid-1800s." *International Journal of Historical Archaeology* 18: 441-466.

Harper, Kyle. 2017. "Freedom, Slavery, and Female Sexual Honor in Antiquity." In *On Human Bondage: After Slavery and Social Death*, ed. by J. Bodel and W. Scheidel, 109-121. John Wiley & Sons.

Hauser, Mark W. 2011. "Routes and Roots of Empire: Pots, Power, and Slavery in the 18th-Century British Caribbean." *American Anthropologist* 113 (3): 431-447.

Horning, Audrey. 2011. "Subduing Tendencies? Colonialism, Capitalism and Comparative Atlantic Archaeologies." In *The Archaeology of Capitalism in Colonial Contexts*, ed. by S. Croucher and L. Weiss, 65-84. Kluwer, New York.

Hunt, Peter. 2017. "Slaves or Serfs? Patterson on the Thetes and Helots of Ancient Greece." In *On Human Bondage: After Slavery and Social Death*, ed. by J. Bodel and W. Scheidel, 55-80. John Wiley & Sons.

Li, Tania Murray. 2017. "The Price of Un/Freedom: Indonesia's Colonial and Contemporary Plantation Labor Regimes." *Comparative Studies in Society and History* 59 (2):245-276.

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Stoler, Ann L. 1989. "Making Empire Respectable: The Politics of Race and Sexual Morality in 20th-Century Colonial Cultures." *American Ethnologist* 16(4): 634-660.

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