Syllabus

Instructor: Stepanka Korytova, Ph.D.
Indiana University

Global Human Trafficking: INTL-I300 topics class
Class meetings: T, Th: 2:30-3:45 Cedar Hall C102
Office Hours: and by appointment
Office: Poplars 634
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Names and telephone numbers of two classmates: ……………………………

Required Readings:
• Articles as per class meetings, read articles BEFORE the class meeting.

Recommended Readings:
• Waugh, Louisa, Selling Olga: Stories of Human Trafficking and Resistance, Phoenix, 2006 – on reserve, 15% scanned as e-book. Read during the course of the semester, except for those that are available to everyone on-line: those you should read as per the syllabus. The rest of the chapters will not be assigned specifically for each week.
• A bibliographical source for your research papers and for further readings: Korytova, Stepanka, Global Human Trafficking: A Bibliography. An unpublished manuscript available at the Kinsey Institute Library.

Scope and Purpose

Human Trafficking, an invisible challenge to human rights across the globe, is a robust and growing business, only less profitable than the illegal trade in drugs. Women and children are most frequently trafficked in this 21st century slavery. Most people, either do not know about the contemporary markets in human beings, or prefer to look the other way. Where are present day abolitionists? We will seek to understand Human Trafficking as an international crime. To this end we will investigate national and international legislation intended to resolve and rid us of such illegal, inhumane crimes.

Objectives

Our first objective of the course is for you to understand the scope of the problem and national and international legislation intended to end these crimes. Our studies will begin with exploration of the geographic regions from which people are taken and those in which they are sold and abused. We will explore some of the organizations founded to assist the victims, their failures, successes, and needs. These crimes are taking place in the European Union and the United States, not only third world countries; citizens of western nations are victims as well as customers and entrepreneurs. Each student will have the opportunity to study individual regions and cases, which illustrate the suffering of the survivors and their families and the sophistication of the business structure from the brutal underlings to those making fortunes in today's slave trade that involves government, investors and police as well as criminal networks.
Our second purpose in focusing on the various aspects of Global Human Trafficking is to use course content as a vehicle for further developing critical skills, and help you participate more fully in your own education. All education should be collaborative. This course especially will be a collaborative effort. We will work with each other to develop your abilities to read, think, discuss, and write critically about a variety of visual and printed sources. We especially will work hard on improving your ability to communicate effectively orally and in writing. To further that goal, you will write and revise a number of short papers, prepare a term paper of eight pages, and present brief reports in class.

Students with Disabilities
Students with a learning disability, hearing impairment, speech impairment, or any other disability that may affect their ability to fulfill a requirement of the College should contact the Disability Services for Students in Franklin Hall 006, (812) 855-7578, prior to registering. Requirements will not be waived for students with disabilities; however, some modifications may be made within specific courses.

Academic Misconduct
This and the following sections adapted with permission from the IU Code of Student Rights, Responsibilities, and Conduct The Indiana University Code of Student Rights, Responsibilities, and Conduct defines academic misconduct “any activity that tends to undermine the academic integrity of the institution . . . Academic misconduct may involve human, hard-copy, or electronic resources . . . Academic misconduct includes, but is not limited to . . . cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic misconduct.” (II. G.1-6).

Requirements and Responsibilities
I am a firm believer in participatory education. Education involves active – not passive – engagement with course content. You will learn little if you come to class expecting me to tell you what you should know and think about Global Human Trafficking. My job is to help shape course content, and to challenge you to think about it. You must keep up with reading assignments, submit papers on time, and attend class and participate in discussion regularly. You will learn much more in this course, and be better prepared for other courses, if you participate.

A note on the readings: I have a system of note-takers and question-formulators. The system will be explained to you during the first session. How well you discuss in class will have an impact on your grade if I need to make a decision between two grades. Your readings are scheduled in your syllabus for the entire week and it is up to you to pace yourself. The topics for each class correspond with the main focus of that session however there is more material in the texts and you need to read/skim the entire reading assignments.

Major Writing Assignments
1. Five short papers about the readings and the films. The purpose of these assignments is to develop your ability to communicate effectively in writing.
2. A paper (maximum 6 pages), on a theme: “Is Global Human Trafficking Another Illustration of a Movement from Periphery to Center?” based on your group project. We will talk about the details and the scope of this paper in early in the semester.
3. A final exam. This written, take-home assignment will be based on several documents that you will receive on exam day. You will be asked to write an essay in which you relate these documents to the class textbooks. The purpose of this exercise is to give you some experience in applying what you have learned about critical thinking and writing.

Grading
Class participation: 25%
Five writing assignments: 25%
Final paper & presentation: 35%
Final exam: 15%

Attendance
There is a strong correlation between a student's performance in the course and participation in the classroom sessions. Although I don’t have a specific policy on attendance, I will be noting absence from classroom sessions.

Class Meetings
1. Jan. 10:
   Introduction to the course. Writing Assignment: Write a one-page letter to me in which you tell me about your social science classes, and discuss the most difficult aspects of being a student at IU. Due at the next class meeting.

2. Jan. 17: Understanding Human Trafficking. FILM: Human Trafficking 101 I. Writing Assignment: Write a two-page paper in which you analyze the main issues brought up in the film and the main argument. How successful was the film in examining the problem of HT? Due at the next class meeting. Submit a hard copy, please.


7. Feb. 2: Undocumented Migration. Migration inside and to Europe. FILM: Crossroads Inside the European Union (2007). II. Writing Assignment: Write a two-page paper in which you analyze the film’s main argument. In your analysis, include answers to these questions. What does this film say about HT? How successfully do you think this film conveys its argument? Due at the next class meeting. Reading Assignment: Begin reading the assigned chapters in Ehrenreich, Hochschild, eds., for a discussion later in the semester. Be sure to take notes on the different aspects of women migrants/workers. For the chapters: see session # 13.


   Human Trafficking in U.S. Continued. Sex Trafficking or/and Labor trafficking? e-chapter: Violence Against Women. Trauma, Violence, and Abuse

Readings: Prostitution and Australia – a Debate over Legalization

Readings: Selected chapters from: Ehrenreich, Hochschild, eds., Global Woman, Introduction, “Selling Sex for Visas: Sex Tourism as a Stepping stone to International Migration,” “Global Cities and Survival Circuits.” III. Writing Assignment: Write a two-page paper in which you analyze the main issues in the three chapters in Ehrenreich, Hochschild, eds. How successful are the authors in arguing their case. Due at the next class meeting.


14. Feb. 28: When the Peacekeepers Arrive. Film: III. Writing Assignment: Write a two-page paper in which you analyze the film’s main argument. In your analysis, include answers to these questions. What does this film say about HT? How successfully do you think this film conveys its argument? Due at the next class meeting.

15. March 1: Middle East
Author(s): Anya Stone and Martina Vandenberg. Source: Middle East Report, No. 211, Trafficking and Transiting: New Perspectives on Labor Migration (Summer, 1999), pp. 36-38. Published by: Middle East Research and Information Project. The Trafficking and Contract Migrant Workers in the Middle East. Izrael’s Miserable Record in Human Trafficking.

16. March 6: Asia. Human Trafficking 101: Trading Women. FILM Writing Assignment: Write a two-page paper in which you analyze the film’s main argument. In your analysis, include answers to these questions. What does this film say about HT? How successfully do you think this film conveys its argument? Due at the next class meeting

17. March 8: India, Nepal, Thailand and the Mekong Sub region
Readings: Writing Assignment: a short memo on your group project Due at the next class meeting.

Spring Break

Readings: Anti-trafficking Policies in Asia… (Using “Korean model.”), Rehabilitation and Community Integration of Trafficked Survivors.

19. March 22: Student panel on HT. Presentation and discussion of the selected group projects.

20. March 27: Canada
Readings: Dancing across Borders: ‘Exotic Dancers,’ Trafficking, and Canadian Immigration Policy
Author(s): Audrey Macklin
Source: International Migration Review, Vol. 37, No. 2 (Summer, 2003), pp. 464-500
Published by: The Center for Migration Studies of New York, Inc.
21. March 29: Latin America and the Caribbean.

22. April 3: HT as Modern Slavery
   Readings: Drew, Ch 2, Modern Slavery, Human Rights and the New UN Defining Contemporary Forms of Slavery

23. April 5: Migrant Workers.
   Readings: The Trafficking of Migrant Workers

24. April 10: NGO, Victim Protection
   Reading: NGO Responses to Trafficking in Women. Used, Abused, Arrested, and Deported.


27. April 19: Independent study on the Class Projects


30. Final exam, April 30-May 4.