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EDUCATING BUSINESS AND MANAGEMENT STUDENTS: USING A CRITICAL MANAGEMENT LENS TO LEARN FROM CHATTEL SLAVERY

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by

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ABSTRACT

EDUCATING BUSINESS AND MANAGEMENT STUDENTS: USING A

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Linda L. Ridley

The value of business school pedagogy has received increased attention in recent years (Delgado and Stefancic, 1992; Giacalone and Wargo, 2009; Podolny, 2009; Grier & Poole, 2020; Prieto & Phipps, 2021). This qualitative study examined the ability of higher education business faculty to include chattel slavery in the history of American business (Katznelson, 2005; Baptist, 2014;). Traditionally, the fundamentals of management teaching have been aligned with the belief that conventional management theories were developed separate and apart from the institution of chattel slavery and the management of race (Aufhauser, 1973; Cooke, 2003; Blackmon, 2008; Roediger & Esch, 2012).

An interpretivist perspective using a collective case study method enabled the researcher to observe, ask questions, look for patterns, to come to an understanding of human ideas, actions, and interactions in specific contexts or in terms of the wider culture (Glesne, 2011, p. 8). By using a Critical Theory paradigm, the researcher challenged those ideologies that encourage a misrepresentation of reality (Glesne, 2011, p. 9).

The population from whom data was collected was instructors in higher education whose pedagogy frames the discipline of business and management, with participants selected through purposeful sampling and snowball sampling. Data was collected through

document analysis and semi-structured interviews. Content analysis is of participants'

syllabi, published works, and news articles.

   The study contributes to research and practice in many areas. By introducing the

topic of chattel slavery as a starting point, faculty will be encouraged to enhance their

research knowledge to include the true origins of business and management concepts.

This enhanced knowledge will provide a throughline to the current management practices

of today that include harassment, coercion, and even brutality as part of a routine

management dictum. Future faculty will gain the tools sufficient to acknowledge that the

origin of management tenets is historically connected to the practice of chattel slavery

(Aufhauser, 1973; Cooke, 2003).

DEDICATION

This research study is dedicated to the love of my life, my husband, Edgar J. Ridley. I have said many times that my impetus for pursuing a doctorate has been the love, encouragement and support provided by my husband. Indeed, it is solely due to his influence and tutelage that I even pursued my Master of Business Administration. Further, his relentless, impeccable scholarship in his own right has been my academic model, sustaining me throughout this journey. I hope I made him proud.

tutoring me, directing me to sources, and providing me with unflinching feedback, has

been of value beyond measure. I would be honored to co-write a book with him as my

next project!

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CHAPTER 1: INTRODUCTION

This study used an interdisciplinary case study method to explore the pedagogical practices that incorporate chattel slavery within business courses. Changing demographics demand that academia revisit how our curricula demonstrate inclusion. A good place to start would be an accurate retelling of the history of management studies. Textbooks on management practices systemically omit the impact and historical links to chattel slavery. These omissions are a part of a much more expansive conversation on the challenges of discussing race-based topics in higher education. Cooke (2003) states that "American slavery has been wrongfully excluded from histories of management" (p. 1895). Research suggests that current pedagogy in business and management leaves a gap in the training of business students (Bennis and O'Toole, 2005; Giacalone and Wargo, 2009; Rivero and von Feigenblatt, 2016; Gerdeman, 2017; Bridgman, Cummings, and Ballard 2019; Petriglieri, 2020). Students from all backgrounds need to learn an accurate history of management, without omissions. Cooke (2003) goes further to state, "The way history is written, the choices made in selecting and ignoring past events are shaped by prevailing, albeit competing power relations and their associated ideologies" (p. 1896). Freire (2005) cautions against the creation and maintenance of a hegemonic system wherein one group of people, in the minority, is dominant over another, a majority (p. 141). When there are omissions of the connection to chattel slavery from the teaching of business and management concepts, the opportunity for building connections is lost. Instead, that narrative of hegemony is constructed and reinforced in education. This gap

is exacerbated by the present-day effort to introduce Congressional legislation to remove any semblance of historical reality from pedagogy, across disciplines.

American business and management teaching in the 20th century has emphasized fundamentals on competition, productivity, and various economic systems. Typically included in this course delivery is the historical development of business (Pride, et al. 2018). Business is defined as a structured endeavor of parties to accomplish a goal while combining key resources. Those resources can be material, human, financial, or informational. Business success is evidenced by the ability to meet customers' needs while functioning at a profit. Additionally, a core business tenet taught to introductory business students is economics: the study of wealth, its creation and distribution. "The decisions that individuals, business firms, government, and society make, and the way in which people deal with the creation and distribution of wealth determine the kind of economic system, or economy, that a nation has." (Pride, et al., 2018, p. 13). Fundamentally, there is a gap in the teaching of the history of business regarding the inclusion of the management practices developed during chattel slavery.

It is important to state the foundations of what is not being taught to today's business student, such as the origins of capitalism and the roots of common management. The exclusion allows faculty to teach and students to learn about capitalism without including a review of the historical extremes of defining property, control, and wealth. For example, enslaved workers, already regarded as mere property rather than human beings, were progenitors of the terms efficiency and effectiveness, two key tenets taught to business and management students. In order to avoid scaffolded sessions of brutality in

attempts to effect faster production, the enslaved developed methods for working faster and more resourcefully. An innovative system known as "pushing" (wresting increased output from the enslaved through ferocious oversight and command, including physical torment) made it possible for U.S. cotton production to mushroom. "Enslavers were creative in developing a repertoire of torment to force people to do what they wanted" (Baptist, 2014, p. 120). By revealing to business and management students that subjugation and mistreatment accompanied the development of management concepts, educators are much closer to truth-telling about the history of management (Cooke, 2003). When business and management faculty instruct on a connection between management practices during chattel slavery and present-day capitalism, students receive a deeper understanding of the seminal works guiding management education. Research suggests that business successes and failures are catalogued in higher education with sterile, sanitized descriptors that completely exclude the period of chattel slavery which intersects the creation of management wisdom.

Additionally, an important question asked in this study is the exploration of the tendency for business and management faculty to acquiesce to symbolic thought in the exclusion of a complete history of business and management (Ridley, L., 2018). For purposes of this discussion, references to symbolic thought are defined specifically to represent making decisions based on myth. As noted by Whitmont (1969), there are two ways of thinking and living: symptomatically or symbolically. The difference between symbols and symptoms is that symbols are never a part of what they represent, while symptoms are. Notes Ridley, E. (2008) "It should be understood that mythology is

synonymous with symbols, symbol systems, metaphor, superstition and folklore. All of these entities are a result of symbolic thinking" (p. 16). It is essential that business students are taught the fundamentals of the origin of symbolic thinking as well as its negative impact on the business world. It is incumbent upon instructors in the discipline of business to widen their worldview beyond the traditional textbooks that provide only a passing or marginal mention to diversity and inclusion.

To be effective, business instructors must understand the impact of exclusion in all its forms. For instance, the need to change the views that white managers have of employees of color is one that can and must be taught to business students whenever possible. This requires a saturation into the curriculum to equip business students with the tools necessary to overcome what has been called abstract liberalism by decision makers– the notion that racism is color-blind (Bonilla-Silva, 2014). "The meaning of symbols is not found in nature, but only through arbitrary designation by people" (Charon, 1989, p. 42). The question begs, what symbols are considered sacrosanct such that curriculum modification is inviolable?

The litany of horrors that undergird the creation of management concepts during chattel slavery that extend into modern management inform America's grand narrative. America's grand narrative, also called American exceptionalism, (Martin & Nakayama, 2021) establishes and reinforces that American society is extraordinary and is reliant on myths that disregards the histories of certain people and practices. Such a popular symbolic reference as American exceptionalism is a sacred myth that suggests that the United States of America is superior to all other countries. American values as practiced

in America are the pursuit of a mythology that is reinforced by an educational system that fails to fully acknowledge racial disparities from the cradle to the grave for enslaved people. Higher education instruction that reinforces "what it means to be an American" is due to historical revision. This curriculum revision omits stories that fully inform students about past connections that link to today's business and management practices (Martin & Nakayama, 2021). There is disservice to business students by ignoring that business and management tenets stem from management practices developed during antebellum slavery. When students are taught the principles of managerial economics, faculty should highlight how the practice of slavery informed productivity, efficiency, and human relations management. Educational pedagogy in business and management reinforces a mythology by failing to connect the early stages of management concepts developed during chattel slavery with current management practices.

Purpose of the Study

This study explored the inclusion of chattel slavery management in business studies as practiced by higher education faculty (Cooke, 2003). The study further explored how faculty understand and connect chattel slavery and management practices. The decoupling of slavery from the history of management is not only intellectual dishonesty but also manufactured mythology: although postcolonial histories are intertwined with today's practices of outsourcing and global business, students are not instructed to connect or critique the connection to chattel slavery (Aufhauser, 1973; Cooke, 2003). A pedagogy excluding criticality centered on the origins of business and management concepts that currently obscure these connections only serves to handicap

future scholars who would be accountable for developing insights into the economic and business implications of changing demographics.

Instead, students learning the history of business and management are better served if faculty acknowledge the association between chattel slavery and today's management practices (Maher & Thompson Treault, 1997; Cooke, 2003; van der Linden, 2010; Roediger & Esch, 2012; Baptist, 2014; Beckert & Rockman, 2016). Today's students are the future leaders who will be tasked with implementing diversity and inclusion in the workplace. Their comprehension of business and management tenets should be aided by a real connection to the origins of those tenets. Accordingly, this study examines the ability of higher education business faculty to incorporate the history of American business (Baptist, 2014; Katznelson, 2005). Students benefit from learning that conventional management practices were initiated and perfected during chattel slavery, earlier than industrialization (Cooke, 2003).

Additionally, this study embraced a discussion of a need for faculty to develop a comfort level with the discussion of race. Research indicates that faculty struggle with racial topics (Sue, 2013; Haynes, 2017). Conversations centering on chattel slavery practices as integral to the formation of business and management require faculty to possess racial fluency (Sue, 2013).

Current-day management researchers are seeking updated management theories. Petriglieri (2020) suggests that we "examine what our theories cost us when they become beliefs. Theories that we learned early on and kept us going have come to keep us captive". Forced labor camps, known as plantations, represent what we now know are

standard dogmas followed by business managers (Cooke, 2003). The contemporary

business environment is riddled with incidents of overwork and brutality that have their

genesis in the management of enslaved people during the 16th through 19th centuries.

Pregnant employees at Walmart have been forced into litigation to obtain equal treatment

and proper accommodations (Mulvaney, 2020). The world's most profitable company,

Amazon, pushes the boundaries of employee abuse that results in workplace toxicity

(Matthews et al., 2018). The U.S. Department of Justice has investigated multiple

meatpacking plants for encouraging conditions that caused their employees to become

infected with the Covid-19 virus. A refusal to provide protective equipment and ensure

necessary safety measures created a ripe environment for hosting the pandemic,

endangering tens of thousands of meatpacking workers and killing hundreds (Yeung and

Grabell, 2021). These exemplars are legion in the business and management space,

drawing a throughline from the management concepts developed during the practice of

chattel slavery, whether during the harvest of sugar or cotton, well before

industrialization.

Theoretical Framework

The study incorporates interpretivism and critical theory. When doing

interpretivist query, the researcher is seeking the viewpoints of individuals in their

environments. The researcher's focal point has been meticulous and comprehensive while

maintaining a probing mindset open to various questions and concerns (Glesne, 2011).

By querying, the researcher determined how individuals make sense of their world.

The theoretical framework of critical theory and critical management education provides the foundation for this study. "Critical theory is based on the premises that a) reality is socially negotiated and b) this negotiation takes place in a cultural and ideological context" (Caproni and Arias, 1997, p. 294). Notwithstanding, critical theory, particularly critical management education, is not a widely used methodology for educating business and management students. Indeed, it is an academic challenge when taking a critical management perspective, and it necessitates broad-minded reasoning (Cunliffe et al., 2002).

The findings in this study contribute to an exploration of curriculum development that includes the management practices developed during antebellum slavery. "Critical pedagogy offers a viable alternative to mainstream approaches by highlighting social phenomena of power and the reproduction of social domination over economic efficiency" (Dehler, 2009, p. 32). Although typical business and management tutelage discusses the organizational culture at length, a critical review is omitted.

A suggestion to include the period of development of management concepts during chattel slavery as a baseline for teaching business and management studies relies on a critical approach to teaching. Cunliffe et al. (2002) notes how students learn concepts. When done critically, students should be taught to interrogate the inherent organization of established arrangements. Even in business fields considered objective, such as Accounting, practitioners must be mindful of implicit bias when evaluating financial statements and interpreting information accurately (Davis-Friday & Boyar, 2021). This critical approach to teaching, as posited by Cunliffe et al. (2002), is to

provoke students to push the boundaries, inquiring "what ends are served and not served by this version of reality?" (p. 294). When teaching management and business, it is essential to acknowledge the period of chattel slavery as a window of time when management concepts were introduced.

The praxis of critical theory has a research objective of deducing the collaborative environment from the viewpoint of individuals in that world; that would be the study participants. Using a case study methodology, the researcher networked with the facu[lty participants and interviewed them about their experiences (Glesne, 2011).

Significance of the Study

The contemporary business world has many challenges, along with society at large, necessitating that academia provide students with tools that equip them to question the accepted hegemony (Cunliffe, et al., 2002). Such tools are dependent on the establishment and practice of industrial management as taught in schools of business with a starting point of the late 19th century. This starting point picks up the factory system in the late 1800's (Useem, J., 1999). By grounding the introduction of management studies in the factory system, a major gap is created, that of recognizing the contribution of management practices during chattel slavery.

One reason that the topic of chattel slavery may not always reach the forefront is because the lived experience of those who dominate the fields of business and business education are not impacted by the systemic and pervasive consequences of marginalization. Students are then left miseducated. As noted later in Figure 1, America's higher education faculty are 75% White, of which 40% are White males. At a time in the

United States when legislation is being authored to eliminate any semblance of historical reality, there is an aligned significance between attempts to shut down discourse and this study. It becomes impractical and unworkable for students to blossom into ethical, fully functioning businesspeople and managers when the pedagogy surrounding business and management lacks acknowledgment of a fundamental truth that is riddled with the absence of true history. That fundamental truth is that business and management tenets forged in the plantation fields of cotton and sugar were perfected by brutality (King, 1991; Baptist, 2014). In the discipline of business and management, students learn the key concepts that inform the subject areas of accounting, human resources, and economics. This study hopes to elicit that it is important to educate students about the mistreatment of enslaved workers such that their classification became that of assets that evidenced depreciation on an enslaver's balance sheet. Whether in the sugar or cotton fields or later, in the mines, the blood and sweat expelled by enslaved people was calculated for the profit and loss of the slave labor camps, also known as plantations (Blackmon, 2008; Rosenthal, 2018).

Research suggests that the connection of management theories as currently taught to the institution of chattel slavery and the management of race requires examination (Cooke, 2003; Blackmon, 2008; Roediger & Esch, 2012; Crane, 2013; Beckert & Rockman (Eds.), 2016). Business and management instruction in higher education follows a master script (Swartz, 1992). "In education, the master script refers to classroom practices, pedagogy, and instructional materials-as well as to the theoretical paradigms from which these aspects are constructed-that are grounded in Eurocentric and

White supremacist ideologies" (Swartz, 1992, p. 341). The master script disregards the business and management practices instituted within chattel slavery and the implications these behaviors have in the modern workplace and instead insists upon a Eurocentric view that diminishes or erases discussion surrounding race and oppression. The implications of an absence of a discussion of chattel slavery are that future leaders in business and management cannot and will not develop the continuity and vocabulary necessary for appreciating the tenets learned in business and management. This lack of appreciation then leads to the current-day management challenges witnessed throughout the corporate landscape wherein management practices rely on intimidation, terror, and deceit as part of a typical business model. In a direct reflection of the brutality and mistreatment imposed on the enslaved in the 18th and 19th centuries, present-day business managers routinely neglect employees' needs, exploiting employees through overwork while simultaneously denying fair treatment. Student learning will benefit if current-day business and management faculty connect the history of productivity and efficiency applications begun during antebellum slavery and the management practices in today's world.

Connection With Social Justice and/or Vincentian Mission in Education

    This research is in alignment with the stated Vincentian Mission in Education of St. John's University, which is to create an environment of empathetic concern for others, representative of St. Vincent. The findings in this research study will expand the lens through which the arena of business studies is seen. By highlighting the connection of management teachings with the vestiges of chattel slavery, future business students and

business faculty will find a connection to socially just practices aligning with the university's mission in addressing the concerns of the disenfranchised.

Research Questions

RQ1: How can business and management teaching in higher education accommodate the topic of chattel slavery?

RQ2: What does it look like for business and management faculty to incorporate the contributions drawn from the chattel slavery era into their pedagogy and curricula?

RQ3: How can the discussion of chattel slavery's contribution to management be shifted from a symbolic approach (i.e., the denial of history) to a symptomatic approach (i.e.. acknowledgement of recorded history).

Definition of Terms

There are several terms that are important to this study. The following terms are operationally defined:

Anti-racist teaching–A pedagogical approach that incorporates challenges to assumptions surrounding white privilege, allowing faculty to host a classroom discussion effectively (Amico, 2015).

Chattel slavery–Slavery based on legal ownership (Crane, 2013, p. 50).

Critical theory–Research that assesses past conditions of domination and pursues alteration of those conditions (Glesne, 2011). Critical pedagogy encouraged through diverse viewpoints (Marx, Freire, etc.) with the objective of individual and collective change (Fenwick, 2005).

Race talk–Dialogues and conversations that touch upon topics of race, racism, 'whiteness' and White privilege (Sue, 2013, p. 664).

Racial consciousness-In-depth understanding of the racialized nature of our world, requiring critical reflection on how assumptions, privilege, and biases about race contribute to White faculty's worldview (Haynes, 2017, p. 87).

Symbol-An entity that implies something more than its apparent or direct meaning. (Jung, (Ed.), 1964, p. 20).

Symbolic interactionism–*"*An exploration of the understandings abroad in culture as the meaningful matrix that guides our lives" (Crotty, 1998, p. 71).

Symbolic racism–"A coherent belief system whose content embodies four specific themes: the beliefs that a) Blacks no longer face much prejudice or discrimination; b) Blacks' failure to progress results from their unwillingness to work hard enough; c) Blacks are demanding too much too fast, and d) Blacks have gotten more than they deserve" (Sears & Henry, 2003, p. 260).

Symbolic thought–a pattern of thought driven by superstition and mythology, engendering an attitude of racism, religious intolerance, and poor business decisions. Thinking symbolically, then, causes individuals to mythologize and think superstitiously, which leads to confusion (Ridley, E., 2002, 2008, 2017, 2020).

Symptomatic thought–a thought pattern that is innate to human neurological processes, allowing the actor to see things without adding connotations (Ridley, E., 2002, 2008, 2017, 2020).

White supremacy–an assumption of hegemony, through normalcy, advantage, privilege, and innocence through the perpetuation of structures, processes, and traditions that reinforce racial subordination under members of a group who identify as White (Haynes, 2017).

CHAPTER 2: INTRODUCTION

Chapter 2 introduced the review of literature that influences this discussion. As was noted in Chapter 1, this study explored the pedagogical practices that incorporate chattel slavery within business and management courses. In Chapter 2, I shared the information from prior researchers that establishes the body of knowledge concerning this study. That body of knowledge incorporates the theoretical framework of critical management education and critical theory. Following Chapter 2, Chapter 3 described the methodology utilized by the researcher, a case study approach.

Theoretical Framework

The theoretical framework that guides this qualitative study is critical theory, specifically critical management education. As noted in Chapter 1, critical management education examines the delivery of management studies with a view towards an emancipation of the curriculum. By using a "cultural critique", managers increase their ability to read management material as effects and practices reflective of culture and ideology (Caproni and Arias, 1997). The research findings build on the work of theorists in critical management education who provide a consciousness around competencies developed for management acuity. An essential influence of critical management education is the emancipating behaviors encouraged to challenge systems of hegemony (Cunliffe, et al., 2002). There is extant literature that addresses critical management studies and the need for academia to "think about the beliefs and practices underlying how we constitute knowledge about the world" (Cunliffe, et al., 2002, p. 489).

Considerable literature contributes to this study in assisting the business and management educator in assessing their curricula for the inclusion of chattel enslavement.

There has been a dearth of attention given to the power of a critical theory approach. Scholars in the vein of critical management education, for instance, have recognized that critical theory can provide a necessary lens for instituting innovative management. Critical theory can provide an emancipatory pathway for educators to challenge previously held maxims surrounding the practice of business and management. This propensity by the academy to essentially tolerate the chaos surrounding failed business ethics provides opportunity for educators. With its "commitment to emancipation" (Prasad and Caproni, 1997), critical theory can be employed to liberate the pedagogical assumptions traditionally taught. Critical theory encourages us to question our assumptions. If the objective of this study is to probe into why chattel slavery is or is not included in the teaching of business and management, critical theory provides an expedient pillar on which to stand.

For an empirical illustration with a theoretical consideration of critical inquiry, Podolny (2009) combined methods of sampling and conversation analysis to examine the resentment of corporate executives against business school pedagogy following the 2008 financial crisis. The response of corporate executives to a survey ($N = 1,024$) indicated that trust in senior management of U.S. and international companies had dropped precipitously. Podolny (2009) found that business schools needed to regain trust by 1) fostering greater integration; 2) appointing teaching teams; 3) encouraging qualitative research; and 4) withdrawing degrees for violating codes of conduct. Podolny (2009) is a

reinforcement of the need to revisit business school pedagogy so that society's needs, values and ethics are better reflected. A throughline can be drawn from the uncoupling of the management practices begun during chattel slavery, which emphasized brutality and exploitation at its worst, to a present-day corporate culture that accentuates achievement and profit at any cost.

Review of Related Literature

Consistent with an interpretivist approach towards understanding the phenomenon of chattel slavery, the literature guiding this study is organized as follows: an examination of critical social science and the link between slavery and capitalism; a need for a curriculum change in business and management studies; a need for faculty fluency in managing classroom racial discourse; and a need to overcome myth in pedagogy.

Critical Social Science And The Link Between Slavery And Capitalism

With his seminal publication, *Capitalism and Slavery,* Williams (1943) provided a comprehensive introduction to the conversation, highlighting chattel slavery as an integral foundation for commerce, along with its consistent need to brutalize and ultimately forfeit human life on the altar of intensified production. Williams affirmed that the cotton and sugar produced during chattel slavery formed the root of capitalism. He opined that slavery was vital so that the landed gentry could enjoy sugar in their tea and coffee (Williams, 1943, p. 5).

Williams (1943) had the temerity to challenge the observations of the renowned economist Adam Smith, who argued that the enslaved found value in providing unfree labor while minimizing their toil. Rather, Williams (1943) counters that the rationale for

utilizing free labor was essential for wide-ranging production in order to maximize the sugar, tobacco and cotton required in the New World (p. 6).

Critical management education suggests that "managerial skills texts and training typically are presented as if the skills they promote were acultural, ahistorical, and unrelated to the power relations that are inextricable from life in organizations and society" (Caproni & Arias, 1997, p. 293). Critical management education is furthered by critical theory; however, critical theory is an "untapped resource" (Caproni & Arias, 1997, p. 294). The persistent racism that informs the hegemonic approach to business and management prohibits a proper integration of a critical lens. As noted by Ridley (2020), "notwithstanding the decades of symbolic efforts at diversity and inclusion within corporations, higher education continues to produce inadequately trained graduates". The persistent ethical lapses that occur in U.S. business are a result of educational efforts that emphasize capitalism at any cost. As noted by Cunliffe, et al. (2002) "Structural features of contemporary society such as the profit imperative, patriarchy, racial inequality, and ecological irresponsibility often turn organizations into instruments of domination and exploitation" (p. 490). Advancing to the late 20th century, one can reference the damage caused by business and management education that is bereft of the ethical instruction that will produce responsible and accountable business students.

Basic business and management pedagogy provides an overview of the American economic system with kudos to management history's "heroic model" (Cooke, 2003, p. 1896). Students learn in introductory business that Frederick Taylor was the father of "scientific management", a philosophy known as Taylorian principles that has persisted

to the 21st century business and management classroom. "It is surprising that Taylor's description of the modern factory worker resembles the accounts of slave labor that have been passed on to us by observers of the plantation" (Aufhauser, 1973, p. 814). However, when students are taught about the early stages of business development in the American economic system, the connection to chattel slavery is omitted. "Management studies [have] wrongly excluded slavery; that exclusion is properly termed a denial" (Cooke 2003, p. 1899). Management history tracks that 17th century labor was first supplied by indentured laborers performing as servants; however, economics dictated that slaves descended from Africa were preferred (van der Linden, 2010). The 21st century ignorance around diversity and inclusion can be traced to a lack of awareness that the use of African slaves to build the economy was begun in the early 15th century. Indeed, well before cotton became king in the American South, the sugar industry was dominant in the Caribbean, in particular, Barbados. "By 1680, the sugar industry covered 80% of the island's arable land, employed 90% of its labor force, and accounted for about 90% of its export earnings" (van der Linden. 2010, p. 511). By educating future leaders about the true origin of management practices, faculty can dispel the myth that the practices of slavery had no connection to the development of management practices. Modern-day business concepts such as work specialization, division of labor, unity of command, and job enrichment were introduced and developed during chattel slavery. "An alternative narrative, in which …US pre-Civil War slavery is a site of the birth of management … gives management quite different associations, with oppression and exploitation" (Cooke, 2003, p. 1896). This study examined the challenges and obstacles encountered and

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overcome by faculty in the adaptation of chattel slavery's impact on business and management curricula. For example, American leadership has been predicated upon the superiority of the white male. This requires an unflinching acceptance of management dogma, with little to no inquiry or challenge. This begs the question of how such behavior was permitted to occur, and whether actors operating with a different lens might have been more successful, if only given an opportunity (Bonilla-Silva, 2014).

By examining the pedagogy of business and management professors, the researcher sought opportunities to link the concept origins of capitalism and business. Crane (2013), using an epistemology of constructivism, provides a critical inquiry to examine the rules, norms and practices that encourage slavery within modern business. Indeed, Crane (2013) reinforces how modern businesses incorporate slavery as a management practice notwithstanding its illegality. With a discussion of slavery in the workplace, Crane (2013) and Rosenthal (2018) provide necessary connective tissue of enslavement practices within current-day organizations, all for the objective of creating competitive advantage, paying close attention to accounting practices as an ingredient in the commodification of the enslaved, hence informing the development of industrial society and capitalism.

Meanwhile, Dehler (2009) summarizes this extant literature by emphasizing the importance of critical management education as a linchpin for the teaching of management practice. As noted earlier in Chapter 1, the teaching of management and business education has been standard and unchallenged in its approach. "Unfree labor represents a blind spot that is almost never part of the story" (van der Linden, 2010).

Business and management curricula do not currently reflect direct linkages between standard business and management tenets and the practices conducted during chattel slavery. Previous research by van der Linden (2010), who examined sugar production on the Caribbean island of Barbados, argued that modern labor management found its origins by 1680. "In 17th century Barbados, the optimum size for efficient sugar production was a plantation of about 200 acres, equipped with a hundred slaves. This was quite a large kind of enterprise at the time. The sugar planter was simultaneously a farmer and manufacturer" (p. 512). van der Linden (2010) argued that "modern labor management, based on the real subsumption of labor under capital, was invented: large numbers of recalcitrant laborers doing monotonous work, and by their very existence threatening the tiny white European elite" (p. 512). As was noted in Chapter 1, fundamental business and management tenets such as division of labor or span of management, contrary to being taught as beginning during chattel slavery, are instead conveyed to students as a development of the factory system of the late 19th century (Useem, J., 1999).

It is now well established from a variety of studies that there is a distinct link between chattel slavery and capitalism, the functioning of business and management. (Blackmon, 2008; Roediger & Esch, 2012; Baptist, 2014; Gerdeman, 2017). Per Gerdeman (2017), slavery's contribution to the U.S. economy was complete and total (p. 2). There is a collective acknowledgement of the association between the development of business and management within the United States and the management practices of chattel slavery. A number of authors have highlighted the effects of the management

practices conducted during chattel slavery (Aufhauser, 1973; Fleischmann, et al., 2011; Beckert & Rockman, 2016; Rosenthal, 2018). For example, Aufhauser (1973) tackled the economics debate by highlighting the connection between slavery and Taylor's school of scientific management (p. 812). When we fast-forward several decades, the research continues to reveal slavery's connection to modern-day business practices. Rosenthal (2018) meticulously delineates the division of labor, particularly with the management class, on slave plantations. In an examination of accounting practices in chattel slavery, Rosenthal (2018) illustrates through extensive organizational charts the "hierarchies of life and death" (p. 24), showing that "precise management and violence went hand in hand" (p. 2). Notwithstanding, although considerable previous research has focused on chattel slavery and management practices, the suggestion that the research be integrated into current day business and management pedagogy has not been presented. This is an area for future research that this study has explored.

The most significant current discussions of connecting chattel slavery to business and management topics are provided by Fleischmann, et al. (2011); Baptist (2014); Rosenthal (2018); and Beckert & Rockman (2016). Although 19th century increases in cotton picking productivity were commonly credited to industrialization, that falsehood was highlighted by Baptist's (2014) revelation of the intense physical labor of the enslaved that facilitated the increase in picking productivity. Any shortages in the daily ratio of picked cotton assigned to the enslaved were met with viciousness from the enslavers sufficient to encourage an immediate response from the enslaved to work harder the next day, thus increasing efficiency. Meticulous written records were

maintained wherein enslavers employed a jargon of "credit and debit accounting"

(Baptist, 2014) to demonstrate the enumeration of the cotton yield–any shortcomings, or

debits, resulted in whippings, the number of strikes equivalent to the number of pounds

short presented by the picker. I argue that these language descriptors for management

tenets escape today's management and business students due to the failure to connect by

faculty. Moreover, the researcher maintains that this lack of connection with the linguistic

and practical origins disables current-day managers when it comes to enhancing the

ethical approach of management and business.

Need For A Curriculum Change In Business And Management Studies

The past century's history of business growth in America is highlighted by a

domestic system of industrialization. This includes various management techniques such

as job specialization to enhance productivity. Modern textbooks covering early

management studies circa the late 1800's emphasize that production was the primary

focal point–human concerns were of no import at the time–increased efficiency meant

increased revenue and profit (Crossen, 2006). Indeed, the literature on management

perspectives typically tracks management observations from three angles: Classical,

Humanistic, and Management Science. Classroom discussions regarding the Classical

Perspective of management center around the subcategories of scientific management,

bureaucratic organizations and administrative principles. The heroes of these subfields

are theorists celebrated for their advocacy within the various domains. Scientific

management was championed by the renowned 19th century engineer, Frederick Winslow

Taylor. Taylor posited that productivity could be perfected by treating workers like

machines, complete with the scientific study of their output (Crossen, 2006). Meanwhile, a 19th century German theorist, Max Weber, posited an approach known as the Weberian Bureaucracy, a second subfield of the Classical perspective. Weber argued that organizations could be most effectively run by a clear division of labor with rigid reporting lines, stringent policies and procedures that are continuously codified (Parson, (trans.), 1930). Finally, a third subfield of the Classical perspective is administrative principles, primarily championed by a 19th century French engineer, Henri Fayol. Fayol popularized the core functions of management taught to today's management students: planning, organizing, leading and controlling (Pryor & Taneja, 2010).

A second viewpoint taught to today's business and management students is known as the humanistic perspective, an approach that highlights human behaviors, including how people work together. The categories within the humanistic perspective are human relations, human resources, and behavioral sciences. The human relations component, precipitated by public pressure for firms to treat employees more humanely, was championed in the 19th century by Mary Parker Follett, a multidisciplinary philosopher. Also active in human relations during the 19th century would be economist Chester Barnard, a Harvard dropout, who later led the helm of New Jersey Bell as President (Wolf, 1968). Barnard's influence was seen in his emphasis on the links among people within an organization, which he stated would supercede the mechanistic approach toward managing a firm (Wolf, 1968). Further evolution of the humanistic perspective was the human resource point of view, popularized in the early 20th century by psychologist Abraham Maslow, well known for his theory on the hierarchy of needs

(Maslow, 1943). Also, psychologist Douglas McGregor took things further when he suggested that both the Classical perspective as well as 19th century human relations theories were inadequate–he posited a formula known as Theory X and Theory Y. McGregor's opinion was that employee behavior could best be judged by their propensity for work–Theory X suggests that workers require strong supervision, up to and including punishment; while Theory Y offers that people will enthusiastically avail themselves of all opportunities in the workplace (McGregor, 1960).

The involvement of psychologists in the humanistic perspective led to a third subfield, behavioral sciences. This subfield gave a home to multiple disciplines, including economics, anthropology, psychology and sociology, all speaking to human behavior. Towards the end of the 20th century, a popular management technique that evolved out of behavioral sciences is organizational development, which focuses on organizations and their internal and external challenges (French, et al., 2000).

Present day management ethics and challenges have received attention from scholars, especially in the area of business ethics. An exemplar of curriculum review followed the global financial crisis of 2009, a necessary turning point for business schools in their pedagogy. Giacalone and Wargo (2009) used methods of observation and case study to challenge the management theories taught in business schools and found that 1) business school curricula magnify and exacerbate destructive social values; 2) important human moral values are substituted with amorality, determinism and pessimism; and 3) the emphasis on profit-maximization is emphasized to the exclusion of other positive social values. The researchers argue that the problems that weaken

America's business structure are due to mindsets that influence and generate global dissonance, as America disseminates its avarice globally, which exacerbates the divide between the entitled and the deprived (Giacalone and Wargo, 2009). These findings are a premier source for arguments addressing a gap in business school pedagogy; in particular, the need to revisit the teaching methodologies of business school professors.

Meanwhile, in recent years, there has been an increasing amount of literature on the need to revisit business and management curricula. Historically, the field of business instruction has been treated as sacrosanct in academia. Business school students have traditionally been taught with material that is unchallenged (van der Linden, 2010). As noted earlier, theorists such as Frederick Taylor have been lauded, Taylor as the father of scientific management. Yet, van der Linde (2015) argued that Taylor's methodologies were greatly "unscientific". Research in the field of business pedagogy suggests that there are considerable gaps when it comes to including scholarship that challenges the American grand narrative (Martin and Nakayama, 2022). American business practices have been the global standard for more than a century, and an examination of business instruction in higher education is needed (Giacalone and Wargo, 2009; Podolny, 2009). This examination explored whether business curricula demonstrate inclusion, especially in light of changing demographic demands.

There is a growing body of literature that recognizes the importance of curriculum change in business (Bennis and O'Toole, 2005; Cummings and Bridgman, 2016; Rivero and von Feigenblatt, 2016; Bridgman, et al. 2019; Prieto and Phipps, 2021). Cummings and Bridgman (2016), Rivero and von Feigenblatt (2016), and Bridgman, et al. (2019) all

identify concerns regarding a need to better understand the history of management when developing business and management curricula. Cummings and Bridgman (2016) suggest there is a danger in suppressing the advancement of unique narratives that provide utility in improving learning. Instead, educators in management are encouraged to promote originality by connecting more deeply with history. "The limited way in which we have recorded and relay our field's past can limit what we focus on in the present, and consequently, bound progression" (Cummings and Bridgman, 2016, p. 251). Existing research recognizes the critical role played by a reflective history of management and the need to have a broad perspective that subsequently nurtures new ways of thought and application (Cummings & Bridgman, 2016; Bennis & O'Toole, 2005). The education of business students has increasingly been seen as problematic due to the missing link of real ethical training while emphasizing a myth of scientific management that does not provide sufficient awareness of how real-life business is conducted (Bennis & O'Toole, 2005). Our understanding of how chattel slavery influenced business and management is noticeably underdeveloped in business management studies, leaving a gap that does not allow for an appreciation of ethical problems preceding business crises.

Although there has been extensive study surrounding the brutality, coercion, and punishment practiced during chattel slavery, the explicit association with current day treatment of employees is not as well researched. Studies that explore issues surrounding corporate social responsibility have identified challenges from intensified business rivalries (Shapiro, 2004; Rivero & von Feigenblatt, 2016; Prieto, et al. 2017; Bridgman, et al. 2019)) with an emphasis on conquering business failures. A continuing thread in the

research emphasizes the inability of current-day managers to master the stresses in everyday business without demonstrating bullying, coercion, and abuse against workers. Such a dysfunctional environment, not uncommon in today's businesses, is encouraged by inadequate instruction that leaves today's business and management students unprepared (Rivero & von Feigenblatt, 2016, p. 425).

Business and management students learning economics do not receive a true representation of history when they are not instructed that, for instance, from the period 1790 to 1820, productivity was nonstop due to efficiencies–such efficiencies were obtained from each individual enslaved person via the enslaver's whip (Baptist, 2014).

Business and management faculty can instruct on the throughline from work measurement, incessant scrutiny of work performed, and the brutality meted out to extract performance, to today's real-time management practices (Baptist, 2014). Indeed, higher education faculty should temper the celebration of Frederick Winslow Taylor as the father of scientific management by making sure instruction includes Taylor's perspective on race as it applies to management (Roediger & Esch, 2012). However, to be effective at such a pedagogical shift, it is important that faculty have a comfort level with the discussion of racialized topics.

Faculty Fluency In Managing Classroom Racial Discourse

Previous research has established that a challenge to instituting change in classroom curricula is the ability of faculty to manage classrooms discussions concerning the topic of race. As noted in Figure 1, of the 1.5 million faculty in degree-granting postsecondary institutions, 76% are White males or females (U.S. Department of

Education, 2020). That level of representation of White faculty suggests that there is an imperative for faculty to have racial fluency when they are tasked with leading a classroom of diverse students. Introducing the topic of chattel slavery as a conduit to present-day management and business studies requires that faculty possess an ability to manage classroom dialogue around the construct of race. A great deal of previous research into business and management studies has focused on the critical approach to introducing race into classroom discussions.

Figure 1

Number of faculty in degree-granting postsecondary institutions, by employment status; Selected years, fall 1999 through fall 2018
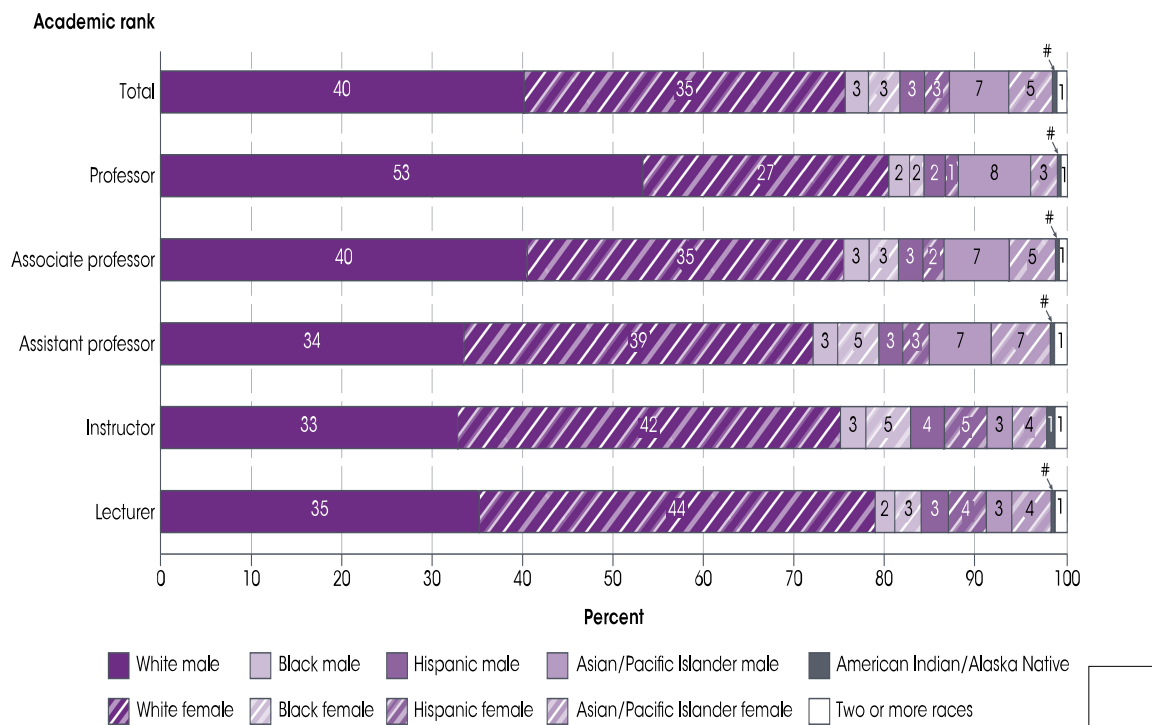
Note: In fall 2018, of the 1.5 million faculty in degree-granting postsecondary institutions, 54 percent were full time and 46 percent were part time. Faculty include professors, associate professors, assistant professors, instructors, lecturers, assisting professors, adjunct professors, and interim professors. Of all full-time faculty in degree-granting postsecondary institutions in fall 2018, some 40 percent were White males; 35 percent were White females; 7 percent were Asian/Pacific Islander males; 5 percent were Asian/Pacific Islander females; and 3 percent each were Black males, Black females, Hispanic males, and Hispanic females. Those who were American Indian/Alaska Native and those who were of two or more races each made up 1 percent or less of full-time faculty. From U.S. Department of Education, National Center for Education Statistics. (2020). *The Condition of Education 2020* (NCES 2020-144), Characteristics of Postsecondary Faculty.

Haynes and Patton (2019), Haynes (2017), and Sue (2013) provide very effective pathways towards faculty developing a comfort level with conversing on the topic of race within a classroom curriculum. By developing a 'racial consciousness', Haynes (2017) suggests that faculty can facilitate their classroom management during discourse on race. Haynes (2017), using an epistemology of constructivism, empirically measured teaching excellence by drawing a distinction between an expansive view of equality (stressing equality as a result) from a restrictive view of equality (responding to unequal treatment as one-off events) (p. 88).

These studies are an essential effort to expand the capacity of faculty to incorporate culturally relevant pedagogy in teaching. Haynes and Patton (2019), Haynes

(2017), and Sue (2013) affirm that course design and instructional methodology are strongly impacted by faculty proficiency in managing class discussions that touch on race. Haynes' (2017) conceptual framework, developed by her, was labeled Racial Consciousness and its Influence on the Behaviors of White Faculty in the Classroom. It was delivered through an open-ended survey instrument to instructional faculty ($N = 640$) who self-identified as White (Haynes, 2017). The nexus of the research of Haynes (2017) and Haynes and Patton (2019) was that White faculty who exhibited "higher levels of racial consciousness" would provide a class environment that displayed an "expansive view of equality", taking accountability for their role in enabling social justice (Haynes, 2017, p. 95).

Haynes and Patton (2019) continued this research trajectory in their examination of White STEM faculty, using multiple methods of data collection (surveys, interviews, observations) with undergraduate instructional faculty ($N = 640$). A very important contribution from Haynes and Patton (2019) is the recognition that the preservation of White interests may prohibit curriculum that is race-adjacent.

On the other hand, Sue (2013) provides instruction to facilitate the efforts of faculty to have discussions surrounding race in the classroom. A discussion of chattel slavery requires such a comfort level. Sue (2013), who calls this activity 'race talk', used an epistemology of constructivism to combine methods of focus groups and individual interviews to conduct four studies over a five-year period. Again, this research supports the need for faculty to examine their pedagogy to assure inclusion and cultural relevance.

Haynes (2017) and Sue (2013) suggest that faculty serve their students better if they are proficient in managing discussions of race in the classroom.

This study went further to examine the ability of higher education business faculty, no matter their background, to effectively connect the history of American business with chattel slavery (Baptist, 2014; Katznelson, 2005). This study challenged textbook diversity discussions to weed out mythology and incorrect assumptions. Indeed, this research will equip faculty to adapt curricula to accommodate the changing demographics, removing a general apathy surrounding established pedagogical presumptions (Muller and Parham, 1998; Sue, 2013; Haynes, 2017; Haynes and Patton, 2019).

Research on college access suggests that universities and colleges are challenged in leveling the playing field for students of color seeking higher education (Carnevale and Strohl, 2013). This research study, using an "unconventional perspective" (Creswell and Poth, 2018, p. 58) explored whether there are discrepancies within business school curricula, providing "action research …to improve practice" (Glesne, 2011, p. 23). Using a theoretical perspective of critical inquiry and interpretivism allows investigation of whether scholarship from the full academic community is frequently marginalized, and even dismissed.

Overcoming Myth In Pedagogy

As long ago stated by Dewey (1929), an appreciation of the impact of symbols in civilization is essential. In order to fully appreciate the pedagogical resistance towards including chattel slavery in the development of business and management tenets, it is

necessary to examine the symbols vs. symptoms in curriculum development (Ridley, L., 2018). Indeed, Whitmont (1969) has posited that humanity is on a 'symbolic quest'.

Symbolism has two significant characteristics: mythology and superstition (Ridley, E., 2002, 2008, 2018, 2020). Per E. Ridley (2002), symbolic thought, a learned behavior, causes individuals to mythologize and think superstitiously, seeking secondary meaning instead of an acceptance of facts, all demonstrated by a refusal to face reality. The literature is replete with falsehoods and myths concerning the humanity of enslaved people, hence justifying their poor treatment, disenfranchisement, and subsequent exploitation. Cutting edge research examines the benefit of a symptomatic vs. symbolic approach towards faculty instructing on the true origin of management concepts, correctly acknowledging the connection with chattel slavery. Generations of denying reality allows the business community to reach our present state, wherein the cruel and unkind treatment of employees is a common default for business managers. Symptomatic thought, which is innate to human neurological processes, allows for a clear, unfettered view; to implement policy and evaluate individuals free of superstition and mythology. Unlike symbolic thought, symptomatic thought and behavior is natural, requiring no effort.

Advanced research in myth and symbolic behavior allows for an examination of whether or not the inclusion of chattel slavery into the lexicon of business pedagogy can be facilitated by understanding the negative impact of symbols and symbolic thinking. As has become evident in recent years, the U.S. has experienced sheer incompetence by U.S. business managers, primarily white males, juxtaposed with those managers that have

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provided unprecedented growth in business and industry. For every Reed Hastings

(Netflix) or Ken Chenault (American Express), there are countless more Bernie Ebbers

(WorldCom) or Ken Lay (Enron). A mythology of invincibility has been perpetuated

surrounding managers of privilege. A management practice of symbolic thought involves

the refusal to face reality, encouraging workers to ignore signs of dysfunction or even

danger. Management problems are then never confronted or addressed until a corporate

whistleblower develops the courage to speak out (Kelleher, 2019).

It is essential to challenge the typical pedagogical approach used by business

instructors to determine whether a link is made between chattel slavery and present-day

management instruction (Ridley, L., 2018). Interviews with business faculty about their

pedagogy and curricula examined specifically the inclusion of chattel slavery in their

pedagogy. This study incorporated a tool that ushers in symptomatic thought as opposed

to symbolic thinking. As noted earlier, symptomatic thought, which is neurologically

innate, allows individuals to face reality to implement policy and evaluate individuals

free of superstition and mythology (Ridley, E., 2002, 2008, 2017, 2020). To transform the

curriculum, pedagogy is enhanced by thinking symptomatically.

It is important to understand the connection between capitalism and chattel

slavery by examining chattel slavery's impact on the development of management and

business (Baptist, 2014; Rosenthal, 2018). It is now well established from a variety of

studies that even modern slavery bears a resemblance to chattel slavery in its continuing

practices of brutality, oppression, and enslavement (Crane, 2013; Banerjee, 2021;

Caruana, et al. 2021; Crane, et al., 2021). Modern slavery, typically referred to as "human

trafficking, debt bondage, and forced labor" (Crane, et al. 2021, p. 1) is a natural evolution of so-called traditional slavery, also known as chattel slavery. Additionally, when we acknowledge the brutality that is endemic to chattel slavery, in an attempt to maintain and increase productivity (Baptist, 2014), today's management and business practices can unfortunately resemble that oppressive environment when it comes to employee discrimination and unfair labor practices. Notwithstanding an interest in developing a field of study for ostensible modern slavery (Caruana, et al. 2021), the research in business and management that connects chattel slavery is extant. Opportunities for research into chattel slavery's connection with business and management fall more in the discipline subfield of history, where historians are found reviewing economic competencies and proficiencies (Caruana, et al., 2021).

Business and management students should be instructed in how plantation owners regarded their free labor (enslaved workers) as assets within their capitalist enterprise. At the same time, a mythology of "whiteness-as-management" evolved, completely erasing the management and industrial influences produced by enslaved workers (Roediger and Esch, 2012). Students should be instructed about this erasure in the literature.

Business and management students learning economics do not receive a true representation of history when they are not instructed that, for instance, from the period 1790 to 1820, productivity was nonstop due to efficiencies–such efficiencies were obtained from each individual enslaved person via the enslaver's whip (Baptist, 2014).

Business and management faculty can instruct on the throughline from work measurement, incessant scrutiny of work performance, and the brutality meted out to

extract performance, to today's real-time management practices (Baptist, 2014). Indeed, higher education faculty should temper the celebration of Frederick Winslow Taylor as the father of scientific management by making sure instruction includes Taylor's perspective on race as it applies to management (Roediger and Esch, 2012).

An important marker for the reluctance of business and management research in developing a robust field around the connection of chattel slavery is the symbolism and mythology that surrounds capitalism, its origins, and the management of free labor (Bridgman, et al., 2019; Beckert and Rockman (Eds.), 2016; Cummings and Bridgman, 2016; Rivero and von Feigenblatt, 2016; Roediger and Esch, 2012; Cooke, 2003). It is essential that business and management researchers approach this topic from a non-symbolic point of view (Ridley, L. 2018; Cunliffe, 2002; Ridley, E., 2002, 2008, 2017, 2020). The extent to which the management practices developed during chattel slavery are directly related to modern day business and management, yet are not acknowledged, is due to mythology. The opposite of a symbolic approach to this discussion would be a symptomatic view, wherein the tenets developed during chattel slavery such as efficiency, effectiveness, and productivity are acknowledged as a direct contributor to today's management practices (Beckert and Rockman (Eds.), 2016). This symptomatic acknowledgment should be conveyed to business and management students as a cornerstone of their learning. "Symbol systems that produce mythologies call for superstitious, ritualistic behavior" (Ridley, E., 2008, p. 110). The continuing reluctance to connect the management of chattel slavery to today's business and management pedagogy is rooted in symbolic thought.

The topic of chattel slavery can be considered a racialized topic by many. The choice to exclude chattel slavery from business and management textbooks is deliberate and cannot be addressed without a proper understanding of the teaching of white supremacy (Yacovone, 2022). As noted in the beginning of this section, there is an accepted dogma that the educational disciplines of business and management should be protected from certain unpleasant truths. However, "everything vital to the proper workings of a society is transmitted by means of written documents in societies with writing and by means of tradition in oral societies. Far from being merely entertainment or folklore, tradition is vested with the essential mission of social reproduction" (Vansina, J., 1989). The tradition regarding the teaching of management and business began long ago and attempts to shift that convention have been ignored and resisted. That approach is the very essence of symbolic thought. "White Americans began as a people so arrogant in convictions of racial superiority that they felt licensed to kill red people, to enslave black people, and to import yellow and brown people for peon labor. We white Americans have been racist in our customs, in our conditioned reflexes, in our souls" (Schlesinger, Jr., 1998). The refusal to face reality defines symbolic thought. A reversal of that behavior would be symptomatic.

Conclusion

In summary, the studies presented provide evidence of the need to explore the pedagogical practice of connecting chattel slavery with the teaching of business and management. However, these studies presented in Chapter 2, although indicating sustained evidence in the role of chattel slavery in developing concepts of management,

leave a gap regarding the need to change the curriculum of business and management studies. To date, there has been limited study on how faculty incorporate chattel slavery into management concepts, primarily given the polarization that occurs when discussions become racialized. The latest studies show that faculty from all backgrounds struggle to integrate race effectively into business and management pedagogy, due to a lack of confidence and/or competence for managing the subject matter. This omission, due to reluctance and discomfort, creates a skewed delivery of the history of management and business to students as they attempt to develop an accurate understanding of capitalism and its origins. This study will fill that gap. Further, in Chapter 3, the researcher demonstrates the methods used to conduct the study.

CHAPTER 3: METHOD

Introduction

Chapter 1 of this study provided the background for this study. This study explored how faculty who teach courses in business and management are able to construct their curricula to include the topic of chattel slavery as a beginning mantle for business concepts. Chapter 1 provided the significance of the study, the study's connection with social justice, and the research questions. Chapter 2 reviewed the theoretical framework that is the perspective used for this study along with the literature that supports this study. Chapter 3 focused on the research design and data analysis, the population along with the settings and data collection methodology, trustworthiness, and research ethics.

Methods and Procedures

Research Questions

RQ1: How can business and management teaching in higher education accommodate the topic of chattel slavery?

RQ2: What does it look like for business and management faculty to incorporate the contributions drawn from the chattel slavery era into their pedagogy and curricula?

RQ3: How can the discussion of chattel slavery's contribution to management be shifted from a symbolic approach (i.e., the denial of history) to a symptomatic approach (i.e., acknowledgement of recorded history).

Yin (2018) suggests that all case designs have their merit, but multiple cases are "preferred, with substantial analytic benefits from having two (or more) cases" (p. 61). Accordingly, this research study utilized a collective case study perspective. The units of analysis were bound by interviews with university professors who have an exposure to the topic of business and management, either through the history of management or present-day business and management challenges. The choice of a case study design was made after consideration of possible methods. A collective case study combined deep interviewing and document analysis wherein each case is circumscribed and cohesive. By utilizing a collective case study method, multiple interviews were conducted with the selected participants and their responses when coded can be sourced for connections. This research study determined how the topic of chattel slavery can be incorporated into the teaching of business and management; and if the topic cannot be included in pedagogy, why not? (Zucker, 2009).

Setting

The setting for this study was universities hosting higher education business and management curricula. I sourced participants from faculty whose research interest intersects business and management. The study included faculty participants from a diversity of institutions including but not limited to PWIs (predominantly White institutions); HBCU's (historically Black colleges and universities); R1 (Research Level One) universities; faith-based colleges, international universities, as well as American urban universities.

For research participants located within my university environment, I maintained a heightened consciousness (Glesne, 2011). To avoid the potential challenges of backyard research (Glesne, 2011), I recruited fellow members of multiple business teaching organizations–for example, the National Business Education Association, American Association of University Professors, Organizational Behavior Teaching Society, and the Academy of Management. I additionally recruited faculty who have had to tackle thorny business issues impacted by the changing demographics while building their curricula. This research study deliberately targeted professors of business; however, professors from humanities disciplines were selected through snowball sampling since they have an established practice of challenging the status quo in their curriculum design.

Participants

For this study, I used a purposeful selection technique supplemented by snowball sampling (Creswell and Poth, 2018) to locate participants (see Exhibit E for recruitment letter). I interviewed university professors purposely sampled from higher education environments nationwide, predominantly instructors whose core curriculum examines business and management, as noted in Table 1. Purposeful selection allowed the researcher to achieve five important objectives: 1) choosing cases that typify the population while 2) assuring that the cases are sufficiently divergent (also known as maximum variation); 3) choosing those cases that are crucial for investigating the assumptions driving the study; and 4) ascertaining specific parallels among the cases, if possible (Maxwell, 2013). A concluding objective was to choose participants with whom

a constructive association could be created that would facilitate responses to queries. Participants are noted in Table 1; all were assigned pseudonyms, as shown.

Through this purposeful sampling, I developed relationships with the interviewees. A derivative of purposeful sampling is known as maximum variation, by which I was able to build expansive connections among participants whose lives contrasted but were nevertheless impacted by mutual underlying and societal dynamics (Seidman, 2006). Purposeful sampling has utility, since there are few faculty who have public evidence of using this history in their pedagogical practices, so it was necessary for confirmation purposes to see if those individuals would be comfortable in sharing. Hence, using a maximum variation approach, I recruited faculty from a nationwide pool. Preferred participants were multidisciplinary faculty who previously demonstrated an interest in dismantling the curricula for the purposes of emancipatory knowledge. This maximum variation technique intentionally sampled an extensive assortment of participants who were yet inside this study's reach (Seidman, 2006). A wide a sample as possible was gleaned from appropriate disciplinary areas; faculty members were chosen because their ideas around pedagogy have aligned with some of the areas of study. I can justify this maximum variation approach by eschewing the inclination to select interview participants who are closer to home, within my backyard, as it were. Relationships with

Table 1

Description of Participants (all names are pseudonyms)

Participant	Discipline Focus	Years in Education
Elle Woods	Business Management	20
Paul Henreid	Business History	40
Robert Garfield	Business Management	40
Bessie Head	Ethnic Studies	20
Claude Rains	Business Management	30
Humphrey Bogart	Business Ethics	30
Rebecca Morgan	Business Management	20
Joan Crawford	Business Ethics	20
Ingrid Bergman	Business Management	30
Betsy Ross	Business History	20

participants were cultivated through outreach by email. Participants were located by a review of their published research. Each university professor represents a case in this proposed collective case study. This purposeful sampling for maximum variation yielded data sufficient to provide saturation of information (Seidman, 2006). Implementing a further approach of criterion sampling, I extensively studied the writings of the chosen participants, which led to the choices of the participants. Participants' experiences with

challenging the status quo of curriculum and pedagogy were of particular interest to me. Outreach to potential participants confirmed an alignment between my area of research and their potential helpfulness in eliciting data. For further trustworthiness, participants were able to ask me questions to affirm that their participation would be of utility. I was told often by participants, "I want to help you get where you need to go".

Creswell and Poth (2018) suggest snowball sampling can identify additional case studies by obtaining participant referrals. Consistent with my Interview Protocol (Appendix D), I asked participants at the end of each interview if they could refer other faculty members who might be suited to discuss this topic. I received several referrals, more than this study could accommodate, who were ideal targets for interviews. Three of my interviews resulted from this snowball sampling technique.

The average length of years teaching was 30 years, with two professors approaching emerita status.

Data Collection

Research needs to have four components: the research relationships established; selection; data collection; and data analysis (Maxwell, 2013, p. 90). Two questions can be answered: identification of methods and justification of choice (Crotty, 1998, p. 2). Multiple sources of evidence were sought in order to provide optimum confirmability and reliability: documentation, interviews, direct observations, and physical artifacts. I obtained copies of interviewees' syllabi. I requested permission to audit the classes of interviewees; however, after following up with participants, it was determined that auditing would not be possible. Documentation reviewed was in the form of studies,

news articles, and YouTube lectures (Yin, 2018). Documents within data collection are important, since inferences can be drawn from any material found, compared and contrasted with the interview results. It was important for me, before participant interviews were even conducted, to examine any writings, news items, and YouTube lectures that could augment the feedback I obtained for each case study. This information was easily located through a simple search online. I was prepared, if textual support proved to be contradictory, to dig deeper for more clarification (Yin, 2018, p.115).

To assure legitimacy and trustworthiness of the evidence, Yin (2018) suggests that the researcher keep in mind four tenets when collecting data: tapping into evidence from numerous areas; generating a case study database; preserving a chain of evidence and exercising caution when using social media sources. The triangulation effect that comes from using multiple sources of evidence reinforces the choice of a case study approach for extensive examination of the research topic. As seen in Figure 2, multiple sources of evidence can contribute to the ability of the researcher to "develop converging lines of inquiry" (Yin, 2018, p. 127), an important procedural exercise.

The second tenet suggested by Yin (2018) is the necessity of a base of evidence, typically collected in an electronic data file. This base of evidence, maintained in reasonable order, can enhance the reliability of the case study, and provides a source for later inspection, if necessary, as well as subsequent analysis. The database contains documents, field notes, and even an annotated bibliography that I used to catalogue the documents for later recovery.

A third maxim, the preservation of a "chain of evidence", amplifies the construct validity of the data in a case study (Yin, 2018, p. 134). This step facilitates the connection between the original research questions and the study's findings.

As noted earlier, an important consideration in today's electronic environment is the need to use caution when accessing social media (Yin, 2018). Social media has such a vast landscape that the researcher must be judicious in the selection of information, performing proper vetting procedures to assure there is impartiality. Social media has enough unreliability such that I did not access data from that source. Finally, by using triangulation, I was able to implement different ways to collect data, pulling from different sources with potentially different perspectives. The completion of faculty interviews along with lecture observations are but two models of data collection that enhanced triangulation.

Document Analysis

Consistent with Appendix C, I obtained any syllabi that provided insight into teaching practices that align with this research study. I sought external publications such as interviews or writings done by selected participants (not connected with this study's literature review). There were feature stories done by institutions with my participants wherein they discuss their pedagogy. This document analysis served to inform my interview questions, allowing for probing inquiries apart from the interview protocol. Historical data is of utility for discerning behavior patterns over time (Glesne, 2011).

Interviews

The most efficient method to collect data is through interviews (see Appendix D

Figure 2

Convergence Of Multiple Sources Of Evidence
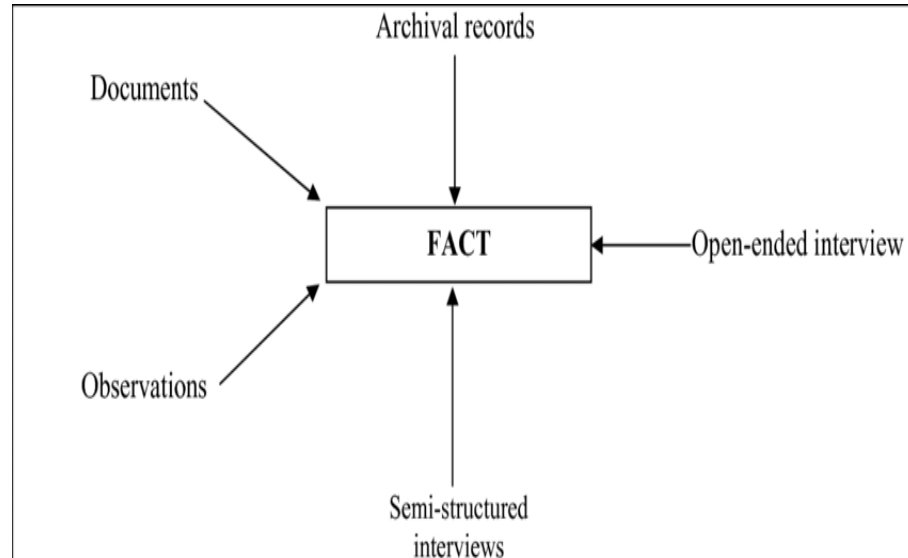
Note: Adapted from Yin (1994) to illustrate the power of data triangulation.

for the Interview Protocol). Interviews made it possible to establish a rapport with interview subjects, allowing a view of the world through another's lens (Maxwell, 2013). This qualitative study was conducted using semi-structured interviews with the selected participants. Selected interviewees were university professors, and each university professor represents a case, resulting in collective case studies. I sought corroborating substantiation of the theory that chattel slavery was the genesis of business and management concepts.

My settings for conducting interviews were online remotely through a university-approved system. Glesne (2011) maintains that the interview process aids in the development of research questions as well as seeing patterns of behavior. I implemented

Bertrand and Marsh's (2015) "sensemaking theory"–how individuals make sense of their experiences. "The recursive sensemaking process, entailing attribution and changing understandings of data, is influenced by beliefs and past experiences...At the same time, sensemaking (re)shapes beliefs and interpretations of experiences" (p. 863). I implemented sensemaking to explore the "root causes of the outcomes observed in data" (p. 862). My interview protocol allowed me to spend 60-90 minutes with each participant to obtain audio responses to the interview questions.

Interviews consisted of participants providing their thoughts on the integration of the topic of chattel slavery in the teaching of business and management; including how the topic is incorporated and valued by them. The case study interviews were recorded using Zoom on a university-approved cloud-based system. Permission to record was obtained from the participants as per the Letter of Consent, Appendix C. Two participants declined permission to be recorded, so I took copious notes during the interview. Interviews were conducted following the protocol as noted in Appendix D. I was mindful to shape the interview questions such that the investigatory probe was fulfilled yet did not cause the interviewee to feel threatened or uncomfortable (Yin, 2018).

As noted, the semi-structured interviews were short case study discussions focused on taking place over 60-90 minutes. Interview conversations were open-ended following the case study protocol. Any advance material obtained during the document analysis assisted me in targeting specific questions that allowed the interviewee to offer renewed observations.

Observation

I requested permission from interview participants for remote class observations by me. However, the interviews were conducted during the summer months. After following up with those participants, it became apparent that classroom audits would not be possible. However, I did use "unobtrusive observation", such as participants' syllabi, public conference papers, and YouTube lectures (Berg and Lune, 2011). Trustworthiness is discussed further below.

Trustworthiness of the Design

To ascertain trustworthiness, Lincoln and Guba (1985) suggest that the researcher should establish credibility, transferability, dependability and confirmability (p. 300). Regarding credibility, research outcomes are enhanced if the researcher performs sustained interaction and constant examination of the research participants and their environment, an activity that can build significant trust. I conducted contact visits with participants, effectively to "break the ice". My intent was to elicit the interviewees' involvement in the subject matter with the detail that Lincoln and Guba (1985) refer to as lengthy and enduring. Because I am deeply immersed in the field of business, I avoided excess bonding with the research subjects, also known as "going native" (Lincoln and Guba, 1985, p. 304). Also, peer review and debriefing were essential tools. Member checking, including the sharing of interview transcripts and summaries, permitted engagement with interviewees to affirm that what was heard and recorded is what was said and meant. The methodology of critical management education could have been viewed as political, such that the responses elicited by research questions crossed

boundaries of usual social construction and expected discourse, requiring continuous iteration. During this qualitative inquiry, I was mindful of any possibility for distortions during the interview. I watched for potential inadvertent statements that could have been misleading or designed to placate or confuse me (Lincoln and Guba, 1985). I consistently monitored my dialogue to identify and resolve any communications issues.

To reinforce credibility, I conducted peer-debriefing with faculty independent of the study. Peer-debriefing allowed me to stay honest with exposure to colleagues who could challenge me to affirm the cogency of my research questions. By responding to peers' challenges regarding the research questions, I was given an opportunity, in interrogatory encounters, to refine the working hypothesis as well as expose any biases (Lincoln and Guba, 1985). I conducted peer debriefing with faculty colleagues and former professors. Their feedback and suggestions have been incorporated into this study.

Member-checking is another step towards establishing credibility. Member checking is an activity that is ongoing and continuous. By obtaining concurrence from interviewees regarding the integrity of the research, I was able to strengthen the work for potential critique of validity (Lincoln and Guba,1985, p. 315). Member-checking afforded me the opportunity to revisit the data collected with the study participants, allowing them the chance to critique and/or respond to my interpretations to assure accuracy. However, during member checking, I was careful not to allow the participants to substantively change the response material.

A second aspect of trustworthiness is transferability. As noted by Lincoln and Guba (1985), the element of transferability is not always easy to ascertain. At a

minimum, I provided a platform for future researchers from which they can draw inferences and conclusions. Recognizing the differences in institutional expectations which might impact my participants' stories, I was careful to have conversations with my participants that would offer insight into their experiences.

Two final components of trustworthiness are dependability and confirmability. These two elements can be blended; indeed, dependability can be mitigated if credibility is established (Lincoln and Guba, 1985, p. 317). An alternative approach to confirmability would be triangulation, as noted earlier.

I remained vigilant regarding the need to avoid reflexivity during interviews. Reflexivity, as defined by Yin (2018), is when the researcher's viewpoint inadvertently "influences the interviewee's responses" (p. 120). I avoided this by paying very close attention to the interviewing dynamic. I was mindful of my body language and voice responses.

Research Ethics

Subsequent to receiving approval (Appendix A) from St. John's University's Institutional Review Board (IRB) as well as the IRB of Bronx Manhattan Community College (Appendix B), I reached out to participants and invited them to participate in my study. All participants who accepted filled out a consent form (Appendix C). Following the interview, I sent participants an interview transcript for review.

The completion of the consent form evidenced my participant's willingness to participate in my study. They were not asked or coerced to participate without their

consent. All participants' names as well as references to their schools were given pseudonyms to protect not only their identity but any related information.

At the beginning of all interviews, participants were told they could stop at any time or refuse to answer specific questions. All interviews were scheduled at times convenient for participants, sometimes rescheduled repeatedly to accommodate them. All interviews were recorded on a university-approved cloud-based system. All qualitative data collected from participants was stored on my password-protected cloud and uploaded to Otter.ai for transcription.

When the interviews ended, participants were told that the study results would be shared with them and their perceptions would be informative for future practice.

Data Analysis Approach

My analysis of data was done by me methodically by examining documents readily available, such as participants' published work (not connected with my literature review); any publicly available interviews; and any syllabi available. This document analysis is consistent in context with the larger study. Following document analysis, I retrieved data from participants through semi-structured interviews that were enhanced by probing questions.

Once I completed interviews, I began the process of content analysis. Coding began using first cycle coding methods. Given the collective case studies, I used multiple methods of coding, between and within disciplines and institutional types, all the while answering my research questions. Deductive coding built on information gleaned from the document analyses; inductive coding addressed the data learned from interviews. To

facilitate the coding activity, I used Otter.ai software to transcribe the interviews. The research questions explored "personal, interpretive meanings within the data" (Saldana, 2016, p. 70). Themes sought in the material fell within the range of chattel slavery, scientific management, reality avoidance, and curriculum planning, to name a few exemplar categories.

Using the CAQDAS program of Delvetool, I approached coding generically at first. My first cycle coding was eclectic: for the first cycle, I used Descriptive Coding as a general overall approach followed by In Vivo coding for any and all information. In Vivo coding facilitated my engagement with the interview transcripts and provided me with the opportunity to use the voices of the participants rather than paraphrasing. For second cycle coding, I used pattern coding for filtering those selections from the first cycle, and developed themes (Saldana, 2016, p. 213). Pattern and/or focused coding can be used for cataloging of data (Saldana, 2016). I used pattern coding to develop themes emerging from the data until I reached saturation.

Researcher Role

Banks (1993) reminds us that it is important for the researcher to identify their "ideological positions and normative assumptions" (p. 5). My long career background in the corporate world, prior to decades of teaching in business, prepared me for the discussions with participants. I avoided any potential bias or preconceived notions regarding study results (Creswell and Poth, 2018). In this study, my fact-finding required multiple roles which might present ethical dilemmas. Given my purposeful selection of research participants, and subsequent snowball sampling, I enjoyed the interaction and

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data gathering. As a researcher, I find utility in a critical paradigm because the "critical perspective contends that the beliefs of the inquirer inevitably influences research findings and these influences do not inherently pose problems or threaten the quality of the study" (Patton, et al., 2016, p. 25). I have a passionate desire to "promote fundamental social change by raising consciousness and correcting injustices" (Patton, et al., 2016, p. 25).

Glesne (2011) suggests that qualitative researchers must be mindful of four representations: exploiter, reformer, advocate, and friend (p. 167). I certainly avoided the role of exploiter, especially since I partnered with anonymized participants as individual cases and I was mindful of their stories. Inasmuch as the participants were effectively my peers, I treated them respectfully, listening with care, all with the intent towards collaboration.

As a reformer, I definitely elicited information that was considered challenging. I refrained from any personal intervention, discussing any gained information with other members of the participant cohort, or in any way endangered the privacy of the participant. There was no questionable information gleaned so there was no need to communicate it elsewhere. Throughout, I maintained a support group which included my peers (Glesne, 2011, p. 169).

As an advocate, I resisted the desire to provide representation for chosen participants, especially when their point of view mirrored mine. This is notwithstanding my background in the business professions, several decades in the corporate environment in addition to over a decade in the business classroom. I maintained a non-biased stance

so as not to compromise integrity or become overbearing in the interpretation of information elicited from participants.

Finally, as a friend, I remained mindful that some information gleaned from participants was shared due to a familiarity and empathy with my study. Participants developed a rapport with me such that comments and observations of a personal nature make up part of the responses to the semi-structured interview questions. I remain mindful of relational ethics, the need to be responsible and considerate, an essential element of friendship (Glesne, 2011, p. 171).

Conclusion

This chapter provided a synopsis of the qualitative case study. I analyzed documents that reflected participants' work along with conducting semi-structured interviews. All data has been coded and dissected to investigate familiar themes that form a narrative.

CHAPTER 4: FINDINGS

Introduction

The purpose of this qualitative case study is to explore the pedagogical practices that incorporate chattel slavery within business courses. By querying professors whose curricula focus on management and business, the study can benefit from their experiences. Information was gathered through semi-structured interviews of ten faculty teaching in the arenas of business management, business ethics, and ethnic studies. Additionally, the study sourced a content analysis of peer-reviewed papers, websites, syllabi, and public lectures of certain participants. The following table illustrates the mapping of content in the analysis. Given the population size, it is necessary to obscure specific content in the form of direct quotes from personally identifiable content.

Table 2

Content Analysis Descriptions and Alignment

List of Content	Code	Alignment to Research Questions	Alignment to Related Literature
Vitae of participants	Theme 1	Question #1 Question #2	Examination of critical social science Overcoming myth
Academic lectures	Theme 3	Question #1 Question #2 Question #3	Need for curriculum change Overcoming myth Fluency in managing classroom racial discourse
Peer-reviewed papers unrelated	Theme 4	Question #1 Question #2	Examination of critical social science

to study		Question #3	Overcoming myth in pedagogy Need for curriculum change
Media interviews	Theme 1	Question #1 Question #2 Question #3	Examination of critical social science

Following an iterative process of coding of interviews and content within the protocol, four themes emerged throughout the study. The first major theme was faculty mindfulness. Three sub-themes within faculty mindfulness are faculty apathy; need for faculty training in race; and faculty fear.

The second major theme that surfaced was a concern for students. There were three sub-themes that revealed themselves: the first sub-theme was a push/pull approach towards making students uncomfortable vs encouraging discomfort to enhance learning; a second sub-theme was students' topic familiarity; and a third sub-theme is faculty apprehension.

The third major theme that appeared was content delivery. There were three visible sub-themes: the first sub-theme was a linguistic approach; the second sub-theme suggests a framework for students; and the third sub-theme calls for a stepladder approach.

Finally, the fourth major theme that emerged is faculty innovation. The first sub-theme aligns with this study's pillars, critical management education, which animates fresh thinking; a second sub-theme is the casing that surrounds this study, that of race; and the third sub-theme that frequented was an effective approach by

many faculty to be bold enough to join forces outside their original discipline to implement pedagogy.

Table 3

Principal Themes and Sub-themes

Theme	Sub-theme 1	Sub-theme 2	Sub-theme 3
Faculty	Apathy towards chattel slavery	Faculty training needed	Fear of mindfulness controversy
Concern for students	Student comfort level	Level of student awareness	Student superiority
Content delivery	Rhetorical Strategy	Need for context	Scaffolding
Faculty Innovation	Critical mgmt. education	Racial framing	Multidisciplinary approach

Description of Interview Participants

This is a multiple-case study analysis, with a total of ten participants interviewed for this study. A cross-case synthesis allowed me to treat each interview and its revelations separately (Yin, 2018, p. 195). In addition, the data was organized by participant subdiscipline. Five professors focused solely on business management; two specialized in business history, and two addressed ethics in business management. One outlier approached business by way of anthropology. All of the professors have appointments at higher education institutions in the U.S. Two faculty who presented as White acknowledged this and sought to clarify my understanding of their respective ethnic (Jewish) and national origin

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(Iranian). A third faculty member described their national origin status, having immigrated to the U.S. from a country in East Asia. Consistent with the Letter of Consent, all participants and their institutions were assigned pseudonyms in this study. Regional references were eliminated or obscured where necessary. Descriptors of the participants follows:

Business History

Betsy Ross. Betsy is a young professor whose primary research focus was evaluating how business has evolved, in particular the management of labor. She recently became the mother of a third child and was deeply apologetic for rescheduling the interview twice before appearing. Prior to her career in academia, she had been a management consultant with a global firm. Betsy's teaching focus was plantation slavery and its relationship to labor history.

Paul Henreid. Paul holds a chair at an Ivy League university. Throughout his more than three-decade academic career, his focus has been the connections between chattel slavery and the economic development of the United States.

Business Management

Ingrid Bergman. Ingrid holds a multidisciplinary chair in management at a small liberal arts college. Ingrid was very proud of her ability to deliver her management expertise beyond the traditional silo of the college's management department, which allowed her to address such topics as chattel slavery within her curriculum. Ingrid emphasized that her work in critical management studies expands the CMS canon beyond the hegemony of the Western academy.

Rebecca Morgan. Rebecca is a young professor of management at a historically Black university (HBCU). She is thoughtful about teaching a monolithic student roster which requires continual reminders that their current learning environment does not simulate the larger work world, where diversity and inclusion are challenges. Rebecca finds it essential to integrate her curricula with the histories of management.

Elle Woods. Elle is a business and management professor in a private university. In addition to her business management teaching, she actively supervises curriculum development for the program. Elle's research interest focuses on incorporating histories into business teaching, and redesigning curricula to accommodate same.

Robert Garfield. Robert is an economist who has taught business management at the college level for over five decades. Robert's approach to chattel slavery is its utility to economic systems. Intermingled with his classroom teaching, Robert served as the college registrar for several years. Robert's registrar experience allowed him to incisively examine possibilities for expanding curricula.

Claude Rains. Claude is a business and management professor who has examined critical management education for over five decades. Claude's scholarship has been used to develop scholastic guidance for major corporations as well as higher education. Claude was having his initial discussions regarding the potential for incorporating chattel slavery into business and management.

Business Ethics

Humphrey Bogart. Humphrey holds a chair and is a professor of distinction at a renowned college that specializes in business education. His research interest centers around the ethics of business and capitalism, whether in history or present day.

Joan Crawford. Joan holds a chair and is a professor with distinction focusing on leadership and ethics within business management. A former banker, Joan's research centers around teaching faculty how to shift the dominant narrative within education to include histories of management, including chattel slavery. Joan emphasized repeatedly how her student rosters were unceasingly all White, which she found problematic and challenging for communicating a mindset of inclusivity.

Ethnic Studies

Bessie Head. Bessie is an anthropology professor at a large urban university. With her focus on race and identity, she is particularly attuned to the transatlantic slave trade and its contribution to the American economy.

Findings

As noted above, I identified the main themes that emerged from the interviews. Using content analysis, I also examined peer-reviewed papers, syllabi and video lectures of the participants to assist in the findings.

Theme 1: Faculty Mindfulness

When analyzing the data that was collected, the first all-encompassing theme that emerged was faculty mindfulness. Defined as a recognition, or the lack thereof, by faculty, towards teaching the topic of chattel slavery, the faculty mindfulness theme encompasses codes such as faculty apathy; a need to skill up faculty to address chattel slavery; and actual faculty fear of addressing the topic. Participants were forthcoming in sharing their suggestions and concerns regarding the need for faculty to have a consciousness surrounding the insertion of chattel slavery into the teaching of business and management. Inside the theme of faculty mindfulness, three sub-themes were present: apathy towards chattel slavery; faculty training needed; and a fear of controversy.

Apathy towards chattel slavery

Participants in this study were very clear regarding the general energy that everyday business faculty have towards this topic. Defined as faculty's dismissal of the discussion, apathy toward chattel slavery encompasses codes such as lack of knowledge; an inability to see pedagogical value; or intimidation. Participants were consistent in their emphasis that there are many faculty who have not considered the inclusion of this topic in their teaching of business and management. Elle stated, "I actually haven't thought about including slavery into business teachings". This indifference is amplified by what could be called a lack of self-esteem within college settings that are primarily liberal arts institutions. In such environments, business and management disciplines, with their focus on

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profit, are sometimes viewed as having less than stellar ethics. Joan stated, "We businesspeople are often expected to take the low road [when it comes to scholarship]".

Participants' responses suggest that business faculty rarely have a holistic comprehension of the collective contribution of chattel slavery to the American business environment. Betsy stated, "I missed out on learning about the history of chattel slavery". Notwithstanding a propensity for ignorance surrounding the contribution of chattel slavery to American business, participants in this study suggested that faculty should not be permitted to feign such illiteracy in an academic world abound with information. Academic lecture content frames this naivete as response to a challenge to societally accepted hegemony. Betsy found the excuse disingenuous surmising, "if you don't know, but you should have known, because it was right there in front of you, then talking about it as if you just missed the information is not an acceptable way to do it." There was an admitted defeatist tone to this realization. Continuing in this sub-theme of faculty apathy towards the topic of chattel slavery, Claude suggested that "Anyone who has grand delusions of changing the system, you can't do it". This descriptor of apathy includes the ability of faculty to gain an ease with the topic such that they could deliver the content against all odds. Shared Elle, "There's not enough time in the curriculum to teach the histories. I have to find a way to make it relevant". At the end of the day, faculty apathy is easily achieved. Betsy continued, "But then I also think it makes people deeply uncomfortable, and they don't know what to do with their

discomfort." Faculty in this study demonstrated a need for faculty training to develop cross-cultural competencies.

Faculty training needed

Participants expressed that faculty need support to tackle subject matter to which they have not been previously exposed. At the same time, faculty suggest that the problem is exacerbated if faculty deliver content that has been directed-by-committee. Several of the faculty in this study indicated a lack of knowledge on the topic. This was also reiterated in a review of CV's and interviews that acknowledge an urgent need for supports that aid in facilitating race-based topics. Likewise, the interview data suggested the faculty ego cannot tolerate a deficit of knowledge when it comes to their topic–after all, they are expected to be the subject matter experts. As stated by Betsy, "people simply don't know the scale of slavery. Underlying it, I think, is that they're uncomfortable". The learning curve for faculty can be steep. Media interviews on the topic by participating faculty offer additional insight, specifically that navigating these topics present a challenge to the traditional mindset of faculty in management education. Indeed, the need for faculty training was directly emphasized by the participants in this study. Stated Elle, "I would say teachers need training. I haven't attempted to put slavery into business teachings. I actually haven't thought about it." As was noted by Betsy, "As someone who could have, should have been in a position to know all about it, how was I again and again, discovering this from anew, and what does that say about the state of knowledge, about chattel slavery in the U.S.?" The participants in this study

demonstrated that many faculty may indeed be clueless. Betsy continued,

"Faculty, numerous ones, said, 'Well, we're open to it, but we don't know how to

do it. Too many Americans, including my former self, and my current, sometimes self,

are still uncomfortable talking about race in frank and direct ways." It is noteworthy

that participants in this study expressed an interest in validating the topic of chattel

slavery with supporting evidence. This was also corroborated by faculty with

expertise on the subject related to the need for curriculum change in scholarly

literature. Refining the literature with accessibility in mind requires careful

integration of the topic, as noted in the content of an academic lecture. Humphrey

corroborates this notion in an interview, "well, if a case could be on the history of

chattel slavery, that could be followed by some of the more traditional cases, I think there

would be people who would welcome it".

Participants in this study demonstrated that the skillset required for faculty

to be effective was essential if they were going to be able to integrate chattel

slavery into their curriculum. Paul offers one example, stating "Having the ability

to teach the course in a way that utilizes the language of business school people is

also sort of a trick". An added level of complexity is present when student

demographics are a consideration. If faculty, of any discipline, are confronted with

students of differing ethnicities or racial identities, the participants indicated there

needs to be a self-assurance that comes with their knowledge of the subject matter.

Joan Crawford agreed, "There's white male, paradigmatic comfort in finding the

right answer". Faculty, when trained, would then be able to overcome their

reticence and inclination to steer discussions away from the topic. When asked whether he had had the opportunity to directly integrate chattel slavery into his curriculum, Humphrey shared "I think that's a problem. That a lot of people have not thought very deeply about these issues". Elle Woods offered actionable suggestions using her desire to become more knowledgeable on the topic seeking "a certification, for instance, in inclusive excellence; I'm looking for a curriculum already written–because we don't have the skills". Faculty responses make clear that broader guidance on facilitating discussions on race and ethnicity is essential before addressing the foundational influence of chattel slavery on management. This is supported in the findings of faculty research that affirm these connections.

The discomfort went beyond needing supports. In one interview, a faculty member used ethnicity and nationality as justification to avoid race-based topics altogether. Robert Garfield was very transparent when he described his tactic for addressing his students, a classroom predominantly students of color: "I refer to all students as Black and Hispanic." The justification in his example suggests, by Robert's admission, that a critical mass of African American students is necessary to find conversations including U.S. chattel slavery relevant. This was illustrated in his assessment of classroom demographics. Robert suggested that students would be offended if their ethnicity was incorrectly named. He indicated his classroom roster held students "who are black, are not African-Americans. They're from Africa, Jamaican… I don't know what the politically correct way is." The conversation then turned to a value proposition addressing my identity as a part of the

conversation. Checking the room's pulse, Robert surmised, "if you're offended by it, I apologize when I do this, because there'll be more people who will be offended being misidentified." Robert's sharing suggests faculty challenges in addressing students of multiple ethnicities and discussing chattel slavery in the classroom. These challenges and considerations were corroborated by peer-reviewed journal articles from some faculty participants who describe the risks involved with cultural critique, and teaching content that could be considered divisive.

Fear of controversy

While there is evidence to illustrate inclusion of slavery as a foundational element of global capitalism on course syllabi, participants in this study demonstrated a noteworthy level of trepidation surrounding the inclusion of chattel slavery in business and management studies. Defined as an unwillingness to encounter and manage vertical dissent from stakeholders, the fear of controversy encompasses codes such as faculty desire to avoid criticism from university administration as well as faculty avoidance of topics that could be considered political. Participants were forthcoming in sharing a concern for pushback from the community of students, colleagues and even administration. Although she consistently communicated confidence regarding her curriculum delivery, Ingrid Bergman stated, "I am careful about signposting to pre-empt tensions". On the other hand, Betsy, who has fewer years of academic experience, shared that "the easiest thing to do with your discomfort is to silo off and kind of pretend that it's not connected". This sentiment was echoed by Elle Woods, who volunteered that

"faculty are scared of teaching a controversial topic". Overall, the findings indicate that it was prevalent for faculty, no matter their disciplinary approach, to be apprehensive about integrating chattel slavery into a business curriculum. This was a sentiment that remained constant amongst those who are well versed in the topic, such as Claude Rains, who stated, "I'm a critical theorist, but I'd probably be very careful about saying that anymore right now, because of critical race theory."

Faculty are keenly aware of the political climate within which the subject of chattel slavery might land. Participants shared how personal apprehension influenced framing, as heard in a comment by Joan , "faculty are tackling a topic that is so confrontational for students." When asked about student repercussions, Joan expressed sensitivity when she shared, "I have had some complaints". Overall, participants were forthcoming in expressing anxiety about those classroom situations beyond their control. Faculty indicated that student satisfaction was paramount. As Claude stated, it was necessary to monitor "whether or not students were reasonably happy with you." A particularly thorny issue shared by participants was leadership oversight. Ingrid emphasized the need to have support from college administration, stating, "Your dean should be prepared to say….the administration should be ready to disregard teaching evaluations. You have to have deans who will protect you, and not many will do that." When asked about the political climate at her school, Ingrid whispered, "Pacific Blue University (a pseudonym) is more liberal–what I call soft liberals. They like to feel they're on the right path. They consider themselves woke in a trivial way, 'feeling like they're doing the right things'. However, they push back".

Participants in this study shared that faculty needed to be diligent and attentive to counteract the fear that their teaching would not be received favorably. Claude was forthcoming with his reluctance, when he said "I'm not sure, and I say this naively and take it for what it's worth. So don't, this is not my end opinion or anything. But if chattel slavery is a topic in and of itself, I think I would be hesitant". Claude was ambiguous regarding how committed he would be to teaching the topic of chattel slavery integrated into business and management. He continued, "But if it was the idea of the origins of how we moved forward with examples, your readings with people like Baptist, and others have said and you build this forward and you say, 'Well, here's the evolution of this'. More than that, you know, at the end of the day, 'how far have we really gotten?' And so on". Claude was indicating an apprehension surrounding the subject matter of chattel slavery such that he needed qualifiers before he would be willing to teach it. Participants in this study clearly indicated that it could not be taken for granted that faculty members would immediately coalesce with the topic of chattel slavery within business and management.

Theme 2: Concern for Students

Student comfort level

The first subtheme that presented itself in the data was the need for faculty to engender a level of comfort in the classroom. Defined as placating students in their environment, the subtheme encompasses codes such as faculty's ability to assuage student's anxieties around topics that might be considered political or volatile; as well as being able to empathize with that student anxiety. The participants demonstrated that

business and management faculty had to be ready to employ strategies to overcome any student discomfort. As Betsy commented, faculty have to consider "how you can put yourself into those shoes, however uncomfortable". Many participants had strong feelings regarding the need to assuage students' anxieties during a discussion regarding chattel slavery. Humphrey Bogart shared his strategy for encouraging student feedback, "I create an atmosphere which, I hope it's a friendly atmosphere. I hope there's freedom". Such an atmosphere would need to emphasize inclusion. Humphrey emphasized how he intermingled with students of different backgrounds when he stated "I do what I can to make sure everybody has to work with representatives of members of the whole class. The obstacles I encounter is the self-segregation of the class. That will go on if you don't control that." The participants in this study were sensitive to the challenges that demographics can present in a classroom. Claude shared that for the few students of color in his classes, he "made every effort, as with all of my students, but I did make every effort to make sure that they felt included". Participants suggested that allowing students to participate in curriculum design was good practice. In Betsy's class, "students presented a list of desires for what would be taught in the classroom to make it more inclusive". When asked whether her students challenged her or the assignment material, Betsy shared that her students were particularly open, stating "I haven't found resistance". The participants in this study were clear that effective teaching of chattel slavery in business and management requires pre-work. Joan prepares her students for the experience, by telling them "I'm inviting you to have this difficult conversation, because I think it matters". When asked whether her students pushed back on the topic of chattel

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slavery within business and management, Bessie shared that "there's never really outright resistance. I make sure that students feel that the classroom is a safe space to say your ideas without judgment". Especially if the demographics of the class roster is primarily students who identify as White, the participants felt a need to protect their sensibilities. A combination of challenge and support with the topic emerged as Joan stated, "there have to be ways into the conversation where they don't feel attacked".

The participants in this study demonstrated that it was essential to be mindful of students' comfort levels, and participants saw themselves as stewards of the same. Their task is eased if there was a presence of student awareness, a second subtheme.

Level of student awareness

Defined as whether students had any knowledge of management history as connected to chattel slavery, this subtheme encompasses codes such as student receptivity as well as student rejection of the subject matter, as well as student contribution to the discussion. The participants in this study found that in today's political climate, students can be located on both sides of the awareness spectrum when discussing chattel slavery. If deemed unaware, this lack of student awareness can impede discussions in the classroom around this topic. As noted by Betsy, "this is the first time a lot of these students have even thought about or had any kind of detailed information about these concepts". When asked whether there is student resistance to discussing the topic of chattel slavery within business and management, the participants had varying responses. Bessie stated that "there's never really outright resistance". The

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participants shared that a faculty member would need to be alert for nuances in student behavior. Betsy supports this view by stating that it's "less common that a student would actively vocally resist and that they might just kind of shut down and not be engaged".

An earlier subtheme included Claude's concerns about classroom demographics, and these concerns were echoed by other faculty. Rebecca described her students, stating, "almost all of them are Black or some type of minority, whether they're mixed, they're from a Latin American country". Irrespective of national origin, Rebecca indicated potential impacts when she noted that "their parents have African roots and they're African descendants." The participants in this study teach a cross-section of classroom demographics. Curiously, participants in this study indicated that students of African ancestry were not naturally predisposed to an appreciation of a discussion of chattel slavery. Additionally, students from other countries brought in yet another perspective. Paul emphasized, "The beauty of my program is that it probably has a higher percentage of students of color. This is one of the most demographically diverse classes I've had the chance to teach in". Notwithstanding the diversity of the classroom, the participants shared that there was not necessarily a monolithic discussion regarding chattel slavery. Paul continued, "And it's always somewhat eye opening for black U.S. students, in particular. Just the inadequacies of American education are such for everyone that like, oh, 'slavery wasn't just in the U.S'. I mean, that's news to some people". It is important to note that a discussion of chattel slavery's impact on American business and management might be received with curiosity by foreign, non-American students. Said Paul, "There's one clear reaction between the students who are situated pretty much anywhere else in the

world, and the American U.S. based students, Black or White. And that means that the student who's from Norway, and the student who's from Hong Kong, and the student who's from Uganda, is like, "Y'all are crazy. Y'all have no, you know, you people don't have the capacity to have a real conversation about this. You're all nuts and your culture is screwed up", so I always enjoy that". Paul was describing a dynamic in the classroom in which non-American students frequently had little appreciation or empathy regarding chattel slavery as it occurred in the United States.

As noted, an interesting development in the discussion of American chattel slavery within business and management is the lack of uniform response among the students of color. As shared by Paul,

But then, two, other, really interesting things happen. I mean, one, students who are located elsewhere in the African diaspora, whether you know, black Brazilian students or black Caribbean students, also really push back on a lot of the black American students, the black U.S. students. I mean, from 'what are you complaining about', or 'you don't even know what slavery was', some of this kind of stuff.

An interesting byproduct of such a discussion is that the classroom demographics can be so expansive that the discussion of chattel slavery has to naturally include the transport of African peoples from the continent. Accordingly, as shared by the participants, any classroom discussion might cross the lines of the diaspora. Shared Paul, "There's that, or students from Uganda or students from Ghana who are also bringing in critiques of diasporic African people and their experiences". Paul's observation supports the subtheme of a need for student awareness around the topic of chattel slavery.

Finally, an additional dynamic that might present itself in the classroom during a discussion of chattel slavery and its impact on business and management has to be the responses of non-American students who might hail from European countries. Again, Paul shared,

> There's this other dynamic which is the student from Uzbekistan, or one of the former Soviet republics, eventually will raise a hand and say, 'so I've been listening. And you know, the transatlantic slave trade - 15 million people over 360 years, that's a lot. But you know, Stalin killed that many people in like, one summer, and I just don't understand what the big deal is.' [Paul found this anecdote quite amusing.]

The participants in this study shared that indeed, there is a cohort of students who come into class relatively informed on chattel slavery and its impact on business. Betsy shared that "undergraduates have more knowledge about slavery and race than they did when I started. Their high school curriculum has changed so that they come in with more of the basics covered". Betsy's observations addressed students' learnings in the United States over the past two decades. Participants in this study admitted that secondary education may well change in the United States going forward, with the recent scholastic shifts. Indeed, participants in this study observed that when roster demographics are students of color, such as at an HBCU, student instruction surrounding race is highlighted by reminders about the lack of diversity in the outside world, since, as Rebecca noted, "they don't always feel those racial underpinnings that they might if they went to a PWI".

The participants in this study found a cross-current of student reactions to the topic, either enthusiastically engaging the professor on the topic of chattel slavery or being completely indifferent to the topic. When asked about students' engagement with racialized topics, Elle shared "I teach a Business Capstone course and I cannot think that it has come up. My students are a very white middle-class population". This apparent indifference shared by Elle may be rooted in a student behavioral dynamic that is best described as student superiority.

Student superiority

The participants in this study demonstrated that a familiar companion to student comfort and awareness is the posture of supremacy that business students bring to the classroom. Defined as the ability of students to intimidate faculty, this subtheme encompasses codes such as student leverage of their supremacy status as graduate students and/or their ability to challenge faculty into submission. As noted earlier, there are students who have no interest in conversing about chattel slavery's impact on business and management, notwithstanding a professor's attempts to facilitate a dialogue. Certainly, the students with the most to gain but the least interest would be graduate business students seeking a Master of Business Administration (MBA). Participants in this study shared that faculty universally used caution with MBA students and treated them with a circumspect approach, recognizing that faculty livelihoods depended on keeping these students happy. Therefore, participants indicated that faculty needed to be continuously on guard when broaching topics with MBA students. Ingrid shared her exasperation: "MBAs

are much more recalcitrant. MBAs have this idea that business management is a

sacred activity and connecting to unsightly roots will be distressing". Participants

in this study sometimes expressed cynicism regarding their need to tread softly

around the sensibilities of MBA students. Shared Ingrid,

> I can have people who are sympathetic to DEI [diversity, equity, and inclusion], but
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> they can be disturbed about race. I do very well with white boys, less so with white
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> females. White females are so fragile. Even talking about slavery–they get far more
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> upset than anyone else. White boys can handle directness, but young white women
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> are so fragile.

Participants in this study shared that faculty need to pay close attention to the core of

students who are going to be engaged with the subject matter, especially for a topic as

potentially volatile as chattel slavery within the business and management canon. During

a discussion of the historic Blue Eyes/Brown Eyes anti-racism exercises conducted by the

renowned diversity educator, Jane Elliott, in the 1960's, following the assassination of

Martin Luther King, Joan shared her unease: "What we don't know are the ones who did

not have a great experience. Like, we don't know who those people are. And so I'm

worried about, sort of, the type two error, right?"

Participants in this study were careful to express concern for getting it right, since

the topic of chattel slavery integrated into business and management teaching can be

disconcerting. Continued Joan, "So, you know, how do we, you can get the one…. I think

students are in a bell curve, right? There are going to be kids that hear you. And they're

like, 'I've never thought about it that way. This completely reframes how I understand

this whole system.' And they're on board". Interestingly, participants in this study shared that student dismissal may be further amplified with instructors of color. As Joan stated, "Then there are going to be kids on the other end that are like, 'I don't care what this Black woman is telling me.' Like the Bernie Ebbers kids, you know, like those kinds of kids. 'She doesn't have access to me. And I'm not willing to hear that'".[1] Participants in this study were careful to identify the preferred student target that might be the most receptive to the messaging inherent in a discussion of chattel slavery. Shared Joan,

> It's the kids in the middle, that I think can be engaged. And I think that's where our
> work is, in terms of introducing very complex and difficult topics like this. Because
> you're right, you said in the beginning, they've been hearing these messages. And so
> what you're proposing is very challenging. But you can get some of these kids in the
> middle.

Participants in this study demonstrated that it is incumbent upon faculty to spend additional time considering whether the curriculum content of chattel slavery is accessible enough for students. Shared Joan,

> And I think about that all the time, like, how am I engaging. I don't want to spend
> any time, very honestly, it's a low probability of success for the kids at the other end
> of the table, and the tail, like, I don't believe I have access to them, I don't believe I

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[1] Bernie Ebbers is a former corporate executive who was charged with an $11 billion accounting fraud and sentenced to 25 years in prison. He died in 2020, at age 78, a month after being early-released from prison due to heart disease.

can change their heart and mind by having them for a semester. They're hardcore. I

can't do anything with them.

Participants in this study demonstrated a willingness to meet students halfway, if that's

what it took to communicate the difficult material of chattel slavery within business and

management. This extra labor was a given, as shared by Joan:

I'm going to build an environment where this is the very best I can do on this topic,

there are ways into this conversation. 'I'm inviting you to have this difficult

conversation because I think it matters. And I think it's important for you as a young

professional. I can't make you,' I mean, it's my whole philosophy very honestly. And

I should have said this in the beginning, it's like horse and water. 'I have no access

to making you think differently.' So I don't need to own that.

Overall, participants in this study found that faculty needed to be diligent to

counteract the attitudes delivered by students as they greeted study material for

which they had no appetite. In consideration of the MBA student again, Ingrid

stated, "If you upset the MBA, they are by definition the cash cows–you get evaluated

negatively". This subtheme of student superiority can present itself in a subtle way. As

noted by Bessie, "sometimes the idea of privilege comes up. Because I do have a few

white students in the classroom". Participants in this study were often very direct about

the obligation they felt privileged students owed to the dialogue. For instance, Paul

reminded students whose propensity would be to dismiss material concerning chattel

slavery in business management that

It did make me think that if Heinz University is going to basically try to make a lot of money through a revenue-generating EMBA program, there have to be elements of this that are authentic to the university. 'You also have a responsibility to the past that created the value that you're seeking to access. You can't just assume the benefits of that legacy, you also have to assume the responsibilities of that legacy'.

However, a continuing thread in this discussion of student superiority was the potential for faculty of color to encounter more resistance than a faculty member who identified as White. Paul volunteered, "I wouldn't dispute the fact that a woman of color, teaching a course like this, and making these claims would probably meet more resistance from the finance bros who enroll in a course like this."

The participants of this study provided collective feedback that suggests that the attitude of student superiority was more evident with MBAs than with entering undergraduates.

Theme 3: Content Delivery

Rhetorical strategy

Participants in this study shared that for faculty to effectively integrate chattel slavery into business and management, there needed to be deliberate tactics designed for content delivery, over and above the usual and customary preparation. Designed as a tactic for achieving student engagement, this subtheme encompasses codes such as non-confrontational lectures, temperate instruction delivered with patience. There needed to be a focus on minimizing divisions that could crop up in the classroom. Paul said, "I don't

think this class necessarily, or a class that thinks about slavery as constitutive of modern capitalism, necessarily has to be, you know, that polarizing". Participants were being interviewed during a specific moment in time in terms of change in the United States, and they were mindful of that. Paul continued, "I think in our current moment, the campuses are fraught, and the sort of ideological divisions seem greater than ever. I think having the ability to teach the course in a way that utilizes the language of business school people is a trick, right? I mean, this is also the rhetorical strategy. Joan agreed with a faculty approach that spoon-fed students. She stated, "students need to have atomistic, specific examples of how race matters. It's all about little snippet examples that are meaty enough but not so confrontational that everybody shuts down." Participants in this study affirmed that faculty must start with institutional alignment even before they get in front of students. Said Paul,

> I mean, I was just thinking in terms of how one pitches this to a dean so that the directive comes down to say, you will do this in your introductory classes across the board, right? Well, you know, what sells? What sells is like, 'I can grow our majors by a third. And I can tell you that right now, students of color, go do this other thing on this other part of campus, because they think we're a bunch of whitewashers.

As part of this rhetorical strategy, the continuing messaging from participants in this study was that it was essential that linguistics be employed that could effectively obfuscate the core teaching, almost as if prescribing sugar to make medicine go down. Paul said "We could all read an article about the first consumer boycotts and the invention of the consumer boycott. And it just happens to be about slavery on sugar. We

could read an article on, you know, enslaved peoples' entrepreneurial strategies for self-purchase. You know, that doesn't require having a PhD in slavery studies". The participants in this study found that a professor was likely to be more successful with implementation of a curriculum surrounding chattel slavery in business and management, if that professor were careful about the wording used. Joan shared, "I found students need to have atomistic, very specific examples of how race matters. I give them-it's all about little snippet examples that are meaty enough, and often are suggested by them. But they're not so confrontational that everybody shuts down". The participants in this study were adamant that faculty members needed to be strategic in communicating the content, since sometimes, as participants shared, faculty are not always successful in engaging students, due to the aforementioned subtheme, student superiority. When asked about the discussion of racialized events, Elle said, "No, they don't come up. I mean, I'm likely to send out an email regarding George Floyd–telling students that if you want to talk about it, please call me. But nobody said anything". The participants in this study demonstrated that creativity was helpful in delivering the content. Paul suggested his approach was to place the topic of enslaved people within the sphere of economics. By shifting his course title from Capitalism and Slavery to the History of Capitalism, Paul's enrollment quadrupled.

Paul's success as described would provide the institutional alignment that might be sought by university administration. This was made possible by that rhetorical strategy. Nevertheless, participants in this study found that it was important for faculty to provide continuing clarity regarding the core learning as there was a potential for the learning

objective to be missed. Betsy warned that a discussion of the link between slavery and business practice could be misconstrued. She said "If you're telling a story where slavery facilitated the emergence of these innovative tools, you think you might be saying something good about slavery, rather than something problematic about the tools and the systems of modern capitalism and modern business practices".

The participants in this study demonstrated that along with faculty's attention to detail regarding presentation; along with faculty's ability to elicit the nuances that present themselves in the discussions; it was important to remember that many student audiences were unwilling to do the work. Betsy continued, "People say, 'Well, what does this have to do with modern management practices?' People want me to find the links where this person learned from this person, and we can go all the way back to slavery. But that's not a standard to which we hold any of the other kind of management inheritance we have. We don't expect to say, 'Only if that person is immediately descended from a planter who is using these methods does slavery connect'. In fact, I think there are some connections like that, and we should point those out".

An observation of the feedback received from the participants in this study is that users of the rhetorical strategy must be attentive to ethical concerns wherein today's management mimics history. Betsy stated, "But there's also this, if we look at what's happening on slave plantations, and the ways people make these horrible ethical missteps, just doing business as the people around them are doing, then we can bring a new lens to practices today." This connection of chattel slavery to

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business practices of today is the holy grail of instruction. Participants in this study recognize this relationship. Betsy spoke to a rhetorical strategy combining empathy and kindness while delivering the content: "In this circumstance of slavery, you got a lot of overseers and planters who are following all the laws, and yet they're doing the most egregious things right? So it's like, how you can put yourself into those shoes, however uncomfortable, what could you see about your current and future practices as you go out into the world of management?" Participants in this study showed that there were opportunities for faculty to enhance their creativity in how they think about the topic of chattel slavery within business and management teaching, further enhancing that rhetorical strategy. Claude said, "I think that there's a lot here in the way you frame it. What occurred to me was how different was that from the way it was in the early 1900s? This is about emancipation, this is about freedom that you have. Look at today's world. I mean, Elon Musk doesn't like people working from home, but he doesn't have office space for them. Well, it comes back to this notion of command and control". Participants in this study established that this subtheme of rhetorical strategy is a prologue to a second subtheme for content delivery, that of a need for context.

Need for context

Although it would be considered a given that any subject matter presented within pedagogy would be accepted by a student audience, participants in this study demonstrated that the topic of chattel slavery within business and management studies is particularly in need of discernment. Participants in this

study stressed the importance of providing clear contextualization. As Paul noted, "You can't talk about modern business without recognizing the degree to which the commodification of human beings was central to many of the practices that continue to organize." This observation is consistent with the contextualization that participants believe is essential for delivering this content. Paul continued,

> We end up doing sort of a unit that brings it to the present day that considers everything from slave imagery in contemporary marketing to reparations debates, to heritage tourism in West Africa. We then do a session on Northern businesses in the United States in the 19th century that made things for slave plantations.

Participants in this study demonstrated that students' comprehension can be enhanced when they appreciate the context. Joan suggested that "triangulating students' experiences in different ways is the way in, at least for me. And I think that's where our work is, in terms of introducing very complex and difficult topics like this. Building a contextual framework can take many forms, according to the participants in this study. Joan was proud to share this anecdote:

> I am the faculty advisor to our investment club, we have $300,000 of real money in an E-trade account. I also supervise three students that sit on our trustees' level endowment committee. It's fabulous. And unsurprisingly, most of them are white men, young white men, from very affluent families in the [region]. So it is, oh, my God, I bust ass trying to get women of color, men of color, first gen. And, you know, neuro atypical, those kinds of people on this committee, I'm trying really hard. So one of the ways into the racism, and ultimately, I think the historical slavery

conversation is through the club. And through these informal conversations. Like, we talk about [Adam] Smith. We start with a mini…here's what capitalism is like. We create value in that there are outflows that go here, and inflows that come here. And what does it mean to be a shareholder? What does it mean to be a stakeholder? How does that system work? And what are some of the assumptions there? And we can talk about historically how that's worked. And on what has wealth creation been predicated? Traditionally, in different ways. And so we talk about that and, and for me, it's sort of the stealth approach.

These participant responses demonstrate that contextualization is a very close cousin of rhetorical strategy! Participants in this study often communicated their own racial fragility when discussing how best to contextualize for students. When asked about her strategies for placing the topic in context, Joan shared,

I think about different ways, so I can have that conversation in more informal ways, in a smaller setting, the students who know me differently. Another example, I would say, there, Linda, is, of course, you know *Me and White Supremacy* by Layla Saad. I think that's my favorite anti-racist book, I found it very practical. You know, she names it and defines what this is, and how White people do it or create that problem, how Black people experience it. And 'here's your reflection homework, here's your journaling,' I find that exceptional. And I've had a couple of my young white men in finance, who I keep in touch with, they say, 'I don't know how to do this work and I know I need to change'. And so I've worked through one, I'm kind of done with [him], but the other one, we're still working through Layla Saad's

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book. And 'well, what does it mean, for you to interrupt that? So as a white male, a privileged white male, very educated in finance, how do you stop the system you created? You've got to be the one'.

As noted by Joan above, participants in this study demonstrated that this need for context had additional salience when the student audience was white males who were uninformed and unschooled regarding the environment created by white supremacy; hence, a teaching of chattel slavery's impact on business and management would need to be preceded by a contextualized experience. Providing this context for students can be facilitated by attention towards scaffolding the learning.

Scaffolding

Participants in this study demonstrated that to effectively incorporate the topic of chattel slavery into business and management, it is essential that faculty assemble a staircase which the student can then ascend. As noted by Paul, faculty need to "make it accessible in the language that's recognizable and familiar to people who are enrolled in a business class…and make it digestible." Participants in this study stated that faculty, who are naturally accustomed to building out syllabi, should follow this pattern of erecting a frame. Says Paul further:

We could all read an article about the first consumer boycotts and the invention of the consumer boycott. And it just happens to be about slavery on sugar plantations. We then do a session on the part that is most directly in my research, which is on Northern businesses in the United States in the 19th century that made things for slave plantations.

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Participants in this study stated that a step-by-step introduction to the environment of chattel slavery within a business and management framework would simplify the content delivery, mitigating potential resistance. Joan provided direction when she stated "What I have learned is I have to create a lot more scaffolding within which to have those conversations. They have to know I'm on their side…they need practical ways of doing this because they're young." Consistent with Joan's observation, participants in this study demonstrated that faculty should be willing to allow students to make suggestions regarding the content of the curriculum. Continued Joan, "They need little stuff. It's all about little snippet examples that are meaty enough and often are suggested by them". Participants in this study were adamant that faculty members need to do the upfront labor if a course such as chattel slavery within business and management was going to be integrated into the curriculum. Paul described a proposed syllabi that is designed to be palatable. "Over the course of, you know, six or eight weeks, I have five sessions, in which I begin with the transatlantic slave trade, which allows me to talk about that as a site of global integration. And I try to put some of it in terms that would be legible to business school students, talking about things like logistics, or, you know, new kinds of financial securities, and thinking about interest in tying up money for long periods of time, and all this kind of stuff".

The participants in this study were clear that a step-by-step approach was most beneficial for students. Paul continued, "From there, I move to a discussion of abolitionism and the consumer politics of this, particularly in Britain at the end of the 19th, the end of the 18th century, as we see some notion that the middle-class British

consumer who consumes the sugar is as complicit in slavery as the person holding the whip in Jamaica". This participant demonstrated an alignment with our earlier literature from Eric Williams. This discussion of scaffolding was strongly supported by the participants in this study. Paul went further: "And so we talk about consumer politics. We then do a session on Northern businesses in the United States in the 19th century, that made things for slave plantations, firms that began to make hats and hoes and shovels and shoes and boots, and the ways in which they understood their business practices as tied up with the institution of slavery". One of the features of scaffolding is the need to thoughtfully organize the learning opportunities so that it is accessible by students. Paul continued: "The fourth session deals with plantation accounting, and we read Caitlin Rosenthal's wonderful book, which I think is the highlight of the semester for most of the students. And then we end up doing a unit that brings it to the present day that considers everything from slave imagery and contemporary marketing to reparations debates to heritage tourism in West Africa."

The participants in this study demonstrated that an important element of scaffolding is the student's sense of agency in the process. Stated Joan, "roleplay is just about the greatest thing in the world. I find it to be a huge tool in terms of helping them experience it." Joan emphasized that in addition to allowing the student to own their experience, "it's important to allow them reflection opportunities." The participants in this study demonstrated that proper capstone closure needs to be provided. Shared Paul,

And then the final assignment, which has become also sort of a highlight of the

class, is a memo that the students need to write to either the people that they report

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to, or the people who report to them in their firm or in their sector, about how this

information can be operationalized as they move forward. And students have done

some very impressive work that have connected the past to the present that I've been

quite proud of.

Although the participants in this study were forthcoming in their explanations of

scaffolding within the classroom, the participants were not monolithic. As noted by Elle

Woods, "I haven't attempted to put slavery into business teachings." Some study

participants indicated that a faculty member that is inexperienced in tackling the topic of

chattel slavery within business and management could benefit from scaffolding.

Theme 4: Faculty Innovation

Critical management education

A pillar of this study is the relationship to a field of scholarship known as

critical management education. Critical management education (CME) is designed

to challenge the traditional emphasis in business schools for managerialism.

"Managerialism is an ideology of performativity (work until you drop), efficiency

(people defined as expendable resources), and commitment to short-term" (Boje

and Al Arkoubi, 2009). CME is perfectly suited to provide the framework for

faculty to expand the landscape to include additional voices and perspectives. A

discussion of the inclusion of chattel slavery in the business and management

canon lends itself to a critical management education lens. As noted by Claude,

Critical management education in itself is not like a technique. It's not a method,

it's an approach to how one delivers a course. So you got me thinking. I kind of

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started reflecting on how did I get there? The beginning was that I became dissatisfied with not just the way I was teaching. Well, I should say it's the other way around. I became dissatisfied with the way everybody was teaching, in structuring the way they delivered the course. So then I became critical of my own way of doing things, which was the same as them. And I thought, well, okay, what's wrong here, and that led me to the notion of teaching-centered education, our end tag, if you go back to *Change* magazine, back to the 90s.

As this study introduces in chapter 1, introductory business and management typically showcases scientific management, popularized by Frederick Taylor. This study finds that faculty who wish to be effective may need the temerity to challenge orthodoxy. Shared Claude, "Scientific management. I mean, that was sort of like, you know, in its own way, it's linked to the Industrial Revolution. And it was, it's sort of basic to the beginning of how organizations came to be organized". Participants in this study who practiced critical management education had an appreciation of the intellectual nuance required. Claude continued, "So you have to have a sense of how things are before you can move to how things could be, or might be, or should be, or whatever. And part of this is also linked to your evolution as a scholar or as an academic over time. At the beginning, no matter how smart you think you are, you are really pretty naive about things. So you start with what it is and you start with what the textbook says, and then you kind of go through that. But then as you move on, you start to re-discover and come to the realization that this stuff in the textbook is really kind of dumb." An important element of critical management

education is the willingness to speak plainly about the need for improvement in the academy. Claude shared further, "You know, when I think back to, sorry, I started by teaching organizational behavior, I think in 19, I don't know what, 81 or something. And if I look at the textbook, then, and look at the textbook when, back in 2015, I mean, really, how come they're the same? How come they're not evolved? But the basic ideas haven't changed because they're still from the same positivist, rational, traditionalist way of seeing organizations. Sorry, my role has always been to try to move away from that." Participants in this study were clear that faculty who employ a critical management lens are driven to create new possibilities for learning, an outlook that can enrich the creation of a syllabus that includes chattel slavery and its impact on business and management. Participants in this study demonstrated that the typical faculty member who is bold enough to push boundaries will have tactics for contending with possible opposition from college administration. Shared Ingrid, "I do employ some risky strategies – I got tenure very early. I had freedom in the graduate school at Starwood University (pseudonym). My strategy became brazen after tenure." Indeed, participants in this study demonstrated that faculty who push the boundaries develop an exacting approach towards the pursuit of their pedagogy, moving forward in spite of institutional limits. Shared Claude, "They [administration] had no idea what a critical scholar is. They had no idea what the hell you're doing anyway. They never read anything. All they cared about was whether or not you showed up to class. All that mattered to them was my student satisfaction surveys." Participants in this study demonstrated that

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an approach with a CME lens promotes a fearlessness that is almost disrespectful of university leadership.

Notwithstanding the intent of CME to make management education more inclusive (Boje and Al Arkoubi, 2009), participants in this study demonstrated that a scholar skilled in CME may even need to push the boundaries of the critical management canon. Shared Ingrid, "Critical management studies – they do not like you talking about gender, race, or empire. Not many people know about racialized capitalism. Critical management gatekeepers are white male Marxists from Britain. You [the interviewer] are challenging the establishment of Critical Management studies. They're blind to this. They don't want to wear glasses. They will have to recalibrate their position over 20-30 years; it shows the work as limited at best". Participants in this study demonstrated that the employment of a lens using critical management education is facilitative for implementing a business and management curriculum that includes chattel slavery.

Participants in this study demonstrated that a philosophy of critical management education possibly required an academic maturity that not all professors possess, not the least of which might be the need to possess tenure status. Claude maintained, "Well. I had a central [question]…what was the nucleus of everything? And this probably came to me. I arrived at this probably 10 years into my career as an academic. And it derived, the idea came from an article that I read, but it was about this notion of complicated understanding." This participant related his intellectual trajectory as he examined critical management education. Claude continued, "So I started to view my role in the teaching of management is

not as usually it's done, it's to simplify, make things simple, so they can understand it. And I kept, the more I read, and the more I was exposed to the domain of management, the more I realized how complicated it is. Yes, complex. I mean, there's very few things that you can say, do this, and you will be successful. So I turned that around, and I thought, okay, if I don't want to simplify the material. How do I want to work with students?" Participants in this study were bold in their approach to revisiting orthodoxy, a quintessential element of critical management education. Claude shared, "And so my way, I formulated this, was I wanted to raise the students' ability to see complexity. And that then leads you into a whole new set of activities and ways of thinking and things that you do in the classroom that says, 'Okay, you start with the simple to have a launching point', then you have to create opportunities for students to learn in a more complicated and more complex milieu". This participant was able to see results with his students by virtue of this approach. Claude continued, "And that's the way they then build more complicated knowledge structures. So they can say, what if, and in this context, versus in that context, and so on, and that was the driving force, because when you start to complicate things, then you start to problematize things. And to problematize something means to make it more complicated, to make it more complex." Participants in this study were reflective when describing their successes with implementing critical management education. Shared Claude, "And so I think you realize from all of this that the core of all of this is about learning, teaching, about your own identity, your own philosophies, and so on, and how you

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enact those in the classroom to obtain the things that you're trying to obtain, even though it's elusive, and it's somewhat vague, but that leads you then to how you frame things and that leads you into other arenas, like critical pedagogy, critical management education, critical management studies, and all of these things that from my standpoint is the critical aspect of this." The participants in this study who were educating with a critical management lens demonstrated a liberating pathway towards implementing new ideas and new paradigms, which is essential if chattel slavery is going to be inserted into a curriculum of business and management.

Racial framing

This study found that the second sub-theme within faculty innovation that was very apparent had to be the framing of racial discourse when discussing the impact of chattel slavery on business and management. Parallel with the third sub-theme of content delivery, which was scaffolding, participants in this study demonstrated that it was essential that faculty possess an acuity for instructing about the presence of race in the history of slavery. As Paul shared, "So anyway, all of this, then, is part of a process of saying that the categories of Africans becoming, or the categories that take diverse African people, collapse them to the category of Negro, and collapse those people as to be eligible for enslavement in the Americas, is a long historical process". Participants in this study emphasized that it was essential for faculty members to understand the evolution of race history and its mythologies. Paul continued, "And it's a process that goes hand in hand with the collapsing of Protestant and Catholic and French- and Spanish- and German-speaking people into some category called Europeans, that

becomes White, and neither one of them is present. None of this is present at the start of our story, it is a product of this story brought up. And so I do tend to have to sort of explain that and work that in. But I also, depending on circumstances, push a little bit more." The participants in this study demonstrated that the topic of racial constructs is subject matter that may be unfamiliar to instructors. There were participants to whom a discussion of racial framing was not familiar. When asked about the introduction of topics that had a racial frame, Elle said, "Teachers have told me they wouldn't touch the subject with a 10-foot pole. And I fear that the same thing will happen with your research." It is essential that faculty be comfortable and knowledgeable about the frames surrounding racial discourse if they want to be successful delivering content on the connection of chattel slavery to business and management. This caution was shared by Claude, who said "You have to be careful of the terminology you use. I mean, you know, I'm a critical theorist, but I'd probably be very careful about saying that anymore right now, because critical race theory, even though nobody knows what it is". Accordingly, the ability to manage classroom dialogue is essential. As Bessie shared, "There is not an acknowledgement of how racism has been institutionalized. We acknowledge and recognize that human beings as we understand them, homo sapiens, originated in the African continent and East Africa specifically, the area that is what, Eritrea now, the oldest human specimens that have ever been found." Participants in this study demonstrated that knowledge of human evolution was helpful in framing discussions around race. Bessie continued, "So we understand that in terms of our predecessors, this is where humans, as we know them, originated. But understanding race and

understanding the way that human evolution works, the role of environment, the role of all of these different factors, how to separate phenotype from our ideas about race, it's kind of explaining all of those things. And I think it's a matter of having those conversations multiple times to try to get to a better understanding". The participants were clear in describing their approach to instruction. As Paul indicated, "I do tend to work in some interpretive framework that suggests that the modern categories of race are, of course, inventions of the era, of the transatlantic slave trade." The participants in this study demonstrated that knowledge of chattel slavery was fundamental for racial framing. Paul shared how he linked his business tenets and weaved them into chattel slavery, "Every single thing we're going to talk about from utility is going to have some connection, some way of mobilizing this history and actualize it to make it real, relevant, and visible, the ongoing ways in which that system of white supremacy and racial dominance that emerged at that moment continues to structure everything in the United States right now". Participants in this study showed that faculty need to have a firm hand in managing classroom dialogue around race, including the ability to manage conflict. Ingrid shared, "I ask them 'why are you so nervous about discomfort?' Talking about race in the workplace–they're naïve about organizations".

Indeed, participants in this study demonstrated that faculty need to appreciate the nuances in their student audience when managing discussions of race. Participants in this study pointed out that even if a student audience was primarily composed of students of color, there was not necessarily a monolithic reception. Shared Bessie, "If you're talking about black people, we have African, Dominican students, Haitian students, Brazilian,

Columbian, they're all Black. They're very different histories [and they] see themselves and their identities different racially. This topic of racial framing was a significant driver in the need for faculty to be equipped to address race when discussing chattel slavery's impact on business and management. Shared Rebecca,

Everything does, at some point, have a racial undertone to it, regardless of if it's not at the forefront. A lot of these companies who have been around for forever made their money in slavery. The dollars can be traced. We need to trace the concepts that these organizations were built on; they are the concepts that came out of the understanding of these organizations and the success of these organizations.

Participants in this study demonstrated that racial framing may be displayed differently by faculty of color vs. faculty who identify as White. Participant faculty of color view it as inevitable that racialized discussions require referencing marginalized scholarship. As Bessie shared, "It's about kind of re-educating. I think it's Carter G. Woodson, *The Miseducation of the Negro*, of Black people, it's the miseducation that we all receive within this country because of the Eurocentric framework. So it's really kind of a reframing, the full, holistic version of history where you really hear those voices that are so often marginalized or just altogether erased and eliminated". Conversely, there were participants in this study who demonstrated that a faculty person who identified as White might not immediately recognize the necessity to introduce race into a classroom exchange. This might be an environment where the student roster was overwhelmingly students who identify as White. Shared Claude, when asked whether his classes engaged in any kind of racial framing, "I never had occasion, they never brought it up. I never had

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occasion." On the contrary, when there is a racialized lens in the discussion of chattel

slavery, participants in this study demonstrated that a faculty member of color may be

adamant about painting a complete vista to fill in the gaps perpetuated by inadequate

education. Bessie continued, "You cannot have this version of slavery without the

concept of race being created. These are things that we don't get". This participant noted

a particular historical nuance that was important for faculty members to have when

framing a racialized discussion. As Bessie shared, "You also have people who are Afro-

descendants, who in this country we call Black people, who also owned slaves, who

enslaved other black people, or Africans, or Afro-descendants, to a very large scale where

they became very wealthy". This participant demonstrated clearly why it was important

for faculty to have granular familiarity with the subject matter. Faculty do not receive a

thorough instruction on the topic of race, and the topic of chattel slavery would only

serve to add a layer of complexity. Bessie continued, "In this country, we're familiar with

the Creoles in Louisiana, that's probably our most (inaudible) example. But if you look at

Brazil, there's a very famous example, Chica da Silva, she was the master's other wife,

she basically had several children with him, and when her white master died, he left her

everything. She was a dark-skinned, enslaved woman who became, like, the richest

woman of her time. She's legendary, and she owned this whole plantation with all of

these slaves, and she was living the life of a white woman. And people were outraged, as

you can imagine." This participant demonstrated that it is important to bifurcate history

when discussing chattel slavery in the classroom. Bessie stated, "But this is a complicated

history. And we talk about, these unions are not all white men and African/Afro-

descendant women, sometimes it's black men and white women, which nobody wants to talk about. But we have plenty of genetic evidence that shows us that happened as well. You have these complex colonial relationships where you have individuals who we now racialize as White, but there were poor people from Europe, European immigrants, and their descendants, who oftentimes collaborated with runaway slaves, with Quilombos, with Maroons. They were part of their intelligence networks." This study participant was clear that it was important to share some unknown elements of chattel slavery, warts, and all. Bessie admitted, "These are the stories that don't get out, that it's a very complex society, when we are talking about this era, when we're talking about slavery, chattel slavery, it has a lot of different iterations, depending on where you are in the Americas. Slave systems are different depending on who the colonizers are; the French having the most liberal system, the English and the U.S. having the worst, there's no humanity given to those enslaved". This participant was mindful that racial framing needed to properly situate the enslaved when storytelling. Continued Bessie, "So we look at that. And I don't think you can talk about slavery without talking about resistance. Unless you're a White professor. Which is the version that most people have been getting, which is this very hegemonic Eurocentric version of these Africans who were just subjugated."

Finally, it became apparent from the participants in this study that the use of a racial lens when teaching chattel slavery's impact on business and management often leads to the need to partner among disciplines.

Multidisciplinary approach

The third and final sub-theme that surfaced under faculty innovation is a need for a multidisciplinary approach. Defined as a collaboration among faculty who might normally be in silos, this subtheme encompasses codes such as joint projects, co-teaching, and paired curricula. Participants shared that faculty teaching business and management could simplify the integration of chattel slavery into the curriculum by opening their minds to other disciplines, such as history and accounting. As Claude suggests, "Part of teaching any management course has some element of history. I guess I was always less interested in conveying points of knowledge, [and] the history, it does provide a base from which to work". Participants in this study uniformly shared that there was utility in collaboration across disciplines. Bessie stated, "We need to get out of these silos and to be thinking in different ways". Participants in this study were clear that the teaching of chattel slavery within business and management has ancillary connections to other courses. Bessie described how she and two colleagues designed a program across three disciplines in order to break through those silos. Bessie shared that her Black Studies Across the Americas program demonstrated that "just because you're a business major doesn't mean you wouldn't need to learn about Ethnic Studies. So the whole point of Black Studies Across the Americas is to insert Ethnic Studies, specifically Black Studies, into areas where it is not traditionally found. And we did have students from the business department. This coming semester of the program we have one of our faculty members coming from Business." This participant shared that to create a multidisciplinary learning environment,

faculty have to be deliberate. Bessie continued, "We look specifically for individuals who are in those fields where you don't see this and where you don't have Ethnic Studies as a normal focus within the field. So the idea is to have them work with Ethnic Studies professors to learn from international collaborators to do just that, to get out of these silos and to be thinking in different ways". Participants in this study demonstrated that when faculty partner with other disciplines, they can effectuate the integration of chattel slavery into business and management more smoothly, even enticing students to enroll. Ingrid shared, "I teach an elective, 'Is the Melting Pot Boiling Over'–it's the history of immigrant populations, including slavery. There is a fair amount of self-selection because it's an elective".

The participants in this study demonstrated that faculty would be more effective if they were informed on the histories that drive management. Shared Rebecca ,

> To not have a fundamental understanding of how business started, how people got their money, doesn't lend itself to making different decisions in the future, impacting the decisions that our students as future leaders can make, to change the direction in the course of history.

Consistent with this fourth principal theme, participants were innovative in describing their approach to the sub-theme of a multidisciplinary approach. Paul's concern was that history needed to first be rewritten before it could be taught. He shared, "This is what's messed up about our educational system, right? Europe has history. Africa has anthropology. And so on. But what if we understand West African history in the same language as we understand European history in this period, which is like their empires,

they are seeking conquest, they are pursuing geopolitical goals, whether those are religious, or whether those are territorial." This participant was clear in describing the linear approach to historical beginnings of chattel slavery. Paul continued

> And as a result, there's war and then we can pull up from the transatlantic slave trade database and say, look at this, between 1730 and 1740, and 1750, the number of people from the windward coast goes up 15%. And then down 42%. What's up with that? Why do you think that is? 'I don't know.' Well, is it because they simply ran out of people to sell into slavery, or is it because we know that there was a jihad that had been declared here for these 15 years? And then when it ended, there was no more war. And since there were no more war captives, there was no more supply of enslaved people, or there was a drought in this period. And that created a migration of people coming. And so to actually historicize.

The participants in this study demonstrated that faculty were actually more comfortable when incorporating a multidisciplinary approach. Shared Joan, "what's striking to me is that the liberal arts people are both best suited, in some ways to help businesspeople do this work." Further, Betsy observed the urgency of this approach when she shared that she had colleagues who were "interested in integrating this history into accounting education. And so even like business history, business education, accounting education, like all of these fields are siloed off from each other so that I think the progress in some of these areas is not, making it into the others". The participants in this study did acknowledge that it is not uncommon for business programs in higher education to not

necessarily be accustomed to incorporating chattel slavery into business and management. Continues Betsy,

> [After my] postdoc, I interviewed for a job at [an Ivy League] business school. And then they didn't offer me a job until I had a job at another R1 university. And I do think that that sort of reflects the fact that a business school didn't know what to do with this. So if you handed someone my file, they would see it and think, 'Well, that's interesting, but it has nothing to do with us.'

This participant was clear that it is more common that higher education business and management sections are reticent about treading new ground. Betsy admitted that academic competition among institutions sometimes drove hiring decisions. She said, "Once a competing institution is interested in you, then you appear as relevant for a business setting. Here, I have a courtesy appointment in the business school where I just occasionally interact with students and faculty up there. And I think that no one just looks at my research and thinks, 'this is relevant to us', even though I teach the biggest class, an undergraduate lecture called the History of American Capitalism, where we spend, a quarter of the class talking about slavery. I get lots of business students; they see this as relevant to them."

  The participants in this study demonstrated that the inclusion of chattel slavery in the teaching of business and management is well facilitated by integrating other disciplines, primarily history and accounting. This integration requires a mindset from the faculty member that will transcend the traditional boundaries created by the siloing of disciplines.

Conclusion

After analyzing the data, four principal themes resonated, with three sub-themes following each principal theme. The first principal theme was faculty mindfulness, and the three sub-themes were apathy towards chattel slavery; faculty training needed; and fear of controversy. The second principal theme was concern for students, and the three sub-themes were student comfort level, level of student awareness, and student superiority. The third principal theme was content delivery, and the three sub-themes were rhetorical strategy, need for context, and scaffolding. Finally, the fourth principal theme was faculty innovation, and the three sub-themes were critical management education, racial framing, and multidisciplinary approach. The next chapter will permit a discussion. Chapter 5 will interpret the results, including the relationship between prior research and the results obtained in this study, limitations, implications for future research, and implication for future practice.

CHAPTER 5: DISCUSSION

Introduction

This qualitative case study was designed to examine the pedagogical practices of faculty that incorporate chattel slavery within business and management teaching. The study explored whether faculty teaching business and management had even considered this mode of instruction in their pedagogy and curricula; if so, how they did it; if not, why not.

This study focused on three research questions. The primary inquiry was to examine how and whether business and management teaching in higher education can accommodate the topic of chattel slavery. The second inquiry addressed whether the expansion of disciplinary boundaries would benefit the inclusion of chattel slavery in the teaching of business and management. The third and last research question explored the thinking and rationale of faculty as they chose to construct any business and management syllabi that included chattel slavery. The theoretical framework and literature review anchor three research questions. Chapter 3 described the methodology for the study. Chapter 4 presented the findings of the study. This chapter elucidates the results, the relationships to prior research, the study's limitations, future practice recommendations, and offers conclusions.

Overview of the Case

This study was precipitated by the researcher's earlier work examining the inclusion of chattel slavery into business and management curricula. Since the topic of chattel slavery is not typically included as a component of introductory business and

management studies, research has suggested that business and management students are receiving an incomplete and inaccurate education. The consequence of inadequate instruction is that these same business and management students progress to become managers lacking essential knowledge (Podolny, 2009). This study examines the value of the inclusion of chattel slavery in the teaching of business and management, intending to dismantle the notion of hegemony, defined as the dominance of one group over another. The presence of hegemony during chattel slavery is a fundamental principle; slaveowners relied on it to convince their plantation staff, their antebellum colleagues; and enslaved captives, of what was deemed the natural order of things.

This study proposed to explore the choices of faculty to incorporate the connection between chattel slavery and the development of the practice of management and business. This study was designed to explore how faculty acknowledge these realities while teaching management tenets. Finally, as defined earlier in Chapter 1, symbolic thought, a learnt procedure, is a phenomenon that led to the destructive behavior patterns that created and maintained chattel slavery. This study showed that faculty would be more effective with a symptomatic approach towards pedagogy. Thinking symptomatically, or viewing the world without myth and superstition, enables a critical approach to pedagogy.

Implication of the Findings

Research Question #1

The first research question explored how business and management faculty members in higher education can accommodate the topic of chattel slavery in their teaching. The

findings of the data were apparent in support of the study participants for the inclusion of chattel slavery into business and management education. The quandary that presented itself was how often faculty took advantage of this knowledge to execute a pedagogy aligned with this belief. The theoretical framework of interpretivism and critical theory very neatly informs the efforts of faculty who would choose to incorporate chattel slavery into their business and management curriculum. This study found that many challenges arise before a smooth integration can take place within the curriculum.

This study found that for faculty members to feel comfortable integrating the topic of chattel slavery into their business and management curricula, there needed to be a comfort level with the subject matter that did not presently exist. The study found that this comfort level would need to be cultivated by learning material not presently known. This study found that many faculty have no knowledge of the topic of chattel slavery, much less how it contributed to the development of management tenets. This study found that for faculty who had no knowledge of chattel slavery to accept a change in curricula, they would need some type of in-service training that would increase their comfort level with the material.

The very topic of chattel slavery, by itself, is one that is racialized, especially in a political climate such as what we currently have in the United States. This study found that the contemporary inclination of many state education departments and/or higher education institutions to deny history altogether is an environment that intimidates faculty. Accordingly, this study found that faculty would need to develop a courageous approach toward the implementation of curriculum change such that chattel slavery could

be integrated into business and management learning. This study found that the theoretical framework of critical management education is an excellent aid for faculty to expand their worldview.

Findings of the study were that it was also quite possible that faculty might have no interest whatsoever in the topic of chattel slavery, much less a desire to integrate it into their business and management teaching. According to this study's findings, this lack of interest might easily be attributed to a fear of discussing sensitive topics and a complete lack of awareness regarding the importance of historical accuracy. This study found that at a minimum, faculty would require training to be proficient in discussing the topic of chattel slavery.

An interesting finding of this study is the opportunity for business and management faculty to form coalitions with faculty from other disciplines, primarily history and accounting, to smoothly integrate chattel slavery into their curricula. This study found, as noted in an earlier discussion of Themes 3 and 4, that a rhetorical strategy may provide a pathway for students to engage with the material. As noted in that earlier discussion, this study found that faculty can find great utility in collaboration with other faculty, effectively dismantling the typical silos that represent education and instruction. Indeed, this study found, the very notion that chattel slavery as a historical event is a driver for faculty to become more engaged and knowledgeable about the actions that occurred in antebellum America and how those events impacted business and management going forward.

Research Question #2

The second research question explored the pedagogy and curricula structure that might present itself if faculty were to incorporate the contributions drawn from the chattel slavery era. This study, as noted in Themes 3 and 4 found unequivocally that faculty who were already teaching the topic had very deliberate techniques for delivering the content. This study found that given the topic of chattel slavery, which could be considered racialized, as well as polarizing, faculty were inclined to take extra effort to assure that the content was delivered successfully. As this study found in theme 4, there are multiple techniques for faculty to implore in order to innovatively deliver the content.

As noted in theme 3, this study found that faculty might create an environment where they used what they called a 'rhetorical strategy' to create a context for learning, including scaffolding the material. This study found that students might not receive the learning for reasons that go beyond the scholastic but would be better categorized as a general resistance to any discussion that centered around a racial component. Accordingly, this study found through themes 3 and 4 that by contextualizing and scaffolding the learning material, faculty might be more effective.

The study found that even if students were of color, the learning could possibly be impacted by their geographic origins, if they were born outside the United States. The study affirmed that if students identified as White, it was essential to employ such a rhetorical strategy that the learning material is obfuscated within the traditional economics and capitalism jargon. The study found that it was not sufficient to address the

visceral ethical violations of chattel slavery on its face; the study found that the learning might lack validity were it not cloaked in the language of Adam Smith or John Rawls.

Through the lens of themes 2 and 4, the study found that one of the major challenges from students would be those who had reached the level of Master of Business Administration (MBA). This study found that a common judgment attached to MBA students is that they are "broken when entering" (Giacalone and Promislo, 2013), suggesting that their prior learning regarding ethics and profit incentives was irretrievably baked in. The study affirmed that MBA students might be a "tough crowd", as one participant described them.

An additional finding of this study as evidenced through theme 4 was that the faculty member's representation might impact the material's delivery. In other words, the study found that a faculty member who identified as White might have a much easier time delivering this content than a faculty member of color. Indeed, the study found that a faculty member of color would need to perform extra pedagogical labor to avoid offending not only students but even faculty peers. This study found that extra labor might be using non-threatening language, avoiding the mention of racial differences, keeping the subject matter as neutral as possible, and perhaps even representing differences in benign terms.

As was evidenced by theme 3, this study found that the discussion of chattel slavery cannot be dissociated from the topic of the construct of race. The study affirmed that it is not possible to have a discussion of chattel slavery's impact on the tenets of business and management without a stipulation by faculty that the event of chattel slavery was a

historical fact and that it was initiated, formed and executed as a result of the need to commodify human beings.

This study found the topic of chattel slavery as a component of business and management teaching cannot be dissociated from the climate that exists in the United States, as evidenced by theme 3. The teaching of white supremacy (Yacovone, 2022) in the United States has been deliberate and total, woven into all textbooks and curricula for more than a century. This study found that any attempts to accommodate the topic of chattel slavery within business and management curricula would consistently be fraught with the external stimuli driven by the political environment not only in the United States but globally. Accordingly, consistent with theme 4, this study found that faculty would need to be skilled up in the delivery of content that might be considered racialized.

Research Question #3

The third research question explored the juxtaposition of the denial of history, which prohibits the teaching of chattel slavery within business and management, and an antithetical approach, which would acknowledge the impact that chattel slavery had on the tenets of business and management. These two opposing poles are described as a symbolic vs. a symptomatic approach (Ridley, E. 2020) to the development of curricula. As has been noted by Whitmont (1969), there are only two ways of thinking and living: symbolically or symptomatically. As defined earlier, symbolic thought engenders falsehoods, lying, and mythology. Symbolic thought is a core ingredient that informs the ability to commodify human beings as well as brutalize them mercilessly in order for

them to perform. This study found that there needs to be a willingness to eschew mythologizing the past.

Through themes 3 and 4, this study found that the instances of symbolic thought that inform the absence of chattel slavery within business and management teaching are many. The very notion that educational content must be cloaked in obfuscating terminology for it to be accessible is problematic. This study found that, given the proximity to racial discussions, the topic of chattel slavery would better be ignored altogether, as many participants stated when asked about race in the classroom that "it doesn't come up".

The topic of symbolic thought is not commonly discussed in the field of business and management. Contrary to common belief, thinking symbolically requires adding content to an entity-hence the result of religion, racism, and mythology, for instance. Such content can shift depending on the eye of the beholder. This study found that to be accepting of teaching chattel slavery in business and management, a thinking process that avoids engaging in mythological thought (symbolic thought) is essential for not only the instructor but the student as well. As highlighted by theme 3, since it has already been stated that the topic of chattel slavery has a racialized component to it, it is important to acknowledge that inappropriate, inaccurate and just plain wrong information is what populates the discussion. Symbolic thought, as a driver of mythology, routinely operates under incorrect assumptions, which assumptions must be unpacked and corrected.

Conversely, a counterweight to symbolic thought is a symptomatic approach, defined as seeing things as they really are (Ridley, E., 2002). As evidenced by theme 4,

this study found that those faculty who were open to acknowledging the connection of chattel slavery to business and management were far along in contemplating innovative ways (thinking symptomatically) to deliver the content in the classroom. Faculty who behaved symptomatically in this study found it much easier to overcome external obstacles presented by a racialized and controversial topic.

Relationship to Prior Research

Connections between Critical Studies and Chattel Slavery

The first major finding from this study was that critical theory, facilitated through critical management education, is an essential element of the teaching of chattel slavery within business and management studies. This study's findings are in alignment with the data retrieved in this study. As was evidenced by participants in this study, there is a throughline from chattel slavery and a lens used to examine it known as critical studies. In particular, critical management education provides a platform for examining the integration of the histories concerning chattel slavery into the teaching of business and management. That approach, derived from critical thought, is advocated by participants in this study. As has been noted by Freire (2005), "Concern for humanization leads at once to the recognition of dehumanization, not only as an ontological possibility but as an historical reality" (p. 41). This study's findings revealed that the genesis of business and management in the United States links between slavery and capitalism. This study's participants were forthcoming in stating that it was essential to acknowledge the history of chattel slavery and its contribution to business and management studies.

The participants were consistent in acknowledging the presence of management

practices in today's business environment that have direct links to the cruelty and

brutality of chattel slavery. Shared one participant, "Musk doesn't like people working

from home, but he doesn't have office space for them". Of course, that is a mild

comparison. More dramatic and closely aligned with chattel slavery might be the

requirement during the Covid pandemic that certain workers were considered 'essential'.

In order for United States citizens to enjoy meat on their dinner tables, it was essential

that meatpacking workers in North Dakota relinquish their right to medical protections

and report to work (Yeung and Grabell, 2021). This approach is easily aligned with the

observations of Williams (1943) who noted that chattel slavery was justified by the need

of planters to have sugar in their coffee and tea! The stories are legion of employees

being mistreated in the workplace, with a distinctive throughline that runs back through

the era of chattel slavery where vicious cruelty was commonplace. This study provided a

direct link to critical theory that permits an innovative problem-solving approach

(Cunliffe, et al., 2002; Fenwick, 2005; Dehler, 2009).

Curriculum Change

A significant finding in this study is the potential opportunity for faculty within

different disciplines to make a difference in the delivery of content. The topic of chattel

slavery as it impacts business and management can easily develop mission-creep, as it

were–said another way, faculty who have an understanding of histories in capitalism,

even accounting, can develop a versatility that they would find beneficial when it comes

to teaching the material (Prieto and Phipps, 2021). This might look like faculty who

partner with colleagues from other disciplines; or it might look like a faculty member who straddles disciplines–both scenarios were presented by the participants in this study. These representations, as well as others not named, would be constructive in efforts to change the curricula to include chattel slavery in business and management (Gerdeman, 2017; Swartz, 1992).

Another finding that was clear in this study was that faculty would only be successful if they felt comfortable. Given the racialized nature of a chattel slavery discussion, faculty must possess racial fluency (Haynes and Patton, 2019; Haynes, 2017; Sue, 2013). Racial fluency, as defined by Sue (2013), enables faculty to navigate discussions in the classroom when there are emotions triggered by the topic of race. Participants in this study affirmed that students needed a safe environment where they did not feel threatened by the discourse; however, participants also shared that faculty needed to be skilled up to manage any responses or reactions that might be disturbing.

A significant finding in this study has to be the relentless mythology that informs chattel slavery. It was not possible for such an enterprise to take place without the collective mandate that it was normal and natural to commodify a group of people, along with the vicious and brutal treatment of them (Baptist, 2014). This required a myth of white supremacy to be developed and perpetuated. "Ideas of ethnic or racial inferiority defined who could be trusted with citizenship–who would be the controlled race and who would be the controlling one, two ends of the same developing social and political contract" (Yacovone, 2022). The American educational system is significantly reliant on principles that inform all areas of learning, not just business and management. An

informed educator must be knowledgeable of the history and assumptions that populate all disciplines. As an example, one of the most influential American educators was the renowned Harvard University race scientist Louis Agassiz (1807-1873). He reviled African-Americans and insisted that they had an inherent inferiority. His racist scholarship still penetrates education today (Yacovone, 2022). This study reveals that the perpetuity of myth in pedagogy requires constant, continuing diligence to unpack and remove.

Limitations of the Study

This study contains limitations and opportunities for future research. The small sample size of participants disallows generalizability. An additional limitation of this study would be selection bias. The number of faculty familiar with the topic of chattel slavery is disproportionately low compared to the population of faculty who teach business and management. It was necessary to reach for breadth with my sample. It would be advisable for researchers to use caution in the implementation of this research. As is noted in Chapter 3, my positionality places me in the center of the discussion. I am an academic primarily focused on the research of business and management. As such, this topic is of particular interest to my research studies. Additionally, as an African-American, the topic of chattel slavery and its impact on business and management has particular salience to me. Notwithstanding, my positionality in no way has any impact on the research findings or conclusions herein.

An additional limitation in this study would be the need to truncate the observation protocol as originally planned. The data were collected over the summer months, and the

faculty participants were unable to provide an opportunity to observe their classes. The ability to capture the classroom settings, the interactions of the students with each other and the faculty, as well as the content delivery, would have contributed richness to this study, had it been available.

A final limitation in this study could be considered the self-reported data that was retrieved from the participants. Inasmuch as their interviews were based on their memories of classroom experiences, with no particular documentary support, the interviewer can only trust that memories were not selective. Nevertheless, I can confirm through my content analysis that the participants' data was consistent with my content analysis.

Recommendations for Future Practice

This study adds to the literature on the future practice of teaching chattel slavery within business and management studies. As shared by the participants, the topic of chattel slavery can fall within histories of capitalism, histories of accounting, and cultural anthropology. The participants represented that the notion of multidisciplinary partnerships was a real possibility that worked.

This study demonstrated that the opportunity to discontinue management dogma would demythologize the curriculum. As is presently taught, business and management lionize particular leaders, usually males who identify as White. A symptomatic future practice would be support for full and thorough recounting of the role of slavery, racism, and marginalization related to management practices. As one of this study's participants shared, "No one ever talks about how anti-Semitic Henry Ford was." This study provides

a springboard for finally revisiting curricula once and for all. This would involve addressing the general erasure in the literature of the contribution of the enslaved to management and industry (Roediger & Esch, 2012).

This study examines collective case studies of faculty and whether they incorporate chattel slavery in their teaching of business and management. The study reveals multiple recommendations:

Exploration of Future Faculty Activity

This study suggests that institutions could explore how to encourage faculty to examine their curricula to incorporate a critical approach that could include chattel slavery. This recommendation could involve obtaining funding from various stakeholders, whether city, state or Federal, in order to fund such an exploration.

Additionally, funding could be sought to incentivize faculty to participate in such an undertaking. The realization that there may well be faculty already participating in this subject area may create ambassadors.

Tenure and Promotion Protections

This study revealed through its four themes that there could possibly be inherent dangers in the exploration of chattel slavery within a business and management curriculum. In addition to incentivizing faculty to participate in a program, consideration should be given to the security of faculty. As faculty proceed through the academic pipeline, they would require protections that would allow them to be considered for tenure without penalty.

A similar observation should be made for those faculty who are in the pipeline for promotion. Given the concerns revealed by some study participants, it would be appropriate for institutional protections to be established that would eliminate any barriers towards faculty participating freely in such studies. It is suggested that institutional protections for a curriculum revamp of this magnitude could be integrated into the normal strategic planning process conducted by university leadership.

Accreditation Body Standards

A future practice that is revealed from this study is the benefit that would accrue from an institution that allowed a critical approach to business and management, not only at the introductory level but also graduate level. The implications of this research for leadership and governance in higher education are such that it would be possible to imagine accreditation bodies to include this activity in their institutional evaluations.

Outside the scope of this study are current revelations in institutions nationwide regarding their centuries-late admissions to how they profited from chattel slavery. As part of those revelations, institutions are re-evaluating their existence, from how they educate, whom they fund, their endowment directions, their property names, etc. This study would be impactful in adding to the conversation.

Implementation

This study provides opportunities for teaching and learning of faculty in business and management. The findings from the participants in this study provide the fodder for the scholarship of teaching and learning within institutions. An opportunity to ferret out those faculty who are favorable to the study can be optimized in order to build

ambassadors for the implementation of this field of study. Integrating chattel slavery into business and management is an activity that could have far-reaching implications for institutions nationwide.

Training/Mentorship

Consistent with the potential for the opportunities inherent in the scholarship of teaching and learning, this study revealed that there may be faculty who would be interested in skilling up in order to become proficient at the integration of chattel slavery into business and management. If institutions were to consider funding research or incentivizing faculty, a natural component would be training classes and potential mentoring opportunities. Those faculty who possess higher-level capability in an academic awareness of the impact of chattel slavery within business and management could become mentors to those faculty who require additional skills.

Academic Scholarship

The findings from this study are prime fodder for further qualitative studies in many areas of discipline. There were many unanswered questions within this study that lend themselves towards future practice. The study participants hailed from predominantly White institutions (PWIs) and historically Black colleges and universities (HBCUs). A comparison study between faculty at PWIs and HBCUs that implement these concepts would be of utility to the scholarship. Also mentioned in this study was the potential difference dynamic if faculty identified as White vs. faculty of color. A research exploration of the impact of those differences would contribute to the scholarship. Additional difference dynamics that bear qualitative researching are comparison of

faculty in early career vs. senior. This study revealed that faculty with tenure might have more comfort or freedom to pursue experimental pedagogy. Finally, a research study on students' perceptions when experiencing the teaching of this new material, chattel slavery's integration into business and management, would be a suggestion for practice that could be implemented.

Recommendations for Future Research

The recommendations for future research in critical management education is the need for faculty to examine their pedagogy to assure inclusion and cultural relevance. This would include ongoing research to examine how impactful the preservation of White interests prohibits curriculum that is race-adjacent (Haynes and Patton, 2019). The topic of chattel slavery within business and management curricula in this study directly challenges a centuries-old dogma regarding how business and management is taught. There are many avenues for qualitative research as a result of this study.

Understanding the impact on White faculty who teach this topic will reveal the depth of resistance that might be present before such a program could be implemented. As noted earlier in this study, the population of educators in American higher education is over 70% White. This begets another study: a qualitative examination of faculty comfort with the discussion of racialized topics.

An additional area for future research is to explore the realities of brutality and cruelty practiced during chattel slavery and their relationship to the employee mistreatment of today. Given the expansive research establishing the cruelty practiced during chattel slavery in order to achieve and maintain productivity, content analysis of

historical events shaping management history would be most beneficial that further highlighted that throughline.

A qualitative study of learning outcomes from courses that include the topic of chattel slavery would assist researchers and faculty colleagues in building exemplar course outlines, while noting commonalities that may help to guide modern thinking is this area.

By emphasizing symptomatic thinking, students become proficient in identifying and appreciating mythology in management when they see it. "Symptomatic thinking, which is innate to the neurological processes, allows individuals to see things as they really are to implement policy and evaluate individuals free of superstition, mythology, and negative thinking" (Ridley, E., 2008).

For instance, if business students are going to understand the origin of efficiency and productivity, then there needs to be a comfort level in the discussion of American slavery as the foundation for modern economic development (Baptist, 2014). This comfort level starts with the instructor, since the average student, if they are from a privileged background, will be exposed to this material for the very first time. Even students who have a minimum of multicultural competencies may be unaccustomed to having such a discussion (Amico, 2014). This has transformative ramifications for equity in business.

Conclusion

This study contributes to the body of research and practice in multiple capacities. If higher education is accountable for the preparation of business students, ignoring the role of chattel slavery is problematic for institutions and for faculty. Embedding the

topic of chattel slavery in the study of business and management concepts will empower faculty to confront the mythologies that have historically informed the teaching of business and management concepts. This study illustrates that need is not enough. Faculty recognize politically fraught, under resourced, tenuous aspects of faculty life. With these perspectives in mind, higher education leaders are presented with additional possibilities for teaching topics that include race. This new way of teaching will form the connection to contemporary management practices that include harassment, coercion, and even brutality as part of a routine management maxim. Future faculty will gain the tools sufficient to acknowledge that the origin of management tenets are historically connected to the practice of chattel slavery (Aufhauser, 1973; Cooke, 2003).

When business and management students are learning the basics of their discipline, they are taught with centuries-old dogma that is unquestioning. This study is the examination of practical, ethical problems that occur in business organizations along with the discovery of an expansive body of research that revealed the connection of chattel slavery to the genesis of business and management tenets. As a faculty member delivering content to students in the discipline, the researcher asked questions and quickly determined that there is a throughline from the brutality and cruelty practiced during chattel slavery and the coercion and malice practiced towards today's employees.

The study found that there is a community of scholars who include chattel slavery within their teaching; however, it is primarily practiced in ancillary disciplines, such as business history, business ethics, and even ethnic studies. This study revealed a gap when it comes to business and management instruction. This gap is unacceptable, since the

predominance of business and management students begin their studies in the introductory and survey courses.

The findings of this case represent both a need for pedagogical change and warning, highlighting the need for a recognition of the mythologies that allowed for chattel slavery. There are tremendous tensions that acknowledge African capacities while dehumanizing enslaved people by comparing their physical strength and fortitude to subhuman or animalistic attributes. Historically, African slaves were managed in duality; both assets to be protected and labor to be exploited. Beyond the fact that planters needed to regard African slaves as valuable to validate their own fiscal decisions and social system, the realities of plantation life taught that slaves possessed the technical and managerial knowledge that made the plantation work. The proslavery argument relied on white supremacy; as such it could credit the genius of Africans only so much. Notions of racial development through white management thus curiously combined a semi awareness of African contributions to the making of the South with wholesale denials of those same contributions. 'Whiteness-as-management' had material roots in who bossed and militarily controlled whom, but it was above all ideology covering over large realms in which slaves managed other slaves and performed the skilled labor necessary to production (Roediger & Esch, 2012, p. 42).

This study suggests that a shift from symbolic thought (ignoring past history, denying reality) to a thinking process that is symptomatic (acknowledging historical fact) is in order. In this study, symbolic behavior, framed as a denial of reality, an introduction of mythology and superstition, was precursor and a propellant of the practice of chattel

slavery. While American higher education has by omission become a purveyor of symbolic approaches that cry out for redress, this study offers considerations for a remedy; a symptomatic approach, where reality is acknowledged, explored, and critiqued. For business and management students to be properly educated, effective business managers, this includes demythologizing the origin of management tenets. It is the intent of this research to address gaps in pedagogy from the faculty perspective.

APPENDIX A: IRB APPROVAL LETTER

Federal Wide Assurance: FWA00009066

May 6, 2022 9:37:02 PM EDT

PI: Linda Ridley
CO-PI: Ceceilia Parnther
The School of Education, Ed Admin & Instruc Leadership

Re: Expedited Review - Initial - **IRB-FY2022-356** *EDUCATING BUSINESS AND MANAGEMENT STUDENTS: USING A CRITICAL MANAGEMENT LENS TO LEARN FROM CHATTEL SLAVERY*

Dear Linda Ridley:

The St John's University Institutional Review Board has rendered the decision below for *EDUCATING BUSINESS AND MANAGEMENT STUDENTS: USING A CRITICAL MANAGEMENT LENS TO LEARN FROM CHATTEL SLAVERY*.

The approval is effective from May 6, 2022 through May 4, 2023.

Decision: Approved

PLEASE NOTE: If you have collected any data prior to this approval date, the data must be discarded.

Selected Category:

Sincerely,

Raymond
DiGiuseppe, PhD,
ABPP Chair,
Institutional Review
Board Professor of
Psychology

Marie Nitopi,
Ed.D.
IRB
Coordinator

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APPENDIX B: IRB APPROVAL – WITHIN CUNY

BMCC

Academic Affairs

Borough of Manhattan Community College
The City University of New York

199 Chambers Street, S715
New York, NY 10007-1097
tel. 212-220-8320
fax: 212-220-8319

To whomsoever it may concern

This is to certify that Prof. Linda L. Ridley is authorized to conduct her research as per a valid IRB protocol IRB-FY2022-356 from St John's University. She has approval from academic affairs to survey faculty for the study, *Educating Business and Management Students: Using a Critical Management Lens to Learn from Chattel Slavery.*

Thank you,

Odaelys Pollard, PhD
Director of Research
HRPP Coordinator, BMCC

Borough of Manhattan Community College
City University of New York
199 Chambers Street
New York, NY 10007
P. 212-776-7208
opollard@bmcc.cuny.edu

Title of Study:

Educating Business and Management Students:

Using a Critical Management Lens to Learn from Chattel Slavery

Principal Investigator:
Linda L. Ridley,
Department of Education
St. John's University
Sullivan Hall
Queens, NY
917-439-3821
E-mail: linda.ridley18@my.stjohns.edu

Background: You are being invited to take part in a research study to investigate the practice of including chattel slavery in the teaching of introductory business and management concepts. We are interested in your input and insight as you develop pedagogy for your students. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please take the time to read the following information carefully. Please ask me if there is anything that is not clear or if you need more information.

The purpose of this study is: This study will explore the pedagogical practices that incorporate chattel slavery within business and management courses. This study will explore where the current research leaves a gap in the training of business and management students. I have chosen you for this study because you are an educator whose critical approach has shown an interest in discoursing on the discipline of business and management, whether historically or present-day, which is the core focus of this study.

Study Procedure: Your expected time commitment for this study is 1 1/2 hours.   I expect to 1) spend one hour with you, remotely, via audio conferencing; 2) If available, I would follow up with an observation of your class; and 3) I would review the study results with you in an additional half-hour session.

If you agree, I would like to audiotape my interactions with you. All tapes will be deleted following transcription. All transcriptions will be stored in a locked cabinet in the office of the Principal Investigator, with access only by the Principal Investigator.

Risks: The core of this study examines a topic that could be considered controversial. Accordingly, the risks encountered would be similar to those you experience when engaging in discussion of information you are unaccustomed to sharing with others, concerning race, gender, and sexual orientation issues in the classroom and on the campus. The topics in the questionnaire may upset some respondents. You may decline to answer any or all questions and you may terminate your involvement at any time if you choose.

Benefits: Although I do not anticipate a direct benefit to you for your participation in this study, I would expect that you would glean information that may be of utility to you as you consider your ongoing pedagogy in the classroom.

Alternative Procedures: If you do not want to be in the study, you may decline this invitation. If you have already begun participation, you can choose not to participate further by refusing to answer questions.

Confidentiality: All information elicited is anonymous – your name will not be recorded. You will be referred to by a pseudonym. Conversely, if you would like to be identified at any stage during the study, please advise me.

Questions: If you have any questions regarding your participation or the study, you may contact the principal investigator, Linda L. Ridley at 917-439-3821 or linda.ridley18@my.stjohns.edu; or the faculty sponsor, Dr. Ceceilia Parnther at 718-990-1305 or parnthec@stjohns.edu. For questions about your rights as a research participant, you may contact the Institutional Review Board at St. John's University, Dr. Raymond DiGiuseppe at 718-990-1955, digiuser@stjohns.edu or Dr. Marie Nitopi at (718)990 1440, nitopim@stjohns.edu.

Your signature and two initials below acknowledges receipt of a copy of the consent form as well as your willingness to participate.

_____I agree to participate in the above study.
_____I agree to be audiotaped during all interviews and focus groups.

_____   _____
Signature of Participant   Date
_____   _____
Signature of Researcher   Date

APPENDIX D: INTERVIEW PROTOCOL

Date/Time of Interview:_____

Location of Interview:_____

Participant:_____

      As noted in my Letter of Consent, you are being invited to take part in a research study to investigate the practice of including chattel slavery in the teaching of introductory business and management concepts. The purpose of this research is to align the management tenets developed during chattel slavery with conventional management theories as traditionally taught. I would like to question you regarding your curriculum development.

      As you have noted on the consent form that you signed before this session, you have agreed to participate in this interview. Again, as noted on the consent form, you can refuse to answer any question whenever you wish. Additionally, you can stop your involvement whenever you wish. All of your information that you tell me during this interview will be strictly confidential. Your consent to participate in this research study also signals your agreement to this confidentiality.

    Our discussion will explore your thoughts on using the concepts discussed in this study. My intent is to determine whether you use these concepts, how you use them, and how you value them. The first two questions are to understand how you make sense of the role of chattel slavery in business and management. The rest of the questions contribute to understanding how the topic of chattel slavery shows up in practice.

1. Can you describe for me how you go about including histories in your business and management curricula?

2. If you do not include histories, can you share how you instruct students on current-day ethical dilemmas in business and management?

3. If you do include histories in your instruction, can you describe your discussions of past ethical dilemmas as they inform present-day business and management?

4. What has been your experience in challenging the accepted conventions of teaching business and management history?

5. What are your concerns that might present themselves when examining business and management teachings for clarity?

6. Describe your point of view concerning the topic of this study – the inclusion of chattel slavery in the teaching of business and management course.

7. Describe any resistance you may have received from college administration regarding the acknowledgement of chattel slavery in business and management teachings.

8. Describe any resistance you may have received from students learning about the connections between the brutality of chattel slavery and current-day management practices.

9. Describe your experience in addressing the topic of racial constructs in the classroom. Do you do it often? Is it difficult? Does it depend on the demographics of the student roster?

10. Describe your tactics for managing classroom discussions around the social

   construct of race? Are there tensions? How do you mitigate them?

11. Can you suggest whom I should talk to for learning more about this topic?

APPENDIX E: DOCUMENT ANALYSIS PROTOCOL

Date/Time of document Analysis:

Documents Analyzed:

Course Syllabi
Research Papers Authored
Course Assignments

Scope of Data Analysis:

Course Syllabus:

　　　Comparative analysis of learning objectives with topic of research study

　　　Insight into researcher's philosophy and positionality

　　　Seeking a call to action expressing a need to link chattel slavery to current

pedagogy

Research Papers Authored:

　　　Opportunities to integrate business and management with chattel slavery

　　　Seeking research not characterized in the literature review

Course Assignments

　　　Learning outcomes that apply facts and concepts related to this study

　　　Call to action that expresses the need for inclusion of enslavement practices as a

　　　cornerstone of capitalism

　　　Classroom engagement illustrated that provides discomfort/comfort for students

Summary of Document Analysis:

　　　Papers authored (outside of the literature review)

APPENDIX F: ALIGNMENT TABLE

Research Question	Theoretical Construct	Related Literature	Interview Questions	Document Protocol	Observation Protocol
#1 – How can business and management teaching in higher education accommodate the topic of chattel slavery?	Interpretive Paradigm; Critical Management Education	Examination of critical social science and the link between slavery and capitalism; Need for curriculum change in business and management studies	1,2,6,7, 8,9	Syllabi Assignments	YouTube lectures
#2 – What does it look like for business and management faculty to incorporate the contributions drawn from the chattel slavery era into their pedagogy and curricula?	Interpretive Paradigm; Critical Management Education	Need for curriculum change in business and management studies	2, 6, 7, 8, 9	Syllabi Assignments	YouTube lectures
#3 – How can the discussion of chattel slavery's contribution to management be shifted from a symbolic approach (i.e., the denial of history) to a symptomatic approach (i.e., acknowledgement of recorded history)	Interpretive Paradigm; Symptomatic Thought Process	Examination of critical social science and the link between slavery and capitalism; Need to overcome myth in pedagogy	4,6, 7, 8	Syllabi Assignments	YouTube lectures

APPENDIX G: RECRUITMENT LETTER

ST. JOHN'S UNIVERSITY

Title of Study:

Educating Business and Management Students:
Using a Critical Management Lens to Learn from Chattel Slavery

Principal Investigator:
Linda L. Ridley,
Department of Education
St. John's University
Sullivan Hall
Queens, NY
917-439-3821
E-mail: linda.ridley18@my.stjohns.edu

Greetings:

I am a doctoral student in the School of Education at St. John's University. My research interest is exploring the pedagogical practices that incorporate antebellum slavery within business courses, using an interdisciplinary case study method. By sourcing a cohort of faculty, I hope to elicit themes surrounding curriculum development in business studies that provides an emancipatory experience for business students.

I am seeking 8-10 faculty volunteers to participate in my study. I am focusing on faculty who have both a cultural competency and who are inclined to significantly engage diverse student teams in the classroom.

The study will involve one 60-90 minute interview that would take place online at your convenience. If permitted by you, I would want to unobtrusively observe your classroom activity. Finally, barring classroom observations due to pandemic restrictions, I would follow up with a 30-minute session to review the study results with you. You will be asked to complete an informed consent to advise you of your rights to privacy and confidentiality; the interviews will be audio recorded, transcribed and kept confidentially.

If you think you might be interested in participating or would like additional information about the study, please reach out to me at linda.ridley18@my.stjohns.edu.

Thank you for your time.

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